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For courses in Multicultural Curriculum, English as a Second Language, Multicultural Education, and Reading Methods. This book incorporates teaching and learning strategies derived from exemplary bilingual education and ESL programs throughout the nation. It helps teachers understand the critical aspects of adapting instruction to ensure that multilingual students have access to and are able to participate in all aspects of classroom learning.

Faltis, Joinfostering: Teaching and Learning in ...

He is the author of Joinfostering: Adapting Teaching Strategies for the Multilingual Classroom and numerous other writings in bilingual education.

Learning English as an Additional Language in K 12 Schools ...

Joinfostering: Adapting Teaching Strategies for the Multilingual Classroom. Christian J. Faltis. New York: Macmillan, 1993.

The impact the book may have on the language teacher is ...

Joinfostering: Adapting teaching strategies for the multilingual classroom.

flanbwayan - Cultural Diversity and Language Socialization ...

Parent involvement predicts children ' s academic achievement even more than family characteristics, such as education, family size, marital status, socio-

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economic level and student grade level. ... Faltis, C.J. Joinfostering: Adapting Teaching Strategies for the Multilingual Classroom (New York, N.Y.: Merrill/Macmillan, 1993).

Improving Educational Impact through Community and Family ...

Introduction to a first-year teacher-Follow her progress as she implements the principles of "Joinfostering" that adapt her classroom to accommodate all students. Students identify with someone like themselves, which results in less apprehension and more willingness to model the behavior of that first-year teacher.

Teaching English Language Learners in Elementary Schools ...

The mission of The College of Education at Northern Arizona University is to prepare education professionals to create the schools of tomorrow. Northern Arizona University . College of Education. BME 430 - Methods and Materials in Second Language Teaching and Structured English Immersion. Fall & Spring 2xxx - Course Syllabus. 3 credit hours

BME 430 - Northern Arizona University

ELLs come from diverse backgrounds; some are more proficient than others academically and linguistically. One approach to help teach this group of students is sheltered instruction, a strategic way to make subject matter concepts comprehensible while promoting English language development.

What Principals Should Know About Sheltered Instruction ...

Faltis, C. (1997). Joinfostering: Adapting teaching for the multilingual classroom. New York: Merrill/Macmillan Hayes, C.W., Bahruth, R. & Kessler, C. (1991). Literacy Con Carino. Portsmouth, NH: Heinemann. Meyers, M. (1993). Teaching to Diversity: Teaching and Learning in the Multiethnic Classroom. Reading, MA: Addison-Wesley

Teaching ESL - University of Pennsylvania

Bilingual education and second language acquisition theory., Schooling and language minority students: A theoretical framework (pp. 51-79). Los Angeles: Evaluation, Dissemination and Assessment Center, California State University.

Self-study in teacher education is a growing field and a natural progression from the concept of reflective practice for pre-service teachers. This book is designed to

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introduce teacher educators to the theory and practice of self-study, in order to explore, understand and improve their teaching about teaching. With studies from an international range of contributors, this book illustrates a variety of approaches to self-study. It describes the issues that teacher educators have chosen to study, how they carried out their research and what the learning outcomes were. Throughout, the emphasis is on placing teacher educators' knowledge and practice at the centre of their academic work. This book will be of interest to all teacher educators wishing to improve their knowledge and practice.

This volume offers a unique glimpse into the teaching approaches and thinking of a wide range of well-known literacy researchers, and the lessons they have learned from their own teaching lives. The contributors teach in a variety of universities, programs, and settings. Each shares an approach he or she has used in a course, and introduces the syllabus for this course through personal reflections that give the reader a sense of the theories, prior experiences, and influential authors that have shaped their own thoughts and approaches. In addition to describing the nature of their students and the program in which the course is taught, many authors also share key issues with which they have grappled over the years while teaching their course; others discuss considerations that were relevant during the preparation of this particular syllabus or describe how it evolved in light of student input. The book is organized by areas within literacy education: reading; English/language arts; literature; emergent literacy; content-area literacy; literacy assessment and instruction; literacy and technology; and inquiries into literacy, theory, and classroom practice. It is accompanied by an interactive Web site: <http://msit.gsu.edu/handbook>. This online resource provides additional information about the authors' courses including complete syllabi, recommended readings, grading rubrics, and sample assignments. Readers are invited to respond and contribute their own syllabi and teaching experiences to the discourse generated by the volume.

