English Language Learners Resource Books

• Paperback: 256 pages
• Publisher: Pearson Allyn and Bacon; 2nd edition (October 17, 2003)
• Language: English
• ISBN-10: 0205386415

Editorial Reviews

Book Description
A unique resource for teachers facing the increasing number of English language learners in today's classrooms. Sheltered Instruction for English language learners is a guide to the successful implementation and evaluation of sheltered instruction. It presents the first field-tested model of sheltered instruction, the Sheltered Instruction Observation Protocol (SIOP), which provides teachers with an easy-to-use tool for planning effective sheltered lessons and reflecting on their own teaching experience. In each chapter of Sheltered Instruction for English Language Learners, real-life teaching scenarios are used to present the key components of the SIOP model. Underlying strategies, as well as specific indicators of instruction, are identified in a clear and understandable style. At the same time, each vignette is full of useful, practical suggestions for teaching English language learners. Readers can gain ideas for lessons in a variety of content areas and grade levels, and learn techniques for adapting materials and instruction to best meet students' needs. Additionally, each chapter contains a scoring guide to provide feedback on a teacher's own experiences with the sheltered approach — helping to identify strengths and weaknesses, and point the way toward effective teaching solutions. For pre-service and in-service teachers of English language learners. --This text refers to an out of print or unavailable edition of this title.

From the Back Cover
Like no other text on the market, Making Content Comprehensible presents an empirically validated model of sheltered instruction. This text contains the Sheltered Instruction Observation Protocol (SIOP) model, which provides school administrators, staff developers, teachers, teacher candidates, university faculty, and field experience supervisors with a tool for observing and quantifying a teacher's implementation of quality sheltered instruction.

New to This Edition
- A new, additional chapter addresses the issue of English learners who are struggling readers and/or students with disabilities by including detailed information about learning disabilities and delayed development in reading (Ch. 10).
- Revised vignettes present teaching scenarios where three teachers teaching the same grade level and content attempt to include the focal SIOP indicators, with varying degrees of success.
- Complete lesson descriptors allow readers to score the three teaching scenarios and help readers develop a degree of inter-rater reliability.
- New pedagogy! Each chapter contains:
  - A graphic organizer that provides an overview of the chapter.
  - “Background Sections” that include descriptions of the 8 sections and 30 indicators of the SIOP to help readers plan and prepare effective sheltered lessons.
  - “Background Discussion Questions” appropriate for portfolio development in pre-service and graduate classes, for professional development workshops, or for reflection.
- The new, larger trim size facilitates using in the classroom the SIOP long and short versions and the lesson plan forms and rating the vignettes.
- Includes both the full SIOP and an abbreviated version for the reader's use.
- Two different SIOP lesson plan formats that can be used for planning and preparation, depending on your needs.
- An Appendix contains the results of studies that demonstrate that English learners whose teachers used the SIOP model outperformed similar students whose teachers did not implement the model.
“Making Content Comprehensible is very practical and right on target for strategies in the field of ELLs.”  -Professor Gerald McCain, Southern Oregon University

“What clearly distinguishes Making Content Comprehensible from others in the field is that it provides an easy-to-use, powerful, field-tested protocol for effective lesson planning, delivery and assessment.”  -Professor Karen L. Newman, Indiana University

“The strength of Making Content Comprehensible is the clear picture it provides of instruction and the teaching scenarios. The discussion of the teaching techniques and evaluation of each of the three teachers provides invaluable examples for the student.”  -Professor Judith B. O'Loughlin, New Jersey City University

Author Bios:
Dr. Jana Echevarria is Chair of the Department of Educational Psychology, Administration and Counseling at California State University, Long Beach. Formerly she was a professor of Special Education. Her professional experience includes elementary and secondary teaching in special education, ESL and bilingual programs. She has lived in Taiwan and Mexico where she taught ESL and second language acquisition courses at the university level, as well as in Spain where she conducted research on instructional programs for immigrant students. After receiving a Masters Degree in Bilingual Special Education from California State University, Long Beach, she received her Ph.D. from UCLA and was one of the recipients of the National Association for Bilingual Education's Outstanding Dissertations Competition. Her research and publications focus on effective instruction for language minority students, particularly those with learning disabilities.

