

An Essential Bibliography

for

English Language Teaching and Applied Linguistics

Online Materials on EFL and Related Topics

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Introduction

Selection of Bibliography Titles: Target Audience and Limitations

The annotated bibliography that follows was compiled by a bibliography team, composed of five experienced teachers of English, sponsored under a grant by the Office of English Language Programs, Bureau of Educational and Cultural Affairs, U.S. Department of State. This bibliography contains a set of updated resources that we consider essential for English language teachers, teacher trainers, and teacher educators. (The first “Essential Bibliography for English Language Teaching and Applied Linguistics” was compiled in January 1999, and the second updated one was compiled in 2002 by faculty at Northern Arizona University). Readers should keep in mind that a bibliography like this one, compiled by a group of five individuals, is naturally going to be subjective and limited to some extent. Apart from the limitations that stem from our individual interests, experience, knowledge, and program demands, we have also limited the bibliography in other ways. Firstly, we have mostly limited ourselves to volumes published in the last decade, though we did include some titles published in the 1990s that are considered seminal, classic, or otherwise unique works. We also limited the bibliography to books rather than journals, individual articles, websites, CDs, and other media (though a few books with accompanying audio CDs have been included). We have selected those books that are most relevant to an international audience of English language teaching professionals in an English as a foreign language (EFL) context. In some cases, we included books that are targeted more towards an ESL audience, but that could be adapted for an EFL audience. In addition to selecting more current titles for an EFL audience, we have tried to select references and resources that are readable for both novice and more experienced language professionals and that provide an overview of the topic area.

Recognizing these parameters and limitations, we hope that readers understand that we could not include every possible resource here. Many other excellent publications certainly exist that we may have inadvertently overlooked, and in a larger collection they would be considered vital additions.

Background and Explanation

Categories

We have based the 35 general categories of the “Essential Bibliography” on those original categories identified by the faculty at Northern Arizona University in 2002 as a comprehensive framework for the listing of relevant resources for language professionals around the world. Certainly, another group of second language teaching specialists might have selected alternative headings. We believe that the range of categories included is likely to cover the needs and interests of most ELT professionals and libraries outside of the United States.

References and Resources

Most categories are subdivided into two subcategories: References and Resources. The volumes listed under References serve a number of purposes: They provide background information specific to language instruction and curriculum planning. They provide basic linguistic information and current research perspectives and theories on the topic suggested by the heading. In a number of cases, they also provide information and practical resources for teacher training purposes. Most are *not* readily usable by practicing teachers without specific (and in some cases, advanced) applied linguistics and language teaching training. The volumes listed as References are meant to be consulted by advanced graduate students, teacher trainers, teacher educators or other highly experienced ELT professionals looking to upgrade their knowledge.

Practicing language teachers could readily use the volumes listed under Resources which are, in general, extremely teachable, practical and easy to use. These resources contain innovative teaching ideas, creative options for lesson plans and course design, and practical suggestions for classroom management, reflective teaching, and assessment that can be adapted for a wide range of instructional contexts. In some cases we have listed actual textbooks as resources. Some of the volumes listed under Resources might be considered teacher “reference” books (or a combination of both reference and resource book) under certain circumstances, but we have listed them as “resources” because of their accessibility to teachers and extensive coverage of

practical ideas for the language classroom.

It should be noted that some categories (e.g. Dictionaries & Handbooks, Psycholinguistics) only include References. These sections focus on the background knowledge essential for those ELT professionals who are looking to expand their knowledge base. Despite the fact that there are few books that address practical teaching ideas in these areas (thus the absence of Resource listings), the categories are nevertheless important for a collection that is meant to be helpful to teachers and teacher trainers. Finally, the category entitled “Popular Multilevel Textbook Series” is divided into sections which correspond to select series. We recommend that libraries building their collections with limited resources only order *one* series.

** Starring Criteria & Prioritized Recommendations*

It is important to note that we have listed the first three to five entries in each subcategory (Reference and Resource) of the bibliography in order of recommended purchasing priority, and starred (with an asterisk symbol). For example, if a title is listed first with three stars*** beside it, it represents the volume that we believe is the most worthy of purchase in the category. The second one listed with two stars** is the second most essential reference or resource book, and the next one(s) listed with one star* are considered the third/fourth/fifth most essential book(s) in that category, and so forth. Following the list of the top three to five recommended, starred* books in References and Resources, we have included a group of other recommended titles, listed in alphabetical order.

Purchasing Information and Price

For each title, we have included an annotated comment, along with the ISBN numbers and price, according to US amazon.com at the time the book was reviewed in spring 2010. Whenever possible, we have listed the paperback price for the latest edition. In some cases, only hard back is available (e.g., some dictionaries and handbooks and newly published books). And in a few cases, the book was not available at US amazon.com, but was available from amazon.com UK, directly from the publisher, or from other places. We encourage readers to seek out the most

affordable manner to purchase books. Utilizing the list of prioritized recommended titles and prices, ELT professionals can purchase books based on interest, importance and cost.

Suggested Use for Purchasing Volumes

Libraries and individuals building their collection of resources can use this bibliography in a number of ways, for example:

- ❖ For less than \$2,000, all of the top starred books (those with three ***asterisks) in both references and resources in all 35 categories can be purchased. In other words, for this price, one could purchase the top reference book and top resource book in all the categories.
- ❖ For less than \$1,000, we have compiled a list with one recommended title (either a reference or resource) per category (see the titles included for each amount at the end of the entire reference list).
- ❖ For less than \$500, we have selected our recommended titles from the four language skills, and other important categories most appropriate for the target audience-- experienced, in-service EFL teachers of secondary students (see the titles included for each amount at the end of the entire reference list).
- ❖ All of the top starred reference books in each category can be purchased for \$1128.92.
- ❖ All of the top starred resource books in each category can be purchased for \$549.88

Otherwise, there are other ways libraries and individuals can consider purchases. They might purchase:

- ❖ the first one or two volumes under each subheading in order to establish a broad foundation of information.
- ❖ several volumes in specific categories in order to meet particular needs or interests.
- ❖ all volumes listed in a number of categories in order to specialize in pertinent topics.
- ❖ only the volumes listed as Teacher Resources in order to establish a library of practical materials and ideas for teaching.
- ❖ only the volumes listed as Teacher References if their goals focus more on teacher training and general information references.

Essential Bibliography Categories List

- ❖ Action Research
- ❖ Cognitive Styles, Learner Strategies and Personalized Language Learning
- ❖ Computer/Technology Assisted Language Learning
- ❖ Content-based Instruction
- ❖ Cooperative Language Learning
- ❖ Corpus Linguistics
- ❖ Curriculum Planning and Materials Development
- ❖ Dictionaries, Encyclopedias and Handbooks
- ❖ English Language Reference
- ❖ English for Specific Purposes
- ❖ Grammar
- ❖ Interactive Activities for Language Instruction, involving games, songs, film and drama
- ❖ Introduction to Linguistics
- ❖ Language Assessment
- ❖ Language Teaching Methodology
- ❖ Listening
- ❖ Popular Multilevel Textbook Series
- ❖ Program Administration
- ❖ Program Evaluation
- ❖ Pronunciation
- ❖ Psycholinguistics
- ❖ Reading
- ❖ Research Methods
- ❖ Second Language Acquisition
- ❖ Sociolinguistics: General Introductory Texts
- ❖ Sociolinguistics: World Englishes
- ❖ Speaking
- ❖ Spoken and Written Discourse
- ❖ Task-based Language Instruction
- ❖ Teacher Education
- ❖ Teaching Children
- ❖ Teaching Language Through Culture
- ❖ Teaching Literature
- ❖ Vocabulary
- ❖ Writing

Action Research

References

*****Burns, A. (2010).** *Doing action research in English language teaching: A guide for practitioners*. New York: Routledge.

ISBN-10: 0415991455, ISBN-13: 978-0415991452. **Price: \$22.45**

This practical guide to action research (AR) walks the reader clearly through the steps involved in carrying out an AR project in the English language classroom, with examples from diverse international contexts. The book serves as an introduction to AR for pre-service and practicing teachers and could also be used by teacher educators leading a course on the topic.

There are five sections of the book reflecting the steps that Burns, a leading expert on action research, recommends for carrying such a project: (1) *What is action research?*, (2) *Planning the action*, (3) *Putting the plan into action*, (4) *Observing the results of the plan* and (5) *Reflecting and planning for further actions*. Each chapter includes *Reflection Points* that invite readers to consider what they have read, *Action Points* encouraging teachers to carry out related action-research tasks and *Classroom Voices* from teachers around the world. Highly readable and recommended.

****Edge, J. (Ed.). (2001).** *Action research: Case studies in TESOL practice*. Alexandria, VA: TESOL.

ISBN-10: 0939791927, ISBN-13: 978-0939791927. **Price: \$9.95**

This is an edited collection of thirteen accounts related to action research in English language teaching in a variety of settings. Each chapter presents a first-person account of that individual's AR project. Most chapters are organized similarly with these subtitles: *Introduction*, *Situation*, *Focus*, *Response/Outcomes* and *Reflections*. Case studies presented in the book range from developing an effective framework for receiving feedback from students to describing how a novice researcher went about her first formal research with the help of a mentor.

These case studies are appropriate for use in pre- or in-service teacher education courses. While this volume would be of interest to novice and experienced teachers, the writers assume substantial knowledge of second language studies. Therefore, it is more accessible for the more experienced and educated teacher. One valuable aspect of this book is the international dimension; contexts represented include Germany, Japan, the UAE, Thailand and others.

***James, P. (2001).** *Teachers in action: Tasks for in-service language teacher education and development*. Cambridge: Cambridge University Press.

ISBN-10: 0521596890, ISBN-13: 978-0521596893. **Price: \$36**

This resource book, intended for teacher trainers facilitating training sessions with less experienced language teachers, introduces "investigating" in which teachers explore topics relevant to their own professional development. This, James claims, can be less demanding and time-consuming than classroom research or action research.

There are six sections: (1) *Exploring teachers' knowledge*, (2) *Identifying topics to investigate*, (3) *Exploring a topic*, (4) *Investigating in class*, (5) *Evaluating learning* and (6) *Resources for the trainer*. A total of 51 diverse tasks are included as photocopiable worksheets. Although some of these tasks are not action research topics per se, many of them could be adapted or used as a springboard for an action research investigation. Perhaps one of the unique and valuable aspects of this book is that it takes into account that many language teachers may have “less than perfect resources” (p.1) at their schools.

***Lankshear, C., & Knobel, M. (2004).** *A handbook for teacher research: From design to implementation*. New York: Open University Press.

ISBN-10: 0335210643, ISBN-13: 978-0335210640. **Price: \$58.86**

[**Note:** This book is also listed as a reference under the “Research Methods” category]

This well-known book does not focus on the language classroom per se, but serves as a very good introduction to teacher research in general. It presents an approach to teacher research as systematic, methodical and an informed practice, identifies five requirements for all kinds of research, and provides guidelines for teachers to use in conducting their own classroom-based studies. The book is organized into four parts: (1) *General background to teacher research* with chapters on such topics as: an introduction to teacher research in general, teacher research as a systematic inquiry, how to formulate research purposes, and ethics and teacher research. (2) *Quantitative investigations* provides an introduction to document-based and quantitative investigations in teacher research. (3) *Qualitative investigations* includes guidelines for collecting and analyzing spoken, written and observable data in qualitative teacher research. The final section of the book, (4) *Research quality and reporting research*, discusses quality and reporting in teacher research. Appropriate as a reference for experienced teacher-researchers and for use in graduate-level courses.

***Altricher, H., Feldman, A., Bosch, P., & Somekh, B. (2007).** *Teachers investigate their work: An introduction to action research across the professions* (2nd ed.). New York: Routledge.

ISBN-10: 0415377943, ISBN-13: 978-041537794 **Price: \$47.95**

This book is not focused on the language classroom, but it is very thorough and serves as a nice source for language teachers to get ideas of possible action research topics. It introduces the methods and concepts of action research through examples drawn from studies carried out by teachers. The authors draw on their international practical experience of action research, working in close collaboration with teachers.

The book has ten chapters, starting with these topics: how to use the research journal to aid the research process and how to find and clarify the starting point of research. It also includes practical methods for collecting data and strategies to put into action. Concluding chapters are about making practitioners' knowledge public, examples of action research studies published in Journals, and a theoretical foundation of action research

Appropriate for more experienced teacher-researchers, teacher-trainers or language program coordinators who are interested in action research in general and in investigating their own practice in order to improve it.

Resources - One series (Titles in the series listed in alphabetical order)

****The language teacher research series* (Thomas S.C. Farrell, series editor) (2006-2008) is a six-volume series that showcases numerous examples of research conducted by English language teacher educators at all levels in a wide variety of contexts around the globe. Although each volume is unique, the overall goal of the series is to present examples of different teacher researchers' findings, implications and reflections so that other teachers can consider their own teaching situation and an inquiry-based approach to teaching. Each volume includes 13 chapters. Chapter one sets the scene by providing a general description of language teacher research in that particular setting. This is followed by chapters that showcase various examples of teacher research in that part of the world. This series is accessible to novice and experienced teachers interested in teacher research. These books would also serve as a valuable resource of examples of teacher research for instructors of relevant graduate courses in TESOL.

Burns, A. & Burton, J. (Eds) (2008). *Language teacher research in Australia and New Zealand.* Alexandria, VA: TESOL.

ISBN-10: 1931185476, ISBN-13: 978-1931185479. **Price \$34.95**

Borg, S. (Ed.) (2007). *Language teacher research in Europe.* Alexandria, VA: TESOL.

ISBN-10: 1931185379, ISBN-13: 978-1931185370. **Price \$29.95**

Coombe, C., & Barlow, L. (Eds.). (2007). *Language teacher research in the Middle East.* Alexandria, VA: TESOL.

ISBN-10: 1931185417, ISBN-13: 978-1931185417. **Price \$29.95**

Farrell, T. (Ed.) (2006). *Language teacher research in Asia.* Alexandria, VA: TESOL.

ISBN-10: 1931185336, ISBN-13: 978-1931185332. **Price \$29.95**

Makelala, L. (2009). *Language teacher research in Africa.* Alexandria, VA: TESOL.

ISBN-10: 1931185549, ISBN-13: 978-1931185547. **Price \$34.95**

McGarrell, H. (Ed.). (2007). *Language teacher research in the Americas.* Alexandria, VA: TESOL.

ISBN-10: 1931185425, ISBN-13: 978-1931185424. **Price \$29.95**

Other Recommended References

Burnaford, G., Fischer, J., and Hobson, D., (Eds.) (2001). *Teachers doing research: The power of action through inquiry* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.

ISBN-10: 080583589X, ISBN-13: 978-0805835892. **Price: \$45.95**

A book for those with advanced knowledge of action research. Includes good references and teachers' stories (including some from foreign language).

Cognitive Styles, Learner Strategies & Personalized Language Learning

References

*****Griffiths, C. (Ed.) (2008).** *Lessons from good language learners*. Cambridge: Cambridge University Press.

ISBN-10: 0521718147, ISBN-13: 978-0521718141. **Price \$25.40**

This edited collection provides a comprehensive overview of the area of successful language learning strategies and reviews the literature on this subject to date. Contributors are well-known, respected experts in the field, such as Carol Griffiths, Anna Chamot and Joan Rubin. The book is divided into two sections: section 1 (chapters 1-11) deals with *learner* variables and has chapters on such topics as gender, beliefs, age, culture, motivation, personality and aptitude. Section II (chapters 12-23) covers *learning* variables such as grammar, vocabulary, oral communication skills, instruction, tasks, and error correction. This scholarly, yet accessible book will most likely appeal to researchers, experienced teachers and other language professionals interested in language learner strategies. It would be a good textbook for a graduate-level course on the topic or as a valuable reference for teachers and teacher trainers who would like to introduce successful language learning strategies in their classes.

****Cohen, A. & Macaro, E. (Eds.) (2007).** *Language learner strategies: Thirty years of research and practice*. Oxford: Oxford University Press.

ISBN-10: 0194422542, ISBN-13: 9780194422543. **Price \$32.50**

This edited collection of chapters contributed by experts in the field, provides a re-examination of key issues in language learner strategy research and practice, such as strategies in context and strategy instruction. The book is divided into two parts. Part I (chapters 1-7) provides a discussion of the key issues, theories and frameworks, such as strategy research methods and the role of the individual and the group. Part II (chapters 8-12) offers an overview of what has been suggested from the body of empirical research conducted on listening, reading, speaking, writing, and vocabulary learning strategies. Based on this comprehensive review and synthesis, the editors propose a clear and focused research agenda for the next decades. This book will most likely appeal to researchers and other language educators with more advanced knowledge interested in language learner strategies.

***Benson, P. & Nunan, D. (Eds.) (2005).** *Learners' stories: Difference & diversity in language learning*. Cambridge: Cambridge University Press.

ISBN-10: 0521614147, ISBN-13: 978-0521614146. **Price \$37**

This edited volume should be of interest primarily to very experienced teachers, teacher educators and academics. The book contains a collection of eight scholarly qualitative research studies regarding different learners' stories of their language learning process in a range of contexts. Relevant background information and commentary are also provided. Some factors discussed are affect, age, identity-formation, distance learning, emotion and self-instruction as such difference and diversity relates to language learning. A range of countries are represented as

well, such as Australia, Bahrain, China, Japan, Taiwan, Thailand, New Zealand, Peru, the United Kingdom and the United States.

The researchers use a variety of methods to analyze learners' experiences of their language learning process, such as diaries, interviews and conversations. Through presenting these narratives from an autobiographical or biographical perspective, the editors argue that such first-person accounts are a legitimate research genre.

Other Recommended References

Dörnyei Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition.*

ISBN-10: 0805860185, ISBN-13: 978-0805860184. **Price: \$39.16**

Gardner, H. (1993). *Frames of mind: The theory of multiple intelligences.* Basic Books.

ISBN-10: 0465025102, ISBN-13: 978-0465025107. **Price: \$14.96**

Gardner, H. (2006). *Multiple intelligences: New horizons in theory and practice.* Basic Books.

ISBN-10: 0465047688, ISBN-13: 978-0465047680. **Price: \$13.57**

Resources

*****Puchta, H. & Rinvoluceri, M. (2007).** *Multiple intelligences in EFL: Exercises for secondary and adult students.* Helbling Languages.

ISBN-10: 052171611X, ISBN-13: 978-0521716116. **Price \$29**

[**Note:** This book is also listed as a reference under the “Interactive” category]

This practical book, for pre-service or practicing EFL teachers, introduces 74 creative teaching exercises for implementing Gardner’s multiple intelligences (MI) in the English language classroom. The book begins with an explanation of the concept and history of multiple intelligences, followed by five chapters with exercises. Chapter 1 includes general MI exercises. Chapter 2 presents ideas for adapting an assigned textbook. Ideas for group work are outlined in Chapter 3, which focuses on interpersonal intelligences. Chapter 4 is for the more introspective learners with such exercises as intrapersonal questionnaires and inner grammar games. Chapter 5, *Self Management*, provides ideas for groups that are very comfortable with each other, such as having students share their hopes and dreams. Each activity outline includes the language focus, MI focus, level, time, preparation and step-by-step instructions. Several of the ideas in this book seem completely unique and are unlikely to be encountered in other resource books.

****Christison, M. A. (2005).** *Multiple intelligences and language learning: A guidebook of theory, activities, inventories, and resources* (2nd ed.). Burlingame, CA: Alta Book Center Publishers.

ISBN-10: 1882483758, ISBN-13: 978-1882483754 **Price \$30.17**

[**Note:** This book is also listed as a reference under the “Interactive” category]

This practical, accessible and innovative resource book, in its second edition, serves as both a reference and resource for language teachers interested in implementing Gardner's theory of multiple intelligences (MI) in their language classroom. The book provides an overview of MI theory, guidelines for lesson planning and other useful tips. It is divided into two parts: (1) an

introduction of the theoretical framework and activities and inventories for the seven types of intelligence; (2) appendices which include answer keys, multiple intelligence inventories, an age and language level index, a content index, and a bibliography of works on multiple intelligences.

Each chapter is devoted to each one of seven multiple intelligences--linguistic, logical/mathematical, visual/spatial, bodily/kinesthetic, the personal intelligences, musical, and the naturalistic intelligence. The activities are organized by age and language level (kindergarten through adult, beginning through advanced) and also the intelligences targeted, objectives, materials needed, and steps to conduct the activity. Recommended for practicing teachers interested in implementing multiple intelligences theory into language classroom practice.

*** Dörnyei, Z. (2001).** *Motivational strategies in the language classroom*. Cambridge, UK: Cambridge University Press

ISBN-10: 0521793777, ISBN-13: 978-0521793773 **Price \$22.62**

This small book is packed full of many practical strategies that teachers can implement right away in order to create and maintain their learners' motivation. Following the first two introductory chapters that provide an overview of the book and explanations about motivation and (language) learning, the author, an expert on the topic, presents numerous techniques and methods for such a purpose, backed up by research. Chapter titles include: *Creating the basic motivational conditions*, such as a pleasant atmosphere in the classroom; *Generating initial motivation*, such as increasing the learners' goal-orientedness and making the materials relevant; and *Maintaining and protecting motivation*, such as making learning stimulating and enjoyable. As Dörnyei writes in the introduction, teachers could pick up almost any chapter to read first. Bulleted lists, "Well-said" boxes, tables and check-lists make this book easy to read and use. The book is appropriate for teacher educators, experienced teachers and novice teachers alike. Highly readable, practical and theoretical.

***De Andres, V. & J. Arnold (2009).** *Seeds of confidence: Self-esteem activities for the EFL classroom*. Helbling Languages.

ISBN-10: 3852722004, ISBN-13: 978-3852722009. **Price: £25.95** (amazon.co.uk)

This unique book contains more than 60 innovative activities intended to develop students' self esteem as language learners. The book's introduction presents an argument for why teachers should attend to self-esteem in the language classroom and an explanation of related concepts, such as the connection between motivation and language learning. As the authors write in the introduction (p.14), *Seeds of confidence* is organized around Robert Reasoner's model of self-esteem, and each chapter is dedicated to each of the five components of that model: (1) *Security*, (2) *Identity*, (3) *Belonging*, (4) *Purpose* and (5) *Competence*. Worksheets that can easily be copied, pictures and clear instructions are provided. An accompanying CD with music and worksheets is also included. As the authors suggest in the Appendix, the activities should be adapted to the learners and the learning context. Mostly aimed at younger elementary to intermediate level students in an EFL context.

Other Recommended Resources

Chamot, A.U., Barnhardt, S. Beard El-Dinary, P. & Robbins, J. (1999). *The learning strategies handbook: Creating independent learners*. White Plains, NY: Longman.
ISBN: 0-201-38548-1. **Price: \$42**

Griffiths, G. & Keohane, K. (2000). *Personalizing language learning. (Cambridge Handbook for Language Teachers)*. Cambridge. Cambridge University Press.
ISBN-10: 0521633648; ISBN-13: 978-0521633642 **Price \$28**

Rubin, J. & Thompson, I. (1994). *How to be a more successful language learner*. Boston: Heinle & Heinle.
ISBN-10: 0838447341, ISBN-13: 978-0838447345. **Price: \$48.77**

Scharle, A. & Szabo, A. (2000). *Learner autonomy a guide to developing learner responsibility. (Cambridge Handbooks for Language Teachers)*
ISBN-10: 0521775345, ISBN-13: 978-0521775342. **Price: \$25.65**

Computer/ Technology Assisted Language Learning (CALL)

References

***** Blake, R. J. & Chun, D. M. (2008).** *Brave new digital classroom: Technology and foreign language learning*. Georgetown University Press.

ISBN-10: 1589012127, ISBN-13: 978-1589012127. **Price: \$21.33**

This book provides a broad overview of the results of pedagogical research and some of the most successful computer-assisted language learning (CALL) projects. This research is used to discuss the best possible application of technology to facilitate foreign language learning. It focuses on how to use new technologies effectively and is aimed at teachers at school and postsecondary levels both with and without experience using CALL. The author discusses what the varied technological tools might be used for and how they might transform pedagogical practices. The technologies discussed are the use of Internet, computer mediated communication like synchronous chat rooms and blogs, as well as distance learning. Each chapter has a final section consisting of interactive implications of the technological tools to facilitate learner centered learning. These features make it a useful resource for language teachers, researchers, and developers of CALL.

**** Levy, M. J. & Stockwell, G. (2006).** *Call dimensions: Options and issues in computer assisted language learning*. Lawrence Erlbaum Associates.

ISBN-10: 080585634X, ISBN-13: 978-0805856347. **Price: \$34.95**

This book is aimed at second or foreign language teachers, software designers, and researchers interested in CALL. It provides a comprehensive and critical overview of the field through description, analysis, examples, and discussion. It interprets CALL broadly to include various types of technology-based language learning and is innovative in that it encompasses other

languages in addition to English. Seven key areas in the field are discussed in individual chapters: (1) *Design*, (2) *Evaluation*, (3) *Computer-mediated communication*, (4) *Theory*, (5) *Research*, (6) *Practice* and (7) *Technology*. Each chapter includes reviews of recent literature and delineates projects that exemplify the theme under discussion. These are accompanied with insightful analysis and suggestions for further development. The final two chapters discuss how these separate elements might be integrated into a unified whole. The book also provides detailed references to primary sources. This in-depth discussion of the key issues of the field makes this a useful book.

***Fotos, S. & Browne, C. M. (Eds.) (2004).** *New perspectives on CALL for second language classrooms*. Mahwah, NJ: Lawrence Erlbaum.

ISBN-10: 0805844058, ISBN-13: 978-0805844054. **Price: \$51.95**

This book is designed to help language teachers, teacher trainers, and students learn more about computer assisted language learning (CALL) and develop an understanding of the current theory and research in this field. The chapters synthesize previous CALL theory and research and describe practical applications to both second and foreign language classrooms. This book is especially useful as it also includes procedures for evaluating these applications. In addition, the implementation of CALL at the institutional level is addressed, with attention to designing multimedia language laboratories and creating collaborative CALL-based projects between educational institutions. The book does not require prior knowledge of CALL, computers, or software and therefore is useful for readers new to this area. It includes a glossary of key terminology and an appendix of CALL web sites. It is a particularly useful book for language teachers as it provides multiple resources for the utilization of varied CALL-based pedagogical practices and projects in their classrooms.

***Beatty, K. (2003).** *Teaching and researching computer-assisted language learning*. Pearson ESL.

ISBN-10: 0582329000, ISBN-13: 978-0582329003. **Price: \$43.00**

This book is written for second language teachers, teacher trainers, and researchers in this field. The writer provides a comprehensive overview of computer assisted language learning (CALL). It provides easy to follow step-by-step instructions on conducting research in CALL. The book also includes a multitude of resources such as contacts, websites, and free software references to help practitioners and researchers alike. It has an extremely useful glossary of key CALL terminology. The book is particularly interesting as the author engages with how the field of CALL is closely connected to other areas of study within applied linguistics such as autonomy in language learning and the teaching of specific language skills. He makes connections to other disciplines like computer science as well. This publication is easy to follow and provides some very insightful ideas for practitioners interested in conducting research within the field of CALL.

Resources

***** Chapelle, C. & Jamieson, J. (2008).** *Tips for teaching CALL*. Pearson ESL.

ISBN-10: 0132404281, ISBN-13: 978-0132404280. **Price: \$52.33**

This is a practical reference book that introduces teachers to computer assisted language learning (CALL). It makes explicit links between specific teaching techniques and research within the field of CALL. The book, together with the accompanying CD-ROM, demonstrates how to apply

CALL to teach vocabulary, grammar, reading, writing, listening, speaking, communication skills, and content-based language learning. This volume includes color screenshots of CALL software with descriptions and examples of how to utilize them. Each chapter incorporates practical guidelines of how to employ electronic texts productively in class. The chapters also have as a feature focus questions to guide teachers to choose appropriate activities for their pedagogical goals. The CD-ROM includes interactive video clips of how to apply tips from the book to actual classroom contexts. The book is clearly written and is a practical guide for teachers wishing to implement CALL in their teaching contexts.

**** Dudeney, G. (2007).** *The Internet and the language classroom* (2nd ed.). Cambridge, UK: Cambridge University Press.

ISBN-10: 0521684463, ISBN-13: 978-0521684460. **Price: \$24.96**

[**Note:** This book is also listed as a reference under the “Language Teaching Methodology” category]

This book is a practical guide for teachers who wish to use the Internet as part of their classroom teaching practice. This second edition of the volume offers clear guidance on the practicalities of the Internet both as a resource and as a classroom tool. It consists of a range of convenient activities grouped by themes as well as by levels which makes it easy to make use of. In total, it has fifty four activities that incorporate the Internet and which are designed for use in foreign language teaching contexts. Many of the activities can also be adapted for teaching in Business English classrooms making the book a versatile resource for a range of teaching contexts. The activities are simple to implement which makes this an easy-to-use resource book for busy teachers who wish to incorporate computer-based activities within their classrooms as well as for novice teachers who wish to implement Internet based pedagogical practices.

***De Szendeffy, J. (2005).** *A practical guide to using computers in language teaching*. University of Michigan Press.

ISBN-10: 0472030485, ISBN-13: 978-0472030484. **Price: \$30.95**

This book is written for language teachers who wish to use computer based language learning (CALL) in their classrooms as its main focus is on classroom needs. It is a good book for teachers without prior experience of CALL pedagogical practices as it introduces the readers to the field of CALL, explains how to get started, and provides a broad overview of current CALL pedagogical practices. The book also incorporates a variety of CALL activities that teachers can use in their classrooms. These encompass writing activities, Internet activities, audio and video activities, project-based activities, text-based activities, and content-based activities. The appendices include useful terminology, advice to use relevant software, and suggestions for further research. The book deals with capabilities available on both Macs and PCs and is a practical toolkit for teachers who have little prior experience of using CALL based pedagogy.

Content-based Instruction¹

References

*****Kaufman, D. & Crandall, J. (Eds.) (2005).** *Content-based instruction in primary and secondary school settings*. Alexandria, VA: TESOL.

ISBN-10: 1931185174; ISBN-13: 978-1931185172 **Price: \$27.95**

This volume aims to provide ESL and EFL teachers with creative ways to integrate English language learning with the content that students study at primary and secondary schools. The book is organized into three parts. Part (1) *Partnerships and constructivist notions in content-based instruction* illustrates the importance of collaboration between language specialists and content-area faculty. Case studies are included in part (2), *Reflection and inquiry in content-based instruction professional development* to illustrate how teachers have used reflective inquiry to improve their CBI programs. Part (3) of the book has chapters on curriculum, assessment, and professional development.

The book provides clearly-explained case descriptions and practical ideas, including numerous resources and example curriculum frameworks. Although the context for these cases is mostly in the USA, there are several other settings included, such as an international school in Bangkok and a program in Uruguay.

****Crandall, J. & Kaufman, D. (Eds.) (2002).** *Content-based instruction in higher education settings*. Alexandria, VA: TESOL.

ISBN-10: 0193118505, ISBN-13: 978-0193118508. **Price \$27.95**

This edited volume presents case studies of content-based instruction (CBI) at the university level, in both ESL and EFL settings. Part 1 of the book, *Case studies of EFL contexts*, showcases six examples of CBI in EFL settings, including Japan, Thailand and Israel. Diverse chapter topics include developing partnerships between language and content specialists, and examples of courses on English for architecture and English for students of mathematics and computer science. Part 2 describes CBI programs at several colleges and universities in the U.S.A., such as Northern Arizona University and UCLA.

Contributors, well-known specialists of CBI, document and evaluate courses that support the subject discipline and meet the language needs of their learners. Practical ideas and “lessons learned” are provided throughout. This book is more appropriate as a course textbook on content-based instruction or as a reference for more experienced teachers, curriculum planners and program administrators interested in implementing CBI in a similar university setting.

***Cole, D., Hood, P. & Marsh, D. (2010).** *Content and language integrated learning*.

Cambridge, UK: Cambridge University Press.

ISBN-10: 0521130212, ISBN-13: 978-0521130219 **Price \$83.80** (hard cover only at this time)

Drawing on their experience of content and language integrated learning (CLIL) in secondary

¹ In the US it is often called “Content-based instruction (aka CBI)”; in Europe “Content and language integrated learning (aka CLIL).”

schools, primary schools and English language schools across Europe, the authors provide a comprehensive overview of CLIL in the European context. This volume has eight chapters: (1) *A window on CLIL* provides background information about the purpose and development of CLIL. (2) *Curricular variation* describes different curricular models and variations at the primary and secondary levels. The remaining chapters are: (3) *CLIL as a theoretical concept*, (4) *The CLIL toolkit: transforming theory into practice*, (5) *Evaluating and creating materials and tasks in the CLIL classroom*. (6) *Assessment issues in CLIL* and (7) *Evaluating the impact of CLIL programmes*. The final chapter, (8) *Future directions*, outlines key directions for the development of research and practice in CLIL. References and an appendix of materials are also provided.

The book focuses on CLIL in the European context, but ideas presented could be adapted to other contexts. Appropriate for highly experienced teachers, teacher educators and program administrators.

Other Recommended References

Beckett, G. & Miller, P. (Eds.) (2006). *Project-based second and foreign language education: Past, present and future*. Information Age Publishing.

ISBN-10: 1593115059, ISBN-13: 978-1593115050 **Price: \$39.99**

This is an edited collection of articles on project-based language teaching. The context is mostly ESL or foreign language classes in Japan, but there is an example from China.

Brinton, D. M., Snow, M. A., & Wesche, M. B. (2003). *Content-based second language instruction* (Michigan Classics Edition). Ann Arbor, MI: University of Michigan Press.

ISBN-10: 047208917X, ISBN-13: 978-0472089178. **Price \$21.33**

This is a reprint of a 1989 seminal book with an updated bibliography. It is comprehensive and includes a range of examples from various contexts—ESL & EFL, although it is mostly U.S. post-secondary level. There are many sample activities and specific ideas for materials selection and adaptation.

Mehisto, P., Frigols, M.J. & Marsh, D. (2008). *Uncovering CLIL: Content and language integrated learning and multilingual education*. MacMillan Education.

ISBN-10: 0230027199, ISBN-13: 978-0230027190. **Price: \$25.57**

This book discusses CBI/CLIL programs in a number of languages and contexts and includes practical ideas and suggestions about what works in the classroom. It also provides explanations and examples of how to use CLIL at the primary, secondary and vocational levels.

Murphy, J. & Byrd, P. (Eds.) (2001). *Understanding the courses we teach: Local perspectives on English language teaching*. Ann Arbor: University of Michigan Press. **\$31.95**

This is a collection of pieces by teachers about actual teaching situations. Although this book covers many topics, Parts 4 & 5 provide several detailed examples of theme-based and content-based courses, mostly in U.S. university settings.

Pally, M. (Ed.) (2000). *Sustained content teaching in academic ESL/EFL: A practical approach.* Boston: Houghton Mifflin.

ISBN-10: 0395960762, ISBN-13: 978-0395960769 **Price: \$48.99**

This text gives readers a broad sense of sustained, academic content instruction in an ESL setting (mostly US context). Nonetheless, this could be useful to EFL teachers since it includes clearly-written, detailed course descriptions, practical suggestions for developing content-based curricula, sample units of courses and methods and materials, such as exercises, study aids, and charts for integrating skills into content areas.

Resources

*****Deller, S. & C. Price (2007).** *Teaching other subjects through English.* Oxford: Oxford University Press.

ISBN-10: 0194425789, ISBN-13: 978-0194425780 **Price \$21.50**

This resource book provides 60 practical, and photocopiable language-focused activities for teaching a wide variety of subjects through English, especially at the middle school and high school level. The book is organized into seven categories: (1) *Giving new information*, (2) *Teaching and activating key vocabulary*, (3) *Speaking*, (4) *Writing*, (5) *Consolidation and revision*, (6) *Using supplementary resources* and (7) *Project work*. The activities are outlined in one or two pages, describing the *aims, materials, preparation* and *examples* of the activity. A sample “demo subject”, such as Biology, Art or Business Studies, is also given to illustrate how the activity could be implemented for teaching that particular subject. An appendix of classroom language for non-native speaker teachers is also provided.

This book can be used as a teacher resource for novice or experienced teachers, as well as in a training program.

****Chamot, A. U. (2009).** *The CALLA handbook: Implementing the cognitive academic language learning approach. Second Edition.* New York: Pearson Longman.

ISBN-10: 0132040344, ISBN-13: 978-0132040341 **Price: \$47.49**

This popular and accessible handbook provides practical, research-based instructional guidelines for implementing CALLA (Cognitive Academic Language Learning Approach), for elementary and secondary teachers of English language learners. The book includes descriptions and examples for each component of CALLA: *Using content area standards*, *Developing academic language* and *Teaching learning strategies*. There are four separate chapters with ideas for teaching literacy, mathematics, science and history using this approach. Reproducible lesson plans and activities for using the model are included as well. The second edition features an updated theoretical framework of CALLA and a more comprehensive analysis of the CALLA instructional sequence to help teachers plan and differentiate instruction.

Although the book is written with a U.S. audience in mind and there are several references to US school standards, etc., many of the ideas presented in this classic book are adaptable to other contexts. Recommended for more experienced teachers and trainers interested in CBI to find ideas that could be adapted for their situation.

***Fried-Booth, D. (2002).** *Project work (Resource Books for Teachers)* (2nd ed.). Oxford: Oxford University Press.

ISBN-10: 0194372251, ISBN-13: 978-0194372251. **Price: \$19.50**

This popular resource book, in its second edition, provides reproducible project-based ideas for use in an integrated-skills English language course, and that are appropriate to use with a wide range of levels and age groups, including adolescents. The book begins with introductory chapters giving suggestions for implementing the projects, followed by the project descriptions. The projects, varying in length between 3 hours and 20 weeks, are explained in terms of level, age, time, aims, resources, preparation, procedures, variations, and so forth. Projects are grouped into five categories: (1.) *Media*, such as making a newspaper; (2) *Culture and the environment*, such as a project titled “How green are you?”; (3) *Trips*, such as to the zoo; (4) *Local*, for example “Food and drink labels worldwide” and (5) *Classroom projects*, such as “Quiz contest.” The book also includes an appendix of useful websites and a bibliography. For use “off the shelf” by novice and experienced teachers or as a resource in a teacher training session.

***Kauffman, D. & Apple, G. (2010).** *The Oxford picture dictionary for the content areas (Monolingual English, 2nd edition)*. Oxford: Oxford University Press.

ISBN-10: 0194525007, ISBN-13: 978-0194525008 **Publisher’s Price: \$19.95**

Designed for upper-grade elementary and middle school students at the beginning level, this affordable and well-respected dictionary includes over 1,600 entries of words and phrases presented in context with well-done illustrations. These are grouped by content themes, such as social studies, history, science and math. Practice activities of the target vocabulary are also included, as well as an appendix for numbers, time, money, colors, food, and clothing.

There are also numerous supplemental resources available, including 13 bilingual editions, workbooks, content-area readers, teacher’s handbooks, audio CDs, wall charts, transparencies and a companion teacher’s web site. This book would be a good resource for English language instructors of school students, as a supplementary text to help improve or reinforce important content-area vocabulary. The dictionary could also possibly be used for vocabulary self-study by highly motivated students.

***Cole, K. A., Means, B., Simkins, M., & Tavalin, F. (2002).** *Increasing student learning through multimedia projects*. Alexandria, VA: ASCD.

ISBN-10: 0871206641, ISBN-13: 978-087120664 **Price: \$18.76**

This book includes many practical ideas and principles for integrating “project-based multimedia learning” curriculum (not necessarily with a language focus) in secondary school classrooms. The authors provide background explanations of multimedia learning and concrete examples of real-life projects and resources. There is, of course, an assumption that schools and students have the necessary technology for such a curriculum. Another caveat is that multimedia technology changes fairly rapidly.

The book is organized into nine chapters: (1) *What is project-based multimedia learning?* (2) *A multimedia primer* (3) *Making a real-world connection* (4) *Defining and planning a multimedia*

learning project (5) Ready, set, go! (6) The roles of assessment (7) Teachers and students: evolving roles (8) Finding support for your project (9) Building systemic support.

This book could serve more as a reference for EFL teachers to find ideas that are appropriate and adaptable to their school's context.

Other Recommended Resources

Academic Encounters Textbook Series. (multiple authors and publication dates). Cambridge: Cambridge University Press.

Cooperative Language Learning

References

*****McCafferty, S., Jacobs, G. & Iddings, C.D. (2006).** *Cooperative learning and second language teaching.* Cambridge: Cambridge University Press.

ISBN-10: 0521606640, ISBN-13: 978-0521606646. **Price: \$27.17**

This unique book provides a useful introduction to the field of cooperative learning (CL) for language teachers, both novice and those more experienced with this approach. In the first part of the book, the authors present the theoretical and research perspectives on CL and make a case for applying it to the language classroom. This section includes three chapters covering the background of CL, how the approach applies to second language learning, and problems with the approach and ideas for how to resolve them.

The second part of the book consists of six classroom teacher narratives that illustrate how the cooperative language learning approach can be implemented in a variety of contexts, such as for a kindergarten, primary school, secondary school and university-level. The Appendix includes descriptions of a number of classic, practical cooperative language learning activities.

****Dörnyei, Z. & Murphey, T. (2004).** *Group dynamics in the language classroom.* Cambridge: Cambridge University Press.

ISBN-10: 0521529719, ISBN-13: 978-0521529716. **Price: \$29**

[**Note:** This book is also listed as a reference under the "Interactive" category.]

The objective of this book is not to explain cooperative learning, but rather, to promote an understanding of group dynamics, from the field of social psychology, as it applies to the language classroom. The authors provide practical advice on how to manage language learner groups so that students can relate well to each other, cooperate, and communicate effectively with each other. The intended audience includes practicing teachers, teacher educators and applied linguists.

The book is divided into ten chapters covering the following topics: becoming a group, classroom management, the development of groups, group cohesiveness and the importance of relationships, the classroom environment, the teacher as a group leader, students' roles and near peer role-modeling, managing conflicts, and wrapping up the group's last classes, followed by

the book's conclusion. This book would be beneficial to educators interested in communicative language teaching, cooperative language learning or how to more effectively manage groups in the language classroom.

***Johnson, D. & Johnson, F. (2008).** *Joining together: Group theory & group skills, Tenth Edition.* Boston: Pearson Education

ISBN-10: 0205578632, ISBN-13: 978-0205578634. **Price: \$95.26** (older editions are available at lower prices)

This popular college textbook, from the field of communications, provides a broad overview of group dynamics, group theory and group effectiveness, presented in a well researched, and readable format. Intended for students and others interested in effective group work, the book introduces readers to the theory and research findings about group theory and group skills. It also includes many experiential exercises that help the reader apply knowledge to practical situations and develop skills and strategies for effective group management and interpersonal interaction. There are fourteen chapters, covering such topics as group dynamics, communication within groups, leadership, decision-making, creativity, consensus building, and managing conflict and controversy. Some of the exercises and checklists could be adapted for the language classroom. The chapter on cooperative learning in the classroom is particularly of value to language educators.

