

factors influencing english language acquisition for special populations of ells

Factors Influencing English Language Acquisition for Special Populations of ELLs

factors influencing english language acquisition for special populations of ells are complex and multifaceted. When we talk about English Language Learners (ELLs), it's essential to recognize that not all learners have the same needs or face identical challenges. Special populations of ELLs—such as students with disabilities, those from refugee backgrounds, or learners from low socioeconomic status—often require tailored approaches to language acquisition. Understanding the various factors that influence their language learning journey can help educators, parents, and policymakers create more effective and inclusive strategies.

The Unique Landscape of Special Populations in English Language Learning

English language acquisition is not a one-size-fits-all process, especially for special populations of ELLs. These groups often face additional barriers that can affect their proficiency development in English. Factors such as cognitive challenges, trauma, cultural adjustments, and limited prior education play significant roles in shaping their learning experiences.

Who Are the Special Populations of ELLs?

Special populations within the ELL community can include:

- Students with learning disabilities or cognitive impairments
- Refugees and asylum seekers who have experienced trauma
- Students with interrupted formal education (SIFE)
- Low-income learners facing limited access to resources
- Students with speech or hearing impairments

Each group comes with unique strengths and challenges, which means educators need to understand these nuances when planning instruction.

Key Factors Influencing English Language Acquisition for Special Populations

Several factors come into play when considering language acquisition for special populations of ELLs. These can be broadly categorized into cognitive, emotional, social, and environmental influences.

Cognitive and Neurological Factors

Learning a new language requires complex cognitive processes, and for students with learning disabilities or neurological impairments, these processes may be more difficult. For example, ELLs with dyslexia might struggle with phonemic awareness, which is crucial for decoding English words. Similarly, students with attention-deficit/hyperactivity disorder (ADHD) may find it difficult to focus during language lessons, impacting their retention and comprehension.

It's important to provide differentiated instruction that accommodates these learning differences. Using multisensory teaching techniques, visual aids, and breaking down tasks into smaller, manageable steps can support cognitive processing and make language acquisition more accessible.

Emotional and Psychological Factors

Many special populations of ELLs, particularly refugees or students who have experienced trauma, face emotional hurdles that affect their ability to learn a language. Anxiety, fear, and post-traumatic stress disorder (PTSD) can impair concentration and motivation, making it harder to engage with new material.

Creating a supportive and safe classroom environment is crucial. Building trust, offering emotional support, and integrating social-emotional learning (SEL) can help these learners feel secure enough to take risks in using a new language. Additionally, trauma-informed educational practices recognize the impact of past experiences and adapt instruction accordingly.

Social and Cultural Influences

Language learning is deeply social. For special populations of ELLs, cultural

identity, peer relationships, and family involvement can either enhance or hinder English acquisition. For instance, students from communities where English is not spoken at home may have fewer opportunities to practice outside of school, limiting exposure and reinforcement.

Moreover, cultural differences in communication styles and educational expectations may cause misunderstandings between students and teachers. Educators who are culturally responsive and aware of these dynamics can bridge gaps more effectively. Encouraging family engagement and community support also reinforces language development beyond the classroom.

Environmental and Socioeconomic Factors

The environment where an ELL lives and studies greatly impacts their language acquisition. Special populations often come from low socioeconomic backgrounds, where access to books, technology, and extracurricular learning opportunities is limited. These constraints reduce exposure to English in meaningful contexts.

Schools serving high numbers of special population ELLs may also face resource shortages, affecting the quality of instruction and support services. Addressing these disparities requires systemic efforts, such as providing bilingual aides, after-school programs, and access to technology.

Effective Strategies to Support Special Populations of ELLs

Understanding the factors influencing English language acquisition is just the first step. Implementing targeted strategies can make a significant difference in the success of special populations.

Individualized and Inclusive Instruction

Tailoring instruction to meet individual needs is vital. For students with learning disabilities, Individualized Education Programs (IEPs) that incorporate language goals can provide structured support. Incorporating Universal Design for Learning (UDL) principles helps create lessons that cater to diverse learning styles and reduce barriers.

Building Language Through Meaningful Interaction

Language develops best when learners engage in authentic communication.

Structured peer interactions, cooperative learning groups, and project-based activities give special population ELLs chances to practice English in real-life contexts. This approach also builds social skills and confidence.

Leveraging Technology and Multimedia Resources

Technology can be a powerful tool for language acquisition, especially for special populations. Interactive apps, visual dictionaries, and speech-to-text software accommodate different learning needs and provide immediate feedback. These resources can also be accessed at home, extending learning beyond the classroom walls.

Family and Community Engagement

Involving families and community members creates a holistic support system. Workshops that educate parents about language development and ways to assist at home empower families to contribute positively. Community centers offering language classes and cultural activities foster a welcoming atmosphere for ELLs.

Challenges and Considerations for Educators

Educators working with special populations of ELLs must navigate complex challenges. Balancing language development with content learning, managing diverse classrooms, and addressing emotional needs require skill and patience. Professional development focused on culturally responsive teaching, trauma-informed practices, and second language acquisition theories is essential.

