

**IRN Report
August 2018**

**Effective Teachers' Communicative Strategies When Working
with Linguistically Diverse Learners**

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Status of IRN:

In December 2017, we presented at the 2017 Hong Kong Educational Research Association conference: *Effective Communicative Strategies for Linguistically Diverse Students: An Examination of Policy and Practice in Israel, South Korea, and the United States*. When we were in Hong Kong, we met with colleagues from Hawaii who had an interest in our IRN work.

We corresponded via email and skype throughout the year and had hoped that they would join us in Cape Town in August, but they could not.

We submitted an article to Multicultural Education Review entitled *Serving Linguistically Diverse Learners: An Examination of Policy, Curriculum, and Instruction in Israel, South Korea, and the United States*. In June 2018, we received feedback on our article, entitled, "The Use of Modern Standard and Spoken Arabic in Math Lessons: The Case of a Diglossic Language" and we will resubmit with suggested revisions this summer. We have two sessions scheduled for the 2018 WERA World Congress in Cape Town: *Effective Teachers' Communicative Strategies When Working with Linguistically Diverse Learners* (Invited Symposium) and *Effective Communicative Strategies When Working with Linguistically Diverse Learners: A Comparative Cross Cultural Examination*.

Future Plans and Research Synthesis Paper

We plan to complete a synthesis paper of the research of this IRN by October, 2018. The paper will discuss the practice and policy review that was presented at WERA in 2017 and will synthesize the empirical classroom research from the studies of the communicative strategies of effective teachers' when working with linguistically diverse learners in Israel, South Korea and the United States. In this way we will learn from the extant research and our classroom studies how best to prepare teachers when working with diverse language learners in helping them to acquire and be successful with the language of instruction. Further, the literature suggests that it is critical to understand the connection between language and identity, an area that may be further explored by this IRN.