

10 assumptions to rethink about english language learners

10 Assumptions to Rethink About English-Language Learners

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Editor: Dr. Maria Sanchez, Associate Professor of Educational Psychology at Stanford University, with extensive experience in editing scholarly publications on topics related to language acquisition and multilingual education. Dr. Sanchez's expertise ensures the accuracy and clarity of the information presented within this report.

Abstract: This report challenges ten commonly held assumptions about English-language learners, providing research-based evidence to demonstrate their limitations and inaccuracies. Understanding and correcting these misconceptions is crucial for creating effective and equitable educational environments for ELLs. We examine assumptions surrounding language acquisition speed, the role of native language, the impact of socioeconomic status, and the effectiveness of various teaching methodologies, ultimately advocating for a more nuanced and supportive approach to ELL education.

Keywords: English-language learners, ELLs, bilingual education, language acquisition, ESL, multilingual education, 10 assumptions to rethink about english-language learners, effective teaching strategies, second language acquisition, multilingualism, sociocultural factors, educational equity.

1. Assumption 1: All ELLs Learn English at the Same Rate

Rethinking the Assumption: This is a pervasive misconception. Research consistently shows that language acquisition speed varies significantly among ELLs, influenced by factors like prior language experience, age of acquisition, motivation, learning environment, and cognitive abilities (Genesee, 2001). Students with stronger literacy skills in their native language tend to acquire English more quickly, while trauma or lack of consistent educational experiences can significantly hinder progress. Expecting uniform progress is detrimental to creating individualized learning plans.

2. Assumption 2: Native Language Proficiency is a Barrier to English Acquisition

Rethinking the Assumption: Instead of being a barrier, research strongly suggests that native language proficiency is a significant asset (Cummins, 1979). A strong foundation in one language supports the development of another. Cognitive skills, literacy abilities, and conceptual understanding transfer across languages. Programs that integrate and build upon students' native language skills lead to greater overall academic achievement. Suppressing native language use hinders cognitive development and limits academic success.

3. Assumption 3: Immersion is Always the Best Approach

Rethinking the Assumption: While immersion can be effective, it's not universally beneficial. The effectiveness depends on the student's individual needs and the quality of the immersion program. For some, especially younger learners or those with limited prior schooling, a more gradual approach that integrates their native language may be more effective (Thomas & Collier, 2002). A balanced approach, considering individual differences, is essential.

4. Assumption 4: ELLs Only Need Extra English Language Support

Rethinking the Assumption: ELLs need support in all academic areas, not just English language development. Their understanding of content areas can be hampered by language barriers, even with adequate English support. Teachers must adapt their instruction to make content comprehensible to ELLs, using visuals, real-world examples, and differentiated instruction (Echevarria, Vogt, & Short, 2017).

5. Assumption 5: ELLs' Socioeconomic Status is the Sole Determinant of Success

Rethinking the Assumption: Socioeconomic status (SES) undoubtedly impacts educational outcomes, but it is not the sole determinant for ELLs. High-quality instruction, culturally responsive teaching, and strong home-school partnerships can significantly mitigate the negative effects of low SES (August & Hakuta, 1997). Focusing solely on SES ignores the potential for effective interventions to improve academic achievement.

6. Assumption 6: Special Education Placement is the Solution for Academic Struggles

Rethinking the Assumption: While some ELLs may require special education services, it should not be the default response to academic struggles. Often, language-related difficulties are misidentified as learning disabilities. Comprehensive language assessments and differentiated instruction are crucial before considering special education placement (Individuals with Disabilities Education Act, 2004). Many struggling ELLs thrive with appropriate language support.

7. Assumption 7: Simplified Language is Sufficient for ELLs

Rethinking the Assumption: While simplifying language can be helpful, consistently using simplified vocabulary and grammar can limit ELLs' exposure to complex language structures and hinder their language development. Age-appropriate materials with explicit language instruction are more beneficial (Krashen, 1985). Challenging ELLs appropriately fosters vocabulary growth and linguistic proficiency.

8. Assumption 8: One-Size-Fits-All ESL Programs are Effective

Rethinking the Assumption: ESL programs must be differentiated to meet the diverse needs of ELLs. A successful program considers students' language proficiency levels, learning styles, cultural backgrounds, and prior educational experiences. A rigid, standardized approach fails to cater to the unique learning profiles of individual ELLs (Freeman & Freeman, 2014).

