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Across the Curriculum & CLIL in English as an Additional Language (EAL) Contexts Academic Language in Diverse Classrooms: English Language Arts, Grades K-2 Multifunctionality in English The Crosscultural, Language, and Academic Development Handbook The Bilingual Advantage The Language Demands of School Developing Advanced Literacy in First and Second Languages From Words to Wisdom English as a Scientific and Research Language Mastering Academic Language Language as Behaviour, Language as Code Academic Discourse Teaching English to Second Language Learners in Academic Contexts *Margo Gottlieb Eli R. Johnson Christian J. Faltis Bee Bond Mary J. Schleppegrell Carolyn Temple Adger Lynne T. Díaz-Rico Angel M.Y. Lin Margo Gottlieb Zihan Yin Lynne T. Díaz-Rico Diane Rodríguez Alison L. Bailey Mary J. Schleppegrell Erica M. Barnes Ramón Plo Alastrué Debbie Zacarian Lynne Young Ken Hyland Jonathan M. Newton*

with the rigorous content of college and career readiness standards academic language use has moved to the forefront of educational priorities school leaders and teachers must ensure that academic language becomes the focus of new curricula instruction and assessment with special attention to linguistically and culturally diverse students margo gottlieb and gisela ernst slavit s six book series on academic language is already the definitive resource on the topic this companion volume provides a concise thorough overview of the key research concepts and effective practices that underlie the series it includes definitions and examples of the dimensions of academic language a step by step template to incorporate academic language use into plans for student learning graphic models that illustrate the construct of academic language and its classroom application language is the most fundamental building block of education be sure your school is as strong as it can be with this indispensable book

academic language and literacy are essential keys to conceptual understanding and ultimately to student success eli johnson provides a foundation that all teachers and school leaders can use for

improvement that will reach every classroom and every student peter dallas finch assistant superintendentwest valley school district yakima wa develop students understanding of academic language and watch literacy skills soar to achieve higher levels of learning students must be able to understand academic language the formalized language of instruction found in classrooms textbooks and standardized tests eli r johnson conveys a powerful message of the need for teachers to provide explicit academic language instruction for all students especially english language learners or those struggling with reading filled with 36 hands on strategies this practical solidly researched guide helps teachers make the critical connection between academic language literacy and student achievement for all learners regardless of home language or socioeconomic status explained in reader friendly terms each strategy helps teachers give their students the tools and skills necessary to decipher academic language in reading writing listening and speaking this k 12 book also includes a strategy matrix to help teachers select appropriate strategies for their grade level a description of each strategy with information on how it works in the classroom and why it is effective collaborative protocols to help infuse academic language throughout the content areas lists of words that can be introduced at each grade level to build students vocabulary academic language academic literacy helps teachers instruct students on the language of education so they have a chance to demonstrate what they know and experience success

this volume examines the soviet system of science and higher education its emergence exportation and survival beyond the political system it explores contemporary crises in science and education post communism as part of a series of upheavals throughout the 20th century influenced by broader political social and cultural changes

this book focuses on the nexus of language disciplinary content and knowledge communication against the background of the economic cultural and ideological forces of higher education s

current push for internationalisation it suggests the need for a greater synergy between language and content experts and argues that change needs to be implemented through policy rather than on an ad hoc basis by individual teachers it is a call to action for english for academic purposes practitioners to find a way out of the silo of their own centres and work to assert influence over the wider context in which they work the book begins and ends in the practice of teaching with a focus throughout on understanding the barriers and enablers to that practice within a particular context

this book explores the linguistic features of the language students need to learn for success at school it builds on frequently cited sociolinguistic applied linguistic and discourse analytic studies of language in school but interprets these from a functional linguistics perspective describing the particular grammatical choices make meanings in the texts students are asked to read and write at school

this book shows what teachers need to know about language to work effectively with diverse students it gives examples of the many aspects of teaching and learning in which language is a key and it suggests how teacher education programs can help teachers gain the knowledge and skills they need to refine their practice

this book will be of interest to a broad readership regardless of whether they have a background in sociolinguistics functional linguistics or genre theories it presents an accessible meta language i e a language for talking about language that is workable and usable for teachers and researchers from both language and content backgrounds thus facilitating collaboration across content and language subject panels chapters 1 to 3 lay the theoretical foundation of this common meta language by critically reviewing systematically presenting and integrating key theoretical resources for teachers and researchers in this field in turn chapters 4 to 7 focus on issues in pedagogy and assessment and on school based approaches to lac and clil drawing on