Resources

*****Jacobs, G., Power, M., & Loh, W. (2002).** *The teacher's sourcebook for cooperative learning: Practical techniques, basic principles and frequently asked questions.* Thousand Oaks, CA: Corwin Press.

ISBN-10: 0761946098, ISBN-13: 978-0761946090. **Price \$30.55**

This practical and easy-to-read guidebook attempts to combine key concepts in cooperative learning (CL) with practical means of achieving them. Although the focus of the book is not on language learning, many of the ideas are applicable. And there is one small section of the book that addresses that topic, in Chapter 14.

Following an introduction, the book is divided into three broad sections: Part (1) *Getting started with cooperative learning*, presents eight principles of CL, such as heterogeneous groups, positive interdependence, equal participation, collaborative skills and information on assessment. Part (2) *Frequently asked questions*, involves questions such as how to manage classes and create tasks, and how to collaborate with other teachers, administrators and parents. The last part of the book includes both print and web resources on cooperative learning. This book is accessible to novice or more experienced language teachers interested in cooperative learning.

****Kagan, S. & Kagan, M. (2009).** *Kagan cooperative learning, Second Edition.* San Clemente, CA: Kagan Publishing.

ISBN-10: 1879097109, ISBN-13: 978-1879097100. **Price: \$34.76**

This classic book, in its second edition, serves as a practical, general introduction to the cooperative learning approach. It is written by well-known advocates of this approach. Chapter titles are as follows: *Frequent questions, Why do we need cooperative learning?, What does the research say?, Why does cooperative learning work? Seven keys for success, Structures, Teams,*

Management, Classbuilding, Teambuilding, Social skills, Basic principles (captured by the acronym PIES for positive interdependence, individual accountability, equal participation, and simultaneous interaction), *Cooperative projects and presentations, Planning cooperative lessons, Assessment and grading, Motivation without rewards and competition, and Classic cooperative learning.*

The book contains numerous cooperative learning methods or strategies to implement in the classroom. This 2009 edition, or its earlier 1994 edition is recommended for anyone interested in cooperative learning.

***High, J. (1993).** *Second language learning through cooperative learning.*

San Clemente, CA: Kagan Publishing.

ISBN-10: 1879097184, ISBN-13: 978-1879097186. **Price: \$29**

This resource book, designed for very low-level English language learners and appropriate for use with primary and secondary students, contains a collection of cooperative learning games, lessons and activities. It includes grammar and vocabulary structures presented out of context (“Kagan structures”) with ready-to-use ESL cooperative learning activities, such as timed pair share, numbered head together, and mix-n-match. The book includes sections on: co-op structures, social roles, getting to know you, “making words mine”, guided grammar experiences, writing skills, and lesson designs. This book would be good for more experienced language teachers to gather ideas for designing their own cooperative language learning activities, rather than as a source of activities that can be implemented in the language classroom without some adaptation based on current thinking about language learning.

***Kendall, J. & Khuon, O. (2005).** *Making sense: Comprehension lessons for English language learners.* Portland, Maine: Stenhouse Publishers.

ISBN-10: 1571104097, ISBN-13: 978-1571104090. **\$14.48**

Although this book is written for an ESL (rather than EFL) audience in a US context and is not actually about cooperative language learning, there are some useful and related ideas within. The authors believe that small group comprehension lessons have a key role to play in advancing students' understanding of texts. The book describes their suggestions for exploiting small group work for reading comprehension strategy instruction and includes numerous ideas for teaching younger learners, as well as older learners. Following the introduction, these are five more chapters entitled: *Preproduction, Early Production, Speech Emergence, Intermediate, and Advanced.* The book also includes a section on *Resources and References.*

Other Recommended Resources

Bourman, A. (1997). *61 Cooperative learning activities: Thinking, writing and speaking skills.*

Portland, Maine: Walch Education.

ISBN-10: 0825128730, ISBN-13: 978-0825128738. **\$24.99**

Hirsch, C. & Supple, D.B. (1996). *61 Cooperative learning activities in ESL: Grades 4-6.*

Portland, Maine: Walch Education.

ISBN-10: 0825128412, ISBN-13: 978-0825128417. **\$18.99**

Corpus Linguistics

References

*** **McEnery, T, Xiao, R., & Tono, Y. (2006).** *Corpus-based language studies: An advanced resource book*. New York: Routledge.

ISBN-10: 0415286239, ISBN-13: 978-0415286237. **Price: \$31.16**

This book is a valuable introduction to the field of corpus linguistics. The introductory section includes concise definitions of key terminology, the purposes and potential of corpus linguistics research and some of the basic approaches and options available. The next part of the book offers discussions on the types of corpora that can be compiled, the selection of sample texts, annotation methods for various purposes, and methods for statistical analysis. These topics are further addressed in the third section, which presents a selection of research articles and essays by some of the major researchers in the field of corpus linguistics. Finally, the reader is introduced to some actual results of corpus research through the presentation of corpus studies into such issues as collocation, the usage of curse words in an L1 corpus, and learner acquisition of morphemes. This book can be of value to graduate students and teachers in training as well as program administrators, materials designers, and teachers interested in incorporating corpus analysis into their classrooms.

** **Reppen, R. (2010).** *Using corpora in the language classroom*. New York: Cambridge University Press.

ISBN-10: 0521146089, ISBN-13: 978-0521146081. **Price: \$26.60**

This clearly written and organized book should provide language instructors, materials designers, and program administrators with a useful introduction to corpus linguistics and how it can be used in the design of instructional materials and classroom activities. After a preface by the author, the book begins with a general introduction to corpus linguistics and the role corpus investigation can play in language instruction. From there, the author discusses and evaluates currently available corpora as well as methods for the design of new ones. The next chapter presents some data-driven language learning activities for students of various classroom types. After this, the author addresses corpus creation for a number of uses, including hands-on activities for students. The final chapter presents some practical activities that teachers can use as models for their own practice. Each chapter ends with a useful summary of its main ideas, and two appendices provide additional resources for corpus-based materials design.

***Bennett, G. (2010).** *Using corpora in the language learning classroom: Corpus linguistics for teachers*. Ann Arbor: University of Michigan Press/ESL

ISBN-10: 0472033859, ISBN-13: 978-0472033850. **Price: \$27.50**

This book is for language teachers interested in a clear introduction to corpus linguistics, straightforward examples of corpus-based classroom activities, and basic descriptions of the common tools and corpora available online. The book's first section defines key terms, presents some common tools and corpus types, and describes some of the basic questions corpus analysis can answer for teachers and students. The also has a useful framework for corpus-based instructional materials that can be modified for various student populations. In the second section, existing corpus-based textbooks and references books are presented and assessed. The

next section describes how existing corpora from a variety of sources can be analyzed for specific of usage trends. This includes a useful chapter on tools that facilitate the creation of learner corpora and their analysis in class. The books ends with some concluding thoughts and a series of appendices that provide additional classroom materials, lists of corpora and concordancing tools, and some useful word lists and common areas for teacher research.

Other Recommended References

Aijmer, K. (Ed.). (2009). *Corpora and language teaching*. Amsterdam: John Benjamins Publishing Company.

ISBN-10: 9027223157, ISBN-13: 978-9027223159. **Price: \$49.95**

This edited book discusses the ways corpus investigations can be used to inform second language instruction. It is appropriate for graduate students in applied linguistics or TESOL as well as program administrators or curriculum developers interested in corpus-informed materials development. The two essays in the first section provide an overview of the field and its subfields and describe how corpus-based instruction conforms to current beliefs about second language acquisition. The next section looks at the direct use of corpora in the language learning classroom, addressing benefits for learners, the needs of teachers and discussing the value of the Internet as a tool for classroom corpus investigations. The third section describes how corpus investigations can indirectly benefit classroom practice, presenting corpus-based studies of first and second language data and its potential use in the development of classroom materials. The chapters in the final section address new kinds of corpora, such as textbook analyses and comparisons of advanced learner language to that of first language speakers.

Anderson, W. & Corbett, J. (2009). *Exploring English with online corpora: An introduction*. New York: Palgrave Macmillan.

ISBN-10: 0230551408, ISBN-13: 978-0230551404. **Price: \$24.69**

This book is meant for novices to corpus linguistics and is suitable for graduate students enrolled in applied linguistics courses and TESOL as well as for language teachers and materials developers interested in introducing classroom corpus activities or in conducting studies into learner language for the purposes of materials development. This volume is designed as an introductory course book and it is full of practical tasks that lead readers through many of the types, purposes, and classroom uses of corpora. After a section introducing the reader to some basic issues surrounding corpus linguistics, the book moves on to present clear and detailed descriptions of how corpora can be designed and analyzed to provide insight into language areas such as lexis, grammar, pronunciation, and discourse. These sections are followed by a valuable discussion on corpora from a sociolinguistic perspective and a concluding section about corpus use in language instruction and research.

Campoy-Cubillo, M.C., Belles-Fortuno, B., & Gea-Valor, M.L. (Eds.) (2010). *Corpus-based approaches to English language teaching*. New York: Continuum.

ISBN-10: 1847065376, ISBN-13: 978-1847065377. **Price: \$103.05**

This edited book offers a variety of perspectives on how corpora can be exploited for use in second language instruction. It is appropriate for language program administrators, curriculum designers, or teachers interested in introducing corpus-based activities and materials to their classrooms. It should also be a useful supplementary source for students enrolled in corpus

linguistics courses in TESOL programs The book begins with articles introducing corpus linguistics and its general value to language instruction in such areas as EAP writing, spoken discourse, English for specific purposes, and cross-cultural interaction. From there, it goes on to show how comparisons of first and second language corpora from a variety of sources can provide insight into learner acquisition of verbs and grammar, providing valuable insights for materials development. In its final section, the book describes ways technology can be used in the creation and investigation of new kinds of corpora and approaches to their analyses.

Meyer, C.F. (2002). *English corpus linguistics: An introduction*. New York: Cambridge University Press.

ISBN-10: 052100490X, ISBN-13: 978-0521004909. **Price: \$43.00**

This introductory book shows how different corpora can be compiled for varied practical uses. It is aimed at graduate students and curriculum designers interested in developing their own corpora for research or materials development. The book first discusses the role of corpus analysis in linguistic theory and its value in describing English constructions and usage. Then the author describes the process of compiling a corpus, addressing such practical issues as sources, types, varieties, text length, and corpus size. Also addressed are the practical technical and legal considerations of compiling a corpus, such as the transcription of oral texts, record-keeping methods, and obtaining legal permission to use source material. A key chapter offers methods on annotating corpora for parts of speech, grammar, and discourse for different purposes. Another chapter explains corpus analysis by leading the reader through the actual process, addressing many of the technical and linguistic concerns that must be considered. The book ends with a chapter that considers the future direction of corpus linguistics.

O'Keeffe, A., McCarthy, M., & Carter, R. (2007). *From corpus to classroom: Language use and language teaching*. New York: Cambridge University Press.

ISBN-10: 0521616867, ISBN-13: 978-0521616867. **Price: \$31.11**

This book is meant as an introduction to the main concepts of corpus linguistics and how corpus findings can be used in language instruction. It is appropriate for graduate students, materials designers, and language teachers. The book is grounded in the belief that insights from corpus investigations can be valuable in the development of language curricula, and while it does not include descriptions of corpus investigation activities for students, it does provide numerous examples of how corpus investigation findings can and have been used to inform language instruction materials. Beginning with an introduction into corpus linguistics and some current debates over corpus design, the book goes on to discuss corpus investigations into vocabulary, chunks, idioms, grammar, pragmatics, and the discourse of listenership. Later chapters deal with various types of corpora, from collections of casual spoken language to spoken and written academic corpora. The final chapter addresses teacher education and development and offers several frameworks that teacher can use to reflect on their classroom practice.

Scott, M., & Tribble, C. (2006). *Textual patterns: Key words and corpus analysis in language education*. Amsterdam: John Benjamins Publishing Company.

ISBN-10: 9027222940, ISBN-13: 978-9027222947. **Price: \$49.95**

Useful for graduate students, materials designers, and instructors who would like to add depth to their practice through authentic language analysis, this research-based book serves as a detailed and thoughtful introduction to the technical and theoretical issues involved in corpus creation

and analysis as well as the methods teachers can use to exploit corpus data in their classrooms. Separated into two main sections, the first part of the book introduces different types of software available for corpus-based research. Through studies on word lists, concordance results and key words, this section provides the reader with examples of how to proceed with corpus analysis while avoiding pitfalls. The second section looks at how language teachers and materials designers can identify lexico-grammatical features in text types ranging from business correspondence to short stories, offering advice on how these insights can be used to inform curriculum design and materials creation.

Sinclair, J. (Ed.). (2004). *How to use corpora in language teaching*. Amsterdam: John Benjamins Publishing Company.

ISBN-10: 1588114910, ISBN-13: 978-1588114914. **Price: \$54.00**

This edited book is compiled by one of corpus linguistics' most important figures and presents a series of studies that should be of value to researchers, graduate students enrolled in TESOL and applied linguistics programs, and materials developers interested in corpus-based language instruction. After an introduction by the editor, the book's next two chapters address teachers' needs by providing an overview of corpus use in the language classroom and addressing some questions and concerns teachers may have about corpus-based learning. The chapters that follow address spoken corpora and usage variations in native and learner corpora. The following chapters address methods to identify specific linguistic trends in first and second language corpora and present some current software, programming and networking tools that can be used in corpus compilation and analysis. In the final chapter, the editor discusses some potential new directions in the classroom use of corpus findings.

Tenorio, E.H, & Rodríguez-Navarro, L.Q., & Santana, J. (Eds.). (2007). *Corpora in the foreign language classroom: Selected papers from the Sixth International Conference on Teaching and Language Corpora (TaLC 6)*. Amsterdam: Editions Rodopi BV.

ISBN-10: 904202142X, ISBN-13: 978-9042021426. **Price: \$99.00**

This collection of studies covers a variety of uses for corpus linguistics that range from language analysis to instructional methodologies. Divided into three sections, the first introduces corpus linguistics and describes how corpus investigations can increase language understanding for both researchers and students. The second and third sections address the actual construction of different kinds of corpora and how they can be used in the classroom or in the development of classroom materials. Specific chapters address such issues as the difficulties and possibilities of corpus use in the classroom, investigations of parallel bilingual corpora, design and use of small targeted corpora, corpus investigations in ESP, stages of learner acquisition as revealed in learner corpora, and corpus investigations of textbooks, scripts, and academic texts. The book is suitable for graduate students or language program administrators and curriculum designers interested in the value of corpus investigations to language instruction.

Curriculum Planning and Materials Development

References

***** Richards, J.C. (2001).** *Curriculum development in language teaching.* New York: Cambridge University Press.

ISBN-10: 0521804914, ISBN-13: 978-0521804912. **Price: \$29.46**

This book is an overview of the issues and processes involved in curriculum development should be of value to materials designers, teachers, and program administrators interested in creating new courses or program curricula or revising existing ones. The opening chapter provides some historical background on curriculum design while the following chapter presents different syllabus types and considers the value of thinking about course design at the curricular level. The next three chapters describe the purposes and procedures for conducting needs, situational, and program analyses as essential steps in the curriculum planning stage. In the next chapters, goals, outcomes, and syllabus design are discussed, as is materials design in terms of type, role, management, preparation, and adaptation. The final chapter looks at the role of evaluation in providing insight into course, curriculum, and program effectiveness. Illustrative sample materials provided in each chapter are of great use because these materials, along with reflective discussion questions and suggestions for further reading, add clarity to newly introduced concepts and procedures.

**** Graves, K. (1999).** *Designing language courses: A guide for teachers.* Boston, MA: Heinle ELT.

ISBN-10: 083847909X, ISBN-13: 978-0838479094. **Price: \$28.39**

This book offers introductory theory and practical advice for teachers and materials designers interested in implementing curricular change. The first chapter argues that instructors are essential in implementing curriculum design and presents a framework for curriculum design. Chapter two discusses the need to establish a program's context and resources. Next, the author addresses the need for curriculum designers to specifically define the purpose of the course, the social context in which it is situated, and their own beliefs about the instructional approaches that best facilitate language learning. Chapter four discusses conceptualization of content while the following chapter focuses on the identification of clear goals and objectives. Then, needs analysis procedures are presented with a discussion of how certain variables can influence where in the development process needs analyses should be implemented. The next chapters address organization and syllabus design, the development of original materials, the adaptation of existing ones, procedures for the assessment of student learning, and the evaluation of courses and programs.

***Hall, D., & Hewings, A. (Eds.). (2001).** *Innovation in English language teaching: A reader.* New York: Routledge.

ISBN-10: 0415241243, ISBN-13: 978-0415241243. **Price: \$44.80**

This well written book is designed for graduate students in TESOL and Applied Linguistics. It is an edited volume with a collection of 22 articles which present readers with theoretical and practical perspectives on ELT curricula and how it can be analyzed, developed, adapted, and evaluated. In the first section of this book the articles are grouped round the theme of syllabuses with communicative, lexical, discursual, and generic focuses. The articles in the second section

look at political and institutional constraints on curricula and address world Englishes, teacher and student perceptions, bilingual education, and individualization in large classes. The third section deals with practical considerations in the planning and implementation of curricula, with articles on change within large systems, adapting existing models, introducing technology, and motivating faculty and staff. The final section presents several kinds of evaluative processes and describes the purposes to which they can be put.

Other Recommended References

Carroll, M. (Ed.). (2007). *Developing a new curriculum for adult learners*. Alexandria, VA: TESOL Publications.

ISBN-10: 193118545X, ISBN-13: 978-1931185455. **Price: \$39.95**

This book describes the process of developing and implementing new curricula in a variety of adult language programs. It should be of interest to language program administrators, curriculum designers, and instructors. Chapter one overviews the issues involved in curricular design. Subsequent chapters address curriculum development in programs in the United Arab Emirates, Brazil, the United States, and Japan including EAP, vocational training, computer literacy, teacher training, and general EFL programs. The first of three sections presents curriculum development in adult university settings and vocational EAP and EFL programs. The second part address sweeping curriculum changes at three Japanese universities and community colleges. In the third section, teacher training is addressed in articles on the restructuring of an existing undergraduate teacher training program and the introduction of language instruction courses to a Brazilian language and literature program. The stories included in this collection depict both the difficulties of curriculum design and strategies for success, such as the need for strong leadership and continuous communication between faculty and administration.

Harwood, N. (2010). *English language teaching materials: Theory and practice*. New York: Cambridge University Press.

ISBN-10: 0521121582, ISBN-13: 978-0521121583. **Price: \$32.25**

This collection of articles on second language materials development should make a useful resource for curriculum designers and program administrators. This book should also make a valuable supplemental text for students enrolled in TESOL and Applied Linguistics programs. The book begins with an article on the issues, difficulties and responsibilities that materials designers must face in the development process. The article synthesizes advice and reflections from numerous practitioners and nicely sets the tone for the remainder of the book. The next section contains four articles that look at materials design in terms of well-established principles, frameworks, and theories associated with second language acquisition, critical pedagogy, and curriculum design. In the next section, the purposes of several syllabus types are discussed, such as content-, genre-, and communication-based. The final section addresses materials for specific and academic purposes, including English for nursing, business, and academic writing.

Nation, I.S.P., & Macalister, J. (2010). *Language curriculum design*. New York: Routledge.

ISBN-10: 0415806062, ISBN-13: 978-0415806060. **Price: \$41.95**

This book targets program administrators, curriculum designers, and teachers interested in developing new courses. Well-organized, thorough, and full of sound advice, it addresses major related to new curriculum design or implementation. The book's early chapters address the major

stages of curriculum design, including needs and environmental analysis procedures, language teaching methodologies and principals, course goals and content, materials presentation and formatting, and assessment and evaluation. This section of the book also offers models and frameworks for curriculum design and describes some approaches to choices administrators might want to make, such as exploiting preexisting textbooks or offering learners a negotiated syllabus. Later chapters discuss innovation and change and address some of the strategies that can be employed to ease the curriculum implementation process for faculty, staff, and students. In the final chapters, the book looks at curriculum design as a teacher development tool, with a chapter on course design for in-service teachers and a final chapter that reviews all of the stages of curriculum design from the perspective of teachers.

Rice, A. (Ed.). (2007). *Revitalizing an established program for adult learners*. Alexandria, VA: TESOL Publications.

ISBN-10: 1931185441, ISBN-13: 978-1931185448. **Price: \$45.95**

This book looks at curriculum design from the perspective of well-established programs in need of improvement and innovation for diverse reasons. Opening with a chapter that reviews the current literature on curricular change in language programs, the subsequent chapters address change in a variety of contexts and for a wide range of purposes, such as recapturing student enrollment, addressing changing student needs, improving program relevance, introducing new instructional methodologies, or adding cycles of innovation. Strategies for successful change described in the book include collaboration between faculty and administrators, enlisting students to conduct needs analyses, and working with administrators to bring policy in line with practice. This book should be of use to program administrators, curriculum developers and teachers interested in introducing change to improve their programs.

Snow, M.A., & Kamhi-Stein, L. (Eds.). (2006). *Developing a new course for adult learners*. Alexandria, VA: TESOL Publications.

ISBN-10: 1931185298, ISBN-13: 978-1931185295. **Price: \$45.95**

This edited book presents twelve articles by teachers, curriculum developers, and administrators who identified a need in their programs and embarked on the process of creating new courses to fill that need. After an introductory chapter on the challenges and opportunities inherent in course design, the remaining chapters of the book address the development of EAP, EFL, and vocational courses with focuses that include culture, critical thinking, reading, nursing, business, test preparation, information literacy, and civics. Some of the challenges these course developers encounter along the way include working within program policy, imposing organization on broad topics, taking advantage of available technology, developing new materials, and designing appropriate assessment methods. The wide variety of educational settings and course types is one of the book's strengths; cumulatively, these success stories provide the reader with a variety of strategies for success, as well as a sense of the obstacles that a novice course designer might face. This book should be of value to program administrators, curriculum developers, and teachers.

Tomlinson, B. (Ed.). (2008). *English language learning materials: A critical review*. London: Continuum.

ISBN-10: 1441122303, ISBN-13: 978-1441122308. **Price: \$32.97**

In this interesting book, standard EFL curricula used in a wide variety of countries and educational settings are described and evaluated by the actual language instructors and materials developers that use them. This collection is thorough in terms of the nations represented, offering curriculum samples from most regions of the world. To provide structure and continuity, each review follows the same pattern: a description of the typical materials in use in a particular country and setting; an explanation of how they are implemented in classrooms; an evaluation of a sample activity or lesson; and recommendations for improvement. In addition to geographic variety, the materials presented in these 18 reviews also address a range of student populations and purposes, from materials designed for young learners to lessons for ESP and EAP classrooms. This book should provide valuable context to EFL program administrators, curriculum developers, and teachers.

Woodward, T. (2001). *Planning lessons and courses: Designing sequences of work for the language classroom*. New York: Cambridge University Press.

ISBN-10: 0521633540, ISBN-13: 978-0521633543. **Price: \$24.00**

This book looks at language curriculum, course, and lesson design from the perspective of teachers who may be novices to materials development. This is a useful text for students enrolled in TESOL and similar teacher training programs. Beginning with basic questions about students and their needs, each chapter addresses different planning and developmental stages in the curriculum design process. Chapter topics include materials design, lesson planning, the methodologies that best facilitate learning, activity variety, and program resources and constraints. The book is teacher friendly, encouraging instructors to develop and grow as materials developers while allowing them the freedom to be flexible in the implementation of the lessons they develop. This book should help teachers determine how to proceed with lesson and course design, and it should also provide them with opportunities for reflection on the needs of their students, the goals of their courses, and their own philosophies of language teaching and learning.

Dictionaries, Handbooks and Encyclopedias

References

*****Richards, J. C., & Schmidt, R. (Eds.) (2010).** *Longman dictionary of language teaching and applied linguistics, Fourth Edition*. London: Pearson Education.

ISBN-10: 1408204606, ISBN-13: 978-1408204603. **Price: \$33.98**

This popular dictionary is a valuable resource for students doing courses in applied linguistics, language teaching, TEFL and related fields, as well as for educators or trainers instructing such courses. For practicing language teachers and other educators, it also serves as a good reference to the field's most important terminology. The dictionary provides clear definitions of nearly 3000 potentially new, difficult and important terms that students may encounter from the professional literature of language teaching and applied linguistics. Easy-to-read explanations assume no prior knowledge of the discipline. Sample entries include "native speaker," "multiple

intelligences,” “task based language teaching,” “acculturation” and hundreds of other essential terms from such important areas in the field as teaching methodology and approaches, curriculum development and syllabus design, second language acquisition, the teaching of speaking, listening, reading and writing, computer assisted language learning, teacher education in language teaching, language testing and research methods, discourse analysis, sociolinguistics and several others.

****Long, M. & Doughty, C. (Eds.) (2009).** *The handbook of language teaching*. Malden, MA: Wiley-Blackwell.

ISBN-10: 1405154896, ISBN-13: 978-1405154895. **Price: \$167.96** (hardback only)

This handbook serves as a valuable reference work on fairly current issues and research findings in language teaching. Written by a group of well-known researchers, it includes examples of teaching experience from a variety of languages and settings, and is comprised of 39 chapters. Following the overview provided in Part 1, the book is organized into seven other main parts covering these topics with example chapter titles: 1.) *Social, political, and educational contexts*, such as “The history of language teaching.” 2.) *The psycholinguistic underpinnings of language learning*, such as “The language-learning brain.” 3.) *Program design*, such as “Bilingual and immersion programs.” 4.) *Course design and materials writing*, such as “Syllabus design”; 5.) *Teaching and testing*, such as “Teaching and testing grammar”; 6.) *Teacher education*, such as “Language teacher education” and 7.) *Assessment and evaluation*, such as “Current trends in classroom research.”

This handbook is more accessible to very experienced teachers or those with advanced degrees and would be a valuable resource for language educators’ library collection.

***Hinkel, E. (Ed.) (2005).** *Handbook of research in second language teaching and learning*. Mahwah, NJ: Lawrence Erlbaum.

ISBN-10: 0805841814, ISBN-13: 978-0805841817. **Price: \$99.32** (hardback only)

[**Note:** This book is also listed as a reference under the “Research Methods” category.]

This edited volume provides a comprehensive overview of recent knowledge and research into second language teaching and learning. Fifty-seven chapters are organized in eight thematic sections: (1) *Social contexts of second language learning*, (2) *Research methodologies in second-language learning, acquisition and teaching*, (3) *Contributions of applied linguistics to the teaching and learning of second language skills*, (4) *Second language processes and development*, (5) *Teaching methods and curricula*, (6) *Issues in second or foreign language testing and assessment*, (7) *Identity, culture, and critical pedagogy in second language teaching and learning* and (8) *Important considerations in language planning and policies*. Each chapter describes the traditions, developments and current trends, and future trends for the chapter’s topic, and provides as a list of relevant references.

This handbook is intended for researchers, practitioners, graduate students, and faculty in teacher education and applied linguistics programs. Highly recommended for library collections serving such professionals.

Other Recommended References

Byram, M. (Ed.) (2004). *Routledge encyclopedia of language teaching and learning*. London: Routledge.

ISBN-10: 0415332869, ISBN-13: 978-0415332866. **Price: \$58.82**

This encyclopedia is created primarily for language teaching professionals (of all languages, not just English), such as teachers, teacher-educators and curriculum planners, but would also be helpful to others interested in language. Thematic entries cover: learners and learning; teachers and teaching and assessment; methods and materials; curriculum and syllabus; systems and organizations for foreign language teaching (from a range of settings around the world); history and influential figures; languages; evaluation and research; contexts and concepts. Within the thematic categories, there are alphabetically arranged entries. Sample entries include “acculturation”, “bilingual education” and “total physical response.” Many entries end with references and further reading lists. Recommended for library collections serving language teachers and language educators.

Davies, A. & Elder, C. (Eds.) (2006). *The handbook of applied linguistics*. Malden, MA: Blackwell Publishing.

ISBN-10: 1405138092, ISBN-13: 978-1405138093. **Price: \$52.21**

This edited handbook of 32 articles by experts in the field provides a comprehensive and relatively current picture of the field of applied linguistics. The book is divided into two parts based on the editors’ distinction between two traditions: (1) *Linguistics Applied (LA)* or applications of linguistics to language data and (2) *Applied Linguistics (AL)* or the use of real world language to solve social problems. Part one includes six sections covering such LA topics as discourse analysis, sign language and language corpora. Part two includes five sections on such AL topics as critical applied linguistics, language teacher education and computer assisted language learning. This handbook should be a valuable resource for graduate students, teacher educators and researchers in applied linguistics, language teaching, and second language acquisition.

Kaplan, R. (2005). *The Oxford handbook of applied linguistics*. New York: Oxford University Press.

ISBN-10: 0195187911, ISBN-13: 978-0195187915. **Price: \$41.40**

This edited volume provides a comprehensive view of the complex field of applied linguistics with contributions from well-known researchers in the field. It addresses a fairly broad audience of applied linguists, teacher educators and other scholars. The book contains forty chapters, organized into thirteen sections and includes a range of topics in applied linguistics: the four skills; discourse analysis; the study of second language learning, second language teaching; variation in language use and language performance; bilingualism and the individual learner; multilingualism in society; language policy and planning; translation and interpretation; language assessment and program evaluation; technological applications in applied linguistics; and conclusion. The references cited throughout the book are all listed at the end, rather than the end of each individual chapter or section. A good addition to library collections serving language teachers and educators.

Uso-Juan, E. & Martinez-Flor, A. (Eds.) (2006). *Current trends in the development and teaching of the four language skills*. Amsterdam: Mouton de Gruyter.

ISBN-10: 3110189682, ISBN-13: 978-3110189681. **Price: \$152** (hardback only)

As the title suggests, this book attempts to connect theory to instructional practices with a focus on the four language skills. The book is comprised of twenty-one chapters grouped in five sections. The first introductory section presents a communicative competence framework. The next four sections each represent a language skill: listening, speaking, reading and writing.

Each section is organized similarly with a theoretical chapter about the skill, followed by pedagogical chapters dealing with strategies or techniques recommended for developing that particular skill. Pre-reading questions and suggested activities are included in each chapter. This book is most appropriate for language educators teaching a methodology course or involved in teaching the four language skills in a second or foreign language context.

English Language Reference

References

*** **Swan, M. (2005).** *Practical English usage* (3rd ed.). New York: Oxford University Press.

ISBN-10: 019442099X, ISBN-13: 978-0194420990. **Price: \$28.17**

This is a well-known and very widely used dictionary and should make an excellent resource for language teachers, materials designers, and students and would make a valuable addition to the shelves of any EFL program. It is a dictionary of English usage problems faced by teachers and learners and should enable instructors to highlight these problems in their lesson plans and classroom activities. A particularly attractive feature is that this book presents a multitude of grammar and vocabulary explanations in a clear, easy to understand and well-organized format. The newly revised edition features a simpler design than the previous editions. It also includes new items based on corpus data which makes their inclusion especially useful.

** **McIntosh, C., Francis, B., & Poole, R. (Eds.). (2009).** *Oxford collocations dictionary for students of English*. New York: Oxford University Press.

ISBN-10: 0194325385, ISBN-13: 978-0194325387. **Price: \$26.95**

The revised edition of Oxford's dictionary of collocations is a useful reference tool for intermediate to advanced adult language learners and is especially appropriate for adult EFL or EAP programs emphasizing reading or writing skills. Like standard dictionaries, words are listed alphabetically along with their parts of speech and definitions. This information is followed by lists of words that frequently appear in the context of the headword. These lists are organized according to parts of speech and are frequently illustrated with example sentences. Student writers who are unsure whether research is "made" or "conducted" will likely find this dictionary to be a valuable resource. This dictionary would be a valuable addition to the institutional libraries of most language programs.

***Spears, R. (2006).** *McGraw-Hill's dictionary of American idioms and phrasal verbs*. New York: McGraw-Hill.

ISBN-10: 0071469346, ISBN-13: 978-0071469340. **Price: \$13.86**

This dictionary would make a useful resource for EFL programs that include reading and writing for EAP courses. Focusing on both idioms and phrasal verbs, it is a rich resource for information about phrases generally found in Standard English dictionaries. The book is well organized, with idioms listed alphabetically by initial word, and in a separate list at the end, by component words. The idiom “as luck would have it” can therefore be located by searching for “as” within the dictionary, or by checking “luck” or “would” at the back. Synonymous idioms and phrasal verbs are also referenced within definitions, so the dictionary can also serve as a supplement to traditional thesauri. The book focuses on Standard American English, and does not include vulgar slang, making it appropriate for all cultures.

Other Recommended References

***Cambridge academic content dictionary.* (2008).** New York: Cambridge University Press.

ISBN-10: 0521691966, ISBN-13: 978-0521691963. **Price: \$28.17**

Focusing on the academic vocabulary needed by high school and university students, this dictionary is a valuable resource for EAP programs and their students. In addition to definitions, the dictionary provides a great deal of additional information, including frequent collocates, related word families, and common usage errors. The book’s designers are aware that learners may understand the basic definition of a word without having a deeper sense of its overall appropriateness in academic contexts, and for that reason, the dictionary labels words that are typically associated with a particular register, gender, or field or are considered out of date, figurative, or strongly evaluative. This dictionary would be a valuable addition to the shelves of most university level EAP programs.

Hornby, A.S. (Ed.). (2010). *Oxford advanced learner's dictionary of current English* (8th ed.). New York: Oxford University Press.

ISBN-10: 019479900X, ISBN-13: 978-0194799003. **Price: \$20.88**

A good learner’s dictionary is an important resource for any language program, and this book is a high-quality dictionary that is up-to-date and easy-to-use. Definitions are given in clear language, but depth is represented in the number of definitions provided, as well as additional relevant information, such as collocations, synonyms, and word families. The book’s design is also impressive. Headwords are printed in colored fonts to make them easier to find. High-frequency and academic words that are especially important for learners to know are marked with symbols. The International Phonetic Alphabet (IPA) and the sounds its symbols represent are printed along the bottom of every page, making IPA transcriptions of words easier to understand and use. In addition, appendices in the back include study activities and high-frequency word lists.

Jones, D. (2006). *Cambridge pronouncing dictionary* (17th ed.). New York: Cambridge University Press.

ISBN-10: 0521680867, ISBN-13: 978-0521680868. **Price: \$28.58**

This book is a useful student resource that can help learners determine the pronunciation of unfamiliar words. Arranged alphabetically, more than 80,000 words are presented in their English and their International Phonetic Alphabet spellings. To make finding words easier, headwords are set apart from longer text with color. Alternative pronunciations are provided for many words, as are both North American and British pronunciations. Additionally, the book provides a clear introduction to the major concepts and terminology of phonetics and phonology, with particularly difficult concepts explained in over 200 "information panels" throughout the book. Numerous self-study activities are also provided. This book would be a useful resource for second language learners.

***Oxford phrasal verbs dictionary.* (2007).** New York: Oxford University Press.

ISBN-10: 0194317218, ISBN-13: 978-0194317214. **Price: \$18.37**

This learner dictionary is a useful student resource for most types of language programs. Focusing on phrasal verbs, which are frequent in English but often unavailable in Standard English dictionaries, the book is clear and appropriate for learners at the intermediate level or above. In addition to definitions, each entry shows the verb in various grammatical constructions and provides synonyms, opposites, notes on register, descriptions of object placement, and lists of words that frequently collocate with the verb. The dictionary also includes some study activities that vocabulary teachers can adapt for classroom use. This dictionary would be of use to teachers who wish to incorporate phrasal verbs in their lesson plans.

***The Heinle picture dictionary.* (2005).** Boston, MA: Heinle & Heinle.

ISBN-10: 0838444016, ISBN-13: 978-0838444016. **Price: \$14.34**

This visual dictionary would make a useful resource to have on hand for any EFL program with young or beginning to intermediate learners. Entries are presented in context rather than in alphabetic isolation; the book is organized around 16 thematic sections, with numerous 2-page sub-themes within each. The images in this book are bright, clean, and clearly labeled, and each sub-theme includes a short reading with target vocabulary, two discussion questions, and several relevant, high-frequency collocates. This dictionary can be used as a reference book for students or as a source of supplementary material to course books.

English for Specific Purposes

References

*** **Hyland, K. (2006).** *English for academic purposes: An advanced resource book*. New York: Routledge.

ISBN-10: 0415358701, ISBN-13: 978-0415358705. **Price: \$36.04**

This useful book serves as a strong introduction to English for academic purposes (EAP) and is suitable for program administrators, teacher trainers, and pre- and in-service teachers. An edited collection of articles by EAP authorities, the book is arranged as a course book for those interested in understanding how to design and implement EAP lessons, courses and curricula. The book is divided into three sections that address the same issues from different perspectives.

The first section addresses some of the choices that need to be addressed in the design of EAP curricula, such as whether to focus on general or specific skills, how discourse analysis should be approached, and which methodologies and materials best meet student needs. Issues addressed in this section are revisited in more detail in the second section, which presents a series of articles by EAP authorities including John Swales, Alistair Pennycook, and Ann Johns. The third section presents a series of exploratory activities that help readers investigate the book's themes in more detail.

**** Basturkmen, H. (2005).** *Ideas and options in English for specific purposes*. Mahwah, NJ: Lawrence Erlbaum Associates.

ISBN-10: 080584418X, ISBN-13: 978-0805844184. **Price: \$25.95**

This clear and well-written book should be of use for multiple audiences such as graduate TESOL and Applied Linguistics programs and students, ESP program administrators, and curriculum designers. Each chapter in this volume includes clear summaries and discussion questions for students as well as useful suggestions for further reading. The book is separated into three sections. The first part begins with a description of the book's impetus and influences, an overview of ESP-related issues, and a presentation of the steps involved in ESP course planning and design. The second section is more expansive, with chapters that describe the grammatical and organizational features of ESP discourse, speech acts and vocabulary across ESP genres, language variations in academic and workplace settings, the conditions that influence learning, and numerous teaching methodologies and objectives. The final part of the book provides a thoughtful summary and offers a framework for ESP analysis.

***Biber, D. (2006).** *University language: A corpus-based study of spoken and written registers*. Amsterdam: John Benjamins Press.

ISBN-10: 9027222967, ISBN-13: 978-9027222961. **Price: \$54.00**

This book offers a number of corpus-based investigations of academic registers. Through multidimensional analyses of the T2K-SWAL Corpus, the author describes linguistic co-occurrence trends in the vocabulary and grammar of oral and written academic English. The introductory chapter reviews and assesses past research into academic discourse, defines and operationalizes the key constructs in discourse analysis, and presents a brief example of how multidimensional register analysis of corpus data is conducted. Then chapters introduce the T2K-SWAL Corpus followed by studies that investigate academic English in terms of the semantic categories of vocabulary, the syntactic complexity of grammatical constructions, and usage trends for lexical bundles and expressions of stance. The final two chapters provide an overall description and synthesis of the findings and discuss areas for future research. This book offers valuable insight into the type of language likely to be encountered by students in English dominant academic settings, and it should be of value to graduate students and administrators and curriculum developers for EAP programs.

Other Recommended References

Burgess, S., & Head, K. (2007). *How to teach for exams*. Essex, England: Pearson ESL.

ISBN-10: 0582429676, ISBN-13: 978-0582429673. **Price: \$39.00**

This book should be a useful resource in any EFL program that prepares students for standardized examinations both for teachers from the point of view of lesson planning and as a

resource for students. The book begins with an overview of the elements and concerns of exam teaching, a discussion of how it differs from regular class instruction, and useful guidelines on course planning, materials evaluation and selection. Each of the next five chapters addresses exam teaching for one of the major skill areas: reading, writing, listening, speaking, and grammar and vocabulary. The bulk of the book focuses on teaching learners at the intermediate level or above, but in a useful final chapter, the authors address what instructors can do to help prepare lower-level learners for major standardized tests. In all, this book is clearly written and organized with a practical focus on the needs of instructors and students alike.

Donna, S. (2000). *Teach business English*. New York: Cambridge University Press.

ISBN-10: 0521585570, ISBN-13: 978-0521585576. **Price: \$29.92**

This is a useful book for administrators, materials developers, and teachers in ESP programs with a business focus. The introductory provides an overview of business English and the features that distinguish it from other language content. From there, the book describes the stages of preparation and planning that go into well-designed Business English courses. These steps include conducting a needs analysis, designing and administering placement tests, selecting materials, and setting syllabuses and schedules. The author then provides advice on classroom practice, covering student-teacher interaction, teaching and error correction methodologies, and ways to increase self-confidence and motivation among students. At the heart of the book is a section that presents actual lessons and activities on business writing, speaking, culture, and pragmatics. Specifically, these useful materials address e-mail composition, telephoning, presentations, and negotiation, among others. In the final chapters, the author suggests several student assessment options followed by suggestions on how the efficacy of business courses and programs can be evaluated.

Johns, A.M. (Ed.). (2002). *Genre in the classroom: Multiple perspectives*. Mahwah, NJ:

Lawrence Erlbaum Associates.

ISBN-10: 080583074X, ISBN-13: 978-0805830743. **Price: \$51.95**

This scholarly collection addresses genre analysis from both theoretical and practical perspectives. It should be useful to graduate students and to curriculum designers interested in conducting analyses of authentic written and oral samples of English for academic and specific purposes (EAP and ESP). The articles presented in this book are written by many of the major scholars in applied linguistics. A portion of the book's strength comes from the variety of theoretical perspectives represented in the different contributions. An appealing feature of this book is that despite its scholarly nature, most chapters are grounded in actual classroom practice. Many key issues related to academic genres are addressed such as academic reading, communities of practice, content courses, academic rhetoric, and several approaches to writing for academic purposes making it a useful overview text on this area of study.

Orr, T. (Ed.). (2002). *English for specific purposes*. Alexandria, VA: TESOL Publications.

ISBN-10: 0939791951, ISBN-13: 978-0939791958. **Price: \$9.95**

This practical introduction to English for specific purposes (ESP) should be of value to program administrators, instructors, and pre-service teachers who work, or intend to work, with ESP curricula. The book first presents an overview of the frameworks and theories of ESP instructions and then provides numerous examples of ESP programs around the world. In its first part, the book addresses ESP instruction in the field of academia. This section covers several

topics and includes descriptions of ESP programs for law, nursing, business, tourism, engineering, and teaching. The next section looks at workplace ESP programs in such varied settings as hospitals, factories, and even a horse racing track. Readers who would like to get a sense of the wide range of possibilities in the field of ESP should find this book a useful source of context.

Resources

*** **Guffey, M.E. (2008).** *Business English* (9th ed.). Thomson South-Western.
ISBN-10: 032436606X , ISBN-13: 978-0324366068. **Price: \$64.74**

The target audience of this book comprises instructors working in business English programs. This is a well-written, coherent, detailed, and integrated skills book for classroom use in business English programs. It takes a grammar-oriented approach to business English instruction. The book provides strong explanations of grammar and lexical usage in oral and written business English. To reinforce the lessons, the author has included a wide variety of activities such as drills as well as assignments that serve to consolidate learning through review activities and error correction tasks that re-contextualize earlier topics. Each lesson is grounded in business-related spoken and written usage, so as students study grammar, they also practice such tasks as memo reading and writing, e-mail composition, and the pragmatics of office interactions. This book should make a useful primary textbook for teachers of business English for students at the intermediate level or higher and would be a valuable addition to the libraries of such programs.

