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Language Teaching | All issues | Cambridge Core
the necessary understanding of ELLs' language and learning, we need to consider three key issues that underlie the education of ELLs. They are (a) the amount of time required for second language acquisition, (b) the two jobs that ELLs are doing in the classroom, and (c) the use of multiple modes of input and output. An understanding of these

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Key Issues for Teaching English Language Learners in Academic Classrooms. Carrier, Karen A. Middle School Journal (J1), v37 n2 p4-9 Nov 2005. As the population of students who are second language learners of English increases in classrooms, content teachers need to find a starting point for understanding the needs of English language learners (ELLs) in their classrooms.

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Table 1-1. Chronology of data sources and student teaching experiences Table 1-2. Raw number and mean of language objectives teachers chose when planning for content-language integration. Table 1-3. Forms targeted in content-based lessons (raw numbers and means) Table 1-4. Aspects receiving intensifiers in learning to integrate content and language

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A wide range of issues is examined, including a consideration of the nature of English in the world, the way the English teaching profession works, the development of teaching methods, the nature of classroom teaching, teaching the four skills, teaching the language system, and elements of a language programme. GENRE. Reference. RELEASED. 2015. November 6.

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Publications – Professor Jack C. Richards

This introductory article reviews key themes and issues in the teaching of English to young learners, and explains how the articles in this Special Issue connect to and develop them. It also points forward to some of the areas we expect to be of interest to researchers and practitioners in the years to come.

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