Teaching English Learners Methods And Strategies

This new edition surveys the major approaches and methods in language teaching. Use this six-part strategy for measurable, cross-curricular EL achievement! Expert research, instructive tables and templates, essays, and real-life stories illuminate best practices for cross-curricular, standards-based instruction that gets results. Using the authors’ six-part ENGAGE Model, you’ll learn to: Establish a shared vision for serving ELs Name the expertise to utilize within collaborative teams Gather and analyze EL-specific data Align standards-based assessments and grading to ELs’ linguistic and content development Ground standards-based instruction in both content and language development Examine results to inform next steps Use this groundbreaking guide for measurable EL progress!

Becoming a Language Teacher, by respected author and experienced language teacher Elaine K. Horwitz, gives pre- and in-service teachers the skills they need to meet the needs of all language learners in today’s diverse classrooms--while encouraging them to develop a personal approach to language teaching. Using a warm, supportive tone, the author clearly explains the fundamental concepts of second language acquisition and language teaching. A much-needed resource at a time when it is critical for all mainstream teachers to focus on language, this guide describes how to develop language for academic needs as well as for communication purpose and addresses the latest trends in language teaching.

Seminar paper from the year 2005 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 1,0, University of Heidelberg, 7 entries in the bibliography, language: English, abstract: Diese Arbeit untersucht, ob es sinnvoll ist, multiple-choice als Testmethode im Englischunterricht zu verwenden. Es wird aufgezeigt, unter welchen Bedingungen, multiple-choice erfolgreich im Englischunterricht angewandt werden kann.

Literacy Instruction for English Language Learners turns hundreds of ELL studies into dozens of strategies for regular classroom instruction. Nancy Cloud, Fred Genesee, and Else Hamayan have examined the research evidence to determine what works for ELLs. They recommend best practices for teaching English learners to read and write from emergent literacy to primary school and on through middle school and include helpful features that make the research directly accessible to all teachers.

As teachers, we want to see our students succeed. Supporting them to acquire life skills is one of the more effective ways to do so. This book provides fifty inspiring, practical tips and activities to enhance students’ social, academic, critical thinking, digital, and work skills to help them become their best selves. It is a quick and essential guide for any busy teacher. This guide is simple, supports all levels of learners, and many of the activities require little or no preparation or special materials. Each activity assists students to improve their speaking, reading, writing, listening, grammar, vocabulary, or pronunciation skills while also practising their broader skills for life. The Fifty Ways to Teach series gives you a variety of drills, games, techniques, methods, and ideas to help your students master English. The ideas can be used with any textbook, or without a textbook at all. These short, practical guides aim to make your teaching life easier, and your students’ lives more rewarding and successful. If you’re a busy teacher
who wants to see their students excelling, this is the resource for you.

Materials and Methods in ELT is an essential resource for teachers or for those engaged in taking professional courses relating to all aspects of English language teaching. Now available in its 3rd edition, this popular teachers’ guide offers a comprehensive and useful introduction to the principles and practice of teaching English as a foreign/second language. It examines the ideas behind current methodology and teaching materials, in addition to offering a practical guide to approaching materials and methods, evaluation and adaptation, technology for materials and methods, and teaching in under-resourced classrooms. These principles are then related to the individual language skills of reading, listening, speaking, and writing. The authors examine the different methodologies available to teachers for organizing and running an ELT classroom; discussing group and pair work, individualization, classroom observation, and the teachers’ role in the contemporary ELT context. Updated throughout, the 3rd edition features a new section on technology for materials and methods, as well as a new chapter on IT in English language teaching, and inclusion of new samples from current teaching materials.

