#### Echoing the English Language Experiences of Multilingual Students in Formal and Informal Settings

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#### Abstract

The present study investigates the factors that influenced the English language learning/acquisition of nine multilingual university students who majored in English. Using the qualitative descriptive design and Sim's categories of English language learning factors, the participants narrated their formal and informal English language experiences through a summative diary and informal interview. In general, the results show the same set of key categories that are found in previous studies i.e., motivation, beliefs, autonomy, anxiety, language learning strategies, and instructional materials, activities, and facilities. However, the collection of specific narrations paints a different picture of these multilingual participants' English language learning experiences. Based on the results, recommendations are given to enhance the teaching and learning of English in multilingual and multicultural settings and the context of the present study. It is advised to use multilingual and multicultural approaches that assist English learning and acquisition both within and outside of the classroom.

Keywords: Language learning and acquisition, summative diary, factors influencing English language learning, multilingual students

#### Introduction

The factors influencing the acquisition and successful learning of English have been given considerable attention for instructional and business purposes. However, work in this area has continued to thrive to better comprehend the second and foreign language learners' experiences in using a second or third language successfully. Prominent work in this field advanced the view that language acquisition/learning success is an assembly of all the factors that provide linguistic input (Krashen, 1981) and at the same time carry information for the children to figure out linguistic parameters specific to a language (Chomsky, 1986). This means that

using a language competently is not only a result of the formal language program in schools but also a reflection of the vibrant display of language learning opportunities in informal settings outside the classroom (Castello, 2015; Matic, 2011).

In the case of the child's first language, Lee and Heinz (2016) explained that acquiring it appears relatively effortless. Among second or foreign language learners, however, some individuals enjoy greater success than others, and this is attributed to several factors. Yuefang (2019) categorized these factors into internal (age, attitude, personality, motivation, and first language proficiency) and

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# **Language Experiences For All Students**

**Denise D. Nessel, Carol N. Dixon** 

## **Language Experiences For All Students:**

Language Experiences for All Students Nancy Hansen-Krening, 1982 Language Teachers' Stories from their Professional Knowledge Landscapes Lesley Harbon, Robyn Moloney, 2017-06-23 Language Teachers Professional Knowledge Landscapes is a collection of fourteen narratives from teachers of different languages at different school levels in different contexts across Australia This volume brings together not simply language teacher stories but also more political stories of the problems associated with school programs and contexts Highlighted through these stories are some of the major political issues in schools that impact language teachers work and their students success in sustained language study The book is conceptually framed by the work of Clandinin and Connelly 1996 and their notion of levels of stories told by teachers about their classrooms the secret the sacred and the cover stories The term professional knowledge landscape is used to indicate how teachers can critically situate their work and thereby understand it better The collection includes the stories of two outstanding primary language educators and a story of mixed success in a rural program in teaching the local Aboriginal language Ngarrabul There are stories of frustration with policy failures particularly in supporting the learning of Asian languages Many of the teacher narrators ask the confronting question What blocks language learning in Australia They offer the strategies which they have developed that they see making a difference Other narratives offer autoethnographic tracking of careers for example as a teacher of Latin and Classics Japanese French Spanish Russian and of teachers ongoing vigour and creativity in advocacy A number of teachers examine their own identity story for the intercultural learning which they then offer and extend in student learning Consistently expressed there is the need for teachers to take up individual responsibility while still being strongly supported by their professional community It is us who make the difference one teacher concludes Supported by a strong Foreword by Canadian scholar F Michael Connelly this ground breaking collection of narratives represents a form of social research in providing critical illustrations of the issues needing attention for national language education enhancement It is the only extended inquiry into language teaching in the context of an active policy initiative environment and the first volume to address the language education landscape through the voices of active *Using the Language Experience Approach With English Language Learners* Denise D. Nessel, Carol N. language teachers Dixon, 2008-04-21 Packed with lessons sample texts and strategies this book helps teachers use ELL students personal experiences to improve their oral language reading comprehension and writing skills The Language Experience **Approach to Literacy for Children Learning English** Pamela J. T. Winsor, 2009-10-20 The instructional framework presented in this book is intended to help teachers provide all young children but especially English language learners with rich meaningful and interactive literacy instruction Referred to as LEALE the instruction is grounded in the traditional Language Experience Approach LEA It has been expanded to encompass principles and practices of research based early literacy instruction as understood and presented in current professional literature. The approach is presented in an attractive

easily understood style that invites both beginning and experienced teachers to engage their students in literacy The LEALE instructional framework presented here grew out of the many happy hours that the author spent working with children and their teachers over the years Included are pictures and examples of classroom materials chart stories and journals from children in Belize Central America and children in urban centres in Alberta Canada **Literacy for All Students** Rebecca Powell, Elizabeth C. Rightmyer, 2011 This text presents the Culturally Responsive Instruction Observation Protocol CRIOP a framework for implementing culturally relevant literacy instruction discusses key issues within its themes and provides classroom examples of teachers who are implementing it The Language Experience Approach and the Science of **Literacy Instruction** Elaine A. Fairbairn Traynelis Yurek, Mary Strong, 2024-05-14 The information contained in this text covers literacy instruction in kindergarten primary grades middle school and secondary school It gives the background on the developmental aspects of all attributes needed for successful reading It presents a balanced body of information for instruction between wholistic approaches and traditional approaches for the total literacy curriculum This book includes the complete developmental aspects of skills necessary for competence in all literacy tasks from birth to adolescent literacy the need for availability for teachers to assess the progress of all these skills as they are presented in a wholistic fashion on a regular basis the criteria of how decisions are made for remedial reading instruction the interface of special education considerations for students experiencing literacy deficits approaches for adolescent literacy programs and extensive information on teaching English language learners Wow! Words Babs Bell Hajdusiewicz, 2011 Enthusiastic valuable remarkable and perceive are examples of WOW Words sophisticated words that enrich children's listening and speaking vocabularies regardless of writing and reading proficiency Sorted into age specific groups four sets of 36 lessons teach one new word for each age group for each week of the school year Parents and teachers can engage their confident conversationalists with the book s rich age appropriate tools and resources definitions synonyms pronunciation guidelines figurative language additional forms sentences short rhymes poems songs discussion guestions illustrations and hands on activities in addition to visual aids that organize and display word acquisition progress Grades PreK 2 Index Illustrated