** **Master, P., & Brinton, D.M. (1998).** *New ways in English for specific purposes*.
Alexandria, VA: TESOL Publications.

ISBN-10: 0939791498, ISBN-13: 978-0939791491. **Price: \$24.95**

This classic book is an excellent recourse for instructors of English for specific purposes (ESP) in need of fresh instructional approaches. The book offers a broad collection of materials and activities designed by practicing ESP instructors. Lessons for numerous skills are included in the book and they are organized into seven sections: (1) general ESP, (2) English for academic purposes, (3) English for artists, (4) business English, (5) legal English, (6) scientific English, and (7) English for vocational purposes. The range of activity types, purposes and language skills addressed are so varied that the editors have provided a “users guide” which lists activities according to type (e.g., conversation task, note-taking task), topic area (e.g., business English, academic writing), and focus (negotiation skills, presentation skills). Many lessons with a particular focus are easily adapted to other purposes, making the book a great source of ideas for teachers and materials designers.

Other Recommended Resources

Dignen, B. (2003). *Communicating in business English*. Tokyo: Compass Publishing
ISBN-10: 1932222170, ISBN-13: 978-1932222173. **Price: \$20.00**

This book’s primary focus is on vocabulary and expressions for common business-related tasks. It contains numerous brief lessons organized into the six themes of telephone English, presentations, meetings, socialization, negotiations, and writing. Though each individual lesson adopts a slightly different format than the others, most are built around vocabulary lists that may also include lexical chunks, idioms, and expressions common in business settings. Along with

the lists, the author may include a scenario, some communication tips, a brief discussion of relevant cultural or pragmatics issues, and additional activities to consolidate learning such as dialogues, cloze and multiple choice tasks, or discussion questions. While it is true that the book would benefit from a greater number of communicative activities and its vocabulary and scenario selections would be more convincing if they were informed by corpus data, it has the potential to make a useful supplementary resource for most business English courses at the low-intermediate level and above.

Emmerson, P., & Hamilton, N. (2005). *Five-minute activities for business English*. New York: Cambridge University Press.

ISBN-10: 0521547415, ISBN-13: 978-0521547413. **Price: \$20.28**

This collection of activities is an excellent resource for business English instructors in need of clever ideas to enrich their classroom practices. This useful text provides numerous practical ideas about how to begin a class session, briefly review material, and provide students with a respite from their usual schedule, or supplement a syllabus or course book with additional subject matter. As the title states, this book is primarily composed of simple and clear lesson plans for mini lessons that serve a number of pedagogic purposes. Among the many business-related topics addressed are (1) time management, (2) job interview skills, (3) reading business documents, (4) e-mail etiquette, (5) business ethics, (6) spending and waste, (7) social introductions, and (8) presentations. Activities include discussion topics, mini presentations, vocabulary and collocation practice, summarizing, and self correction. This book should serve as a valuable resource for most business English programs.

Esteras, S.R. (2008). *Infotech: English for computer users* (4th ed.). New York: Cambridge University Press.

ISBN-10: 0521702992, ISBN-13: 978-0521702997. **Price: \$27.00**

This useful book can serve as the primary course book for a vocational course for EFL learners hoping to work in various computer-related fields. The book is written primarily for intermediate students. In this text, the author takes an integrated skills approach with a pedagogical focus on the teaching of the grammar, vocabulary, and jargon associated with computers. Over the course of 30 topic-based chapters, it provides learners with opportunities to practice real life tasks that employees in such fields are expected to have competence in. These cover a wide variety of topics such as (1) describing functions and problems, (2) writing e-mails, (3) reading manuals, (4) designing web pages, and (5) job hunting. The book is colorful, clearly designed and systematically organized making it easy to use in the classroom. An additional attraction of this text is that the writer has included a thorough glossary of field specific terminology at the end.

Grammar

References

*****Thornbury, S. (2000).** *How to teach grammar*. Pearson Longman.

ISBN-10: 0582339324, ISBN-13: 978-0582339323. **Price: \$33.01**

This book is a widely used text in graduate level courses for teacher training in TESOL and Applied Linguistics programs, making it an especially useful reference book for novice teachers and teachers in training. It is also a helpful reference book for practicing teachers wishing to

expand their knowledge of grammar teaching. In this text, the author adopts the position that teaching grammar is controversial and often misunderstood. This book sheds light on a range of grammar teaching issues and the individual chapters deal with issues such as (1) how to teach grammar from rules, from examples, and through texts; (2) how to practice, test, and integrate grammar into other skills areas; (3) how to deal with grammar errors; and (4) even a unique chapter on how *not* to teach grammar. Each chapter also includes sample lessons which are meant to provide options that teachers can experiment with and reflect on in the classroom.

****Celce-Murcia, M. & Larsen-Freeman, D. (1999).** *The grammar book: An ESL/EFL teacher's course* (2nd ed.). Heinle ELT.

ISBN-10: 0-8384-4725-2, ISBN-13: 978-0838447253. **Price: \$68.38**

This book is meant for students and instructors interested in grammar teaching. It is used quite extensively as a course book in graduate level teacher training programs such as TESOL and Applied Linguistics. This text is a very detailed and comprehensive grammar reference with clear explanations and examples. It is unique in its depth of semantic and syntactic information on a range of grammatical concepts as well as its discussion of various theoretical perspectives on teaching grammar in the ESL and EFL contexts. Features that add to the value of this text are that each chapter includes teaching ideas, practice exercises, and suggestions for further reading. This book would be a valuable addition to the shelves of most teacher training programs as well as a reference text in the institutional libraries of language programs.

***Marsden, B. (2008).** *50 Common errors: A practical guide for English learners*. Springfield, MA: Merriam-Webster.

ISBN-978-087779-681-7. **Price: \$13.22**

This book would be of use to teachers, both in-service and pre-service, who wish to incorporate a more specific focus on grammar teaching in their classroom practice. The focus of this book is on grammatical errors commonly made by second language learners of English. The author first presents each grammar concept and then provides readers with easy-to-follow explanations, examples, and practice exercises. Because the units are independent from each other, the book can be used with beginner, intermediate, and advanced learners, depending on the types of errors that the teacher wishes to address. The manner in which the text has been organized and presented lends this book to multiple uses. It can be used effectively for in-class teaching, for independent self-study by students, or as a teacher reference.

***Nunan, D. (2005).** *Practical English language teaching: Grammar*. McGraw-Hill.

ISBN-0-07-310309-8. **Price: \$28.44**

This book can be of use in teacher training programs and for in-service teachers wishing to enhance their knowledge of grammar teaching. Essentially, this book explains how to teach grammar to second language learners. The first section explores the fundamental question: *What is grammar?* In the following sections, theoretical perspectives and practical strategies for teaching grammar are presented in thematic units for beginner, intermediate, and advanced learners. Thus, the reader is able to easily find information that targets the proficiency level of his/her students. Each unit discusses how to choose grammar points, teaching principles and techniques, approaches to grammar in real-world classroom contexts, and assessment. A final section discusses key issues in grammar teaching including multi-level classrooms, individual

learning styles, and incorporating technology. A list of references is provided for each section as well as a glossary of grammar-related terms at the end of the book.

***Yule, G. (1999).** *Explaining English grammar*. Oxford University Press.

ISBN-10: 0194371727, ISBN-13: 978-0194371728. **Price: \$22.48**

This is a well-written, easy to understand and systematically organized text. It is a good book for instructors teaching grammar in English language programs as well as for teacher trainers and students enrolled in programs like TESOL and Applied Linguistics. Although the scope of this book is not overly comprehensive, the nine areas of English grammar that it does cover are described very thoroughly. These areas include (1) articles, (2) tense and aspect, (3) modals, (4) conditionals, (5) prepositions and particles, (6) indirect objects, (7) infinitives and gerunds, (8) relative clauses, and (9) direct and indirect speech. The book is a particularly good reference for teachers in search of explanations to obscure or ambiguous grammar rules. An added attractive element of this book is that each section also provides activities for classroom practice. In addition the author has provided a thorough list of bibliographic references for further reading.

Resources

*****Gerngross, G., Puchta, H., & Thornbury, S. (2006).** *Teaching grammar creatively*.

Helbling Languages.

ISBN-10: 0521716098, ISBN-13: 978-0521716093. **Price: \$15.50**

This book will be useful for language teachers looking for innovative ideas to incorporate a focus on grammar teaching into their regular lessons. As the title suggests, this book offers creative ways to explain grammar concepts in a clear and straightforward manner. Each unit walks the reader through pedagogical techniques aimed at introducing a new grammar rule with which students have no prior exposure. This is followed by suggestions for creative practice with the grammar concept in meaningful and authentic ways. Many of the practice techniques involve creative writing tasks. An attractive feature of the book is that the authors have included adaptations throughout the book so that the lessons and tasks presented might be tailored to suit varied age groups or proficiency levels. An additional beneficial element of the book is an audio CD for listening practice. This book would be a useful addition to the shelves of most language programs.

****Conrad, S. & Biber, D. (2009).** *Real grammar: A corpus-based approach to English*. Pearson Longman.

ISBN-10: 0135155878, ISBN-13: 9780135155875. **Price: \$26.33 from publisher**

This book would be useful for second and foreign language teachers looking for insights into the grammar of spoken American English. This book is unique in that the authors use an extensive corpus based research to identify and present readers with the most common language choices used by native speakers of American English. Learners develop spoken and written grammar through practice with authentic American commonly used structures such as *yeah that's great*, *that's pretty weird*, and *me too*. This is a useful resource for teachers interested in supplementing their traditional grammar instruction with materials that emphasize appropriateness (in the American context) alongside correct English language usage. This would be a useful addition to the libraries of language programs wishing to teach American English. It would also serve as a helpful supplementary text for teacher training programs.

Other Recommended Resources

Aiken, R. (2002). *Teaching tenses: Ideas for presenting and practicing tenses in English.* ELB Publishing.

ISBN-10-9522808 68, **Price: £27.00 on Amazon.uk**

This is a useful source for language teachers looking for innovative ways to teach tenses in their classrooms. This book would also be a useful supplemental text for university teacher training programs such as TESOL. As the title states, the focus of this handbook is on tense and verb patterns in English grammar. The book is systematically organized and divided into units. Each unit includes an analysis of the tense form and function, suggested tasks for classroom teaching, and common errors made by second language learners with regard to that tense. An especially attractive feature of this book is the inclusion of a section of photocopiable materials for classroom use. This book was designed for a wide readership including novice and experienced teachers and teachers who are native and non-native speakers of English. This would be an extremely helpful book to have in the libraries of most language programs.

Kealey, J. & Inness, D. (2002). *Shenanigames: Grammar-focused interactive ESL/EFL activities and games.* ProLingua Associates, Publishers.

ISBN: 0-86647-100-6. **Price: \$25.00**

This is a valuable text for ESL and EFL in-practice teachers who wish to incorporate grammar based activities and games into their pedagogical practices. This book would also be a useful additional text for in-service teacher training programs. This systematically organized and well-written volume is structured around twenty two common pedagogical grammar topics. This text may be used as a supplementary resource for student-centered games and activities. The games are designed to provide learners with exposure to grammar forms and to require that they practice producing the grammar form through cooperative task-solving and opinion sharing activities. While explanations of grammar concepts are not included in this book, each section clearly outlines a summary of the game, step-by-step preparations, and verbatim directions to the student. This book provides busy teachers with ample activities and games that they can try out in their classrooms with little or no adaptations and should be a useful resource book for most language programs.

Morgan, J. & Rinvoluceri, M. (2004). *The Q book: Practicing interrogatives in reading, speaking, and writing.* ELB Publishing.

ISBN-0952280876. **Price: \$53.98**

This book is meant for language teachers looking for innovative activities to teach interrogative forms in their classrooms. This book would also be a useful supplemental text for language teacher training programs. As the name implies, this volume is structured around interrogative questions. The authors have included a variety of ways to teach question forms. The text describes numerous activity types such as pair work questionnaires, quizzes, dictations, and language games to teach interrogative language structures. It is a practical resource for EFL teachers of all proficiency levels who want to engage their classroom in spontaneous and original language output using questions in English. Especially attractive features of this book are that the activities provided here are highly communicative and so encourage interaction among the learners and they are designed around a range of topics and issues.

Topping, D. H., & Hoffman, S. J. (2006). *Getting grammar: 150 new ways to teach an old subject.* Heinemann.

ISBN-10: 0325009430, ISBN-13: 978-0325009438. **Price: \$24.38**

The main audience of this book is language teachers looking for fresh ideas to incorporate grammar teaching into their regular teaching practice. This book would also be a useful supplemental text for language teacher training programs. The grammar units in this book are woven into elementary and middle school content through innovative lessons that utilize games, music, children's literature, art, drama, writing, and oral interaction. One key feature found at the end of each chapter is a summary of how the particular grammar structure in English is different in various other languages. Teachers can use this information to help support young learners in linguistically diverse classrooms and to understand more about the linguistic transfer that the children in their classroom must accomplish. Also included are assessments for each grammar unit. All these features make this a practical and helpful resource for busy language teachers.

Yule, G. (2006). *Oxford practice grammar.* Oxford University Press.

ISBN: 978-019-432-7541. **Price: unavailable**

This three-book series is a useful source of practice exercises to be used as a classroom textbook or as an independent self-study workbook. This set of books would be of use to both experienced as well as novice language teachers. The books in these series are systematically organized texts with the author providing concise explanation of each grammar concept. These explanations are accompanied by several practice exercises in varying formats. There are traditional formats such as cloze, correct the mistake, and multiple choice, as well as innovative formats that involve, for example, matching the explanation to the example and dictionary exercises to build vocabulary along with grammar skills. An additional beneficial feature of the books is the inclusion of tests at the end of each chapter which can be used as assessment tools or as additional practice. Also included is an interactive CD-Rom, which enables the learner to practice grammar concepts through listening and speaking tasks. These books would be a highly valuable addition to the libraries of most language programs.

Interactive Activities for Language Instruction Involving Games, Songs, Film, and Drama

References

*****Dörnyei, Z. & Murphey, T. (2004).** *Group dynamics in the language classroom.*

Cambridge. Cambridge University Press.

ISBN-10: 0521529719, ISBN-13: 978-0521529716. **Price: \$29**

[**Note:** This book is also listed as a reference under the "Cooperative Language Learning" category]

The objective of this book is to promote an understanding of group dynamics, from the field of social psychology, as it applies to the language classroom. The authors provide practical advice on how to manage language learner groups so that students can relate well to each other,

cooperate, and communicate effectively with each other. The intended audience includes practicing teachers, teacher educators and applied linguists.

The book is divided into ten chapters covering the following topics: becoming a group, classroom management, the development of groups, group cohesiveness and the importance of relationships, the classroom environment, the teacher as a group leader, students' roles and near peer role-modeling, managing conflicts, and wrapping up the group's last classes, followed by the book's conclusion. This book would be beneficial to educators interested in communicative language teaching, cooperative language learning or how to more effectively manage groups in the language classroom.

****Richard- Amato, P. (2009).** *Making it happen: from interactive to participatory language teaching: Evolving theory and practice* (4th ed.). New York: Pearson Longman.

ISBN-10: 013236137X, ISBN-13: 978-0132361378. **Price: \$72.45**

[**Note:** This book is also listed as a reference under the "Language Teaching Methodology" category]

This language teaching methodology textbook also serves as a practical sourcebook for teachers of English. It provides a comprehensive introduction to second language teaching, with a special focus on how to create meaningful interaction in the classroom. Topics covered include: strategies for teaching children, adolescents, and adults from beginning to advanced levels; an emphasis on peer- and self-evaluation in the classroom; discussions of issues of importance to program development, such as lesson design and materials selection; teacher research and professional development; and case studies from kindergarten through university level. Although the book sometimes makes reference to the U.S. context, many ideas are adaptable to other situations. Part 2 of the book *Exploring methods and activities* includes chapters on interactive practices, chants, music and poetry, storytelling, role-play and drama, games, and affective activities. Recommended reading is provided at the end of each chapter.

***Hall, J. & Verplaetse, L. (Eds.) (2000).** *Second and foreign language learning through classroom interaction*. Mahwah, NJ: Erlbaum.

ISBN-10: 0805835148, ISBN-13: 978-0805835144. **Price \$49.95**

This scholarly, edited volume reflects current thinking in the field of foreign and second language acquisition that language learning is a group phenomenon and takes place within the context of socialization and interaction (a sociocultural perspective), rather than strictly an individual process. The book presents a set of studies whose focus is on the empirical description of particular practices constructed in classroom interaction that promote the learning of a second or foreign language. The book is organized into two main parts: 1.) *Classroom interaction and foreign language learning* and 2.) *Classroom interaction and second language learning*. The authors examine in detail the processes by which the learning of additional languages is accomplished in the interaction of a variety of classrooms and in a variety of languages. Intended for researchers, teacher educators and advanced graduate students, this book serves as an informative reference for creating principles for classroom interactional practices that effectively foster additional language development.

***Cook, G. (2000).** *Language play, language learning (Oxford Applied Linguistics)*. Oxford: Oxford University Press.

ISBN-10: 0194421538, ISBN-13: 978-0194421539. **Price: \$32.75**

This book does not focus exclusively on second language learning, but on what the author describes as “language play” that begins in childhood and continues into adulthood. Examples of language play are repetition and rhymes, imaginative play, stories, games and for other social purposes. The book has seven chapters organized into three parts. Part 1: *The interlocking levels* discusses the forms, meanings and uses of language play. Part 2: *Theories and explanations* discusses evolutionary and cultural perspectives on language play and randomness and creativity in such play. Part 3: *Language learning* discusses current orthodoxies and future prospects of language learning.

This book demonstrates the extent and importance of language play in human life and draws out the implications for applied linguistics and language teaching. It stresses how language play is central to human thought and culture, learning, creativity, and intellectual development.

Recommended for advanced graduate students or more experienced language teachers and professionals interested in the topic.

Resources

*****Wright, A., Betteridge, D. & Buckby, M. (2006).** *Games for language learning (Cambridge Handbooks for Language Teachers)* (3rd ed.). Cambridge: Cambridge University Press.

ISBN-10: 0521618223, ISBN-13: 978-0521618229. **Price: \$24.63**

[**Note:** This book is also listed as a reference under the “Teaching Children” category]

This popular book is a good resource for teachers who want to make language learning more meaningful and fun. It contains many games grouped into helpful categories such as picture games and sound games. Games are grouped according to their “family type” which summarizes the important way in which the learners are engaged in the game, for example, *care and share, identify, connect, order, remember, create*, etc. For each game there is an overview of time, level, preparation, materials, skills, language, procedures and notes. It has sections on icebreakers, speaking, listening, writing, reading, writing, vocabulary and spelling, and grammar, as well as a final chapter on solo games across the language skills. Most of the games are simple, easily adaptable and do not require complex materials. Overall, the games are creative, thoughtful, and communicative.

****Puchta, H. & Rinvoluceri, M. (2007).** *Multiple intelligences in EFL: Exercises for secondary and adult students*. Helbling Languages.

ISBN-10: 052171611X, ISBN-13: 978-0521716116. **Price \$29**

[**Note:** This book is also listed as a reference under the “Cognitive Styles and Learner Strategies” category]

This practical book, for pre-service or practicing EFL teachers, introduces 74 creative teaching exercises for implementing Gardner’s multiple intelligences (MI) in the English language classroom. The book begins with an explanation of the concept and history of multiple intelligences, followed by five chapters with exercises. Chapter 1 includes general MI exercises. Chapter 2 presents ideas for adapting an assigned textbook. Ideas for group work are outlined in

Chapter 3, which focuses on interpersonal intelligences. Chapter 4 is for the more introspective learners with such exercises as intrapersonal questionnaires and inner grammar games. Chapter 5, *Self Management*, provides ideas for groups that are very comfortable with each other, such as having students share their hopes and dreams. Each activity outline includes the language focus, MI focus, level, time, preparation and step-by-step instructions. Several of the ideas in this book seem completely unique and are unlikely to be encountered in other resource books.

***Sherman, J. (2003).** *Using authentic video in the language classroom (Cambridge Handbooks for Language Teachers)*. Cambridge: Cambridge University Press.

ISBN-10: 0521799619, ISBN-13: 978-0521799614. **Price: \$27**

This book guides and supports English language teachers with practical suggestions for activities which can be used with films, drama, soap operas, comedy, sports programs, documentaries and advertisements. These template activities are designed to be used again with different material, and many of the activities would also lend themselves for use with other technologies such as DVDs and Webcasts. Following the introduction, which provides a rationale for using authentic video and guidelines for the activities, the book is divided into two major parts. Part A includes a section on both video drama and non-fiction video. Part B is comprised of the numerous, innovative activity descriptions, ranging from one about subtitles to lipreading to plot ideas. Appropriate as a supplemental “idea book” for teachers or for instructors leading a course or training session on the topic.

***Wilson, K. (2009).** *Drama and improvisation (Resource Books for Teachers)*. Oxford: Oxford University Press.

ISBN-10: 0194425800, ISBN-13: 978-0194425803. **Price: \$21. 50**

This book includes fifty-six classroom activities designed to add drama and improvisation to English language classes and to stimulate the students’ imagination and creativity. The activity descriptions include important information, such as level, time, preparation required, and the aims. Recommendations for follow-up activities and variations, and other suggestions are also provided. The activities are grouped into five chapters that focus on icebreakers and getting, interaction and improvisation, games, drama club, and working with text and transcript. Most activities require minimal preparation, ranging from shorter and less demanding to longer and more complex activities, culminating in a series of more classic, as well as innovative dramatic sketches and activities that teachers can photo-copy and use with their classes. This resource book is easy to use by both novice and experienced teachers, and the creative activities can easily be incorporated into a variety of language lessons.

Other Recommended Resources

Arnold, J., Puchta, H. & Rinvoluceri, M. (2007) *Imagine that! with CD-ROM/Audio CD: Mental imagery in the EFL classroom*. Helbling Languages.

ISBN: 978-3-902504-84-6 **Price: \$37.00**

[**Note:** This book is also listed as a reference under the “Language Teaching Methodology” category]-

This book explores new ways to make classrooms lively through the use of imagery-based activities, designed to make use of the students’ inner resources. The book presents a clear

introduction to mental imagery, connecting it to cognitive processes and language learning. There is a brief overview of relevant research and many practical ideas about using imagery in secondary and adult ELT classrooms. All the language skills are addressed. The book is accompanied by a multi-media CD-ROM with worksheets, artwork, music and recordings of parts of activities. It may be used with a computer or CD player.

Cambridge Copy Collection. Cambridge: Cambridge University Press (multiple authors). A collection of photocopiable resource books on a variety of topics and for a range of levels, with lesson plans and notes for the teachers, including the following:

- **Hancock, M. (1999).** *Singing grammar*
- **O'Dell, F. & Head, K. (2003).** *Games for vocabulary practice*
- **Zarob, M. & Chin, E. (2001).** *Games for grammar practice*

Cambridge Handbooks for Language Teachers. Cambridge: Cambridge University Press (multiple authors).

A series of practical resource books of activities for language teachers on a variety of topics, including the following:

- **Medgyes, P. (2002).** *Laughing matters: Humour in the language classroom*
- **Wajnryb, R. (2003).** *Stories: Narrative activities for the language classroom*

Christison, M. A. (2005). *Multiple intelligences and language learning: A guidebook of theory, activities, inventories, and resources* (2nd ed.). Burlingame, CA: Alta Book Center Publishers. ISBN-10: 1882483758, ISBN-13: 978-1882483754. **Price \$30.17**

[Note: This book is also listed as a reference under the “Cognitive Styles and Learner Strategies” category]

This practical and innovative resource book, in its second edition, serves as both a reference and resource for language teachers interested in implementing Gardner's theory of multiple intelligences (MI) in their language classroom. The book provides an overview of MI theory, guidelines for lesson planning and other useful tips. It is divided into two parts: (1) an introduction of the theoretical framework and activities and inventories for the eight types of intelligence; (2) appendices which include answer keys, multiple intelligence inventories, an age and language level index, a content index, and a bibliography of works on multiple intelligences.

Each chapter is devoted to each one of seven multiple intelligences-- linguistic, logical/mathematical, visual/spatial, bodily/kinesthetic, the personal intelligences, musical, and the naturalistic intelligence. The activities are organized by age and language level (kindergarten through adult, beginning through advanced) and also the intelligences targeted, objectives, materials needed, and steps to conduct the activity. Recommended for practicing teachers interested in implementing multiple intelligences theory into language classroom practice.

Clark, R. (Ed.) (2002). *Index card games for ESL* (3rd ed.). Brattleboro, VT: Pro Lingua. ISBN-10: 0866471588, ISBN-13: 978-0866471589. **Price: \$22**

This book includes seven game techniques plus sample games, designed for lower to intermediate-level students that are easy to prepare and play using 3x5 index cards. The student-centered activities provide practice in: vocabulary building, sentence/paragraph structure, pronunciation & spelling, questioning, and conversation. Each game explanation includes a brief

overall description, a purpose statement, separate teacher and student instructions for playing the game, variations, and a list of grammar, vocabulary, and conversation situations which can be practiced with the game. A starter kit of sample games at different levels is given for each game.

Diaz, C. (2002). *Cathy's cards combined edition: Instant conversation in the classroom.* Burlingame, CA: Alta Book Center Publishers.

ISBN-10: 1882483928, ISBN-13: 978-1882483921. **Price: \$38.99**

This is not actually a book, but a set of 270 question cards designed to promote natural, spontaneous, and personalized conversation in the classroom. These cards could be used for rapport-building, pre-lesson warm-ups, “fillers,” or to practice fluency. The questions are specially created to provoke fun and interesting thoughts on a variety of subjects pertinent to secondary students and/or adults. For example, questions range from “What is your favorite restaurant and why?” to “Which do you need more: money or love?” The teacher's manual includes tips, activity suggestions and other ideas for using the cards.

Graham, C. (2006). *Creating songs and chants.* Oxford: Oxford University Press.

ISBN-10: 0194422364, ISBN-13: 978-0194422369 **Price: \$27.75**

Jazz Chants, an idea created by the author, connects the rhythm of spoken American English to the beat of jazz. This book and audio CD shows teachers how to create jazz chants for the language they are teaching. The CD gives melodies and rhythms, and examples of chants produced.

Maley, A. & Duff, A. (2005). *Drama techniques: A resource book of communication activities for language teachers* (3rd ed.). Cambridge: Cambridge University Press.

ISBN-10: 0521601193, ISBN-13: 978-0521601191 **Price: \$25.52**

[**Note:** This book is also listed as a recommended resource in the “Speaking” category.]

This popular resource book offers a selection of drama-based techniques, appropriate for lower-level students, for use in the language classroom. Activities are organized into eleven different chapters, including: warm-up activities, observation, working with mime and voice, working with objects and visuals, imagination, and working from and into texts, scripts and performance.

Murphey, T. (1992). *Music and Song.* Oxford. Oxford University Press.

ISBN-10: 0194370550 ISBN-13: 978-0194370554 **Price \$21.50**

This “oldie but goodie” shows how any piece of music—from folk and classical to jazz, rock, and pop, can be exploited in a variety of ways in the language classroom. It also provides suggestions for how teachers can 'tune in' to students and use their musical interests to enhance their learning. For teachers who are looking for ways to incorporate music and lyrics into language teaching.

Sion, C. (2004). *Recipes for tired teachers: Well-seasoned activities for language learning* (2nd ed.). Burlingame, CA: Alta Book Center Publishers.

ISBN- 10: 093238300X, ISBN-13: 9781932383003 **Price \$28.95** (Publisher's price; not available at amazon).

This classic, popular resource book is a collection of 81 creative and versatile activities for building and reinforcing primarily conversational English skills at the lower and intermediate levels. Activities include: role plays and simulations; group dynamics activities; personality

analysis; graphic experiences; creative crossword creations; and riddle scrambles. Each activity description is brief and self-contained. Language points include: asking and answering questions; comparing information; expressing opinions; describing feelings; making suggestions; discussing problems; notetaking; and giving instructions.

Stempleski, S. & Tomalin, B. (2001). *Film*. Oxford: Oxford University Press.

ISBN-10: 0194372316, ISBN-13: 978-0194372312. **Price: \$21.50**

This book provides ideas on how to integrate film into a general course, how to set up film projects, and a glossary of helpful film terms. After a useful summary of basic techniques for use with video such as silent viewing, sound only and freeze frame, the book offers a collection of ready-to-use, film-based classroom activities for teachers of EFL/ESL at all levels. Requires no previous film knowledge.

Yorkey, R. (2002). *Talk-A-Tivities: Photocopiable problem solving and puzzles for pairs*.

Burlingame, CA: Alta Book Center Publishers.

ISBN-10: 1882483855, ISBN-13: 978-1882483853. **Price: \$28.95** (Publisher's price; not available at amazon).

Yorkey, R. (2003). *Springboards: Communication starters*. Burlingame, CA: Alta Book Center Publishers.

ISBN-10: 1882483936, ISBN-13: 978-1882483938. **Price: \$27.95**

Introduction to Linguistics

References

*****Freeman, D. & Freeman, Y. (2004).** *Essential linguistics: What you need to know to teach reading, ESL, spelling, phonics, and grammar*. Portsmouth, NH: Heinemann.

ISBN-0-325-00274-6. **Price: \$30.20**

The target readership of this book comprises of university students enrolled in introductory courses in programs such as Linguistics, Applied Linguistics, and Language Studies and for teacher training programs like TESOL. The authors of this widely used book do not pre-suppose any prior knowledge in the area and present basic linguistic concepts in clear and simple everyday language. Comprehension of these concepts is further enhanced through their connection to real-world classroom contexts. The authors provide an overview of the key theoretical perspectives on areas such as learning a first and second language, acquiring a writing system, and teaching English orthography and phonics. In addition, they also include examples and activities that help teachers think about linguistic concepts in terms of their own teaching. This is an easily comprehensible and useful reference book for any teacher of English literacy.

****Andrews, L. (2000).** *Linguistics for L2 teachers*. Routledge.

ISBN-10: 080583818X, ISBN-13: 978-0805838183. **Price: \$26.95**

This book outlines basic aspects of language study for pre-service or in-service teachers of ESL or bilingual education. It is intended for readers without prior knowledge of linguistics and would be useful for undergraduate students of education or veteran teachers taking part in

professional development courses. Therefore, the book is written in a very accessible style with minimal technical terminology. Each chapter incorporates pre-reading and post-reading activities as well as chapter summaries. A unique element of the book is a feature called “Be a linguist,” which encourages the reader to observe and reflect on various aspects of language in the classroom. Throughout the book, the author makes every effort to introduce linguistic concepts in terms of their implications for classroom learning and teaching. The lucid prose style and thorough coverage of the topics under discussion make this a useful text for its intended audience.

***Pinker, S. (2000).** *The language instinct*. Perennial Classics/HarperCollins Publishers. ISBN-0-06-0958332. **Price: \$12.95**

This book is a useful introductory text about linguistics for the non-linguist. That is, it serves as an excellent overture into the science of language and the mind for the layperson. It is not a textbook or a handbook; more accurately, it resembles a non-fiction novel. It is a very accessible and humorously written book that uses everyday examples to make linguistic concepts become real for the reader. This book is useful for teachers who have not had formal training in linguistics and are interested in gaining a deeper understanding of how language works and how it is learned. The non-academic language and tone of this book make it an engaging introduction to the area.

Other Recommended References

O'Grady, W., Archibald, J., Aronoff, M., & Rees-Miller, J. (2009). *Contemporary linguistics* (6th ed.). Harlow, UK: Bedford/St. Martin's.

ISBN-10: 0312555288, ISBN-13: 978-0312555283. **Price: \$74.47**

This is a very comprehensive reference book intended for students of introductory linguistics enrolled in graduate and undergraduate programs such as Applied Linguistics, Linguistics, Language Studies, and Second Language Acquisition (SLA) programs. This widely known and highly respected book sets itself apart from many introductory linguistics textbooks because its scope goes beyond phonology, morphology, syntax, and semantics to also include chapters dedicated to language change, language classification, indigenous languages of North America, sign languages, first and second language acquisition, psycholinguistics, the brain and language, sociolinguistics, writing, animal communication, and computational linguistics. The book also includes an expanded audio and video component accessible via the web. This comprehensive coverage of such a wide range of relevant academic topics has contributed to the good reputation and popularity of this text within academia.

Yule, G. (2010). *The study of language* (4th ed.). Cambridge University Press.

ISBN-13: 9780521749220. **Price: \$26.99**

This introductory linguistics textbook is comprehensive yet concise. It is a popular book in its fourth edition and is meant for introductory university level courses in the field of Applied Linguistics, SLA, and Second Language Studies. The wide-ranging scope of the book covers both the form and function of the English language. In addition, this text also contains chapters which are dedicated to first language (L1) and second language (L2) acquisition, pragmatics, discourse analysis, language varieties, amongst many others. A positive attribute of this text is

that each chapter concludes with study questions with answers in the appendix, which are intended to highlight and review the main ideas and key terms of the chapter. This encourages reader engagement while maximizing comprehensibility of the content. Other advantageous features of the text are the provision at the end of each chapter of a list of discussion topics, extension projects, and suggestions for further reading.

Language Assessment

References

*****Brown, H. D. & Abeywickrama, P. (2010).** *Language assessment: Principles and classroom practice*, (2nd ed.). Pearson ESL.

ISBN-10: 0138149313, ISBN-13: 978-0138149314. **Price: \$42.53**

This book is written primarily for language teachers and provides its readers with foundational information for assessing second language learning. It includes comprehensive information on research, standardized tests, form-focused assessment. An additional advantageous feature is a concise glossary of terms. The overall focus of this volume is on classroom-based assessment and the authors lay out useful tools for evaluating and designing a variety of practical assessment techniques. These range from controlled to open-ended item types on a specified continuum of micro- and macro-skills of language. The book covers the assessment of the four skills of reading, writing, speaking, and listening as well as of grammar and vocabulary. The authors also present alternative assessment methods such as portfolios, journals, conferences, observations, interviews, and self- or peer-assessment. Such a variety of assessment varieties makes it particularly useful. In addition, the bibliography provides updated references to new research in the field of language assessment.

** **Brown, J.D. (2005).** *Testing in language programs: A comprehensive guide to English language assessment*. McGraw-Hill.

ISBN-10: 0072948361, ISBN-13: 978-0072948363. **Price: \$40.50**

This book is aimed at ESL and EFL teachers, teacher trainers and for teacher-trainees who are enrolled in courses in language testing and assessment both at the graduate and undergraduate levels. The book is comprehensive in its approach as it aims to fulfill the requirements of those making both program-level assessment as well as classroom-level testing decisions. The author discusses important concepts in English language testing and evaluation using a good balance of theory and practical technical information. An additional feature is the easy-to-follow guidelines for using Microsoft Excel spreadsheets to interpret test scores. The book is reader-friendly and written to maximize comprehension as each chapter contains questions for review, application, discussion, and self-evaluation. The book also provides a comprehensive glossary of field specific assessment terminology. All these features make this book a practical tool for classroom use and for teacher training as well as a personal reference for experienced and novice teachers.

* **Fulcher, G. & Davidson, F. (2007).** *Language testing and assessment: An advanced resource book*. Routledge.

ISBN-10: 0415339472, ISBN-13: 978-0415339476. **Price: \$29.35**

This book is aimed at teachers and research scholars interested in language assessment. Current methods and debates are presented in an accessible manner. The book has three sections: (1) The *Introduction* is a collection of activities revolving around key areas in the field. (2) The *Extension* section furnishes important extracts from books and articles that provide further insights into the concepts introduced in the first section. These readings are accompanied by activities to enable readers to evaluate the material. (3) The *Exploration* section provides more activities to enable greater comprehension of the theories and practical applications of the concepts discussed elsewhere in the book. The three sections are linked thematically. The authors also provide a glossary of key terms, an extensive list for further reading, and a website with further readings, activities, and links to useful websites. The in-depth discussion of key ideas makes it a good resource book for teachers taking courses in language testing and assessment.

Other Recommended References

Alderson, C. J. (2000). *Assessing reading*. Cambridge, UK: Cambridge University Press. ISBN-10: 0521599997, ISBN-13: 978-0521599993. **Price: \$38.00**

This book is aimed at language teachers, teacher trainers, and teacher trainees. It provides a comprehensive coverage of the assessment of reading in a second or foreign language. The author reviews research on the psychological, social, and cognitive factors that influence reading. He provides a detailed and well-argued relationship between reading and the construction of reading tests. The book also contains discussions on future directions for reading assessment and on computer-based testing. This book is well-written and informative and has become a standard text. It contains a good balance of theory and practice and is useful for people who wish to develop reading assessment tests at the classroom or higher levels. The bibliography contains extensive references to academic resources in the area. It is a useful resource for novices as well as experts in the field due to its comprehensive coverage as well as its detailed discussions of the main issues in reading assessment.

Buck, G. (2002). *Assessing Listening*. Cambridge, UK: Cambridge University Press. ISBN-10: 0521666619, ISBN-13: 978-0521666619. **Price: \$29.00**

[**Note:** This book is also listed as a reference under the “Listening” category]

This book is aimed at practicing second language teachers as well as at teacher trainees and teacher educators. The text furnishes readers with extensive guidelines to develop a variety of tests to assess listening skills. The book is comprehensive in its approach as the author first provides a wide-ranging discussion of the unique nature of listening comprehension and the different approaches to the assessment of listening. This is followed by chapters that discuss a general framework for developing and creating listening tasks, the selection of suitable texts for testing, and designing and constructing complete assessments. There is an entire chapter on illustrative tests for listening comprehension and another on a discussion of future developments in this field. The in-depth engagement with key concepts in this area of language assessment makes this a good resource book for classroom teachers as well as all other professionals interested in the development of listening assessment.

Douglas, D. (2000). *Assessing languages for specific purposes*. Cambridge, UK: Cambridge University Press.

ISBN-10: 0521585430, ISBN-13: 978-0521585439. **Price: \$32.20**

This book is meant for all teaching practitioners who are connected with teaching language for specific purposes. The authors engage with what it means to test language for specific purposes (LSP) holding that this is language testing in which the test content and test methods are based on an analysis of a specific language use situation, such as Spanish for business or Japanese for tour guides. This book examines important theoretical concepts related to the implementation of tests for specific purposes. The author also provides a comprehensive overview of the literature related to the field of LSP. There is a detailed discussion of these issues, as well as an analysis of the current assessment measures being used in this area. It is an important tool for both new and practicing teachers who are specifically engaged in teaching English for specific purposes as well as for all language assessment professionals who wish to understand the current thinking in this area.

Fulcher, G. (2010). *Practical language testing*. London, UK: Hodder Education.

ISBN-10: 0340984481, ISBN-13: 978-0340984482. **Price: \$32.53**

This book is written for students of Applied Linguistics, TESOL, and Modern Foreign Language Teaching as well as for in-service teachers who need to design or use language tests. The author adopts a practical approach to present the skills, knowledge, and principles necessary to understand and construct language tests. The primary focus is on designing tests for the classroom with discussions on how to analyze and improve them and how to align them to external standards. The author situates tests both within the classroom and in the larger social context so that teachers can make practical and fair decisions about how to use and implement assessments. The normative nature of large-scale testing is discussed together with how teachers might use alternative assessments suited to their teaching contexts. The book aims to accomplish the two goals of providing readers with knowledge of how to prepare their students for tests and of equipping them with practical skills to construct and use tests.

Luoma, S. (2004). *Assessing speaking*. Cambridge, UK: Cambridge University Press.

ISBN-10: 0521804876, ISBN-13: 978-0521804875. **Price: \$29.35**

This book is written for language teachers and researchers working in the field of teaching language, especially speaking, and who are interested in widening their understanding of the complex issues related to assessing listening skills. The author presents the multiple problems of assessing speaking in a foreign language. This book also provides current language assessment concepts, summarizes research in the field, and provides teachers and test makers with practical strategies to design and develop appropriate speaking tests and assessment measures for their students. The book is comprehensive in its approach with individual chapters focusing on topics that include: the nature of speaking, speaking tasks and scales, developing test specifications, developing speaking tasks, and discussions about the reliability and validity of speaking assessment. The book provides a thorough understanding of the field while also being practical and should be useful for all those who need to design speaking assessment tasks.

McKay, P. (2006). *Assessing young language learners*. Cambridge, UK: Cambridge University Press. [Note: This book is also listed as a reference under the “Teaching Children” category] ISBN-10: 0521601231, ISBN-13: 978-0521601238. **Price: \$32.19**

The book targets teaching professionals engaged in teaching language to young learners who wish to formulate an understanding of how to assess their students. It provides a broad outline for the assessment of young language learners in second and foreign language contexts. The author describes the nature of young language learners and the need for special assessments for this group of learners. The assessments are based on a task-based approach with tasks appropriate to young language learners with a focus on classroom assessment. Individual chapters are devoted to oral assessment, reading and writing assessment, and large-scale testing for younger learners. These chapters are grounded in theory and research in this field and provide practical guidelines for test design and construction. The book also includes examples of assessment contexts and practices in varied settings around the world. This comprehensive coverage of key issues grounded in research and theory makes this a useful book for classroom teachers working with young learners.

Purpura, J. E. (2004). *Assessing grammar*. Cambridge, UK: Cambridge University Press. ISBN-10: 052100344X, ISBN-13: 978-0521003445. **Price: \$28.62**

This is an easy-to-read book that provides an overview of the major issues related to the assessment of the grammatical abilities of second language learners. The author adopts the view that grammar is not an isolated component but part of the larger context of language in communication and utilizes this theoretical concept to discuss the design, development and use of tests to assess grammatical ability. The book is based on theory and research and also incorporates practical implications for test development. It includes chapters on the definition of grammatical ability, design and development of test tasks to measure L2 grammatical ability, and a critical evaluation of examples of existing tests. The book also contains chapters on grammar tests that support learning and instruction and on the existing challenges in defining and testing grammatical ability. This comprehensive coverage of important areas in the field of L2 grammar testing makes it useful both for classroom language teachers and test developers.

Read, J. (2000). *Assessing vocabulary*. Cambridge, UK: Cambridge University Press. ISBN-10: 0521627419, ISBN-13: 978-0521627412. **Price: \$29.00**

This book is written for language teaching practitioners who wish to broaden their understanding of the theoretical and practical issues related to testing vocabulary acquisition. The book is aimed at both classroom language teachers as well as at test developers. The author provides a comprehensive overview of empirical research on vocabulary in the field of applied linguistics and discusses the implication of this body of research on vocabulary assessment. There is an in-depth discussion of the nature of vocabulary followed by research on its acquisition, use, and assessment. The book presents a variety of assessment procedures for practical ways of assessing the vocabulary of second language learners. It also includes useful tools to conduct lexical based research on language. The author discusses future implications of vocabulary assessment, paying particular attention to computerized corpus analysis. The book is a useful tool as it makes available practical advice to teachers and test writers grounded in a comprehensive understanding of language and pedagogy.

