

Teaching Science to English Language Learners

Can a student's cultural background support and extend learning in science? Can students learn science before they're proficient in English? Or is concentrating on the specialized vocabulary of science the best way to teach science to English language learners? This book addresses these and other questions, and combines this research with classroom case studies and the perspectives of master teachers. Further, chapter authors strive to support efforts to use diversity as a resource—rather than an obstacle—in the science classroom.

Topics include:

- Building on what students know and recognizing students' strengths
- Teaching vocabulary for learning
- Supporting the development of academic language
- Challenges associated with learning a second language
- Types of programs for teaching English language learners

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