Moreover, collaboration among general education teachers, special educators, counselors, and families ensures that all aspects of a learner's needs are addressed. This team approach helps create a cohesive and supportive learning environment that promotes successful English acquisition.

Exploring the factors influencing English language acquisition for special populations of ELLs reveals just how interconnected and dynamic language learning truly is. By recognizing and addressing cognitive, emotional, social, and environmental influences, educators and communities can better support these learners on their path to English proficiency and academic success.

Frequently Asked Questions

What are the key cognitive factors influencing English language acquisition for special populations of ELLs?

Cognitive factors such as working memory, attention span, and processing speed significantly influence English language acquisition for special populations of ELLs. These cognitive abilities affect how learners comprehend, retain, and use new language input.

How does socio-emotional development impact English language acquisition in special populations of ELLs?

Socio-emotional development plays a crucial role by affecting motivation, self-esteem, and anxiety levels. Positive social interactions and emotional support can enhance language learning, while stress or trauma may hinder acquisition for special populations of ELLs.

In what ways do cultural background and prior linguistic knowledge affect English acquisition for special ELL populations?

Cultural background and prior linguistic knowledge provide a foundation for new language learning. Familiarity with linguistic concepts and cultural context can facilitate comprehension and communication, whereas significant differences may pose challenges that require tailored instructional strategies.

How do instructional methods influence English language acquisition among special populations of ELLs?

Instructional methods that are differentiated, scaffolded, and culturally responsive tend to be more effective for special populations of ELLs. Techniques that incorporate visual aids, hands-on activities, and individualized support help accommodate diverse learning needs and promote language development.

What role do environmental factors play in English language acquisition for special populations of ELLs?

Environmental factors such as access to quality language exposure, supportive home environments, and inclusive school settings greatly impact English

language acquisition. Consistent opportunities for meaningful communication and interaction in English foster better language outcomes for special populations of ELLs.

Additional Resources

Factors Influencing English Language Acquisition for Special Populations of ELLs

Factors influencing english language acquisition for special populations of ells encompass a complex interplay of cognitive, social, environmental, and educational variables. English Language Learners (ELLs) who belong to special populations—such as students with disabilities, refugees, or those from culturally and linguistically diverse backgrounds—face unique challenges and opportunities in mastering English. Understanding these factors is critical for educators, policymakers, and stakeholders aiming to provide equitable and effective language instruction tailored to these learners' distinct needs.

Understanding Special Populations Among ELLs

The term “special populations” within ELL contexts often refers to subgroups that require additional support beyond typical language acquisition strategies. These may include students with learning disabilities, those with limited prior schooling, refugees and asylum seekers, and ELLs from culturally diverse backgrounds with limited exposure to formal education. Each group presents specific factors influencing their English language acquisition trajectory, necessitating differentiated instructional approaches.

Learning Disabilities and Language Acquisition

ELLs with learning disabilities represent a particularly challenging subgroup. Research indicates that cognitive impairments can significantly affect both first and second language acquisition processes. For example, students with dyslexia may struggle with phonological processing, which is crucial for developing reading fluency in English. Moreover, distinguishing between language acquisition difficulties due to limited English proficiency and those stemming from underlying disabilities requires careful assessment.

Educators must balance language development with specialized interventions targeting the disability. This dual focus can slow down the pace of English acquisition but, when managed effectively, leads to improved academic outcomes. Multisensory instruction and individualized education plans (IEPs) tailored to ELLs' linguistic and cognitive profiles are essential tools in this context.

Impact of Refugee Status and Trauma

Refugee ELLs often arrive with interrupted education and exposure to trauma, influencing their capacity to acquire English. Studies have shown that traumatic experiences can affect cognitive functioning, memory retention, and emotional regulation, all of which are important for language learning. Additionally, limited or inconsistent prior education can result in gaps in foundational literacy and numeracy skills, complicating English acquisition.

Social-emotional support integrated with language instruction is critical for refugee ELLs. Trauma-informed teaching approaches that foster safe, supportive learning environments can mitigate adverse effects on language development. Moreover, culturally responsive pedagogy that acknowledges refugees' backgrounds enhances engagement and motivation, both key factors in acquiring a new language.

Socioeconomic and Environmental Influences

Socioeconomic status (SES) remains one of the most significant factors influencing English language acquisition across all ELL populations, including special groups. Lower SES often correlates with reduced access to quality educational resources, limited exposure to English outside the classroom, and fewer opportunities for enriched language experiences.

Home Language Environment

The linguistic environment at home profoundly impacts ELLs' English proficiency. Special populations frequently maintain strong ties to their native languages, which can either support or hinder English learning depending on context. For instance, dual-language development is beneficial when families encourage literacy and communication in both languages. Conversely, environments with limited English exposure may slow acquisition rates.

Parental involvement also varies across special populations. Families of children with disabilities or refugees may face additional barriers—such as language barriers, unfamiliarity with the education system, or economic challenges—that affect their ability to support English learning at home. Schools that foster home-school partnerships and provide resources in families' native languages often see enhanced language outcomes.

Access to Quality Instruction and Resources

The availability and quality of English language instruction are pivotal.

