



Mayo 2009

# Biblioteca Benjamín Franklin

Servicio Cultural e Informativo de los Estados Unidos

## Enseñanza del inglés Bibliografía

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### Assessing listening

By Gary Buck

Cambridge, UK:  
Cambridge University  
Press, 2001.

418.007 BUC

Listening is a key skill and teachers need to assess their students' listening ability. This book shows language teachers and testing practitioners how to assess listening comprehension. The intention is not to discuss theory and research for their own sake, but only sufficiently for practitioners to know how to construct language tests, the conditions that can have an impact on listening tests and how to interpret the test results.

### Barron's TOEFL iBT : internet- based test 2006-2007

Pamela J. Sharpe

Hauppauge, NY :  
Barron's, 2006.

428.076 SHA



Includes seven full-length model tests for the Internet-Based TOEFL, explanations or examples for all questions, including sample essays and speaking responses, and a glossary of academic vocabulary which supports all TOEFL sections.

## Basic English Grammar [Student's Book]



*Betty Schramper Azar ; Stacy A. Hagen*  
White Plains, NY :  
Pearson Education,  
2005.

428.007 AZA

This book is a classic

developmental skills text for beginning students of English as a foreign language. While keeping the same basic approach and material as in earlier editions, the third edition more fully develops communicative and interactive language-learning activities.

## Bilingual and ESL classrooms: teaching in multicultural contexts

*Carlos J. Ovando, Mary Carol Combs,  
Virginia P. Collier*  
Boston, MA : McGraw-  
Hill, 2006.

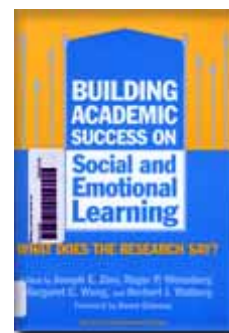


370.117 OVA

This classic text integrates theory and practice to provide comprehensive

coverage of bilingual and ESL education. The text covers the foundations of bilingual and ESL education and provides a strong focus on what the teacher needs to know in a bilingual classroom. Woven throughout the text are quotes from bilingual and ESL students and teachers that illuminate the bilingual/ESL learning and teaching experience.

## Building academic success on social and emotional learning: what does the research say?

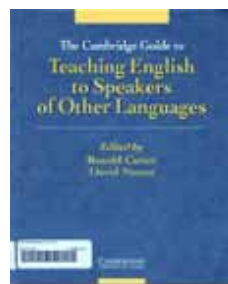


*By Joseph E. Zins*  
New York, NY: Teachers College Press,  
2004.

370.153 BUI

In this book, recognized leaders in education and psychology examine the relationship between social emotional education and school success-specifically focusing on interventions that enhance student learning.

## Cambridge guide to teaching English to speakers of other languages



*By Ronald Carter and  
David Nunan*  
Cambridge, MA :  
Cambridge University  
Press, 2001

428.007 CAM

This book helps define TESOL and provides an excellent introduction for future language teaching professionals and is essential reading for students on undergraduate and postgraduate courses.



### **Child and adolescent development for educators**

*By Judith L. Meece*  
Boston, MA:  
McGraw-Hill,  
c2002.

370.15 MEE

This text focuses entirely on the development of school-age children and youth. It provides deep, research-based coverage on topics of most immediate concern to teachers. These include cognitive development, social and emotional development, language development, literacy, individual differences in development, and children with special needs.

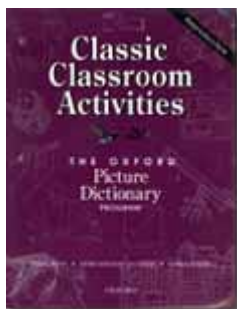


### **Cognition and second language instruction**

*By Peter Robinson*  
Cambridge, MA; New York, N.Y.: Cambridge University Press, 2001.