English Language Teaching (ELT), especially English as a Second Language (ESL) and English as a Foreign Language (EFL), has been witnessing unprecedented changes in curriculum, teaching methodology, and the application of learning theories. This has created a demand for teachers who can teach English to learners of varied cultural, socio-economic and psychological backgrounds. The book, in its second edition, continues to discuss the modern trends, innovations, as well as the difficulties and challenges in teaching and learning ESL in a non-native context. The book, with contributions from many experts (each one specializing in a particular field) from countries such as UK, USA, Australia, New Zealand, India, Nigeria, Sri Lanka, China, and Japan, provides new methods, strategies and application-oriented solutions to overcome the problems in a practical way. The book deals with all topics pertinent to English as a Second Language or English for the non-native speakers, and these are further reinforced by a large number of examples and quotations from different sources. The new edition comes along with thoroughly improvised chapters on Narrative Inquiry for Teacher Development (Chapter 13) and Mass Media, Language Attitudes and Language Interaction Phenomena (Chapter 23): to provide an insight on the innovative approaches in Teacher training and in classrooms, and new approaches and changing language dimensions in the world of media, and in general. What distinguishes the text is its focus on modern innovations and use of technology in ELT/CLT (Communicative Language Teaching). Postgraduate Students of English, teachers, teacher-trainees (B.Ed./M.A. Education/M.Ed.), and teacher-educators who are concerned with teaching English as a Second Language (ESL) should find this book immensely helpful.

This updated edition of the bestselling guidebook helps middle and high school science teachers reach English learners in their classrooms. The guide offers practical guidance, powerful and concrete strategies, and sample lesson scenarios that can be implemented immediately in any science class. It includes rubrics to help teachers identify the most important language skills at five ELD levels; practical guidance and tips from the field; seven scaffolding strategies for differentiating instruction; seven tools to promote academic language and scientific discourse; assessment techniques and accommodations to lower communication barriers for English learners; and two integrated lesson
scenarios demonstrating how to combine and embed these various strategies, tools, techniques, and approaches. The volume is designed for teachers who have had limited preparation for teaching science in classrooms where some students are also English learners. It is estimated that over 1 billion people are currently learning English worldwide. According to the British Council, as of the year 2000 there were 750 million English as a Foreign language speakers. In addition, there were 375 million English as a Second Language speakers. The difference between the two groups amounts to English as a Foreign Language speakers using English occasionally for business or pleasure, while English as a Second Language speakers use English on a daily basis. These impressive numbers are driven by adult speakers around the world who use English to communicate in the workplace. It is a commonly held misconception that these speakers need English to communicate with native speakers. While ESL is required for those living and working in English speaking cultures such as the UK and USA, it is equally true that English is used as the lingua franca between nations where English is not the primary language. In a globalized world, the number of English learners around the world is only expected to further grow as the global trend to begin teaching English to young learners at increasingly younger and younger ages continues. Teaching English Language Learners Worldwide contains relevant ELT pedagogy, educational theory, and is a Practical Guide for both the new and experienced teacher. The practical guidebook offers educators practical strategies for teaching in all settings: EAL / EIL / ELL / ESL / EFL worldwide. It is written by a teacher of English who has over a decade experience in a variety of settings, including language institutes, schools, and university, with all ages and levels, from beginner to advanced. The book is written in a friendly, engaging, authentic, practical voice. It makes for easy reading and reference while motivating and interacting with the reader. The author is the Past-President of TESOL Chile, and thus is no stranger to the controversial topics in English Language Teaching, which he takes head on in this book. The writer says: "This is the book I wish I had when I first started teaching English language learners. It would have made me a better teacher." It provides research-based instructional techniques which have proven effective with English learners at all proficiency levels. The author requests you write a review for this book if you find this book to be helpful to you in your practical teaching, where it is most valuable. Thank you in advance for your support.