Mary Ellen Vogt is Professor and Director of Graduate Studies in Reading at California State University, Long Beach. Prior to her work at the university, she was a reading specialist at the school and district levels. Dr. Vogt is a past president of the California Reading Association, and served on the Board of Directors of the International Reading Association. She has authored chapters and articles in professional journals and texts, and has co-authored five books including: Portfolios in Teacher Education (1996; International Reading Association), Professional Portfolio Models (1998; Christopher-Gordon), Creativity and Innovation in Content Area Teaching (2000; Christopher-Gordon), and Making Content Comprehensible for English Language Learners: The SIOP Model (2000; Allyn & Bacon). Dr. Vogt is also an author of two K-8 reading series published by Houghton Mifflin: Invitations to Literacy and a Legacy of Literacy. She has been inducted into the California Reading Hall of Fame, and in 1999 she received the Distinguished Faculty Teaching Award from her university.

Deborah J. Short directs the Language Education and Academic Development division at the Center for Applied Linguistics in Washington, DC. She conducts school-based research on sheltered instruction and on effective programs for English language learners. She helped develop the national ESL standards. Her Ph.D. specialization is bilingual/multicultural education.

Editorial Reviews

Book Description
This new edition surveys the major approaches and methods in language teaching. The paperback second edition is an extensive revision of the first edition of this successful text. Like the first edition, it surveys the major approaches and methods in language teaching, such as grammar translation, audiolingualism, communicative language teaching, and the natural approach. The text examines each approach and method in terms of its theory of language and language learning, goals, syllabus, teaching activities, teacher and learner roles, materials, and classroom techniques. In addition to the approaches and methods covered in the first edition, this edition includes new chapters on topics such as whole language, multiple intelligences, neurolinguistic programming, competency-based language teaching, cooperative language learning, content-based instruction, task-based language teaching, and the
Post-Methods Era. Teachers and teachers-in-training will discover that this second edition is a comprehensive survey and analysis of the major and minor teaching methods used around the world. The book seeks not only to clarify the assumptions behind these methods and their similarities and differences, but also to help teachers explore their own beliefs and practices in language teaching.

- **Paperback**: 314 pages
- **Publisher**: Teachers of English to Speakers of Other Lang (March 1999)
- **Language**: English
- **ISBN-10**: 0939791773
- **ISBN-13**: 978-0939791774

- **Paperback**: 187 pages
- **Publisher**: Multilingual Matters Limited (October 1995)
- **Language**: English
- **ISBN-10**: 1853592978
- **ISBN-13**: 978-1853592973

- **Paperback**: 112 pages
- **Publisher**: Heinemann (January 13, 2003)
- **Language**: English
- **ISBN-10**: 0325005540
- **ISBN-13**: 978-0325005546

**Editorial Reviews**

**Book Description**

To those familiar with the field of linguistics and second-language acquisition, Stephen Krashen needs no introduction. He has published well over 300 books and articles and has been invited to deliver more than 300 lectures at universities throughout the United
States and abroad. His widely known theory of second-language acquisition has had a huge impact on all areas of second-language research and teaching since the 1970s. This book amounts to a summary and assessment by Krashen of much of his work thus far, as well as a compilation of his thoughts about the future.

Here, readers can follow Krashen as he:
- Reviews the fundamentals of second-language acquisition theory
- Presents some of the original research supporting the theory and more recent studies
- Offers counterarguments to criticisms
- Explores new areas that have promise for progress in both theory and application.

An invaluable resource on the results of Krashen's many years of research and application, this book covers a wide range of topics: from the role of the input/comprehension hypothesis (and its current rival the comprehensible output hypothesis), the still-very-good idea of free voluntary reading, and current issues and controversies about teaching grammar, to considerations of how it is we grow intellectually, or how we “get smart.”

About the Author
Stephen Krashen is Emeritus Professor of Education at the University of Southern California. He is best known for his work in establishing a general theory of second language acquisition, as the cofounder of the Natural Approach, and as the inventor of sheltered subject matter teaching. He is the author of numerous books, including Three Arguments Against Whole Language and Why They Are Wrong (1999), Every Person a Reader: An Alternative to the California Task Force Report on Reading (1997), and Under Attack: The Case Against Bilingual Education (1997), all available from Heinemann.
Editorial Reviews

Book Description
This thoroughly updated third edition presents the main theories of language acquisition, considering their bearing on language teaching. It discusses the effects of factors such as intelligence, personality, and age. It helps teachers assess the merits of different methods and textbooks.

This new edition includes more information on theories of first language acquisition and early bilingualism, and the affects of motivation and style.