401.9 COG

The influence of cognitive processing on second language acquisition (SLA), and on the development of second language (SL) instruction, has always been a subject of major interest to both SLA researchers and those involved in SL pedagogy. Recent theoretical research into these areas has shown renewed interest in the role of cognitive variables such as attention, short, working, and long term memory. This volume examines the theoretical foundations of research into the cognitive processes underlying SLA, and describes various implications for pedagogically oriented research and for SL classroom practice.



### **Classic classroom activities for the Oxford picture dictionary**

*Renée Weiss, Jayme Adelson-Goldstein, Norma Shapiro*  
New York, NY :  
Oxford University Press, 1999.

420.7 WEI

Offers over 100 reproducible communicative practice activities and 768 picture cards based on the vocabulary of the dictionary. Teacher's notes and instructions, including adaptations for multilevel classes, are provided.

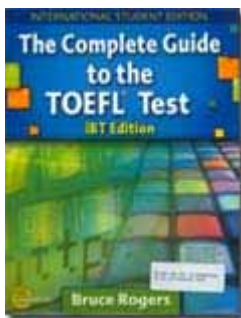
### **Como aprendí inglés: 55 latinos realizados relatan las lecciones de idioma y vida**



*Editado por Tom Miller*  
Washington, DC :  
National Geographic,  
2007.

S 428.34 COM

Cada nueva persona que aprende a hablar inglés tiene una historia que contar: la del inmigrante que anhela tener logros en su vida, o la del exiliado político repentinamente solo y lejos de su país. Esta colección de relatos habla de ellos y por ellos y va directamente y en forma entretenida al corazón del debate sobre la lengua e inmigración.



**Complete guide to the TOEFL test**

*Bruce Rogers*  
Boston, MA :  
Thomson Heinle,  
2007.

428.076 ROG

This edition has been completely updated. It reflects the changes made in the format, the items, and the basic philosophy of the revised exam. Readings section features longer readings and new question types. In the listening section, lectures and conversations have gotten longer and more involved as well; the speaking section is all new and so is the guide to speaking in this book; finally, the writing section has an independent and an integrated component: it draws upon the test taker's own experiences and background knowledge.

**Constructivist strategies for teaching English language learners**

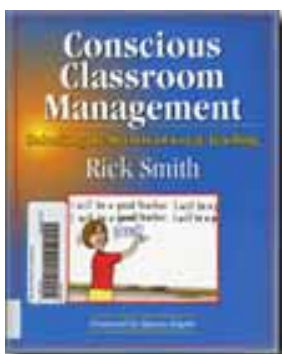
*Sharon Adelman  
Reyes, Trina Lynn  
Vallone*  
Thousand Oaks, CA  
: Corwin Press,  
2008.

428.0071 ADE



Provides a culturally responsive approach that builds on students' experiences and strengths. Authors supply in depth-classroom examples and grade-level connections to help readers apply constructivist methods in teaching ELLs.

**Conscious classroom management: unlocking the secrets of great teaching**



*By Rick Smith,  
illustrations by  
Tom Hermansen*  
San Rafael, CA:  
Conscious  
Teaching

Publications, 2004.

371.782 SMI

Conscious Classroom Management is a delightfully rich text that incorporates meaningful stories, insights, humor, and invaluable strategies for what really works in the classroom. And while classroom management is the primary factor behind how successful teachers can achieve sustained student learning, this wonderful text also addresses the human elements of teaching, focusing on three primary subjects: the students, the teacher, and the relationship between the two.

**Creating stories with children**

*By Andrew Wright*  
Oxford ; New York :  
Oxford University  
Press, 1997.

372.623 WRI



This book shows how to help children to make up their own stories in English. It encourages creativity, confidence, and fluency and accuracy in spoken and written English. It also introduces creative writing skills by showing children how to structure stories.