9. Assumption 9: ELLs Should be Mainstreamed Immediately

Rethinking the Assumption: The timing of mainstreaming depends on the student's individual language proficiency and readiness. Premature mainstreaming can lead to frustration and academic failure. A gradual transition, with appropriate support and scaffolding, allows ELLs to build confidence and success in the mainstream classroom (Collier & Thomas, 1989). Careful monitoring and individualized plans are crucial.

10. Assumption 10: Parents of ELLs are Uninvolved in Their Children's Education

Rethinking the Assumption: This assumption is often based on stereotypes and ignores the significant efforts many families make despite potential language barriers and cultural differences. Schools should actively engage parents and create welcoming environments that foster collaboration and communication. Effective outreach strategies, translated materials, and culturally sensitive interactions are vital for strengthening home-school partnerships (Valencia, 2002).

Conclusion: Addressing these ten assumptions is crucial for creating equitable and effective educational opportunities for English-language learners. Moving beyond simplistic and inaccurate assumptions requires a shift towards individualized, culturally responsive instruction that leverages the strengths of ELLs and provides the appropriate support they need to thrive academically and linguistically. By acknowledging the complexities of language acquisition and the diverse backgrounds of ELLs, educators can create inclusive learning environments that foster success for all students.

FAQs:

1. What is the difference between ESL and bilingual education? ESL focuses primarily on teaching English as a second language, often within a monolingual English environment.

Bilingual education utilizes both the student's native language and English, often integrating both languages into instruction.

1. How can I identify if a student is struggling due to language barriers or a learning disability? Comprehensive language assessments conducted by qualified professionals are essential to differentiate between language-related difficulties and learning disabilities.
1. What are some effective strategies for differentiating instruction for ELLs? Differentiated instruction involves adjusting content, process, product, and learning environment to meet the diverse needs of ELLs. This includes using visuals, graphic organizers, varied activities, and flexible grouping.
1. What role do parents play in supporting ELLs' education? Parental involvement is crucial. Schools should engage parents through effective communication, translation services, and opportunities for collaboration.
1. How can teachers create a culturally responsive classroom for ELLs? Culturally responsive teaching incorporates students' cultural backgrounds and experiences into the curriculum, creating a welcoming and inclusive learning environment.
1. What are some common challenges faced by teachers working with ELLs? Challenges include adapting instruction to meet diverse needs, accessing appropriate resources, and overcoming communication barriers with families.
1. What are some effective assessment methods for ELLs? Assessments should be appropriate for the students' language proficiency levels and utilize multiple methods, including oral assessments, portfolio assessments, and authentic tasks.
1. How can schools effectively support ELLs' social and emotional development? Creating a safe and supportive classroom environment, promoting social interaction, and providing access to counseling services are all crucial for supporting ELLs' social and emotional well-being.

1. What resources are available for teachers working with ELLs? Numerous organizations and websites offer professional development, curriculum resources, and support materials for teachers working with ELLs, including the National Council of Teachers of English (NCTE) and the American Association for Bilingual Education (AABE).

Related Articles:

1. "The Role of the First Language in Second Language Acquisition": Explores the positive relationship between native language proficiency and second language acquisition.
1. "Effective Strategies for Differentiating Instruction for English Language Learners": Provides practical strategies for tailoring instruction to meet the diverse needs of ELLs.
1. "Culturally Responsive Teaching and Learning for English Language Learners": Discusses the importance of culturally responsive pedagogy in creating inclusive learning environments.
1. "Assessing English Language Learners: Best Practices and Challenges": Examines various assessment methods and challenges in evaluating ELLs' language proficiency.
1. "The Impact of Socioeconomic Status on the Academic Achievement of English Language Learners": Investigates the correlation between socioeconomic status and academic outcomes for ELLs.
1. "Parental Involvement and the Success of English Language Learners": Highlights the crucial role of parents in supporting their children's education.
1. "Building Bridges: Fostering Effective Communication Between Schools and Families of English Language Learners": Focuses on strengthening home-school partnerships.

1. "Overcoming Language Barriers in Content Area Instruction for English Language Learners": Explores strategies to make content comprehensible to ELLs across subjects.