Special populations often require differentiated instructional strategies, smaller class sizes, and access to specialized resources such as speech therapy or counseling services. However, many educational settings lack adequate funding or trained personnel to meet these needs effectively.

Programs that incorporate sheltered instruction, scaffolding techniques, and differentiated assessments tend to yield better results. For example, the Sheltered Instruction Observation Protocol (SIOP) model has been recognized for supporting ELLs with diverse needs by integrating language and content instruction. However, implementation fidelity varies widely, impacting its effectiveness.

Cognitive and Affective Factors

Beyond environmental and instructional elements, intrinsic cognitive and affective factors significantly influence English language acquisition for special populations of ELLs.

Cognitive Development and Language Processing

Cognitive development stages affect how learners process and internalize a second language. Younger ELLs generally acquire pronunciation and implicit language rules more easily, while older learners may benefit from explicit grammar instruction. However, special populations such as those with intellectual disabilities or cognitive delays may require modified curricula and pacing.

Working memory capacity, attention span, and executive functioning skills also play roles in language learning efficiency. For example, students with attention deficit disorders may struggle to stay engaged during extended language lessons, necessitating shorter, focused sessions and interactive activities.

Motivation, Identity, and Self-Efficacy

Affective factors such as motivation and self-efficacy are crucial, especially for special populations facing stigma or marginalization. Students who perceive English acquisition as a pathway to social integration, academic success, or economic opportunity often demonstrate higher motivation levels. Conversely, negative experiences such as discrimination or repeated failure can reduce motivation and hinder progress.

Identity development intertwines with language learning, particularly for refugees and students from minority cultures. Supporting positive multilingual identities and validating learners' cultural backgrounds fosters

resilience and a stronger commitment to acquiring English.

Integrating Technology and Innovative Practices

Technological advancements present new avenues for supporting English acquisition among special populations of ELLs. Digital tools can provide personalized learning experiences, immediate feedback, and multimodal input that align with diverse learning styles.

Assistive Technology for Learners with Disabilities

For ELLs with disabilities, assistive technologies such as speech-to-text software, audiobooks, and language learning apps designed with accessibility features enable greater participation. These tools can compensate for deficits in reading, writing, or processing, facilitating more efficient language practice.

Online Platforms and Remote Learning

Especially in the context of refugee populations or students in underserved areas, online platforms expand access to quality instruction. Virtual classrooms and language apps allow learners to engage with native speakers and authentic materials, accelerating acquisition. However, digital divides related to SES and infrastructure remain obstacles that must be addressed.

Policy Implications and Educational Recommendations

The multifaceted factors influencing English language acquisition for special populations of ELLs call for integrated policy responses. Educational policies must prioritize funding for specialized programs, teacher training in culturally responsive and inclusive pedagogy, and comprehensive assessment tools that differentiate language proficiency from learning disabilities.

Professional development focused on recognizing the distinct needs of refugee learners, students with disabilities, and culturally diverse groups can improve instructional efficacy. Furthermore, collaboration among educators, families, and community organizations enhances support networks crucial for language development.

Ultimately, fostering equity in English language acquisition requires a systemic commitment to addressing the unique challenges faced by special

populations of ELLs. By considering cognitive, social, environmental, and technological factors in tandem, educational systems can better serve these learners and promote their academic and social success in English-speaking contexts.

Factors Influencing English Language Acquisition For Special Populations Of Ells

factors influencing english language acquisition for special populations of ells: *Special Populations in Gifted Education* Jaime A. Castellano, Andrea Dawn Frazier, 2021-09-23 A gifted education Legacy Award winner, *Special Populations in Gifted Education: Understanding Our Most Able Students From Diverse Backgrounds* brings together the leading experts in the field, who combine both knowledge of and leadership experience with gifted students from diverse backgrounds. Public schools are as diverse as ever, and as a result, historically underrepresented students need to be included in gifted education programs that serve our most able students. This edited book helps to raise the awareness level and knowledge base of all educators, particularly teachers of the gifted, who work with a kaleidoscope of special populations in gifted education. Chapters in this volume focus on topics such as gifted education in rural environments, highly gifted learners, twice-exceptional children, gifted females, gifted and talented students on the autism spectrum, English language learners, underachievement, and students from culturally or linguistically diverse backgrounds. *Special Populations in Gifted Education* is a must-have for educators working with students from diverse backgrounds.

factors influencing english language acquisition for special populations of ells: **Implementing Response-to-Intervention to Address the Needs of English-Language Learners** Holly S. Hudspath-Niemi, Mary Lou Conroy, 2013-06-26 There is considerable concern surrounding the complex issue of how to meet the learning needs of English-language learners within general and special education programs. *Implementing Response-to-Intervention to Address the Needs of English-Language Learners* increases school psychologists' knowledge of intervention strategies related to ELLs, through its examination of the challenges associated with evaluating ELLs and by providing a collaborative framework to enhance educational identification and placement in special education. It accomplishes this by incorporating research-based intervention approaches for ELLs and offering a comprehensive guide to the processes and tools that school teams should consider when utilizing a response to intervention model to support the academic and behavioral needs of ELLs. With a strong focus on alternative assessment, collaboration, and parental involvement, this volume is a definitive touchstone in the quest to provide culturally responsive pedagogy and appropriate adapted classroom instruction for English-language learners of various proficiency levels.