About the Author
Patsy M. Lightbown is Distinguished Professor Emerita at Concordia University in Montreal and Past President of the American Association for Applied Linguistics. Her research focuses on how instruction and feedback affect second-language acquisition in classrooms where the emphasis is on "communicative" or "content-based" language teaching. The contexts for her work have included elementary schools in Canada and, more recently, dual-language bilingual classes in the U.S. Nina Spada is Professor of Applied Linguistics at the Modern Language Centre, Ontario Institute for Studies in Education at the University of Toronto, Canada. Her main areas of professional interest are second language acquisition, classroom research in L2 teaching and learning, and English as a second language.

• Paperback: 263 pages
• Publisher: Heinemann (January 14, 2004)
• Language: English
• ISBN-10: 0325002746

Editorial Reviews

Book Description
This book provides the instructor with suggested answers and responses to the Application Activities at the end of each chapter.

Linguistics is much more than a study reserved for academicians. Linguistics has real-life applications to effective teaching now more than ever. With the increased emphasis on phonemic awareness and phonics in the teaching of reading, teachers need to understand how language works. When teachers are familiar with basic linguistic concepts, they are better prepared to make decisions about how to teach reading, spelling, phonics, and grammar to all students, including English language learners.

In this unique linguistics course-in-a-book, David and Yvonne Freeman explain essential linguistic concepts in a thorough, but manageable manner and show the connections between linguistic theory and classroom practice. They demonstrate that the greater a teacher understands basic language structures and processes, the easier it is to make good decisions on tough topics like phonics, spelling, and grammar. They present:

• The basic concepts of linguistics in everyday language;
• Examples and activities that apply linguistic concepts to teaching reading, spelling, phonics, and grammar to all students, including English language learners;
• End-of-chapter applications that link linguistic theory and classroom practice.

Understand more about how language works, then use that knowledge to help your students learn. Turn prescriptive approaches into linguistic investigations. Get yourself and your students hooked on linguistics.

About the Author
David Freeman is a professor of reading in the Department of Curriculum and Instruction in the School of Education at the University
of Texas at Brownsville, and Texas Southmost College. Together with Yvonne Freeman, they have authored eight books with Heinemann.

Yvonne Freeman is a professor of bilingual education in the Department of Curriculum and Instruction in the School of Education at the University of Texas at Brownsville, and Texas Southmost College. Together with David Freeman, they have authored eight books with Heinemann.

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**Editorial Reviews**

**Review**

"A teacher can pick up this book and actually use the ideas from it with little or no hassle. The applications and exercises at the end of each chapter are especially excellent and very useful." - Elise Geither

"This book makes a significant contribution to the field for three reasons: first, it speaks to classroom teachers using straightforward language and relevant examples; second, it addresses a growing issue in today’s classrooms; and third, it is concise, thus appealing to busy professionals. The coverage is complete without either significant omissions or excesses." - Francesina R. Jackson, Assistant Dean, School of Education

"With its practical recommendations, survey of important issues and user-friendly format, this guide meets a need not satisfied by any other such book. The material is well integrated, recurring themes and important points are interwoven throughout, and it is short, to the point, and easy to follow." - Tery J. Medina, National Origin Coordinator

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**Editorial Reviews**

**From the Back Cover**

*Principles of Language Learning and Teaching*, Fifth Edition, by H. Douglas Brown, is the classic second language acquisition text used by teacher education programs worldwide. *Principles* introduce key concepts through definitions of terms, thought-provoking questions, charts, and spiraling. New “Classroom Connections” encourage students to consider the implications of research for
classroom pedagogy. An up-to-date bibliography and new glossary provide quick access to important works and key terminology in the field.

The fifth edition takes a comprehensive look at foundations of language teaching through discussions of the latest research in the field, including:

- Vygotsky's and Bakhtin's theories
- Thorndike's law of effect
- error treatment, noticing, recasts
- intercultural communication
- language policy and politics
- corpus linguistics
- "hot topics" in SLA
- connectionism and emergentism
- flow theory, willingness to communicate
- strategies-based instruction
- contrastive rhetoric
- attribution theory, self-efficacy
- output hypothesis

Also by H. Douglas Brown:

*Teaching by Principles: An Interactive Approach to Language Pedagogy*
*Language Assessment: Principles and Classroom Practices*
*Strategies for Success: A Practical Guide to Learning English*

**About the Author**

Dr. H. Douglas Brown, a professor in the MA-TESOL program at San Francisco State University, has written many articles, teacher training books, and textbooks on language pedagogy. A past president of TESOL and recipient of the James E. Alatis Award for Distinguished Service, Dr. Brown has lectured to English language teaching audiences around the world.