"Teaching English Language Learners: A Differentiated Approach to Language Development," 1/e Doug Fisher and Carol Rothenberg Are you looking for a methods book to facilitate literacy and academic development in your K-12 classroom? Building on a solid foundation in language acquisition and learning theory, this text will show you how to examine your own practice and design lessons that consider the individual needs of English language learners and accelerate their achievement. This text is designed to help your students develop proficiency in both everyday and academic English while developing listening, speaking, reading, and writing skills. It also serves as a great guide for promoting high-level, high-quality, and high-expectation instruction with respect to language, literacy development, and academic achievement for all of your students. Features of this text: Constructed from a strong research base, each chapter highlights specific research topics to provide you with practical ideas in applying this research to your own practices. "Accessing Prior Knowledge Activities" allow you to engage your own background knowledge in visualizing, brainstorming, previewing, reflecting, and observing to help you get the most from each chapter. "Spotlight on Instruction" features visit classrooms of effective teachers of English language learners providing an authentic context as you learn. "Application to Practice" case studies build upon one another from chapter to chapter illustrating how to apply this growing wealth of strategies in your own classroom. "Teacher Tools" in the back of this book provide a collection of reproducibles for use in your classroom, including planning tools, writing assignments, and self reflection tools. Related Books from Merrill Education: Fifty Strategies for Teaching English Language Learners, Second Edition, Adrienne L. Herrell and Michael L. Jordan, ISBN: 0-13-098462-0 102 Content
Strategies for English Language Learners: Teaching for Academic Success in Grades 3-12, Jodi Reiss, ISBN: 0-13-221819-4

In an era of accountability and increased demand of literacy competency, this book provides examples of how teacher educators and teachers have come together to learn from each other and from English learners. The chapters in this book follow a teacher learning framework that highlights joint work, features inquiry into practice and integrates disciplinary content knowledge with culturally and linguistically responsive teaching. While the chapters feature different venues for teacher learning, they all depict the process of teachers and teacher educators striving to integrate English learner instruction into mainstream teacher education. This book will be a resource for faculty in teacher education programs and for administrative personnel in school districts to illustrate the process of building authentic collaborations that can improve teacher learning and understanding about English learner instruction.

NOTE: Used books, rentals, and purchases made outside of Pearson If purchasing or renting from companies other than Pearson, the access codes for the Enhanced Pearson eText may not be included, may be incorrect, or may be previously redeemed. Check with the seller before completing your purchase. This package includes the Enhanced Pearson eText and the bound book. This book is the ideal source for teaching oral language, reading, writing, and the content areas in English to K-12 English learners. In an approach unlike most other books in the field, Reading, Writing, and Learning in ESL looks at contemporary language acquisition theory as it relates to instruction and provides detailed suggestions and methods for motivating, involving, and teaching English language learners. Praised for its strong research base, engaging style, and inclusion of specific teaching ideas, the book offers thorough coverage of oral language, reading, writing, and academic content area instruction in English for K-12 English learners. Thoroughly updated throughout, the new edition includes a new chapter on using the Internet and other digital technologies to engage students and promote learning, many new teaching strategies, new and revised activities, and new writing samples. The Enhanced Pearson eText features embedded videos and assessments. Improve mastery and retention with the Enhanced Pearson eText* The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content. The Enhanced Pearson eText is: Engaging. The new interactive, multimedia learning features were developed by the authors and other subject-matter experts to deepen and enrich the learning experience. Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad(R) and Android(R) tablet.* Affordable. The Enhanced Pearson eText may be purchased stand-alone for 50-60% less than a print bound book. *The Enhanced eText features are only available in the Pearson eText format. They are not available in third-party eTexts or downloads. *The Pearson eText App is available on Google Play and in the App Store. It requires Android OS 3.1-4, a 7" or 10" tablet, or iPad iOS 5.0 or later. 0134403398 / 9780134403397

This book focuses on the ways in which English language arts (ELA) pre-service and in-service teachers have developed - or may develop -
instructional effectiveness for working with English language learners (ELL) in the secondary English classroom. Chapter topics are grounded in both research and practice, addressing a range of timely topics including the current state of ELL education in the ELA classroom, and approaches to leveraging the talents and strengths of bilingual students in heterogeneous classrooms. Chapters also offer advice on best practices in teaching ELA to multilingual students and ways to infuse the secondary English teacher preparation curriculum with ELL pedagogy. Comprehensive in scope and content and examining topics relevant to all teachers of ELLs, teacher educators and researchers, this book appeals to an audience beyond ELA teachers and teacher educators.

