

Chapter 5
Personalized Learning for Long-Term English Learners – Adriana Cernucan

Further Reading and Professional Resources

Category	Resource
LTEs and MLs	Olsen, L. (2014). <i>Meeting the unique needs of long-term English language learners</i>. Californians Together. https://californianstogether.org/resource/meeting-the-unique-needs-of-long-term-english-learners-a-guide-for-educators/ Valdés, G., Kibler, A., & Walqui, A. (2014). <i>Changes in the expertise of ESL professionals: Knowledge and action in an era of new standards</i>. TESOL International Association. https://www.tesol.org/media/y5mj4cdr/changes-in-standards-professional-paper-26-march-2014.pdf
Translanguaging & Academic Language	García, O. & Kleyn, T. (2016). <i>Translanguaging with multilingual students</i>. Routledge. https://www.routledge.com/Translanguaging-with-Multilingual-Students-Learning-from-Classroom-Moments/Garcia-Kleyn/p/book/9781138906983 Gibbons, P. (2015). <i>Scaffolding language, scaffolding learning</i>. Heinemann. https://www.heinemann.com/products/scaffolding-language-scaffolding-learning-second-edition-e05664.aspx
Genre & Disciplinary Literacy	de Oliveira, L. C., Obenchain, K. M., Kenney, R. H., & Oliveira, A. W. (Eds.). (2019). <i>Teaching the content areas to English language learners in secondary schools: English language arts, mathematics, science, and social studies</i>. Springer. https://doi.org/10.1007/978-3-030-02245-7
Professional organizations	TESOL International Association https://www.tesol.org WIDA https://wida.wisc.edu
AI & Learning	OECD (2026). <i>OECD Digital Education Outlook 2026: Exploring Effective Uses of Generative AI in Education</i>. OECD Publishing, Paris. https://doi.org/10.1787/062a7394-en.