

# *The Teaching of Language Arts to Limited English Proficient/English Language Learners:*

*A Resource Guide for All Teachers*



*Building the Bridge*

NATIVE LANGUAGE ARTS

ENGLISH AS A SECOND LANGUAGE

ENGLISH LANGUAGE ARTS



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## Foreword

It is with great pleasure that I share with you *The Teaching of Language Arts to Limited English Proficient/English Language Learners: A Resource Guide for All Teachers*. The publication is part of the New York State Education Department's efforts to raise the level of instruction for all children in the State, including students for whom English is a new language. Educating second language learners is the responsibility of all teachers, administrators, parents, and community members in our State. The purpose of this publication is to enable teachers of native language arts, English as a second language, and English language arts, as well as others working with students with limited or no proficiency in English, to bring about the needed changes that will challenge the students to meet our State's more rigorous standards.

As we embark on a new millennium, we are cognizant of our responsibility to prepare all students to contribute meaningfully to a world that is increasingly interconnected. Our newest students bring with them valuable resources: their languages and their cultures. These are resources on which we can and should capitalize and support. This document will help bilingual education teachers and teachers of English as a second language to understand their important role in helping students to become proficient in two or more languages, while guiding them to master the academics they need to graduate from high school and pursue postsecondary studies.

Each school creates an environment that engages all participants in providing opportunity and respecting diversity. The school environment is critical to the success of our newest English language learners. This is the responsibility of the entire school community. This document presents a description of current research studies, identifies strategies and techniques, and lists resources to enable school administrators to assist in the support and development of proficiency in English while at the same time maintaining the first languages and bilingual environments. This publication also serves as a valuable professional development tool, at both the preservice and in-service level. The resource guide will help all teachers of English language learners incorporate new and challenging language learning strategies through interdisciplinary study. Teachers unfamiliar with the instructional strategies and approaches for working with English language learners will find that this publication provides information on the needs of the students and suggests additional resources they may investigate. New teachers of native language arts and English as a second language will find the learning experiences and the classroom practices valuable in their everyday classes. Veteran teachers will be able to craft their strategies to raise the level of their teaching to meet the State's new standards.

The teaching and learning process for limited English proficient/English language learners can be envisioned as a bridge. It is a bridge that links the children's home countries with their new country. It is a bridge that connects the languages and cultures the children bring with English and the American experience. It is a bridge that enables the children to move smoothly and confidently into a new life, bringing with them that which comforts and supports them, the language and heritage of their families. We look forward to working with you to provide English language learners with a challenging literacy program.

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