

Download The Crosscultural Language And Academic Development Handbook 5th

Academic Language in Diverse Classrooms: Definitions and Contexts Academic Language! Academic Literacy! The Language Demands of School Mastering Academic Language Academic Vocabulary and Grammar The Crosscultural, Language, and Academic Development Handbook Academic Language Mastery: Culture in Context Academic Language in Diverse Classrooms: English Language Arts, Grades K-2 From Words to Wisdom Assessing English Language Learners: Bridges to Educational Equity Making Language Visible in the University Academic Language Mastery: Conversational Discourse in Context The Bilingual Advantage Promoting Academic Success for ESL Students The Misteaching of Academic Discourses Language Across the Curriculum & CLIL in English as an Additional Language (EAL) Contexts Developing Advanced Literacy in First and Second Languages Academic Discourse Connecting Content and Language for English Language Learners English as a Scientific and Research Language Margo Gottlieb Eli R. Johnson Alison L. Bailey Debbie Zacarian Louis Rogers Lynne T. D[?] az-Rico Noma LeMoine Margo Gottlieb Erica M. Barnes Margo Gottlieb Bee Bond Jeff Zwiers Diane Rodr[?] guez Virginia P. Collier Lilia I Bartolome Angel M.Y. Lin Mary J. Schleppegrell Ken Hyland Eugenia Mora-Flores Ram[?] n Plo Alastru[?]

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Ensure your school speaks the language of success 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. The author'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 including 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 THIS BOOK BRINGS LANGUAGE LEARNING IN THE CLASSROOM ALIVE AGAINST A BACKDROP OF NEW STANDARDS THE AUTHORS SKILLFULLY TAKE THE READER THROUGH DETAILED VIGNETTES OF CLASSROOM PRACTICE THAT SUPPORT STUDENTS DEVELOPMENT OF ACADEMIC LANGUAGE WHILE AT THE SAME TIME DISCUSSING WHY THE PRACTICE IS EFFECTIVE MARGARET HERITAGE ASSISTANT DIRECTOR FOR PROFESSIONAL DEVELOPMENT NATIONAL CENTER FOR RESEARCH ON EVALUATION STANDARDS AND STUDENT TESTING CRESST AT UCLA

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 SUPERINTENDENT WEST 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

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

IDEAL FOR COMMON CORE INITIATIVES THIS MUCH NEEDED BOOK OFFERS A STEP BY STEP APPROACH FOR TEACHING ACADEMIC LANGUAGE INCLUDING CASE STUDIES CLASSROOM STRATEGIES STUDY QUESTIONS AND MORE

THIS SELF STUDY BOOK HELPS STUDENTS IMPROVE THEIR VOCABULARY AND GRAMMAR FOR ACADEMIC WRITING THE VOCABULARY IS DIVIDE INTO TOPICS AND FUNCTIONS SO THAT STUDENTS LEARN KEY VOCABULARY FOR DIFFERENT TYPES OF WRITING CHAPTERS INCLUDE DESCRIBING AIMS CHANGE PERSPECTIVES STANCE EVALUATION AND MANY MORE FOR EACH SECTION STUDENTS LEARN KEY WORDS AND HOW THEY ARE COMMONLY USED IN ACADEMIC WRITING THERE IS THEN A PRACTICE SECTION USING THESE WORDS AT THE END OF EACH SECTION THERE IS A WRITING TASK WITH EXAMPLE MODEL PARAGRAPHS SHOWING THESE WORDS IN CONTEXT THE GRAMMAR SECTION LOOKS AT COMMONLY USED STRUCTURES IN ACADEMIC WRITING AFTER REVIEWING THE BASIC RULES STUDENTS LEARN ABOUT SOME OF THE COMMON WAYS THESE STRUCTURES ARE USED IN ACADEMIC WRITING THE PRACTICE SECTION GIVES STUDENTS CONTROLLED EXERCISES TO CHECK THEIR USE OF THE GRAMMAR EACH SECTION ENDS WITH AN EXTENSION TASK AND MODEL SENTENCES OR PARAGRAPHS IN THE CONTEXT OF ACADEMIC WRITING THIS BOOK IS PERFECT FOR IMPROVING YOUR KNOWLEDGE AND SKILLS IN ACADEMIC WRITING BUT IT ALSO HELPS WITH OTHER ACADEMIC SKILLS OF READING LISTENING AND SPEAKING WITH THOUSANDS OF MODEL SENTENCES FOR BOTH VOCABULARY AND GRAMMAR YOU CAN SEE HOW THESE WORDS AND STRUCTURES ARE USED IN A VARIETY OF ACADEMIC WRITING GENRES

BY NOW IT S A GIVEN IF WE RE TO HELP OUR ELLS AND SELS ACCESS THE RIGOROUS DEMANDS OF TODAY S CONTENT STANDARDS WE MUST CULTIVATE THE CODE THAT DRIVES SCHOOL SUCCESS ACADEMIC LANGUAGE LOOK NO FURTHER FOR ASSISTANCE THAN THIS MUCH ANTICIPATED SERIES FROM IVANNIA SOTO IN WHICH SHE INVITES FIELD AUTHORITIES JEFF ZWIERS DAVID AND YVONNE FREEMAN MARGARITA CALDERON AND NOMA LEMOINE TO SHARE EVERY TEACHER S NEED TO KNOW STRATEGIES ON THE FOUR ESSENTIAL COMPONENTS OF ACADEMIC LANGUAGE THE SUBJECT OF THIS VOLUME IS CULTURE HERE NOMA LEMOINE MAKES CLEAR ONCE AND FOR ALL HOW CULTURALLY AND LINGUISTICALLY RESPONSIVE PEDAGOGY VALIDATES FACILITATES LIBERATES AND EMPOWERS ETHNICALLY DIVERSE STUDENTS WITH THIS VOLUME AS YOUR ROADMAP YOU LL LEARN HOW TO IMPLEMENT INSTRUCTIONAL STRATEGIES DESIGNED TO MEET THE LINGUISTIC AND CULTURAL NEEDS OF ELLS AND SELS USE LANGUAGE VARIATION AS AN ASSET IN THE CLASSROOM RECOGNIZE AND HONOR PRIOR KNOWLEDGE HOME LANGUAGES AND CULTURES THE CULTURE AND LANGUAGE EVERY STUDENT BRINGS TO THE CLASSROOM HAVE VAST IMPLICATIONS FOR HOW TO BEST STRUCTURE THE LEARNING ENVIRONMENT THIS GUIDEBOOK WILL HELP YOU GET STARTED AS EARLY AS TOMORROW BETTER YET READ ALL FOUR VOLUMES IN THE SERIES AS AN ALL IN ONE INSTRUCTIONAL PLAN FOR CLOSING THE ACHIEVEMENT GAP