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Deepening and Broadening the Foundation for Success, 2015-07-23 Children are already learning at birth and they develop and learn at a rapid pace in their early years This provides a critical foundation for lifelong progress and the adults who

provide for the care and the education of young children bear a great responsibility for their health development and learning Despite the fact that they share the same objective to nurture young children and secure their future success the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well Transforming the Workforce for Children Birth Through Age 8 explores the science of child development particularly looking at implications for the professionals who work with children This report examines the current capacities and practices of the workforce the settings in which they work the policies and infrastructure that set qualifications and provide professional learning and the government agencies and other funders who support and oversee these systems This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning shared knowledge and competencies for care and education professionals and principles for effective professional learning Young children thrive and learn best when they have secure positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the guality of professional practice specific actions to improve professional learning systems and workforce development and research to continue to build the knowledge base in ways that will directly advance and inform future actions The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive and ultimately improve outcomes for children CliffsNotes TExES: Generalist EC-6 American BookWorks Corporation, 2010-08-20 Trusted test prep for aspiring Texas based teachers Science & Stories Hilarie N. Staton, Tara McCarthy, 1994 Here's a surefire way to spark interest in both reading and science at the upper elementary level The authors provide reading strategies and activities for 24 popular children's books you can use to integrate reading and science teaching Activities covering oral language writing and cooperative learning apply the science concepts Adding English Elizabeth Coelho, 2004 A comprehensive source of ideas and advice for enhancing the learning of all students in all subject areas and at all grade levels **The Power of Words** Scott C. Greenwood, 2010-09-16 Teachers are intuitively aware of the connection between academic vocabulary and reading comprehension Unfortunately despite what we know about active instruction of vocabulary that will be retained by our students teachers often assign vocabulary but rarely teach it well The results are akin to a salesman who says about his product I sold it but they didn t buy it Greenwood provides teachers with the hows and whys of effective vocabulary instruction through the use of visual organizers user friendly appendixes classroom vignettes and simple clear language encouraging professionals to truly engage their pupils Assessing Study Abroad Victor Savicki, Elizabeth Brewer, 2023-07-03 This book is intended to guide advisors administrators and faculty members engaged with study abroad

who are concerned with answering the question what does study abroad achieve It will also inform the work of study abroad organizations as well as institutions receiving study abroad students Offering a broad based approach to assessment the book will appeal to those starting out However an array of case studies illustrating the often untidy process of implementation will equally appeal to those further along by offering creative and often simple approaches to common problems Following an account of how and why assessment in the field has evolved the first part of the book sets the stage for the reader to consider the role of mission and context in determining purpose goals and outcomes to identify and consult with stakeholders determine what data and expertise may already be available on campus match methods and tools to questions and create realistic plans to communicate findings and to act upon them The second part of the book offers an overview of appropriate tools and strategies for assessing study abroad emphasizing the importance of carefully formulating and prioritizing assessment questions and understanding the advantages and drawbacks of different instruments It describes an array of qualitative quantitative and mixed methods illustrating their application with examples of practice and concludes by outlining the process of putting a plan into action The book concludes with ten case studies that illustrate various approaches to planning experimentation and implementation some revealing false starts and lessons learned and all conveying the message that assessment is an iterative on going process that needs constant refinement The cases represent a wide variety of institutional and organizational types and demonstrate how each selected methods suited to their capacities and cultures

Handbook of Research on Adult Learning and Development M Cecil Smith, Nancy DeFrates-Densch, Assistant Editor, 2008-11-19 The time is right for this comprehensive state of the art Handbook that analyzes integrates and summarizes theoretical advances and research findings on adult development and learning a rapidly growing field reflecting demographic shifts toward an aging population in Western societies Featuring contributions from prominent scholars across diverse disciplinary fields education developmental psychology public policy gerontology neurology public health sociology family studies and adult education the volume is organized around six themes theoretical perspectives on adult development and learning research methods in adult development research on adult development research on adult learning aging and gerontological research policy perspectives on aging The Handbook is an essential reference for researchers faculty graduate students and practitioners whose work pertains to adult and lifespan development and learning **Teach Them ALL to Read** Elaine K. McEwan, 2009-07-15 The second edition of Elaine McEwan s book is a user friendly guide that integrates research into practice It carefully explains the research behind reading development and provides truly clear no nonsense steps to implement the best practices of instruction McEwan does not sugar coat how difficult teaching reading can be but she provides powerful methods for achieving it Jennifer Sandberg Curriculum Reading Coordinator Sutherland Public School NE Provide effective reading instruction for every student in your classroom and schoolwide To successfully teach reading teachers have to first believe that all children can learn to read and then they have to turn that belief into a reality In this

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