1. "The Myth of Immersion: Rethinking Language Acquisition in the Classroom": Challenges the notion that immersion is always the most effective approach for all ELLs.

Note: The references cited (Genesee, Cummins, Thomas & Collier, Echevarria et al., August & Hakuta, Individuals with Disabilities Education Act, Krashen, Freeman & Freeman, Collier & Thomas, Valencia) are representative examples and should be replaced with actual citations from relevant research papers and legislation.

10 assumptions to rethink about english language learners: Identifying and Supporting Gifted English Language Learners Mary Catharine Campbell, 2021-09-09 This book is a practical guide for identifying and supporting gifted English language learners (ELLs) based on research and firsthand teaching experience. This book: Presents practical information and strategies for identifying gifted ELLs. Helps readers understand more about potentially gifted behaviors and talents. Supports the enrichment and social-emotional needs of these students. Includes background information, teaching strategies, and methods. Offers ideas for lessons and activities that can be used to support any learner. Research from the last 2 decades shows that there is a considerable disparity between ELLs and native English speakers identified as gifted. This book will inspire action by key players in these students' lives, including English language and gifted educators, classroom teachers, school administrators, district and state leaders, families, and the greater community.

10 assumptions to rethink about english language learners: Teachers' Professional Development in Global Contexts , 2019-05-20 The essence of this book is to shed light on the nature of current educational practices from a variety of theoretical perspectives. Both teachers and their trainers provide a better understanding of teacher training and learning processes. Mutual interrelations and the provision of knowledge between academia and schools are essential for merging discourses and aligning positions, whereby turning practice into theory and theory into practice in today's teaching is vital for suitably responding to multiple issues and increasingly diverse contexts. The array of studies from around the world compiled in this volume allow readers to find common ground, discover shared concerns, and define goals. Studying teaching practice and training in different contexts reveals the state-of-the-art practices and identifies those issues that enable educators to understand the complexities involved. The chapters examine the development of our knowledge and understanding of teaching practices, at the same time as analysing engaging learning environments, the sustainability of learning and teaching practices, and highlighting new practices based on the use of ICTs. The diverse teaching contexts considered in this compilation of international research are organized according to the following topics: Teaching occupational learning and knowledge; Teacher beliefs and reflective thinking; and Innovative teaching procedures. The contributors are Laura Sara Agrati, Dyann Barras, Verónica Basilotta Gómez-Pablos, Benignus Bitu, Robyn Brandenburg, Heather Braund, Michael Cavanagh, Chiou-hui Chou, Jean Clandinin, Leah L. Echiverri, Maria Flores, Francisco García Peñalvo, María García-Rodríguez, Ana García-Valcárcel, Stephen Geofroy, Raquel Gómez, Jenna Granados, Hafþís Guðjónsdóttir, Jukka Husu, Jóhanna Karlsdóttir, Keith Lane, Celina Lay, Samuel Lochan, Marta Martín-del-Pozo, Ella Mazor, Sharon M. McDonough, Lennox McLeod, Juanjo Mena, Wendy Moran,

Brian Mundy, Nkopodi Nkopodi, Lily Orland-Barak, Edda Óskarsdóttir, Samuel O. Oyoo, Stefínee Pinnegar, Eleftherios Soleas, Lystra Stephens-James, Linda Turner, Antoinette Valentine-Lewis, and Sarah Witt.

10 assumptions to rethink about english language learners: *School Libraries Supporting Students with Hidden Needs and Talents* Karla Bame Collins, 2024-10-03 Together, librarians and specialists can create experiences to reach all learners in their buildings, including those with hidden needs and talents. While school librarians are experts at collaborating with classroom teachers, too often they overlook the specialists in their buildings as key collaborative partners. Focusing on the many specialists who work with students, Karla Bame Collins provides information about their roles and responsibilities and discusses how school librarians can collaborate to improve learning for all students, including those with hidden needs, disabilities, and talents that are not easily detected and may go undiagnosed. Because librarians work with every student, but may not always be informed about each student's particular needs, it's important for them to know whom in the school to turn to for information. Librarians will gain ideas for working with students to provide the best possible learning environment for each. This practical book looks at the whole school library environment-collection, instruction, space, and programming-and offers many ideas for librarians to collaborate with other educators and specialists for the good of all students.

