Foundations for Teaching English Language Learners: From Theory and Research to Effective Policies and Teaching Practices.

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Agenda

9:00 – 10:30
- Introductions and Overview
- Who are English Language Learners?
- Language and Education Policy for ELLs

10:30 – 10:45 break

10:45 – 12:00
- What Teachers Needs to Know about Language and Why

12:00 – 12:45 Lunch

12:45 – 1:45
- Language Learning and Teaching

1:45 – 2:45
- What Do We Know from Research about Oral Language Development for ELLs?
- Strategies for Teaching and Assessing Oral Language Development

2:45 – 3:00 break

3:00 – 4:30
- What Do We Know from Research about Literacy Development for ELLs?
- Strategies for Literacy Development.

4:30 – 5:00 Questions and Answers
Chapter 1

Activity Sheet 1 – English Language Proficiency Levels

Below are descriptions of students’ abilities in English. Indicate the language proficiency level each description suggests using the WIDA English Language Proficiency (ELP) Levels outlined on p. 12 in Table 1.3 (Level 1 Entering, Level 2 Beginning, Level 3 Developing, Level 4 Expanding, Level 5 Bridging) OR using the ELP levels used in your state.

1. _______________ Cheng’s spoken English is so good that as she gives examples, engages in debates, and expresses her point of view, some mistake her for a “native” speaker. Her reading and writing skills are excellent across multiple genres. However, she occasionally has to ask for or look up the meanings of unknown words, and she sometimes misuses words and writes awkward-sounding sentences in her class papers on academic topics.

2. _______________ Daniel recently arrived in the United States. He can say a few words (hello, goodbye, thank you), can name some simple objects, can follow simple one-step directions, and can answer some simple WH (who, what, when, where, which) questions, but struggles to understand most of what is said to him in English.

3. _______________ Maria can follow simple two-step oral directions, and is able to understand some of what she hears, especially when teachers or other speakers use simple language structures and slow down their rate of speech. She is able to ask and answer some simple WH questions, especially those that require only one- or two-word answers.

4. _______________ Miguel easily discusses stories, issues, and concepts with his peers and teachers on a wide variety of topics. He is usually comfortable giving oral reports, however, he lacks some specialized content-area vocabulary and has some difficulty comprehending sentences with complex structure, especially when reading.

5. _______________ Rathana can follow multi-step oral directions and is able to use long phrases and short sentences. In general she is able to get others to understand what she is saying when she describes processes and procedures or retells stories and events, despite a number of grammatical errors. She sometimes lacks the precise words to explain what she means, and sometimes struggles to fully understand what someone is saying to her or what she is reading.
Chapter 2

Activity Sheet 1 – Linguistic Subsystems

Below are short descriptions of classroom activities. Indicate the linguistic subsystem each activity addresses (phonology, morphology, syntax, semantics, pragmatics).

1. ______________ A grammar lesson on forming sentences with who, what, when, where, why, and how.

2. ______________ Using minimal pair exercises (e.g., pan/pen, but/bit, hot/hat) to help students hear the slight differences in sound that change the meaning.

3. ______________ A mini-lesson on prefixes and suffixes.

4. ______________ A role playing exercise where students practice starting and ending conversations in a polite manner.

5. ______________ A word study activity where students brainstorm words related to the word war.

6. ______________ Students look in a mirror to see the placement of their tongue between their teeth as they practice pronouncing /th/ words.

7. ______________ A class discussion on the meanings of indirect speech acts

8. ______________ A mini-lesson on the formation of compound words

9. ______________ A brief daily activity where students are given a sentence with grammatical errors to identify and fix.

10. ____________ An activity using a graphic organizer for a vocabulary word, listing words that are similar in meaning and words that are opposite in meaning.
Chapter 3
Activity Sheet 1
Second Language Learning Theories, Hypotheses, Models, and Perspectives

Identify the second language theory, hypothesis, model, or perspective that is most closely aligned with the descriptions below.