both research studies and the experiences of front line teachers and school administrators chapter 8 provides a critical and reflexive angle on the field by asking difficult questions regarding how lac and clil are often situated in contexts characterized by inequality of access to the linguistic and cultural capitals where the local languages of the students are usually neglected or viewed unfavourably in relation to the l2 in mainstream society and where teachers are usually positioned as recipients of knowledge rather than makers of knowledge in closing chapter 9 reviews the state of the art in the field and proposes directions for future inquiry

make every student fluent in the language of learning the common core and eld standards provide pathways to academic success through academic language using an integrated curricular framework districts schools and professional learning communities can design and implement thematic units for learning draw from content and language standards to set targets for all students examine standards centered materials for academic language collaborate in planning instruction and assessment within and across lessons consider linguistic and cultural resources of the students create differentiated content and language objectives delve deeply into instructional strategies involving academic language reflect on teaching and learning

this edited volume provides detailed analyses of multifunctional forms in english and offers hands on approaches exemplifying relevant implications and useful applications to language and literacy educators in tesol esl efl eal and research students in applied linguistics and education the chapters cover the multifunctionality of utterances in spoken and multimodal corpora the multifunctionality of linguistic creativity in different genres multifunctional pronouns in hard and soft sciences and professional discourse in the university and secondary school contexts the volume also offers a comparison of the multifunctionality of verbs between esl textbooks native written and spoken english corpora and between esl and l1 university students in writing a particular genre comparisons of the multifunctionality of discourse markers between different

registers and between l1 and l2 english speakers as well as multifunctional metadiscourse markers in different disciplines and paradigms with detailed analysis of authentic corpus data representing different varieties of english specialized use in different contexts and disciplines and practical teaching and learning applications the volume bridges theory and practice providing a creatively designed resource for students educators and researchers looking to understand multifunctional forms in english

this comprehensive account of bilingualism examines the importance of using students native languages as a tool for supporting higher levels of learning the authors highlight the social linguistic neuro cognitive and academic advantages of bilingualism as well as the challenges faced by english language learners and their teachers in schools across the united states they describe effective strategies for using native languages even when the teacher lacks proficiency in a language this resource addresses both the latest research and theory on native language instruction along with its practical application the what why and how in k 8 classrooms key features include examples of programs that address the needs of learners from diverse language backgrounds including spanish chinese korean haitian creole hindi bengali and russian teaching strategies activities and student tasks geared toward current academic standards the role of primary language in esl dual language special education and general education programs at last a book that focuses on the development of students bilingualism from the point of view of their home languages and not simply english rodríguez carrasquillo and lee lead teachers in uncovering the treasure of the home language in bilingual learning ofelia garcía professor the graduate center city university of new york i highly recommend the bilingual advantage an essential tool to achieve equity and social justice as these evidence based practices promote the high achievement and success of english learners within our schools jose luis alvarado associate dean college of education san diego state university this book brings together the latest research on the advantages of children learning in two languages and two cultures from the foreword by

margarita calderón professor emerita johns hopkins university

the language demands of school is an edited volume describing an extensive empirical base for academic english testing instruction and professional development the chapters comprise empirical research by bailey and colleagues at the national center for research on evaluation standards student testing cresst at ucla and invited contributions by practitioners in the fields of language policy testing and instruction the central focus of the chapters is the research conducted by cresst over the last two years in an attempt to document the academic english language demands placed on school age learners of english the three additional chapters give the perspectives of a policy maker at the state level test developers and practitioners the language demands of school fills a gap in the current literature by addressing the kind s of english required of k 12 english learner students from an evidence based perspective this is timely given the broader context of the no child left behind act of 2001 which has prompted school systems to identify english language proficiency tests to meet the federal mandate one of the problems that has surfaced in the search for english language tests for k 12 english learner students is the inadequacy of existing research on the development of the academic english language skills that all students both english learner and native english speaking need to be successful in the school setting the language demands of school is devoted to exploring this topic and to presenting research that illuminates both the questions and the answers

this book addresses the linguistic challenges faced by diverse populations of students at the secondary and post secondary levels as they engage in academic tasks requiring advanced levels of reading and writing learning to use language in ways that meet academic expectations is a challenge for students who have had little exposure and opportunity to use such language outside of school although much is known about emergent literacy in the early years of schooling much less has been written about the development of advanced literacy as students

