

1. Record Nr.	UNINA9910465572103321
Autore	Wang Xiao-Lei <1959->
Titolo	Understanding language and literacy development : diverse learners in the classroom // Xiao-lei Wang
Pubbl/distr/stampa	Chichester, [England] : , : Wiley Blackwell, , 2015 ©2015
ISBN	0-470-67429-6 1-118-88590-2 1-118-88617-8
Descrizione fisica	1 online resource (478 p.)
Disciplina	372.6
Soggetti	Linguistic minorities - Education - United States Children of minorities - Education - United States Children with social disabilities - Education - United States Children - Language Language acquisition Language awareness in children Language and education Multilingualism in children Teachers - Training of Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Understanding Language and Literacy Development; Contents; Detailed Contents; Acknowledgments; About the Companion Website; About the Book; Reasons to Read the Book; Unique Approaches of the Book; Paying balanced attention to all learners; Emphasizing language and literacy supporting strategies; Encouraging thinking, questions, and explorations; Situating language and literacy development in students cognitive and social development; Teaching across ages; Treating language and literacy as an interrelated process; Focusing on academic language and academic literacy Linking language and literacy development to identity and motivation

Valuing different language acquisition experiences; Providing various linguistic experiences; Note on developmental stages; Overview of the Book; Key Terms; Notes; Part 1 Introduction; 1 Working with Diverse Students; Prereading Questions and Activities; Topics to Be Addressed in This Chapter; Importance of Teacher Knowledge on Language and Literacy; Interpreting assessment results from specialist reports; Identifying students linguistic needs; Meeting teacher education professional standards

Critical Discourse Analysis Conceptual Framework Transformative Pedagogy; Evolving Definition of Literacy; Reconceptualization of the Labels for Diverse Students; Second language learners vs new language learners; Bilingual vs multilingual; Disorder vs difficulty; symptoms vs characteristics; Delay vs deviant; People-first language; The bottom line in choosing words; Summary of Key Points; Key Terms; Notes;

Recommended Further Readings; 2 Complex Factors That Influence Language Acquisition and Literacy Development; Prereading Questions and Activities; Topics to Be Addressed in This Chapter

Language As a Genetically Predispositioned Human Universal Pidgin; Creole; Deaf children of hearing parents; Nicaraguan Sign Language; Language acquisition trajectories of children with disabilities; Biological Factors; Human brain: the neural underpinnings of language acquisition; Sensitive period of language acquisition; Heredity and individual differences; Gender differences; Ecological Factors That Influence Language and Literacy Development; Parental cultural childrearing beliefs and practices; Parental socioeconomic status and education levels; Parental input frequency

Extended family and sibling support Language use in sociocultural context; Language Divergence Factors; Language particulars; Orthographic differences; Modality Factors; Spoken language vs signed language; Spoken language vs reading and writing; Conventional print vs digital print; Motivation and Identity Factors; Types of First Language Acquisition; Summary of Key Points; Key Terms; Notes; Recommended Further Readings; Language Sample Analysis I; Part 2 Developing Language and Emergent Literacies; 3 Acquiring One Linguistic System; Prereading Questions and Activities

Topics to Be Addressed in This Chapter

Topics to Be Addressed in This Chapter

---

## Sommario/riassunto

"Understanding Language and Literacy Development: Diverse Learners in the Classroom offers effective supporting strategies to address the cultural and linguistic diversity of students in contemporary classrooms. Discusses learners with different linguistic abilities--infancy, early childhood, middle childhood, and adolescence--by suggesting effective ways to reach them based on their strengths and needs. Emphasizes language and literacy supporting strategies in a variety of everyday classroom settings. Includes activities and questions to motivate readers to think and develop their own perspectives on language and literacy development. Considers a variety of different language acquisition experiences, including monolingual, multilingual, and language impairment. Discusses different types of literacies, including digital and hypertext. Connects language and literacy development to identity and motivation to contextualize learning styles for pre-service teachers. Supported by a companion website that includes additional resources such as PowerPoint presentations by chapter and a summary of relevant information from the Common Core K-12 English Language Arts Standards."--

"Connects language and literacy development to identity and motivation to contextualize learning styles for pre-service teachers"--

---