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THE FOUNDATIONS OF DUAL LANGUAGE INSTRUCTION

SIXTH EDITION

Judith Lessow-Hurley

Foundations Of Dual Language Instruction

Judith Lessow-Hurley



Foundations Of Dual Language Instruction:

The Foundations of Dual Language Instruction Judith Lessow-Hurley, 1990 The Foundations of Dual Language Instruction Fourth Edition is a practical text that examines the basic social political historical and educational foundations of education for second language learners BOOK JACKET

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Foundations of Dual Language Instruction, The, MyLabSchool Edition Judith Lessow-Hurley, 2004-12 The Foundations of Dual Language Instruction is a practical text that examines the basic social political historical and educational foundations of education for second language learners This outstanding text is simply written and accessible to beginners The author takes an objective look at dual language instruction and examines its different parts in a scholarly fashion Then she places this important topic in a social environment and develops an understanding of the politics of dual language instruction and the controversy it inspires Providing basic definitions and theoretical frameworks for thinking about bilingual education the Fourth Edition continues to explore the political dimensions of language and clearly demonstrates how language works in the classroom This text is perfect for Bilingual Methods and Multicultural Education courses both at the graduate and

undergraduate levels **Foundations of Dual Language Instruction, the Plus Myeducationlab with Pearson Etext -- Access Card Package** Judith Lessow-Hurley, 2012-08-01 ALERT Before you purchase check with your instructor or review your course syllabus to ensure that you select the correct ISBN Several versions of Pearson's MyLab check with the seller before completing your purchase Used or rental books If you rent or purchase a used book with an access code the access code may have been redeemed previously and you may have to purchase a new access code Access codes Access codes that are purchased from sellers other than Pearson carry a higher risk of being either the wrong ISBN or a previously redeemed code Check with the seller prior to purchase The Foundations of Dual Language Instruction is a practical comprehensive objective look at dual language instruction and the social political historical and educational issues of teaching second language learners in today's diverse classrooms With its emphasis on English language learners the book provides descriptions of effective programs and instructional strategies that can be used in the classroom and includes sections on the history and legal underpinnings of schooling in two languages language policy in the U S and around the world considerations of changing demographics and implications for educators and the dynamics of culture in schooling

Foundations of Bilingual Education and Bilingualism Colin Baker, 2011 The fifth edition of this bestselling book provides a comprehensive introduction to bilingualism and bilingual education In a compact and clear style its 19 chapters cover all the crucial issues in bilingualism at individual group and national levels **The Foundations of Dual Language Instruction with Effective Lesson Planning** Judith Lessow-Hurley, 2005-08 Foundations in Dual Language Instruction Longman Publishing Staff, 1999-07 *Foundations of Bilingual Education and Bilingualism* Colin Baker, 2006-01-01 Written as an introductory text from a crossdisciplinary perspective this book covers individual and societal concepts in minority and majority languages

majority languages **Foundations of Bilingual Education and Bilingualism** Colin Baker, Wayne E. Wright, 2017-01-17 The sixth edition of this bestselling textbook has been substantially revised and updated to provide a comprehensive introduction to bilingualism and bilingual education in the 21st century Written in a compact and clear style the book covers all the crucial issues in bilingualism at individual group and societal levels Updates to the new edition include Greater attention to technological advances and global trends impacting and impacted by bilingualism New trends and issues in bilingual education including recent research on the effectiveness of different types of bilingual education Issues in the assessment of bilinguals The latest thinking on identity and bilingualism Recent developments in brain imaging research Discussion of the latest terms in bilingualism research including dynamic bilingualism translanguaging transliteracy and superdiversity in addition to an enhanced look at multilingualism Students and instructors will benefit from new features including A comprehensive glossary A condensed and updated bibliography Updated international examples of policy research and practice The addition of web resources and discussion questions Fully revised study activities and recommended reading **The Handbook of Dual Language Bilingual Education** Juan A. Freire, Cristina Alfaro, Ester de

