WHAT WE’LL DISCUSS TODAY

1. What the library has to offer
2. Finding education resources
3. Using education databases for your coursework
LIBRARY STAFF

Your success is our goal
We are here for you
LIBRARY HOURS

Monday-Thursday: 10am – 10pm
Friday: 10am – 6pm
Saturday: 8:30am – 5pm
Sunday: 10am – 5pm
BORROWING & ACCESSING MATERIALS

- Print Books
  - Borrow up to 15 books
  - 4 week loan period

- E-Books, Articles, & Streaming Videos
  - Access online at any time
  - All you need to do is log in
Click the Single Sign On button, follow the prompts to login like you would to access SOAR or your online class.
DOCUMENT DELIVERY SERVICES

- Books Direct: Request print books be sent to your home, office, or local NU campus.
- Journal Direct: Request print journal articles be sent by e-mail.
- Interlibrary Loan Books: Books not owned by the library may be requested from other libraries (except textbooks).
- Interlibrary Loan Articles: Journal articles not accessible through the library may be requested from other libraries.
LIBRARY FIELDTRIP

Assemble a collection of articles on K-12 teaching methods for English Language Learners in the role of a professional researcher

PHILOSOPHY OF EDUCATION

Paper about teaching beliefs, theories, and trends for English Language Learners
Use the Library Resources link in your course to navigate to your library guide.
National University Library Smart Search

Find articles, books, videos, and more with Smart Search. Refine your results by publication date, material type, and more.

Use the free “Sign In” link on your search results page to view more resources and save articles.

Search

Resources

- Find Articles
- A-Z Database List
- A-Z Journal List
- Request Forms
- Help (FAQ)

- Subject & Course Guides
- Citation Help (APA style, etc.)
- Student Resources
- Faculty Resources
- Training Tools

Location and Hours

National University Library
9393 Lightwave Avenue
San Diego, CA 92123
(866) 962-2237 x7900
(858) 567-0904 (Text)
refdesk@nu.edu

Regular Hours
Mon-Thu: 10 a.m. to 10 p.m.
Fri: 10 a.m. to 6 p.m.
Sat: 8:30 a.m. to 5 p.m.
Sun: 10 a.m. to 5 p.m.

About the Library
Library Updates & News
Library Login Help

Find us on Facebook
Welcome to the library research guide for Identity, Inclusion, and Equity. Use the resources highlighted in this guide to help you successfully complete your assignments.
RECOMMENDED ARTICLE DATABASES

http://nu.libguides.com/ITI660/articles
Use the following sample searches as a basis for developing your own customized searches.

- (dual language OR immersion) AND program effectiveness
- ELL AND Family AND Teacher
- (ELL OR ESL OR Limited English) AND Teacher Attitudes
- (DE "LIMITED English-proficient students" OR DE "ENGLISH as a foreign language") AND (DE "TEACHING methods")
- (second language OR limited English) AND vocabulary AND strategies

To focus on your own research questions, modify by:

<table>
<thead>
<tr>
<th>Population Characteristics</th>
<th>&quot;second language&quot; OR gifted OR &quot;learning disabled&quot; OR gender OR cultural OR ethnic OR Asian... etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Area</td>
<td>science OR mathematics OR reading... etc.</td>
</tr>
<tr>
<td>Grade Level</td>
<td>kindergarten OR elementary OR middle school OR high school OR secondary... etc.</td>
</tr>
<tr>
<td>Possible Outcomes</td>
<td>&quot;student attitudes&quot; OR motivation OR &quot;academic achievement&quot; OR rubrics... etc.</td>
</tr>
</tbody>
</table>
SEARCHING A DATABASE

Tips and tricks
CREATE EFFECTIVE SEARCHES

- Use words that concisely describe main concepts
- Connect concepts with AND to narrow a search
- Connect synonyms with OR to broaden a search
- Put exact phrases in quotation marks
- Use the asterisk symbol to find work variations

2-4 search terms generally work best

Language learners AND inclusion
Inclusion OR inclusive OR mainstreaming
“English Language Learners”
Teach* = teach, teaches, teacher, teachers, teaching, teachable
## Concept Chart

<table>
<thead>
<tr>
<th>Concept 1: Main Idea</th>
<th>Concept 2: Secondary Idea</th>
<th>Concept 3: Group (age, grade, subject)</th>
<th>Concept 4: Intervention or Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Learners</td>
<td>Educational philosophy</td>
<td>Students</td>
<td>Programs</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>Teaching Methods</td>
<td>School children</td>
<td>Best Practices</td>
</tr>
<tr>
<td>Bilingual Education</td>
<td>Culturally Responsive Teaching</td>
<td>Adolescents</td>
<td>Academic Achievement</td>
</tr>
<tr>
<td>Second Language Acquisition</td>
<td>Inclusion</td>
<td>Teenagers</td>
<td>Response to Intervention</td>
</tr>
<tr>
<td>Dual Language Learners</td>
<td>Mainstreaming</td>
<td>Elementary</td>
<td>Multiple Tiered Systems of Supports (MTSS)</td>
</tr>
<tr>
<td>Limited English</td>
<td>Equity</td>
<td>Secondary</td>
<td></td>
</tr>
<tr>
<td>Non-Native Speakers</td>
<td>Learning</td>
<td>Middle school</td>
<td></td>
</tr>
</tbody>
</table>
PAY ATTENTION TO HOW YOU SEARCH
1. Number of results matching our search query
2. Article preview and temporary work folder icons
3. Full text article links when available
4. Options for refining our search results
DON'T BE AFRAID TO ADJUST YOUR RESULTS
Perceptions and Use of Language Learning Strategies among ESL Teachers and ELLs

Author(s): Ardasheva, Yulee, Tretter, Thomas R.

Abstract: This survey study explored perceptions and use of language learning strategies among English as a second language teachers and English-learning students (Grades 4, 9, and 11). The sample comprised 1,057 students (651 elementary, 275 middle, and 121 high school) and 51 teachers (21 elementary, 11 middle, and 12 high school) from 38 schools located in one urban midwestern U.S. school district. Results indicate that (a) the level of strategy effectiveness awareness among teachers working at all educational levels was high; (b) teacher and student strategy ratings differed qualitatively, with most of the teacher scores being above the high-level benchmark and most of the student scores within the medium-level benchmark; and (c) none of the correlations between teacher and student strategy ratings were statistically significant. Implications for teachers and professional development providers are discussed. (Contains 4 tables, 3 figures, and 8 footnotes.)

Citation Format

APA

LIBRARY HELP

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- Call us at (858) 541-7900
- Toll-free at (866) 682-2237 ext. 7900
- Text us at (858) 367-0904
- Chat with us online
  - Mon-Thu 11am-8pm
  - Fri-Sun 11am-4pm
- Schedule a research consultation
- Check our FAQs at http://nu.libanswers.com
- Check our how-to videos and handouts at http://nu.libguides.com/training
WRAPPING THINGS UP

- Find recommended resources on your library guide: http://nu.libguides.com/ITI660
- Construct database searches using key concepts that represent your topic
- Refine your search results with database limiters and filters
- Use library tutorials and handouts to improve your research skills
- Contact the library if you need help
THANK YOU!

Questions?
Comments?

Contact Me:
Barbara Stillwell
bstillwell@nu.edu
(858) 541-7943

Presentation Slides:
https://bit.ly/2ZXVDd0