Esl Learners Use Of Reading Strategies Across Different

This resource offers educators evidence-based best practices to help them address the individual needs of English learners with academic challenges and those who have been referred for special education services. The authors include guidance and specific tools to help districts, schools, and classrooms use multi-tiered systems of support (MTSS) and other interventions.

The 23rd EUROCALL conference was organised by the Cyprus University of Technology Language Centre. The theme of the conference was "CALL communities and Culture". Between the 24th and 27th August 2016, over 135 presentations were delivered and 27 posters were presented; 84 of these presentations appear in this volume of selected peer-reviewed short papers.

Improve your reading comprehension skills and vocabulary with these intermediate English stories. Plus, learn about Canadian culture in an interesting way. What would it mean for your studies or career to be able to read freely in English? How about understanding more vocabulary, including phrases, idioms, slang and expressions? The Short Stories in English for Intermediate Level ESL/EFL Learners are designed to improve your English quickly and easily. Jackie Bolen has more than fifteen years of experience teaching ESL/EFL to students in South Korea and Canada. She has written short stories in Canadian English about common experiences that people have living in Canada. Plus, each story has practice exercises to test your reading comprehension and vocabulary. Do the discussion questions with a friend, teacher or classmate. You'll improve your English vocabulary and reading skills in no time at all! Pick up a copy of the book today if you want to... Learn some new English vocabulary Have a variety of authentic and interesting stories to read at your fingertips Improve your Canadian English Read English fluently and confidently Have some fun while learning English Pick up your copy of the book today. Short Stories in English for Intermediate Level ESL/EFL Learners: Improve Reading Comprehension with Stories about Life in Canada by Jackie Bolen will help you stay motivated while consistently improving your English skills.

English L2 Reading, Third Edition offers teachers research-based insights into bottom-up skills in reading English as a second language and a solid foundation on which to build reading instruction. Core linguistic and psycholinguistic concepts are presented within the context of their application to teaching. The goal is to balance or supplement (not replace) top-down approaches and methodologies with effective low-level options for teaching English reading. The text's pedagogical features— Questions, Study Guide Questions. Discussion Questions, Spotlight on Teaching sections— engage readers of the text in moving easily from linguistic details and psycholinguistic data and theory to practical explanations and suggestions for teaching. Two Appendices provide tables that list the graphemes or the phonemes of English. Changes in the Third Edition Shift in focus from criticism of whole language methodologies to a more neutral stance —times have changed and the study of lower-level reading strategies is now mainstream Greater focus on linguistic form, along with function and meaning Updated information about reading strategies at each level of the reading process More Spotlight on Teaching sections, one for each chapter New chapter on spelling development

Teaching Reading to English Learners, Grades 6 - 12

English for Everyone Slipcase: Beginner

Writing Instruction and Assessment for English Language Learners K-8

An Eye-tracking Study

Engaging Language Learners through Technology Integration: Theory, Applications, and Outcomes

Effective Instruction for All Students in PreK-2

CALL communities and culture – short papers from EUROCALL 2016

The Journal of International Students (JIS), an academic, interdisciplinary, and peer-reviewed publication (Print ISSN 2162-3104 & Online ISSN 2166-3750), publishes scholarly peer reviewed articles on international students in tertiary education, secondary education, and other educational settings that make significant contributions to research, policy, and practice in the internationalization of higher education.

This book has practical, simple tips for how you can practice reading English more ranging from motivation and goals, to grammar and vocabulary, to having fun with English.

This book provides an overview designed to help educators collaborate more effectively in the areas of content area literacy for the sake of their K-6 ELL students. The book weaves the practical and theoretical aspects of collaboration and suggests ways for teachers to form long term partnerships.

Approximately 4.7 million designated English language learners attend public schools (Office of English Language Acquisition, 2002). It is predicted that by the 2030s, English language learners will account for about 40 percent of the school-age population. Yet very few teachers have been trained to address the needs of these students, and the questions they ask are the same as they asked decades ago: Who are English language learners and what are effective ways for schooling them? What kind of educational program brings about the best results? What are sound practices for facilitating English language acquisition? How can English language learners have academic success in subject areas? How do we teach English language learners in our classrooms? - p. 5.