**Editorial Reviews**

**Product Description**

English learners are the fastest growing student population in the United States. Many of these students are placed in classrooms with teachers who lack the preparation to help culturally and linguistically diverse children excel. This book helps bridge the gap between students’ needs and teachers’ preparation, offering an overview of English learners and practitioner-focused strategies for curriculum and planning, reading instruction, and oral-language and writing development. You’ll discover ways to help English learners develop the language and literacy skills necessary for success in today’s standards-based classrooms.
Editorial Reviews

Book Description
The number of immigrant and minority students who are entering school with a language other than English is growing and will continue to do so in substantial proportions well into the next millennium. To succeed in school, many of these students will require teachers who have the ability and desire to 1) teach literacy and content in the students' native language, 2) integrate language and content, 3) make schooling culturally relevant, and 4) take a stance against anti-bilingual forces in society and education. Written by two leaders in the field of bilingual education, this book focuses teachers toward the goal of building school communities. The authors believe bilingual education should be an integral part of school communities that all personnel should be involved in and responsible for. Topics include: the why and what of bilingual education, bilingual educational settings, bilingual education in elementary and secondary school settings, and much more. This book belongs in the hands of every school administrator and teacher looking to incorporate bilingual education into their school.
Editorial Reviews

"Vocabulary is the bedrock supporting academic language proficiency. Without any doubt, speech-language pathologists recognize the critical importance of vocabulary learning for children and adolescents struggling with language and literacy learning. The challenge is how we can better support genuine vocabulary learning so that struggling students will be better positioned to meet the new reading and writing standards. This book offers speech-language pathologists a strong conceptual framework and evidence-based strategies for achieving the goal of functional vocabulary learning. The rich and detailed strategies are presented in a highly readable way. This accessibility allows the creative speech-language clinician to find many ideas that can easily be adapted into meaningful strategies for boosting the authentic word knowledge that most students with language learning disabilities urgently need for attaining academic language proficiency." -Elaine R. Silliman, PhD, Department of Communication Sciences and Disorders, University of South Florida

"This little book is a gem. It shows how teachers can teach word meanings so powerfully that students of all ages will be able to grasp an author's meaning or communicate their own more effectively. The book offers a well-organized and first-rate plan for teaching vocabulary, presented by a team of researchers with a genuine grasp of the practical." -Timothy Shanahan, PhD, Center for Literacy, University of Illinois at Chicago

"This book succinctly addresses the challenges of teaching and developing vocabulary, providing research-based, clearly spelled-out strategies and many, many rich examples. It gives teachers the tools they need to effectively increase students' vocabularies. Reflecting the authors' own expertise with words, the book is written clearly enough for undergraduates, yet has a level of depth that will lend new insights to even the most advanced student of language and literacy. This book should be required reading in teacher and reading specialist preparation programs and should be used in in-service programs with reading, language arts, and English teachers as well as with content area teachers. If the strategies and suggestions offered in this book were widely and intensely implemented, we would see significant increases in students' verbal abilities and reading comprehension scores." -John J. Pikulski, PhD, School of Education, University of Delaware

"'Bringing Words to Life' lives up to its title. It made me want to gather a group of kids immediately, so I could start putting these sensible, practical, novel, and intriguing ideas about building vocabulary into practice. Beck, McKeown, and Kucan show how much..."
fun learning words and teaching words can be. Every early childhood and elementary teacher should have this book on their bedside table for inspirational reading.” -Catherine E. Snow, PhD, Graduate School of Education, Harvard University

"All educators who are lovers of the English language will thoroughly enjoy and reap the benefits of this articulate book. The authors present a brilliant rationale for delivering lively and direct vocabulary instruction. They offer excellent advice on how to select rich words, present them to students, and help them revel in their usefulness!” -MaryAnne Rossbach, MEd, sixth-grade teacher, Sunrise Valley Elementary School, Reston, VA

"This wonderful book provides a very practical introduction to effective vocabulary instruction. This book is an excellent example of how "research-into-practice" should be done — it is very readable, informative, practical, and concrete." -BalancedReading.com

Editorial Reviews

Book Description
These readings help intermediate-level ESL readers make the transition from controlled to authentic written English. This book features pre-reading questions, exercises in vocabulary, comprehension, discussion, and writing as well as carefully controlled vocabulary and structures. For Intermediate Level ESL Readers.

