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Nota di contenuto	FRONT COVER; THE ESSENTIAL GUIDE FOR EDUCATING BEGINNING ENGLISH LEARNERS ; CONTENTS ; ACKNOWLEDGMENTS; Publisher's Acknowledgments; ABOUT THE AUTHORS ; INTRODUCTION; Chapter 1: Seeing the Big Picture; Chapter 2: Taking a Closer Look; Chapter 3: Effective Programming for English Learners; Chapter 4: Selecting Models of Instruction; Chapter 5: Strengthening Family-School Engagement; Chapter 6: Teaching Beginners; Chapter 7: Working With English Learners Who Have Experienced Trauma; Chapter 8: Teaching English Learners With Limited or Interrupted Formal Education Chapter 9: Providing Effective Professional Development CHAPTER 1: SEEING THE BIG PICTURE; How Are English Learners Doing in U.S. Schools?; Who Are Beginning English Learners?; Resources for Leaders and Teachers of Beginning Learners of English; Challenges Faced by Beginning English Learners and Their Families; What Is Being Done to Address the Needs of Beginning English Learners?; Using a Three-Phase Planning Approach for Beginning Learners of English; Summary; CHAPTER 2: TAKING A CLOSER LOOK; Influence of Literacy; Differences in Literacy and Educational Experiences

Differences in Orientation to Time
Three Different Types of Students;
Students Experiencing Trauma; How Poverty Affects Learning;
Individualistic and Collectivist Cultures; Addressing the Complex Needs
of English Learners; Summary; CHAPTER 3: EFFECTIVE PROGRAMMING
FOR ENGLISH LEARNERS; Developing a Districtwide Effort; Reviewing the
Enrollment Process; Identifying English Learners; Helping Parents
Understand the Enrollment Process; Summary; CHAPTER 4: SELECTING
MODELS OF INSTRUCTION; Programs That Promote Bilingualism and
Biliteracy; Early Exit or Transitional Bilingual Programs
Structured Immersion Models
ESL Instruction; ESL Pull-Out; Push-In or
Collaborative ESL; Newcomers With Limited Prior Schooling; Summary;
CHAPTER 5: STRENGTHENING FAMILY-SCHOOL ENGAGEMENT; Building
Partnerships with Families of Beginning English Learners;
Understanding Barriers; Establishing a Welcoming School Environment
by Building Relationships; Addressing Differences; Building
Connections With Learning; Supporting Advocacy and Sharing Power;
Bilingual Parent Advisory Committees; Home Visits to Involve Parents of
English Learners; Bilingual Parent Volunteer Programs; Summary
CHAPTER 6: TEACHING BEGINNERS
What Is Culture Shock?; Stages of
Culture Shock; Stage 1-Honeymoon or Euphoric Stage; Stage 2-
Rejection or Culture Shock Stage; Stage 3-Integration Stage; Stage 4-
Assimilation or Adaptation Stage; Supporting English Learners in
Content Area Classrooms; Bilingual Support in Content Area Classes;
Bilingual Buddies for English Learners; Bilingual Parent Volunteers;
Using Technology and the Internet; Materials and Resources for
Beginning English Learners; Teaching Essential Basics; Eight Key
Strategies for Teaching Content
1. Provide Information That Beginning English Learners Can Understand

Sommario/riassunto

Beginning English learners are at risk of being lost in a system that does not know how to reach them. With more and more ELs entering U. S. schools every year, educators need to act quickly to create school- and classroom-based programmes that work. Veteran educators Debbie Zacarian and Judie Haynes provide templates and tools - along with vignettes illustrating real-world challenges - to help teachers and administrators.