factors influencing english language acquisition for special populations of ells: *Cultural Validity in Assessment* María del Rosario Basterra, Elise Trumbull, Guillermo Solano-Flores, 2011-04-12 This guide for educators looks at major issues in language testing and provides knowledge, techniques, and strategies to design and implement assessments for use in classrooms that maximize fairness and validity for all students.

factors influencing english language acquisition for special populations of ells: **Science for English Language Learners** Dolores Beltran, Lilia Sarmiento, 2012-10-01 *Science for English Language Learners* uses the inquiry-based 5E model of instruction (Engage, Explore, Explain, Extend, and Evaluate) to offer valuable strategies for academic language development and gaining science content knowledge. With engaging stories and interactive activities examples suitable for all grade levels, teachers will learn how to assist their students to activate prior knowledge, build

understanding, and question and explore crucial science themes, as well as explicitly develop their language abilities.

factors influencing english language acquisition for special populations of ells:

Handbook of Learning Disabilities, Second Edition H. Lee Swanson, Karen R. Harris, Steve Graham, 2014-08-13 This comprehensive handbook reviews the major theoretical, methodological, and instructional advances that have occurred in the field of learning disabilities. With contributions from leading researchers, the volume synthesizes a vast body of knowledge on the nature of learning disabilities, their relationship to basic psychological and brain processes, and how students with these difficulties can best be identified and treated. Findings are reviewed on ways to support student performance in specific skill areas/m-/including language arts, math, science, and social studies/m-/as well as general principles of effective instruction that cut across academic domains. Authoritative and up to date, the book also examines the concepts and methods that guide learning disability research and identifies promising directions for future investigation--

factors influencing english language acquisition for special populations of ells: Factors Influencing the Referral of English Language Learners Within an International Elementary School Janet Helmer, 2007

factors influencing english language acquisition for special populations of ells:

Promoting Academic Achievement Among English Learners Claude Goldenberg, Rhoda Coleman, 2010-04-14 Given the number of English learners already in our schools and the rate at which this population is growing, effectively educating language-minority students is one of the greatest challenges schools face. In this lucid, concise, and reader-friendly review of research, the authors present the information needed to create the strongest possible instructional programs. —Michael F. Graves, Professor of Literacy Education, Emeritus University of Minnesota The authors have done an exceptionally good job of capturing the major trends, differing perspectives, and many challenges in schooling English language learners while putting forth a vision for the immediate future that is solidly grounded in research and in current and evolving knowledge. —Liliana Minaya-Rowe, Associate Researcher Center for Data-Driven Reform Johns Hopkins University A must-read for administrators, program developers, policy makers, and educators who make decisions about English language learners. *Promoting Academic Achievement Among English Learners* is a trustworthy source for determining what is known about providing the highest-quality educational services for language-minority students. —Patricia G. Mathes, Texas Instruments Chair of Reading Professor of Teaching and Learning Southern Methodist University Discover the research and facts on what works in educating English learners! A generation or two ago, the achievement of children who came to school knowing little or no English was not a prominent national issue. Today, with the increased focus on school accountability and educational equity, it is. This comprehensive resource explores the research on promoting academic success among language-minority students. The authors offer educators a firm basis for making decisions on policies and programs for English learners and provide research-based discussions on what we know about: Bilingual education and using a student's home language in instruction Teaching English and academic content simultaneously School and district factors that affect achievement for English learners Sociocultural factors in success, including the influence of parents and families

factors influencing english language acquisition for special populations of ells: *General and Special Education Inclusion in an Age of Change* Jeffrey P. Bakken, Festus E. Obiakor, 2016-11-04 This volume will address the most current perspectives and issues related to general and special education inclusion and will be written by leaders in the field with particular expertise in this area. This volume will be an excellent resource for special educators, administrators, mental health clinicians, school counsellors, and psychologists.

factors influencing english language acquisition for special populations of ells: **Beyond the Bubble Test** Linda Darling-Hammond, Frank Adamson, 2014-05-14 Performance assessment is a hot topic in school systems, and educators continue to analyze its costs, benefits, and feasibility as a replacement for high-stakes testing. Until now, researchers and policymakers have had to dig to

find out what we know and what we still have to learn about performance assessment. Beyond the Bubble Test: How Performance Assessments Support 21st Century Learning synthesizes the latest findings in the field, and not a moment too soon. Statistics indicate that the United States is in danger of falling behind if it fails to adapt to our changing world. The memory and recall strategies of traditional testing are no longer adequate to equip our students with the skills they need to excel in the global economy. Instead teachers need to engage students in deeper learning, assessing their ability to use higher-order skills. Skills like synthesizing information, understanding evidence, and critical problem-solving are not achieved when we teach to multiple-choice exams. Examples in Beyond the Bubble Test paint a useful picture of how schools can begin to supplement traditional tests with something that works better. This book provides new perspectives on current performance assessment research, plus an incisive look at what's possible at the local and state levels. Linda Darling-Hammond, with a team of leading scholars, bring together lessons learned, new directions, and solid recommendations into a single, readily accessible compendium. Beyond the Bubble Test situates the current debate on performance assessment within the context of testing in the United States. This comprehensive resource also looks beyond our U.S. borders to Singapore, Hong Kong, and other places whose reform-mindedness can serve as an example to us.