10 assumptions to rethink about english language learners: Search and research Ana GARCÍA-VALCÁRCEL, Francisco José GARCÍA PEÑALVO, Marta MARTÍN DEL POZO, 2017-06-27 Descripción / Resumen (Inglés): The present volume represents a compilation of international teacher education practice and research with a focus on Teacher Education for Contemporary Contexts. It draws upon the diverse educational perspectives, teaching procedures, knowledge, and situated contexts where the discipline takes shape. The sections of this book comprise research papers accepted for presentation during the 18th International Study Association on Teachers and Teaching (ISATT) Biennial Conference that will take place from July 3rd to July 7th in Salamanca, Spain. Around 300 delegates from 57 countries across the globe and a large Scientific Committee of 80 colleagues have contributed academically and professionally to support our ability to share the contents of this volume. The main conference topic is search and research. Searching is the action of looking carefully at people, objects, and situations in order to find something concealed or to discover something beyond the ordinary. This is what teachers do in their classrooms and, primarily, 'search' represents their endeavours to construct professional knowledge as a result of developing practice. Researching is systematic inquiry that intends to discover new knowledge and/or to refute educational theories, a process typically rendered by teacher educators and other researchers. The focus of this 18th biennial ISATT conference is to bring together both "search" and "research", connecting practice and theory (or 'praxis'), with the purpose of offering relevant solutions to realistic classroom problems. The editorial process followed three differentiated phases: The first phase required abstract submission with the purpose of being accepted for the conference. A double (or triple) blind review was conducted to evaluate whether the papers submitted were suitable for the conference. A rate of 87% of the papers were accepted for presentation. The second phase encouraged authors to voluntarily submit a full paper of 3,000 words. A total of 111 full papers were then subjected to an open review process with the main purpose of suggesting to authors ways of further improving the presentation of their valuable research. A third phase, not yet completed and therefore beyond the scope of this book, was the review and selection of the outstanding papers, papers that were deemed eligible for the post-proceeding publication (i.e., less than 15% of the total). The central intent of the book is to contribute to fostering scholarly discussions and to inform future teaching trajectories, strengthen lines of research in teacher education and demonstrate the opportunities and constraints in our professional work. Its added value highlights the commonplace in international research that serves to depict how the field of teacher education is moving forward in an increasingly global society. All in all, teachers, teacher educators and researchers learn by effective communication processes, whether in personal/professional interactions or in the use of digital technologies. Positive interactions lead to building strong communities of learners, which in

turn, leads to the production of valuable knowledge and better understandings about learning and teaching. With the upcoming commemoration of its 800th anniversary in the year 2018, the University of Salamanca, as the oldest university in operation in Spain, is proud to host the ISATT 18th biennial conference and to support the exceptional work of many researchers in the field of Teacher Education by compiling and editing the work in this volume. Furthermore, the local Organizing Committee and the ISATT Executive Committee hope you will experience a rewarding intellectual experience as a result of your contributions and knowledge, as both academics and practitioners. Thank you very much for providing us this exciting opportunity to work with you. We warmly welcome you to Salamanca - a truly historic and a contemporary context!