Weigle, S. C. (2002). *Assessing writing*. Cambridge, UK: Cambridge University Press. ISBN-10: 0521784468, ISBN-13: 978-0521784467. **Price: \$28.00**

This book is for language teachers who wish to assess student writing. The author first engages in an in-depth discussion of the nature of writing and presents the major findings of research in the field of second language writing assessment. A particularly useful feature of the book is that it provides guidelines for teachers to create appropriate writing tasks to assess the writing ability of their students which also include an extensive discussion of the procedures for scoring writing tests. Other topics that are discussed in this text include the assessment of writing in major second-language tests, classroom assessment of writing, portfolio assessment, and the influence of technology on writing tests. All the discussions are supported with examples from a variety of writing assessments. The comprehensive nature of the materials covered makes it a good resource book for classroom teachers and test developers interested in broadening their understanding of the factors implicated in assessing student writing.

Language Teaching Methodology

References

*** **Brown, H. D. (2007).** *Principles of language learning and teaching* (5th ed.). White Plains, NY: Pearson Education Inc.

ISBN-10: 0131991280, ISBN-13: 978-0131991286. **Price: \$48.95**

This book is a classic text for teacher education programs worldwide and provides a comprehensive, up-to-date analysis of the theoretical foundations of foreign and second language teaching. It engages in a comprehensive discussion of a variety of issues related to second language acquisition and explores key concepts in the area through definitions, questions, and charts. The author reports the latest insights into language teaching through discussions of a wide variety of theoretical foundations related to language learning. These include Vygotsky's and Bakhtin's theories, Thorndike's law of effect, error treatment, noticing, recasts, intercultural communication, language policy and politics, corpus linguistics, strategies-based instruction, contrastive rhetoric, and output hypothesis. The author consistently encourages readers to consider the implication of this research in light of its implications for classroom practices. The book also provides further references to important works. This comprehensive treatment of researched areas connected to language learning and teaching make it a foundational text for language teaching practitioners.

** **Harmer, J. (2007).** *The practice of English language teaching* (4th ed.). Essex, England: Pearson Longman ELT.

ISBN-10: 1405853115, ISBN-13: 978-1405853118. **Price: \$53.46**

[**Note:** This book is also listed as a reference under the “Teacher Education” category]

The fourth edition of this popular book is a useful resource book for pre- and in-service ESL/EFL teachers as well as for teacher trainers teaching language methodology courses. This edition includes discussions of English as a world language, the debates surrounding native vs. non-native teachers, evaluation of new technologies in the classroom, a variety of practical teaching ideas based on current methodological practices, greater focus on issues related to teacher development, learner autonomy, and context-sensitive teaching. It also includes a DVD with nine ten-minute extracts from real classes followed by discussions between the author and

the teachers. The reflections that the teachers engage in regarding the topic and methodology make the DVD a useful tool to generate discussions and critiques in teacher-training courses. The accompanying lesson observation worksheet focuses attention and is a good checklist for new teachers. The author provides practical teaching suggestions and samples from actual teaching materials. The book's easy-to-read typeface, clear headings and sub-headings, and diagrams and charts make it reader-friendly.

***Nunan, D. (Ed.) (2003).** *Practical English language teaching*. New York: McGraw Hill Companies Inc.

ISBN-10: 0072820624, ISBN-13: 978-0072820621. **Price: \$27.40**

This book is intended for use by teacher educators, teacher trainees and practicing teachers engaged in second language teaching and learning. It offers a comprehensive and practical overview of current theoretical and practical approaches to language teaching for experienced as well as in-training language teachers. This volume consists of contributions from well-established scholars in the area. Their writings encompass a variety of perspectives on language teaching and language learning in differing contexts. The book is divided into three sections: *Exploring skills*, *Exploring language* and *Supporting the learning process*. The book also furnishes practical techniques, strategies, and tips for language teaching. Each chapter has a reflection section which raises pertinent questions related to the aspect of teaching under discussion and also contains an action component outlining strategies for implementing new techniques within classrooms. There are suggestions for further readings and information about relevant websites. A glossary provides helpful definitions of key terminology.

Other Recommended References

Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy* (3rd ed.). White Plains, NY: Pearson Education Inc.

ISBN-10: 0-13-61-2711-8, ISBN-13: 978-0-13-612711-6. **Price: \$42.35**

This book is a popular methodology text and is used widely in EFL/ESL teacher education programs globally. The intended audience is both teacher educators as well as teacher trainees. It is also a useful book for experienced second and foreign language teachers who wish to keep abreast of current understandings in their field. The book offers a wide range of practical language teaching options based on accepted principles of second language learning and teaching. It encourages readers to develop a comprehensive perspective on language teaching thus providing them with a foundation on which to build their individual pedagogical practices. All chapters end with activities allowing readers to interactively process the materials. It has a reader-friendly accessible prose together with recommendations for further reading at the end of each chapter. All these features make it a comprehensive text for understanding the foundational concepts in the field of second and foreign language teaching.

Gebhard, J. G. (2006). *Teaching English as a foreign or second language* (2nd ed.). University of Michigan Press/ESL.

ISBN-10: 0472031031, ISBN-13: 978-0472031030. **Price: \$22.90**

This book is designed for those new to ESL and EFL teaching and for self-motivated in-service teachers who seek to maximize their potential. It is also a useful book for teacher trainers. It provides basic information that ESL and EFL teachers should know before they start teaching

and also incorporates many useful ideas on how to guide students in the skills of listening, speaking, reading, and writing. The author stresses the multifaceted nature of teaching the English language to non-native speakers which is based on the real experiences of teachers. This edition includes a wide range of examples to coincide with a variety of teaching contexts—from K-12 schools, to university intensive language programs, and refugee programs. It is also updated with discussions of technology throughout, and it considers ways in which technology can be used in teaching language skills. Sources for further study are included in each chapter and in the appendixes.

Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.

ISBN-10: 0194421724, ISBN-13: 978-0194421720; **Price: \$24.57**

This book is intended for all practitioners involved in second language learning and teaching – teacher trainers, teacher trainees, and practicing teachers. It is a comprehensive text that helps teachers develop insights into the multiple and complex issues, problems, and possibilities in English teaching methodology. It helps teachers to take a reflective stance on their own teaching practices. The book is divided into the following four parts: (1) A framework for teaching and learning, (2) Teaching the language system, (3) Developing language skills, and (4) Planning for learning. All chapters have initial questions related to the topics which are intended to engage the readers with the upcoming discussions. These are followed by a synthesis of insights from research studies, experiences, and reflections of teachers. These in turn are related to the issues of professional practice and the design of methodology and materials. Each chapter also includes follow-up activities and a list of recommended readings.

Larsen-Freeman, D. (2000). *Techniques and principles in language teaching* (2nd ed.). Oxford University Press.

ISBN-10: 0194355748, ISBN-13: 978-0194355742. **Price: \$16.97**

This book is intended for use in teacher training programs. It is a particularly useful foundational text as it provides a practical and comprehensive overview of the most important methods in the field of second language learning making it useful for both pre- and in-service teachers. The descriptions of the various language teaching methods are accompanied by the relevant theoretical backgrounds. The discussion of the theories connected to language learning is a particularly useful feature as it helps readers to ground their teaching practices in well researched and widely accepted understandings of second language learning. Readers are also provided with a description of the classrooms where these various teaching methods and approaches are being used. They are encouraged to reflect on their own beliefs and to develop their own approach to language teaching. This is an easy to comprehend book and its simple and straightforward prose style makes it a helpful text for second language teachers.

Richard-Amato, P. A. (2009). *Making it happen: From interactive to participatory language teaching: Evolving theory and practice* (4th ed.). White Plains, NY: Pearson ESL.

ISBN-10: 013236137X, ISBN-13: 978-0132361378. **Price: \$72.45**

[**Note:** This book is also listed as a reference under the “Interactive” category]

This is a useful book for ESL teachers both with experience in the field as well as for beginners. It provides a comprehensive view of effective second language teaching with a special focus on how to create meaningful interaction leading to participatory language teaching. The author

adopts the view that such interaction facilitates learners to become active members of the sociocultural group to which they desire membership. It adopts a cyclical approach to theory and practice so that both constantly inform each other. The book features strategies for teaching children, adolescents, and adults from beginning to advanced levels. There is an emphasis on peer- and self-evaluation in simulated and real classrooms. The author provides discussions of issues that are of importance to program development, lesson design, materials selection, video use, teacher research, and professional development. It is a practical guide for teachers and helps them develop their own pedagogical approaches and practices.

Richards, J. C. & Renandya, W. A. (Eds.) (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge, UK: Cambridge University Press.

ISBN-10: 0521004403, ISBN-13: 978-0521004404. **Price: \$30.42**

This book provides a comprehensive overview of current approaches, issues, and practices in the teaching of English to speakers of other languages which makes it a useful text for teacher training programs. It contains a broad collection of articles that illustrate the complexity underlying many of the practical planning and instructional activities involved in teaching English. These activities include teaching English at elementary, secondary, and tertiary levels, teacher training, language testing, curriculum and materials development, the use of computers and other technology in teaching, as well as research on different aspects of second-language learning. The book is organized into 16 sections and contains 41 articles by well-known teacher trainers and researchers. It also has two sets of discussion questions—a pre-reading background set and a post-reading reflection set. This collection is an important resource for researchers, graduate TESOL students, and teachers wishing to design a basic course in methodology.

Rodgers, T. S. & Richards, J. C. (2001). *Approaches and methods in language, teaching* (2nd ed.). NY: Cambridge University Press.

ISBN-10: 0521008433, ISBN-13: 978-0521008433. **Price: \$24.76**

This book is a particularly useful text for undergraduate programs for second language teacher trainees and is used widely across the globe in such a capacity. It is also a useful reference text for graduate programs in this field. It is an accessible and well organized book and covers a large range of the historical and current second language teaching methodologies. The authors discuss three broad areas: (1) Major language trends in twentieth-century language teaching, such as the Audiolingual Method, (2) Alternative approaches and methods, for example, Total Physical Response, Suggestopedia, Whole Language, etc., and (3) Current communicative approaches, like Cooperative Language Learning, Content-Based Language Teaching, the post-methods era, etc. All the methods and approaches discussed in the book are accompanied by a brief discussion of the theoretical background within which they are situated. This comprehensive coverage of diverse methods employed in second language teaching makes this a highly informative book for both new and experienced language teachers.

Resources

*****Chandler, J. & Stone, M. ([1999] 2009).** *The resourceful English teacher: A complete teaching companion*. Surrey, England: DELTA Publishing.

ISBN-10: 0953309819, ISBN-13: 978-0953309818. **Price: \$26.84**

This book is a practical resource book for both new language teachers looking for practical and effective teaching ideas as well as for more experienced professionals looking for new insights and inspiration to enliven their classrooms. This comprehensive resource book provides two hundred classroom activities for use in a wide range of language teaching situations. The activities described in the book are convenient, accessible, concise, and comprehensive and are easy to implement in the classroom. They incorporate the use of newspapers, articles, songs, dialogues, grouping circles, questionnaires, dictionaries, the OHP, computers, radio and TV, and video. These wide-ranging activities make it a handy book for language teachers looking for innovative ways to incorporate interesting activities into their classroom practices. This is a particularly useful resource book for busy teachers who wish to use innovative pedagogical activities but might not have enough time to plan for them.

**** Arnold, J., Pichta, H., & Rinvoluceri, M. (2007).** *Imagine that! Mental imagery in the EFL classroom*. Helbling Languages.

ISBN: 978-3-902504-84-6; **Price: \$37.00**

[**Note:** This book is also listed as a reference under the “Interactive” category]

This book is designed specifically for teachers of English as a foreign language and in it the authors explore new ways to make classrooms interesting and lively. This is achieved through the description of imagery-based activities. These activities revolve around utilizing students’ inner resources. The book is well organized with the authors first presenting a clear introduction to mental imagery and what this signifies. This concept is then connected to cognitive processes and language learning. There is a brief but useful overview of relevant research in the area followed by many practical ideas about using imagery in secondary and adult English language classrooms. The activities are based on teaching all the language skills. Useful additional features are the inclusion of a multi-media CD-ROM with worksheets, artwork, music and recordings of parts of activities. This CD may be used either in a computer or in a CD player which makes it easy to use for teachers with access to differing technological support.

***Watkins, P. (2005).** *Learning to teach English: A practical introduction for new teachers*. Surrey, England: DELTA Publishing.

ISBN-10: 1900783746, ISBN-13: 9781900783743. **Price: \$27.79**

[**Note:** Amazon does not stock this title. This is the lowest price found online]

This accessible and highly practical book is designed for new as well as experienced teachers of TESOL. It is also useful for prospective teachers planning to take pre-service training courses. The book contains clear descriptions and insightful analysis of a variety of classroom activities. There are questions and activities to engage the new and experienced teachers throughout the book. These are designed to maximize comprehension of the topics under discussion. Additionally, each chapter is followed by detailed commentaries. Many important key areas are covered in the book which include the roles of both teachers and learners in classroom practices, managing a class, teaching vocabulary, grammar, and pronunciation, developing reading, writing, speaking and listening, building both fluency and accuracy, learner error correction,

enhancing learner independence, advice and instructions related to lesson planning and issues connected to teachers' professional development. There are photocopiable materials to accompany lesson plans. These features make it an easy-to-use book for busy language teachers.

Other Recommended Resources

Dudeny, G. (2007). *The Internet and the language classroom* (2nd ed.). Cambridge, UK: Cambridge University Press.

ISBN-10: 0521684463, ISBN-13: 978-0521684460. **Price: \$24.96**

[**Note:** This book is also listed as a reference under the "Technology/Computer Assisted Language Learning (CALL)" category]

This book is a practical guide for teachers who wish to use the Internet as part of their classroom teaching practice. This second edition of the volume offers clear guidance on the practicalities of the Internet both as a resource and as a classroom tool. It consists of a range of convenient activities grouped by themes as well as by levels which makes it easy to make use of. In total, it has fifty four activities that incorporate the Internet and which are designed for use in foreign language teaching contexts. Many of the activities can also be adapted for teaching in Business English classrooms making the book a versatile resource for a range of teaching contexts. The activities are simple to implement which makes this an easy-to-use resource book for busy teachers who wish to incorporate computer-based activities within their classrooms as well as for novice teachers who wish to implement Internet based pedagogical practices.

Leaney, C. (2007). *Dictionary activities*. Cambridge, UK: Cambridge University Press.

ISBN-10: 0521690404, ISBN-13: 978-0521690409. **Price: \$32.42**

This book is useful for teachers of English both as a second and foreign language at all levels of professional experience. It contains ideas for the effective use of dictionaries as a teaching resource by helping students get to know their dictionaries and how to navigate them. The book covers complex topics such as collocations, idioms, and word building and also examines the use of electronic dictionaries and other non-standard specialized dictionaries such as picture dictionaries. It provides over 90 dictionary activities to use in the language classroom. The chapters deal with: confidence and dictionary skills-building activities, vocabulary-building activities, grammar activities, pronunciation activities, reading and writing activities, quick activities, CD-ROM and electronic dictionary activities and specialized dictionaries. Each activity is accompanied by its aim, focus, level, time, and preparation needed. Many activities have sample materials that may be photocopied for use in the classroom. These features make it is a useful resource for language teachers.

Listening

References

*****Flower, J. & Miller, L. (2005).** *Second language listening: Theory & practice*. Cambridge: Cambridge University Press.

ISBN-10: 0521786479, ISBN-13: 978-0521786478. **Price: \$29**

This book discusses theories of and practical applications for teaching second language listening.

The book is comprised of eleven chapters, grouped into three parts: The first section, *Historical background* lays out the theoretical developments and models of second language listening over the years, such as top-down, bottom-up and interactive processing. In the second section, *A pedagogical model and its application*, the authors propose a model for second language listening instruction adding eight new “dimensions” to the previous components of the listening process (e.g., top-down, bottom-up and interactive), such as individual variation, a cross-cultural dimension, a social dimension and several others. In the final section *Key issues in teaching and testing*, the authors suggest that in order to help learners develop listening skills, teachers should effectively integrate technology, consider the role of questions in listening instruction and test the listening abilities of students. For teachers, teacher educators and curriculum developers, this book serves as a comprehensive guide to teaching listening.

****Nation, I.S.P. & Newton, J. (2008).** *Teaching ESL/EFL listening & speaking*. New York: Routledge.

ISBN-10: 0415989701, ISBN-13: 978-0415989701. **Price \$28.75**

[Note: Recommended for “Speaking” category also]

The authors of this book propose a framework for a “well-balanced” language program in terms of equal attention to what they call four different strands of learning: meaning-focused input; meaning-focused output; attention to language features; and becoming fluent with language already known. The book is organized into ten sections entitled: 1.) *Parts and goals of a listening and speaking course*, 2.) *Beginning to listen and speak in another language*, 3.) *Listening*, 4.) *Language focused learning through dictation and related activities*, 5.) *Pronunciation*, 6.) *Learning through task-focused interaction*, 7.) *Learning through pushed output*, 8.) *Language-focused learning: Deliberate teaching*, 9.) *Developing fluency*, and 10) *Monitoring and testing progress*.

A large number of useful teaching techniques are also included throughout the book. Designed for use in a graduate-level teaching methodology course, this book would also be useful for teacher trainers and experienced teachers.

***Lynch, T. (2009).** *Teaching second language listening (Oxford Handbooks for Language Teachers)*. Oxford: Oxford University Press.

ISBN-10: 0194423344, ISBN-13: 978-0194423342. **Price: \$26.75**

This book offers second language teachers a structured and adaptable guide to the teaching of listening. Using empirical research, insights from learners' experiences, and listening episodes from classroom discourse, this book provides the tools for teachers to adapt, create, and evaluate effective listening tasks. The book is divided into four parts: 1.) *Background issues*, 2.) *Listening processes*, 3.) *Teaching second language listening*, and 4.) *Learning second language listening*. One unique aspect of the book is its emphasis on self-study and using the Internet, with sections on learner-centered listening, listening beyond the classroom, collaborative listening and bringing the world into the classroom. This book would be appropriate as a university course book on the topic of second language listening or for self-study by experienced teachers and teacher trainers.

***Field, J. (2009).** *Listening in the language classroom*. Cambridge: Cambridge University Press. ISBN-10: 0521685702, ISBN-13: 978-0521685702. **Price \$35**

In this book, the author argues that there should be more attention paid to the process of listening rather than the typically-emphasized “product” of listening. In other words, the tendency of many second language teachers to test students' listening comprehension in the form of answers to questions. Following an account of these processes that make up the skill of listening, the book proposes an alternative to the comprehension approach in the form of small-scale practice in aspects of listening that are particularly demanding for the learner.

The book is organized into six parts: 1.) *Background information*; 2.) *Rethinking the comprehension approach*; 3.) *Process not product*; 4.) *A process view of listening*; 5.) *The challenge of the real world*; and 6.) *Conclusion*. This practical book also provides criteria of listening difficulty and detailed teaching techniques that listening teachers can apply in their language classroom.

***Rost, M. (2002).** *Teaching and researching listening*. Pearson ESL.

ISBN-10: 0582369304, ISBN-13: 978-0582369306. **Price: \$43**

This accessible book provides a comprehensive summary of teaching and researching listening for an audience of graduate students, teacher educators and researchers. The book is organized into three broad sections. Section one *Defining listening* covers such topics as neurological, linguistic, pragmatic and psycholinguistic processing involved in listening, as well as the acquisition of first and second language listening. Section two *Teaching listening*, offers an overview of approaches, methods, instructional design and assessment. The third section of the book is dedicated to research and includes information on research methods and sample research projects, including procedural guidelines. A final concluding section provides information on resources and a glossary of terms. The book also includes useful concept boxes to review key ideas and instructional concepts related to oral language teaching. This would be a good instructional book for a university-level course on second language listening.

Other Recommended References

Buck, G. (2001). *Assessing listening*. Cambridge. Cambridge University Press.

ISBN-10: 0521666619, ISBN-13: 978-0521666619. **Price: \$29**

[**Note:** This book is also listed as a reference under the “Assessment” category]

One of the volumes in the *Cambridge Language Assessment* series, this book outlines in a clear and straightforward manner the theory and research relating to the listening ability of foreign language learners. It provides readers with guidelines to design and develop suitable listening tasks for students. The book has nine chapters: an overview of listening; what is unique about listening; approaches to assessing listening; defining the construct; creating tasks; providing suitable texts; designing and constructing complete assessments; illustrative tests of listening comprehension; and summary and future developments. This book is a good, accessible resource for program directors, teachers and others interested in second language listening.

Resources: Practical Guides

*****Wilson, J.J. (2008).** *How to teach listening*. Pearson Longman.

ISBN-10: 1405853107 ISBN-13: 978-1405853101 **Price: £29.07** [price not available on Amazon U.S. or Longman U.S.]

This very readable book serves as a practical guide to the theory of listening in the language classroom, and thus, could be considered as both a reference and resource. It includes: a discussion of key topics such as authenticity, testing, and using technology for listening, practical activities and ideas for conducting an effective listening lesson, strategies to ensure the long term development of students' listening skills, and a task file of photocopiable training activities. The book addresses listening for beginners, elementary, intermediate and advanced learners. This book would be a beneficial resource for novice and more experienced teachers, as well as teacher trainers. Summary tables of key issues, an overview and conclusion for each chapter, and interesting, relevant anecdotes are provided throughout the book, making it very easy to navigate the material.

****Hegelson, M. & Brown, S. (2006).** *Practical English language teaching (PELT): Listening*. New York: McGraw- Hill.

ISBN-10: 0073283169, ISBN-13: 978-0073283166. **Price: \$29.15**

This practical book, like others in the PELT series, is designed as a special interest core text for teacher training courses. However, it could also stand alone as a good resource book for practicing teachers. The book is divided into three sections: 1.) *Exploring skills*, 2.) *Exploring Language*, and 3.) *Supporting the learning process*. Individual chapters outline specific principles, techniques, and activities for teaching listening to beginning, intermediate, and advanced learners. The principles outlined are illustrated with vignettes from real classrooms and textbook excerpts, so readers can see what these principles “look like” when realized in classroom teaching. The book also includes reflection questions and suggestions for relevant resources, such as books, articles, and Web sites. A glossary and audio CD are included as well.

This book could be considered both a reference, as well as a resource.

Resources: Recommended Listening Textbook Series

Brown, S. & Smith, D. (2006). *Active listening 1 (Student's Book with Self-study Audio CD)* (2nd ed.). Cambridge: Cambridge University Press.

ISBN-10: 0521678137, ISBN-13: 978-0521678131. **Price: \$22.25**

Cleary, C., Holden, B. & Cooney, T. (2003). *Top up listening 1*. ABAX.

ISBN-10: 189694213X, ISBN-13: 978-1896942131. **Price: \$16.95**

Craven, M. (2004). *Listening extra book and audio CD pack: A resource book of multi-level skills activities (Cambridge Copy Collection)* (Spiral-bound)

ISBN-10: 0521754615, ISBN-13: 978-0521754613. **Price: \$47.92**

Craven, M. (2008). *Cambridge English skills 1 real listening and speaking (With Answers and Audio CD)*. Cambridge: Cambridge University Press.
ISBN-10: 0521701988, ISBN-13: 978-0521701983. **Price: \$27**

Lebauer, R. S. (2010). *Learn to listen, listen to learn 1: Academic listening and note-taking* (3rd ed.). Pearson ESL.
ISBN-10: 0138140014, ISBN-13: 978-0138140014. **Price: \$35.93**

Lynch, T. (2004). *Study listening: A course in listening to lectures and note-taking* (2nd ed.). Cambridge: Cambridge University Press.
ISBN-10: 0521533872, ISBN-13: 978-0521533874. **Price: \$23**

Richards, J. (2003). *Basic tactics for listening: Student book with audio CD* (2nd ed.). Oxford: Oxford University Press.
ISBN-10: 0194384519, ISBN-13: 978-0194384513. **Price: \$20.03**

Salehzadeh, J. (2005). *Academic listening strategies: A guide to understanding lectures*. University of Michigan Press/ESL.
ISBN-10: 0472031449, ISBN-13: 978-0472031443. **Price: \$41.02**

Solorzano, H. & Frazier, L. (2009). *Contemporary topics 1* (3rd ed.). White Plains, NY: Longman/Pearson Education.
ISBN-10: 0132355701, ISBN-13: 978-0132355704. **Price: \$28.10.**

Stempleski, S. (2006). *Talk time time 1 student book with audio CD: Everyday English conversation*. Oxford: Oxford University Press.
ISBN-10: 0194392899, ISBN-13: 978-0194392891. **Price: \$22.50**

Popular Multilevel Textbook Series

Resources

*** **McCarthy, M.J., McCarten, J., & Sandiford, H. (2005).** *Touchstone student's book 1*. New York: Cambridge University Press.

ISBN-10: 0521666104, ISBN-13: 978-0521666107. **Price: \$25.00**

McCarthy, M.J., McCarten, J., & Sandiford, H. (2005). *Touchstone workbook 1*. New York: Cambridge University Press.

ISBN-10: 0521666104, ISBN-13: 978-0521666107. **Price: \$12.47**

McCarthy, M.J., McCarten, J., & Sandiford, H. (2005). *Touchstone teacher's edition 1*. New York: Cambridge University Press.

ISBN-10: 0521666090, ISBN-13: 978-0521666091. **Price: \$46.00**

McCarthy, M.J., McCarten, J., & Sandiford, H. (2005). *Touchstone student's book 2*. New York: Cambridge University Press.

ISBN-10: 0521601355, ISBN-13: 978-0521601351. **Price: \$25.00**

Rivers, S., & Farnoaga, G. (2005). *Touchstone workbook 2*. New York: Cambridge University Press.

ISBN-10: 052166604X, ISBN-13: 978-0521666046. **Price: \$12.47**
McCarthy, M.J., McCarten, J., & Sandiford, H. (2005). *Touchstone teacher's edition 2*. New York: Cambridge University Press.
ISBN-10: 0521666031, ISBN-13: 978-0521666039. **Price: \$46.00**
McCarthy, M.J., McCarten, J., & Sandiford, H. (2005). *Touchstone student's book 3*. New York: Cambridge University Press.
ISBN-10: 052166599X, ISBN-13: 978-0521665995. **Price: \$25.00**
McCarthy, M.J., McCarten, J., & Sandiford, H. (2005). *Touchstone workbook 3*. New York: Cambridge University Press.
ISBN-10: 0521665981, ISBN-13: 978-0521665988. **Price: \$12.47**
McCarthy, M.J., McCarten, J., & Sandiford, H. (2005). *Touchstone teacher's edition 3*. New York: Cambridge University Press.
ISBN-10: 0521665973, ISBN-13: 978-0521665971. **Price: \$46.00**

Touchstone is a corpus-informed integrated skills conversation series for adult learners. This well-thought out and systematically organized series follows a fairly standard format which is listed here in order of presentation (1) chapters are organized around grammar and language points presented in clear charts; (2) target language is practiced in a variety of speaking, reading, writing and listening activities; (3) major activities are bookended with pre- and post-tasks; (4) additional vocabulary and pronunciation practice are interspersed throughout chapters; and (5) appendices provide further activities for each chapter. What distinguishes the Touchstone series from others is its reliance on corpus frequency data in the selection of the vocabulary, idioms, expressions, and constructions presented. This corpus-based approach means that the language presented is more natural, informal, and native-like than that of other, similar series. These books should be appropriate for any language program offering adult conversation courses.

**** Puchta, H. & Stranks, J. (2010).** *English in mind level 1: Student's book* (2nd ed.). New York: Cambridge University Press.
ISBN-10: 0521179076, ISBN-13: 978-0521179072. **Price: \$28.00**
Puchta, H. & Stranks, J. (2010). *English in mind level 2: Student's book* (2nd ed.). New York: Cambridge University Press.
ISBN-10: 0521156092, ISBN-13: 978-0521156097. **Price: \$28.00**
Puchta, H. & Stranks, J. (2010). *English in mind level 3: Student's book* (2nd ed.). New York: Cambridge University Press.
ISBN-10: 0521159482, ISBN-13: 978-0521159487. **Price: \$28.00**
Puchta, H. & Stranks, J. (2010). *English in mind level 1: Workbook* (2nd ed.). New York: Cambridge University Press.
ISBN-10: 0521168600, ISBN-13: 978-0521168601. **Price: \$28.00**
Puchta, H. & Stranks, J. (2010). *English in mind level 2: Workbook* (2nd ed.). New York: Cambridge University Press.
ISBN-10: 0521123003, ISBN-13: 978-0521123006. **Price: \$28.00**
Puchta, H. & Stranks, J. (2010). *English in mind level 2: Workbook* (2nd ed.). New York: Cambridge University Press.
ISBN-10: 0521123003, ISBN-13: 978-0521123006. **Price: \$28.00**
Puchta, H. & Stranks, J. (2010). *English in mind Level 3: Teacher's resource book* (2nd ed.). New York: Cambridge University Press.

ISBN-13: 9780521185608. **Price: \$29.00**

Puchta, H. & Stranks, J. (2010). *English in mind Level 2: Teacher's resource book* (2nd ed.). New York: Cambridge University Press.

ISBN-10: 0521170362, ISBN-13: 978-0521170369. **Price: \$29.00**

Puchta, H. & Stranks, J. (2010). *English in mind Level 3: Teacher's resource book* (2nd ed.). New York: Cambridge University Press.

ISBN-10: 0521133769, ISBN-13: 978-0521133760. **Price: \$29.00**

This well-designed multi-level integrated skills textbook series is appropriate for adult learners from beginning to advanced levels. Following the standard pattern of such books, the skills of speaking, reading, and writing together with the topics of grammar, vocabulary, pronunciation, and culture are emphasized in a series of integrated lessons that focus on a single theme per chapter. Of pedagogical value are the brief pre- and post-task activities created to help learners to warm up for larger tasks. In addition, the series developers have also provided regular opportunities for review are provided. What sets this series of books apart are its cheerful tone and its focus on learners' own experiences and opinions. Such an approach makes activities more motivating, enjoyable, and meaningful. In addition, the series has a pleasing, bright design, and should be appropriate for use in a wide variety of cultures situated in various geographical contexts.

***Oxenden, C., Latham-Koenig, C., & Seligson, P. (2008).** *American English file: Student's book level 1.* New York: Oxford University Press.

ISBN-13: 978-0-19-477416-1. **Price: \$18.50**

Oxenden, C., Latham-Koenig, C., & Seligson, P. (2008). *American English file: Student's book level 2.* New York: Oxford University Press.

ISBN-13: 978-0-19-477432-1. **Price: \$18.50**

Oxenden, C., Latham-Koenig, C., & Seligson, P. (2008). *American English file: Student's book level 2.* New York: Oxford University Press.

ISBN-13: 978-0-19-477448-2. **Price: \$18.50**

Oxenden, C., Latham-Koenig, C., & Seligson, P. (2008). *American English file 1: Workbook with multi-ROM.* New York: Oxford University Press.

ISBN-13: 978-0-19-477418-5. **Price: \$12.50**

Oxenden, C., Latham-Koenig, C., & Seligson, P. (2008). *American English file 2: Workbook with multi-ROM.* New York: Oxford University Press.

ISBN-13: 978-0-19-477434-5. **Price: \$12.50**

Oxenden, C., Latham-Koenig, C., & Seligson, P. (2008). *American English file 3: Workbook with multi-ROM.* New York: Oxford University Press.

ISBN-13: 978-0-19-477450-5. **Price: \$12.50**

Oxenden, C., Latham-Koenig, C., & Seligson, P. (2008). *American English file: Teacher's book level 1.* New York: Oxford University Press.

ISBN-13: 978-0-19-477417-8. **Price: \$28.75**

Oxenden, C., Latham-Koenig, C., & Seligson, P. (2008). *American English file: Teacher's book level 2.* New York: Oxford University Press.

ISBN-13: 978-0-19-477433-8. **Price: \$28.75**

Oxenden, C., Latham-Koenig, C., & Seligson, P. (2008). *American English file: Teacher's book level 3.* New York: Oxford University Press.

ISBN-13: 978-0-19-477449-9. **Price: \$28.75**

This series takes a student-centered approach to the integrated skills activities. Like other, similar series, book chapters are organized by theme, and within these themes learners are presented with a series of opportunities to practice the skills of speaking, listening, reading, and writing, as well as pronunciation and vocabulary. What sets this series apart is the space it gives learners to discover and identify linguistic trends and cultural issues on their own. Through creative pre-lesson pair and group tasks, students are encouraged to spend time defining words, identifying grammar rules or speculating on the origins of cultural differences before the answers are provided in the text. This student-centered approach informs many of the activities in the books, which tend to be more personal, game-based, and humorous than other books of its kind. This series should be appropriate for young adult and adult learners in multiple cultural contexts across the globe.

Other Recommended Popular, Multi-level Textbook Series

Craven, M. (2008). *Real listening and speaking 1: With answers.* New York: Cambridge University Press

ISBN-13: 978-0521701983. **Price: \$37.00**

Logan, S., & Thaine, C. (2008). *Real listening and speaking 2: With answers.* New York: Cambridge University Press

ISBN-13: 978-0521702003. **Price: \$37.00**

Craven, M. (2008). *Real listening and speaking 3: With answers.* New York: Cambridge University Press

ISBN-13: 978-0521705882. **Price: \$37.00**

Haines, S. (2008). *Real listening and speaking 4: With answers.* New York: Cambridge University Press

ISBN-13: 978-0521705943. **Price: \$37.00**

This series focuses primarily on listening and speaking practice in realistic situations. It is appropriate for both adults as well as for young adult learners at various proficiency levels ranging from beginning to high intermediate levels. The varied themes in the series address the topics of travel, school, work, and everyday life through activities that allow learners to express their personal feelings, opinions, and experiences. Other advantageous features are that a wide variety of listening and speaking tasks are presented along with numerous additional lessons on pronunciation, vocabulary, and culture. The series developers have ensured that learners will have numerous opportunities to engage in meaningful interaction through the inclusion of frequent pair and group activities both within the chapters and through extension tasks in the appendices. One of the major benefits of the series is that no workbooks or teacher's books are required because that supplementary material is available on the publisher's website.

Mikulecky, B., & Jeffries, L. (2007). *Reading power* (2nd ed.). White Plains, NY: Pearson Education.

ISBN-10: 0131305484, ISBN-13: 978-0131305489. **Price: \$31.50**

Mikulecky, B., & Jeffries, L. (2007). *More reading power* (2nd ed.). White Plains, NY: Pearson Education.

ISBN-10: 0130611999, ISBN-13: 978-0130611994. **Price: \$31.50**

Mikulecky, B., & Jeffries, L. (2007). *Advanced reading power* (2nd ed.). White Plains, NY: Pearson Education.

ISBN-10: 0131990276, ISBN-13: 978-0131990272. **Price: \$31.50**

[**Note:** This book is also listed as a reference under the “Reading” category]

The books of this series should make sound course books or rich sources of supplementary material for readings skills courses for multiple proficiency levels ranging from low intermediate to advanced levels. They offer a broad variety of reading activities which included authentic articles for extensive reading and reflection as well as focused comprehension and intensive reading tasks. An additional positive element of this series is that these books contain numerous vocabulary-building activities that require students to guess words form context, identify word parts and their meaning, and spot collocations. A multitude of intensive reading activities are also provided. These range from analyses of organization and structural elements to critical analysis of content and inferences. This series has a general academic focus with most texts being excerpted from university textbooks. In keeping with this academic focus, there is an emphasis on building academic vocabulary.

Richards, J.C., Hull, J., & Proctor, S. (2005). *Interchange student's book 1* (3rd ed.). New York: Cambridge University Press.

ISBN-10: 0521601711, ISBN-13: 978-0521601719. **Price: \$22.28**

Richards, J.C., Hull, J., & Proctor, S. (2005). *Interchange workbook 1* (3rd ed.). New York: Cambridge University Press.

ISBN-10: 0521601770, ISBN-13: 978-0521601771. **Price: \$12.47**

Richards, J.C., Hull, J., & Proctor, S. (2005). *Interchange teacher's resource book 1* (3rd ed.). New York: Cambridge University Press.

ISBN-10: 0521601819, ISBN-13: 978-0521601818. **Price: \$42.30**

Richards, J.C., Hull, J., & Proctor, S. (2005). *Interchange student's book 2* (3rd ed.). New York: Cambridge University Press.

ISBN-10: 0521601940, ISBN-13: 978-0521601948. **Price: \$22.28**

Richards, J.C., Hull, J., & Proctor, S. (2005). *Interchange workbook 2* (3rd ed.). New York: Cambridge University Press.

ISBN-10: 0521602009, ISBN-13: 978-0521602006. **Price: \$12.47**

Richards, J.C., Hull, J., & Proctor, S. (2005). *Interchange teacher's resource book 2* (3rd ed.). New York: Cambridge University Press.

ISBN-10: 0521602041, ISBN-13: 978-0521602044. **Price: \$42.30**

Richards, J.C., Hull, J., & Proctor, S. (2005). *Interchange student's book 3* (3rd ed.). New York: Cambridge University Press.

ISBN-10: 0521602165, ISBN-13: 978-0521602167. **Price: \$22.28**

Richards, J.C., Hull, J., & Proctor, S. (2005). *Interchange workbook 3* (3rd ed.). New York: Cambridge University Press.

ISBN-10: 052160222X, ISBN-13: 978-0521602228. **Price: \$12.47**

Richards, J.C., Hull, J., & Proctor, S. (2005). *Interchange teacher's resource book 3* (3rd ed.). New York: Cambridge University Press.

ISBN-10: 0521602262, ISBN-13: 978-0521602266. **Price: \$42.30**

Interchange is a classic integrated skills series for the adult English language conversation classroom. These well written books are organized around topics and situations that provide learners with ample opportunities to practice multiple language functions and constructions. Typical chapters center on two “grammar focus” lessons as well as including a range of activities that allow learners to practice the target grammar. This is accomplished through a variety of speaking, reading, writing, listening, vocabulary building, and pronunciation activities. A positive feature of these series of books is that most activities also include pre- and post-practice tasks. In addition, the appendices typically provide longer supplementary tasks, so there is no shortage of activities. This series should be of use for instructors of adult conversation courses at any level and in multiple cultural contexts across the globe.

Wilson, K. (2007). *Smart choice 1: Student book.* New York: Oxford University Press. ISBN-10: 0194305627, ISBN-13: 978-0194305624. **Price: \$15.25**

Wilson, K. (2007). *Smart choice 2: Student book.* New York: Oxford University Press. ISBN-10: 0194305635, ISBN-13: 978-0194305631. **Price: \$15.25**

Wilson, K. (2007). *Smart choice 3: Student book.* New York: Oxford University Press. ISBN-10: 0194305643, ISBN-13: 978-0194305648. **Price: \$15.25**

Wilson, K. (2007). *Smart choice 1: Workbook.* New York: Oxford University Press. ISBN-10: 019430597X, ISBN-13: 978-0194305976. **Price: \$11.50**

Wilson, K. (2007). *Smart choice 2: Workbook.* New York: Oxford University Press. ISBN-10: 0194305988, ISBN-13: 978-0194305983. **Price: \$11.50**

Wilson, K. (2007). *Smart choice 3: Workbook.* New York: Oxford University Press. ISBN-10: 0194305996, ISBN-13: 978-0194305990. **Price: \$11.50**

Wilson, K. (2007). *Smart choice 1: Teacher's Resource Book.* New York: Oxford University Press. ISBN-10: 0194306178, ISBN-13: 978-0194306171. **Price: \$19.25**

Wilson, K. (2007). *Smart choice 2: Teacher's Resource Book.* New York: Oxford University Press. ISBN-10: 0194306038, ISBN-13: 978-0194306034. **Price: \$19.25**

Wilson, K. (2007). *Smart choice 3: Teacher's Resource Book.* New York: Oxford University Press. ISBN-10: 0194306194, ISBN-13: 978-0194306195. **Price: \$19.25**

This bright and pleasant integrated skills series is appropriate for young adult as well as adult learners. The books follow a regular structure that provides learners with the opportunities to practice vocabulary, speaking, listening, reading, and writing in separate or integrated activities. Chapters are arranged around common themes, and within each chapter are two grammar points that serve as anchors for many of the activities. The factors that make these books different from other similar series is its bright tone and appearance and its focus on youthful topics, such as celebrities, friends, and entertainment. These topics make these books of special interest to young adult learners by maximizing interest, motivation and participation in the contents. These are well-written and attractively presented books which would be a useful addition to the institutional libraries of most language programs.

Zeter, J. (2009). *Extensive reading for academic success: Advanced A.* Tokyo: Compass. ISBN-10-1599661209, ISBN-13-978-1599661209. **Price: \$18.00**

Zeter, J. (2009). *Extensive reading for academic success: Advanced B.* Tokyo: Compass. ISBN-10: 1599661217, ISBN-13: 978-1599661216. **Price: \$18.00**

Macgillivray, M. (2009). *Extensive reading for academic success: Advanced C.* Tokyo: Compass.

ISBN-10: 1599661225, ISBN-13: 978-1599661223. **Price: \$18.00**

McDonald, K. (2009). *Extensive reading for academic success: Advanced D.* Tokyo: Compass. ISBN-10: 1599661233, ISBN-13: 978-1599661230. **Price: \$18.00**

The format of this series is relatively simple; advanced learners interested in increasing their reading fluency and speed are provided with a large quantity of articles to read on a variety of topics. Each article is followed by five comprehension questions of varying levels of difficulty and complexity. It is believed that by reading large quantities of text, learners can increase the speed with which they can decode high-frequency words, leading to greater overall reading fluency. This series certainly provides sufficient reading materials for extensive reading, with at least 80 articles per book. It would be more useful however, if a wider variety of pre- and post reading activities were provided, and if tasks with interactive components were included, such as reporting, book reviewing, vocabulary logs, or reading and discussion circles. Nonetheless, this book is a good resource for short academic articles on a wide variety of topics and can be used to provide supplementary material for a reading course.

Program Administration

References

*****Christison, M.A. & Murray, D. (Eds.) (2009).** *Leadership in English language education: Theoretical foundations and practical skills.* Mahwah, NJ: Erlbaum.

ISBN-10: 0805863117, ISBN-13: 978-0805863116. **Price \$41.95**

This book presents the theoretical approaches and practical skills that leaders (teachers, as well as administrators) in English language education need in order to be effective in their jobs in a variety of contexts. The book's chapters are organized around three themes: (1) *The roles and characteristics of leaders*—such as innovation, leadership IQ and emotional intelligence; (2) *Skills for leading*—such as communication, performance management, effective team-building and strategic planning skills; and (3) *Leadership in practice*—in which three examples of ELT professionals' leadership experiences are presented-- describing leadership IQ, servant leadership and how leadership can change leaders.

This book would serve well as a textbook in a course on ELT program administration or as a valuable resource for practicing or prospective language program leaders. A key concept presented in this book is that educators need not be in a "management" position in order to be considered a leader.