factors influencing english language acquisition for special populations of ells:

Immigration, Diversity, and Education Elena L. Grigorenko, Ruby Takanishi, 2009-09-10 This edited volume presents an overview of research and policy issues pertaining to children from birth to 10 who are first- and second-generation immigrants to the U.S., as well as native-born children of immigrants. The contributors offer interdisciplinary perspectives on recent developments and research findings on children of immigrants. By accessibly presenting research findings and policy considerations in the field, this collection lays the foundation for changes in child and youth policies associated with the shifting ethnic, cultural, and linguistic profile of the U.S. population.

factors influencing english language acquisition for special populations of ells:

Handbook of Multicultural School Psychology Emilia C. Lopez, Sara G. Nahari, Sherrie L. Proctor, 2017-03-16 The second edition of the Handbook of Multicultural School Psychology continues the mission of its predecessor, offering a comprehensive, interdisciplinary view of the field of multicultural school psychology and addressing the needs of children and families from diverse cultural backgrounds. The revised organizational structure includes the following: History and Professional Issues; Consultation and Collaboration; Interventions Focused on Academic and Mental Health Issues; Data-based Decision Making; Systems-based Issues; Training and Research; and Future Perspectives. Nineteen of the volume's twenty-three chapters are completely new to this edition, while the rest have been effectively revised and updated. Comprehensive—In seven sections, this book covers theoretical, research, and practical concerns in a wide range of areas that include multicultural and bilingual issues, second language acquisition, acculturation, parent collaboration, research, and systemic issues. Chapter Structure—Chapter authors follow a uniform structure that includes theoretical and research issues and implications for practice. Recent practice and training guidelines including Blueprint for Training and Practice III (2006), NASP Model for Comprehensive and Integrated School Psychological Services (2010), and APA Multicultural Guidelines (2003) are covered. Interdisciplinary Perspective—Contributing authors are from a wide range of related fields that include school psychology, special education, general education, early childhood education, educational psychology, clinical psychology, counseling, and mental health, thus exposing readers to theory and research from various approaches. Changes—New to this edition is a section focusing on systemic issues such as overrepresentation of culturally and linguistically diverse (CLD) students in special education, prejudice, response to intervention (RTI) for CLD students and English Language Learners (ELL), and end-of-chapter discussion questions. This book is ideal for graduate courses and seminars on multicultural school psychology. It is also a useful reference for researchers and practicing school psychologists and the libraries that serve them.

factors influencing english language acquisition for special populations of ells:

Assessing English Language Learners Guillermo Solano Flores, 2016-01-29 Assessing English

Language Learners explains and illustrates the main ideas underlying assessment as an activity intimately linked to instruction and the basic principles for developing, using, selecting, and adapting assessment instruments and strategies to assess content knowledge in English language learners (ELLs). Sensitive to the professional development needs of both in-service and pre-service mainstream teachers with ELLs in their classrooms and those receiving formal training to teach culturally and linguistically diverse students, the text is designed to engage readers in viewing assessment as a critical part of teaching appreciating that assessments provide teachers with valuable information about their students' learning and thinking becoming aware of the relationship among language, culture, and testing understanding the reasoning that guides test construction recognizing the limitations of testing practices being confident that assessment is an activity classroom teachers (not only accountability specialists) can perform Highlighting alternative, multidisciplinary approaches that address linguistic and cultural diversity in testing, this text, enhanced by multiple field-tested exercises and examples of different forms of assessment, is ideal for any course covering the theory and practice of ELL assessment.

factors influencing english language acquisition for special populations of ells:

Counseling Children and Adolescents Sondra Smith-Adcock, Catherine Tucker, 2023-03-28
Counseling Children and Adolescents, Second Edition reviews the most relevant theoretical approaches for counseling children (CBT, emotion focused therapy, play therapy, systems theory and developmental theories) and focuses on connecting key theories to application via case studies. The book has an integrated framework that focuses on development and diversity. In addition, a unique aspect of this text is its focus on neuroscience, the developing brain, and the impact of early childhood trauma on development. Updates to the second edition include new coverage of the multicultural ethical decision model, intersectionality, implicit bias, the impact of the COVID-19 pandemic, and new research and citations.