Acquisition-Learning Hypothesis, Affective Filter Hypothesis, Noticing Hypothesis, Sociocultural Perspectives, Zone of Proximal Development, Behaviorism, Interaction Hypothesis, Output Hypothesis, Input Hypothesis, Processability Theory, Input Processing Model

When finished, discuss the ways these conflict or are compatible with each other.

1. ______________ Comprehensible input (i + 1) is all students need to acquire a second language.
2. ______________ Language learning occurs through the sociocultural context surrounding the learner.
3. ______________ Language acquisition is a form of habit formation through stimulus and response with positive and negative reinforcement.
4. ______________ Students need to interact with other speakers, receive modified input, and have opportunities to produce comprehensible output in order to build their developing linguistic system as they acquire a second language.
5. ______________ Language acquisition occurs through meaningful interaction containing modified input and corrective feedback.
6. ______________ Speaking is needed to facilitate language learning because it helps learners recognize the limits of their proficiency and leads them to find better ways to get their meaning across.
7. ______________ Learners cannot acquire a specific language feature in the input unless they notice it.
8. ______________ Some language features may be acquired by the learner earlier or later than others depending on where they appear in the input and how easy or hard they are to process.
9. ______________ Within sociocultural theory, this is the domain or metaphorical space where language learning takes place, where learners are able to reach a higher level of knowledge and performance with scaffolding support provided by a more knowledgeable person.
10. _____________ Most language features are acquired subconsciously, rather than consciously learned by a language learner.
11. _____________ Factors such as high anxiety and low self-esteem can prevent a learner from obtaining comprehensible input.
Chapter 7

Activity Sheet 1 - Correcting Student Errors

For each of the following scenarios, determine whether you should ignore or correct the error. If you decide to correct, indicate whether the correction should be provided through direction correction, or in-direct correction through modeling:

1. Sitha, a 4th grade student, has been in the United States for only a few months. He is just now coming out of his silent period. After recess, he comes up to his teacher crying, points to another student, and says, “Teacher, him hit me!”

   □ Ignore it □ Direct correction □ Indirect correction

2. Sabrina, a middle-school student with intermediate proficiency in English, during a class discussion on plants, says, “Teacher, my mom go Home Depot and she buy a lot of flower to put our garden. The flower grow and dey so pretty! Tomorrow I pick one bring to you.”

   □ Ignore it □ Direct Correction □ Indirect correction

3. Following an ESL lesson on plurals with count and non-count nouns with her intermediate and advanced high school ELL students, Ms. Miranda gives each student a list of count and non-count nouns and directs them to work in pairs and practice making sentences using the nouns in the plural form. While walking around and checking on each group, she hears Juan say to his partner, “I have three furnitures in my room—my bed, my desk, and my dresser.”

   □ Ignore it □ Direct Correction □ Indirect correction

4. Tran, a 5th grade student who recently arrived in the United States but learned some English in her home country, turns to the boy next to her and asks, “May I please take a sheet of paper?” However, in her pronunciation of “sheet,” the vowel sounds closer to the short i sound. This, of course, causes the boy to bust up with laughter. Mr. Wu overheard the conversation and can’t resist cracking a smile himself.

   □ Ignore it □ Direct Correction □ Indirect correction

5. Heide, a 1st grade ELL who has been in the United States for just a little over a year, comes up to the teacher. Her legs are crossed and she is jumping up and down. She has a painful look on her face and begs, “Teacher, I please go bathroom? Please? Please?”

   □ Ignore it □ Direct Correction □ Indirect correction
A Blank Template for Drafting Strands of MPIs

**ELD STANDARD: #2** English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Language Arts**

**EXAMPLE TOPIC:** ________________________________

<table>
<thead>
<tr>
<th>COGNITIVE FUNCTION:</th>
<th>Level 1 Entering</th>
<th>Level 2 Emerging</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain: Writing</td>
<td>Students:</td>
<td>Students:</td>
<td>Students:</td>
<td>Students:</td>
<td>Students:</td>
</tr>
</tbody>
</table>

**TOPIC-RELATED LANGUAGE (key vocabulary):**
Chapter 9

Activity Sheet 1 – Development Stages in Early ELL Writing

Using the developmental stages in early ELL student writing described in Table 9.2 (p 228), indicate the stage of writing development the following writing samples appear to represent.

| scribble writing, string of letters, letter representing whole words or thoughts, stylized sentences, emerging standardized writing, standardized writing |

1. ___________________________
   My brother ran to find a table close to the water. Me and my brothers put lotion cream to not get burned. Then I ran as fastest I can to the ocean and the sun was so hot that I shust jumpted to the water. All my family had fun. I didn’t want to live I told my family that I would never forget our fun vacation ever.