****Coombe, C., McCloskey, M., Stephenson, L. and Anderson, N. (Eds.) (2008),** *Leadership in English language teaching and learning.* Ann Arbor: University of Michigan Press.

ISBN-10: 0472032593, ISBN-13: 978-0472032594. **Price \$34.50**

This book, with its emphasis on leadership development, is a useful resource for teachers and experienced or prospective language program directors/administrators. Part One of the collection presents several theoretical underpinnings of leadership development, with the assumption that leadership is learnable. This section includes two chapters on leadership theories and leadership development. Part Two focuses on essential interpersonal communication skills that ELT leaders must possess, such as encouragement, mentoring, public speaking and meeting skills. Part Three, *Personal organizational skills and strategies* covers topics such as time management, conference planning and applying for tenure. Part Four is about *Program organization skills*, such as strategic planning, recruitment and fundraising. The final chapter (Part Five) of the book discusses ELT leadership issues in the context of U.S. public schools. This volume is an excellent resource for teachers, program directors and instructors of a graduate course on the topic.

***White, R., Hockley, A., Laughner, M. & van der Horst Jansen, J. (2008).** *From teacher to manager: Managing language teaching organizations*. Cambridge: Cambridge University Press. ISBN-10: 0521709091, ISBN-13: 978-0521709095. **Price \$34**

As indicated in the title, this handbook takes a unique management perspective of English language teaching organizations (LTOs). The book is comprised of ten chapters covering such management concepts and topics as organizational behavior and management, academic management, project management, managing change, human resource management, sales and marketing, and financial management. The chapters often include vignettes from a wide variety of LTOs as well as reflections and accompanying tasks. The marketing and sales and service component of the book is striking in that these significant business topics are rarely included in other handbooks and guides for language program administrators. The authors offer their perspective on what makes an LTO effective. This book would serve as a good textbook for a course or training session on managing language programs. It could also be used as self-study by experienced language program directors.

***Christison, M.A. and Stoller, F. (Eds.) (1997).** *A handbook for language program administrators*. Burlingame, California: Alta Book Center Publishers. ISBN-10: 1882483626, ISBN-13: 978-1882483624. **Price \$38.99**

Although published more than a decade ago, this classic, practical handbook is still an indispensable resource for practicing and prospective language program administrators. The volume focuses on the multiple roles that language program administrators must play, including multicultural manager; strategic planner; budgeter; decision maker; negotiator; innovator, student, faculty, and program advocate; promoter; organizer; and other roles. Each chapter details challenges faced by language program administrators in various roles and offers tips and suggestions, as well as discussion questions, related activities and a suggested reading list on that chapter's topic. There's also a final section featuring essential principles of gender equity, marketing, international teacher assistant training, immigration, and marketing. This is a popular and good text in courses designed to train prospective administrators in MA and Certification programs.

***Coombe, C., Al-Hamly, M., Davidson, P. & Troudi, S. (Eds.) (2007)** *Evaluating teacher effectiveness in ESL/EFL contexts*. Ann Arbor: University of Michigan Press. ISBN-10: 0472032097, ISBN-13: 978-0472032099. **Price \$34.50**

[**Note:** This book is also listed as a reference under the “Program Evaluation” Category.] This volume focuses on the evaluation of teachers, and thus, should benefit administrators, tutors, teacher-trainers and others who conduct teacher evaluation, as well as graduate students of language program evaluation. The book includes practical guidelines and examples of teacher evaluation methods used in different educational settings throughout the world, and each chapter also includes discussion questions. The book has 15 chapters organized into four sections. Part 1 is on teacher evaluation standards. Part 2 includes six case studies of various teacher evaluation schemes in a wide variety of countries, such as Canada and the UAE. Part 3 presents research in teacher evaluation practice, and Part 4 introduces tools that could be implemented in language teacher evaluation programs, such as a self-evaluation tool and teaching portfolios. This book is a good introduction and guide for more experienced teachers, teacher educators, and administrators who wish to implement a systematic approach to evaluating teacher effectiveness.

Other Recommended References

Bailey, K. M. (2006). *Language teacher supervision: A case-based approach*. New York: Cambridge University Press.

ISBN-10 0-521-83868-1, ISBN-13 978-0-521-54745-1. **Price \$86**

This very comprehensive book, intended for practicing language program supervisors, as well as teachers preparing to be administrators, analyzes teacher supervision in a variety of settings. The book uses case studies of actual teaching situations and also provides a thorough review of the relevant literature in order to explore the complex process of language teacher supervision. Follow-up discussion questions, development tasks, and suggestions for further reading are also provided throughout. Topics include: teacher observation, teacher evaluation, supervising teaching assistants, as well as supervising pre-service and in-service language teachers. This book is an ideal combination of theory and practice. Throughout the book, Bailey brings in relevant research, such as supervisory models, from both within and outside the field of TESOL.

Boyd, G. & O’Neill, M. (2006). *From the classroom to the boardroom: A guide to the successful transition from teaching to administration for ESL and beyond*. Ann Arbor: University of Michigan Press.

ISBN: 0472030698, ISBN-13: 9780472030699. **Price \$24.95**

This very practical and often humorous book is designed for those new to language program administration and for teachers who are considering moving into ESL program management. Although the context and experience that the authors draw from is exclusively that of Intensive English Programs (IEPs) at US universities and colleges, many (but not all) of the concepts and exercises presented could be adapted to other contexts. One of the key features of the book is advice on how one could transfer effective instructional skills, such as collegial collaboration, to the role of administration.

The book contains ten chapters covering such topics as organizational structure, descriptions of administrative positions, determining when to move into administration, skills and qualities to be an effective program leader, useful resources, how to maintain high morale in the organization, how to prepare for an interview for such a position, and information and advice for working with

international students. Each chapter ends with a reflection.

Dimmit, N. & Dantas-Whitney, M. (Eds.) (2002). *Intensive English programs in postsecondary settings*. Alexandria, VA: TESOL.

ISBN-10: 093979196X, ISBN-13: 978-0939791965. **Price \$32.95**

In this book, intended for both practicing and aspiring language program administrators and teachers, the authors present several case studies of full-time intensive English language programs (IEPs) mostly located in the USA. The volume is divided into three sections. Part (1) *Developing curricular models*, includes descriptions of three different and specific examples of IEP curricula, such as a content-based one and an English for academic purposes curriculum for graduate students. In Part (2) *Creating collaborative partnerships*, four different cases are presented which highlight the importance of establishing and maintaining various collaborative relations. Part (3) *Breaking new ground*, introduces a few unique and practical ideas relevant to getting credit for IEP courses, helping learning disabled students and an innovative approach for teachers to reflect on their course evaluations.

Murray, D. (2008). *Planning change: Changing plans: Innovation in second language teaching*. Ann Arbor: University of Michigan Press.

ISBN-10: 047203278X, ISBN-13: 978-0472032785. **Price: \$30.95**

This book's major focus is not on language program administration, but on educational innovation and change, presented through case studies. This volume documents twelve different instances of innovative plans, all of which, while achieving some of the original goals, had both challenges and opportunities in the process. The case studies are presented by the teachers, researchers, administrators, and consultants who were involved in the specific innovations, representing a variety of contexts, such as Germany, Egypt, Hong Kong, Singapore, Thailand, Canada, and the Ukraine. The cases produced demonstrate how teachers and program leaders must adapt the change to their particular local context and their beliefs about language and language learning.

Pennington, M. and Hoekje, B. (Eds.) (2010). *Language program leadership in a changing world: An ecological model*. Bingley, UK: Emerald Group Publishing Limited.

ISBN-10: 1849507465, ISBN-13: 978-1849507462. **Price \$134.95**

[**Note:** this book has not yet been published. It will be released in 2010]

(Annotation adapted slightly from publisher's description)

This book presents a view of management and leadership in language programs as situated in a complex and globalized context that is rapidly changing. The language program is described as an extensive ecology with many interacting parts that leaders of these programs must manage and balance. The discussion emphasizes the complexity of the job of leading a language program and the many roles the leadership must fill in monitoring the program to provide for continuity and change, while leading with an eye towards the future. The book focuses on college and university English language programs and the place they occupy within academia. The book is both practical and theoretical, offering case studies and overviews of 'nuts and bolts' issues of administration such as the management of finances, data, and people. The authors also provide a model that problematizes and theorizes the language program based on notions of ecology and frames, as well as a review of research, and suggestions for further research.

Program Evaluation

References

*****Brown, J. D. (1995).** *The elements of language curriculum: A systematic approach to program development.* Boston: Heinle & Heinle.

ISBN-10: 0838458106, ISBN-13: 978-0838458105. **Price: \$42.53**

[**Note:** Also recommended for the “Curriculum” category].

Although published in 1995, this practical and very readable book remains a valuable resource for teachers, teacher-educators and program administrators. The book does not focus exclusively on program evaluation, but rather on language curriculum development as a whole and provides an overview of the steps involved in the processes of needs analysis, goals and objectives, testing, materials and teaching.

It is in the final chapter (Chapter 7) that the author focuses on program evaluation. Brown provides an overview of four evaluation approaches (goal-attainment, static-characteristic, and decision-facilitation), as well as three dimensions that are said to shape varying perspectives of evaluation (formative/ summative; process/product; and quantitative/qualitative). As in other chapters, Brown provides examples of program evaluation in specific contexts to illustrate his points. Figures, checklists, review questions and key terms are included as well. Thus, this chapter could serve as an excellent introduction to program evaluation for those unfamiliar with the process or as a review for those more experienced.

**** Coombe, C., Al-Hamly, M., Davidson, P. & Troudi, S. (Eds.) (2007).** *Evaluating teacher effectiveness in ESL/EFL contexts.* Ann Arbor: University of Michigan Press.

ISBN-10: 0472032097, ISBN-13: 978-0472032099. **Price \$34.50**

[**Note:** This book is also listed as a reference under the “Program Administration” category]

This volume focuses on the evaluation of teachers, and thus, should benefit administrators, tutors, teacher-trainers and others who conduct teacher evaluation, as well as graduate students of language program evaluation. The book includes practical guidelines and examples of teacher evaluation methods used in different educational settings throughout the world, and each chapter also includes discussion questions. The book has 15 chapters organized into four sections. Part 1 is on teacher evaluation standards. Part 2 includes six case studies of various teacher evaluation schemes in a wide variety of countries, such as Canada and the UAE. Part 3 presents research in teacher evaluation practice, and Part 4 introduces tools that could be implemented in language teacher evaluation programs, such as a self-evaluation tool and teaching portfolios. This book is a good introduction and guide for more experienced teachers, teacher educators, and administrators who wish to implement a systematic approach to evaluating teacher effectiveness.

***Kiely, R., & Rea-Dickins, P. (2005).** *Program evaluation in language education.* New York: Palgrave Macmillan.

ISBN-10: 1403945713, ISBN-13: 978-1403945716. **Price: \$38**

This practical book, adaptable to a variety of contexts, introduces guiding principles and procedures for conducting a language program evaluation. The book is comprised of four

sections. In Part 1 (background), the history of program evaluation and related developments are explained. In Part 2, seven case studies are showcased from a wide variety of contexts and for different program purposes, such as a multinational evaluation of the language component of the Science Across Europe project in secondary schools and a large-scale evaluation of the contribution of native speaker teachers in secondary schools in Hong Kong. The third part of the book (framework) presents examples of evaluations driven from different purposes, such as a management-led or teacher-led evaluation. Sample evaluations of an EAP program in South Africa and of resource centers in Eastern and Central Europe used by the British Council, are included as example frameworks. The last section of the book lists relevant resources, including print and electronic resources and professional associations.

***Alderson, J. C., & Beretta, A. (1992).** *Evaluating second language education*. Cambridge: Cambridge University Press.

ISBN-10: 0521422698, ISBN-13: 978-0521422697. **Price: \$37.58**

This edited collection discusses theoretical and methodological issues in language program evaluation, and presents case studies from a variety of contexts. It is recommended for those with advanced knowledge of program evaluation and research methods. The book is organized into three sections: Part one is an overview of 25 years of previous evaluation studies in language teaching (since the 1960s). Part two presents eight case studies of more recent practice (up to the early 1990s) including summaries of evaluation findings and useful templates, instruments, and other tools. The final part of the book consists of practical guidelines for evaluators to design and effectively carry out a program evaluation.

The well-known book serves as a reference book for experienced evaluators to consider what previous evaluators have experienced in the field. The range of language contexts featured in the book include English as a second/foreign language (primary, secondary, and college level), college level English for specific purposes, Gaelic-English bilingual education (primary level), and German (college level).

***Lynch, B. K. (2003).** *Language assessment and programme evaluation*. Edinburgh, UK: Edinburgh University Press.

ISBN-10: 0748615628, ISBN-13: 978-0748615629. **Price \$46**

The intended audience for this volume is most likely researchers, teacher-educators and others with advanced knowledge about second language research and language program evaluation. In this volume—considered a key reading on the topic—Lynch takes up some of the differences and similarities between assessment and evaluation; the book is an in-depth discussion of this relationship. The author defines evaluation as "the systematic inquiry into instructional sequences for the purpose of making decisions or providing opportunity for reflection and action" and assessment as "the range of procedures used to investigate aspects of individual language learning and ability, including the measurement of proficiency, diagnosis of needs, determination of achievement in relation to syllabus objectives and analysis of ability to perform specific tasks" (p. 1). Topics covered include: paradigms and purposes, design techniques, quantitative and qualitative methods for data collection and analysis, and ethical considerations when conducting evaluation or assessment.

Other Recommended References

Brown, J. D. (2001). *Using Surveys in Language Programs*. Cambridge: Cambridge University Press.

ISBN-10: 0521792169, ISBN-13: 978-0521792165. **Price: \$70.08**

[**Note:** This book is also listed as a reference under the “Research Methods” category]

This book presents a comprehensive, but practical, overview of the different phases and steps involved in the development and implementation of effective survey projects by language-teaching professionals. The text, which includes chapters on planning, designing, gathering, analyzing, and reporting survey research, would be accessible to graduate students, language teachers, administrators, and researchers. The issues involved in survey design are defined and discussed. All concepts are explained in an easy-to-follow, step-by-step manner, with several examples and checklists provided. Each chapter also includes a list of key terms, a set of review questions, and a collection of exercises for practical application. This book is informative for those who wish to survey students and teachers about their beliefs and practices. The results can then be used for developing curriculum, evaluating the success of language programs, or doing other relevant research.

Rea-Dickins, P., & Germaine, K. (1992). *Evaluation*. Oxford: Oxford University Press.

ISBN-10: 0194371387, ISBN-13: 978-0194371384. **Price: \$26.94**

This book serves as a practical source to guide practicing teachers in reflecting on how to carry out evaluation within their own contexts. Like others in this series, the book is divided into three sections: explanation, demonstration and exploration. It includes tasks that encourage teachers to consider the role of evaluation in learning and teaching.

Section One, *Explanation*, discusses the principles underlying evaluation such as the evaluation purpose, design, and framework. Section two is a collection of short summaries of 15 case studies, describing the context, aim (purpose), design, and procedures. Examples include treatment of oral errors, materials, teachers, learner outcomes and syllabus evaluation. The last section, *Exploring evaluation potential*, is devoted to the application of the previously mentioned frameworks, methodology, and other aspects of evaluation through tasks. The authors emphasize the involvement of teachers and other relevant stakeholders throughout the evaluation process.

Rea-Dickins, P., & Germaine, K. P. (Eds.) (1998). *Managing evaluation and innovation in language teaching: Building bridges*. London: Longman.

ISBN-10: 0582303737, ISBN-13: 978-0582303737. **Price: \$45.46**

This edited collection of articles focuses on the connection between innovation and change in English language programs around the world, but primarily with a focus on language teaching and teacher development and appraisal in European contexts. Following the introductory chapter, an overview of trends in language program evaluation, the rest of the book is divided into three sections: Part (1) *Evaluating innovation in language education*, Part (2) *Managing evaluation and innovation* and Part 3. *Views from the bridge*. One of the useful aspects of this volume is that the editors illuminate the value of inter-disciplinary exchange in language program evaluation.

Pronunciation

References

*****Celce-Murcia, M., Brinton, D.M., Goodwin, J., & Griner, B. (2010).** *Teaching pronunciation: A course book and reference guide* (2nd ed.). New York: Cambridge University Press.

ISBN-10: 0521729769, ISBN-13: 978-0521729765. **Price: \$37.44**

This excellent new edition of the classic book is a valuable tool for teachers, teacher trainers, and curriculum or materials designers who would like to improve their knowledge of the phonological features of English and discover communicative methodologies for its instruction. The first section of the book provides a historical background to pronunciation studies and theories and offers an expert overview of second language acquisition theories as they relate to pronunciation. The next section introduces the sound system of North American English, beginning with the International Phonetic Alphabet, consonants, and vowels, and moving on to stress, rhythm, connected speech, prominence, and intonation. The third section offers assessment approaches and looks at how sound systems intersect with other areas of language, such as listening, grammar, morphology, and orthography. Throughout the book, lessons on the features of pronunciation are grounded in practical teaching approaches and methodologies and samples and suggestions for materials and curriculum design.

**** Hansen Edwards, J.G., & Zampini, M.L. (Eds.). (2008).** *Phonology and second language acquisition*. Philadelphia, PA: Jon Benjamins

ISBN-10: 9027241473, ISBN-13: 978-9027241474. **Price: \$132.00**

This edited book introduces readers to major theoretical constructs of phonological and second language acquisition and presents some approaches to classroom instruction and research-grounded materials development. The first section of the book addresses major theoretical issues of L2 phonology. Beginning with an overview of influential constructs, it moves on to studies on age, native language transfer, markedness, and optimality theory. The next chapters focus on speech perception and production, with investigations into learners' perceptions of the sounds of their second language and listeners' perceptions of second language speakers. This section also includes a chapter on differences between speech sounds produced by second and first language speakers and a chapter on the influence of social factors on phonological production. The chapters in the final section of the book focus on practical applications of theories and findings in materials and curricula design and instruction.

***Brown, J.D., & Brown, K.K. (2006).** *Perspectives on teaching connected speech to second language speakers*. Honolulu, HI: National Foreign Language Resource Center.

ISBN-10: 0824831365, ISBN-13: 978-0824831363. **Price: \$28.88**

This book discusses the way words connect and link to each other in natural speech an important aspect of teaching speech. The collection opens with an introductory chapter which lists the many processes that contribute to connected speech and addresses the role of connected speech in listening comprehension, language acquisition, and second language pedagogy. The following chapters address connected speech from the perspective of pedagogical practices and resources for instructors, its influence on listening comprehension, its effect on listener input and intake

and the views of language teachers on its instruction. Other chapters look at instruction of reduced question forms, the use of free phonetic analysis software in the classroom, focus on form in pronunciation instruction and differences between fast and casual speech. There are also two articles on teaching connected speech to learners of Japanese as a foreign language. This book should be of value to graduate students, materials designers, and experienced pronunciation instructors who would like to address connected speech in their practice.

Other Recommended References

Kelly, G. (2000). *How to teach pronunciation*. London: Pearson Education Ltd.

ISBN-10: 0582429757, ISBN-13: 978-0582429758. **Price: \$31.10**

This clear and useful introduction to the instruction of English pronunciation to second language learners provides readers with a basic knowledge of the features of English pronunciation and offers a wide variety of easy-to-use classroom activities. The book should be of value to language instructors and should make a valuable resource for programs that have a listening and speaking component. The introductory chapter provides an overview of terms and a concept related to pronunciation in terms of physiology, transcription, and phonetics and then addresses the purposes, goals, and planning from an instructor's perspective. Subsequent chapters provide clear introductions to the characteristics of vowels, consonants, word and sentence stress, intonation, and connected speech, and the final chapter addresses the issue of spelling instruction. At the end of each chapter, the concepts and features introduced earlier are incorporated into a series of practical lesson plans and activity ideas.

Kreidler, C.W. (2004). *The pronunciation of English: A course book*. Hoboken, NJ: Wiley-Blackwell.

ISBN-10: 1405113367, ISBN-13: 978-1405113366. **Price: \$44.77**

The intended audience for this book includes second and foreign language teachers and associated professionals. This volume addresses pronunciation from a linguistic point of view and is suitable for teacher trainers or teachers who want to deepen their understanding of English pronunciation. The book does not offer pronunciation teaching or research methodologies, serving instead as a course book on the features of English pronunciation. Chapters are clearly organized, beginning with a brief description of the pronunciation features and issues to be addressed and ending with a summary of major points and suggestions for further reading. In addition, each chapter contains numerous practical and reflective activities and tasks which make it easier for readers to assimilate the contents of the book. Issues addressed include the physical characteristics of speech production, the behavior of consonants and vowels in various contexts, syllables and stress, phonotactics (possible phoneme combinations), affixes, compounds, reduction and assimilation rhythm, and intonation.

Resources

*****Hewings, M. (2004).** *Pronunciation practice activities: A resource book for teaching English pronunciation*. New York: Cambridge University Press.

ISBN-10: 0521754577, ISBN-13: 978-0521754576. **Price: \$28.89**

This collection of inventive pronunciation activities is a useful resource for second and foreign language teachers who would like to add motivating pronunciation practice to their courses. Apart

from the introduction, which provides a quick overview of the key elements and terminology of pronunciation and pronunciation teaching, the book is primarily a collection of pronunciation lessons for a variety of student populations. Most of these lessons take the form of clear, well-organized lesson plans, while some offer photocopiable materials, and others include “extension sections” with suggestions on how lessons can be adapted for various learners or recycled for review activities. These suggestions make it especially easy for activities from this collection to be used in diverse teaching contexts. The book was designed to be useable without extensive pronunciation knowledge or training, and includes a wide variety of activity types, such as dictation, listening distinction, jigsaw tasks, and reflective activities.

**** Laroy, C. (1995).** *Pronunciation*. New York: Oxford University Press.

ISBN-10: 0194370879, ISBN-13: 978-0194370875. **Price: \$21.50**

The audience for this classic book is in-service and pre-service second and foreign language teachers who are interested in classroom pronunciation activities that are built taking into account learner motivation, affect, and identity. The lessons in this book specifically aim to help learners overcome obstacles to pronunciation acquisition that might be caused by discomfort, anxiety, or other such affective obstacles. A number of classroom activities are presented by the author that include drawing, singing, discussion, analysis, physical imitation, sharing, and acting. These approaches allow learners to take risks and potentially develop fresh perspectives on pronunciation that may help restructuring to occur in fossilized areas. Numerous pronunciation activities are offered for a variety of purposes and student populations and are presented in a “lesson plan” format with level, time, aims, materials, preparation, procedure clearly stated. This last feature is especially helpful for teachers desirous of using them as is in their classroom settings.

***Gilbert, J. (2005).** *Clear speech* (3rd ed.). New York: Cambridge University Press.

ISBN-10: 052154355X, ISBN-13: 978-0521543552. **Price: \$23.40**

This book can be used as a resource for classroom teaching or tutoring by both EFL and ESL teachers. Its numerous mini lessons and activities are particularly useful for instructors who would like to add a pronunciation component to an integrated skills course. For each lesson, the book offers concise descriptions of a pronunciation feature plus several brief practice activities, such as dictation, pair work, spelling practice, and numerous listening distinction activities. These activities are accompanied by a CD which is an added attraction of this volume. A number of pronunciation features are also addressed in the book. These include vowels, consonants, syllables, minimal pairs, word stress, compounds, affixes, emphasis, and de-emphasis. Another interesting element are the appendices which provide useful diagnostic tests that help teachers and students identify problem areas, as well as answer keys to all activities and additional activities for each chapter.

Other Recommended Resources

Hancock, M. (2003). *English pronunciation in use: Intermediate*. New York: Cambridge University Press.

ISBN-10: 0521001854, ISBN-13: 978-0521001854. **Price: \$20.28**

This book is useful for instructors of English as a foreign language who are interested in adding a pronunciation element to their classroom teaching practices. A decided advantage is that this book is accompanied by four CDs. In addition, the book’s concise two-page chapters offer a variety of activities such as listening distinction activities, dialogue practice, spelling practice, and puzzles

that introduce learners to a wide range of phonemic, lexical, and sentence-level pronunciation issues. Over the course of its 60 chapters, the book addresses pronunciation features such as word and sentence stress, affixes and verb inflections, stressed and unstressed words, linking and assimilation, function and content words, minimal pairs, and spelling issues, illustrating lessons with well-designed charts, diagrams, and drawings. Although it does not contain a strong enough communicative element to be useful as a primary course book, this book would make a useful resource for most EFL programs.

Nilsen, D.L.F., & Nilsen, A.P. (2010). *Pronunciation contrasts in English*. Long Grove, IL: Waveland Press.

ISBN-10- 1577666410, ISBN-13- 1577666417. **Price: \$17.95**

As the title indicates, this book's primary focus is on minimal pairs, or words that are identical except for one phoneme. Aside from its opening section, which provides a brief overview of the background, features, and terminology associated with pronunciation, the primary value of this book is as a resource for instructors interested in incorporating minimal pairs into their classroom teaching. Although similar lists are available online at no cost, the lists offered here are exhaustive, with numerous examples of minimal pairs with vowel and consonant contrasts in word-initial, -medial, and -final positions. Each list is also accompanied by a description of the place of articulation and a sagittal section showing the differences in the way contrasting phonemes are produced. This is a good resource book for second and foreign language teachers who wish to have access to a large variety of words which differ by only one phoneme. It would serve as a useful addition to the institutional libraries of most second and foreign language programs.

Psycholinguistics

References

*****Harley, Trevor (2009).** *Talking the talk, language, psychology and science*. Psychology Press.

ISBN-10: 1841693391, ISBN-13: 978-1841693392. **Price: \$75.00**

Written in an informal and engaging manner, this book makes use of everyday language phenomena to make the complex scientific field of psycholinguistics understandable to the novice reader. Concepts are presented using the personal, and often humorous, anecdotes of the author to explain psycholinguistic perspectives of how to study language experimentally. Chapters within the book are structured around common language-related questions and explanations that emphasize the ways that scientific understandings can be used to inform practical problems. The easy prose style and humorous tone of the text makes it suitable for students enrolled in introductory level courses in psycholinguistics as well as for practicing second and foreign language teachers who might wish to expand their understanding of language and how it works.

****Smith, F. (2004).** *Understanding reading: A psycholinguistic analysis of reading and learning to read* (6th ed.). Routledge.

ISBN-10: 080584712X, ISBN-13: 978-0805847123. **Price: \$44.32**

The overarching purpose of this classic text, now in its 6th edition, is to draw from psycholinguistic understandings of language to elucidate the complex human act of reading.

Written for the novice psycholinguist, topics highlight various aspects of reading and reading instruction including differences between spoken and written language, physiology of the eye and brain, letter and word identification, and the pedagogical debate over whole language versus direct instruction. This volume might be a useful text for second and foreign language teachers who wish to learn how reading and reading instruction are interconnected. On the whole, this is specialized area and this text would be of use to students enrolled in psycholinguistics courses at the university level.

***Aitchison, J. (2007).** *The articulate mammal: An introduction to psycholinguistics* (5th ed.). Routledge.

ISBN-10: 0415420164, ISBN-13: 978-0415420167. **Price: \$145.00**

This text is written for use by undergraduate and graduate level university students who are taking introductory courses in psycholinguistics. Second language teachers who wish to enhance their knowledge of this specialized field might also find this text of considerable use. An appealing feature of this book is that it is concise and readable and offers readers with an introduction to psycholinguistics without assuming that they might have any prior background in the field. The chapters within the book deal with a variety of foundational subject matter in this field of study and include topics such as: (1) the possibility of a 'language gene', (2) child language acquisition processes, (3) evolutionary aspects of language, and (4) animal versus human communication. The clear prose style and thoughtful makes the heavy content matter easy to comprehend.

Other Recommended References

Field, J. (2004). *Psycholinguistics: The key concepts*. Routledge.

ISBN-10: 041525891X, ISBN-13: 978-0415258913. **Price: \$24.25**

This book is a good reference book for university students taking introductory courses in psycholinguistics. It should also be helpful for academics and researchers in this area. Second language professionals who opt to specialize in this academic area within the field of applied linguistics will also find this a useful text. This volume is of particular interest as it is a unique introductory guide for the novice psycholinguist and is organized alphabetically in an A to Z list of main terms and concepts. This highly accessible format enables the reader to search more than 170 entries using the book's index of key terms that includes a comprehensive list of key topics and essential discipline specific vocabulary such as psycholinguistic processes, first language acquisition, language and the brain, and language disorders. This book would be a handy tool for quick referencing for beginners who are just starting to learn about this specialized area of applied linguistics.

Harley, T. (2008). *The psychology of language: From data to theory*. Psychology Press.

ISBN-10: 1841693820, ISBN-13: 978-1841693828. **Price: \$42.30**

This book is intended for university students enrolled in beginner level linguistics courses at the graduate or undergraduate level. It might also be helpful for second language teachers and practitioners who wish to acquire knowledge specific to the field of psycholinguistics and for scholars and researchers who wish to work in this area. This comprehensive yet straightforward guide to psycholinguistics is a useful resource for practitioners interested in learning more about how the field has evolved from its historical emphasis on the psychology of grammar to its

current focus on cognitive neuroscience. The organization of each chapter, including a summary and suggestions for further reading, as well as its supplementary materials, including lecture slides and a test question bank, make this a suitable textbook for an advanced undergraduate or graduate course in psycholinguistics.

Steinberg, D.D. & Sciarini, N.V. (2006). *An introduction to psycholinguistics* (2nd ed.). Pearson Longman.

ISBN-10: 0582505755, ISBN-13: 9780582505759. **Price: \$46.67 from publisher**

This book would serve well as an introductory textbook for a university course on psycholinguistics. Organized in three sections, the book provides a comprehensive overview of first and second language acquisition and language cognition. The authors use a case-study approach to present historical developments and current debates related to language, the mind and the brain. The book is well written with a lucid and coherent style that makes it easy to comprehend the academic content matter. This is a specialized text and is suitable for scholars enrolled in university courses on psycholinguistics or for in-service or pre-service teachers who wish to specialize in this area of applied linguistics. It would also serve the needs of all second language practitioners and scholars wishing to expand their knowledge of this area of applied linguistics.

Reading

References

*** **Grabe, W. (2008).** *Reading in a second language*. New York: Cambridge University Press. ISBN-10: 0521729742, ISBN-13: 978-0521729741. **Price: \$31.12**

This book is an impressive introduction to the theories and practical applications of L2 reading constructs. Despite its scholarly approach and thorough grounding in research, it is written in a clear and direct style that should be quite accessible to readers with little background in reading acquisition. Beginning with introductory chapters on the basic processes that make up reading, the book goes on to address individual learner differences, social contexts of reading, vocabulary and grammar development, discourse structure, learner strategies, comparisons of first and second language reading, fluency and extensive reading, the intersection of reading and writing, and reading assessment. Throughout the book, the author connects these issues to the reading classroom, and in the final chapter, he offers ideas on sound curriculum design. This book is appropriate for administrators, curriculum designers, teachers, and in-service and pre-service teachers who are interested in incorporating current theories of reading acquisition in their own practice.

** **Cloud, N., Genesee, F., & Hamayan, E. (2009).** *Literacy instruction for English language learners: A teacher's guide to research-based practices*. Portsmouth, NH: Heinemann.

ISBN-10-032502264X, ISBN-13-978-0325022642. **Price: \$27.63**

This book is intended for both in-serve and pre-service teachers, administrators, and curriculum designers working in second language reading. Its purpose is to present a broad and lucid summary of English Language Learning literary research that the above mentioned teaching professionals can use to inform their own practice. The first chapter provides an overview of issues related to second language literacy and learners, and the remaining five chapters address

key topics such as biliteracy, first to second language transfer, reading and writing connections, academic literacy, and assessment methods. With the needs of students and practitioners in mind, the book is interspersed with regular notes of advice to administrators and numerous practical, research-grounded lesson plans for instructors and materials designers which are easy to follow and implement in various classroom contexts. Teachers in training are similarly served by regular summaries of the major concepts and principals presented in the book.

***Hedgcock, J.S., & Ferris, D. (2009).** *Teaching readers of English: Students, texts, and contexts.* New York: Routledge.

ISBN-10: 0805863478, ISBN-13: 978-0805863475. **Price: \$44.05**

This introductory book discusses issues related to second language (L2) reading and literacy. Chapter 1 addresses some of the fundamental processes of L2 reading and acquisition while Chapter 2 looks at the learners themselves, including their first language literacy, motivation, and background. Chapter 3 discusses texts and how everything from syntax to font type must be considered when selecting texts for learners. Chapter 4 addresses reading, course planning, goals and syllabus design. Chapter 5 takes the reader through the process of designing an intensive reading lesson, while chapter 6 looks at extensive reading instruction and its impact on fluency. Chapter 7 provides useful advice on how to incorporate literature in the reading classroom, Chapter 8 focuses on vocabulary acquisition processes, and Chapter 9 presents assessment methods of various types and purposes. This book is appropriate for graduate students, teachers in training, and reading instructors who like a deeper understanding of the multiple processes at work in L2 literacy.

Other Recommended References

Anderson, N.J. (2008). *Practical English language teaching: Reading.* New York: McGraw-Hill ESL/ELT.

ISBN-10-0073384593, ISBN-13-978-0073384597. **Price: \$32.60**

This useful introduction to second language (L2) reading instruction strategies is suitable for practicing teachers and teachers in training as it addresses a variety of contexts and levels. It is also a useful course book for beginner level graduate students enrolled in TESOL and second language acquisition programs. The book clearly and systematically addresses the primary issues related to second language reading acquisition and then connects them to numerous related teaching approaches. The book's most impressive aspect is its illustration of the teaching strategies it promotes through the inclusion of dozens of examples of lessons excerpted from a variety of well-established multi-level L2 reading textbooks. Adding to its suitability for teachers in training, each chapter provides trainers and readers with a number of discussion opportunities and reflective writing tasks. All these elements make this a useful text for students, teachers and second language acquisition program libraries.

Farrell, T.C. (Ed.). (2008). *Teaching reading to English language learners: A reflective guide.* Thousand Oaks, CA: Corwin Press.

ISBN-10-1412957354, ISBN-13-978-1412957359. **Price: \$20.05**

This book provides a clear introduction to the major issues of second language reading for in-service and pre-service teachers. Readers who have never before encountered concepts such as strategies and skills, bottom-up and top-down approaches, or extensive and intensive reading will

find concise definitions and descriptions of how these relate to classrooms practice. Perhaps the most useful feature of the book is the inclusion of numerous reflective activities in each chapter which invite the readers to engage with the topics under discussion. Introductions of most new concepts or teaching approaches are accompanied by discussion questions designed to help readers reflect on potential applications in a variety of settings and consider student issues from students' perspectives. Chapter focuses include reading strategies, text structure, vocabulary teaching, materials and syllabus design, extensive reading and assessment strategies; further reading and relevant websites are listed at the end of each.

Hudson, T. (2007). *Teaching second language reading*. New York: Oxford University Press. ISBN-10-194422836, ISBN-13-978-0194422833. **Price: \$25.11**

Although this book describes itself as a handbook for beginning and experienced teachers interested in an introduction to second language reading instruction strategies, it is actually more appropriate for experienced administrators, curriculum designers, teacher trainers, or graduate students. Though it provides little in the way of classroom tips or activities, this book is a valuable resource for those wishing to improve their knowledge of the theoretical underpinnings of second (and first) language literacy development. Exhaustively researched and sourced, the book traces the development L2 literacy theories chronologically, beginning with L1 reading research and continuing through the evolution of major current theories and instructional strategies. Providing ample context in the form of summaries of major studies in L2 reading development, the book addresses skills such as decoding, comprehension, fluency, and critical reading and metacognition while considering the importance of cultural background and schema, breadth and depth of vocabulary acquisition, genre and text types, and the intersection of reading and writing.

Nation, I.S.P. (2009). *Teaching ESL/EFL reading and writing*. New York: Routledge. **Price: \$27.00**

ISBN-10-041598968X, ISBN-13: 978-0415989688.

This book is meant primarily for in-service teachers and teachers in training and addresses a multitude of issues related to reading and writing instruction. Focusing mainly on reading, the first six chapters contain an in-depth discussion of issues such as differences between first and second language reading development, intensive reading and comprehension strategies, and assessment for various purposes. The strongest reading chapters are those focusing on spelling and phonetics for beginners, fluency building through extensive reading, and vocabulary issues, including diagnostic assessment, word frequency, text simplification, and sight vocabulary. The final four chapters focus primarily on writing instruction, and offer insight into such issues as the development of writing tasks, structural analyses of topic types, and the stages in the overall writing process, from idea generation to editing. In the final chapter, a wide variety of feedback and assessment methods are discussed, including rubrics, peer response, and portfolios.

Resources

*** **Bamford, J., & Day, R.R. (Eds.) (2004).** *Extensive reading activities for teaching language*. New York: Cambridge University Press.

ISBN-10-521016517, ISBN-13-978-0521016513. **Price: \$25.04**

This edited collection of lesson plans and activities makes an excellent introduction to extensive reading instruction. Lessons are presented along with background information about the reading processes they activate and tips about implementation and classroom management. In many cases, lesson designers include brief instructive reflections on the activities they have contributed. Among the multitude of materials presented are methods for organizing lessons, designing a syllabus, conducting needs analyses and introducing learners to the benefits of extensive reading. Some of the materials address and how to encourage learners to select their own reading materials, use libraries, create classroom libraries and select appropriate online texts. The classroom tasks offered are often inherently motivating and include pair, group, and whole class work, discussions, surveys, oral reports, reader's theater, role playing, creative writing tasks and book reports. This book should be appropriate for pre- and in-service teachers, curriculum designers, and program administrators interested in reading fluency instruction.

** **Opitz, M.F., & Guccione, L.M. (2009).** *Comprehension and English language learners: 25 oral reading strategies that cross proficiency levels*. Portsmouth, NH: Heinemann.

Price: \$24.75

ISBN-10-0325026785, ISBN-13-978-0325026787.

This book is meant for K-12 ESL and EFL instructors looking for fresh approaches to reading instruction that are firmly grounded in second language learning research. Focusing on the relationship between reading comprehension and oral language skills, the book offers a numbers of inventive approaches to the incorporation of oral reading and communicative comprehension activities in the language classroom. The author separates learners into five levels of proficiency, providing five distinct activities for each. At the very beginning levels of proficiency, reading comprehension checks are elicited through playful physical responses to simple yes/no and choice questions. At more advanced levels, activities include drawing and writing, song, readers' theater, choral reading, oral reports, and even puppetry. These activities expose learners to strategies such as predicting, monitoring, and skimming and address issues such as fluency, comprehension, register and domain, activation of schema, and individual differences.

***Mikulecky, B., & Jeffries, L. (2007).** *Reading power* (2nd ed.). White Plains, NY: Pearson Education.

ISBN-10: 0131305484, ISBN-13: 978-0131305489. **Price: \$31.50**

Mikulecky, B., & Jeffries, L. (2007). *More reading power* (2nd ed.). White Plains, NY: Pearson Education.

ISBN-10: 0130611999, ISBN-13: 978-0130611994. **Price: \$31.50**

Mikulecky, B., & Jeffries, L. (2007). *Advanced reading power* (2nd ed.). White Plains, NY: Pearson Education.

ISBN-10: 0131990276, ISBN-13: 978-0131990272. **Price: \$31.50**

[**Note:** This book is also listed as a reference under the "Popular Multilevel Textbook Series" category]

The books of this series should make sound course books or rich sources of supplementary material for readings skills courses. They are wide in their scope and together they cover the entire gamut of proficiency levels from low intermediate to advanced levels. They offer a broad variety of reading activities, from authentic articles for extensive reading and reflection to focused comprehension and intensive reading tasks. The series has numerous and highly effective vocabulary-building activities that require students to guess words from context, identify word parts and their meanings, and spot collocations. Intensive reading activities range from analyses of organization and structural elements to critical analysis of content and inferences. This series has a general academic focus; most texts are excerpted from university textbooks, and there is an emphasis on building academic vocabulary. This collection of books would be a useful education to most second language program libraries.

Research Methods in Second Language Teaching

References

*****McKay, S. (2006).** *Researching second language classrooms*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

ISBN-10: 0805853405, ISBN-13: 978-0805853407. **Price: \$27.95**

This text introduces to both pre-service and practicing teachers research methods that they can use to examine their own language classrooms in order to become more effective teachers and better able to assess the findings of existing research. The book is organized into four sections: 1.) an overview of types of *Classroom research*, such as quantitative or qualitative, as well as research questions and design, and ethical research ; 2.) *Researching teachers and learners*, including action research, survey research and introspective research; 3.) *Researching classroom discourse*, oral and written; and 4.) *Writing research reports*—an important topic usually not covered in similar books. Each chapter includes activities to help readers apply the methods described in the chapter, a summary of the major issues, and suggestions for further reading. This very accessible volume offers sound and practical advice for novice second language teacher-researchers.

****Nunan, D., & Bailey, K.M. (2008).** *Exploring second language classroom research: A comprehensive guide*. Boston: Heinle, Cengage Learning.

ISBN-10: 1424027055, ISBN-13: 978-1424027057. **Price: \$39.95**

The objective of this very readable book is to provide an overview of language classroom research and to help readers develop practical skills for carrying out original empirical investigations. The text explores research traditions and processes, and is illustrated with a variety of qualitative and quantitative data. The authors explain the steps underlying such classroom research designs as action research, ethnography, surveys, classroom observations, introspection, and elicitation. The “Payoffs and Pitfalls” components are a way of considering each of the research paradigms that the authors review. Chapters also include tasks for reflection and applications of the concepts. This book would be suitable in a graduate TESOL program on language classroom research or as an introductory manual for beginning teachers, as well as a solid refresher for more experienced teacher-researchers.

***Brown, J.D. & Rogers, T. (2002).** *Oxford handbooks for language teachers: Doing second language research.* Oxford: Oxford University Press.

ISBN-10: 0194371743, ISBN-13: 978-0194371742. **Price: \$24.73**

This book provides an accessible introduction to language learning research by presenting mini studies across a range of research design types—both qualitative and quantitative. Although the book includes a section on classroom research, not all of the research discussed is classroom-based. This book also systematically explains the characteristics and purposes of various types of research, including terminology, and the typical steps of each type of research design. The handbook is organized into four sections: (1) *Introduction: About the nature of research*, (2) *Qualitative research*, (3) *Quantitative research* and (4) *Conclusion: Combining research types*. Chapters are organized into the following sections about the “research type”: introducing, experiencing, compiling, analyzing, interpreting, and significance of the “research type” as well as reflecting on the research experience. Chapters 2 and 8 also have sections on reporting research results. Exercises, important terms and self-check “quizzes” are also included throughout. Appropriate for use in a graduate course on the topic or as a reference for teacher trainers.

***Hinkel, E. (Ed.) (2005).** *Handbook of Research in Second Language Teaching and Learning.* Lawrence Erlbaum Associates.

