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Making the Transition to Classroom Success: Culturally Responsive Teaching for Struggling Language Learners

Helaine W. Marshall, Andrea DeCapua

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Features a chapter on flipped classrooms!

Learners with no, minimal, or limited exposure to formal education generally do not share the expectations and assumptions of their new setting; as a result, they are likely to find themselves confounded by the ways in which the language and content are presented, practiced, and assessed in Western-style educational settings. Institutions and teachers must tailor therefore their instruction to this population. *Making the Transition to Classroom Success: Culturally Responsive Teaching for Struggling Language Learners* examines how understanding secondary and adult L2 learners' educational paradigm, rooted deeply in their past experiences and cultural orientations, provides a key to the solution to a lack of progress.

Making the Transition to Classroom Success builds on and expands on two earlier books, *Meeting the Needs of Students with Limited or Interrupted Formal Schooling* and *Breaking New Ground: Teaching Students with Limited or Interrupted Formal Education in U.S. Secondary Schools.* These previous books focused specifically on a subset of struggling L2 learners--those with limited or interrupted formal education (SLIFE) in U.S. secondary schools—and detailed the instructional model (MALP). *Making the Transition* broadens the applications of the MALP model to include academic thinking tasks, flipped classrooms, project design, and rubrics.

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Alice Hill:

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