From the Back Cover
Imagine being run over by a speeding train — and living to tell the tale. Or paying $3 for an old cardboard map, then realizing it's worth millions! With the newly expanded True Stories series, English language learners from low-beginning through high-intermediate proficiency can enjoy the fun and engaging "believe-it-or-not" quality of these colorful news stories.

Each book features:
• Pre-reading questions.
• Activities for pair or small-group work.
• A variety of essential reading skills.
• Carefully controlled vocabulary and structures.
• Exercises in vocabulary, comprehension, discussion, and writing.

www.longman.com/truestories

Paperback: 126 pages
Publisher: Pearson ESL; 2nd edition (March 9, 2000)
Language: English
ISBN-10: 0201346729
Editorial Reviews

From the Back Cover

Teaching Content to English Language Learners, by Jodi Reiss, shows content-area teachers how to transform second-language learning theories into useful tools for ensuring the success of their ELL students. The book's three parts present easy-to-incorporate techniques to make content more accessible, strengthen vocabulary, and increase student participation.

The book offers:
- Practical strategies for building on common classroom techniques and activities to increase teaching effectiveness for language-learning students;
- Techniques to recognize cultural differences, develop alternative assessments, and adapt written assignments and oral language for ELLs;
- Abundant models, graphics, and authentic examples that show how to help students build content-area fluency as well as general language skills.

About the Author

Jodi Reiss is retired Director of the Masters of TEOL program at Florida International University. She has written and presented strategies for teaching content to English language learners.
Editorial Reviews

Book Description
As more and more English language learners (ELLs) are included in mainstream classrooms, what can we do to ensure that they understand academic content and develop their English language skills? To answer this question, authors Jane Hill and Kathleen Flynn have examined decades of research, interviewed mainstream teachers with ELLs in their classrooms, and reviewed the classroom recommendations from Marzano, Pickering, and Pollock’s seminal *Classroom Instruction That Works* (2001) through an ELL lens. The result is *Classroom Instruction That Works with English Language Learners*—a comprehensive guide to helping elementary school students at all levels of English language acquisition succeed.

The strategies discussed in the book include homework and practice, summarization and note taking, and use of nonlinguistic representations, among many others. For each strategy, the authors provide a summary of the research, detailed examples of how to modify the strategy for use with ELLs in mainstream classrooms, and teacher accounts of implementation. Because ELLs face cultural hurdles as well as linguistic ones, this book also shows teachers how to glean insight into students’ backgrounds and address the cultural biases inherent in many classroom practices.

Accommodating English language learners is one of the greatest challenges educators face today. Just as different levels of fluency require different approaches, so does different backgrounds and languages. This practical, research-based book gives elementary school teachers the guidance they need to help ELLs of all nationalities thrive alongside their English-dominant peers.

Editorial Reviews

Book Description
Today's public schools are increasingly characterized by cultural and linguistic diversity. Studies show that about 4.4 million students...
nationwide lack the English skills needed to succeed academically. To help second language learners keep up in the classroom, educators must understand the challenges that bilingual students and schools face. In this concise guide, former bilingual teacher Judith Lessow-Hurley dives right into the language debate swirling in school systems large and small. She examines the popular myths about educating students in a multilingual society and introduces the key issues:

- The demographics of second language learners
- The theory underlying language instruction
- Desirable qualifications for bilingual teachers
- Effective teaching methods and programs
- Language and politics
- Language and the law

By confronting common beliefs about English-only and immersion programs, basic interpersonal communication skills, the influence of culture on language, and more, Lessow-Hurley reveals how schools can successfully educate students from diverse backgrounds—without unintended prejudice. Her passionate and intelligent response in the language debate views every school as the bridge between cultures, helping all students develop academically and equally.

Editorial Reviews

From the Back Cover
This exciting new edition of a classic, best-selling text lays a solid foundation for creating meaningful interaction in the language classroom. A new focus on participatory teaching draws on cutting-edge critical pedagogy to support an already comprehensive research base — and the writing is even friendlier and more accessible than ever!

The Third Edition of Making It Happen features:

- A cyclic approach to theory and practice, reflecting the understanding that theory and practice constantly inform each other.
- Three additions to the extensive Programs in Action section:
  - California's Valley Center Spanish/English Program
  - A Chinese/English program in lower Manhattan
  - Minnesota's Concordia College Village Immersion Model
- Case studies for reflection and discussion ranging from elementary through adult.
- Related readings by Vygotsky, Nieto and Pennycook, representing seminal thinking in language teaching.
- The importance of meeting standards and of reflective teaching, so teachers understand the value of examining their own beliefs and practices.