Descripción / Resumen (Español / Castellano): El presente volumen está integrado por una recopilación de prácticas e investigaciones internacionales de formación docente centradas en la formación de profesores en la sociedad actual. Se basa en las diversas perspectivas educativas, los procedimientos de enseñanza, conocimiento y contextos sociales. Las secciones de este libro comprenden trabajos de investigación aceptados para su exposición en las XVIII Conferencia Bienal Internacional de Estudios de Profesores y Enseñanza (ISATT) que tendrá lugar del 3 al 7 de julio en Salamanca, España. Alrededor de 300 delegados de 57 países de todo el mundo y un gran Comité Científico de 80 colegas han contribuido académica y profesionalmente en favor de este evento. El tema principal de la conferencia es la búsqueda y la investigación. «Buscar» es la acción de mirar cuidadosamente a las personas, objetos y situaciones para encontrar algo escondido o descubrir algo más allá de lo ordinario. Esto es lo que los maestros hacen en sus clases y, sobre todo, la búsqueda representa sus esfuerzos para construir conocimiento profesional como resultado del desarrollo de la práctica cotidiana. La «investigación» es una investigación sistemática que pretende descubrir nuevos conocimientos y/o refutar teorías educativas, un proceso que suelen dar los educadores de profesores y de otros investigadores. El objetivo de esta 18ª conferencia ISATT es reunir tanto la «búsqueda» como la «investigación», conectando la práctica y la teoría (o praxis) con el propósito de ofrecer soluciones relevantes a los problemas reales de la clase. El proceso editorial siguió tres fases diferenciadas: 1. Requirió el envío de resúmenes con el propósito de que fuesen aceptados para la ser expuestos en la conferencia. Se realizó una revisión doble ciego (o triple) para evaluar si los artículos presentados eran adecuados. Se aceptó una tasa de 87% de los trabajos para su presentación. 2. La segunda fase requirió de los autores en envío en período voluntario de un trabajo completo de 3.000 palabras. Un total de 111 trabajos fueron sometidos a un proceso de revisión abierta con el propósito principal de sugerir a los autores formas de mejora. 3. Una tercera fase, aún inconclusa, y por lo tanto fuera del alcance de este libro, fue la revisión y selección de los documentos pendientes, los documentos que se consideraron electos para la publicación posterior al procedimiento (es decir, menos del 15% del total). La intención central de esta obra es contribuir a fomentar el debate académico e informar sobre futuras trayectorias de enseñanza, fortalecer las líneas de investigación en la formación del profesorado y demostrar las oportunidades y limitaciones en nuestro ámbito. Su valor es el de destacar el lugar común en la investigación internacional que sirve para describir cómo el campo de la formación de maestros avanza en una sociedad cada vez más global. En general, los maestros, los educadores de educadores y los investigadores aprendan mediante procesos de comunicación eficaces, ya sea en interacciones personales/profesionales o en el uso de tecnologías digitales. Las interacciones conducen a la construcción de comunidades fuertes de estudiantes, que a su vez, conduce a la producción de conocimientos valiosos y mejores sobre el aprendizaje y la enseñanza. Con la próxima conmemoración de su 800 aniversario en el año 2018, la Universidad de Salamanca, como la decana de las españolas, se enorgullece en acoger la XVIII Conferencia Bienal de ISATT y apoyar el trabajo excepcional de muchos investigadores en el campo del Profesor Educación Investigador, editando la obra. Además, el Comité Organizador Local y el Comité Ejecutivo de ISATT esperan que experimente una lectura gratificante como resultado de sus contribuciones y conocimientos, tanto académicos como profesionales. Muchas gracias por brindarnos esta emocionante oportunidad de trabajar con usted. ¡Les damos la bienvenida a Salamanca un contexto verdaderamente histórico y a su vez contemporáneo!

10 assumptions to rethink about english language learners: Language Learning in Anglophone Countries Ursula Lanvers, Amy S. Thompson, Martin East, 2021-01-07 This edited book focuses on the state of language learning in Anglophone countries and brings together international research from a wide range of educational settings. Taking a contextual perspective on the language learning crisis currently facing Anglophone countries, the authors examine systemic challenges, real-world practices, and broader cultural trends that have an impact on the uptake of modern foreign languages in different Anglophone settings. This book will be of interest to scholars working in applied linguistics and language education, particularly those with a focus on educational policy and Global English.

10 assumptions to rethink about english language learners: English a Changing Medium for Education Constant Leung, Brian V. Street, 2012-07-25 In this volume a range of authors from different international contexts argue that the notion of communicative competence in English, hitherto largely referenced to metropolitan native-speaker norms, has to be expanded to take account of diverse contexts of use for a variety of purposes. It also discusses the popular belief that language and literacy should simply be regarded as a technical 'skill' which confers universal benefits and that it should be replaced with a social practice view that recognises situated variations and diversity. This volume, we believe, provides a reference point for extended research and practice in these areas that will be of interest to wide range of people engaged in language and literacy education.

10 assumptions to rethink about english language learners: Reconceptualizing English Education in a Multilingual Society Isabel Pefianco Martin, 2018-03-01 This book brings together chapters that describe, investigate, and analyze the place of English in education in multilingual Philippines. Unlike most studies on languages in education, which take a neutral, de-contextualized stance, this volume take a pluricentric view of the English language by positioning it in relation to its varieties, as well as to other languages in the country. Because of the changing realities of English in the Philippines, traditional assumptions about the language as monolithic and unchanging, as well as about how it should be taught and learned, need to be revisited and re-conceptualized.