ISBN-10: 0805841814, ISBN-13: 978-0805841817 **Price: \$99.32** (hardback only)

[**Note:** This book is also listed as a reference under the “Dictionaries, Encyclopedias & Handbooks” category]

This is not a “how-to” manual for conducting classroom research, but an edited volume that provides a comprehensive overview of current knowledge and research into second language teaching and learning. Fifty-seven chapters are organized in eight thematic sections: social contexts of second language learning; research methodologies in second-language learning, acquisition, and teaching; contributions of applied linguistics to the teaching and learning of second language skills; second language processes and development; teaching methods and curricula; issues in second or foreign language testing and assessment; identity, culture, and critical pedagogy in second language teaching and learning; and important considerations in language planning and policies. Each chapter describes the traditions and current and future trends for the chapter’s topic, and provides as a list of relevant references. The section on research methodologies is recommended for the novice teacher-researcher.

***Lankshear, C., & Knobel, M. (2004).** *A Handbook for Teacher Research: From Design to Implementation.* New York: Open University Press.

ISBN-10: 0335210643, ISBN-13: 978-0335210640. **Price: \$58.86**

[**Note:** This book is also listed as a reference under the “Action Research” category]

This well-known book does not focus on the language classroom per se, but serves as a very good introduction to teacher research in general. It presents an approach to teacher research as systematic, methodical and an informed practice, identifies five requirements for all kinds of research, and provides guidelines for teachers to use in conducting their own classroom-based studies. The book is organized into four parts: (1) *General background to teacher research* with chapters on such topics as: an introduction to teacher research in general, teacher research as a

systematic inquiry, how to formulate research purposes, and ethics and teacher research. (2) *Quantitative investigations* provides an introduction to document-based and quantitative investigations in teacher research. (3) *Qualitative investigations* includes guidelines for collecting and analyzing spoken, written and observable data in qualitative teacher research. The final section of the book, (4) *Research quality and reporting research*, discusses quality and reporting in teacher research. Appropriate as a reference for experienced teacher-researchers and for use in graduate-level courses.

Other Recommended References

Brown, J. D. (2001). *Using Surveys in Language Programs*. Cambridge: Cambridge University Press.

ISBN-10: 0521792169, ISBN-13: 978-0521792165. **Price: \$70.08**

[**Note:** This book is also listed as a reference under the “Action Research” category]

This book presents a comprehensive, but practical, overview of the different phases and steps involved in the development and implementation of effective survey projects by language-teaching professionals. The text, which includes chapters on planning, designing, gathering, analyzing, and reporting survey research, would be accessible to graduate students, language teachers, administrators, and researchers. The issues involved in survey design are defined and discussed. All concepts are explained in an easy-to-follow, step-by-step manner, with several examples and checklists provided. Each chapter also includes a list of key terms, a set of review questions, and a collection of exercises for practical application. This book is informative for those who wish to survey students and teachers about their beliefs and practices. The results can then be used for developing curriculum, evaluating the success of language programs, or doing other relevant research.

Dörnyei, Z. (2007). *Research methods in applied linguistics*. New York: Oxford.

ISBN-10: 0194422585, ISBN-13: 978-0194422581. **Price: \$29.95**

The author provides an accessible overview of research methodology in applied linguistics and describes the various stages involved in carrying out qualitative and quantitative investigations. The book includes a section on mixed methods research and one chapter (Chapter 8) on classroom research.

Heigham, J. & Croker, R. (2009). *Qualitative research in applied linguistics: A practical introduction*. London: Palgrave Macmillan.

ISBN-10: 0230219535, ISBN-13: 978-0230219533. **Price: \$27.01**

This book presents an easy-to-follow and straightforward guide to qualitative inquiry. Written in a clear, informal style, it is useful for graduate students and practicing teachers embarking on their first qualitative research study in applied linguistics. The ten central chapters introduce core qualitative research approaches and commonly used data collection methods.

Mackey, A., & Gass, S.L. (2005). *Second language research: Methodology and design*. Mahwah, NJ: Lawrence Erlbaum Associates.

ISBN-10: 0805842497, ISBN-13: 978-0805842494. **Price \$46.13**

This book is for an advanced audience, and its focus is on second language research in general, although it does include one chapter on second language classrooms and pedagogy. The book

addresses issues related to research design, providing step-by-step instructions for how to carry out studies. This text includes chapters identifying research problems and questions, selecting elicitation measures, dealing with ethical issues related to data gathering, validity and reliability in research, research in second and foreign language classroom contexts, data description and coding and data analysis. Also included is a chapter on writing up SLA research for publication. Principles of both qualitative and quantitative research are discussed. Exercises and a glossary of key terms in second language research are included. This textbook is appropriate for graduate-level classes in second language research methods.

Rasinger, S. (2008). *Quantitative research in linguistics: An introduction (Research Methods in Linguistics)*. London: Continuum International Publishing Group.

ISBN-10: 0826496032, ISBN-13: 978-0826496034. **Price: \$39.95**

Presenting a down-to-earth and readable introduction to quantitative research, this book is a useful how-to guide for students encountering quantitative data for the first time, or for postgraduates embarking on linguistic research projects.

Richard, K. (2003). *Qualitative inquiry in TESOL*. London: Palgrave, Macmillan.

ISBN-10: 140390135X, ISBN-13: 978-1403901354. **Price: \$39**

This book serves as a research methods textbook for undertaking qualitative, naturalistic and action research projects. It offers a three-level structured progression, suited both to novice and intermediate students with a focus on development as classroom teachers of English, and to advanced students engaged in academic research work in applied linguistics. The book is both scholarly in approach and written in an engagingly direct and clear style.

Second Language Acquisition (SLA)

References

*****Lightbown, P. & Spada, N. (2006).** *How languages are learned* (3rd ed.). Oxford, UK: Oxford University Press.

ISBN-10: 0194422240, ISBN-13: 978-0194422246. **Price: \$20.52**

This is a good introductory book for prospective teachers desirous of formulating an understanding of the field of second language learning. It is a clearly written and easily comprehensible and does not presuppose any prior knowledge of second language acquisition. It has long been used as a core text for programs at the undergraduate level. This edition is comprehensively updated and presents the main theories of second language acquisition and their relevance to second language teaching. It has a chapter on first language acquisition and includes information about theories of first language acquisition and early bilingualism, and the impact of motivation and style on language learning. The book discusses the effects of factors such as intelligence, personality and age on the learning of second languages. It is a useful book for language teachers as it helps them assess the merits and efficacy of different teaching methods as well as those of language teaching textbooks.

**** Doughty, C. J. & Long, M. H. (Eds.) (2003).** *The handbook of second language acquisition*. MA: Blackwell Publishing.

ISBN-10: 0631217541, ISBN-13: 978-0631217541. **Price: \$51.63**

This comprehensive collection of articles in the field of second language acquisition (SLA) is intended for readers enrolled in SLA programs and related topics at the graduate level. The book presents an integrated discussion of key, and sometimes controversial, issues in second language acquisition research. It contains twenty-seven extremely well-written articles by the world's leading scholars in the field of SLA. The topics cover the entire gamut of areas that are foundational to the field. These include the biological and cognitive theories and research that underpin SLA, the mechanisms and processes related to SLA, and the constraints on SLA, the level of ultimate attainment, research methods most widely utilized in this area of study, and the status of SLA as a cognitive science. Such a comprehensive coverage of SLA related areas makes it an invaluable textbook for students and scholars in the fields applied linguistics, linguistics, ESL/EFL, foreign languages, psychology, and cognitive science.

* **Mitchell, R. & Myles, F. (2004).** *Second language learning theories* (2nd ed.). London: Hodder Arnold.

ISBN-10: 0340807660, ISBN-13: 978-0340807668. **Price: \$23.10**

This book is a well-known text that is used for SLA programs at the undergraduate level in numerous programs around the world. This second edition provides an updated, detailed and comprehensive overview of the field of second language acquisition for those who are beginning to study this area. The book contains discussions on a comprehensive series of key concepts and issues related to second language learning and to the recent history of research in this field. It contains chapters on the various approaches to SLA which include linguistic, cognitive, functional/pragmatic, input and interaction, sociocultural, sociolinguistic strands as well as discussions about future directions for the field. In this edition, new studies have been incorporated and each chapter contains an evaluation section of the area under discussion. This book is an especially good introductory text to the field of second language learning for students without a substantial background in linguistics. The easy and lucid prose style of the authors adds to its overall comprehensibility.

Other Recommended References

Byrnes, H. (Ed.) (2008). *Advanced language learning: The contribution of Halliday and Vygotsky*. London and New York: Continuum

ISBN-10: 0826443087, ISBN-13: 978-0826443083. **Price: \$44.17**

This is a highly specialized textbook and is written for students who wish to increase their knowledge of the theories of Halliday and Vygotsky and how these are connected to second language acquisition. It is mostly aimed at the graduate level. In addition to graduate students, this book would be of interest to academics researching systemic functional linguistics, second language acquisition, and applied linguistics. This book examines the acquisition of advanced levels of language ability in three parts: theoretical, descriptive and instructional. It moves beyond the traditional constraints of second language acquisition research by linking systemic functional linguistics and sociocultural theory. The contributors to the volume draw upon the work of Halliday, Vygotsky and Bakhtin. A feature that makes the arguments in this book additionally compelling are that the writers use empirical data from language classrooms using it to suggest practical applications towards advanced literacy and linguistic competence.

De Bot, K., Lowie, W., & Verspoor, M. (2006). *Second language acquisition: An advanced resource book*. Oxon: Routledge

ISBN-10: 0415338700, ISBN-13: 978-0415338707. **Price: \$37.66**

This is a text for graduate students and for academics and researchers with a specialized interest in second language acquisition, applied linguistics, or Dynamic Systems Theory. This is an advanced level book with a specialized focus in that it applies a Dynamic Systems Theory to second language acquisition. This basic premise of this approach revolves round the principle that a person's knowledge is never stable and continues developing the more the language is used. It has a balanced, comprehensive and well-thought out structure which is also well-organized. The book follows a clear progression from fundamental concepts in linguistics to models of acquisition to practical applications in language teaching. Complex information is presented in an easily accessible format without resorting to oversimplification or generalizations and without losing sight of the intended audience. Despite being an advanced text, its prose style makes it relatively easy to comprehend.

Gass, S. M. & Selinker, L. (2008). *Second language acquisition: An introductory course* (3rd ed.). New York: Routledge.

ISBN-10: 0805854983, ISBN-13: 978-0805854985. **Price: \$47.47**

This is an introductory textbook suitable for use as a foundational text for undergraduate courses in the field of second language acquisition and applied linguistics. The authors provide a comprehensive overview of the field and its easy and accessible prose style provides readers with lucid and thorough information about the vast scope of this field. The book covers a range of areas of second language research including sociolinguistic, psycholinguistic, and linguistic perspectives to second language learning. It also includes a chapter on lexicon and on instructed second language learning. It incorporates background information on the related area of first language acquisition and introduces students to current issues of data collection and data analysis, as well as providing an historical overview of the field of SLA. It thus gives readers a rich understanding of how current issues in the field are linked with earlier approaches as well as providing them a general understanding of research in this area.

Ortega, L. (2009). *Understanding second language acquisition*. London: Hodder Education.

ISBN-10: 034090559X, ISBN-13: 978-0340905593. **Price: \$26.95**

This book offers a wide-encompassing survey of the growing field of second language acquisition. It is a very comprehensive text for students enrolled in SLS and applied linguistics courses as well as for second language teacher training programs. The author provides an extensive list of topics which includes accumulated research findings, proposed theories for understanding the mechanisms of SLA and research paradigms pivotal to the area. The book encompasses universal, individual, and social forces that are connected to the acquisition of a second language. In each case it evaluates the research findings from diverse contexts for second language acquisition. The author also provides a cogent discussion of the possible directions of the future of this field in the form of insightful questions which remain to be answered. This is a good book for beginners as it assumes no background in SLA and provides helpful chapter-by-chapter summaries and suggestions for further reading.

Ritchie, W. C. & Bhatia, T. K. (Eds.) (2009). *The new handbook of second language acquisition*. Bingley, UK: Emerald Group Publishing Limited.

ISBN-10: 1848552408, ISBN-13: 978-1848552401. **Price: \$174.95**

The book presents a comprehensive overview of SLA and is aimed at graduate students. It is divided into six parts. Part I presents an overview of the recent history as well as current usage of methods in SLA research. Part II has chapters on Universal Grammar, emergentism, variationism, information-processing, sociocultural, and cognitive-linguistic. Part III overviews SLA research on lexicon, morphosyntax, phonology, pragmatics, sentence processing, and the distinction between implicit and explicit knowledge. Part IV examines neuropsychology of SLA, another on child SLA, and the effects of age on second language acquisition and use. Part V is concerned with the contribution of the linguistic environment to SLA, including work on acquisition in different environments, through the Internet, and by deaf learners. Part VI treats social factors in SLA, including research on acquisition in contact circumstances, on social identity in SLA, on individual differences in SLA, and on the final state of SLA, bilingualism.

Saville-Troike, M. (2005). *Introducing second language acquisition*, Cambridge, UK.

ISBN-10: 0521794072, ISBN-13: 978-0521794077. **Price: 30.98**

This is an introductory text for students encountering the topic of second language acquisition (SLA) for the first time and is best suited for use in undergraduate introductory courses in the field of applied linguistics and second language teacher training programs at the undergraduate level. The author uses easy to comprehend and non-technical language to explain how a second language is acquired. The book also includes a wide-ranging discussion of what the second language learner needs to know. In addition, it deals with the interesting topic of why some learners are more successful than others. The textbook logically introduces a range of fundamental concepts in this field such as SLA in both adults and children, formal and informal learning contexts, and the interconnections between diverse socio-cultural settings and second language learning. It is a particularly useful text as it takes an interdisciplinary approach, encouraging readers to consider SLA from linguistic, psychological and social perspectives.

Sociolinguistics: General Introductory Texts

References

***** Coupland, N. & Jaworski, A. (Eds.) (2009).** *The new sociolinguistics reader* (2nd ed.). New York: Palgrave, Macmillan.

ISBN: 978-1-4039-4415-3, ISBN10: 1-4039-4415-6. **Price: \$32.58**

This book is for university students at both the undergraduate and graduate levels, educators and researchers. The authors present a rich overview of the field of sociolinguistics which includes research findings in the area and multiple perspectives and arguments connected to language and its relationship with culture, social change and social relationships. The book is well-organized and is divided into six parts that are core topics in this area. These are (1) language variation, (2) language, gender and sexuality, (3) style, stylization and identity, (4) language attitudes, ideologies and stances, (5) multilingualism and (6) language, culture and interaction. This updated second edition includes twenty five new readings, balancing classic and new texts together with a comprehensive introduction. It presents contemporary critical research and

ongoing debates in the field in an easy to read prose style and is a good resource for students of language, society and culture at all levels.

**** Romaine, S. (2001).** *Language in society: An introduction to sociolinguistics* (2nd ed.). Oxford University Press.

ISBN-10: 0198731922, ISBN-13: 978-0198731924. **Price: \$30.40**

This is a comprehensive introductory text for undergraduate and graduate students of sociolinguistics and is often used in introductory courses in applied linguistics. The author provides cogent and broad discussions of the constant interaction between society and language and demonstrates how linguistic choices are motivated by social factors. She also explores how certain ways of speaking come to be valued over others in various societies and contexts. Her interpretations are based upon evidence from studies of cultures and languages from across the world. The contents of this book cover multiple foundational topics studied in this area such as language in society, language choice, sociolinguistic patterns, language and gender, pidgin and creoles, and linguistic and societal problems. The book is particularly useful for readers new to the area as each chapter includes short annotated bibliographies of suggested further readings. In addition, there is a comprehensive list of references at the end of the book.

***Eckert, P. & Rickford, J. R. (Eds.) (2002).** *Style and sociolinguistics variation*. Cambridge, UK: Cambridge University Press.

ISBN-10: 0521597897, ISBN-13: 978-0521597890. **Price: \$35.99**

This book is an important text in the specialized and well researched area of sociolinguistics dealing with style and sociolinguistic variation. This text is useful for both graduate and undergraduate students specializing in this area. The volume brings together leading experts from a range of disciplines to create a broad perspective on the study of style and variation in spoken language. The book discusses key approaches to stylistic variation focusing on how spoken language is impacted upon by factors such as the attention paid to speech, audience design, identity construction, the corpus study of register, genre, distinctiveness and the anthropological study of style. It is a well researched and interesting text and in addition to students and academics in the fields of sociolinguistics, readers interested in the areas of English language, dialectology, anthropology and sociology will also find that it makes cogent connections to their areas.

Other Recommended References

Blommaert, J. (2010). *The sociolinguistics of globalization*. Cambridge, UK: Cambridge University Press.

ISBN-10: 0521710235, ISBN-13: 978-0521710237. **Price: \$34.99**

The target readers of this book are undergraduate and graduate students enrolled in applied linguistics programs. The foundational premise of this timely and highly relevant text is that human language has changed in the current age of globalization. Language is no longer tied to stable and resident communities but as with many communities that have become transnational, language also moves across the globe and changes in this transitional process. In the current globalized times, the world has become a complex 'web' of villages, towns, neighborhoods and settlements connected by material and symbolic ties in often unpredictable ways. The author of this text adapts the perspective that such a globalizing phenomenon requires the field of

sociolinguistics to revise its understanding of how linguistic communication takes place. In this insightful and deeply interesting book, the author constructs a theory of changing language in a changing society, reconsidering issues such as locality, repertoires, competence, history and sociolinguistic inequality.

Chaika, E. (2007). *Language and the social mirror* (3rd ed.). Boston, MA: Heinle and Heinle Publishers.

ISBN-10: 1424004322, ISBN-13: 978-1424004324. **Price: \$44.68**

This new edition is an introduction to sociolinguistics focusing on the ways in which language serves the needs of the individual and of society and contains detailed explanations of the complexity of language and its use. This edition contains new chapters on phonetics, sociolinguistics and the professions, orality and literacy, dialects, pragmatics and power and language in society. The author explores topical and controversial issues surrounding social language such as dialects, bilingualism and gender. The text reflects current developments in sociolinguistics and presents a modern view of the field through updated case studies and recent research findings. There are numerous examples and exercises to facilitate comprehension of the materials. It has an easy-to-read narrative style which promotes critical thinking and is written for university students enrolled in introductory courses in applied linguistics and sociolinguistics as well as for all who are interested in the multiple and complex interconnections between society and language.

Chambers, J. K. (2008). *Sociolinguistic theory (Language in Society)* (2nd ed.). UK: John Wiley- Blackwell.

ISBN-10: 140515246X, ISBN-13: 978-1405152464. **Price: \$47.95**

This book is meant for a wide audience ranging from undergraduate students enrolled in varied programs such as applied linguistics, sociolinguistics, second language learning, etc. It is also useful for academics and researchers and scholars in these fields. The text presents a comprehensive synthesis of sociolinguistics that centers on the study of language variation and change, and identifies opportunities for future research. Since its inception, the field of sociolinguistics has examined the connection of dependent linguistic variables with independent social variables which has provided the theoretical base of this scholarly field. This volume appraises the important findings that establish these connections and discusses the linguistic variable and its significance, essential social variables such as social stratification, sex and age, and the cultural purposes of linguistic variation. This edition has been updated to incorporate new findings and expand the discussion of communicative competence and developmental sociolinguistics. Its easy prose style and comprehensive coverage makes it an important resource.

Coupland, N. (2007). *Language variation and identity*. Cambridge, UK: Cambridge University Press.

ISBN-10: 0521618142, ISBN-13: 978-0521618144. **Price: \$37.99**

This book is for students and educators of the discipline of sociolinguistics who are specifically interested in examining how language and identity construction are related to each other. Within the field of sociolinguistics, style refers to the manner of speaking and to how speakers use variations in language to make meaning in social encounters. In this book, the author develops a logical theoretical approach to style in sociolinguistics and illustrates this understanding through numerous examples. The text explains how speakers project different social identities and create

different social relationships through their style choices and how speech-style and social context interrelate. The author integrates a wide variety of contemporary sociolinguistic research as well as his own extensive research in this field to substantiate his theoretical conceptualizations. The emphasis is on how social meanings are made locally in specific linguistic environments and on studying language variation as part of the analysis of spoken discourse. The well argued concepts outlined here make this an important text in this area.

De Fina A., Schiffrin, D., & Bamberg, M. (Eds.) (2006). *Discourse and identity*. Cambridge: Cambridge University Press.

ISBN: 13: 978-0521-54191-6, ISBN: 10: 0-521-54191-3. **Price: \$43.06**

This book is aimed at university students at the graduate level enrolled in courses in applied linguistics, sociolinguistics and discourse analysis. It explores the relationship between language, discourse and identity and makes useful contributions to research in this highly topical area. It brings together a team of experts who explore discourse in a range of social contexts. The contributors use varied analytical tools to show how people build multi-layered and highly complex, albeit local and contextually relevant images of themselves through language. They examine how society molds people into different categories and how we negotiate our membership of these categories. The research studies included in this volume are set in varied interactional settings in diverse geographical contexts. This volume sheds new light on how our social practices can help shape our identities making it an extremely functional text for students and researchers wishing to expand their knowledge of research in this area of sociolinguistics.

Edwards, J. (2009). *Language and identity: An introduction*. Cambridge, UK: Cambridge University Press.

ISBN-10: 052169602X, ISBN-13: 978-0521696029. **Price: \$34.82**

This book is written for students enrolled in introductory courses in applied linguistics and sociolinguistics which are aimed at studying the interconnections between language and identity construction. The language we use forms an important part of our sense of who we are and of our identity. This book outlines the relationship between our identity as members of various groups such as ethnic, national, religious, and gender groups and the language varieties important to each group. The book raises and seeks to answer questions such as: What is a language? What is a dialect? Do people have language rights? Should every national group have its own language? How are languages used to spread religious ideas? Why have particular religious and linguistic markers been so important to the ways in which we think about ourselves and others? The book uses a rich variety of examples to highlight the connections between languages, dialects and identities, with a close focus on religious, ethnic, and national allegiances and is written from students and academics in the field.

Fasold, R. (2009). *The sociolinguistics of society*. Oxford, England: Basil Blackwater Publisher Ltd.

ISBN: 0-631-13462-X. **Price: \$52.95** (paperback)

This book is an introductory text for university students and is a comprehensive and authoritative guide to the field of sociolinguistics. The author explains current theories in the field introducing those aspects of sociolinguistics broadly described as the sociology of language or the effect of language and dialect differences on society. He discusses topics such as social consequences of multilingual societies, diglossia, social attitudes towards languages and dialects, the social forces

that influence people to use different languages in different situations and language shift. The author also discusses topics of language planning, the significance of language in education. In addition, the book includes both quantitative and qualitative methods to analyze multilingualism with a chapter on statistical techniques. The comprehensive coverage of many of the most significant areas in this field makes this a useful introductory text. In addition the lucid prose style and well organized layout of the book makes it comprehensible and easy to read.

Fought, C. (2006). *Language and ethnicity*. Cambridge, UK: Cambridge University Press. ISBN-10: 0521612918, ISBN-13: 978-0521612913. **Price: \$39.40**

The book is aimed at students and researchers in sociolinguistics, as well as readers interested in ethnic issues, language and education, inter-ethnic communication, and the relationship between language and identity. It provides an overview of the relationship between language and ethnic identity and explores the crucial role language plays in both revealing a speaker's ethnicity and in helping to construct it. Drawing on research from a range of ethnic groups around the world, the author shows how language contributes to the social and psychological processes involved in the formation of ethnic identity. The book investigates both the linguistic features of ethnic language varieties and as well as the varied ways in which language is used by different ethnic groups. Additionally, each chapter contains discussion questions and there is a comprehensive glossary at the end of the book. The thorough coverage of important issues that are pivotal in this specialized area of sociolinguistics makes this a useful text for scholars and researchers wishing to delve into the complex interconnections between language and ethnicity.

Holmes, J. (2008). *An introduction to sociolinguistics* (3rd ed.). Essex, England: Pearson Education Ltd.

ISBN: 978-1-4058-2131-5. **Price: \$38.95**

This is a highly accessible introductory book for beginner level undergraduate students enrolled in beginner level programs in the areas of applied linguistics, sociolinguistics, and second language learning. It is also a good book for all who are interested in language and its social ramifications. This new and revised edition examines the role of language in varied social contexts. It examines how language works and how it can be used to index and interpret various aspects of social identity. It is comprehensive in its perspective and covers relevant areas in the field such as multilingual speech communities, language maintenance and shift, linguistic varieties, national languages and language planning, ethnicity and social networks, language change, speech functions, gender, discourse analysis, and attitudes and applications. It makes ample use of examples and is comprehensive in terms of topics as well as geographical examples. The wide-ranging discussion of some of the key areas in the field and its clear prose style make this a useful text for beginner level readers.

Meyerhoff, M. (2006). *Introducing sociolinguistics*. New York: Routledge.

ISBN: 13: 978-0-415-39948-7. **Price: \$33.98**

This book is a comprehensive introduction to the field of sociolinguistics and is written for university students taking beginning courses in this area of studies. It adopts a hands-on approach to presenting the basic tenets of this field and contains discussions on many key topics in this area. These include variation and language, variation and style, language attitudes, politeness as a variable in speech, multilingualism and language choice, real time and apparent time, social class, social networks and communities of practice, gender and language contact. An

additional advantageous feature of this book is that the author suggests further readings for each of these topics making this book a useful guide to primary sources. The book is well-organized with an easy to comprehend and unambiguous writing style which is especially helpful for readers who are new to the field of sociolinguistics and makes this a good text for introductory courses.

Wardhaugh, R. (2009). *An introduction to sociolinguistics* (6th ed.). Sussex, UK: John Wiley & Sons.

ISBN: 978-1-4051-8668-1 (paperback). **Price: \$40.45**

This clearly written book is for undergraduate and beginning level graduate students enrolled in courses related to applied linguistics, sociolinguistics and second language learning. The author provides an accessible coverage of a wide range of pivotal issues in this field. He adopts a balanced and systematic approach to key topics such as language dialects, pidgins and creoles, codes, bilingualism, speech communities, variation, words and culture, ethnographies, solidarity and politeness, talk and action, gender, disadvantage and planning. An additional feature of this edition is that it reflects recent developments in the field of sociolinguistics and as such there is a greater focus on the current and highly topical areas of identity, solidarity and markedness. The updated references are useful guides to primary research and theories in the field. The book is coherent and well-organized. This revised edition also includes study features which make it easy to use in classroom contexts.

Sociolinguistics: World Englishes

References

***** McKay, S. L. & Bokhorst-Heng, W. D. (2008).** *International English in its sociolinguistic contexts: Towards a socially sensitive EIL pedagogy*. NY: Routledge.

ISBN 978-0-8058-6338-3. **Price: \$42.95**

This book is designed for TESOL and applied linguistics professionals and is a particularly useful text for courses in applied linguistics and for second and foreign language teacher training programs. The authors provide a comprehensive coverage of this highly topical and specialized area within sociolinguistics. The contents include discusses on the varied socio-linguistic contexts such as globalization, migration and the global spread of English within which English is learned and used today. The book is especially interesting as the authors adopt a critical stance as they focus on how social, political and educational contexts are implicated in English learning. It is a valuable resource to understanding the various contexts within which English is learned today. The list of references provides a useful guide to important research in this area. The book has a lucid and well-organized prose style that makes it easy to comprehend while also engaging the readers with complex and multi-layered conceptual ideas.

****McKay, S. L. (2002).** *Teaching English as an international language: Rethinking goals and approaches*. Oxford: Oxford University Press.

ISBN: 0-19-437364-9. **Price: \$27.06**

This book is a useful reference for English language teaching professionals such as teachers, teacher trainers and trainees. It is widely used as an important text for teacher training programs especially in second and foreign language contexts. The foundational premise which the author

adopts is that in the current global situation English has become the major language of international communication with the result that everyone wishes to learn it. As a result, there has been a mushrooming of English teaching programs across the world. However, there are multiple varieties of English with only a few enjoying the status of being the most legitimate and therefore the most desired varieties. In this book, the author discusses answers to questions such as which English needs to be learned in which contexts and how this might be best accomplished. The in-depth engagement with important issues in this area, the clear and lucid writing style and the well-organized layout of the book make it an accessible overview of this important field.

***Kachru, B. B., Kachru, Y., & Nelson, C. L. (Eds.) (2006).** *The handbook of world Englishes*. UK: Blackwell Publishing Ltd.

ISBN: 978-1-4051-1185-0, ISBN: 978-1-40518831-9. **Price: \$42.30**

This edited volume is aimed at students enrolled in graduate programs in applied linguistics, sociolinguistics and second and foreign language teaching and learning as well as at academics and researchers in these and related academic areas. This book is a collection of forty two invited contributions by leading experts in the field. The articles deal with central issues in the field of world Englishes and furnish readers with selected critical understandings of theoretical, ideological, applied and pedagogical concepts related to the rapid and constantly accelerating spread of English around the globe. The book is divided into nine parts which represent the cross-cultural and global contextualization of the English language. Major varieties of World Englishes such as African, Asian, European and North and South American are represented in these readings. The manifold geographical contexts and the inclusion of multiple world Englishes makes this a vital text for scholars wishing to acquire an in-depth understanding of this field.

Other Recommended References

Edge, J. (Ed.) (2006). *(Re)locating TESOL in an age of empire*. London: Palgrave Macmillan. ISBN: 978-1-4039-8530-9, ISBN10: 1-4039-8530-8. **Price: \$95.00**

The intended readership of this book encompasses graduate students, academics and researchers in the fields of second and foreign language learning, applied linguistics and sociolinguistics. This book is a collection of the works of an international group of authors who discuss their differing views for the development of TESOL in the current political situation of the world. Their political concerns take into account military invasions and occupations, globalization leading to economic hegemonies and the cultural influences of western nations. They discuss the roles of TESOL professionals in these new realities. The authors adopt an innovative, critical and deeply insightful approach to the field of TESOL and encourage a re-evaluation of this field. The book is of interest to all those who wish to develop a critical understanding of how the teaching of English in non-English speaking contexts is a complex and political phenomenon.

Jenkins, J. (2000). *The phonology of English as an international language*. Oxford: Oxford University Press.

ISBN: 978-0194421645. **Price: \$ 32.75 (Paperback)**

This book is written for teachers of English both as a second and a foreign language and for use in teacher training and professional development programs. The author proposes an innovative

approach to the teaching of English pronunciation within the context of teaching English as an international language. As such, the underlying principle of the book is that instead of teaching learners of English to imitate so called native speakers, the teaching of international English should have as its pedagogical goal an English pronunciation that is of mutual intelligibility among non-native speakers. The author thus places emphasis on phonological intelligibility rather than mimicry. She also sets forth a new pronunciation syllabus called the Lingua Franca Core which is based on findings from empirical research studies that examine English pronunciation in its sociolinguistics context. This book has a clear prose style and is well organized with a well thought out, coherent and persuasive overarching argument which makes it of special interest to all teachers of English who teach this language in EFL contexts.

Jenkins, J. (2007). *English as a Lingua Franca: attitude and identity*. Oxford: Oxford University Press.

ISBN13: 978-0-19-442237-6 ISBN10: 0-19-442237-2. **Price: \$32.75**

The intended audience of this book includes in-service and pre-service teachers and teacher educators. It is a useful supplementary text for teacher training as well as for professional development programs at both the graduate and undergraduate levels. In this highly relevant and specialized book, the author investigates attitudes related to English as a Lingua Franca (ELF). She provides comprehensive discussions of the implications these attitudes have for student identities. The author also explores the multiple ways in which an entire gamut of related problems can be addressed within teacher education and training programs. In addition, the book also furnishes insightful discussions related to the construction of English language teaching materials and testing and evaluation. Such a comprehensive coverage of important and topical areas in the field of ELF together with its easy-to-read prose style makes this a useful book for English teaching professionals.

Jenkins, J. (2009). *World Englishes: A resource book for students* (2nd ed.). Routledge.

ISBN: 0-415-25805-7, ISBN: 0-415-25806-5. **Price: \$54.35**

This book is intended for students enrolled in introductory courses related to the area of World Englishes, applied linguistics and second foreign language learning and education. It is also a useful resource book for academic and researches wishing to expand their knowledge of this area. The book is an introductory text on the topic of World Englishes, which is the study of the different varieties of English that have developed globally. The author describes this field in easy to comprehend terms which does not pre-suppose any prior knowledge of the field. The book places great emphasis on real language texts and activities. The book is made more valuable through the inclusion of a mini-reader of important articles and extracts. The text is interactive and invites readers to engage with the topics under discussion. It provides readers with a comprehensive grasp of the subject while also including resources for further study.

Jenkins, J. & Murata, K. (Eds.) (2009). *Global Englishes in Asian contexts: Current and future debates*. Houndmills, Basingstoke: Palgrave Macmillan.

ISBN:13:978-0-230-22103-1, ISBN-10:0-230-221303-3. **Price: \$33.00**

The intended audience of this book includes professional related to EFL teaching and learning contexts, teacher trainers, graduate level students and academics and researchers working in the area of World Englishes especially in Asian contexts. This book investigates the rapid and continuous spread of World Englishes, or English as a Lingua Franca (ELF) or English as an

international language (EIL). The contributors write from different geographical and linguistic perspectives. The main focus is on Asian Englishes with a view to how these are used in their local contexts. However, other contexts are also included. This is a highly topical book in this field and is especially interesting as it provides the diverse current understandings and debates in the field. The inclusion of the writings of several authors adds to its richness and authenticity while the clear and lucid prose style of the contributors makes it easy to read.

Kirpatrick, A. (2007). *World Englishes: Implications for International Communication and English Language Teaching*. Cambridge, New York: Cambridge University Press.

ISBN: 13 978-0-521-85147-3, ISBN: 13 978-0-521-61687-4. **Price \$31.98**

This book is specially written for ELT practitioners and TESOL trainee teachers around the world. It is also a useful supplemental reader for teacher training and teacher development programs. The author's overall concern revolves around the problem of what might be the implications for international communication and English language teaching within the context of the rapid growth of the numerous varieties of English that are now spoken world-wide. The book also takes into account the fact that the greatest numbers of speakers of English today are multi-lingual people who use English to communicate with each other and for whom English might be a second or third language. The author has included descriptions of selected varieties of World Englishes which are followed by discussions about the possible implications of these varieties for an audience of English language teachers and teacher trainers. This is an insightful text and should be of use to academics interested in current debates in this area.

Rubdy, R. & Saraceni, M. (Eds.) (2006.) *English in the world: Global rules, global roles*. London and New York: Continuum.

ISBN-10: 0826489060, ISBN-13: 978-0826489067. **Price: \$56.84**

This book is intended for teacher training programs, professional development courses, teacher trainees, in-service teachers, teacher educators and all who are interested in the area of World Englishes. This book is especially helpful as the authors explore the different conceptualizations of English as an international language. They examine the various constructs of World Englishes, native speakers and 'standard' English that exist in the field. The text also includes wide ranging discussions of the pedagogical issues connected to English as an International Language with a special focus on how these might impact the teaching of English. The book provides current and insightful information which, coupled with its wide list of references of primary sources, a systematic organization of its content and its coherent and lucid prose style, makes it a useful book for its intended audience.

Speaking

References

*****Hughes, R. (2003).** *Teaching and researching speaking*. New York: Pearson ESL.

ISBN-10: 0582404541, ISBN-13: 978-0582404540. **Price: \$43.00**

This book provides a well-organized overview of current research on discourse, grammar, and fluency in second language speaking. It should be of interest to TESOL and applied linguistics graduate students and teachers in training as well as curriculum designers interested in conducting their own research into second language speaking instruction. In the first of the

book's four sections, the author provides a conceptual and historical context for second language speaking research. In the following section, research into teaching and assessment approaches are reviewed, and new directions are suggested. In the next section, research methodologies and frameworks are presented along with new project ideas. In the final section, the author discusses current limitations in the research and presents resources for those interested in exploring second language speaking further. Altogether this book provides a comprehensive overview of current understandings in the area of second language speaking.

****Bailey, K.S. (2004).** *Speaking: Practical English Language Teaching (PELT)*. New York: McGraw-Hill.

ISBN-10: 0073103101, ISBN-13: 978-0073103105. **Price: \$28.44**

This course book is meant primarily for graduate students enrolled in second language acquisition programs and for teachers in training, but it can also be of use to experienced teachers who would like to know more about current speaking instruction theories and practices. The book begins with an overview of the history and key principles of the teaching of speaking. The next three chapters present the steps in planning and implementing a speaking course, including setting goals and learning outcomes, designing syllabuses and materials and determining assessment methods. These chapters also address major theories of language learning and acquisition, as does the final chapter, which focuses on learner differences, error correction and classroom technology. This is a comprehensive coverage of the key issues related to the field of second language speaking acquisition and should be a useful reference for its target audience.

***Hughes, R. (Ed.). (2006).** *Spoken English, TESOL and applied linguistics: Challenges for theory and practice*. New York: Palgrave Macmillan.

ISBN-10: 0230217044, ISBN-13: 978-0230217041. **Price: \$30.21**

This collection of articles is intended for graduate students in second language studies programs and for researchers interested in an overview of the topics receiving attention in the current research on speaking in a foreign language. Separated into four parts, the book begins with "Attitudes and Ideologies," which includes an article on the sociopolitical situatedness of accents and a study on the role of the interlocutor in non-native speaker performance. The following section addresses prosody, with articles on reading aloud, intonational meaning, speech rhythm, and turn taking. The third group of articles looks at spoken discourse in terms of language pedagogy. Included in this section are articles on academic and global Englishes, spoken grammar and EAP, classroom discourse, and the spoken word as a tool in language teacher development. The final section offers two articles on new approaches to the assessment of speaking and pronunciation.

Other Recommended References

Folse, K.S. (2006). *The art of teaching speaking research and pedagogy for the ESL/EFL classroom*. Ann Arbor: University of Michigan Press/ESL.

ISBN-10: 0472031651, ISBN-13: 978-0472031658. **Price: \$26.25**

This introductory EFL speaking instruction methodology book targets in-service and pre-service language teachers. It is clearly organized, easy to read and uses real-life examples and sample activities. The book contains an overview of second language conversation instruction

methodologies and practices. Included are discussions of goals, settings, student populations, and a useful framework for typical standard classroom conversation tasks. Some key terms and research findings in this area are also provided. The author then presents case studies of 20 conversation classes in settings around the world. These provide insight into the actual practice of conversation instruction for a wide variety of goals. The author then offers 20 successful and implementable conversation activity types. Equally useful is the description ten unsuccessful approaches to classroom speaking instruction. The final chapter offers various methods for the assessment of speaking. The book contains appendices that provide overviews of vocabulary, pronunciation and grammar instruction in the conversation classroom along with sample lesson plans..

Resources

*** **Corbett, J. (2010).** *Intercultural language activities with CD-ROM*. New York: Cambridge University Press.

ISBN-10: 0521741882, ISBN-13: 978-0521741880. **Price: \$23.80**

This book is aimed at second language teachers who want to expand the repertoire of pedagogical practices through the inclusion of activities related to intercultural issues. This collection provides such teachers with useful communicative activities that encourage learners to consider their culture and those of others in new and mutually respectful ways. The more than 50 activities contained within are each presented as simple lesson plans that inform teachers of the learner level, time required, resources needed, and the aim of each of the activities. These are especially useful for teachers who wish to use these activities without further adaptations. The discussion topics connected to these activities address a wide variety of cultural similarities and differences on such diverse issues as proverbs, cultural symbols, etiquette, job interviews, conflict resolution, behavior in public spaces, non-verbal communication, and children's games. This book should make a useful teacher resource in most language programs.

** **Bilbrough, N. (2007).** *Dialogue activities: Exploring spoken interaction in the language class*. New York: Cambridge University Press.

ISBN-10: 0521689511, ISBN-13: 978-0521689519. **Price: \$24.96**

This book is written for second language teachers who wish to use dialogue based activities in lessons that center round the teaching of speaking skills. In this creative book, dialogues are put to numerous imaginative uses in the classroom. Lesson plans for more than 50 activities are presented, and while some of these are designed to address the skills of reading writing, listening, or pronunciation, the majority of them are communicative in nature. These communicative activities ensure plenty of oral production, interaction, and negotiation between learners as they engage in carrying them out in the classroom. The book contains a wide range of activity types which include jigsaw tasks, chants, improvisation, presentation, shadowing, narration, and interviewing, among many others. This book should make a useful resource for teachers in most second language programs and would be a valuable addition to their institutional libraries.

***Maley, A., & Duff, A. (2005).** *Drama techniques: A resource book of communication activities for language teachers* (3rd ed.). New York: Cambridge University Press.

ISBN-10: 0521601193, ISBN-13: 978-0521601191. **Price: \$25.52**

[**Note:** This book is also listed as a recommended resource in the “Interactive Activities...” category.]

This useful collection of activities uses techniques associated with theatre to give language learners the opportunity to practice speaking in an open, exploratory manner. The book is essentially a collection of warm-up activities for actors which the authors have repurposed for use by language learners. These activities focus on a variety of topics such as voice, interaction, improvisation, body language and rhythm, among numerous others. The more than 90 activities that have been compiled in this collection are presented in a clear and easy to follow lesson plan format. A particularly useful feature of these lesson plans is that all of them contain information about the aim, focus, level, time, and resources and preparation which makes them easy to be used as is or adapted to suit the particular pedagogical purposes of individual teachers. There are ample activities for language learners of every level, making this an excellent resource for teachers in most communicative language programs.

Other Recommended Resources

Anderson, K., Maclean, J., & Lynch, T. (2004). *Study speaking: A course in spoken English for academic purposes* (2nd ed.). New York: Cambridge University Press.

ISBN-10: 0521533961, ISBN-13: 978-0521533966. **Price: \$23.00**

This course book provides a sound framework for the instruction of second language speaking in academic settings. Aimed at intermediate to advanced learners who plan to study in an English-language university setting, the communication- and presentation-based activities in this book provide learners with valuable opportunities to practice academic discourse in tasks that nicely simulate authentic classroom circumstances. The book has three main sections. The first provides numerous realistic negotiation role play scenarios that require extensive negotiation for resolution. The second section focuses on discussion and presentation, providing conversation activities on a wide range of topics as well as a number of small individual and group presentation projects. This section is meant to simulate the sorts of forceful debate common to English-language university classrooms. The final section deals with academic presentations in terms of planning, organization, visual aids, signposting, and fielding questions and challenges.

Day, R.R., & Yamanaka, J. (2001). *Impact topics! 30 exciting topics to talk about in English*. New York: Pearson ESL.

ISBN-10: 962005055X, ISBN-13: 978-9620050558. **Price: \$35.33**

This classic book of discussion topics is a useful source for communicative activities that encourage reflective conversation and debate. Each of the 30 activities begins with a pre-conversation discussion to encourage students to contemplate the topic in advance. This is followed by a brief activity that introduces some of the key concepts and vocabulary of the topic. Next, students are presented with a story that contains an element of controversy. These stories have been designed to respect a wide variety of cultures and perspectives while still sparking interest and debate. Comprehension and gap-fill activities help students consolidate learning. The students' book comes with a CD so the stories can be used for either listening or reading practice. Finally, the issues in the stories are used for a number of conversation activities for pairs or groups. This book should be a useful resource for most adult language programs with a communicative focus.