Review
"Making It Happen is a complete text with a great balance between theory and practice, and a wonderful and useful presentation of all the issues a teacher in training needs to be aware of. I would recommend its use for any training course as its sole text. I find it very complete."
Editorial Reviews

Review

"The book’s greatest strength may be its logical explanation of why today’s students develop and learn differently, so that a functionally unchanging educational system is no longer appropriate in meeting learner needs." - CHOICE, 2002

"The book’s greatest strength may be its logical explanation of why today’s students develop and learn differently, so that a functionally unchanging educational system is no longer appropriate in meeting learner needs."

English Language Learners Resource Books
Editorial Reviews

Book Description
With *ESL/EFL Teaching*, Yvonne and David Freeman provide an expanded and updated revision of *Whole Language for Second Language Learners*. As in the original edition, the authors provide a readable explanation of second language teaching methodology supported by numerous classroom examples. In addition, the new edition includes detailed discussions and examples of EFL (English as a Foreign Language) teaching as well as many scenarios from ESL (English as a Second Language) classes. Throughout the new edition, which contains almost 50 percent new material, the emphasis is on teaching language through meaningful content.

The Freemans contend that teaching practices based on sound principles are essential for English language learners. To set the stage for the principles, the authors provide an overview of orientations that ESL/EFL teachers have taken. They describe well-known language teaching methods that fit each orientation and then present the orientation that is most consistent with principles that lead to success. Each of the subsequent chapters develops these principles in detail.

Major features of the book include: a readable discussion of orientations to language teaching and a description of traditional methods that have been used to teach a foreign language; recent research in ESL/EFL teaching and bilingual education; rich classroom scenarios taken from real classrooms; helpful charts, checklists, and lesson ideas for teachers to use in planning and evaluation; detailed descriptions of thematic teaching in ESL/EFL classrooms at different grade levels including bibliographies of relevant literature; and clear explanations of content-based approaches including sheltered English, ELD, and SDAIE.

Review
“*The strengths of the Freeman's work are manifold. This book performs a service for the students and the university teacher, as well as for a larger public.* - TESLEJ

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*Early Vocabulary Connections Master Set*
*First Words to Know and Decode, Date Published: 2007*
*Grade Level: K-1*
*Authors: J. Ron Nelson Ph.D. and Patricia Vadas Ph.D.*
*ISBN: 10: 1-59318-736-x*


Editorial Reviews

Book Description
Boost word knowledge and decoding skills right away! *Early Vocabulary Connections* pairs the power of decoding with explicit vocabulary instruction. Designed for early readers who are English language learners (ELLs) or who are struggling with significant vocabulary and decoding deficits, it is the perfect supplement to the full range of core beginning reading programs. The 184 target words were carefully selected and organized into a 27-block scope and sequence directly aligned with the typical introduction of consonants and vowels in core early literacy programs.

This flexible intervention can be implemented in small groups within the core literacy block, limited English proficiency and literacy support classrooms, and in one-on-one instruction. Classroom teachers, resource teachers, and para-educators will find the instructional layout clear, predictable, and easy to sequence and integrate.

*Master Set* includes Mastery Measures (mastery and progress monitoring assessments to track vocabulary development), Teacher Presentation Manual, Instructor's Manual, and a CD-ROM with blackline masters.
Editorial Reviews

Product Description
Research results over the past decades have consistently demonstrated that a key reason why many second language learners fail, while some learners do better with less effort—lies in various learner attributes such as personality traits, motivation, or language aptitude. In psychology, these attributes have traditionally been called "individual differences." The scope of individual learner differences is broad, ranging from creativity to learner styles and anxiety, yet there is no current, comprehensive, and unified volume that provides an overview of the considerable amount of research conducted on various language learner differences, until now. Each chapter in this new volume focuses on a different individual difference variable. Besides a review of the relevant second language literature, Zoltán Dörnyei presents a concise overview of the psychological research involving each topic. A key concern for the author has been to define the various learner factors as measurable constructs and therefore the discussion includes a summary of the most famous tests and questionnaires in each domain. A wide range of readers will benefit from this book—students in linguistics, applied linguistics, modern languages, and psychology programs; second language teachers participating in in-service training courses; and researchers in second language acquisition and psychology.