factors influencing english language acquisition for special populations of ells: *Literacy Development in Early Childhood* Beverly Otto, 2019-02-14 Widely recognized as a leading text in its field, this popular guide explores literacy development beginning in infancy and through fourth grade. The latest edition continues to prepare teachers to create and implement literacy-rich curricula in early childhood classrooms, while providing updates to federal legislation and highlighting the impact of state standards on educational settings. Recent technology is integrated into activities used to enhance literacy competencies. Throughout the book, the author's approach to reflective teaching empowers teachers to become effective decision makers and thoughtful mediators in children's transactions with literacy. A conceptual and theoretical foundation for describing reading and writing processes is followed by research-based descriptions of the signs of emergent literacy and developmentally appropriate instructional strategies. The emphasis on linguistic and cultural diversity includes an array of approaches for supporting English language learners. Chapter extension activities challenge readers to apply concepts through observation, research, curriculum development, and discussion. Sample observation and assessment forms assist in determining children's progress in developing literacy.

factors influencing english language acquisition for special populations of ells:

International Handbook of Research on Teachers' Beliefs Helenrose Fives, Michele Gregoire Gill, 2014-08-21 Teacher beliefs play a fundamental role in the education landscape. Nevertheless, most educational researchers only allude to teacher beliefs as part of a study on other subjects. This book fills a necessary gap by identifying the importance of research on teacher beliefs and providing a comprehensive overview of the topic. It provides novices and experts alike a single volume with which to understand a complex research landscape. Including a review of the historical foundations of the field, this book identifies current research trends, and summarizes the current knowledge base regarding teachers' specific beliefs about content, instruction, students, and learning. For its innumerable applications within the field, this handbook is a necessity for anyone interested in educational research.

factors influencing english language acquisition for special populations of ells:

Language and Literacy Development in Bilingual Settings Aydin Yücesan Durgunoglu, Claude Goldenberg, 2011-03-14 Grounded in state-of-the-art research, this book explores how English language learners develop both the oral language and literacy skills necessary for school success. Chapters examine the cognitive bases of English acquisition, and how the process is different for children from alphabetic (such as Spanish) and nonalphabetic (such as Chinese) language backgrounds. The book addresses a key challenge facing educators and clinicians: identifying students whose poor English skills may indicate an underlying impairment, as opposed to still-developing language proficiency. Implications for diagnosis, intervention, and instruction are highlighted throughout.

factors influencing english language acquisition for special populations of ells:
Assessing Children with Specific Learning Difficulties Gavin Reid, Gad Elbeheri, John Everatt, 2015-07-16 This comprehensive book provides all the information that practitioners need to know about assessment in relation to their pupils with Specific Learning Difficulties. The why, how and what of assessment is addressed, whilst the link between assessment and intervention is also a key focus. Looking at the full range of Specific Learning Difficulties, this book provides practical guidance on implementing strategies that are tried and tested for use in any classroom, whilst also acknowledging that assessment is a process involving other professionals and parents. Addressing issues and topics common in inclusive classrooms around the world, key topics covered include: Specific Learning Difficulties in context Teacher Assessment in literacy, numeracy and movement Motor development and co-ordination Attention factors in learning The key issues on learning differences Self-esteem and emotional literacy How to enhance skills and the self-sufficiency of teachers Assessing Children with Specific Learning Difficulties will be an invaluable guide for classroom teachers, learning support departments, psychologists and other professionals.

factors influencing english language acquisition for special populations of ells: *Beyond Methodology* Johanne Myles, 2015-08-01 There is much variability with regard to the type, depth and effectiveness of training teachers receive in understanding and meeting the needs of English language learners (ELLs) in public schools across the country, yet the rise in the number of learners has been substantial. Although it is important that teachers have knowledge and skills related to instructional methods and approaches for teaching ESL, they may also be confronted with policies that disadvantage ELLs, such as compulsory standardized testing, and unrealistic curriculum demands. They may also lack appropriate resources, and be faced with learners who have learning disabilities and behavioral issues associated with culture shock. The book is designed to present classroom-oriented topics that are fundamental to the professional development of pre-service, novice, and veteran teachers working with ELLs. Such topics include issues surrounding initial orientation and student placement; the acculturation process for ELLs and particular concerns of refugee students; challenges involved in making accommodations and curricular modifications as well as determining if ELLs have special needs; social and emotional difficulties affecting ELL performance and communicating with parents; and bullying behaviors, learner advocacy and transitioning. The book may be used as a supplement to a course textbook on second language acquisition and teaching, or as the main focus of a course, to which other material is added. The short case studies provide an opportunity for teachers to engage in dialogue and wrestle with issues and dilemmas that pertain to ELLs in real-life school settings. They provide a stimulus that help teachers explore their underlying assumptions about the languages, cultures, and experiences that their ELLs bring to the school community. Acknowledging learners' strengths and aspirations prepares all students for success in our global society.

factors influencing english language acquisition for special populations of ells: Building Literacy with English Language Learners, Second Edition Kristin Lems, Leah D. Miller, Tenena M. Soro, 2017-08-16 How can linguistics help teachers of English language learners (ELLs) improve their instruction? What specific competencies do ELLs need to build in order to speak, listen, read, and write in a new language? Now revised and expanded with a broader view of literacy, this book has guided thousands of inservice and preservice teachers to understand the processes involved in

second-language acquisition and help ELLs succeed. The authors explain relevant linguistic concepts with a focus on what works in today's diverse PreK-12 classrooms. Effective teaching strategies are illustrated with engaging classroom vignettes; the volume also features instructive discussion questions and a glossary. (First edition title: Teaching Reading to English Language Learners.) New to This Edition *Broader view of literacy; increased attention to oral language and writing as well as reading. *Chapter on digital learning, plus new content on digital technology throughout the book. *Even more user friendly--additional classroom suggestions from real teachers, vignettes, and examples and graphics illustrating linguistic concepts. *End-of-chapter challenge questions that inspire deeper reflection. *Coverage of timely topics, such as numeracy and the language innovations of text messages.