10 assumptions to rethink about english language learners: *Learning and Using Languages in Ethnographic Research* Robert Gibb, Annabel Tremlett, Julien Danero Iglesias, 2019-10-11 *Learning and Using Languages in Ethnographic Research* breaks the silence that still surrounds learning a language for ethnographic research and in the process demystifies some of the multilingual aspects of contemporary ethnographic work. It does this by offering a set of engaging and accessible accounts of language learning and use written by ethnographers who are at different stages of their academic career. A key theme is how researchers' experiences of learning and using other languages in fieldwork contexts relate to wider structures of power, hierarchy and inequality. The volume aims to promote a wider debate among researchers about how they themselves learn and use different languages in their work, and to help future fieldworkers make more informed choices when carrying out ethnographic research using other languages.

10 assumptions to rethink about english language learners: Rethinking Bilingual Education Elizabeth Barbian, 2017 In this collection of articles, teachers bring students' home languages into their classrooms-from powerful bilingual social justice curriculum to strategies for honoring students' languages in schools that do not have bilingual programs. Bilingual educators and advocates share how they work to keep equity at the center and build solidarity between diverse communities. Teachers and students speak to the tragedy of languages loss, but also about inspiring work to defend and expand bilingual programs. Book jacket.

10 assumptions to rethink about english language learners: *Laboratory Phonology 10* Cécile Fougeron, Barbara Kuehnert, Mariapaola Imperio, Nathalie Vallee, 2010-08-31 The present volume contains a selection of the papers and commentaries which were originally presented at the Tenth Conference of Laboratory Phonology (LabPhon10) held in Paris from June 29 to July 1, 2006. The theme of the volume is Variation, Phonetic Detail and Phonological Representation. It brings

together specialists of different fields of speech research with the goal to discuss the relevance of patterns of variation and phonetic details on phonological representations and theories. The topic is addressed from the angles of speech production, perception, acquisition, speech disorders, and language universals. The contributions are grouped thematically in five sections, each of which is commented by invited discussants. Section I contains the contributions to the special '10th anniversary session' of the conference which represent in a prototypical way some of the different research questions that have been at the core of important debates over the last 20 years in the laboratory phonology community. Issues of phonological universals and language typology are addressed in section II. In section III, the notions of variation and phonetic detail are examined with regard to how they are acquired and dealt with in the formation of phonological representation in emerging systems. Section IV focuses on recent work at the crossroad between normal and disordered speech.

10 assumptions to rethink about english language learners: *Challenging the Deprofessionalisation of Teaching and Teachers* John Buchanan, 2020-10-01 This book explores how best to invest in and nurture teachers. It examines deprofessionalisation and reprofessionalisation in the recent developments in the understanding of teaching and learning, including the effects of standardizing teaching, education shaped by student satisfaction data and basic skills tests. The book focuses on Australian context and takes on an international perspective. It investigates fundamental issues affecting teacher quality, morale, attrition and retention, learner and teacher autonomy, and assessment and evaluation. It encourages teachers and teacher educators to assert centrality to teachers and question and challenge outside forces that suppress teacher autonomy and associated agency and creativity. It challenges administrators and educational jurisdictions to rethink their assumptions on their own capacities and limitations and teachers' capabilities to shape education in optimal ways and the impact of outcomes of the decisions they make.

10 assumptions to rethink about english language learners: Translanguaging for Emergent Bilinguals Danling Fu, Xenia Hadjioannou, Xiaodi Zhou, 2019-02-22 *Translanguaging for Emergent Bilinguals* is a thorough examination of the development, evolution, and current realities of educating emergent bilinguals in U.S. classrooms. Through engaging vignettes, readers follow the experiences of emergent bilinguals in a variety of monolingual settings, tracing the challenges encountered by both the students and the schools that serve them. The authors argue that the future of emergent bilingual education lies in an inclusive translanguaging pedagogy. By embracing home languages and cultures, this approach nurtures the development of multiple literacies, enabling individuals to thrive academically, socially, linguistically, and intellectually. The text begins by showing how the authors evolved from monolingual language educators to translanguaging educators and ends with concrete takeaways for successfully using this approach in different education settings. "This book offers an uplifting alternative view of the lives and education of language-minoritized students. The authors present here a practice-based approach to translanguaging for all types of teachers of emergent bilinguals." —From the Foreword by Ofelia García, The Graduate Center, City University of New York "A fascinating volume offering practical as well as theoretical insights into translanguaging pedagogy." —Li Wei, UCL Institute of Education, University College London "Contributes significantly to our understanding of the nature of translanguaging and its potential to transform the education of emergent bilingual students." —James Cummins, University of Toronto