### Designing tasks for the communicative classroom

By David Nunan  
Cambridge [England] ;  
New York: Cambridge  
University Press, 1989.  
418.007 NUN

This book is a balanced introduction to the theoretical and practical aspects of communicative task design. It is aimed at all second and foreign language teachers and trainee teachers who want to develop their own tasks, or adopt/adapt those of others.

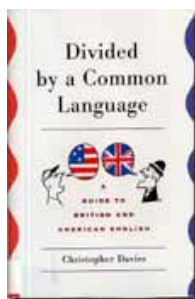
### Developing writing



Pat Wilcox Peterson  
Washington, DC :  
United States  
Information Agency,  
1982.

808.042 PET

The goal of this book is to take the student from mechanics of basic sentence writing to the ability to construct a simple paragraph. The vocabulary and the structures have been planned chapter by chapter, from simple to more complex, and the lessons build on each other.



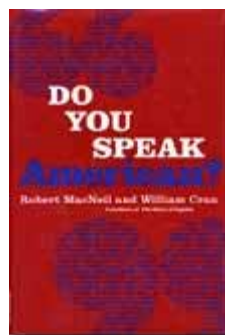
### Divided by a common language: a guide to British and American English

By Christopher Davies  
Boston, MA : Houghton  
Mifflin, 2005.

427 DAV

Offers a detailed comparison of the language and customs of the US and UK

and discusses all the important differences between the two countries in the practical details of daily life, and American readers in particular will enjoy his account of American culture as seen through an Englishman's eyes.



### Do you speak American?

Robert MacNeil and  
William Cran.  
New York, NY : Nan  
A. Talese/Doubleday,  
2005.

427.9 YOU

Examines sociolinguistic questions and the dynamic state of American English, a language rich in regional variety, strong in global impact, and steeped in cultural controversy.

### Do you speak American? [videorecording]

By William Cran  
Princeton, NJ: Films for  
the Humanities &  
Sciences, 2005.

DVD 427.9 YOU



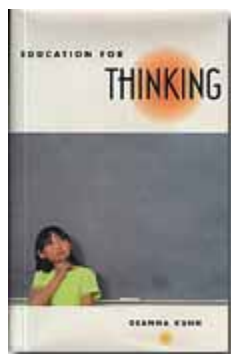
Examines socio-linguistic questions and the dynamic state of American English, a language rich in regional variety, strong in global impact, and steeped in cultural controversy.

## Education for thinking

*Deanna Kuhn*  
Cambridge, MA :  
Harvard University  
Press, 2005.

372.011 KUH

Author argues that teachers should teach students to use their minds well, in school and beyond, and maintains that inquiry and argument should be at the center of a "thinking curriculum" that makes sense to teachers as well as students and develops the skills and values needed for life-long learning.

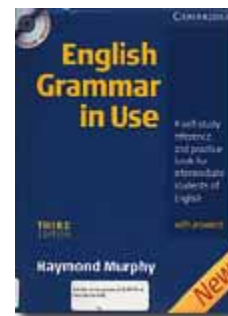


## English grammar in use : a self-study reference and practice book for intermediate students of English : with answers

*Raymond Murphy*  
Cambridge, UK :  
Cambridge University  
Press, 2004.

428.007 MUR

This new edition offers the same easy to use format, is ideal for self-study, has nine completely new units, and has a wealth of additional exercises for extra contrasting practice, including hundreds of practice exercises and guides.



## Educating second language children: the whole child, the whole curriculum, the whole community

*By Fred Genesee*  
Cambridge [England];  
New York: Cambridge  
University Press, 1994.

371.97 EDU

This book brings together the work of 15 elementary education experts who support an integrative approach to educating second language children, one that goes beyond language teaching methodology to cover a wide range of issues affecting the academic and social success of language minority children.