Interactive Approaches to Second Language Reading

Reading and Writing with English Learners

Getting to the Bottom

Metacognitive Reading Strategies of ESL Learners with Different Field Independent/field

Dependent Cognitive Styles

Generation 1.5 in College Composition

Vocabulary in a Second Language

Teaching Readers of English

A new, exciting, and intuitive way to learn English, this comprehensive self-study course--now available in a beautifully packaged box set--is uniquely visual, engaging, and easy to follow. Combines innovative visual teaching methods with the best of DK design to make the English language easy to learn. The beginner-level box set includes Levels 1 and 2 of

the course, taking you from complete beginner to pre-intermediate level, and covering skills such as talking about yourself, describing places, giving advice, and making suggestions. The set includes two course books and two corresponding practice books. The practice books are essential companions to the course books, offering extensive exercises to drill language skills and improve fluency. Key language skills, grammar rules, and vocabulary are presented in a clear and simple way, with attractive illustrations to put new words in context. Listening, speaking, reading, and writing exercises, backed by extensive audio and interactive digital practice, are presented in bite-sized modules, allowing you to learn at your own pace. The English for Everyone beginner-level box set makes it incredibly easy to start teaching yourself English.

Strategies in Learning and Using a Second Language examines what it takes to achieve long-term success in languages beyond the first language. Distinguishing language learning from language-use strategies, Andrew D. Cohen disentangles a morass of terminology to help the reader see what language strategies are and how they can enhance performance. Particular areas of research examined in the book include: - links between the use of task-specific strategies and language performance - how multilinguals verbalise their thoughts during language learning and use strategies that learners use in test-taking contexts In this fully revised and substantially rewritten second edition, every chapter has been reworked, with material either updated or replaced. Entirely new material has also been developed based on examples of specific strategies supplied by actual learners, mostly drawn from a website featuring these strategies in the learning of Spanish grammar. Strategies in Learning and Using a Second language will be an invaluable resource for language teachers and researchers, as well as for administrators of second language programmes and for students of applied linguistics.

Early literacy instruction typically emphasizes foundational skills--often at the expense of engaging young children in reading and supporting their comprehension of different types of texts. This book explains the essential elements of comprehension and shares a wealth of classroom-tested instructional practices. It presents developmentally informed strategies for scaffolding comprehension skills, using content to promote engagement, and implementing high-level discussions and writing tasks. Ways to teach and assess English learners and other diverse students are highlighted throughout. The book features explicit links to the Common Core State Standards (CCSS) as well as helpful reproducible forms. Purchasers get access to a Web page where they can download and print the reproducible materials in a convenient 8 1/2" x 11" size.

This one-of-a-kind resource offers solutions for teachers who provide exemplary instruction to students from varied cultural and linguistic backgrounds. Using real classroom experiences and current research, the authors focus on the needs of ESL learners in the regular classroom. The activities and assessment tools can be used by classroom teachers and ESL teachers working alone or together. In this book, you will find: ways to incorporate English and the home languages of the ESL students into the same lesson suggestions for informal individual and group assessments for reading, writing, and oral language ideas for welcoming new ESL students examples of criteria that can be used for the assessment of ESL students open-ended lessons and units for all learners, with accompanying reproducible masters

Teaching ESL/EFL Reading and Writing

Reading, Writing, and Learning in ESL

Students, Texts, and Contexts

Read on

Listening and Reading for English Language Learners

The Power of Collaborative Inquiry

See how They Read

"Addressing a key skill in reading, writing, and speaking, this comprehensive book is grounded in cutting-edge research on vocabulary development. It presents evidence-based instructional approaches for at-risk students, including English language learners and those with learning difficulties. Coverage ranges from storybook reading interventions for preschoolers to direct instruction and independent word-learning strategies for older students. Guidance is provided on using word lists effectively and understanding how word features influence learning. The book also reviews available vocabulary assessment tools and describes how to implement them in a response-to-intervention framework"--Provided by publisher.

As more English learners enroll in school each year, teachers and administrators are concerned with the large gap in reading and academic standing between ELs and students performing at grade level. This book addresses the language, literacy, and content instructional needs of ELs and frames quality instruction within effective schooling structures and the implementation of RTI.