Jong,2023-09-29 This handbook presents a state of the art overview of dual language bilingual education DLBE research programs pedagogy and practice Organized around four sections theoretical foundations key issues and trends school based practices and teacher and administrator preparation the volume comprehensively addresses major and emerging topics in the field With contributions from expert scholars the handbook highlights programs that honor the assets of language minoritized and marginalized students and provides empirically grounded guidance for asset based instruction Chapters cover historical and policy considerations leadership family relations professional development community partnerships race class gender and more Synthesizing major issues discussing central themes and advancing policy and practice this handbook is a seminal volume and definitive reference text in bilingual second language education Dual Language Bilingual Education Kathryn I. Henderson,Deborah Palmer,2020-04-15 This book explores the role of the teacher in dual language bilingual education DLBE implementation in a time of nationwide program expansion in large part due to new and unprecedented top down initiatives at state and district level The book provides case studies of DLBE teachers who a implemented the DLBE model with fidelity b struggled to implement the DLBE model and c adapted the DLBE model to meet the needs of their local classroom context The book demonstrates the way teachers as language policymakers navigate and interpret district wide DLBE implementation and the tensions that surface through this process The research conducted over four years using a variety of methods highlights the challenges and opportunities faced by teachers implementing DLBE and will be of interest to both teachers and administrators of DLBE programs as well as scholars working in bilingual education

Handbook of Research on Teaching the English Language Arts Diane Lapp,Douglas Fisher,2011-01-18 Now in its third edition the Handbook of Research on Teaching the English Language Arts sponsored by the International Reading Association and the National Council of Teachers of English offers an integrated perspective on the teaching of the English language arts and a comprehensive overview of research in the field Prominent scholars researchers and professional leaders provide historical and theoretical perspectives about teaching the language arts focus on bodies of research that influence decision making within the teaching of the language arts explore the environments for language arts teaching reflect on methods and materials for instruction Reflecting important recent developments in the field the Third Edition is restructured updated and includes many new contributors More emphasis is given in this edition to the learner multiple texts learning and sharing one s knowledge A Companion Website new for this edition provides PowerPoint slides highlighting the main points of each chapter **Encyclopedia of Bilingualism and Bilingual Education** Colin Baker,Sylvia Prys Jones,1998 This encyclopedia is divided into three sections individual bilingualism bilingualism in society and bilingual education It includes many pictures graphs maps and diagrams The book concludes with a comprehensive bibliography on bilingualism

Handbook of Heritage, Community, and Native American Languages in the United States Terrence G. Wiley,Joy Kreeft Peyton,Donna Christian,Sarah Catherine K. Moore,Na Liu,2014-01-03 Co published by the Center for Applied Linguistics

Timely and comprehensive this state of the art overview of major issues related to heritage community and Native American languages in the United States based on the work of noted authorities draws from a variety of perspectives the speakers use of the languages in the home community and wider society patterns of acquisition retention loss and revitalization of the languages and specific education efforts devoted to developing stronger connections with and proficiency in them Contributions on language use programs and instruction and policy focus on issues that are applicable to many heritage language contexts Offering a foundational perspective for serious students of heritage community and Native American languages as they are learned in the classroom transmitted across generations in families and used in communities the volume provides background on the history and current status of many languages in the linguistic mosaic of U S society and stresses the importance of drawing on these languages as societal community and individual resources while also noting their strategic importance within the context of globalization

Dual Language Education Kathryn J.

Lindholm-Leary,2001-01-01 Dual language education is a program that combines language minority and language majority students for instruction through two languages This book provides the conceptual background for the program and discusses major implementation issues Research findings summarize language proficiency and achievement outcomes from 8000 students at 20 schools along with teacher and parent attitudes