Keys to Teaching Grammar to English Language Learners: A Practical Handbook is not intended to be an exhaustive reference book about ELL grammar. Written for classroom teachers (K-12, ESL, EFL), this book teaches the most common ELL grammar points in an accessible way through real ELL errors with suggested teaching techniques. Relevant grammar terminology is explained where practical. The four objectives of the book are to help teachers: (1) identify common ELL grammar points and understand the details associated with each one; (2) improve their ability to answer any grammar question on the spot (when on the "hot seat"); (3) anticipate common ELL errors by grammar point, by first language, and by proficiency level; and (4) develop more effective grammar/language learning lessons. The presentation of each of the 15 keys (grammar points) features information on typical ELL errors, an accessible grammar explanation including examples of mistakes, a native language interference chart, and ideas for teaching the grammar point. The Workbook for Keys to Teaching Grammar to English Language Learners provides extra practice in the grammar points studied in the handbook.

Teaching English Language Learners is the essential how-to book for teachers who have English language learners in their classrooms but have little experience or training in ESL. The practical, accessible approach is ideal for new ESL teachers, and even experienced teachers in search of new insights, and other professionals who prepare teachers to better meet the academic needs of English Language Learners.

This text provides teachers of English to Chinese students with information on the linguistic, cultural and pedagogical backgrounds of these students. It analyses the importance of this background, and offers information on successful classroom teaching methods and student learning strategies.

Educators play a significant role in the intellectual and social development of children and young adults. Next-generation teachers can only be as strong as their own educational foundation which serves to cultivate their knowledge of the learning process, uncover best practices in the field of education, and employ leadership abilities that will inspire students of all ages. Teacher Education: Concepts, Methodologies, Tools, and Applications explores the current state of pre-service teacher programs as well as continuing education initiatives for in-service educators. Emphasizing the growing role of technology in teacher skill development and training as well as key teaching methods and pedagogical
developments, this multi-volume work compiles research essential to higher education professionals and administrators, educational software developers, and researchers studying pre-service and in-service teacher training. The purpose of this book is to give new perspectives on how to teach English as a foreign language in Indonesia. English is one of the subjects taught in junior high school and senior high school which is based on the curriculum and syllabus determined by the government. The syllabus consists of the core competence, basic competence, objective, materials, methods, and evaluation. The subjects must contribute to the establishment of attitude, skills, and knowledge. This book is completed with something new: Curriculum 2013. The students of this subject are introduced with the history of language teaching, the spread of “Englishes”, and the concept of ENL, ESL, EFL, TEFL, TESL, and TESOL. The concept, the framework, and the standards in the new curriculum are also included in this book. In addition, the students are also introduced to scientific learning model such as thematic learning, discovery learning, and problem-based learning. Furthermore, the kinds of text as learning materials are also given. It is expected that upon completing this subject, the students are able to teach English as a foreign language in Indonesia using lesson plan based on the syllabus of curriculum 2013. The examples of syllabus and lesson plans used in teaching English for junior high school and senior high school are available in the appendix of this book.