'... A well-organized volume with a strong emphasis on pedagogy.' – Trudy Smoke, Hunter College/City University of New York, USA 'Generation 1.5 is the most interesting topic of concern in ESL today, yet publications are few and far between.... The editors clearly know what they're doing.... They know the field, know the subject matter, and understand the problems.... This volume contributes to the thinking in the field.' – Linda Lonon Blanton, University of New Orleans, USA Building on the work that has been done over the past decade, this volume provides theoretical frameworks for understanding debates about immigrant students, studies of students' schooling paths and language and literacy experiences, and pedagogical approaches for working with Generation 1.5 students. Generation 1.5 in College Composition: is designed to help both scholars and practitioners reconceptualize the fields of College Composition and TESOL and create a space for research, theory, and pedagogy focusing on postsecondary immigrant ESL students provides both important new theoretical work (which lays the underpinnings for serious pedagogical innovation) and important new pedagogical approaches. Because of their varied and complex language and literacy profiles, Generation 1.5 students are found in developmental English courses, college ESL courses, and mainstream college writing courses. This volume is directed to preservice and inservice teachers, teacher educators, and researchers involved with educating Generation 1.5 students in these and other contexts.

Theorists have been concerned with the overlap of reading and problem-solving for at least a century (Thorndike, 1917, 1973-1974; Sternberg & Frensch, 2014). Various reading models have been proposed, including bottom-up and top-down reading processing (Goodman, 1972; Gough, 1972). In second-language literature, theorists have further noted that reading consists of strategic, purposeful, and interactive processes (Grabe, 2009). In test-taking situations, problem-solving is important because it can compensate for students' language proficiencies. In spite of research showing the use of problem-solving in reading, less is known about how learners actually read and problem-solve in test-taking situations. This study centers around Khalifa, Weir, and colleagues' model for cognitive processing in reading (Weir, Hawkey, Green, & Devi, 2009) in combination with eye-tracking technology in order to examine how ESL readers employ careful and expeditious reading. Data were gathered from 50 students attending a university-sponsored intensive English program (IEP). Participants read eight validated reading comprehension items at varying difficulty levels while their eye movements were recorded. Results indicate that student level may not be a factor in how carefully and expeditiously a student reads. However, statistical analyses suggest that text difficulty may be a factor in how carefully students read.
Short Stories in English for Intermediate Level ESL/EFL Learners
Instructional Strategies, 3rd Edition
The Effect of Pre-Reading Lexical Assistance on Reading Comprehension in Speakers of English as a Second Language in a Hong Kong Secondary School
A Framework for K-5
Vocabulary Instruction for Struggling Students
Strategies for Success with English Language Learners
Distinguishing Language Acquisition From Learning Disabilities

Reading & Writing with English Learners offers kindergarten through fifth grade reading and writing educators a user-friendly guide and framework for supporting English learners in balanced literacy classrooms. Authors Valentina Gonzalez and Melinda Miller lead readers in exploring the components of Reading & Writing with English Learners with a special eye for increasing the effectiveness of instructional methods and quality of instruction to serve English learners. This book shares practical and effective techniques for accommodating reading and writing instruction to design learning that simultaneously increases literacy and language development. Reading & Writing with English Learners was written for: • K-5 Classroom Teachers • ESL Teachers • Reading and Writing Instructional Coaches • District Leaders Reading & Writing with English Learners includes: • the components of Reading & Writing Workshop • accommodations that support English Learners • high yield practices for Reading & Writing Workshop during remote teaching • the role of phonics • a culturally inclusive booklist • activities that support Reading & Writing Workshop And more!
Many English language learners (ELLs) require extra support to become successful writers. This book helps teachers understand the unique needs of ELLs and promote their achievement by adapting the effective instructional methods teachers already know. Engaging and accessible, the book features standards-based lesson planning ideas, examples of student work, and 15 reproducible worksheets, rubrics, and other useful materials. It describes ways to combine instruction in core skills with ample opportunities to write and revise in different genres. Invaluable guidance is provided for assessing ELLs' writing development at different grade levels and language proficiency levels.
This study investigates whether Chinese adult ESL learners use the same reading strategies online as they do in traditional print. Three Chinese-speaking graduate students at Iowa State University participated in this study. To best elicit information regarding subjects' thought processes and their use of reading strategies, several methods were used, including think-aloud protocols, Morae software, and a follow-up interview. During the think-aloud process, subjects were assigned two reading tasks. One process involved reading in traditional print, and in the other process, participants read in hypertext. Each text format consisted of three passages. Each subject had the option of choosing two passages in either text. To ensure that the data was interpreted accurately, each oral report was conducted in two forms: concurrent and retrospective. The entire process was recorded using Morae software, which allowed the investigator to review subjects' behaviors easily and thus further clarify questions regarding behaviors observed that were not fully understood during the interview. The results suggest that there is little variation in the use of strategies between the two contexts. Only the strategy of inferencing was found to be more closely related to hypertext. Moreover, evidence suggests that variation in the use of strategies within this study was influenced more by learner-dependent factors rather than the media of the text.
A comprehensive manual for pre- and in-service ESL, EFL, and EIL educators who work with multilingual students at the secondary and postsecondary levels, this text balances insights from reading theory and research with highly practical, field-tested strategies for teaching and assessing second-language reading that educators can readily adopt and adapt to suit their contexts and student populations. Teaching Readers of English is a complete "go-to" source for teaching reading and promoting classroom and professional literacies in an increasingly digital world. Offering principled approaches and methods for planning and delivering effective L2 reading instruction, the text includes pedagogical features, such as questions for reflection, further reading and resources, and application activities to develop purposeful classroom reading lessons in a range of contexts. Changes in the Second Edition: Updated and revised chapters on formative and summative reading assessment, developing vocabulary knowledge and grammatical skill, and cultivating extensive reading and literary appreciation Updated information on institutional settings and reader demographics New pedagogical features in each chapter, including Chapter Summaries, Further Reading, Reflection and Review, and Application Activities A streamlined chapter sequence to enhance the text's usability
A Resource Book for K-12 Teachers
Journal of International Students, 2019 Vol 9(2)
The Effect of Code-switching on Esl Learners' Reading Comprehension
Supporting English Learners in the Classroom
Improve Reading Comprehension with Stories about Life in Canada
Best Practices for Distinguishing Language Acquisition from Learning Disabilities
71 Ways to Practice English Reading