factors influencing english language acquisition for special populations of ells:
Handbook of Research on E-Learning Applications for Career and Technical Education: Technologies for Vocational Training Wang, Victor X., 2009-05-31 Provides an authoritative reference collection on leading international insights into the integration of technology tools and applications with adult and vocational instruction.

Related to factors influencing english language acquisition for special populations of ells

Factoring Calculator Enter an integer number to find its factors. For positive integers the calculator will only present the positive factors because that is the normally accepted answer

Factors and Multiples - Math is Fun Factors and Multiples Factors and multiples are different things. But they both involve multiplication: Factors are what we can multiply to get the number Multiples are what we get

What is a Factor? Definition, Examples and Facts, - SplashLearn We can find the factors of a number by dividing the number by all possible divisors. To find all the factors of a number n using the division method, divide the number by all the natural numbers

Factors - Definition, Examples | What are factors of Numbers? A Factor of a number divides the given number without any remainder. How to find factors of a number? Explore with definition, methods, examples & solutions

Factors of a Number - GeeksforGeeks Factors of a number can be defined as the divisors which divide the number exactly without leaving any number. Every number other than 1 has at least two factors, 1 and

Factors - Math Steps, Examples & Questions - Third Space Learning Here you'll learn about factors, including recognizing factors, the commutative property, how to find all factor pairs of a given number, and solving problems using factors

Understanding factors, factor pairs and multiples in Maths - BBC What is a factor and what is a multiple? Use the concepts and vocabulary of factors and multiples. Find all the factor pairs for a number in this Bitesize Maths guide

Factors - IXL What are factors? Factors are numbers you multiply together to get another number. For example, what are the factors of the number 8? Think about all of the whole numbers you can multiply to

Factor | Definition, Examples, & Facts | Britannica Factor, in mathematics, a number or algebraic expression that divides another number or expression evenly—i.e., with no remainder. For example, 3 and 6 are factors of 12 because 12

Factoring Calculator - Symbolab Factoring is a fundamental mathematical technique wherein smaller components—that is, factors—help to simplify numbers or algebraic expressions. This method finds great use in

Factoring Calculator Enter an integer number to find its factors. For positive integers the calculator will only present the positive factors because that is the normally accepted answer

Factors and Multiples - Math is Fun Factors and Multiples Factors and multiples are different

things. But they both involve multiplication: Factors are what we can multiply to get the number
Multiples are what we get

What is a Factor? Definition, Examples and Facts, - SplashLearn We can find the factors of a number by dividing the number by all possible divisors. To find all the factors of a number n using the division method, divide the number by all the natural numbers

Factors - Definition, Examples | What are factors of Numbers? A Factor of a number divides the given number without any remainder. How to find factors of a number? Explore with definition, methods, examples & solutions

Factors of a Number - GeeksforGeeks Factors of a number can be defined as the divisors which divide the number exactly without leaving any number. Every number other than 1 has at least two factors, 1 and

Factors - Math Steps, Examples & Questions - Third Space Learning Here you'll learn about factors, including recognizing factors, the commutative property, how to find all factor pairs of a given number, and solving problems using factors

Understanding factors, factor pairs and multiples in Maths - BBC What is a factor and what is a multiple? Use the concepts and vocabulary of factors and multiples. Find all the factor pairs for a number in this Bitesize Maths guide

Factors - IXL What are factors? Factors are numbers you multiply together to get another number. For example, what are the factors of the number 8? Think about all of the whole numbers you can multiply to

Factor | Definition, Examples, & Facts | Britannica Factor, in mathematics, a number or algebraic expression that divides another number or expression evenly—i.e., with no remainder. For example, 3 and 6 are factors of 12 because 12

Factoring Calculator - Symbolab Factoring is a fundamental mathematical technique wherein smaller components—that is, factors—help to simplify numbers or algebraic expressions. This method finds great use in

Factoring Calculator Enter an integer number to find its factors. For positive integers the calculator will only present the positive factors because that is the normally accepted answer

Factors and Multiples - Math is Fun Factors and Multiples Factors and multiples are different things. But they both involve multiplication: Factors are what we can multiply to get the number
Multiples are what we get

What is a Factor? Definition, Examples and Facts, - SplashLearn We can find the factors of a number by dividing the number by all possible divisors. To find all the factors of a number n using the division method, divide the number by all the natural numbers

Factors - Definition, Examples | What are factors of Numbers? A Factor of a number divides the given number without any remainder. How to find factors of a number? Explore with definition, methods, examples & solutions

Factors of a Number - GeeksforGeeks Factors of a number can be defined as the divisors which divide the number exactly without leaving any number. Every number other than 1 has at least two factors, 1 and