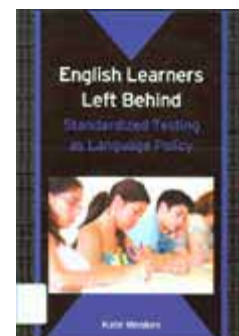


## English learners left behind : standardized testing as language policy

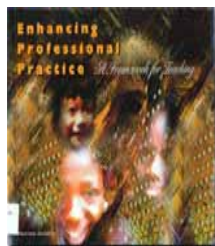
*Kate Menken*  
Tomawanda, NY :  
Multilingual Matters  
Ltd, 2008.

306.44 MEN

This book explores how tests have become the facto language policy in schools, shaping what is taught in school, how it is taught, and in what language. This research documents how tests are a defining force in the daily lives of ELLs and the educators who serve them.



**Enhancing professional practice: a framework for teaching**

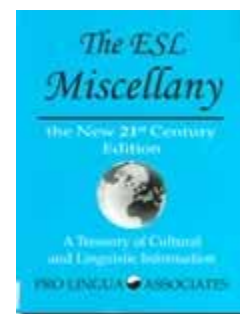


By Charlotte Danielson  
Alexandria, VA: Association for Supervision and Curriculum Development, 1996

371.102 DAN

The framework for teaching described in this book is based on the PRAXIS III: Classroom Performance Assessments criteria developed by Educational Testing Service, which identifies those aspects of a teachers' responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning.

**The ESL miscellany : a treasury of cultural and linguistic information**



Raymond C. Clark  
Brattleboro, VT : Pro Lingua Associates, 2005.

374.012 CLA

This book is a compendium of useful and interesting information for teachers and students of English as a Second Language. Teachers will find this book useful as a resource for developing material as they supplement, expand, replace, adapt, or develop a complete curriculum from scratch. This one book does not contain everything that the teacher/materials developer needs to know, but is the most comprehensive one-volume reference available to the lesson writer.



**The elements of international English style : a guide to writing...**

Edmond H. Weiss  
London : M.E. Sharpe, 2005.

808.042 WEI

This handbook is for anyone who needs to write English correspondence and other documents for an international business audience. It integrates the theory and controversies of intercultural communication with the practical skills of writing and editing English for those who read it as a second language. The book emphasizes principles of simplicity and clarity, proper etiquette, cultural sensitivity, appropriate layout and typography and more, and thus will increase the chances that texts prepared by native English speakers will be properly understood by non-native speakers.

**Essential grammar in use : a self-study reference and practice book for elementary students of English**



Raymond Murphy  
New York, NY : Cambridge University Press, 1997.

428.007 MUR

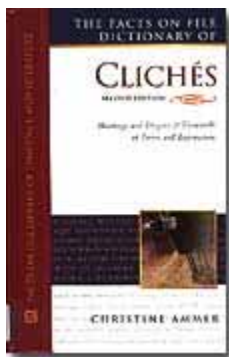
Grammar reference and practical book for elementary learners. Easy to use, clear explanations, accessible, includes additional exercises and appendices, and the book can be used by learners working independently or as supplementary course material. Contains the answers to all exercises.

## The Facts on File dictionary of clichés

*Christine Ammer*  
New York, NY : Facts on File, 2006.

REF 423.1 AMM

Is the largest, more comprehensive, and most entertaining reference of its kind. This edition contains approximately 500 new entries, including many from the business world, from the military, and from popular culture. Each entry includes the meaning of cliché, its origin and early uses, with examples, its development and history and its present-day usage.



## Getting started with English language learners : how educators can meet the challenge

*Judie Haynes*  
Alexandria, VA : Association for Supervision and Curriculum Development, 2007.

418.007 HAY

Provides a practical resource to help educators who are new to the field of English as a Second Language understand and address the needs of English language learners. Real-life scenarios from actual classrooms are presented throughout the book, and also includes a brief overview of different types of ESL programs used in the United States and a helpful glossary.



## Five-minute activities: a resource book of short activities

*By Penny Ur, Andrew Wright*  
Cambridge ; New York : Cambridge University Press, 1992.