"This book provides empirical studies on theoretical issues and outcomes in regards to the integration of innovative technology into language teaching and learning, discussing empirical findings and innovative research using software and applications that engage learners and promote successful learning"--Provided

by publisher.

Using a framework based on principles of teaching and learning, this guide for teachers and teacher trainees provides a wealth of suggestions for helping learners at all levels of proficiency develop their reading and writing skills and fluency. By following these suggestions, which are organized around four strands – meaning-focused input, meaning-focused output, language-focused learning, and fluency development – teachers will be able to design and present a balanced program for their students. Teaching ESL/EFL Reading and Writing, and its companion text, Teaching ESL/EFL Listening and Speaking, are similar in format and the kinds of topics covered, but do not need to be used together. Drawing on research and theory in applied linguistics, their focus is strongly hands-on, featuring easily applied principles, a large number of useful teaching techniques, and guidelines for testing and monitoring, All Certificate, Diploma, Masters and Doctoral courses for teachers of English as a second or foreign language include a teaching methods component. The texts are designed for and have been field tested in such programs.

This dissertation examined the effects of the inferencing reading strategy using a emotionally charged instruction for students from countries who do not speak English as their first language. A quasi-experimental study applying quantitative research methods to collect data from the two sections of Level four Reading classes during a ten week period in the fall of 2017. There was one session of instructor coaching which lasted for four hours, a shared google document and several hours of telephone conversations. Lastly, the research observed four class sessions for the experimental group only. Students completed a pretest and a demographic survey in the first week of class in both the experimental group and the control group. The two section continued on with the experimental group being directly and explicitly being instructed on the inferencing strategy. In the tenth week of class both groups were given posttest and a Course Interest Survey. The sample for this study were both graduate and undergraduate international students who English was not their first language at Lawrence Tech University. Students in the control group were taught the class the exact way it has been taught for several years using the lesson plans designed by the teachers and publishers of the books used in the class. However, for the experimental group the same plan was used accept for the last thirty minutes of class the instructor incorporated the inferencing strategy as content and used motivational strategy design to motivate students to learn and use what they learned to improve their placement scores. Findings from the study showed that students in the experimental group did improve over the control group. The quantitative data showed a significance in the posttest as compared to the pretest in the experimental group and at the same time when comparing both groups' posttests there was an improvement in the experimental group over the control group.