Teaching and Learning the English Language is a practical guide for anyone seeking to improve their teaching, whether through formal study or on their own. Richard Badger explores teaching English as a problem-solving activity in which teachers must address three fundamental questions: · what aspect of language do students need to learn; · how might they learn this particular aspect of language; · and how can teachers support their learning. Offering a solid, research-based approach along with sound practical advice, this book equips teachers with skills needed to analyse their own contexts and develop their practice. It covers: · Fundamentals of English language · Psychological and social learning processes · TESOL teaching methods and approaches · Lesson planning and classroom management · Language evaluation and assessment · Teaching pronunciation, spelling, grammar, vocabulary and discourse · Teaching listening, reading, writing and speaking · English teacher professional development Pedagogical features include chapter summaries, activities for students and key readings recommendations, and the book is also supported by online resources: video case studies, additional exercises and multiple choice quizzes. Including numerous international lesson examples and case studies, Teaching and Learning English Language is suitable for both trainee and practising teachers who speak English as a first, second or foreign language.

"Written in Lynne Diaz-Rico's passionate style, the second edition of Strategies for Teaching English Learners continues to be a one-stop introduction to teaching English to speakers of other languages. It includes an introduction to the
fascinating challenges of teaching English learners and offers a comprehensive overview of learning theories and teaching strategies."--BOOK JACKET.

This book centralizes the narratives of adult English language learners, teachers, and trainee teachers in the development of a humanistic language pedagogy; their strengths, concerns, and stories inform this practical guide to adult literacy development and English language-culture learning and teaching. The author sets the need to educate the whole person, and to focus on the adult learner’s strengths and assets, against a background of rigorous research and practical experience. This book combines evidence-based pedagogy with a passionate belief in the centrality of the learner and the importance of education and will be invaluable to all those involved in teaching and training related to adult English language learners.

This book examines the challenges posed by English, a foreign language, as a language of teaching and learning for community secondary schools in Tanzania in terms of academic performance. The book probes the necessity for having two languages of instruction in the Tanzanian educational system. While Kiswahili, the native language, is predominantly understood by the majority of people, the discussion in this book indicates that most students in community secondary schools in Tanzania are incompetent in understanding, writing, listening, reading, and speaking English, a language they use in learning and doing their examinations, especially in the early stages of their secondary studies. The incompetence in the above-mentioned skills is mostly caused by their inability to cope with the abrupt transition in the languages of instruction from their pre-primary and primary school study [Kiswahili] to secondary school study [English]. Moreover, most teachers are unable to use the English language as a means to impart knowledge or facilitate learning to their students, leading them to code-switching and code-mixing. This book poses a challenge to countries whose students pass through a transition from one language of instruction to another in their educational systems, helping them to make appropriate decisions in regard to the appropriate language of teaching and learning.

English writing is acknowledged as an essential skill for critical thinking, learning, and expression, and most EFL learners find themselves struggling when writing in English due to a lack of writing skills, content knowledge, writing strategies, intrinsic motivation, and fluency development practice. This edited volume, covering innovative approaches such as e-learning, strategy-based instruction, metacognitive training, a minimal grammar approach, writing assessment, and a genre-based approach, aims to innovate writing instruction in Chinese speaking regions, which has traditionally been characterized by rigid, teacher-centered, test-oriented approaches. We aim for this edited volume to provide theoretical underpinnings as well as contemporary practical advice related to EFL writing instruction for Chinese speakers.

What can we do to help ELL students understand English? In Research-Based Methods of Reading Instruction for
English Language Learners, Grades K-4, Sylvia Linan-Thompson and Sharon Vaughn provide over 60 field-tested classroom lessons for ensuring English fluency among young nonnative speakers. Each chapter focuses on research and activities in one of the following areas: *Phonemic awareness *Phonics and word study *Fluency *Vocabulary *Comprehension In addition to the many step-by-step activities and lesson plans, the book includes in-depth explications of linguistic concepts, a glossary of terms, and lists of relevant online resources. The sooner students grasp the principles of English language acquisition, the better off they are. In this book, you will find everything you need to get elementary-level ELLs reading--and learning--successfully in English.

