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An innovative second language teacher education project for EFL teachers from Egypt yielded rich and lasting collaboration.

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Staff from a British University worked with mainstream subject teachers in a local secondary school to investigate classroom practice and develop effective teaching strategies.

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Elementary school teachers and students who shared the same language and culture fostered effective science instruction

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Writing instructors need to be trained to respond to the growing linguistic diversity in classrooms, especially the increase in speakers of other Englishes.

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Culture, Ethics, Scripts, and Gifts

As instructors examine the cultural and ethical aspects of gift giving, they will want to share with students knowledge and questions that draw students into the thinking process, but that are not judgmental of differences in cultures of gift giving practices.

Dorothy Messerschmitt, Johnnie Johnson Hafernik, and Stephanie Vandrick

Collaborative Learning in Malaysian Postsecondary Classrooms

A group of colleagues discovered that collaborative learning activities gave them the tools they needed to engage their students fully in learning English.

Avon Crismore and Siti Fauzeyah Bt. Syed Salim

Turning the Tide on the Dehumanization of Language Teaching

The author offers one example of liberating language education with the hope that her students leave the classroom with a sense that they have many options and can create choices for themselves and their children

Rebecca Constantino

Collective Reflection: Using Peer Responses to Dialogue Journals in Teacher Education

When student teachers can share and learn from each other, and when critical thinking is encouraged, the author suggests, learning evolves in such a way that teachers and learners collectively build knowledge about the profession, the students, and themselves as teachers.

Yu Ren Dong

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Mexican Immigrants From El Rincón: A Case Study of Resilience and Empowerment

Members of a Mexican immigrant community describe the immigrants' process of linguistic, cultural, and cognitive empowerment.

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e-Lective Language Learning: Design of a Computer-Assisted Text-Based ESL/EFL Learning System

A Multimedia CD_Rom design combines target language texts and built-in supports to allow students to access grade-level materials and acquire new language.

Jim Cummins

A Collaborative Model of Content-Based EFL Instruction in the Liberal Arts

Innovative team teaching yields the simultaneous acquisition of content matter and English language and study skills, even when students' linguistic capacity is limited.

Michael Sagliano and Kathleen Greenfield

Breaking Rules: Constructing Avenues of Access in Multilingual Classrooms

Classroom vignettes illustrate ways in which English-dominant teachers can offer their linguistically diverse students opportunities to construct knowledge together.

LeAnn G. Putney and Joan Wink

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Susanne D. Marcus and Margery E. Ames

What's the Story? Using the Narrative Approach in Beginning Language Classrooms

Storytelling gives students comprehensible and captivating target language input, prompting them to tell their own stories and spontaneously produce language.

Jeff McQuillan and Lucy Tse

Teaching ESL in an Unfamiliar Context: International Students in a North American MA TESOL Practicum

Excerpts from international MA TESOL students' teaching logs offer insights into the concerns these practicum students have in teaching a language that is not their first.

Charlene Polio and Carol Wilson-Duffy

Using Creative Drama in the ESL Classroom

Recreating Familiar Stories sparks children's excitement about learning in new ways and elicits active classroom participation from all students, regardless of language ability.

Gisela Ernst-Slavit and Keri J. Wenger

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Creating and Sustaining Change for Immigrant Learners in Secondary Schools

Supporting ESL students' success in content area courses requires a broad base of participants and changes that are institutionalized at every level in the school.

Margaret A. Dwyer

Professional Development From Inside Out

A Teacher-driven, teacher-defined professional development effort enables a school to better meet the needs of immigrant students.

Ann Jamarillo

Literature-Based ESL for Secondary School Students

Historical fiction and multicultural novels enhance secondary students' language skills and allow them to explore situations or issues similar to their own.

Brenda Custodio and Marilyn Jean Sutton

How Content Teachers Interact With English Language Learners

Transcripts from three science classrooms underscore the contrast between teachers' engagement of ESL students and their native-speaking peers in discussion and inquiry.

Lorrie Stoops Verplaetse

Full Inclusion for Secondary School ESOL Students: Some Concerns From Florida

The authors explore the implications of full-time placement of ESOL students in mainstream classrooms and describe conditions for doing so effectively.

Candace Harper and Elizabeth Platt

Cultural Differences in Conceptions of Disability: Central America and the Caribbean

Differing sociocultural concepts of disability may lead to conflict and miscommunication between U.S. educators and Central American and Caribbean students in U.S. schools.

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Creating International Contexts for Cultural Communications: Video Exchange Projects in the ESL/EFL Classroom

Czech and German high school students improve their English and learn more about their own and each other's cultures by producing English-language videos for exchange.

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Nurturing Bottom-Up Reading Strategies, Too

A university ESL teacher uses a language processing model to develop holistic reading strategies for her students.

Teacher Portfolios

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Professional Writing for Business Administration: An Adjunct, Content-Based Course

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Teaching Idea Sources and Work Conditions in an ESL Program

Where teachers acquire their ideas and how they use them reflect their workloads and personal communication networks.

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