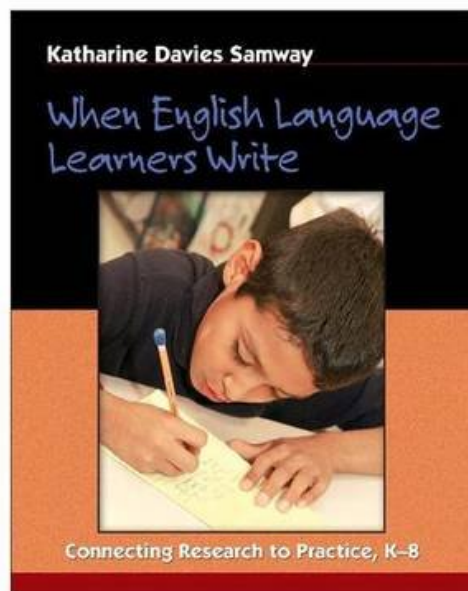
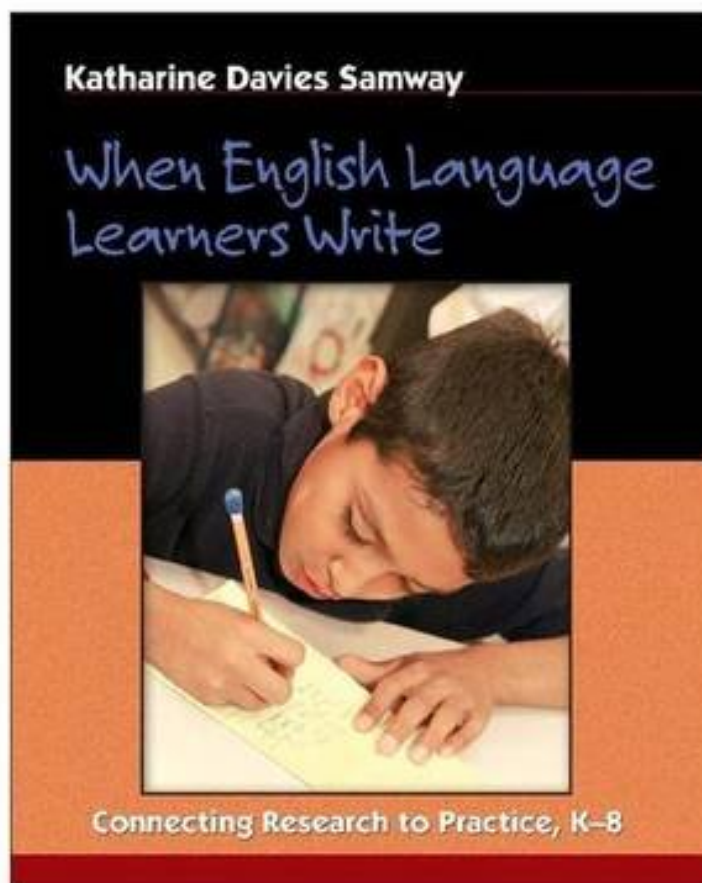


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Katharine Davies Samway is Professor of Education at San Jose State University, where she teaches courses in reading/language arts, assessment, writing, and multicultural literature for children and young adults. Her research focuses on the literacy development of English language learners (particularly their writing development and processes), and influences on teachers' beliefs and practices. Her previous books with Heinemann include *Myths and Realities* (1999) and *Buddy Reading* (1995). She also cowrote *Literature Study Circles in a Multicultural Classroom* (1996).

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Unfair mythologies about English language learners have sprung up in schools around the country. Unsure how to help nonnative speakers write, some teachers and administrators have resorted to deficit-based stereotypes: ELLs can't write They have writing problems They are reluctant writers They need to be taught the skills of writing before writing independently.

In reality, however, ELLs benefit from the same smart, research-based instructional strategies as mainstream student writers, and in *When English Language Learners Write*, Katharine Davies Samway explores second language writers, shattering myths and in their place offering meaningful insight into powerful instruction.

*When English Language Learners Write* helps you connect the latest thinking on ELLs and language acquisition to your everyday classroom practices. Samway helps you understand numerous important factors affecting nonnative writers, including:

- what young children know about print and about the connection between oral and written language
- how their native language influences the process of learning to write in English
- how gender, race, ethnicity, and social class affect writing
- how adult expectations, school-based writing experiences, and participation in bilingual classrooms affect children's development as writers
- which current developments in writing pedagogy help the most.

Then she shows you crucial steps to take for instruction that's responsive to language learners' needs, such as:

- understanding the literacy practices of non-mainstream cultures
- discovering what ELLs can do as writers before they become fluent in English
- moving from looking at only the writing itself, to investigating writers' processes
- providing a print-rich environment to cement the reading-writing connection and foster literate behaviors in a new tongue
- incorporating reflective writing such as logs and dialogue journals to support ELLs' literacy development
- providing a learner-centered workshop approach to teaching writing.

Not only does Samway provide a window into the latest research as well as practical teaching ideas, she takes you inside the minds and classroom experiences of five ELLs. She documents the ways they think, the products of their learning, and their progress as writers. You'll see firsthand how an instructional focus on what children can do helps nonnative speakers become fluid English writers more quickly than placing them in low-performing groups or falling back on pullout remediation.

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5 of 5 people found the following review helpful.

Informative and a good read

By B. Sanders

This book includes much information in an easy to read format. The information is presented in the first person and flows well. It does not read like a textbook or a research paper, but does include the knowledge of both.

The information provided in this book is helpful for all teachers of learning writers. While some sections pertain exclusively to English Language Learners, so much of the writing process is applicable to all learners. It is a great resource for teachers of writing.

The reason I only gave it four stars was that I found the book lacking in one area. The book does not have much discussion regarding English Language Learners who do not have an academic background in their home language. The research does show that it is best for students to be able to have strong foundation in their first language and the information will "transfer" to their second language. However, most of the students I have worked with do not have a foundation in their home language. They come to school, in kindergarten, without knowing how to read and write in their home language. Some parents will teach their kids at home, but many will not (they fear that it will hurt their child's chance of doing well in English. And yes, I do tell them that anything they learn in their home language will be of benefit to them. However, parents make the final decision as the school does not teach any other languages except English). It is for these students, learning a new language and learning academics at the same time, which I would love to see more research.

0 of 0 people found the following review helpful.

Not what I expected from reading the title and blurb

By candida p.

Not among the list of best books I've read, and there's lots of compact research info, but very little practice connection, so don't really believe the title.

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