2. ___________________________
   I can with mama.
   I can play platin 2.
   I can play with may Mather.
   I can play with may car yu-gi-oh.
   I can play soccer with may Frens.
   I can watch the movie.

3. ___________________________
   Ay got to de bastruen. Lienro mi motheer en mar Dad $9.90 monny. Then ay to McDonas happymied. They hay to the piter pizzas they hay locl un gril ugly the name is March. Ther hay gott to the plug gran.

4. ___________________________
   BXESTBSE SKBTEKS DKEKTHQ ZAHE AHADSF

5. ___________________________
   I MHPY 😊

6. ___________________________
Chapter 9

Activity Sheet 3 - Writing Evaluation

Read the following essay written by a high school ELL student from Cambodia who had been in the United States for about 3 years.

If I was President of the United States of America there are many things I would do for Domestic and a broad. Here are examples among many.

1. Economic
2. Healthcare
3. War in Iraq

1 Economic
I could creating more jobs, reducing taxes on the big fatories. Keeping enflation low it seems to me that more jobs are going to a broad the reason this happen is just because the taxes are very high. I will reduc the tax for the campanies that imployed over 600–1000 workers, by cutting the property taxes by 40% this should keep those campanies in.

2 Healthcare
Our healthcare should be a free access on basic medicalcare to everyone. Now we have millions of people without insurance because of the hight cost. We will use medical tax for it reason. I will work with drug companies to brink the cost down. we have to do what our neiboor countres have done on prescription for so long. That the Prescription will be afortable to all people.

War in Iraq
I would listen to the United Nation before I make the decision to go to war with Iraq. Just because this war already happed by now I could Pulled our troups back home. I would let the Iraqies control their own government But just because we don’t go in and run I would Provided some assistance to help out in rebuilding Iraq.

By doing this I would keep my focuses on domestic matters. Our people would come first
Rubric Scoring

Texas TELPAS Proficiency Level Descriptors

At what level, according to the Texas English Language Proficiency Assessment System (TELPAS) Proficiency Level Descriptors in Figure 9.2 (pp. 234-235), does this student appear to be?

_________________

Analytic Scoring Rubric

Use the analytic scoring rubric for writing that appears in Figure 9.4 (p. 257) to score this student’s writing.

___ Composing
___ Style
___ Sentence formation
___ Usage
___ Mechanics

6+1 Trait Writing Scoring Continuum

Use the 6+1 Trait Writing Scoring Continuum to score this student’s writing.
(Rubric available at http://educationnorthwest.org/traits/traits-rubrics)

___ Ideas
___ Organization
___ Voice
___ Word choice
___ Sentence fluency
___ Conventions
___ Presentation
Evaluation

1. What are the strengths you see in this student’s writing?

2. What are some areas in need of improvement?

3. What ideas have you gained from this or other chapters that could be used to help this student progress in his writing development?

4. Of the three assessment tools above (TELPAS, the analytic scoring rubric, and the 6+1 Trait Writing Scoring Continuum) which one do you feel gave you the most useful information to assess the student’s writing and to point to areas in need of further instruction and development?
**Analytic Scoring Rubric for Writing**