420.7 URP

A collection of over 100 ideas for the foreign language classroom, all of which can be used effectively with little or no preparation. The activities can vary pace and content, provide transitions, and otherwise contribute to the "well-orchestrated" lesson; give an opportunity for brief review and practice of vocabulary or grammar; help students and teacher to get to know each other; and offer extra material when a teacher has to fill in for a colleague at short notice.



## Going international

*Keith Harding*  
New York, NY : Oxford University Press, 1998.

428.014 HAR

Is a topic-based upper-intermediate course for people training for and employed in the tourism industry. It introduces, reviews, and extends the key language and communications skills which students need to develop in order to work effectively in this challenging international sector.



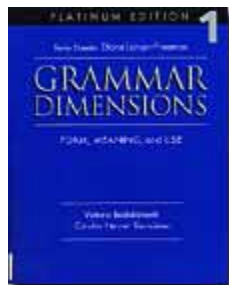


## Grammar dimensions : form, meaning, and use

*Diane Larsen-Freeman, series editor*  
Boston, MA : Heinle & Heinle, 2000.

428.007 GRA

Makes teaching grammar easy and more effective than ever. Clear grammar explanations, a wealth of exercises, lively communicative activities and technology resources in four levels: high beginning, low and high intermediate, and advanced. Students will be able to practice the form, meaning and use of each grammar structure.



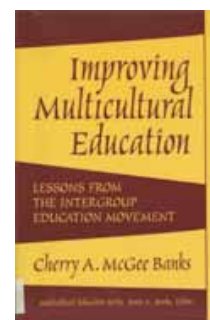
and for practicing teachers in ESL and in the content areas. The information in this volume gives teachers the necessary background to work effectively with linguistically and culturally diverse populations in U.S. public schools.

## Improving multicultural education: lessons from the inter-group education movement

*Cherry A. McGeeBanks*  
New York : Teachers College Press, 2005.

370.117 BAN

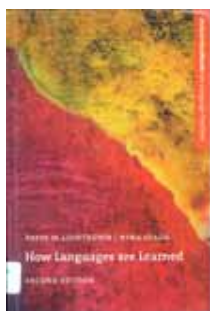
The publication of this book marks a significant development in the field of multicultural education and satisfies an important need: focus in the history of the inter-group education movement as a vehicle to inform and improve multicultural education today.



## How languages are learned

*By Patsy M. Lightbown and Nina Spada*  
Oxford ; New York, NY : Oxford University Press, 2004.

418.007 LIG



This book provides a clear introduction to the main theories of first and second language acquisition and, with the help of activities and questionnaires, discusses their practical implications for language teaching.

## Intensive English USA 2005 : the world's most complete guide to Intensive English language instruction

*Edited by Carl De Angelis*  
New York : Institute of International Education, c2004.

REF 428.071 INT 2005

Contains basic information on colleges and universities in the United States about intensive English programs in the USA.



## Implementing the ESL standards for pre-K-12 students through teacher education

*Marguerite Ann Snow, editor*  
Alexandria, VA : TESOL, 2000.

418.007 IMP

Designed for teacher learners in credential/licensure programs and MA programs in U.S. colleges and universities,

## **Inventing English : a portable history of the language**

*Seth Lerer*  
New York, NY : Columbia  
University Press, 2007.

420.9 LER

History of the English language from the age of Beowulf to the rap of Eminem. Many have written about the evolution of our grammar, pronunciation, and vocabulary, but only Lerer situates these developments in the larger history of English, America, and literature.