This dissertation, "The Effect of Pre-reading Lexical Assistance on Reading Comprehension in Speakers of English as a Second Language in a Hong Kong Secondary School" by Hiu-yi, Stephanie, Tong, 唐曉儀, was obtained from The University of Hong Kong (Pokfulam, Hong Kong) and is being sold pursuant to Creative Commons: Attribution 3.0 Hong Kong License. The content of this dissertation has not been altered in any way. We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation. All rights not granted by the above license are retained by the author. Abstract: Abstract of thesis entitled The effect of pre-reading lexical assistance on reading comprehension in speakers of English as a second language in a Hong Kong secondary school Submitted by Stephanie H. Y. Tong for the degree of Master of Arts (Applied Linguistics) at the University of Hong Kong September, 2003 The current study aims to investigate and compare the effects of two different pre- reading vocabulary lists on ESL learners' English reading comprehension. Subjects in this study are a group of 60 Form 2 students in a secondary school in Hong Kong. Four texts were selected, two narrative texts and two descriptive texts. Subjects' comprehension in the four texts was tested and the results compared. The control groups received the texts without any pre-reading assistance and modification of the texts. The experimental groups received two kinds of treatments, a traditional list of glossed-frequency words and a list of vocabulary items forming the lexically cohesive chains in the texts. For both experimental groups, the listed words were highlighted in the body of the texts to ensure that the subjects noticed them. Subjects' comprehension of these texts was then tested and the results compared. The measurement was based on the scores they obtained in an immediate follow-up test for each text. The tests were divided into two parts. Part one was designed to measure the understanding of main ideas and consisted of two sections: Long questions and gapped summary. Part two was designed to measure understanding of detailed information. It consisted of two sections: Short questions and matching headings. A subjective rating was done to supplement the data with some qualitative information. The statistical findings suggest that the pre-reading assistance, in forms of both unknown word glossary and cohesive word lists, had no significant effect on reading improvement. Though there is absence of supporting findings in this study, the findings are equally valuable and interesting. Lack of familiarity with the cohesive links may have limited its effectiveness on reading comprehension. It is possible that a cumulative effect would occur if the treatments were used on a regular basis or if students had sufficient time and practice in mastering the use of the strategy. It also suggests that care and thought is needed before preparing teaching materials. i DOI: 10.5353/th_b2705751 Subjects: Reading (Middle school) - China - Hong Kong Middle

How can teachers make content-area learning more accessible to their students? This text addresses instructional issues and provides a wealth of classroom strategies to help all middle and secondary teachers effectively enable their students to develop both content concepts and strategies for continued learning. The goal is to help teachers model, through excellent instruction, the importance of lifelong content-area learning. This working textbook provides students maximum interaction with the information, strategies, and examples presented in each chapter. This book is organized around five themes: Content Area Reading: An Overview The Teacher and the Text The Students The Instructional Program School Culture and Environment in Middle and High School Classrooms. Pedagogical features in each chapter include: a graphic organizer; a chapter overview, Think Before, Think While and Think After Reading Activities - which are designed to integrate students' previous knowledge and experience with their new learnings about issues related to content area reading, literacy, and learning, and to serve as catalysts for thinking and discussions. This textbook is intended as a primary text for courses on middle and high school content area literacy and learning.

Retool your whole school for EL achievement For any student, middle and high school can be challenging. But for an English learner or striving reader—and the myriad words, phrases, syntax, texts, and concepts they must negotiate on a daily basis—the stakes seem a whole lot higher. Fortunately for content-area teachers, Margarita Calderón and Shawn Slakk make available in a single resource all the best instructional and professional development combinations for expediting comprehension across the secondary grades. Really a tool to assist all learners across all language needs, the second edition of Teaching Reading to English Learners, Grades 6-12, provides evidence-based strategies for helping content-area teachers and schools at large: Teach academic language in all subject areas Embed discourse practice through interaction strategies Integrate basic and close reading comprehension skills into lessons Teach drafting, revising, and editing for content-specific writing Use cooperative learning to develop social emotional skills and enhance academic achievement Calderón and Slakk know firsthand that if we're to counter the commonly held narrative of predictable failure among our ELs, it takes a whole school, and they have the evidence to prove it. Read Teaching Reading to English Learners, Grades 6-12, implement its strategies across all classrooms, and soon enough you, too, will maximize the comprehensions skills so critical to our ELs' long-term success.

Make the right instructional and eligibility decisions to help your English Learners! Do your students' reading difficulties reflect language acquisition issues or a learning disability? Now in an updated second edition, this essential guide helps educators make informed choices about strategies and services to support English Learners, and includes: Nine common misconceptions that can lead to wrongful placement of students in Special Education A new chapter on evidence-based practices for success in teaching reading to students learning English Appropriate techniques to use when assessing students for special education Expanded coverage of Response to Intervention to include a multi-tiered system of supports (MTSS)

Emphasis is on English as a second language.

