Copyright (c) 2020, University of Michigan Press. All rights reserved.

CONTENTS

Introduction to the Second Edition vii

Chapter 1: Who Are SLIFE? 1

The Acronym SLIFE 1
What Is Meant by Interrupted Education? 2
What Is Meant by Limited Education? 2
Challenges and Issues for SLIFE 3
The Diverse Educational Backgrounds of SLIFE: The Ways of Learning Continuum 5
Identifying SLIFE 9
Assessing Prior Schooling 9
Language Placement Tests 11
Assessing Literacy 13
Intake: Conversation vs. Interview 14

Chapter 2: Educating the Whole Child 21

Culture Shock 22
Cultural Dissonance 23
Psychological Issues 24
Trauma 25
Layers of the Instructional Context 28
The Intercultural Communication Framework (ICF) 31
Principle #1: Establish and Maintain a Relationship 32
Principle #2: Identify Priorities for Your Culture and Your Students' Cultures 33
Principle #3: Make Associations between the Familiar and Unfamiliar 35
Reframing the Conversation from a Deficit to a Dissonance View 36

Copyright (c) 2020, University of Michigan Press. All rights reserved.

Chapter 3: Literacy: Introducing the World of Print **38**

What Is Literacy? 39
Prior Exposure to Literacy 40
Writing Systems 40
Entering the Two-Dimensional World of Print 43
Preparing for Literacy Instruction 44
Basic Literacy Skills 45
Getting into Books 49
Understanding Book Format 49
Vocabulary/Word Books 50
Picture/Photo Books 50
Language Experience Approach: Class Books 51
Experiences in Reading 52
Listening and Reading with Audio Books 53
Choral Reading 53
Story Development Practice 54
Mobile Hangers 56
Other Effective Techniques: Literature Circles, Reading Buddies, and Think-Pair-Share 56
Social Media and Literacy Development 58

Chapter 4: A New Paradigm for Learning **60**

Putting It All Together: The Mutually Adaptive Learning Paradigm (MALP®) 61
1: Accept Conditions for Learning 62
2: Combine Processes for Learning 63
3: Focus on New Activities for Learning 65
Academic Ways of Thinking 66
Using Familiar Language and Content 69
Decontextualized Tasks 70
Specific Types of Tasks 72
Academic Language Proficiency 75
Putting MALP® into Practice 76
Shifting from Lesson-Based to Project-Based Instruction 77
Class Research: Ms. Arcadio's Survey Project 78
MALP® Teacher Planning Checklist for a Project 80
Class Books: An Immigration Project 81
Three Hallmarks of Formal Education 84

Copyright (c) 2020, University of Michigan Press. All rights reserved.

Chapter 5: Teaching Techniques and Approaches **86**

Part I: The Classroom 87
Leaving Worksheets Behind 87
Rethinking Questioning Strategies 92
Routines 94
Scaffolding 97
Language Games 99
The Learning Environment 102
Part II: Out-of-Class Work 103
Flipped Learning 104
Experiential Learning 105
Meaningful, Standards-Based Learning 106

Chapter 6: Program Models **108**

Types of School Day Models 110
Newcomer Programs and Schools 110
The Pull-Out Model 112
Types of Programs Separate from the School Day 113
The Extended-Day Model 113
The After-School Model 114
The Saturday Model 114
Practical Considerations 115
Traditional ESL Instruction: Some Caveats 116
The Co-Teaching Model Option 116
Student Retention 118
Exit Plans 119
Program Model Guidelines 120
Assessment 121

Chapter 7: Reviewing Key Elements of Successful Education for SLIFE **123**

TESOL's Six Principles 123
The School as a Second Family 125
The Need for Administrative Support 126
The Need for Devoted and Well-Trained Teachers 127
Communicating with Families 129

Appendix: MALP® Teacher Planning Checklist **136**
References **137**
Index **147**