<table>
<thead>
<tr>
<th>Domain score*</th>
<th>Composing</th>
<th>Style</th>
<th>Sentence formation</th>
<th>Usage</th>
<th>Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Central idea with relevant details in a well organized text</td>
<td>Well chosen vocabulary; excellent sentence variety; tone that appeals to readers</td>
<td>Standard word order; no run-on sentences; no sentence fragments; effective transitions</td>
<td>Correct use of inflection (e.g., verb conjugations, plurals, prefixes, suffixes, adverbs); consistent tense; consistent subject-verb agreement; standard word meaning</td>
<td>Correct use of mechanics (capitalization, punctuation, spelling), and formatting</td>
</tr>
<tr>
<td>3</td>
<td>Central idea but with fewer details and some digressions</td>
<td>Acceptable vocabulary choices; some sentence variety; consistent but less appealing tone</td>
<td>Mostly standard word order, some run-on sentences; some sentence fragments; occasional omission of words; errors do not detract from meaning</td>
<td>Mostly correct use of inflections; Mostly consistent tense and subject-verb agreement; mostly standard word meaning; errors do not detract from meaning</td>
<td>Mostly correct use of mechanics and formatting; errors do not detract from meaning</td>
</tr>
<tr>
<td>2</td>
<td>Lack of a focused central idea, or more than one idea; limited details and many digressions</td>
<td>Basic vocabulary; limited to no sentence variety; inconsistent tone</td>
<td>Some non-standard word order; several run-on sentences; several sentence fragments; omissions of several words; errors somewhat detract from meaning</td>
<td>Some correct use of inflections; some consistency in tense and subject-verb agreement; several errors in word meaning; errors somewhat detract from meaning</td>
<td>Some correct use of mechanics and formatting; errors somewhat detract from meaning</td>
</tr>
<tr>
<td>1</td>
<td>Lack of a central idea; no details, random digressions</td>
<td>Limited vocabulary; choppy sentences; flat tone</td>
<td>Frequent non-standard word order; mostly run-on sentences or sentence fragments; omissions of many words; errors frequently detract from meaning.</td>
<td>Little to no correct use of inflections; frequent tense shifts; little to no subject-verb agreement; many errors in word meaning; errors fully detract from meaning</td>
<td>Little to no correct use of mechanics or formatting; errors fully detract from meaning</td>
</tr>
</tbody>
</table>

*4 = consistent control; 3 = nearly consistent control; 2 = inconsistent control; 1 = little or no control

**Source:** Adapted from O’Malley & Pierce, 1996, originally from Virginia Department of Education.
Assessment of ELL Student Writing Sample

Student Name: ________________________________  Grade Level: _______

Date: ______________________________________

Scores from the Analytic Scoring Rubric:

___ Composing
___ Style
___ Sentence formation
___ Usage
___ Mechanics

1. Describe the strengths you see in the student’s writing.

2. Describe the areas in need of improvement.

3. Describe at least two specific issues, strategies, or skills you could focus on with this student in a mini-lesson or one-on-one writing conference to help the student improve his or her English writing ability.
Chapter 2

Language Demands of Academic Tasks

Think linguistically about the following tasks to identify the specific language skills and levels of English proficiency (or amount of second language instructional competence) that students would likely need to successfully engage in them:

(a) Listen and take notes during a high school class lecture on U.S. history.
(b) Solve 50 2-digit addition and subtraction problems.
(c) Read a chapter in a 5th grade science book and answer the questions at the end.
(d) Sing along and do movements to a song.
(e) Listen to a book read aloud by a 1st grade teacher and draw a picture of your favorite part.
(f) Practice for an 8th grade reading comprehension test (reading text passages and answering multiple-choice questions).
(g) Work cooperatively with a group of peers to carry out a science experiment.
(h) Write a persuasive essay.

Discussion Questions

1. Are any of these tasks “non-academic”?
2. Which tasks may require higher levels of language proficiency than others? In what domains?
3. In which tasks might student performance vary depending of the level of the students’ language proficiency? In what domains?
4. Which tasks might also require knowledge beyond English language skills?
5. Which tasks might students at lower levels of English proficiency be able to do (or do better) with appropriate scaffolding?
6. Why would it be too simplistic to claim that all a student needs is “Academic English” to complete each of these tasks?
SOLOM-R Form (Chapter 7)

Student Oral Language Observation Matrix - Revised (SOLOM-R)