Tips for ESL/EFL Learners

Instruction and Assessment of ESL Learners

Promoting Success in Your Classroom

The Strategies ESL Teachers Use when Teaching Reading to Primary ESL Students

The Relative Importance of Content Words and Function Words as Related to Syntactic Complexity, English Proficiency and First Language Transfer in the Reading Comprehension of English as a Second Language (ESL) Learners

Collaborative Teaching for Greater Success with K-6

Guilford Publications

The eleven chapters of Vocabulary in a Second Language are written by the world's leading researchers in the field of vocabulary studies in second language acquisition. Each chapter presents experimental research leading to new conclusions about and insights into the selection, the learning and teaching, or the testing of vocabulary knowledge in foreign languages. This book is intended as an up-to-date overview of the important domain of the lexicon for researchers in the field of second language acquisition, teacher trainers and professional teachers of second or foreign languages.

The entertaining reading series for beginning-level ESL students that uses short, believe-it-or-not, real-life stories to stimulate vocabulary acquisition and build reading comprehension. Read Onis a new reading series designed for beginning and high-beginning level ESL students. Each book in the series features 20 short, stimulating reading passages on high-interest topics such as a hotel that's 21 feet below the ocean, a woman who lived in a tree, how twin brothers fell in love with twin sisters, and blind people who use seeing-eye horses. Each reading contains vital, high-frequency vocabulary that is recycled throughout the chapters in each book. This gives students a chance to see new vocabulary a number of times and in a variety of contexts. Teachers and students will also enjoy the self-standing format of the series. They can either select chapters

according to need and interest or systematically work through each book. FEATURES: Chapter-opening photographsintroduce students to the themes of the readings. Before You Readactivitiesask students to make inferences, activate their prior knowledge, and answer questions based on their experience. Audio recordingsof each reading selection provide students with listening practice to increase their comprehension skills. Key vocabulary itemsappear in bold-faced type for easy reference. Main idea questionspresented instandardized testing formatshelp students check their reading comprehension as well as prepare them for success in taking standardized tests. Learn New WordsandComplete the Paragraphactivitiestest studentsâ€™ understanding of new vocabulary words. Think It Overactivitiesencourage students to use critical thinking skills to examine ideas introduced in the reading selections. Write It Downactivitiesprompt students to write sentences and paragraphs about their thoughts, opinions, and ideas. Talk It Overactivitiesask students to discuss ideas related to the chapter topics AnActivity Menusection at the end of each pair of chapters, gives students the opportunity to practice and recycle new vocabulary and do expansion work through: Tie It Togetheractivities-- students use graphic organizers to synthesize information from the previous two chapters. Just for Funactivitiesâ€" students practice spelling and word order. Go Onlineactivities--students Internet search skills. This teacher's manual is designed to accompany the high beginning level student book.

This dissertation, "Metacognitive Awareness and Reading Strategy Use of ESL Students in Hong Kong" by Kit-ying, Wan, □□□, was obtained from The University of Hong Kong (Pokfulam, Hong Kong) and is being sold pursuant to Creative Commons: Attribution 3.0 Hong Kong License. The content of this dissertation has not been altered in any way. We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation. All rights not granted by the above license are retained by the author. Abstract: This study explored the metacognitive awareness of reading strategies used among F.3 English as a Second Language (ESL) students enrolled in a band 1 secondary school in Hong Kong. Usage as well as strategic knowledge of reading strategies of high and low English proficiency students were compared quantitatively and qualitatively. In the quantitative portion of the study, 37 students responded to the Metacognitive Awareness of Reading Strategies Inventory (MARSI), which is designed to assess matacognitive awareness and perceived usage of reading strategies of adolescent and adult ESL readers when they read school-related materials. In the qualitative portion of the study, four participants (2 female and 2 male) from the high proficiency group and four participants (2 female and 2 male) from the low proficiency group participated in a semi-structured interview, which aimed to elicit their strategic knowledge in reading English. Results revealed that Hong Kong ESL students on the whole used a wide range of reading strategies. High-proficiency ESL students were more able to verbalize the strategic knowledge and strategic resources available to them. They showed better understanding on planning for reading, monitoring their comprehension and tackling reading difficulties. In contrast, the low-proficiency group showed limited strategic knowledge on why and how to employ the reading strategies. Moreover, their utilization of reading strategies seemed to be confined to their limited lexical and vocabulary knowledge in ESL reading. Based on the findings, some practical implications for ESL reading-strategy instruction are drawn. Limitations of this study and recommendations for further research were discussed. DOI: 10.5353/th_b5091089 Subjects: Metacognition Reading (Secondary) - China - Hong Kong

