
Preface

*T*eaching Reading to English Language Learners: A Reflective Guide is for ELL reading teachers and any other teachers who teach English reading to students whose first language is not English, that is, students who are learning English as a second or subsequent language as well as those learning English as a foreign language. It will be helpful whether or not these teachers have a background in teaching ELLs or ESL (English as a second/subsequent language) learners or EFL (English as a foreign language) learners. It encourages each teacher to develop his or her own philosophy of teaching reading to ELLs, a philosophy that is based on understanding the key principles of teaching reading to ELLs. The approaches and methods that are outlined in each chapter should not be taken as prescription; rather, the contents can and should be adapted in many different ways for many different contexts as reading teachers make decisions based on their students' individual needs.

Teaching Reading to English Language Learners: A Reflective Guide can be used by individual teachers or by pairs and groups of teachers informally, or it can be used as a textbook for preservice or inservice language teacher development courses as well as for language teacher preparation courses in MA/MEd programs. The book can also be used as a source book for heads and principals of schools and institutions or by directors and administrators of school districts who reflect themselves or want to encourage their language teachers to reflect on the teaching of reading to ELLs.

STRUCTURE OF THE BOOK

Each chapter attempts to help teachers uncover aspects of their work that specifically relate to teaching reading to English Language Learners. Chapter 1, *Teaching Reading to ELLs*, outlines some principles of teaching reading to ELLs. These principles lead to individual chapters that form most of the contents of this book. Chapter 2, *Reflecting on the Reading Process*, encourages the reading teacher to reflect on the reading process

for teacher-as-reader and as a teacher of reading to ELLs. Chapter 3, Teaching Reading Fluency and Comprehension to ELLs, discusses the concepts of reading fluency and comprehension and how to teach ELLs to increase both. Chapter 4, Teaching Reading Strategies to ELLs, outlines some of the activities that teachers can consider when teaching these strategies to their students. Chapter 5, Teaching Text Structure to ELLs, examines how to recognize different text types and their schematic structures, and it examines how parts of a text are joined together. Chapter 6, Teaching Vocabulary to ELLs, outlines how teachers can explicitly teach various strategies so that students can increase their word banks. Chapter 7, Planning Effective Reading Lessons for ELLs, covers various issues that teachers need to consider when planning effective reading lessons. Chapter 8, Promoting Extensive Reading for ELLs, outlines and discusses how teachers can promote extensive reading so their students will eventually read more texts on their own both for information and for pleasure. Chapter 9, Authentic Reading Assessment for ELLs, discusses various ways teachers can authentically assess their students' learning of reading.

Thus, once reading teachers come to understand the how and why of what they do in class and have done in previous reading classes, they can then take steps that will carry them along the path to making more informed decisions in the classroom about the teaching of reading to ELLs, because now they have more choices.

REFLECTIONS

Throughout the book you will see **Reflections** in different places in each chapter. These are designed to give you some time out to reflect on various aspects of teaching reading and can be completed alone or with another teacher. They can be used before, during, or after reading. You can also reproduce many of these **Reflections** to use with your students. Of course, the **Reflections** can and should be redesigned to take your students' needs into consideration. Alternatively, you can skip these until you have read the chapter, or indeed, if you are very busy (what teacher of reading is not!), you can skip them completely until you have time during your vacation.