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In This Chapter

Responding to the linguistic reality of mainstream classrooms

Introduction

Why more Attention to Preparing Classroom Teachers to Teach ELLs

The increasing linguistic diversity in mainstream classroom teachers and their classes

Special challenges faced by classroom teachers with ELLs in

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their classes

The inadequacy of the current preparation of classroom teachers to teach ELLs

Experiences, Attitudes, Beliefs, Knowledge, and Skills for Teaching ELLs

Language-related experiences teachers need for teaching ELLs

Studying a foreign/second language

Having contact with speakers of languages other than English

Language-related attitudes and beliefs teachers need for teaching ELLs

Affirming views of linguistic diversity and bilingualism

Awareness of the sociopolitical dimension of language use and language education

Inclination to collaborate with colleagues who are language specialists

Language-related knowledge teachers need for teaching ELLs

The language backgrounds, experiences, and proficiencies of their ELL students

Second language development

The connection between language, culture, and identity

Language forms, mechanics, and uses

Language-related skills teachers

need for teaching ELLs

Skills for conducting basic linguistic analysis of oral and written text

Skills for participating in cross-cultural and cross-linguistic communication

Skills for designing instruction to help ELLs learn both language and content

Summary

Efforts To Prepare Classroom Teachers To Teach English Language Learners

Structural strategies to prepare teachers to teach ELLs

Add a course

Modify existing courses and field experiences to infuse attention to teaching ELLs across the curriculum

Add or modify pre-program requirements

Add a minor or supplemental certificate program

Process strategies to prepare teachers to teach ELLs

Offer mentoring for practicing teachers

Foster collaboration across institutional boundaries

Provide professional development for teacher education faculty

Summary

References

**Responding to the
linguistic reality of
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**Preparing all teachers to
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Abstract

Until recently, little thought was given to preparing regular classroom teachers to teach students who speak native

languages other than English. English language learners (ELLs) have been expected to develop proficiency in English before they enter the mainstream classroom ¹ by taking classes taught by specialists in English as a second language (ESL) or, in some contexts, participating in programs that allow them to learn in their native language while developing English proficiency. However, in reality, many ELLs have no access to instruction by specially-prepared teachers. ELLs who are not fully proficient in English are placed in classes with teachers who are not prepared to teach them, and they are expected to “pick up” English—along with academic content and skills—by swimming (rather than sinking) in the mainstream. As the number of ELLs across the country continues to grow (Kindler, 2002), the problematic nature of this practice becomes increasingly evident. Even after spending time in special classes, most ELLs enter the mainstream needing some extra support to have full access to academic content. The failure to prepare all teachers to provide the support needed by ELLs has had negative repercussions for generations of young people who have entered regular classrooms (Grinberg et al., 2005; Marquez-Lopez, 2005).



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