Gore, S., & Smith, D. (2007). *English for socializing: Students' book*. New York: Oxford University Press.

ISBN-10: 0194579395, ISBN-13: 978-0194579391. **Price: \$26.56**

The lessons and activities in this book are designed to provide learners with practice in socializing and relationship-building. All the chapters are well organized and begin with speaking activities that allow learners to consider the topics in advance. They end with readings that provide further insight into the topic as well as with additional opportunities for discussion. In between these sections, each chapter provides lessons and practice on a variety of common social interactions that one may encounter with new acquaintances or business associates. A variety of topics are addressed which include emails, first meetings, offering refreshments, giving directions, making small talk, sharing meals, and networking. The pragmatic and cultural issues considered consist of the use of first names, humor, declining invitations and ending conversations. This book should make a useful resource for teachers at many types of language programs and would be a useful addition to their institutional libraries.

Spoken and Written Discourse

References

*****Celce-Murcia, M. & Olshtain, E. (2001).** *Discourse and context in language teaching: A guide for language teachers*. Cambridge UP.

ISBN-10: 0521640555, ISBN-13: 978-0521640558. **Price: \$27.15**

[**Note:** This book is also listed as a reference under the “Teacher Education” category]

This book is for teachers of English as a second or foreign language. It is especially useful for a methods course for pre- or in-service teachers. The authors believe that teachers need to include aspects of discourse and pragmatics in their teaching if they wish to implement a communicative approach in their pedagogical practices. The first two chapters provide an easily comprehensible introduction to discourse and pragmatics. These are followed by chapters in which the authors demonstrate how a discourse-based approach can enrich the teaching of traditional aspects of language such as phonology, grammar, vocabulary, listening, reading, writing, and speaking. After these, there are chapters which discuss how such an approach may be implemented in curriculum design and materials, in assessment and for discourse training for teachers and learners. There are discussion questions and activities at the end of each chapter to facilitate comprehension making this a reader friendly text.

****Thornbury, S. & Slade, D. (2006).** *Conversation: From description to pedagogy*. Cambridge, UK: Cambridge University Press.

ISBN-10: 0521891167, ISBN-13: 978-0521891165. **Price: \$26.56**

This book is aimed at practicing teachers of English both as a second and as a foreign language. The authors provide a comprehensive description of the nature and structure of conversation in this language. It draws upon multiple theoretical models. The purpose is to enable readers to analyze authentic conversation at various levels: vocabulary, grammar, discourse, and genre. The authors explain the connection between the development of first and second language competence. They provide guidelines of how to identify and analyze the difficulties that EFL learners have while engaging in conversation. They delineate multiple approaches to teaching English conversation and argue for an integrated approach to teaching language. The examples

are mostly taken from spontaneous naturally occurring conversations. This is an easy-to-read book about how conversation works and provides teachers with information about the varied features of conversation and how these differ from other spoken and written genres.

***Jaworski, A. & Coupland N. (Eds.) (2006).** *The discourse reader* (2nd ed.). Routledge. ISBN-10: 0415346320, ISBN-13: 978-0415346320. **Price: \$46.75**

This book is for students interested in discourse analysis from the undergraduate level upwards. It is a comprehensive collection of some of the key readings in this field and focuses on linguistic, interactional, textual, social, cultural, and ideological issues. The chapters are organized to present a graded introduction to discourse theory and practice. The readings include early work that conceptualized discourse and outlined the main features of discourse analysis, discussions of important research methods, classic theories by leading scholars exemplifying the different traditions of discourse studies, and contemporary articles by researchers depicting what discourse analysis can achieve when applied to a multitude of issues in diverse social settings. It also includes discussion points that help readers engage with important issues. The book is a balanced and integrated collection of papers that deal with varied aspects of discourse analysis ranging from a close analysis of language to a focus on larger socio-political themes and provides a good understanding of the diversity found in modern discourse studies.

Other Recommended References

Cribb, M. (2009). *Discourse and the non-native English speaker*. Cambria Press. ISBN-10: 1604976578, ISBN-13: 978-1604976571. **Price: \$119.99**

[Note: Amazon stocks only the hardcover version]

This book is for graduate students and English language teachers and researchers and deals with the problems that non-native speakers of English have with extended turns and monologues. The book examines a corpus of spoken data collected from the International English Language Testing System (IELTS) and focuses on how semantic and pragmatic miscues lead to breaks in coherence and comprehensibility. It specifically analyzes how a lack of verbal and non-verbal support from interlocutors leads to difficulties in expression at the discourse level. This book represents both a textual and evaluative approach to discourse studies. Numerous transcripts of the discourse of speakers of English as a second or foreign language are analyzed to identify the points at which miscues leading to lack of coherence arise. It also examines the relationship between fluency and coherence. This book would be of interest to applied linguistics and English language teachers and assessors.

Johnstone, B. (2007). *Discourse analysis* (2nd ed.). Wiley-Blackwell.

ISBN-10: 1405144270, ISBN-13: 978-1405144278. **Price: \$ 45.50**

This is an introductory book for undergraduate or graduate students who are taking their first course on discourse analysis. The author treats discourse as a research method that can be used to answer a variety of research questions across multiple disciplines including the field of education. The author aims to provide readers with comprehensive guidelines of how to use a multitude of sources to carry out fine-boned discourse analysis of spoken and written texts. Chapters include discussion questions as well as ideas for small-scale research projects that readers might engage in. Each chapter also contains suggestions for further supplementary readings. This is a reader friendly book that does not pre-suppose a prior knowledge of

linguistics. It is a useful book for teachers and teacher trainers who wish to gain, or teach, a basic understanding of discourse analysis as a research methodology.

McCarthy, M. (1991). *Discourse analysis for language teachers*. Cambridge, UK: Cambridge University Press.

ISBN-10: 0521367468, ISBN-13: 978-0521367462. **Price: 22.62**

This book is meant for language teachers, both new as well as experienced, and is a practical introduction to the field of discourse analysis and its significance for language teaching. The book first delineates what discourse analysis is. It then describes and analyzes different methods of discourse analysis focusing on their usefulness for teachers. This is followed by chapters that deal with new approaches to grammar, vocabulary, and phonology from the perspective of discourse analysis. The book then examines spoken and written data of native speakers and of learners of English. The author also engages with discussions of teaching approaches based on the findings provided by discourse analysis. The chapters contain activities with guidelines for responses, further reading suggestions and a comprehensive list of references. It is an easy-to-read introductory text for language teachers who wish to apply insights gained from discourse analysis to their pedagogical approaches.

McCarthy, M. & Carter, R. (1994). *Language as discourse: Perspectives for language teaching*. Addison Wesley Publishing Company.

ISBN-10: 0582084245, ISBN-13: 978-0582084247. **Price: \$60.99**

This book is aimed at applied linguistics, EFL/ESL teachers and students of language in education. The authors describe how language contains discourse properties and demonstrate how these insights are useful to language teachers. They focus on the connections between spoken and written data and the social and cultural contexts within which they are created and used. Their thesis is that the functions of language need to be understood in a discourse environment and that this understanding leads to a re-thinking of the relationship between form and meaning. They suggest that language teachers, syllabus planners and curriculum organizers need to treat language as discourse. The chapter topics encompass: teaching spoken and written language; patterns of text organization; literature, culture and language teaching; teaching of grammar and vocabulary and planning a discourse-based language syllabus. Each chapter contains activities to deepen reader comprehension. In addition, there is a detailed list of useful references. All these features make it an insightful book for language teachers.

Task-Based Language Instruction

References

*** **Branden, K., Bygate, M., & Norris, J. (Eds.) (2009).** *Task-based language teaching: A reader*. Amsterdam: John Benjamins Publishing Company.

ISBN-10: 9027207186, ISBN-13: 978-9027207180. **Price: \$54.00**

This authoritative collection presents 20 major studies and investigations into task-based language teaching (TBLT), charting its development and acceptance in second language pedagogy and research over a 20-year period. The book is divided into four sections, beginning with an introductory section that presents with five early articles that helped define and refine

TBLT as it is currently practiced. The studies in Section Two share attempts at creating TBLT resources for a variety of language learning contexts, with articles focusing on the design of task-based assessments, needs analyses, communicative activities, and entire syllabuses. The third section introduces the variables in task design that can affect language production and acquisition such as task repetition, planning, and type. This section also addresses what can be learned from language learners themselves, and considers the role of the instructor and training in TBLT. The final section presents three investigations into task and language assessment for various purposes. This book should be of value to program administrators, teacher trainers, and curriculum designers interested in TBLT.

**** Ellis, R. (2003).** *Task-based language learning and teaching*. New York: Oxford University Press.

ISBN-10-194421597, ISBN-13-978-0194421591. **Price: \$28.08**

This excellent introduction to task-based language teaching (TBLT) addresses tasks from the perspectives of both pedagogy and second language acquisition (SLA) making it an extremely useful text for students and researchers interested in the field of TBLT. Chapters that present TBLT for pedagogical purposes such as interaction, listening comprehension, oral production, and assessment, ground the teaching methodologies described in well established SLA theories. Chapters with a stronger focus on SLA draw clear links from currently accepted acquisition models to the learning opportunities presented by TBLT. The result of this dual focus is that the book makes an excellent primer on both TBLT methodologies and the major constructs of SLA itself. The concerns for program administrators interested in TBLT are addressed in chapters on curricula design and methods for evaluating TBLT programs. This is well-written and cogent discussion of seminal issues within the academic area of TBLT and should be a useful addition to the libraries of various SLA programs.

*** Samuda, V., & Bygate, M. (2008).** *Tasks in second language learning*. Palgrave Macmillan. ISBN-10-1403911878, ISBN-13-978-1403911872. Price: \$35.00

This is a valuable resource for administrators, materials designers, instructors, and researchers. Organized into three sections, the book begins with a detailed and clear tracing of the history of task from Dewey's discussion of pedagogy with an "end," to the development of task-based instruction in other fields, to its numerous uses in language instruction today. It then introduces the value of task in second language research by presenting summaries of eight task-based language teaching (TBLT) studies. These studies are analyzed to demonstrate how manipulation of task conditions can help researchers target specific aspects of the language. Readers are also introduced to task variables like type, features, planning, and sequencing. Then examples of studies focusing on teacher practitioners and how their decisions in task design are related to those of researchers are discussed. In part three the authors encourage in-service instructors to conduct research into task offering areas that are in need of study. The book also includes information about TBLT associations, journals, websites, guides, and conferences.

Other Recommended References

Edwards, C. & Willis, J. (Eds.). (2005). *Teachers exploring tasks in English language teaching*. Palgrave Macmillan.

ISBN-10-1403945578, ISBN-13-978-1403945570. **Price: \$34.80**

Providing a teacher's perspective on task-based language teaching, this book is appropriate for pre- and in-service teachers, curriculum and materials designers, graduate students, and program administrators interested in exploring task-based learning. The book presents a series of research articles written by instructors enrolled in a graduate course, and this perspective offers the reader a strong introduction to the flexibility of task-based instruction in terms of the variety of student populations served, goals and purposes addressed, and instructional and research methodologies employed. Study settings involve a variety of program types, from young learners to adult EAP, and materials presented address the task-based instruction of grammar, vocabulary, writing, oral communication, exam preparation, and intercultural communication among others. Through the variety of methodologies employed by these teacher-researchers, tasks are examined in terms of features, conditions, repetition, sequencing, and planning. The final article nicely consolidates the information presented in the preceding chapters through a reflective presentation of a survey conducted of the book's contributors themselves.

Ellis, R. (Ed.). (2005). *Planning and task performance in a second language*. John Benjamins. ISBN-13-158811614X, ISBN-13-978-1588116147. **Price: \$54.00**

This edited collection of research articles focuses on task-based language teaching (TBLT) from the perspective of learner planning before and during tasks and the effect this has on the quality of language produced during task performance in terms of complexity, accuracy, fluency, and attention to form. Knowing that manipulations of task planning can influence learner production through increases or reductions of cognitive stress allows researchers to design fine-tuned task-based instruments. This same fine-tuning can also be of value to materials designers and instructors working with task. The ten articles in this collection address TBLT and second language acquisition theories, task types, strategic task planning, within task planning, task repetition, and planning in testing tasks. There are also chapters that address task planning from the perspective of the learner in terms of social interaction and learner reports of their own planning processes. In addition to teachers and teachers in training, this book should be of value to materials designers and administrators interested in introducing task-based syllabuses to their programs.

García Mayo, M.P. (Ed.). (2006). *Investigating tasks in formal language learning*. Bristol, UK: Multilingual Matters.

ISBN-10-1853599263, ISBN-13-978-1853599262. Price: **\$43.54**

Program administrators and curriculum and materials designers interested in incorporating task-based language learning into their program can use this scholarly book. A dozen empirical studies address a variety of factors related to TBLT and how these in turn are related to language acquisition. It begins with an overview of the variables to be considered. Studies presented consider effects of task complexity, reasoning demands, cognitive stress, task planning, interaction, individual differences and more. The use of task for the assessment of oral as well as of written tasks is considered in considerable detail. The book is not a how-to book, and it does not give many actual examples of task, but it does present and discuss issues that need to be considered in material, curriculum and assessment design which makes it a useful reference book for professionals wishing to understand the conceptual underpinnings of task-based instruction.

Leaver, B.L., & Willis, J.R. (Eds.). (2004). *Task-based instruction in foreign language education: Practices and programs*. Georgetown University Press.

ISBN-10-1589010280, ISBN-13-978-1589010284. **Price: \$29.95**

This edited collection is meant for instructors interested in incorporating Task-based Instruction (TBI) in their courses. Beginning with an introduction to the theoretical underpinnings of TBI, the book moves on to present seven case studies of actual TBI practice in contexts ranging from a private high school in Brazil to a US government-run Slavic language program for adults. Although these studies present instruction for languages other than English, EFL instructors should find them applicable to their own practice. TBI implementation in this section is also presented at various levels of development, from entire task-based syllabuses to the introduction of task-based supplementary material. Task and the Internet are addressed next, with reports on three courses that implemented TBI sequences with web-based elements. In the final section task in foreign language classrooms is specifically addressed in an article on TBI assessment approaches and another in teacher development in TBI.

Van den Branden, K. (2006). *Task-based language education: From theory to practice*. New York: Cambridge University Press.

ISBN-10-052168952X, ISBN-13-978-0521689526. **Price: \$30.08**

This collection of articles should be of interest to syllabus designers, teacher trainers, teachers, and testers interested in incorporating task-based language teaching (TBLT) and assessment approaches in their practice. Beginning with a clear and useful explanation of the development and value of TBLT, the subsequent chapters address task from a variety of pedagogical perspectives. The second chapter investigates needs analysis as an essential part of the task design process. The next few chapters look at the development of task for different student populations as diverse as young learners, absolute beginners, and adult vocational learners. The following articles address the use of multi-media in TBLT, implementing task-based language assessment, clarifying the instructor's role in task-based activities, tasks for infant second language development, and approaches to training teachers in TBLT methodologies. Many of the book's contributors use their own experiences in introducing task within an existing program, adding depth and credibility to their chapters.

Resources

*** **Willis, D., & Willis, J. (2007).** *Doing task-based teaching*. New York: Oxford University Press.

ISBN-10-194422100, ISBN-13-978-0194422109. **Price: \$24.97**

This book is aimed at instructors working in planning, curriculum development, implementation of task-based instruction in EFL contexts. Suitable for self-study or as a teacher training tool, this book ranges from the basic definitions of task to the development and implantation of a task-based syllabus in EFL programs. At the heart of the book are its detailed descriptions of a wide variety of task-based instructional approaches and their pedagogic value. Specific task types presented include classification, jigsaw, text-based, information gap, opinion exchange, editing and storytelling. The implementation of task is addressed in terms of planning, sequence development, focus on form strategies, and post task activities. The book also addresses the implementation of task-based approaches at the curricular level, with advice on adapting and revising existing materials and designing task-based syllabuses. Reports from actual

practitioners inform the book throughout, particularly in the final chapter, which offer tips and encouragement to those interested in pursuing a task-based approach in their own practice.

Teacher Education

References

*****Burns, A. & Richards, J. C. (Eds.) (2009).** *Cambridge guide to second language teacher education*. New York: Cambridge University Press.

ISBN-10: 0521760127, ISBN-13: 978-0521760126. **Price: \$30.80**

This is an important collection that provides a comprehensive overview of current issues, debates, and approaches in second language teacher education presented by internationally prominent researchers, educators, and scholars. It is aimed at teachers and teacher educators in the field of second language education and is a good book for teacher training courses. The chapters address some of the most foundational topics in the area of teacher education such as the issue of distance education, non-native English-speaking educators, the use of technology, assessment, standards, and the changing contexts of contemporary language teaching and teacher education. Among the multiple other topics that are covered in the book are non-native English-speaking educators, identity, cognition and experience in teacher learning, teaching expertise, technology and second language teacher education, collaboration in second language teacher education, mentoring, teacher supervision, second language classroom research, and reflective practice. The easy prose style and systematic organization make this a reader-friendly text.

**** Harmer, J. (2007).** *The practice of English language teaching* (4th ed.). Essex, England: Pearson Longman ELT.

ISBN-10: 1405853115, ISBN-13: 978-1405853118. **Price: \$53.46**

[**Note:** This book is also listed as a reference under the “Language Teaching Methodology” category.]

The fourth edition of this popular book is a useful resource book for pre- and in-service ESL/EFL teachers as well as for teacher trainers teaching language methodology courses. This edition includes discussions of English as a world language, the debates surrounding native vs. non-native teachers, evaluation of new technologies in the classroom, a variety of practical teaching ideas based on current methodological practices, greater focus on issues related to teacher development, learner autonomy, and context-sensitive teaching. It also includes a DVD with nine ten-minute extracts from real classes followed by discussions between the author and the teachers. The reflections that the teachers engage in regarding the topic and methodology make the DVD a useful tool to generate discussions and critiques in teacher-training courses. The accompanying lesson observation worksheet is a good checklist for new teachers. The author provides practical teaching suggestions and samples from actual teaching materials. The book’s easy-to-read typeface, clear headings and sub-headings, and diagrams and charts make it reader-friendly.

***Johnson, K. E. & Golombek, P. R. (Eds.) (2002).** *Teachers' narrative inquiry as professional development*. Cambridge, UK: Cambridge University Press.

ISBN-10: 0521013135, ISBN-13: 978-0521013130. **Price: \$22.81**

This book is written for use by both experienced and novice second and foreign language teachers. As such, it is a useful text for teacher training programs. This book speaks directly to the needs of teaching professionals who wish to deepen their understanding of their profession as it contains a collection of stories by ESL/EFL teachers written from the perspective of how they learned to become language teachers. In these stories the teachers discuss their individual understandings of the professional and personal experiences that impacted their language teaching. The intention of the editors is to validate teachers' 'ways of knowing' and in doing so to bring about a change in what is commonly thought of as knowledge, in who is considered to be knowledgeable, and in professional development in language teacher education. Such an innovative and personalized approach to teacher professional development should make this book particularly valuable and insightful for language teacher educators as well as for pre-service and in-service teachers.

Other Recommended References

Bartels, N. (Ed.) (2004). *Applied linguistics and language teacher education*. New York: Springer.

ISBN-10: 0387234519, ISBN-13: 978-0387234519. **Price: \$64.95**

This book is aimed at applied linguists who are interested in understanding the learning of novice teachers in their classes and as such, it is a good resource text for teacher trainers and other academics working in related areas. The book contains twenty one studies which deal with the complexities that are involved in the learning processes of novice teachers and in their use of knowledge in classes on topics such as second language acquisition, syntax, pragmatics, sociolinguistics, phonetics and phonology, second language reading and writing, testing, and content based instruction. The book also includes a summary of research on knowledge acquisition and use which provides teacher trainers and related academics with a basis for developing their ideas about their students' learning and use of the knowledge presented in their classes. The multiple learning areas covered and the various perspectives of the contributors make this a rich and useful text.

Celce-Murcia, M. & Olshtain, E. (2001). *Discourse and context in language teaching: A guide for language teachers*. Cambridge UP.

ISBN-10: 0521640555, ISBN-13: 978-0521640558. **Price: \$27.15**

[**Note:** This book is also listed as a reference under the "Spoken and Written Discourse" category]

This book is for teachers of English as a second or foreign language. It is especially useful for a methods course for pre- or in-service teachers. The underlying premise adopted by the authors is that teachers need to include aspects of discourse and pragmatics in their teaching if they wish to implement a communicative approach in their pedagogical practices. The first two chapters provide an easily comprehensible introduction to discourse and pragmatics. These are followed by chapters in which the authors demonstrate how a discourse-based approach can enrich the teaching of traditional aspects of language—phonology, grammar, vocabulary, listening, reading,

writing and speaking. These are followed by chapters which discuss how such an approach may be implemented in curriculum design and materials, in assessment, and for discourse training for teachers and learners. There are discussion questions and activities at the end of each chapter to facilitate comprehension making this text useful both for individual reading and in classroom settings.

Crookes, G. (2009). *Values, philosophies, and beliefs in TESOL: Making a statement.*

Cambridge: Cambridge University Press.

ISBN-10: 0521741270, ISBN-13: 978-0521741279. **Price: \$27.50**

This book is written for teacher trainers and trainees. It is also a useful text for in-service teachers wishing to expand their understanding of the historical antecedents of teaching English in second language contexts. The author engages in an in-depth examination of second language teaching from a historical perspective. He delineates the varied developments that have shaped the language teaching profession with the chapters tracing the origins and evolution of language teaching. The book is especially useful as the author encourages and helps readers to consider their own views and values with regard to language teaching. The author adopts an interdisciplinary perspective and in so doing provides a foundation on which teachers, both new and experienced, can construct their own philosophy of teaching which makes this a useful text for teacher educators and teachers doing coursework or professional development related to this topic.

Crookes, G. (2003). *A practicum in TESOL: Professional development through teaching practice.* Cambridge: Cambridge University Press.

ISBN-10: 0521823056, ISBN-13: 978-0521823050. **Price: \$22.81**

This book is a valuable source book for both ESL/EFL teacher educators and teacher trainees. It is a highly respected text and is used extensively in teacher training programs across the globe. The book is broad in its perspective and covers important areas of practical teaching, such as lesson planning and classroom management, as well as providing insightful discussions of conceptual areas related to language teaching, like motivation and observation. Additionally, it also contains deliberations on teachers' beliefs and values and on the moral and political dimensions of teaching. These discussions are supported by relevant academic literature and quotes from real teachers. Such a comprehensive scope makes this book challenging enough to interest experienced teachers, while also covering basic practices that are helpful to new teachers. It is especially useful for teachers doing a TESOL practicum. The well-organized layout, lucid prose style and the detailed references make it reader friendly as well as a useful starting point for further reading in the area.

Farrell, T. S.C. (2008). *Reflective language teaching: From research to practice.* Continuum.

ISBN-10: 082649658X, ISBN-13: 978-0826496584. **Price: \$32.04**

This book is aimed at language teaching professionals who wish to keep updated with the constantly evolving field of language teaching. The author presents the latest research in this field through case studies and delineates strategies for professional development through reflective language teaching in the classroom. An attractive feature of this text is that the book is accessible and comprehensive and does not pre-suppose prior knowledge of linguistics or language teaching which enables beginners in the field of language teaching to derive benefit from it. Additionally, each chapter also contains reflective questions to enable readers to apply

the strategies discussed by the author to their own teaching contexts. The lucid and clear prose style and well thought out organization of the book makes it easily comprehensible and reader friendly. This text should be a useful tool both for postgraduate students of TESOL and applied linguistics and for in-service language teachers.

Farrell, T. S. C. (2005). *Succeeding with English language learners: A guide for beginning teachers.* Corwin Press.

ISBN-10: 1412924391, ISBN-13: 978-1412924399. **Price: \$28.95**

This book is aimed primarily at novice teachers of English as a second or foreign language although it can give experienced teachers innovative ideas as well. It is a useful text for use in ESL and EFL teacher training programs. The book provides a comprehensive coverage of a broad set of key areas of vital interest to teacher trainees such as ESL and EFL lesson planning, classroom management and skill building techniques. There are “Exploratory Breaks” in each chapter which invite the readers to apply their learning to their own teaching contexts. The book also includes citations for teacher resources to enable further exploration of ideas of interest to the readers. The author has an easy to read prose style and the book is well organized with an attractive layout. These features, in addition to its interactive and practical focus, make it an especially useful book for new teachers.

Johnson, K. E. (2009). *Second language teacher education: A sociocultural perspective.* New York: Routledge.

ISBN-10: 041580079X, ISBN-13: 978-0415800792. **Price: \$37.79**

The book is intended for use both by second language teacher educators and by in-service and pre-service second language teachers who wish to have a deeper understanding of their own professional development. The author presents a comprehensive overview of the sociocultural perspective on second language learning and its association to teacher education. This is the basic premise of the book which incorporates five viewpoints: (1) How a sociocultural perspective on human learning changes the way we think about how teachers learn to teach, (2) How teachers think about language, (3) How teachers teach second languages, (4) The broader social, cultural, and historical macro-structures present in the second language teaching profession and (5) What constitutes second language teacher professional development. In addition to this in-depth engagement with key areas in the field, the author uses a lucid and unambiguous prose style which makes for easy reading.

Johnson, K. (Ed.) (2008). *Expertise in second language learning and teaching.* Oxford: Palgrave Macmillan.

ISBN-10: 0230554369, ISBN-13: 978-0230554368. **Price: \$25.43**

The intended audience of this book comprises of in-service and pre-service teachers and teacher trainers. This is a useful reading text to include in teacher training programs as it deals with the important topic of expertise in the teaching and learning arenas and provides a broad overview of issues related to the expertise of second language learners, to second language teachers, and to task designers. Throughout, the book draws heavily on the literature dealing with expertise in general and applies ideas and insights from that literature to the language learning and teaching fields. The author also deliberates on questions about how expertise can be taught. The book would be of interest to language teacher educators and all others who believe that knowing what expertise in these areas is constitutes an important element of successfully training second

language teachers. In addition, the systematic organization and clear prose style add to the value of this text.

Richards, J. C. & Farrell, T. S. C. (2005). *Professional development for language teachers.* Cambridge, UK: Cambridge University Press.

ISBN-10: 0521613833, ISBN-13: 978-0521613835. **Price: \$ 24.06**

This is a good resource book for new teachers and experienced teachers undergoing in-service professional development as well as for teacher educators and mentors. The authors present ten different ways of promoting the professional development of language teachers which are crucial for implementing successful language teaching practices. They deal with the topics of self-monitoring, support groups, journal writing, classroom observation, teaching portfolios, analysis of critical incidents, case analysis, peer coaching, team teaching and action research. In addition, each chapter contains observations of teachers who have used the specific approaches delineated by the authors as well as their comments on the efficacy of these approaches. All chapters also have reflection questions that encourage readers through discussions to apply the approach to their own teaching context. The book is systematically organized and has an attractive layout. In addition, the authors adopt an easy to follow writing style to maximize comprehensibility.

Tedick, D.J. (Ed.) (2004). *Second language teacher education: International perspectives.* Routledge.

ISBN-10: 0805848800, ISBN-13: 978-0805848809. **Price: \$51.95**

This book is an important professional resource for practicing and prospective second language teacher educators. The education of second language teachers takes place across diverse contexts and geographic regions. This book brings together research, theory, and best practices from second language teaching contexts as diverse as ESL programs, foreign language teaching courses and bilingual and immersion education programs. The intention of the authors is to help in the transmission of professional understandings across these diverse language teaching and learning environments. The contributors to this volume are internationally known experts. The book contains eighteen chapters which are organized in the following four sections: (1) the knowledge base of second language teacher education; (2) second language teacher education contexts; (3) collaborations in second language teacher education; and (4) second language teacher education in practice. The book is well organized and has an easy to read prose style.

Tsui, A. B. M. (2003). *Understanding expertise in teaching: Case Studies of second language teachers.* Cambridge, UK: Cambridge University Press.

ISBN-10: 0521632072, ISBN-13: 978-0521632072. **Price: \$27.90**

This book would be of interest to researchers, teachers, and teacher educators in Applied Linguistics and TESOL. This book makes a detailed study of what expertise in language teaching consists of and how it develops in language teachers. The author explores the teacher classroom practices and knowledge in four illuminating case studies based on the teaching practices of four ESL teachers. She clarifies the nature of expertise in language teaching, the factors that shape and influence its development, and how teachers employ their expertise in teaching. In doing so, the author critically examines an extensive literature on teacher cognition and shows how teachers' theories, knowledge, experience and goals shape their classroom practices and their ability to move from novice to expert. The book displays a lucid prose style,

systematic delineation of contents and a useful list of references to primary sources making it a comprehensible and efficient resource for teaching professionals.

Resources

*** **Snow, D. (2007).** *From language learner to language teacher.* Alexandria, VA. TESOL. ISBN-10: 1931185387, ISBN-13: 978-1931185387. **Price: \$37.50**

This book is intended for both novice and experienced teachers. This volume focuses especially on the challenges faced by English teachers for whom English is a second or third language. Four main themes are discussed: (1) communicative language teaching, (2) proficiency, (3) language learning and (4) practicality. The first five chapters cover issues related to principles of language learning and teaching and course and lesson planning. Chapters 6-13 encompass the skills of listening, speaking, reading, writing, vocabulary, and grammar; the role of culture in language teaching; and some of the problems that recur in EFL classrooms. Appendices provide information about course planning, sample course plans, culture-topic activity ideas for oral skills classes, and print and Internet resources for teachers and students. The in-depth engagement with a variety of key topics in the area and the inclusion of multiple ready-to-use materials make this an extremely useful resource book for language teachers.

****Harmer, J. (2007).** *How to teach English: An introduction to the practice of English language teaching* (2nd ed.). Longman, ELT.

ISBN-10: 1405853093, ISBN-13: 978-1405853095. **Price: \$53.46**

This book is for new as well as practicing teachers. It can be used for teacher training as well as for self-study. It is an easy-to-read, practical introduction to English language teaching and contains comprehensive discussions of learners, teachers, classroom management, the interconnections between learning and teaching, and description of language and the language system. There are also chapters that discuss how to teach the skills of reading, writing, speaking, and listening. Other topics covered are lesson planning, testing, and effective ways of using textbooks. It also contains a DVD with clips from real classroom lessons demonstrating good teaching practices, a comprehensive glossary of key teaching terminology and a Task File with photocopiable training tasks. The extensive coverage of pivotal topics related to English language teaching and its easy prose style make this a useful tool for practicing teachers and a good reading text for teacher training programs.

* **Palmer, A. S. & Christison, M. A. (2007).** *Seeking the heart of teaching.* Ann Arbor: Michigan University Press.

ISBN-10: 0472032267, ISBN-13: 978-0472032266. **Price: \$28.50**

This book is written for language teachers and is useful for both novice and experienced professionals in this field. The text visualizes the profession of teaching as an opportunity for personal growth and development. This is the basic underlying principle adopted by the authors and it is used to engage in in-depth discussions on a variety of topics. The book encourages teachers to examine what lies at the heart of their teaching through the process of connecting their personal and professional lives. The authors assert that this connection, when made by teachers, will greatly enhance the quality and longevity of their teaching careers. This book is intended for practicing teachers who wish to make deep, meaningful connections between the

professional and personal lives. The clear prose style and engaging content of this text make it an interesting and comprehensible book.

Teaching Children

References

*****Cameron, L. (2001).** *Teaching languages to young learners*. Cambridge: Cambridge University Press.

ISBN-10: 0521774349, ISBN-13: 978-0521774345. **Price \$24.00**

This book offers insight into what happens in classrooms where children are being taught a foreign language, and how teachers can promote their learning potential. Written primarily for English language teachers and teacher educators, it provides a well-researched theoretical framework about children's language learning and gives practical advice on how to analyze and evaluate classroom activities, language use and language development. Examples from classrooms in Europe and Asia are included.

The book is organized into eleven sections: 1.) *Children learning a foreign language*; 2.) *Learning language through tasks and activities*; 3.) *Learning the spoken language*; 4.) *Learning words*; 5.) *Learning grammar*; 6.) *Learning literacy skills*; 7.) *Learning through stories*; 8.) *Theme-based teaching and learning*; 9.) *Language choice and language learning*; 10.) *Assessment and language learning*; and 11.) *Issues around teaching children a foreign language*. The author effectively integrates theory and practice in an accessible way for readers who are either novice or experienced educators.

****Pinter, A (2006).** *Teaching young language learners*. Oxford: Oxford University Press.

ISBN-10: 0194422070, ISBN-13: 978-0194422079. **Price: \$23.72**

This book provides an accessible overview of the issues surrounding the teaching of young learners. It combines up-to-date research with principles of classroom practice.

The book is comprised of eleven chapters covering the following topics: learning and development; learning the first language at home and at school; learning a second/third language at home and at school; policy decisions at primary ELT programs; teaching listening and speaking; teaching reading and writing; teaching vocabulary and grammar; learning to learn; materials evaluation and materials design; assessment; and research in the primary English classroom. It also includes an appendix with tasks for “exploring your own practice” and a glossary of important scholarly jargon. Each chapter ends with a summary and annotated recommended readings on that chapter's topic. Highly recommended for teacher educators and trainers leading a course on the topic or for practicing teachers of young learners.

***Dantas-Whitney, M. & Rilling, S. (Eds.) (2010).** *Authenticity in the language classroom and beyond: Children and adolescent learners*. Alexandria, VA: TESOL.

ISBN-10: 1931185603, ISBN-13: 978-1931185608. **Price: \$39.95**

This volume in the TESOL Classroom Practice Series presents instructional practices that are particularly successful with children and adolescent language learners. These practices take into account the unique needs and characteristics of these age groups and reflect a wide range of educational contexts from classrooms in the United States, Latin America, Africa, Europe, and

Asia. The book contains eighteen chapters organized into five parts: 1.) *Authenticity through design: content, tasks and materials*; 2.) *Authenticity through technology: digital media and the Internet*; 3.) *Authenticity through action: service learning*; 4.) *Authenticity in context: diverse realities and local practices*; and 5.) *Authenticity beyond the classroom: parental involvement and peer relations*. The contributors consider authenticity as a dynamic concept that is not static, but rather defined and redefined through interactions among learners, teachers, community members, and larger societal contexts. Like other TESOL publications, this volume is accessible for novice or experienced teachers, and could also be used as a supplementary resource in a graduate course on a related topic.

***McKay, P. (2006).** *Assessing young language learners (Cambridge Language Assessment Series)*. Cambridge: Cambridge University Press.

ISBN-10: 0521601231, ISBN-13: 978-0521601238. **Price: \$30.21**

[**Note:** This book is also listed as a reference under the “Assessment” category.]

In this book, the author builds a comprehensive framework for the assessment of young language learners in both foreign language and second language learning situations. The book is organized into 10 chapters. In the opening chapters, the author makes a special case for young learner language assessments and describes the nature of young learner language learning. This is followed by eight more chapters covering the following topics: *research into the assessment of young language learners*; *assessing language use through tasks*; *classroom assessment of language use*; *assessing oral language*; *assessing reading and writing*; *evaluating learners’ performance and progress*; *testing learners through large-scale tests*; and *future directions*.

Underpinned by sound theory, the book also includes some practical guidelines, and draws on examples of assessment contexts and practices from around the world. Appropriate for an advanced graduate course on assessment or teaching young learners or for assessment experts.

***Philip, J., Oliver, R. & Mackey, A. (Eds.) (2008).** *Second language acquisition and the younger learner: Child’s play?* Amsterdam: John Benjamins.

ISBN-10: 9027219850, ISBN-13: 978-9027219855. **Price: \$54**

This edited volume is a collection of 16 scholarly, empirical research studies specific to younger learners’ second language acquisition (SLA). The book questions whether child SLA is truly “simple,” enjoyable, and effortless, as it is often thought, and raises important practical questions regarding effective pedagogical techniques for learners of different ages. Contributors to this volume describe second and foreign language learning by children ranging from preschoolers to young adolescents, in home and school contexts, with caregivers, peers, and teachers. The book is organized into four sections: 1.) *Characteristics of child SLA*; 2.) *Instructed language learning in the early years of education*; 3.) *Instructed language learning in later years of education*; and 4.) *Child SLA at home and in the community*.

This book would be of interest to scholars and advanced graduate students in the field.

Other Recommended References

Baker, C. (2001). *The care and education of young bilinguals* (2nd ed.). Toronto: Multilingual Matters.

ISBN-10: 1853594660, ISBN-13: 978-1853594663. **Price: \$59.95**

This text is a comprehensive introduction for professionals working with bilingual children. The book addresses important issues at a practical level.

Cloud, N., Genesee, F., & Hamayan, E. (2009). *Literacy instruction for English language learners: A teacher's guide to research-based practices.*

ISBN-10: 032502264X, ISBN-13: 978-0325022642. **Price: \$27.82**

This text is primarily for an ESL context, with a focus on literacy skills. The authors have examined the research evidence to determine what are effective best practices for teaching younger English learners to read and write from emergent literacy to primary school and on through middle school. Their guide makes the research understandable and their suggested practices feasible.

Meier, D. R. (2004). *Developing first and second language and literacy: The young child's memory for words.* Columbia, NY: Teachers College Press.

ISBN-10: 0807744298, ISBN-13: 978-0807744291. **Price: \$20.95**

This book is written with an ESL context in mind. The author presents effective, research-based ways for preschool and kindergarten teachers to strengthen their children's first and second language and literacy learning. Pays particular attention to successful strategies for understanding and supporting the language and literacy learning of English language learners.

Nikolov, M & Curtain, H (Eds.) (2000). *An early start: Young Learners and modern languages in Europe and beyond.* Strasbourg: Council of Europe.

ISBN-10: 9287144117, ISBN-13: 978-9287144119. **Price: \$24.99**

This edited compilation offers descriptions of primary school language programs in 18 contexts in Europe and beyond. Countries outside of Europe include examples from Australia, Canada, the USA, and Hong Kong. The descriptions offer detailed information about the learners, the teachers, and the educational systems of each country together with the challenges and problems that early language programs face.

General Resource Books

*****Cameron, L. & McKay, P. (2010).** *Bringing creative teaching into the young learner classroom.* Oxford: Oxford University Press.

ISBN-10: 0194422488, ISBN-13: 978-0194422482. **Price: \$14.95**

This book serves as an accessible guide for English teachers (especially non-native speakers of English) in the primary and secondary classroom. This book includes activities, tips, and samples of classroom language for teachers and trainee teachers of children aged 5-12, as well as simple explanations of the theory behind the practice. The authors guide teachers through a series of suggestions for how to boost children's enthusiasm with more creative instructional practices, such as tips on: playing with the sounds of English, bringing the real world into the classroom, using make-believe, performance and metaphor, assessment, and language and cultural contexts.

A great resource book for novice and experienced teachers and well as teacher trainers and other interested in teaching languages to young learners.

****Linse, C. (2005).** *Young learners: Practical English language teaching (PELT) series.* McGraw-Hill Higher Education.

ISBN-10: 007310308X, ISBN-13: 978-0073103082. **Price: \$28.44**

This book is both practical and theoretical, and thus, could serve as a reference and resource. Each chapter introduces a concept or principle to apply in a classroom of young learners, age five to twelve. The book is organized into nine chapters covering these topics: *an introduction to the development of children as language learners; teaching the four skills of listening, speaking, reading and writing; teaching vocabulary; assessment issues; working with parents; and key issues* which provides suggestions for dealing with classroom management, special educational needs, technology, and tutoring professional organizations.

The text serves as a basic introduction with a few practical activity ideas provided. Every chapter also includes relevant references for further reading. Like other texts in the PELT series, this book has reflection questions, “action tasks” and a glossary.

***McKay, P. & Guse, J. (2007).** *Five minute activities for young learners.* Cambridge. Cambridge University Press.

ISBN-10: 0521691346, ISBN-13: 978-0521691345. **Price: \$28.08**

This book contains a selection of short activities designed for 6-12 year olds, and organized around six themes: 1.) *animals*, such as writing an animal haiku; 2.) *journeys*, such as a travel diary from outer space; 3.) *fantasy and adventure*, like Wizard interview; 4.) *the world around us*, such as map-making; 5.) *healthy bodies*, for example a healthy lifestyle; and 6.) *about me*, such as about my friends. Activities encourage meaningful language use and real communication appropriate to younger learners, and can be adapted for other themes. Each activity description has information on preparation, procedure, language focus, skills focus and thinking focus. This book is suitable for both novice and experienced teachers who need a resource book of short, enjoyable and motivating activities for the young learner classroom.

***Ong, M. F. & Murugesan, V. (2007).** *Teaching English to young learners: An illustrated guide for EFL teacher development (with audio CD).* Sachse, Texas: Compass Publishing.

ISBN-10: 1599660962, ISBN-13: 978-1599660967. **Price: \$14**

This unique book is designed to assist those beginning English teachers of young learners who also need to improve their instructional English language proficiency and professional expertise. The book focuses on vocabulary review, grammar listening, constructing and compiling teaching resources, and reflection. The book includes twenty modules organized into four sections: *getting started; learning activities; managing the class; and using multimedia resources.* Each module consists of a picture story accompanied by captions and speech bubbles, as well as a vocabulary list of content words, followed by a series of related activities. The book comes with an audio CD, and a trainer’s handbook is also available.

***Wright, A., Betteridge, D. and Buckby, M. (2006).** *Games for language learning (Cambridge Handbooks for Language Teachers)* (3rd ed.). Cambridge: Cambridge University Press.

ISBN-10: 0521618223 ISBN-13: 978-0521618229 **Price: \$24.63**

[**Note:** This book is also listed as a reference under the “Interactive” category]

This popular book is a good resource for teachers who want to make language learning more meaningful and fun. It contains many games grouped into helpful categories such as picture games and sound games. Games are grouped according to their “family type” which summarizes the important way in which the learners are engaged in the game, for example, *care and share, identify, connect, order, remember, create*, etc. For each game there is an overview of time, level, preparation, materials, skills, language, procedures and notes. It has sections on icebreakers, speaking, listening, writing, reading, writing, vocabulary and spelling, and grammar, as well as a final chapter on solo games across the language skills. Most of the games are simple, easily adaptable and do not require complex materials. Overall, the games are creative, thoughtful, and communicative.

Other Recommended General Resource Books

Biriotti, L. (1999). *Grammar is fun: Young pathfinder 8*. London: CILT.

This book contains activities and ideas that focus on developing confidence, generating fun and enjoyment with grammar activities in the primary foreign language classroom. One of the book’s aims is to introduce awareness about similarities and differences between languages.

Bourke, K. (1999). *The grammar lab: Book 1*. Oxford: Oxford University Press.

ISBN: 019433015X. **Price: \$16.42**

This book provides an introduction to explicit grammar activities. It includes many illustrations and imaginative characters that are appealing to children. Most of the activities are games and information gap type pair-work.