Factors - Math Steps, Examples & Questions - Third Space Learning Here you'll learn about factors, including recognizing factors, the commutative property, how to find all factor pairs of a given number, and solving problems using factors

Understanding factors, factor pairs and multiples in Maths - BBC What is a factor and what is a multiple? Use the concepts and vocabulary of factors and multiples. Find all the factor pairs for a number in this Bitesize Maths guide

Factors - IXL What are factors? Factors are numbers you multiply together to get another number. For example, what are the factors of the number 8? Think about all of the whole numbers you can multiply to

Factor | Definition, Examples, & Facts | Britannica Factor, in mathematics, a number or algebraic expression that divides another number or expression evenly—i.e., with no remainder. For

example, 3 and 6 are factors of 12 because 12

Factoring Calculator - Symbolab Factoring is a fundamental mathematical technique wherein smaller components—that is, factors—help to simplify numbers or algebraic expressions. This method finds great use in

Factoring Calculator Enter an integer number to find its factors. For positive integers the calculator will only present the positive factors because that is the normally accepted answer

Factors and Multiples - Math is Fun Factors and Multiples Factors and multiples are different things. But they both involve multiplication: Factors are what we can multiply to get the number Multiples are what we get

What is a Factor? Definition, Examples and Facts, - SplashLearn We can find the factors of a number by dividing the number by all possible divisors. To find all the factors of a number n using the division method, divide the number by all the natural numbers

Factors - Definition, Examples | What are factors of Numbers? A Factor of a number divides the given number without any remainder. How to find factors of a number? Explore with definition, methods, examples & solutions

Factors of a Number - GeeksforGeeks Factors of a number can be defined as the divisors which divide the number exactly without leaving any number. Every number other than 1 has at least two factors, 1 and

Factors - Math Steps, Examples & Questions - Third Space Learning Here you'll learn about factors, including recognizing factors, the commutative property, how to find all factor pairs of a given number, and solving problems using factors

Understanding factors, factor pairs and multiples in Maths - BBC What is a factor and what is a multiple? Use the concepts and vocabulary of factors and multiples. Find all the factor pairs for a number in this Bitesize Maths guide

Factors - IXL What are factors? Factors are numbers you multiply together to get another number. For example, what are the factors of the number 8? Think about all of the whole numbers you can multiply to

Factor | Definition, Examples, & Facts | Britannica Factor, in mathematics, a number or algebraic expression that divides another number or expression evenly—i.e., with no remainder. For example, 3 and 6 are factors of 12 because 12

Factoring Calculator - Symbolab Factoring is a fundamental mathematical technique wherein smaller components—that is, factors—help to simplify numbers or algebraic expressions. This method finds great use in

Factoring Calculator Enter an integer number to find its factors. For positive integers the calculator will only present the positive factors because that is the normally accepted answer

Factors and Multiples - Math is Fun Factors and Multiples Factors and multiples are different things. But they both involve multiplication: Factors are what we can multiply to get the number Multiples are what we get

What is a Factor? Definition, Examples and Facts, - SplashLearn We can find the factors of a number by dividing the number by all possible divisors. To find all the factors of a number n using the division method, divide the number by all the natural numbers

Factors - Definition, Examples | What are factors of Numbers? A Factor of a number divides the given number without any remainder. How to find factors of a number? Explore with definition, methods, examples & solutions

Factors of a Number - GeeksforGeeks Factors of a number can be defined as the divisors which divide the number exactly without leaving any number. Every number other than 1 has at least two factors, 1 and

Factors - Math Steps, Examples & Questions - Third Space Learning Here you'll learn about factors, including recognizing factors, the commutative property, how to find all factor pairs of a given number, and solving problems using factors

Understanding factors, factor pairs and multiples in Maths - BBC What is a factor and what is

a multiple? Use the concepts and vocabulary of factors and multiples. Find all the factor pairs for a number in this Bitesize Maths guide

Factors - IXL What are factors? Factors are numbers you multiply together to get another number. For example, what are the factors of the number 8? Think about all of the whole numbers you can multiply to

Factor | Definition, Examples, & Facts | Britannica Factor, in mathematics, a number or algebraic expression that divides another number or expression evenly—i.e., with no remainder. For example, 3 and 6 are factors of 12 because 12

Factoring Calculator - Symbolab Factoring is a fundamental mathematical technique wherein smaller components—that is, factors—help to simplify numbers or algebraic expressions. This method finds great use in

Related to factors influencing english language acquisition for special populations of ells

Evaluating ELLs for Special Needs a Challenge (Education Week13y) A kindergarten teacher in a San Diego public school last fall referred six of her students—all English-language learners—for evaluation for special education. All of them, as it turned out, needed

Evaluating ELLs for Special Needs a Challenge (Education Week13y) A kindergarten teacher in a San Diego public school last fall referred six of her students—all English-language learners—for evaluation for special education. All of them, as it turned out, needed

Related Articles

- [two step equations puzzle worksheet](#)
- [general chemistry exam 2](#)
- [science diet active longevity](#)

[Back to Home](#)