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 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

BUILD THE BRIDGES FOR ENGLISH LANGUAGE LEARNERS TO REACH SUCCESS THIS THOROUGHLY UPDATED EDITION OF GOTTLIEB S CLASSIC DELIVERS A COMPLETE SET OF TOOLS TECHNIQUES AND IDEAS FOR PLANNING AND IMPLEMENTING INSTRUCTIONAL ASSESSMENT OF ELLS THE BOOK INCLUDES A FOCUS ON ACADEMIC LANGUAGE USE IN EVERY DISCIPLINE FROM MATHEMATICS TO SOCIAL STUDIES WITHIN AND ACROSS LANGUAGE DOMAINS EMPHASIS ON LINGUISTICALLY AND CULTURALLY RESPONSIVE ASSESSMENT AS A KEY DRIVER FOR MEASURING ACADEMIC ACHIEVEMENT A RECONCEPTUALIZATION OF ASSESSMENT AS FOR AND OF LEARNING REFLECTION QUESTIONS TO STIMULATE DISCUSSION AROUND HOW STUDENTS TEACHERS AND ADMINISTRATORS CAN ALL HAVE A VOICE IN DECISION MAKING

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

BY NOW IT S A GIVEN IF WE RE TO HELP OUR ELLS AND SELS ACCESS THE RIGOROUS DEMANDS OF TODAY S CONTENT STANDARDS WE MUST CULTIVATE THE CODE THAT DRIVES SCHOOL SUCCESS ACADEMIC LANGUAGE LOOK NO FURTHER FOR ASSISTANCE THAN THIS MUCH ANTICIPATED SERIES FROM IVANNIA SOTO IN WHICH SHE INVITES FIELD AUTHORITIES JEFF ZWIERS DAVID AND YVONNE FREEMAN MARGARITA CALDERON AND NOMA LEMOINE TO SHARE EVERY TEACHER S NEED TO KNOW STRATEGIES ON THE FOUR ESSENTIAL COMPONENTS OF ACADEMIC LANGUAGE THE SUBJECT OF THIS VOLUME IS CONVERSATIONAL DISCOURSE HERE JEFF ZWIERS REVEALS THE POWER OF ACADEMIC CONVERSATION IN HELPING STUDENTS DEVELOP LANGUAGE CLARIFY CONCEPTS COMPREHEND COMPLEX TEXTS AND FORTIFY THINKING AND RELATIONAL SKILLS WITH THIS BOOK AS YOUR ROADMAP YOU LL LEARN HOW TO FOSTER THE SKILLS AND LANGUAGE STUDENTS MUST DEVELOP FOR PRODUCTIVE INTERACTIONS IMPLEMENT STRATEGIES FOR SCAFFOLDING PAIRED CONVERSATIONS ASSESS STUDENT S ORAL LANGUAGE DEVELOPMENT AS YOU GO IT S IMPERATIVE THAT OUR ELLS AND SELS PRACTICE ACADEMIC LANGUAGE IN RICH CONVERSATIONS WITH OTHERS IN SCHOOL ESPECIALLY WHEN OUR CLASSROOMS MAY BE THEIR ONLY OPPORTUNITIES TO RECEIVE MODELING SCAFFOLDING AND FEEDBACK FOCUSED ON EFFECTIVE DISCOURSE THIS BOOK IN CONCERT WITH THE OTHER THREE VOLUMES IN THE SERIES CAN PROVIDE BOTH A FOUNDATION AND A FRAMEWORK FOR ACCELERATING THE LEARNING OF DIVERSE STUDENTS ACROSS GRADE LEVELS AND DISCIPLINES

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 RODRIGUEZ CARRASQUILLO AND LEE LEAD TEACHERS IN UNCOVERING THE TREASURE OF THE HOME LANGUAGE IN BILINGUAL LEARNING OFELIA GARCIA A 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 CALDERON PROFESSOR EMERITA JOHNS HOPKINS UNIVERSITY

THIS BOOK DISCUSSES THE SIGNIFICANCE OF TEACHING WORKING CLASS LINGUISTIC MINORITY STUDENTS ACADEMIC DISCOURSE STYLES NECESSARY FOR SUCCESS IN SCHOOL AND DESCRIBES ONE TEACHER S ATTEMPTS TO DO SO IT IS FOR ALL THOSE EDUCATORS WHO ARE FACED WITH ISSUES OF LANGUAGE RACE AND CLASS

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

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

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

BRIDGE THE GAP BETWEEN CONTENT AND LANGUAGE AND PUT RESEARCH INTO PRACTICE TO INSTRUCT ENGLISH LANGUAGE LEARNERS WITH STRATEGIES THAT MEET THEIR NEEDS IN LANGUAGE DEVELOPMENT AND LITERACY

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

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