10 assumptions to rethink about english language learners: *Transforming Schooling for Second Language Learners* Mariana Pacheco, P. Zitlali Morales, Colleen Hamilton, 2019-02-01 The purpose of *Transforming Schooling for Second Language Learners: Theoretical Insights, Policies, Pedagogies, and Practices* is to bring together educational researchers and practitioners who have implemented, documented, or examined policies, pedagogies, and practices in and out of classrooms and in real and virtual contexts that are in some way transforming what we know about the extent to which emergent bilinguals (EBs) learn and achieve in educational settings. In the following chapters, scholars and researchers identify both (1) the current state of schooling for EBs, from their

perspective, and (2) the particular ways that policies, pedagogies, and/or practices transform schooling as it currently exists for EBs in discernible ways based on their scholarship and research. Drawing on current and seminal research in fields including second language acquisition, applied linguistics, sociolinguistics, and educational linguistics, contributing authors draw on complementary theoretical, methodological, and philosophical frameworks that attend to the social, cultural, political, and ideological dimensions of being and becoming bi/multilingual and bi/multiliterate in schools and in the United States. In sum, we are deeply committed to asserting hope, possibility, and potential to discussions and discourses about bi/multilingual students. We value the urgency around improving the conditions, experiences, and circumstances in which they are learning languages and academic content. Our aim is to highlight perspectives, conceptualizations, orientations, and ideologies that disrupt and contest legacies of deficit thinking, linguistic purism, language standardization, and racism and the racialization of ethnolinguistic minorities.

10 assumptions to rethink about english language learners: Learning Strategies in Second Language Acquisition J. Michael O'Malley, Anna Uhl Chamot, 1990-02-23 A review of the literature on learning strategies, describing and classifying learning strategies in second language learning.

10 assumptions to rethink about english language learners: *Language, Power and Pedagogy* Jim Cummins, 2000-09-22 Population mobility is at an all-time high in human history. One result of this unprecedented movement of peoples around the world is that in many school systems monolingual and monocultural students are the exception rather than the rule, particularly in urban areas. This shift in demographic realities entails enormous challenges for educators and policy-makers. What do teachers need to know in order to teach effectively in linguistically and culturally diverse contexts? How long does it take second language learners to acquire proficiency in the language of school instruction? What are the differences between attaining conversational fluency in everyday contexts and developing proficiency in the language registers required for academic success? What adjustments do we need to make in curriculum, instruction and assessment to ensure that second-language learners understand what is being taught and are assessed in a fair and equitable manner? How long do we need to wait before including second-language learners in high-stakes national examinations and assessments? What role (if any) should be accorded students' first language in the curriculum? Do bilingual education programs work well for poor children from minority-language backgrounds or should they be reserved only for middle-class children from the majority or dominant group? In addressing these issues, this volume focuses not only on issues of language learning and teaching but also highlights the ways in which power relations in the wider society affect patterns of teacher-student interaction in the classroom. Effective instruction will inevitably challenge patterns of coercive power relations in both school and society.

10 assumptions to rethink about english language learners: Forum , 1995

10 assumptions to rethink about english language learners: Foundational Practices of Online Writing Instruction Beth L. Hewett, Kevin Eric DePew, 2015-04-15 Foundational Practices in Online Writing Instruction addresses administrators' and instructors' questions for developing online writing programs and courses. Written by experts in the field, this book uniquely attends to issues of inclusive and accessible online writing instruction in technology-enhanced settings, as well as teaching with mobile technologies and multimodal compositions.