Review
“This book is a substantial resource because, in thoroughly reviewing the literature, Dörneyi provides succinct summaries of many prominent instruments used to measure different ID variables. The breadth of perspectives in this book is wide enough to offer not only an updated ID paradigm for SLA, but also a critical review of the recent development and expansion of the core variables within individual-learner differences. This book would appeal to graduate students and professionals in the fields of linguistics, psychology, and education. It should also serve as a comprehensive reference book for second/foreign language teachers who aim to understand the psychology behind students' acquiring a second language.” -TESL-EJ

“Make no mistake—Zoltán Dörnyei's The Psychology of the Language Learner: Individual Differences in Second Language Acquisition is a significant addition to the literature on language learning. Let us look at what is good—even great—about Dörnyei's book, it was written by an author with an outstandingly broad and deep grasp of his subject matter: the subtleties, historical development, and connections to general theoretical work in disciplines including psychology and professional education—the author's writing style is not stiff or stilted. The book reads a bit like a transcript of an instructor's lecture—informal and candid. It is a really good read, to paraphrase book blurbs more often associated with mystery or mainline fiction works rather than with academic texts. Another strong point of the book centers around the author's belief in the necessity of defining the various learner factors in operational terms as much as possible. Dörnyei includes summaries of the best known and most successful tests and questionnaires in each conceptual area. This book seems to be a labor of love for the author, it is an impressive work.” –PsycCRITIQUES

“SLA researchers should make this book part of their libraries. It is a useful reference tool for providing greater theoretical coherence to future SLA research.” -Canadian Modern Language Review

“This is a very up-to-date and comprehensive summary of current research into IDs and their effects on second language learning, particularly as it takes place in instructed settings. Zoltán Dörnyei's clear sense that existing constructs need revising comes through consistently, and his suggestions about how this could be done are relevant, insightful, and often innovative. I am confident the book will be very welcome to readers.” -Peter Robinson, Aoyama Gakuin University, Japan
Editorial Reviews

Book Description
Stephen Krashen takes on the critics of bilingual education by providing compelling answers to some persistent questions.

About the Author
Stephen Krashen completed his Ph.D. in Linguistics at UCLA (1972), and is currently a Professor of Education at the University of Southern California. Dr. Krashen is the author of more than 185 articles and books in the fields of bilingual education, neurolinguistics, and second language acquisition and literacy. His publications have received numerous awards.
Editorial Reviews

Product Description
Do you have learners in your classroom who speak English as a second language? Are you a foreign language teacher? This essential resource presents exciting new ways to encourage second language acquisition in students of all ages. Find hundreds of helpful brain research-based techniques for lesson planning and presentation to promote improved vocabulary retention, better understanding of grammar, and enhanced speaking and writing skills. This is the only book on the market today that links brain research-based teaching practices to language learning.

About the Author
Lynn Freeman Dhority received his Ph.D. in Languages and Literature from Harvard University where he was awarded the Boylston Prize for Outstanding Teaching. He studied personally with Dr. Georgi Lozanov in the art of suggestive-accelerative teaching (Suggestopedia) and became an international leader in holistic learning and teaching with his book, *The ACT Approach: The Use of Suggestion for Integrative Learning*. He taught German for more than 20 years at the University of Massachusetts in Boston where he established the holistic integrative approach to teaching languages described in *Joyful Fluency*. His extensive background includes years of experience in psychology and counseling skills, organizational learning, and collective dialogue. He is currently a consultant to organizations internationally for transformational learning and lives with his wife in Boulder, Colorado, where he co-directs the Boulder Learning Series.

Windows to Language, Literacy, and Culture

- **Paperback:** 128 pages
- **Publisher:** International Reading Association (August 1, 2005)
- **Language:** English
- **ISBN-10:** 087207580X
- **ISBN-13:** 978-0872075801

Editorial Reviews

Product Description
This new addition to the Kids InSight series show educators, that regardless of statistics, teachers with the necessary knowledge base and positive dispositions toward diversity can provide meaningful learning contexts for all their students. The authors give teachers an insider’s perspective on the literacy learning process of one English language learner to help them develop a deeper understanding about working with these learners in a mainstream classroom. Teachers will discover the power of listening to and learning from their students as the acquisition and its impact on instruction for the English language learners. Effective ways to structure classroom learning contexts and use literature are discussed.