In a diverse society, the ability to cross communication barriers is critical to the success of any individual personally, professionally, and academically. With the constant acceleration of course programs and technology, educators are continually being challenged to develop and implement creative methods for engaging English-speaking and non-English-speaking learners. Computer-Assisted Language Learning: Concepts, Methodologies, Tools, and Applications is a vital reference source that examines the relationship between language education and technology and the potential for curriculum enhancements through the use of mobile technologies, flipped instruction, and language-learning software. This multi-volume book is geared toward educators, researchers, academics, linguists, and upper-level students seeking relevant research on the improvement of language education through the use of technology.

Computer-Assisted Language Learning: Concepts, Methodologies, Tools, and Applications
Reading Strategies of First- and Second- Language Learners
Strategies in Learning and Using a Second Language
A Framework for Improving Achievement in the Content Areas
Strategy Training in Reading for Low-proficiency ESL Learners

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Metacognitive Awareness and Reading Strategy Use of ESL Students in Hong Kong
Inferencing Reading Strategy Used to Improve Reading Comprehension of Adult ESL Students

Four Seattle public school teachers were observed in the classroom setting as part of a six month research project to identify and summarize literacy instruction techniques used in the English-as-a-Second-Language field. The study identifies a core set of ESL literacy instruction techniques used by all four ESL teachers observed such a phonics and direct instruction. The study also includes a peripheral set of literacy instructional strategies used by some of the ESL teachers such as choral reading and the use of games to make literacy instruction meaningful for ESL students. Interpretations of results, including a need for variety in teaching styles to match different sudent learning needs, are then presented in relation to current ESL literacy instruction theories.

This Fourth Edition of Peregoy & Boyle's text continues the strengths of the third with its comprehensiveness and accessibility, providing a wealth of practical strategies for promoting literacy and language development in English language learners (K-12). Unlike many texts in this field, "Reading, Writing and Learning In ESL" takes a unique approach by exploring contemporary language acquisition theory as it relates to instruction and providing suggestions and methods for motivating and involving ELL students. New to this Edition: Assessment has been updated throughout the book. New material on using standards in instruction included thoughtout the book provides practical applications on how to incorportate the standards in classroom activities. New examples of teaching strategies for middle and secondary school students. New material on sociocultural issues of language and language acquisition has been incorportated into Chapters 2 & 3. New Boxed Internet activititiesthoughtout the text are linked to chapter content. New discussion of education policy affecting English learners in the U.S with an in-depth analysis of how policy affects classroom teaching from incorporating the standards to the effect of high stakes testing. A chart listing new and updated Teaching Strategies ends each chapter with a summary of the strategies described in the chapter that includes the range of grades . New sections on comprehension and metacognition have been added to Chapters 8 to help students understand these two very important topics. Thoroughly updated and revised Suggested Reading sections in each chapter contain annotated information about each book or articles. Thoroughly updated bibliography references. Companion Website. Reviewer Buzz: ""The questions at the beginning of each chapter are wonderful..."" Professor Lynn Cortina, University of Houston ""Both pre-service and in-service teachers attending my courses are enthusiastic about the book because of the teaching resources it offers as well as the adequate readability level."" Professor Carla Paciotto, Western Illinois University ""Prospective ESL teachers will find this text as an indispensable tool, aiding them to take the helm when charting an effective plot for their students' educational success."" Professor Francesco Bonavita, Kean University Meet the Authors: Suzanne F. Peregoy, Professor Emerita of Education, San Francisco State University, has taught teacher education courses in reading/language arts and bilingual education. She has been active in writing California's teacher education guidelines for preparing teachers to work with English language learners. Owen F. Boyle, Professor Emeritus of Education, San Jose State University, has taught teacher preparation courses in reading /language arts. He has coordinated the ESL and Bilingual Programs at San Jose State University, and has also served as assistant director of the Bay Area Writing Project at the University of California, Berkeley.

A Case Study
English L2 Reading
Developing Reading Comprehension

Teaching Reading & Comprehension to English Learners, K5
A Comparison of the Use of Strategies in Reading Electronic and Printed Text by Chinese Adult ESL Learners
Content Area Reading and Learning