<table>
<thead>
<tr>
<th>Levels</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension</td>
<td>Can understand simple words and phrases when spoken slowly accompanied with visual support or gestures.</td>
<td>Can comprehend simple speech when spoken slowly and with frequent repetitions.</td>
<td>Can understand most of what is said at slower-than-normal speed with repetitions.</td>
<td>Can understand nearly everything at normal speed, although occasional repetition may be necessary.</td>
<td>Can understand even rapid speech similar to other proficient speakers.</td>
</tr>
<tr>
<td>Fluency</td>
<td>Can produce simple words and phrases to convey meaning, but halting, fragmentary speech can make conversation difficult.</td>
<td>Can express self in simple interactions, but usually hesitant and often forced into silence by language limitations.</td>
<td>Can express self, but with frequent pauses to search for the correct manner of expression.</td>
<td>Can express self with general fluency, with occasional pauses to search for the correct manner of expression.</td>
<td>Can express self fluently and effortlessly similar to other proficient speakers.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Can use a few words and phrases, but vocabulary knowledge not yet sufficient to express self beyond very basic messages.</td>
<td>Can use small but growing vocabulary, but large gaps in vocabulary knowledge and frequent misuse of words make it quite difficult to express intended meanings.</td>
<td>Can use increasing range of vocabulary, but gaps in vocabulary knowledge and frequent misuse of words make it somewhat difficult to express intended meanings.</td>
<td>Can use extensive vocabulary, but gaps in less familiar domains and occasional misuse of words may require need to rephrase to fully express intended meanings.</td>
<td>Can use extensive vocabulary and idioms similar to other proficient speakers.</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>Can say a few words and phrases, but severe pronunciation challenges makes speech very difficult for others to understand.</td>
<td>Can express self, but pronunciation challenges necessitate strong concentration on the part of the listeners and frequently leads to misunderstandings.</td>
<td>Can express self, but pronunciation challenges necessitate some concentration on the part of the listeners and occasionally leads to misunderstandings.</td>
<td>Can express self with good pronunciation that seldom leads to misunderstandings, though listeners may detect a non-standard accent and occasional intonation pattern differences.</td>
<td>Can express self with pronunciation and intonation similar to other proficient speakers.</td>
</tr>
<tr>
<td>Grammar</td>
<td>Can say a few words and phrases, but errors in grammar and word order make speech very difficult for others to understand.</td>
<td>Can express self using simple patterns, but frequent errors in grammar and word order in longer utterances obscure intended meanings.</td>
<td>Can express self using longer utterances, though errors of grammar and word order may occasionally obscure intended meanings.</td>
<td>Can express self well with only occasional grammatical and/or word-order errors that do not obscure intended meanings.</td>
<td>Can express self with grammatical usage and word order similar to other proficient speakers.</td>
</tr>
</tbody>
</table>

Based on your observation of the student, circle (or highlight) the block in each category that best describes the student’s abilities. Add the scores to determine the student’s level.

Total Score: _______________  SOLOM-R Level _______________  

SOLOM-R Levels: Level I, Score 5–11 = Beginning; Level II, Score 12–18 = Intermediate; Level III, Score 19–24 = Advanced; Level IV, Score 25 = Proficient.
Evaluation of the SOLOM-R Oral Language Assessment

Student Name ____________________________

Grade Level ______

Scores

Comprehension _____ 
Fluency _____ 
Vocabulary _____ 
Pronunciation _____ 
Grammar _____ 

Total SOLOM-R Score _____ Proficiency Level ________________

1. What are the students’ strengths?

2. What are the areas this student is in need of improvement?

3. What oral language development activities would be beneficial for this student?
Thinking Linguistically About ELL Language Issues

Consider the following questions teachers might ask about language issues that arise in their classrooms:

1. Vihn has difficulty pronouncing th words. Does he have a speech impediment?
2. Chanyoung always leaves off the final s when she reads. I’ve told her a million times that plural words end with an s. Why is she refusing to read the words correctly?
3. Rosa always switches words around in the sentence, saying and writing things like “car red” instead of “red car.” Is she dyslexic?
4. Suling always mixes up the gender-specific pronouns, calling girls “he” or “him” and boys “she” or “her.” I keep correcting her, but she just doesn’t get it. And if she calls me “Mrs.” Wright one more time I’m going to scream! Can’t she tell the difference between boys and girls? Should I refer her to special education?
5. Reading time was over and students were supposed to put their books away and start working on their math worksheets. But Thanawan just kept right on reading. I said to her, “Why are you still reading instead of doing your math?” She smiled and said, “Oh, because I not finish yet,” and she just kept on reading. Why did she disobey me so rudely?
6. Our school puts most of the ELLs in a bilingual program. Everyone knows young children learn new languages quickly. So shouldn’t the students be placed in an English-only classroom before it’s too late for them to learn English?
7. My principal just bought us a great software program that drills ELL students in English. If they get 30 drills in a row right they get rewarded with a little animation where a bunny pops out of the tree and does a little dance. The box the software came in says the students will be speaking English in 3 or 4 weeks. Does this mean our ELLs will be ready for the poetry analysis unit we’re starting next month?
8. Roberto keeps saying, “I have 6 years old” when people ask him how old he is. We’ve done grammar worksheets and drills on am. And I keep correcting him. Why isn’t he learning it? Is he a slow learner?
9. During student oral presentations on sea mammals, William, one of my African American students, begins: “I gonna aks you a question. Why whales have blow holes? Whales gotta have blowholes because dey be breathin’ oxygen just like all da udder mammals.” I just don’t understand why William speaks such poor English.
10. RoDay quickly finished her math and spelling worksheets. And she seemed to do just fine reading along with the other students when we did a choral reading of a story from our reading basal. But unlike the other students, she has done hardly any work writing an alternative ending to the story. Why is she refusing to do an assignment that should be fun?

The Cornerstone of WIDA’s Standards:
Guiding Principles of Language Development

1. Students’ languages and cultures are valuable resources to be tapped and incorporated into schooling.

   Escamilla & Hopewell (2010); Goldenberg & Coleman (2010); Garcia (2005); Freeman, Freeman, & Mercuri (2002); González, Moll, & Amanti (2005); Scarcella (1990)

2. Students’ home, school, and community experiences influence their language development.

   Nieto (2008); Payne (2003); Collier (1995); California State Department of Education (1986)

3. Students draw on their metacognitive, metalinguistic, and metacultural awareness to develop proficiency in additional languages.

   Cloud, Genesee, & Hamayan (2009); Bialystok (2007); Chamot & O’Malley (1994); Bialystok (1991); Cummins (1978)

4. Students’ academic language development in their native language facilitates their academic language development in English. Conversely, students’ academic language development in English informs their academic language development in their native language.

   Escamilla & Hopewell (2010); Gottlieb, Katz, & Ernst-Slavit (2009); Tabors (2008); Espinosa (2009); August & Shanahan (2006); Genesee, Lindholm-Leary, Saunders, & Christian (2006); Snow (2005); Genesee, Paradis, & Crago (2004); August & Shanahan (2006); Riches & Genesee (2006); Gottlieb (2003); Schleppegrell & Colombi (2002); Lindholm & Molina (2000); Pardo & Tinajero (1993)

5. Students learn language and culture through meaningful use and interaction.

   Brown (2007); Garcia & Hamayan, (2006); Garcia (2005); Kramsch (2003); Díaz-Rico & Weed (1995); Halliday & Hasan (1989); Damen (1987)
6. Students use language in functional and communicative ways that vary according to context.

Schleppegrell (2004); Halliday (1976); Finocchiaro & Brumfit (1983)

7. Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways.

Gottlieb & Hamayan (2007); Spolsky (1989); Vygotsky (1962)

8. Students' development of academic language and academic content knowledge are inter-related processes.

Gibbons (2009); Collier & Thomas (2009); Gottlieb, Katz, & Ernst-Slavit (2009); Echevarria, Vogt, & Short (2008); Zwiers (2008); Gee (2007); Bailey (2007); Mohan (1986)

9. Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.

Anstrom, et.al. (2010); Francis, Lesaux, Kieffer, & Rivera (2006); Bailey & Butler (2002); Cummins (1979)

10. Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.

Gottlieb, Katz, & Ernst-Slavit (2009); Gibbons (2009, 2002); Vygotsky (1962)
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