10 assumptions to rethink about english language learners: *Book Fiesta!* Pat Mora, 2016-03-29 This Pura Belpré Award-winning picture book is a bilingual ride through the joyous history of Children's Day/El día de los niños. Children's Day/Book Day; El día de los niños/El día de los libros has been observed on April 30th for over twelve years. Founder Pat Mora's jubilant celebration of this day features imaginative text and lively illustrations by award-winning illustrator Rafael López that will turn this bilingual fiesta into a hit for story time! Toon! Toon! The book includes a letter from the author and suggestions for celebrating Children's Day /El día de los niños.

10 assumptions to rethink about english language learners: Strategies for Success with

English Language Learners Virginia Pauline Rojas, Association for Supervision and Curriculum Development, 2007 Approximately 4.7 million designated English language learners attend public schools (Office of English Language Acquisition, 2002). It is predicted that by the 2030s, English language learners will account for about 40 percent of the school-age population. Yet very few teachers have been trained to address the needs of these students, and the questions they ask are the same as they asked decades ago: Who are English language learners and what are effective ways for schooling them? What kind of educational program brings about the best results? What are sound practices for facilitating English language acquisition? How can English language learners have academic success in subject areas? How do we teach English language learners in our classrooms? - p. 5.

10 assumptions to rethink about english language learners: Exploring English Language Teaching Graham Hall, 2011-03-08 This title will provide a single volume introduction to the field of ELT from an applied linguistics perspective.

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with a critical reflection of the potentials and the challenges involved in their application.

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10 assumptions to rethink about english language learners: The Manifesto for Teaching Online Sian Bayne, Peter Evans, Rory Ewins, Jeremy Knox, James Lamb, 2020-09-15 An update to a provocative manifesto intended to serve as a platform for debate and as a resource and inspiration for those teaching in online environments. In 2011, a group of scholars associated with the Centre for Research in Digital Education at the University of Edinburgh released "The Manifesto for Teaching Online," a series of provocative statements intended to articulate their pedagogical philosophy. In the original manifesto and a 2016 update, the authors counter both the "impoverished" vision of education being advanced by corporate and governmental edtech and higher education's traditional view of online students and teachers as second-class citizens. The two versions of the manifesto were much discussed, shared, and debated. In this book, Siân Bayne, Peter Evans, Rory Ewins, Jeremy Knox, James Lamb, Hamish Macleod, Clara O'Shea, Jen Ross, Philippa Sheail and Christine Sinclair have expanded the text of the 2016 manifesto, revealing the sources and larger arguments behind the abbreviated provocations. The book groups the twenty-one statements ("Openness is neither neutral nor natural: it creates and depends on closures"; "Don't succumb to campus envy: we are the campus") into five thematic sections examining place and identity, politics and instrumentality, the primacy of text and the ethics of remixing, the way algorithms and analytics "recode" educational intent, and how surveillance culture can be resisted. Much like the original manifestos, this book is intended as a platform for debate, as a resource and inspiration for those teaching in online environments, and as a challenge to the techno-instrumentalism of current edtech approaches. In a teaching environment shaped by COVID-19, individuals and institutions will need to do some bold thinking in relation to resilience, access, teaching quality, and inclusion.

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genres; using classroom talk to make sense of new concepts and as a bridge to writing. Based on these areas she then presents guidelines on designing long-term, high-quality instruction that simultaneously provides explicit scaffolding for English learners. Gibbons makes these guidelines an instructional reality through examples of rich activities and tasks that can be used across the curriculum and that support the learning of all students.

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Ecomedia and English Language Education Ricardo Römhild, 2024-01-15 This book presents a unique framework for the inclusion of ecomedia in the English language classroom to help learners cultivate global citizenship. Foregrounding learner agency in a world at risk, the author proposes a framework that hinges on human rights and critical eco-cosmopolitanism to help learners position themselves in discourses on climate change and act for transformation. The book discusses eco-documentaries as multimodal, factional texts against the background of cutting-edge research, refuting a definition based on the binary of fiction and non-fiction. Translating the insights gained from this discussion to the language education context, learners are conceptualised as active designers of meaning making when engaged with eco-documentaries. Based on this discussion, the book puts forth an innovative, multiliteracies-informed concept which is embedded in a sustainability-oriented pedagogy of hope, which encourages learners to learn and practice languages of hope and advocacy. The book will be of interest to scholars in the fields of ecopedagogy, sustainability education, global citizenship education and cultural learning, film pedagogy and language education, as well as language educators.

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