QuickReads

- **QuickReads**
- **Elfrieda H. Hiebert, Ph. D.**
- **Publisher:** Modern Curriculum Press
- **Grades:** 2-6
- **ESL**
Fifteen Minutes a Day Develops Fluency and Reading Comprehension.

QuickReads provides a systematic approach to increasing reading fluency. Carefully written text, consistent strategies, and a proven instructional routine are the key elements to this program's success. Reluctant readers become fluent through recognizing words automatically, increasing comprehension, and gaining background knowledge about key cross-curricular concepts. Students can track their reading rate and see their own progress.

QuickReads is now available in two different configurations to meet your whole-class or intervention needs. The Intervention Set is a great choice for working in an intervention setting with small groups or one-on-one with your students. Perfect for whole-class instruction, the Complete Classroom Program includes 24 copies of each student book.

Features
- Features high-interest nonfiction text designed to be read quickly and meaningfully.
- Develops automatically by using text that is composed of 98% high-frequency and decodable words.
- Builds cross-curricular vocabulary and concepts through short reading selections based on grade-appropriate science and social studies topics.

Editorial Reviews

Book Description
Good teaching starts with good questions. And when you're a regular classroom teacher with second language students, you're certain to have plenty of questions. Stephen Cary, a second language learner specialist, has coached hundreds of teachers in public school districts, county offices of education, and university teacher preparation classes. Working with second language learners represents these teachers' top ten most frequently asked questions along with Cary's practical, research-informed answers. Each question on the Top Ten List is real; meaning a real teacher teaching real kids asked it. Each was asked - and asked again - by teachers from several grade levels who were new to working with second language learners. Every question targets one of the key instructional issues teachers must address to ensure success for their second language students. Included among them are: How do I assess a student's English? How do I make my spoken language more understandable? How do I get my reluctant speakers to speak English? How do I...
make a difficult textbook more readable? How do I teach grade-level content to English beginners? Classroom-in-action stories let readers watch and listen in on a variety of K-12 teachers as they frame and implement workable answers to these questions. Reflections following each classroom story pinpoint solid instructional practices and suggest additional strategies and techniques for building language and giving second language learners access to core curriculum. A special references/resources section contains a wellspring of books, journals, websites, and professional organizations readers can tap for questions beyond the “top ten”.

Review
“[I especially like the way Stephen Cary teaches. He invites you into the teaching laboratory of real schools and classrooms and presents rich case studies drawn from his three decades of working with multilingual students. Woven throughout are invaluable field-tested strategies and resources for supporting and encouraging all children. Stephen Cary is a wise and patient teacher. There's something here for every teacher who works with second language learners.” -Donald H. Graves, author of A Fresh Look at Writing

Learning to Learn in a Second Language (Paperback)
by Pauline Gibbons (Author)

- Paperback: 128 pages
- Publisher: Heinemann (April 5, 1993)
- Language: English
- ISBN-10: 0435087851

Editorial Reviews
Book Description
Children from language backgrounds other than English represent a quarter of all our school population. Learning to Learn in a Second Language has been written specifically for all teachers of children for whom English is a second language, although it will be equally helpful to teachers of English speaking children.

The book is based on the assumption that the classroom program is a major resource for language development, and that a responsive program takes into account the fact that children are not only learning a new language, but that they are learning in that language as well. It exemplifies current theories of second language development through a wide range of strategies and practical suggestions for the classroom teacher.

Review
“This is a readable resource book which elementary bilingual teachers will find both insightful and practical.” -ESLEJ

Enriching Content Classes for Secondary Esl Students (Paperback)
by Judith H. Jameson (Author)

- Paperback
- Publisher: Delta Systems Co; Stg edition (September 1, 2002)
- Language: English
- ISBN-10: 1887744169

Fifty Strategies for Teaching English Language Learners, Second Edition (Paperback)
by Adrienne L.; Jordan, Michael L. Herrell (Author)

- Paperback
- Publisher: Prentice Hall (2003)
- ASIN: B000O15ATE

Condemned Without a Trial: Bogus Arguments Against Bilingual Education (Paperback)
by Stephen D. Krashen (Author)

- Paperback
- Publisher: Heinemann (1999)
- ASIN: B000OUGCLC

Enhancing English Language Learning in Elementary Classrooms (Paperback)
by Allene Grognet (Author), Judith Jameson (Author), Lynda Franco (Author), Maria Derrick-mescua (Author)

- Paperback: 292 pages
- Publisher: Delta Systems; Stg edition (June 30, 2000)
- Language: English
- ISBN-10: 1887744487