Brewster, J., Ellis, G. & Girard, D. (2002). *The primary English teacher's guide (Penguin English Guides)*. Pearson Longman.

ISBN-10: 0582447763, ISBN-13: 978-0582447769. **Price: \$39.40**

This guide for primary teachers offers practical suggestions for selecting materials, lesson planning, managing the classroom and using resources effectively. The book is divided into five parts: the young learner; teaching, learning and language skills; a world of resources; management skills for teachers; assessment and record keeping. Several chapters include a number of simple, thought-provoking tasks that encourage the reader to reflect on her own context. The book also includes several examples from real classrooms around the world.

Calabrese, I. & Rampone, S. (2007). *Cross-curricular resources for young learners*. Oxford. Oxford University Press.

ISBN-10: 0465047688, ISBN-13: 978-0465047680. **Price: \$13.57**

Ellis, G. and Brewster, J. (2002). *Tell it again: the new storytelling handbook for primary teachers*. London: Longman.

ISBN-10: 0582447747, ISBN-13: 978-0582447745. **Price: \$75.40**

This is a resource for teachers and teacher trainers with some theory and numerous practical ideas

on storytelling. The book is a collection of twelve popular stories used and told all over the world and includes ideas for using these stories in teaching English as a foreign language.

Greenwood, J. (1997). *Activity box: A resource book for teachers of young students (Cambridge Copy Collection)*. Cambridge: Cambridge University Press.

ISBN-10: 0521498708, ISBN-13: 978-0521498708. **Price: \$49.00**

This resource book for teachers of young students contains a bank of motivating activities. The eight sections have useful ideas for fun activities in a variety of teaching situations. Activities range from 'getting to know you' activities to games that practice the alphabet, numbers and spelling as well as activities that focus on vocabulary, writing, grammar and longer projects. Each activity is explained using step-by-step instructions with photocopiable materials.

Ioannou-Georgiou, S & Pavlou, P (2003). *Assessing young learners*. Oxford: Oxford University Press.

ISBN-10: 0194372812, ISBN-13: 978-0194372817. **Price: \$27.75**

This is a collection of imaginative assessment ideas and activities to use in primary classrooms. The book contains a variety of assessment techniques such as portfolio, self-assessment, and project work, as well as more traditional assessment methods. The ideas are carefully explained and classified for different age groups.

Lewis, G. with G. Bedson (1999). *Games for children*. Oxford: Oxford University Press.

ISBN-10: 0194372243, ISBN-13: 978-0194372244. **Price: \$27.75**

Lewis, G. (2004). *The Internet and young learners*. Oxford: Oxford University Press.

ISBN-10: 0194421821, ISBN-13: 978-0194421829. **Price: \$27.75**

This resource book is aimed at primary English teachers who are interested in using the Internet in their English language classes. The tasks are easy to follow, and the book includes some useful websites for teachers to explore.

Lindstromberg, S. (Ed.) (2004). *Language activities for teenagers*. Cambridge: Cambridge University Press.

ISBN-10: 052154193X, ISBN-13: 978-0521541930. **Price: \$27.49**

Moon, J. (2005). *Children learning English*. Macmillan Education

ISBN-10: 1405080027, ISBN-13: 978-1405080026. **Price: \$70.78**

This book contains many useful ideas for teachers of primary English language classes. Topics included are: children as language learners and ways to observe them, children's attitudes to learning English, strategies for responding to different needs, teacher experiences and concerns, ways of supporting language learning and organizing children, and lesson plans and activities.

Paran, A. and Watts, E. (2003). *Storytelling in ELT*. Whitstable, England: IATEFL.

ISBN: 1901095169. **Price: (not available)**

This is a collection of stories used by teachers working with EFL learners all over the world. The book contains the texts of the stories and some recommended teaching tips that worked successfully in classrooms. The book has a substantial section on stories and techniques for young learners.

Phillips, D., Burwood, S. & Dunford, H. (1999). *Projects with young learners (Resource Books for Teachers)*. Oxford: Oxford University Press

ISBN-10: 0194372219, ISBN-13: 978-0194372213. **Price: \$27.75**

This book offers good ideas for planning, organizing, and implementing project work with children. The activities cover all four skills and a wide variety of topic areas. Project work encourages children to make choices and decisions for themselves and eventually to learn to work more independently.

Read, C. (2007). *500 activities for the primary classroom*. Macmillan ELT.

ISBN-10: 1405099070, ISBN-13: 978-1405099073. **Price: \$29.56**

Reilly, J. & Reilly, V. (2005). *Writing with children*. Oxford: Oxford University Press.

ISBN-10: 0194375994, ISBN-13: 978-0194375993. **Price: \$27.75**

This is a collection of ideas about how to develop writing in the primary English language classroom. The book includes basic activities, such as tracing and copying, as well as word-, sentence- and text-level writing exercises and ideas to practice a wide range of writing skills appropriate for children. This book underscores the idea that writing should be fun.

Wicks, M. (2000). *Imaginative projects (Cambridge Copy Collection)*. Cambridge: Cambridge University Press.

ISBN-10: 0521668050, ISBN-13: 978-0521668057. **Price: \$49**

This is a photocopiable supplementary resource book for teachers of EFL learners aged 11-17. This book provides a bank of ten projects, designed to capture the imagination of students and encourage them to use English naturally in groups to work on the projects end product such as a poster, radio program, or performance. Eight of the projects consist of four single lesson 'mini projects' that can be used independently. It offers step-by-step teaching notes, a cross-referenced map of the book and a mini-map at the start each project.

Wright, A. (2001). *Arts and crafts with children*. Oxford: Oxford University Press.

ISBN-10: 019437825X, ISBN-13: 978-0194378253. **Price: \$27.75**

Resources: Textbooks, Collections and Series for Young Learners

Cambridge Copy Collection. Cambridge. Cambridge University:

[**Note:** there are numerous titles in the Primary Box Series targeted at primary school-aged children, as well as several geared for teenagers]

- *Primary Music Box with Audio CD: Traditional Songs and Activities for Younger Learners*
- *Primary Activity Box Audio CD: Games and Activities for Younger Learners*
- *Teen World: Multi-Level Photocopiable Activities for Teenagers*

Hicks, D. & Littlejohn, A. (2005). *American English primary colors 1 student's book (Primary Colours)*. Cambridge: Cambridge University Press.

ISBN-10: 0521539161, ISBN-13: 978-0521539166. **Price: \$14.00**

Teaching Language through Culture

References

*** **Kappel, J. and Lotchman, K. (2009).** *The world a global village: Intercultural competence in English foreign language teaching.* ASP-VUB Press.

ISBN-10: 9054874813, ISBN-13: 978-9054874812. **Price: \$26.00**

This intended audience of this book includes EFL teachers and teacher trainers. It is a useful text for teacher training programs in the EFL context. The authors explore foundational constructs in this field of study which include sociocultural competence and intercultural communication. The text aims to define the concepts behind teaching a foreign language and the multiple and often very complex connections between culture and language. This is especially relevant as foreign language teaching has begun to increasingly focus on the relationship between culture and language. The book adopts an objective and informative stance as it investigates English as a lingua franca or a language of communication. It looks at the use of this language among speakers of different languages and cultural backgrounds. It adopts non-native English speaker perspectives to explore how these affect pedagogical approaches to teaching foreign language which makes it especially interesting for EFL practitioners.

** **Corbett, J. (2003).** *An intercultural approach to English language teaching.* Multilingual Matters.

ISBN-10: 1853596833, ISBN-13: 978-1853596834. **Price: \$39.95**

The target audiences of this book are EFL teachers and teacher trainers around the globe. The book adopts as its starting point the insightful understandings of how intercultural language education has redefined the modern languages agenda in Europe and North America. It then examines how these current understandings and practices in the area of intercultural learning are now beginning to impact on EFL teaching practices in other contexts across the globe. This accessible book introduces teachers of EFL to intercultural language education by first providing a comprehensive overview of the history and theoretical principles that underpin this field. The author then furnishes clear and easy-to-follow examples of classroom tasks and activities which are based on such an intercultural approach to language teaching and learning. Such a combination of the history, theory and practice makes this text an informative guide to this academic field.

***Hinkel, E. (1999).** *Culture in second language teaching and learning.* Cambridge University Press.

ISBN-10: 0521644909, ISBN-13: 978-0521644907. **Price: \$21.84**

The intended audience of this book encompasses second language teaching professionals including novices and experienced teachers as well as teacher trainers. This classic book identifies the many facets of culture that influence second language learners and teachers. It addresses the impact of culture on learning to interact, speak, construct meaning, and write in a second language and within the sociocultural paradigms specific to a particular language and its speakers. By providing a comprehensive introduction to research from other disciplines on the interaction between language and culture, this volume offers an important contribution to the relationship between language learning and culture which makes it an important source book for language teachers who wish to enrich their pedagogical practices by incorporating a cultural

perspective in their teaching methodologies. The clear writing style and systematic organization of the text add to its overall comprehensibility.

Other Recommended References

Byram, M. (1998). *Teaching and assessing intercultural communicative competence*. Clevedon, UK: Multilingual Matters.

ISBN-10: 185359377X, ISBN-13: 978-1853593772. **Price: \$29.88**

This book is written for novice as well as experienced ESL and EFL teachers. It is also a useful supplementary text for teacher training programs at the undergraduate and graduate levels. The underlying premise of the book is that foreign and second language teaching need to prepare learners to use a language with fluency and accuracy, and also to speak with people who have different cultural identities, social values and behaviors. This volume aims to define precisely what competencies are required to be able to do the afore-mentioned tasks. It then provides a comprehensive discussion of how these competencies can be included in teachers' objectives and in the classroom pedagogical methods which they utilize. This is followed by a delineation of how the ability to communicate across cultural differences can be tested and evaluated. The book is well-organized with a clear writing style.

Kramersch, C. (1998). *Language and culture*. Oxford University Press, USA.

ISBN-10: 0194372146, ISBN-13: 978-0194372145. **Price: \$14.25**

This is a classic introductory text and is intended for readers new to the formal study of languages. It is useful for students enrolled in university programs in applied linguistics, sociolinguistics, and in second and foreign language learning and teaching programs. It is also a useful reference book for academics and researchers wishing to engage in research related to language and culture. It offers an accessible survey of key language concepts such as social context and cultural authenticity, using insights from fields including linguistics, sociology, and anthropology. It contains four parts: (1) A survey which has an up-to-date overview of the area concerned, (2) *Readings*—this has short readings with study questions, (3) *References*—this contains pertinent annotated references and (4) *Glossary*—which explains terms and is cross-referenced to the survey section. The book is well organized and the author adopts a coherent and clear pose style which adds to the overall comprehensibility of the book.

Kramersch, C. (1993). *Context and culture in language teaching*. USA: Oxford University Press.

ISBN-10: 0194371875, ISBN-13: 978-0194371872. Price: \$27.08 This is a widely used text in second and foreign language teacher training programs. This book is insightful and persuasive as it focuses attention on cultural knowledge not just as a necessary aspect of communicative competence, but as an educational objective in its own right. In other words, it treats the acquisition of cultural knowledge as an end as well as a means of language learning. It explores questions such as (1) What do we mean by cultural context? (2) Can discourse practices be taught? (3) What is the role of literature in the development of second language literacy? (4) How can learners acquire both an insider's and outsider's perspective of foreign culture as it is expressed through language? Through discussions of answers to these questions, the book helps language teachers to reflect on their own profession and place it within a larger social and educational context.

Moran, P. (2001). *Teaching culture: Perspectives in practice.* Heinle ELT.

ISBN-10: 0838466761, ISBN-13: 978-0838466766. **Price: \$25.69**

The intended audience of this book encompasses language teachers, both in-service and pre-service as well as teacher educators. This is a useful supplementary text for teacher training programs as well as for professional development. This book offers multiple viewpoints on the interrelationship between language and culture and how they serve to teach meaning, offer a lens to illuminate identity construction and provide a mechanism for social participation. It includes authentic classroom experiences which engage the readers and offers teachers invaluable support as they expand their ideas about how language and culture work together. The clear and easy prose style and the inclusion of authentic examples for classroom settings make this a practical and useful text for teachers.

Saglam, N. (2010). *Integrating culture into ESL curriculum: Teaching culture in a language class: Guidelines for EFL/ESL teachers.* LAP Lambert Academic Publishing.

ISBN-10: 383833275X, ISBN-13: 978-3838332758. **Price: \$55.25**

This book is written for teachers in EFL and ESL contexts. It is also intended for use in teacher training programs as well as for in-service professional development courses. This book is based on the theoretical premise supported by research that culture and language are inseparable and discusses the importance of integrating culture into the language teaching classroom. It lays out detailed principles about how culture should be incorporated into curriculum systematically and thus fills a gap within literature on this topic. It suggests several guidelines for the ESL curriculum so that instructors can teach the target language along with its culture. Its well thought out arguments and practical approach combined with a simple and coherent prose style make it a useful and readable book.

Resources

*****Broukal, M. & Murphy, P. (2007).** *All about the USA 3: A cultural reader.* Pearson ESL. ISBN-10: 0132349698, ISBN-13: 978-0132349697. **Price: \$32.67**

This book is intended for use as a student text in EFL classroom settings. The new edition includes fresh content and a friendly, full-color design. It offers a classic introduction to American culture. The book is entertaining and informative and features thirty units about American people, places, and events. Readers can expand their knowledge of the USA as they explore topics ranging from Henry Ford and the White House to baseball and body language. It features: colorful photos, preview questions that prepare students to read, vocabulary and reading comprehension exercises, discussion activities to promote lively cross cultural exchange, and writing activities to encourage students to personalize the topics. It also has new “Did You Know” boxes that showcase fun facts about each topic. The book is accompanied by an audio CD of the readings which enriches the learning experience. All these features make it an interesting and easy to use classroom text.

**** Delk, C. K. (2008).** *Discovering American culture* (2nd ed.). University of Michigan Press/ESL.

ISBN-10: 0472032348, ISBN-13: 978-0472032341. **Price: \$23.95**

This book is written for use as a textbook for teaching American culture as a means of teaching the English language. It is mainly intended for EFL contexts. This edition teaches students how to talk about another culture and then introduces them to the American personality and aspects of the culture that many Americans share. In addition to an introduction to the study of culture, topical chapters on life in the United States include: communication, the education system, the workplace, family life, and sports and fitness. Lessons in this book will help students identify dominant American values and their role in American society, comprehend different aspects of the patterns of living among Americans, and understand American culture in terms of values, behaviors, and beliefs. Each chapter contains activities for vocabulary development, improving listening, reading comprehension, and writing skills. This book is a useful source for teachers who wish to teach American culture together with EFL.

***Datesman, M. K., Crandall, J., & Kearny, E. N. (2005).** *American ways: An introduction to American culture* (3rd ed.). Pearson ESL.

ISBN-10: 0131500864, ISBN-13: 978-0131500860. **Price: \$24.81**

This volume is intended for use as a classroom text. This book focuses on the traditional values that have attracted people to the United States for over 200 years and traces the effects of these values on American life. Chapter themes include diversity, the family, education, government and politics, religion, business, and recreation. An interesting feature is the inclusion of cross-cultural activities that range from discussion topics to writing projects that encourage high-intermediate to advanced students to compare their own values with those discussed in the readings. This edition includes expanded pre-reading exercises that preview the chapter content and academic word list vocabulary, sections on improving reading skills to help students become independent readers, a section on building vocabulary that features collocations and exercises which expand on the academic word list, and new Internet activities that offer opportunities for further research and study. It is an interesting and easy to use textbook.

Other Recommended Resources

Ashby, W. (2003). *What makes America tick?* University of Michigan Press/ESL.

ISBN-10: 0472088831, ISBN-13: 978-0472088836. **Price: \$24.95**

This book examines some of the historical and cultural events that occurred in 20th century America and uses them as a springboard to create an understanding of U.S. institutions, policies, attitudes, and values for ESL students. The text improves reading skills by engaging learners in readings pertaining to important events in modern U.S. history. It increases learner proficiency in high-frequency vocabulary words and their derivatives. The book enhances formal and informal writing skills via personal responses to events portrayed in the text. It improves formal presentation, informal discussion, and personal speaking skills in class discussions and more structured situations. It advances listening skills via peer and instructor interaction and also provides interaction with authentic cultural artifacts from the 20th century, including literature, poetry, artwork, sculpture, photography, speeches, etc., and makes explicit their contextual importance. Each unit consists of a “Link to Today” section that examines the current effects of history on the present day lives of people.

Corbett, J. (2010). *Intercultural language activities with CD ROM*. Cambridge, UK: Cambridge University Press.

ISBN-10: 0521741882, ISBN-13: 978-0521741880. **Price: \$23.54**

This book is intended to be used as a textbook in language classrooms. The volume offers practical teaching ideas that are designed for students to reflect on language and culture. Topics include childhood, food, sport, icons, politics and body language. The book helps learners mediate in situations of cultural misunderstanding and start web-based intercultural exchanges. Other topics include interview techniques, how people present themselves, and the interpretation of cultural symbols and characteristics. The activities are designed to help students become intercultural explorers and increase their communicative competence. This is a valuable resource for teachers who wish to combine language learning with cultural exploration. The accompanying CD-ROM provides worksheets and reading texts which can be photocopied and used in the classrooms. All these features make this an extremely useful resource for busy teachers who wish to incorporate intercultural activities in their classrooms but might not have enough time to plan these in advance.

Smith, A. D., Smith, T. G., & Bobbit, R. (2008). *Teaching in the pop culture zone: Using popular culture in the composition classroom* (1st ed.). Wadsworth Publishing.

ISBN-10: 1428231013, ISBN-13: 978-1428231016. **Price: \$33.95**

This book is intended to be used as a classroom textbook language writing classrooms. It is a useful resource for new and experienced teachers and for all those interested in incorporating popular culture into their writing courses. This professional development guide offers insights and strategies about using pop culture in the first year writing classroom. A particularly innovative feature of this revised and updated volume is the inclusion of essays by instructors who share details of their most effective class ideas and writing assignments. The practical insights and tips from actual language teachers add to the authenticity of the teaching materials and ideas while also providing readers with innovative ideas that can be implemented in their own classroom contexts. The book is well-organized with a clear and easy to follow prose style which adds to its overall appeal and usefulness.

Teaching Literature

References

*****Greenwood, C. & Walters, C. (2005).** *Literature-based dialogue journals: Reading, writing, connecting, reflecting*. Norwood, MA: Christopher-Gordon Publishers, Inc.

ISBN-1-929024-79-7. **Price: \$18.95 from publisher**

This book is written for foreign language teachers and others professional connected to this field. This volume is particularly useful as it presents an approach to literacy education that connects journal writing with children's literature. Although it is intended for intermediate and advanced EFL learners in elementary and secondary school settings, the many planning and implementation ideas could be easily adapted to other language learning and teaching contexts as well. A particularly useful element of the book is that the authors provide sound theoretical foundations for literature-based dialogue journals that are well researched and based on current

scholarship in second language reading and writing. Student exemplars, rubrics, and self-assessment tools make this a very accessible resource for teachers interested in collaborative student writing as an approach to literature education in the classroom. These multiple and well-presented features make it a popular choice for EFL professionals.

****Reid, S.E. (2002).** *Book bridges for ESL students: Using young adult and children's literature to teach ESL.* Lanham, MD: Scarecrow Press.

ISBN-978-0-8180-4213-7. **Price: \$33.75**

This book is intended for both in-service and pre-service teachers of English as a second or foreign language. This text is a well-researched reference book for using literature to link, or bridge, language learning with learning in other content areas. The author presents theoretically-grounded rationales and principles for using literature as a means to teach a second language. The book also incorporates useful suggestions for classroom activities along with helpful guidelines for choosing pedagogical materials. The various chapters are dedicated to issues such as (1) the use of literature to teach history, math, and science; (2) multicultural themed-literature; and (3) literature for special student populations (including a section on EFL learners with physical or mental differences that impact learning). A useful list of bibliographic references is included in the appendix as well as a book list for the genre of children's and young adult literature.

Resources

*****Kay, J. & Gelshenen, R. (2004).** *Adventures in literature: New pathways in reading.* University of Michigan Press.

ISBN 10- 047203006X, ISBN 13- 978-0472030064. **Price: \$23.95**

This is a literature-based reading book for beginning and low-proficiency learners and is intended to be used as a classroom textbook. The authors have adapted 15 works by classic literary authors into dialogue/script form. This is especially useful as in addition to being reading texts, these dialogues can also be used for role play or reader's theater classroom activities. The stories are thematically organized under the following six units: (1) courage, (2) secrets, (3) mystery, (4) personal relationships, and (5) fantasy. A major strength of the book is the strong focus on language building exercises alongside the literature-related content. The exercises integrate all four skills areas (reading, writing, listening, speaking) in ways that introduce the beginning or pre-intermediate learner to grammar, vocabulary, and idiom expressions. Additionally, they lend themselves to easy adaptation to suit individual teaching/learning environments. These well thought out elements make this a practical and useful addition to second and foreign language pedagogical contexts.

****Draper, C.G. (2006).** *All American stories.* White Plains: NY: Pearson Education Inc. ISBN-13: 978-0131929869 (Book A); ISBN-13: 978-0131929883 (Book B); ISBN-13: 978-0131929906 (Book C). **Price: all 3 books for \$85.99**

This series of books are intended for use as classroom texts. In this three-book series, the literary genre of American short stories serves as a springboard for teaching an integrated set of language skills. Each book presents seven texts that have been adapted for EFL learners and gradually increase in their level of difficulty. While students gain knowledge of literary elements such as characterization, theme, personification, foreshadowing, and mood, they also engage in explicit

language instruction. Each story unit is structured around the following areas: author's biography, building background knowledge, key vocabulary, reading skills and strategies, post-reading comprehension and discussion questions, vocabulary and grammar practice, and extension activity ideas. A glossary of literary terms provided at the end of the book is in itself an excellent resource for any EFL literature course. These multiple and useful features make this an easy-to-use textbook for language teachers.

***Dawson, N. (2005).** *Penguin readers: Teacher's guide to using graded readers*. Penguin Longman Publishing.

ISBN-0582-400066. **Price: free downloadable pdf at www.penguinreaders.com**

This volume is intended for second and foreign language teachers who wish to incorporate graded readers within their classroom pedagogical practices. Graded readers are books that have been re-written in simplified language for students who are learning English as a new language. Teachers can choose graded readers from various literary genres and reading levels based on the interests and proficiencies of their students. This teacher's guide presents an overview of graded readers and the theoretical perspectives that inform their use, including discussions of intensive and extensive reading, and silent reading versus reading aloud. Also included in this guide for teachers are before-reading, while-reading, and after-reading tasks and activities with photocopiable materials designed to build students' spoken and written English language skills, as well as a section that offers advice on starting a class library of graded readers. All these features make this guide a useful addition to personal and institutional libraries.

Vocabulary

References

*** **Schmitt, N. (2000).** *Vocabulary in language teaching*. New York: Cambridge University Press.

ISBN-10: 0521669383, ISBN-13: 978-0521669382. **Price: \$22.81**

This research-based book is for language teachers wishing to improve their knowledge of second language vocabulary acquisition. First, the linguistic features of words are discussed and a historical perspective on approaches to vocabulary instruction is presented. Then, the varied knowledge needed for a learner to truly know a word is described including register, frequency, collocation, word families, depth, and breadth. The author then shows how corpus investigations can provide insights into the word usage contexts. The next chapters address vocabulary in discourse and how interaction can influence word patterns and multiword formations. The author then discusses the features of second language vocabulary acquisition itself, describing it as an incremental process that requires multiple explicit and incidental encounters with a word. In the final two chapters, research-informed methods for instruction and assessment are introduced. In addition to the main chapters, the book's appendices include a sample of an academic words list, some example concordance and corpus data, and a sample diagnostic test.

** **Thornbury, S. (2002).** *How to teach vocabulary*. White Plains, NY: Pearson ESL.

ISBN-10: 0582429668, ISBN-13: 978-0582429666. **Price: \$34.71**

This clear and well-organized book serves as a solid introduction to the basic processes of second language vocabulary acquisition and pedagogy. It should be of use to teachers at all levels of experience as well as materials and curriculum developers. Each of the book's chapters concisely covers a different aspect of vocabulary instruction, beginning with word parts and formation and moving on to address depth and breadth of knowledge, word frequency lists, corpora, collocations, and idioms. Later chapters offer classroom teaching methodologies for vocabulary presentation, materials design, in-class tasks, assessment, and training learners to teach themselves. One of the most valuable elements of this book is the inclusion of sample lessons at the end of each chapter. Excerpted from several major textbooks, they both illustrate the major themes of each chapter and provide readers with rich ideas for their own classroom practice.

***Denning, K., Kessler, B., & Leben, W.R. (2007).** *English vocabulary elements*. New York: Oxford University Press.

ISBN-10: 0195168038, ISBN-13: 978-0195168037. **Price: \$19.99**

This book is intended for second and foreign language teachers and is also a useful reference for students enrolled in graduate and undergraduate university programs related to teaching vocabulary. The book presents a detailed description of how words are formed from both linguistic and historical perspectives. The word-formation processes that are addressed include affixes, compounding, and assimilation. Pronunciation changes that result from these processes are also addressed. Of particular interest are the sections of the book where the evolution of the spelling and meaning of certain words are traced from Old and Middle English. Later chapters that look at word formation in the English "pre-history" languages of Latin and Greek may go too deep for most language instructors who are simply interested in improving their general knowledge of words, but this book should be quite suitable for graduate students interested in deepening their knowledge of English words.

Other Recommended References

Folse, K. (2004). *Vocabulary myths: Applying second language research to classroom teaching*. Ann Arbor, MI: University of Michigan Press/ESL.

ISBN-10: 0472030299, ISBN-13: 978-0472030293. **Price: \$20.70**

This book is for explicit vocabulary instruction rather than assuming vocabulary acquisition. In the first chapters of the book, the author provides some background on the major linguistic features of vocabulary as well as the processes involved in vocabulary acquisition. From there, the book goes on to discuss in detail eight "myths" of second language vocabulary instruction and learning that the author believes have arisen from research findings on general language acquisition. These myths include the beliefs that: vocabulary is less important to language learning than grammar; word lists are unproductive as instructional tools; vocabulary should be presented to learners in semantic sets; translation activities are unproductive; guessing words from context is a reliable strategy for vocabulary learning; and learners should be discouraged from using bilingual dictionaries. For each of these myths, the author describes his own experience as a language instructor and offers strategies for more effective vocabulary instruction. This book should be of value to language instructors and curriculum designers.

Harley, H. (2006). *English words: A linguistic introduction*. Hoboken, NJ: Wiley-Blackwell. ISBN-10: 0631230327, ISBN-13: 978-0631230328. **Price: \$28.29.**

This book is intended for teachers and other practitioners related to English language teaching and learning. It contains a clear and concise introduction to the linguistic features of words. The author presents the topic with novices in mind; dense theory is limited to essential information, and difficult concepts are often introduced with a light tone making it easily accessible to newcomers to the field. This approach makes the book suitable for language teachers and pre-service teachers who would like to deepen their knowledge of vocabulary to add insight to their classroom practice. The book addresses a variety of topics that include: (1) phonology, (2) morphology, (3) syntax, (4) semantics, (5) historical linguistics and (5) psycholinguistics. Each chapter ends with suggestions for further reading and sets of study problems to consolidate learning. All these well thought out and lucidly presented features make it a good introductory text to this area.

Lewis, M., & Conzett, J. (2000). *Teaching collocation: Further developments in the lexical approach*. Boston, MA: Heinle.

ISBN-10: 189939611X, ISBN-13: 978-1899396115. **Price: \$40.00**

This edited volume of papers on collocation instruction is appropriate for graduate students enrolled in courses related to second and foreign language teaching and learning and applied linguistics as well as for language teachers and teacher trainers interested in adding collocation to their vocabulary materials. The articles presented offer a wide variety of approaches to collocation instruction materials design, including classroom concordancing, lexical notebooks, dictionary usage strategies, the extraction of collocations from authentic texts, and home study activities. Additional articles address the evaluation of corpora, genre analysis, collocation acquisition, and idioms. The final chapter goes beyond collocation, looking at some seemingly neutral words' tendencies to appear in positive or negative contexts or in specific positions within grammatical contrasting. In all, this book is a useful blend of theory and practical classroom practice which combined with a systematic presentation makes it a useful text for its intended audience.

Resources

*** **Morgan, J., & Rinvoluceri, M. (2004).** *Vocabulary* (2nd ed.). New York: Oxford University Press.

ISBN-10: 0194421864, ISBN-13: 978-0194421867. **Price: \$21.50**

This book is a useful collection of vocabulary lessons and lesson plans, and the quantity and variety of materials presented should make it a valuable resource for most language programs. Activities are loosely organized according to purpose, beginning with pre-reading tasks and moving on to a rich section on text interaction activities that includes correction tasks, word appropriacy tasks and definition writing. A chapter on writing activities is followed by a section on bilingual texts and their usefulness in highlighting differences and connections between first and second language vocabulary. The collection even has a number of lessons based on corpora and concordancers, allowing learners to use software and the internet to explore collocation, colligation, and semantic prosody. Other lessons give learners the opportunity to learn through kinesthetic and other sensory means, such as by forming visual and spatial associations. The

final chapters include numerous word games and categorization activities, as well as a section on dictionary usage strategies.

**** Lindstromberg, S., & Boers, F. (2008).** *Teaching chunks of language: From noticing to remembering*. London: Helbling Languages.

ISBN-10: 3852720567, ISBN: 9783852720562. **Price: \$38.16**

The book is a valuable resource for EFL teachers working with teens or adults at intermediate through advanced levels. It presents a wide variety of activities that encourage the acquisition of idioms, phrasal verbs, collocations, and high-frequency multiword chunks of language. The book's opening chapter offers a clear and convincing introduction to chunks and their value in language acquisition. From there, the authors present numerous activities divided into three sections: the activities in step one encourage learners to notice and appreciate the usefulness of chunks; step two offers strategy-based activities to help learners commit these chunks to memory; in step three, knowledge is consolidated in review activities. Issues addressed in the activities include register, genre, sentence position, discourse organizers, gap fillers, metaphors, alliteration, culture, and history, while activity types include listening, reading, writing, recitation, conversation, memory tasks, surveys, ordering, and jigsaw tasks. Each activity is presented in an economical lesson plan format; in many cases, these lesson plans can be adapted for learning other types of vocabulary.

***McCarthy, M., & O'Dell, F. (2004).** *English phrasal verbs in use: Intermediate*. New York: Cambridge University Press.

ISBN-10: 0521527279, ISBN-13: 978-0521527279. **Price: \$24.00**

This book is written primarily for in-service second language teachers and can also be used as a teaching guide in teacher training programs. This volume of vocabulary activities can be mined for supplementary material for many types of courses, or it can make a useful reference or self-study book. The book begins with detailed descriptions of the features and uses of phrasal verbs and their most common component parts. After this, the body of the book presents a wide variety of phrasal verbs organized by topic in thematic chapters. Each chapter provides learners with numerous activities to help them understand and memorize target phrasal verbs. Activities include reading, dialogues, multiple choice items, synonym matching, and reviewing. The book's weakness is its lack of communicative activities that would allow learners to actually use the target vocabulary in meaningful interaction. Nonetheless, each chapter provides teachers and students with useful new phrasal verbs and numerous activities.

***Walcyn-Jones, P. (2004).** *Vocabulary games & activities 2*. White Plains, New York: Pearson ESL.

ISBN-10: 0582465656, ISBN-13: 978-0582465657. **Price: \$32.00**

The primary readership of this book is intended to be in-service second language teachers looking to incorporate game-based activities into their vocabulary teaching. This book is an excellent source of supplementary vocabulary activities for a wide range of learners. The mostly photocopiable activities are easy to implement in the classroom and can be adapted for many target words. The book has a very simple and straightforward design, with symbols in the scope and sequence that let teachers know the preparation required, activity length, target students, and whether the game is for self-study, pairs or groups. Among the 60 games presented are word association tasks, guessing from context, listing and organizing, matching pairs, jigsaw tasks,

and board games. This book should make a useful addition to the shelf of any language program and would be a time-saving resource for busy teachers without the time to plan extensive games and activities.

Writing

References

*** **Paltridge, B., Harbon, L., Hirsh, D., Shen, H., Stevenson, M., Phakiti, A., & Woodrow, L. (2009).** *Teaching academic writing: An introduction for teachers of second language writers.* Ann Arbor, MI: University of Michigan Press/ESL.

ISBN-10: 0472033344, ISBN-13: 978-0472033348. **Price: \$28.50**

This book makes an excellent introduction to many of the issues, processes, and teaching methodologies associated with second language (L2) writing for academic purposes. The chapters move logically through major L2 writing issues, such as: the processes, skills, strategies, and background knowledge at work in L2 writing; needs analysis as a recurring element in course and curriculum design; the various EAP approaches and perspectives available to instructors; vocabulary instruction, diagnostics, and the academic word list; cross-cultural issues and first language writing conventions; teacher and peer feedback methods; and initiating fair, valid, and reliable assessment procedures. The book has many of the features of a course book for teachers in training—each chapter begins and ends with reflective discussion questions; numerous implications for teaching are suggested; and sample exercises are provided. This book should be of interest to in-service and pre-service teachers.

** **Ferris, D. (2003).** *Response to student writing: Implications for second language students.* Mahwah, New Jersey: Lawrence Erlbaum Associates.

ISBN-10: 0805836578, ISBN-13: 978-0805836578. **Price: \$30.95**

This book presents a synthesis of research into teacher feedback on second language writing. The book is divided into sections on research and practice. Articles in the first section present a concise discussion of research findings on the influence of first language composition research on L2 research and practice, teacher error correction and feedback, peer response, and learners' views on writing response. The book's second section contains suggestions on how teachers can provide effective feedback. The author provides "guiding principles" of response as well as a checklist of issues to consider when responding to student writing. A useful element in this section is the inclusion and discussion of authentic examples of student writing and teacher feedback. Also of great value is a suggested training sequence for teachers on response and another set of guidelines for teacher-student writing conferences. The final two chapters of the book offer suggestions on error correction procedures and how to successfully implement peer response in the classroom. This book should be of value to second language writing instructor, teachers in training, curriculum designers, and program administrators.

***Hyland, K. (2004).** *Genre and second language writing.* Ann Arbor, MI: University of Michigan Press/ESL.

ISBN-10: 0472030140, ISBN-13: 978-0472030149. **\$23.00**

This book should make a useful addition to any second language (L2) writing program and should be of interest to current writing instructors, teachers in training, program administrators,

and materials designers. Beginning with an overview on what genre analysis is and what its purported benefits for second language writers are, the book goes on to discuss genre analysis from a wide range of perspectives. These include the social situatedness of genre, the value of genre analysis for teachers and students of English for academic and specific purposes, and the context, conventions, and purposes that constitute genre knowledge. After these early discussions of genre and its value to learners, the book goes on to offer suggestions on how genre analysis can be incorporated into L2 writing materials, classes, and curricula from needs analysis to assessment. Particular attention in this section is given to genre in academic L2 writing classrooms. In the final chapter of the book, genre analysis for research purposes is discussed, and areas for future research are suggested.

Other Recommended References

Reid, J. (Ed.). (2008). *Writing myths: Applying second language research to classroom teaching*. Ann Arbor, MI: University of Michigan Press/ESL.

ISBN-10: 0472032577, ISBN-13: 978-0472032570. **Price: \$24.95**

This book is written for language teaching professionals and for use in teacher training programs. In particular, this text should be of value to writing instructors, materials designers, and administrators of English for academic purposes programs. In this collection, each article addresses what its author believes to be a “myth” about second language writing instruction. First, each myth and its origins are discussed at length. After these have been clearly delineated, the writer offers more effective approaches to address the issue. The myths included in this collection cover some of the most common concerns in the area second language writing. These include (1) the teacher’s role in vocabulary, grammar, and citation instruction, (2) feedback on student errors, (3) academic tone, and (4) bilingual classrooms. The concluding chapter offers an interesting perspective on myths believed by language learners themselves and offers ways to expose such students to new writing and study approaches.

Silva, T., & Matsuda, P.K. (Eds.). (2010). *Practicing theory in second language writing*. West Lafayette, IN: Parlor Press.

ISBN-10: 1602351384, ISBN-13: 978-1602351387. **Price: \$32.00**

This book addresses the influence of theory on second language (L2) writing research, program administration, and writing instruction. It should be of interest to graduate students enrolled in programs related to second and foreign language learning and teaching as well as to those wishing to conduct research in this and related areas. The collection includes articles by some of the most influential scholars in L2 writing research on topics such as the development of a comprehensive theory of L2 writing, the adaptation of theories from other fields for use in L2 writing research, the role of theory in L2 writing assessment, how theories are developed by practitioners and researchers, and the role of theory in second language instruction, administration, and materials development. The book serves as an excellent overview of a number of L2 writing theories as well as the aspects of L2 writing that are currently attracting the interest to researchers.

Resources

*** **Hedge, T. (2005).** *Writing* (2nd ed.). New York: Oxford University Press. ISBN-10: 0194421902, ISBN-13: 978-0194421904. **Price: \$21.50**

This book is a rich source of writing activities for EFL writers of any level which makes it a particularly useful resource book. This book should prove a valuable resource for most language programs and should be of interest to teachers, materials designers, and program administrators. The activities offered are presented in a simple and clear “lesson plan” style, making them easy to implement in the classroom. Tasks vary in type and mood, but all are designed to increase learners’ experience, confidence and understanding as English-language writers. Among the activities included in the book are letter and e-mail exchanges, shared journals, magazine writing, giving instructions, describing processes, freewriting, brainstorming, interviewing, peer reviewing, editing, and revision. This manner of presentation also lends these lesson plans and activities to easy adaptation to suit the individual needs of various teaching and learning contexts making this an extremely practical resource for in-service teachers.

** **Brookes, A., & Grundy, P. (2010).** *Beginning to write: Writing activities for elementary and intermediate learners*. New York: Cambridge University Press. ISBN-10: 0521589797, ISBN-13: 978-0521589796. **Price: \$28.44**

This book offers over 100 writing tasks for beginning and intermediate-level writers. As a resource, it should be of interest to language teachers, materials developers, and program administrators. The writing tasks presented in this collection offer learners ample opportunities to practice English writing as a personal process of expression and as a task to be negotiated in a team. In addition, many of the activities serve as introductions to some of the conventions of academic writing, such as formatting rules, punctuation, mechanics, organization, process writing, peer feedback, and revisions. An additional feature of this volume is that the writers have included a number of writing tasks for assessment purposes making this a comprehensive resource for second language writing instruction and assessment. The activities are all clearly described in a simple lesson plan format, making the book easy to use as well as adapt for teachers.

***Carlock, J., Eberhardt, M., Horst, J., & Menasche, L. (2010).** *The ESL writer's handbook*. Ann Arbor: University of Michigan Press/ESL. ISBN-10: 0472034030, ISBN-13: 978-0472034031. **Price: \$28.00**

This book is meant as a reference tool for use by second language (L2) writers and should make a useful student resource in L2 writing programs. Aimed at advanced learners, the book is intended for use alongside other types of reference books, such as dictionaries or thesauruses. In addition to the sorts of formatting and citation information one might find in major style manuals, this book also provides L2 writers with information on such issues as: (1) formatting, (2) paragraph and essay structure, (3) copy editing, (4) the stages of the writing process, (5) time management, (6) grammar, and (7) punctuation. In addition, the book is particularly useful as it offers a number of useful exemplars of various types of academic writing thus furnishing the readers with more than explanations of writing tips and explanations. Well organized and carefully designed and written in clear language, this book should be a valuable tool for learners and teachers alike.

Other Recommended Resources

Holmes, V.L., & Moulton, M.R. (2001). *Writing simple poems: pattern poetry for language acquisition*. New York: Cambridge University Press.

ISBN-10: 0521785529, ISBN-13: 978-0521785525. **\$27.00**

This book presents a wide variety of fun and creative poetry writing tasks that are appropriate for all learner levels and most class types. As a resource, the book should be of interest to teachers, materials designers, and program administrators. Essentially a collection of word puzzles, games, and creative writing tasks, the activities presented in this book can be used for whole class lessons, team building and icebreaker activities, or as the initial step in larger creative writing projects. Though the theme of the book is poetry, activities range from word games to interactive pair, group, and whole class activities. Activity types include acrostics, haikus, diamante poems, similes, and listing. The inclusion of actual poems written by students shows how student can use these tasks to express their humor, personality, and creativity through English-language writing. This innovative collection of activities would be a valuable addition to the libraries of most second language teaching programs.

Swales, J.M., & Feak, C.B. (2004). *Academic writing for graduate students: Essential tasks and skills* (2nd ed.). Ann Arbor, MI: University of Michigan Press.

ISBN-10: 0472088572, ISBN-13: 978-0472088577. **Price: \$13.63**

This classic book on academic writing conventions takes a genre-based approach to writing instruction. Using excerpts from authentic journal articles and academic texts, students work together to identify linguistic, grammatical, mechanical, organizational, and rhetorical trends associated with academic writing. The book takes a student-centered approach, allowing learners plenty of time to analyze materials and discuss their findings. Although the reading materials in the book are meant for advanced learners embarking on graduate studies in English dominant countries, the elements of academic writing addressed are of relevance to undergraduates as well, and many of the tasks presented in the book can be adapted for use with lower-level academic writing samples. Among the academic conventions addressed are: formatting; formal and informal vocabulary; introductions; problem-solution texts; nominalization; data commentary; hedging and qualifying; evaluative language; and plagiarism. This book should be of interest to graduate students, academic writing instructors, curriculum designers and program administrators.

Quick Price Lists

\$1000 List

Note: For approximately \$1,000 we have compiled a list with one recommended title (either a reference or resource) per category.

Action Research

Doing Action Research in English Language Teaching: A Guide for Practitioners, by Burns, A. **Price: \$22.45**

Cognitive Styles and Learner Strategies

Multiple Intelligences in EFL: Exercises for Secondary and Adult Students, by Puchta, H. & Rinvoluceri, M. **Price \$29.00**

Computer/Technology Assisted Language Learning

Tips for Teaching CALL, by Chapelle, C. & Jamieson, J. **Price: \$52.33**

Content-Based Instruction

Teaching Other Subjects through English, by Deller, S. & C. **Price \$21.50**

Cooperative Language Learning

The Teacher's Sourcebook for Cooperative Learning: Practical Techniques, Basic Principles and Frequently Asked Questions, by Jacobs, G., Power, M., & Loh, W. **Price \$30.55**

Curriculum Planning and Materials Development

Curriculum development in language teaching, by Richards, J.C. **Price: \$29.46**

Dictionaries, Encyclopedias and Handbooks

Longman Dictionary of Language Teaching and Applied Linguistics, by Richards, J. C., & Schmidt, R. **Price: \$39.85**

English Language Reference

Practical English usage, by Swan, M. **Price: \$28.17**

English for Specific Purposes

Business English, Guffey, M.E. **Price: \$64.74**

Grammar

How to teach grammar, by Thornbury, S. **Price: \$33.01**

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