Overcoming the Gentrification of Dual Language, Bilingual and Immersion Education M. Garrett Delavan,Juan A. Freire,Kate Menken,2024-03-12 This volume proposes solutions to the gentrification of dual language bilingual and immersion education by examining how it operates across diverse school and community contexts It brings together studies in a number of areas including instruction curriculum development classroom interaction school leadership parent and community engagement ideological discourse and language policy Through academic and reader friendly summaries of research this book makes a strong theory to practice impact towards equitable integration in education programs and their surrounding neighborhoods It draws attention to how understanding and responding to gentrification of language programs is part of the broader fight for racial and educational justice for immigrant communities in US schools and offers practical recommendations with action steps for educators families school administrators activists and other key stakeholders in language education The four stakeholder resource chapters in Part 2 have been made Open Access under a CC BY NC ND licence to allow all teachers and administrators to benefit from the research with freely available practical guidance on working towards equity in language education To access the chapters please see the following links Chapter 11 Ivana Espinet Kate Menken and Imee Hernandez Nice White Parent Gentrification of a New York City Middle School The French Dual Language Program at the School for International Studies <https://zenodo.org/records/10519199> Chapter 12 Nelson Flores Nice White Parents and Dual Language Education <https://zenodo.org/records/10519269> Chapter 13 Deb Palmer Emily Crawford Rossi Lisa Dorner Claudia G Cervantes Soon and Dan Heiman Countering Gentrification through Critical Consciousness Recommendations and Success Stories for DLBE Educators <https://zenodo.org>

records 10519319 Chapter 14 Katie A Bernstein Kathryn I Henderson Sof a Chaparro and Adriana Alvarez Creating DLBE Programs that Center Equity in the Face of School Choice Policies <https://zenodo.org/records/10519390> *Critical Consciousness in Dual Language Bilingual Education* Lisa M. Dorner, Deborah Palmer, Claudia G. Cervantes-Soon, Dan Heiman, Emily R. Crawford, 2022-12-13 This book features case studies that address dual language bilingual education DLBE programs which offer content instruction in two languages to help youth develop fluent bilingualism biliteracy high academic achievement and sociocultural competence While increasingly popular the DLBE model is a framework that comes with unique hurdles and challenges Applying a pioneering critical consciousness approach the volume provides readers with narratives awareness and tools to support culturally and linguistically diverse students and their families Organized around four major areas policy leadership family and community engagement teaching and teacher learning the volume's case studies bring together stories from policymakers educational leaders family and community members and teachers The case studies spotlight examples in which power imbalances have been identified and shifted through critically conscious actions and offer insight into how to ensure all DLBE programs are nurturing empowering multilingual environments for all students particularly racialized immigrant and transnational students Accessible and varied the case studies address important topics such as anti Black racism digital access disability school district relations working with undocumented families and more Each chapter includes a case narrative teaching notes discussion questions and or teaching activities to support stakeholders who wish to develop and enact equity in their DLBE policies classrooms and professional development A key resource for supporting student needs and transformative inquiry in the classroom this book is ideal for graduate students professors leaders educators and other stakeholders in bilingual education and language education *The Massachusetts Register*, 2018-07-13

Constructivist Strategies for Teaching English Language Learners Sharon Adelman Reyes, Trina Lynn Vallone, 2007-12-13 The authors embrace the constructivist paradigm as a natural teaching and learning response to the specific needs of ELLs A unique and remarkable contribution to the theoretical and research based literature Karen C Evans Principal David Walker Elementary School Evanston IL Reyes and Vallone invite readers on an exciting journey inside classrooms where knowledgeable caring advocacy oriented teachers effectively engage English Language Learners through culturally and linguistically responsive pedagogy Carlos J Ovando Professor Arizona State University Combine constructivist methods and culturally responsive instruction to improve educational equity As the population of English Language Learners ELLs grows educators need new strategies to effectively promote second language acquisition and literacy development in all content areas By linking constructivist pedagogies to ELL instruction *Constructivist Strategies for Teaching English Language Learners* provides a culturally responsive approach that builds on students experiences and strengths Sharon Adelman Reyes and Trina Lynn Vallone supply in depth classroom examples and grade level connections to help readers apply constructivist methods in teaching ELLs Designed for inclusive classrooms with diverse student backgrounds and

abilities this hands on guide examines Perspectives on second language acquisition and learning Program models for ELLs Instructional practices informed by critical pedagogy Examples of constructivist classroom programs Mainstream and bilingual teachers ESL specialists principals and teacher leaders will find the conceptual foundation and practical methods needed to promote academic success for ELLs

Reviewing **Foundations Of Dual Language Instruction**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is actually astonishing. Within the pages of "**Foundations Of Dual Language Instruction**," an enthralling opus penned by a highly acclaimed wordsmith, readers attempt an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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