



English Learners in American Classrooms: 101 Questions, 101 Answers

By James Crawford, Stephen Krashen

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Consider any question you may have about working with English language learners (ELLs), and it's quite likely you will find the answer in this indispensable book. Authors James Crawford and Stephen Krashen use a straightforward Q&A format to address educators' concerns in a concise and accessible way—everything from “What types of instructional programs are designed to address the needs of ELLs?” to “Do ELLs need to be taught phonics?” The book provides a state-of-the-art guide to the field, written to focus sharply on the major issues facing English language learners and the educators who work with them.

On the opening page, Crawford and Krashen state the essential aim of their book: “It's no secret that immigrants are transforming American classrooms. Or that increasing numbers of our students are ELLs ... a trend that poses unique challenges and opportunities for schools. How should educators respond?”

Read to suit your own needs—straight through from first question to last, or selectively to glean expert advice on issues of special interest. Either way, you'll close *English Learners in American Classrooms* better equipped to make a difference for the ELLs in your classroom, school, and community.

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Editorial Review

About the Author

James Crawford, former Washington editor of *Education Week*, is an independent writer and advocate on issues affecting English learners and founder of the Institute for Language and Education Policy. Previously, he served as executive director of the National Association for Bilingual Education. The author of eight books, including *Educating English Learners* (5th edition), *Language Loyalties*, *Hold Your Tongue*, and *At War with Diversity*, he is currently president of DiversityLearningK12.

Stephen Krashen taught in the Linguistics and Education Departments of the University of Southern California for 27 years and holds a Ph.D. in Linguistics from UCLA. He elaborated the first comprehensive theory of second-language development, co-founded the Natural Approach for teaching English as a second language, invented the methodology of sheltered subject-matter teaching, and helped to develop the gradual-exit model of bilingual education.

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