This volume is a unique contribution to the study of language policy and education for English Learners because it focuses on the decade long implementation of “English Only” in Arizona. How this policy influences teacher preparation and classroom practice is the central topic of this volume. Scholars and researchers present their latest findings and concerns regarding the impact that a restrictive language policy has on critical areas for English Learners and diverse students. If a student's language is sanctioned, do they feel welcome in the classroom? If teachers are only taught about subtractive language policy, will they be able to be tolerant of linguistic diversity in their classrooms? The implications of the chapters suggest that Arizona's version of Structured English Immersion may actually limit English Learners' access to English.

This book introduces a variety of inclusive strategies for teaching language and literacy in kindergarten through 2nd grade. Readers are invited into classrooms where racially, culturally, and linguistically diverse children's experiences, unique strengths, and expertise are supported and valued. Chapters focus on oral language, reading, and writing development and include diverse possibilities for culturally relevant and inclusive teaching. Featured teaching strategies foster academic success, cultural competence, and critical consciousness—leading students to read their worlds and question educational and societal inequities. Early childhood teachers will find this book invaluable as they consider effective ways to teach diverse children. The hands-on examples and strategies portrayed will help educators expand their thinking and repertoires regarding what is possible—and needed—in the language and literacy education curriculum. Unique in its focus on equitable, fully inclusive, and culturally relevant language and literacy teaching, this important book will help K – 2 teachers (re)think and (re)conceptualize their own practices. “Offers us a great opportunity to explore pedagogical strategies that are diverse and inclusive.” —From the Foreword by Gloria Ladson-Billings, University of Wisconsin – Madison “Readers will discover a treasure of teacher and student collaborative experiences to engage diverse learners.” —Yetta and Ken Goodman, University of Arizona “The authors offer rich vignettes and pragmatic guidance for learning about, responding to, and respectfully building community among children. We readers are in their debt.” —Anne Haas Dyson, University of Illinois “A beautifully written book filled

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with powerful examples. . . . I heartily recommend it for all teachers lucky enough to work on a daily basis with our brilliant early elementary students. ” —Ernest Morrell, Teachers College, Columbia University

Explicit examples of what these constructs mean and how they are used is provided. The book is complemented by an overview of each chapter and section. Written by some of the leading scholars in education and beyond, this book will be a valuable resource for practicing teachers, teacher educators, graduate students, undergraduate students, and educational researchers." --BOOK JACKET.

Crises often leave people in vulnerable situations in which a moment in time can function as a turning point of a catastrophic situation for the better or worse. From another perspective, the concept of crisis signifies losing control of everyday privileges, such as that of a pandemic. Therefore, the interaction of rhetoric and sociolinguistics in times of crisis is inevitable. It is crucial to internalize how rhetoric, an effective skill from ancient times to make meaning of sociological breakthrough events, changed the course of events as well as the fate of humanity. Within the same context, research should focus on diverse disciplines to explore, investigate, and analyze the concept of “ crisis ” from global, sociolinguistic, and rhetorical perspectives. Rhetoric and Sociolinguistics in Times of Global Crisis explores and situates the concept of global crisis within rhetoric and sociolinguistics as well as other disciplines such as education, technology, society, language, and politics. The chapters included bridge the gap to initiate a discussion on understanding how rhetoric and sociolinguistics can create critical awareness for individuals, societies, and learning environments during times of crisis. While highlighting concepts such as rhetorical evolution, political rhetoric, digital writing, and communications, this book is a valuable reference tool for language teachers, writing experts, communications specialists, politicians and government officials, academicians, researchers, and students working and studying in fields that include rhetoric, education, linguistics, culture, media, political science, and communications.

Migrants and minorities are always at risk of being caught in essentialized cultural definitions and being denied the right to express their cultural preferences because they are perceived as threats to social cohesion. Migrants and minorities respond to these difficulties in multiple ways — as active agents in the pedagogical, political, social, and scientific processes that position them in this or that cultural sphere. On the one hand, they reject ascribed cultural attributes while striving towards integration in a variety of social spheres, e.g. school and workplace, in order to achieve social mobility. On the other hand, they articulate demands for cultural self-determination. This discursive duality is met with suspicion by the majority culture. For societies with high levels of migration or with substantial minority cultures, questions related to the meaning of cultural heterogeneity and the social and cultural limits of learning and communication (e.g. migration education or critical multiculturalism) are very important. It is precisely here where the chances for new beginnings and new trials become of great importance for educational theorizing, which urgently needs to find answers to current questions about individual freedom, community/cultural affiliations, and social and democratic cohesion. Answers to these questions must account for both ‘ political ’ and ‘ learning ’ perspectives at the macro, mezzo, and micro contextual levels. The contributions of this edited volume enhance the knowledge in the field of migrant/minority education, with a special emphasis on the meaning of culture and social learning for educational processes.