move into secondary education and beyond developing advanced literacy in first and second languages meaning with power brings together work on first and second language acquisition and emphasizes the importance of developing advanced literacy in the first language such as spanish for bilingual students as well as english spans a range of theoretical orientations and analytic approaches drawing on work in systemic functional linguistics genre theory and sociocultural perspectives addresses the content areas of science history and language arts provides specific information about genres and grammatical features in these content areas and presents suggestions for teacher education what unites the contributors to this volume is their shared commitment to a view of literacy that emphasizes both the social contexts and the linguistic challenges the chapters collected in this volume contribute in important ways to research and pedagogy on advanced literacy development for the multilingual and multicultural students in today s classrooms this book is particularly useful for researchers and students in language and education applied linguistics and others concerned with issues and challenges of advanced literacy development in first and second languages

this practical guide shows teachers how to introduce academic language to young children with an emphasis on appreciating and leveraging linguistic diversity new educational standards are asking students to master content area concepts and increasingly complex texts in earlier grades this practitioner friendly text provides instructional materials sample dialogues and assessment tools to facilitate academic language use in prek 3 classrooms the authors describe the word sentence and discourse levels of academic language while encouraging teachers and students to consider purpose participants discipline and context strategies are provided to help readers adapt language for a variety of academic purposes across mathematics science play mealtimes and ela instruction the text includes discussion questions reproducible activities planning materials assessment tools and handouts to facilitate smooth implementation into classroom practice from words to wisdom will empower teachers to build bridges to academic success for all young

learners book features expands teachers understanding of academic language beyond vocabulary to include syntax and discourse level features includes specific strategies activities and suggestions for teaching from and with academic language across multiple settings and disciplines addresses all students including multilingual and linguistically diverse speakers incorporates user friendly features such as text boxes vignettes assessment protocols and sample teaching materials

this volume examines the role of english in academic and research settings in europe and provides recommendations on the challenges posed by the dominance of english over national languages as languages of science and research dissemination the need for language support for academics that need to disseminate their research in english and the effect of past and present language policies

the achievement gap is a language gap and you can bridge it as teachers we take the language of school academic language for granted but for many of our students academic language is more than a new language it is the make or break skill for school success this exciting and much needed book shows how teachers can help students become fluent confident speakers of academic language debbie zacarian shares a step by step research based approach to scaffolding k 12 instruction for students who do not have the language and literacy skills that are needed in school readers will find practical teaching strategies based on the four key facets of academic language fluency richly detailed case studies about students experiences with academic language across the content areas guidance on family involvement thought provoking study questions along with performance assessment tools an ideal resource for school and district wide common core initiatives this book provides teachers with the foundation and tools to ensure an equitable education for all students this book engages teachers in active reflection on the nature of academic language and how it is used in different content areas across the curriculum it

represents an extremely useful tool for school communities to promote academic learning for all students jim cummins professor oise university of toronto mastering academic language provides a practical look at the sociocultural foundations of academic language relevant classroom and student examples and a helpful framework for organizing and enacting the complex processes of developing language across a variety of contexts jeff zwiers researcher stanford university ceras 527

this work arose from the desire to teach foreign students in north america a particular variety of language used in their disciplines speech situations whereupon the inadequacy or non existence of previous study became apparent given this raison d être the work first illustrates one approach to the analysis of language in order to test whether something of significance can be said about the typology of texts and discourse the approach chosen is systemic functional grammar with its roots in the prague school of linguistics and the london school of j r firth a theory that is particularly able to show how situational factors affect codal choices secondly the author proceeds to use this theory and one language variety academic speech to illustrate the influence of speech situational components on the codal selections in the language variety since the impetus for the work is pedagogical the book concludes with a brief reappraisal of the analysis model and a discussion of some of the pedagogical implications stemming from the analysis since the work is also theoretical the implications of the study for the model of grammar are thoroughly explored

academic discourse is a rapidly growing area of study attracting researchers and students from a diverse range of fields this is partly due to the growing awareness that knowledge is socially constructed through language and partly because of the emerging dominance of english as the language of scholarship worldwide large numbers of students and researchers must now gain fluency in the conventions of english language academic discourses to understand their

disciplines establish their careers and to successfully navigate their learning this accessible and readable book shows the nature and importance of academic discourses in the modern world offering a clear description of the conventions of spoken and written academic discourse and the ways these construct both knowledge and disciplinary communities this unique genre based introduction to academic discourse will be essential reading for undergraduate and postgraduate students studying tesol applied linguistics and english for academic purposes

introduction to reading how reading comprehension works building an effective reading curriculum guiding principles reading instructional activities and assessment options introduction to writing writing in a second language building a writing curriculum and developing strategic writers writing instructional activities feedback and assessment options introduction to listening how listening comprehension works building a listening curriculum listening instructional activities and assessment options introduction to speaking what s so special about speaking building an effective speaking curriculum guiding principles speaking instructional activities and assessment options language skill development and eap a reflection on seven key themes

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