

ESSENTIAL BOOKS FOR LANGUAGE PRACTITIONERS

New Books!

- Freeman, Y., Freeman, D., and Mercuri, S. (2004). Dual Language Essentials for Teachers and Administrators. Portsmouth, NH: Heinemann.
- Soltero, S. (2004). Dual language: Teaching and learning in two languages. Boston: Pearson Education, Inc.
- Calderón, M. E. and Minaya-Rowe, L. (2003). Designing and Implementing Two-Way Bilingual Programs: A Step-by-Step Guide for Administrators, Teachers, and Parents. Corwin Press: Thousand Oaks, California.

Cloud, N., Genese, F., & Hamayan, E. (2000). Dual Language Instruction: A Handbook for Enriched Education. MA: Heinle & Heinle Publishers.

This book is one that educators involved in or planning to become involved in dual language should have. A practical guide to the implementation, evaluation, administration and maintenance of an Enriched Education program, this resource provides real-life examples of how the methods offered within it work. Suggestions for references and ways to stimulate learning are offered.

Collier, V. (1995). Promoting Academic Success for ESL Students: Understanding Second Language Acquisition for School. New Jersey: NJTESOL.

Three major aspects are involved in the learning of a second language: linguistic, socio-cultural and cognitive. Collier presents a number of essays that deal in depth with each aspect and outlines implications for educators and program developers. She takes into account the need for learning environments where second language learners are treated as peers and addresses some of the myths concerning second language acquisition. Her findings are based on extensive research and provide a model for changes in the classroom and school as a whole as well as acknowledging the diversity each child brings to the learning situation.

ESL Standards for Pre-K-12 Students (1997). Alexandria, VA: TESOL.

Compiled by the Teachers of English to Speakers of Other Languages (TESOL) member taskforce, this handbook specifies the national educational standards that English language Learners (ELLs) should meet according to grade level. It specifies three common language goals for ELLs across all grade levels: 1) to use English to communicate in social settings, 2) to use English to achieve academically in all content areas, and 3) to use English in socially and culturally appropriate ways. It then identifies the broad representational behaviors or standards by which to measure the attainment of these goals in the classroom. The handbook includes real classroom scenarios to illustrate each standard in action.

Gibbons, P. (1991). Learning to Learn in a Second Language. Portsmouth, NH: Heinemann.

This straightforward book addresses the issue of how to best meet the needs of English Language Learners (ELLs) in your classroom. Gibbons work is based in current theories of second language

development which state that a second language is acquired by using it as a medium for learning grade-level academic content, rather than by studying it separately from the curriculum. She addresses the way to welcome the ELL into the classroom, as well as how to improve the ELL's speaking, reading, writing and listening comprehension in English. Throughout the book she includes practical suggestions and activities to help meet these goals.

Freeman, Y. S., & Freeman, D. E. (1998). The Teaching of Reading and Writing in Spanish in the Bilingual Classroom. NH: Heinemann.

This is a wonderful resource for the development of basic concepts surrounding the teaching of reading and writing in the bilingual classroom. Available in English and Spanish, now more educators can make use of this resource. Providing guidance for the use of essential elements of the development of bilingual reading and writing, this book offers suggestions and methods applicable for students in grades kindergarten through six.

----- (1992). Whole Language for Second Language Learners. Portsmouth, NH: Heineman.

This book focuses on second language learners using the whole language approach in three ways: 1) It shows the importance of whole language, especially second language learners, 2) it provides diverse examples of teachers applying the approach successfully, and 3) it analyzes traditional ESL teaching methods from a whole language perspective. The authors also include examples of successful teachers and their practice, as well as examples of student work.

Lindholm-Leary, K. 2001. Dual Language Education. Multilingual Matters.

From the NCBE Newline: "This book provides the conceptual background for dual language education and discusses major implementation issues. Research findings for 8,000 students at 20 schools implementing dual language education programs are presented in the areas of oral language proficiency, literacy, academic achievement, classroom interactions, and teacher and parent attitudes. Where possible, data from dual language education programs are compared to outcomes from other studies involving language minority students, dual language students, other forms of bilingual education and English-only programs."

URL: <http://www.multilingual-matters.com>

Peregoy, S. F., & Boyle, O. F. (2001). Reading, writing, and learning in ESL. 3rd edition. White Plains, NY: Longman Publishers.

This book is designed as a "resource book for K-12 teachers." While it does not specifically address the dual-language context, it is filled with concrete suggestions on how to plan and provide instruction for second language learners. Topics addressed include oral language development; emergent literacy and process writing; content reading and writing; and assessment. The text is easy to follow, includes relevant classroom examples and suggestions for further reading, and the theoretical basis for all of the recommendations is laid out clearly.

O'Malley, M., and Valdez Pierce, L. (1996). Authentic Assessment for English Language Learners: Practical Approaches for Teachers. Addison-Wesley.

This book takes the view that assessment is an essential component of effective teaching and that assessment procedures are integral to the teaching process. The authors present a comprehensive manual of assessment techniques that can be used in the classroom and the school as a whole. They place a priority on assuring authenticity for children from diverse populations and second language learners and on involving learners actively in the assessment process. The book explains how to ensure validity and reliability in both language and content areas.

OTHER ESSENTIAL RESOURCES

Curtain, H., & Pesola, C. (2004). Languages and Children: Making the Match Foreign Language Instruction. New York: Longman.

Freeman, D., & Freeman, Y. (1994). Between Worlds: Access to Second Language Acquisition. Portsmouth, NH: Heinemann.

Freeman, Y., Freeman, D., and Mercuri, S. (2002). Closing the Achievement Gap: How to Reach Limited Formal Schooling and Long-Term English Learners. Portsmouth, NH: Heinemann.

Met, M. (1993). "Teaching content through a second language." In Genesee, F. (ed.). Educating Second Language Children: The Whole Child, the Whole Curriculum, the Whole Community. New York: Cambridge University Press.

Tabors, P. (1997). One Child, Two Languages. Portsmouth, NH: Heinemann.

Hurley, S. R. & Tinajero, J. V. (2001). Literacy Assessment of Second Language Learners. Needham Heights, MA: Allyn and Bacon.

ESSENTIAL WEBSITES

Center for Applied Linguistics: <http://www.cal.org>

The National Clearinghouse for English Language Acquisition (NCELA): <http://www.ncela.gwu.edu>

Thomas, W. and Collier, V. (1997). School effectiveness for language minority students. Washington, DC: National Clearinghouse for Bilingual Education.

Available on line: <http://www.ncela.gwu.edu/pubs/resource/effectiveness/thomas-collier97>