This practical book helps middle and high school mathematics teachers effectively reach English learners in their classrooms. Designed for teachers who have had limited preparation for teaching mathematics to English learners, the guide offers an integrated approach to teaching mathematics content and English language skills, including guidance on best instructional practices from the field, powerful and concrete strategies for teaching mathematics content along with academic language, and sample lesson scenarios that can be implemented immediately in any mathematics class. It includes: Rubrics to help teachers identify the most important language skills at five ELD levels Practical guidance and tips from the field Seven scaffolding strategies for differentiating instruction Seven tools to promote mathematical language Assessment techniques and accommodations to lower communication barriers for English learners Three integrated lesson scenarios demonstrating how to combine and embed these various strategies, tools, techniques, and approaches Chapter topics include teaching inquiry-based mathematics, understanding first and second language development, teaching the language of mathematics, scaffolding mathematics learning, and applying strategies in the classroom.

As with any industry, the education sector goes through frequent changes due to modern technological advancements. It is every educator’s duty to keep up with these shifting requirements and alter their teaching style to best fit the needs of their classroom. Pre-Service and In-Service Teacher Education: Concepts, Methodologies, Tools, and Applications explores the current state of pre-service teacher programs as well as continuing education initiatives for in-service educators. It also emphasizes the growing role of technology in teacher skill development and training as well as key pedagogical developments and methods. Highlighting a range of topics such as teacher preparation programs, teaching standards, and fieldwork and practicum experiences, this multi-volume book is designed for pre-service teachers, teacher educators, researchers, professionals, and academics in the education field. This book examines the teaching of English language learners (ELL) by exploring topics not typically covered in theory or methods textbooks. Although methods texts commonly draw readers through well-known strategies such as the audio-
lingual method, this book, by contrast, focuses attention on how music can advance and improve language skills. Looking broadly at the sociocultural implications of ELD, Tellez examines the role of the teacher in introducing and inspiring students to learn both a new language and a new society. Furthermore, he offers alternative views of language, and shows how a deeper understanding of it can shape and enrich the lives of both students and teachers. Drawing upon progressive pragmatic philosophy of Dewey, Addams, and Rorty, this book helps teachers to understand the important lineage and profession they have joined (or will join), and the urgent role they play as agents of democratic ideals and actions."

This reader provides both theoretical perspectives and practical tools for analysing and understanding how ELT classroom curricula can be analysed, developed and evaluated. The commissioned and classic texts place curriculum change in a philosophical framework and also explore the political and institutional considerations. A series of case studies are provided to highlight both the role of the teacher in curriculum innovation and various processes of planning and implementation. The final section deals with evaluating curriculum and syllabus change.

This thoroughly revised and updated edition of Teaching Language Arts to English Language Learners provides readers with the comprehensive understanding of both the challenges that face ELLs and ways in which educators might address them in the language arts classroom. The authors offer proven techniques that teachers can readily use to teach reading, writing, grammar, and vocabulary as well as speaking, listening, and viewing skills. A complete section is also devoted to ways teachers can integrate all five strands of the language arts curriculum into a comprehensive unit of study with meaningful accommodations for ELLs. An annotated list of web and print resources completes the volume, making this a valuable reference for language arts teachers to meet the challenges of including all learners in effective instruction. New features to this edition include: An updated and streamlined Part 1, which provides an essential overview of ELL theory in a language arts specific context. Additional practical examples of language arts exercises, all of which are closely aligned with the Common Core State Standards. New pedagogical elements in Part 3, including tips on harnessing new technologies, discussion questions and reflection points. Updates to the web and print resources in Part 4.

This book is the eighth volume in the Global Research on Teaching and Learning English series, co-published with The International Research Foundation for English Language Education (TIRF). It brings together the latest developments in research on teaching English in under-resourced contexts across the world, offering a window into the complex challenges that these communities face. Recommendations from research and experience in well-resourced contexts are frequently not relevant or feasible in different circumstances. Contributors explore local and regional assets and challenges to provide a deeper understanding of the difficult issues that language learners and teachers must confront,
and they provide insights to meet those challenges. With chapters written by TIRF Doctoral Dissertation Grant awardees, the volume addresses the crucial and growing need for research-based conversations on the contexts, environments, and challenges of teaching English in areas of the world with limited resources, literacy levels, or other constraints. The volume includes sections on policy connections, teacher preparation, and practice insights. It is a useful resource for graduate students and teacher educators in language education, ESL/EFL education, and international education, and an enlightening reference for all readers with an interest in language education around the world.

This book investigates the preparation of secondary history and social studies (SS) teachers to teach English language learners (ELLs) in twenty-first century classrooms. This edited collection focuses on the ways in which pre-service and in-service teachers have developed – or may develop – instructional effectiveness for working with ELLs in the secondary history and social studies classroom. The authors address a variety of standards and content examples, including the National Council for Social Studies C3 Framework and Curriculum Standards, the Common Core State Standards for English Language Arts, and content from history, geography, and civics. This volume is part of a set of four edited books focused on teaching the key content areas to English language learners.

Grounded in research and practical expertise, this volume helps K?6 teachers skillfully support all of their English language learners (ELLs)?from a single student to an entire classroom. Ideas for teaching ELLs across different grade and proficiency levels include ways to link instruction to students? lived experiences, use a variety of motivating print and electronic texts and materials, engage families, and conduct effective assessments. Chapters are packed with tools and activities for promoting ELLs? development in oral language, phonics, fluency, vocabulary, comprehension, writing, and grammar. Handy reproducibles and ?Voice from the Classroom? teacher vignettes enhance the utility of the book.

A subject-specific guide for international secondary teachers to supplement learning and provide resources for lesson planning. Approaches to learning and teaching English as a Second Language is the result of close collaboration between Cambridge University Press and Cambridge International Examinations. Considering the local and global contexts when planning and teaching an international syllabus, the title presents ideas in the context of ESL with practical examples that help put theory into context. Teachers can download online tools for lesson planning from our website. This book is ideal support for those studying professional development qualifications or international PGCEs.

This newly revised text, Teaching English Learners in Inclusive Classrooms, updates and expands upon issues of great concern to those working with students who are English learners as well as having special learning challenges. Given the unacceptable school drop-out rates of these students, this book provides practical tools and strategies for educators to approach the unique learning needs of these students. It draws upon the most current laws and research in the
interconnected fields of bilingual and multicultural education, language and literacy, and special needs. Additionally, Dr. Durán draws upon her extensive experiences via classroom teaching, university-level instruction, and textbook writing in these fields to present a highly useful compendium of ideas. The range of chapters exemplifies the width and breadth of this material. A sampling of these chapters include topics such as functional language, teaching students with more extensive needs, working with cross-cultural and linguistic diverse students in the U.S. and Central America, helping students with autism and includes information in the area of transition for mild/moderate and students with more extensive needs. There is also information as before on literacy and a chapter in the content subjects as it relates to social studies as well as a chapter on families of cross-cultural students. Many of the chapters look to use of direct instruction approaches that have proven to be successful strategies in addressing these educational areas. Teachers and teacher trainers will find this clear, well-written text to be an invaluable resource in addressing the needs of myriad and unique students.

Pronunciation teaching has sometimes been referred to as the 'Cinderella of language teaching', implying that, like Cinderella in the folk tale, it has come to be neglected, compared to her 'jealous sisters' lexis, grammar and culture. One reason for this neglect is that many teachers do not feel adequately equipped to teach pronunciation beyond giving a few simple instructions like 'Put your tongue between your teeth to form the th-sound'. This book is an accessible introduction to many of the aspects that are involved in teaching English pronunciation. It starts out with the question of why pronunciation matters in the first place, looks at the models to be aimed at, reviews the factors that influence pronunciation, introduces methods and tools for pronunciation teaching and discusses the most important specific problems that learners of English with a German-language background (be it L1 or L2) have. It comes with a CD that contains a number of samples of German-influenced English for discussion and research.

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