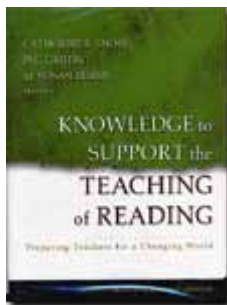
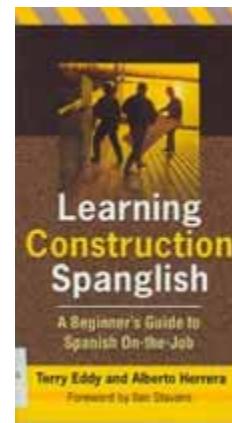


## **Learning construction Spanglish: a beginner's guide to Spanish on-the- job**

*Terry Eddy, Alberto  
Herrera*  
New York, NY :  
McGraw-Hill, 2005.

REF 468.3421 EDD

Designed specifically for those who direct Spanish-speaking construction crews, this on-the-mark guide speeds the process of improving communication and ensuring understanding, and helps you find exactly the phrase you need to specific tasks.



## **Knowledge to Support the Teaching of Reading : Preparing Teachers for a Changing World**

*Edited by Catherine  
Snow [et al]*

San Francisco, CA : Jossey-Bass, 2005.  
372.41 KNO

This book offers a guide to reading and literacy preparation in teacher education and professional development, and links evidence about student accomplishments and effective instructional practices to teacher knowledge and teacher preparation.

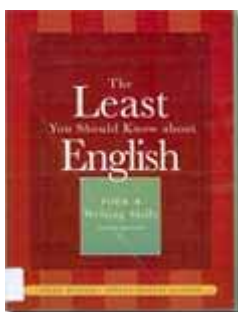
## **Learning new languages: a guide to second language acquisition**

*By Tom Scovel.*  
Boston, MA : Heinle & Heinle, 2001.



418.007 SCO

This book explores a wide range of issues that influence how children and adults learn second languages. Using P.L.A.C.E. as an acronym, standing for People, Language, Attention, Cognition, and Emotion, the book offers an accessible way to examine both the practical and theoretical sides of each issue.



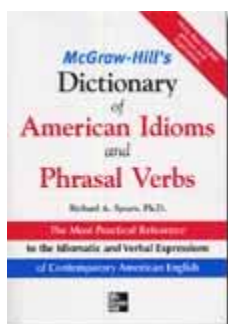
**The least you should know about English : writing skills : form A**

*Paige Wilson*  
Boston, MA :  
Thomson Wadsworth,

2006.

808.042 WIL

Helps students answer common questions about writing. Its success with students and teachers has always come from its simple, friendly approach. Brief, clear explanations introduce many sets of exercises, which allow students to practice what they've learned and review immediate feedback from answers provided at the back of the book.

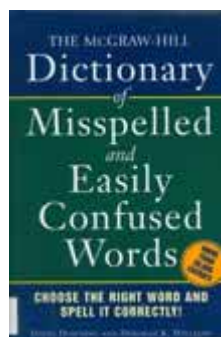


**McGraw-Hill's dictionary of American idioms and phrasal verbs**

Richard A. Spears  
Chicago : McGraw-Hill, 2005.

REF 423.1 SPE

McGraw-Hill's Dictionary of American Idioms and Phrasal Verbs covers the full breadth and scope of idiomatic American English, making it an essential companion to standard desk dictionaries.



**The McGraw-Hill dictionary of misspelled and easily confused words : choose the right word and spell it correctly!**

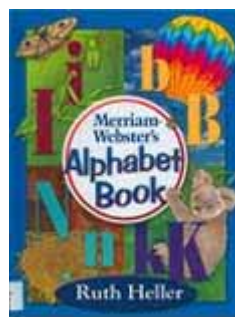
*David Downing and*

*Deborah K. Williams*

New York, NY : McGraw-Hill, 2006.

REF 423.1 DOW

Written by English-language experts and instructors David Downing and Deborah K. Williams, this dictionary is actually two big references in one volume. You'll get both a speller's dictionary and a dictionary of easily confused words, giving you 20,000 entries covering the 7,000 most commonly misspelled words in the English language, tips for remembering how to spell the trickiest words, proper pronunciations, short definitions, and correct examples of usage.



**Merriam-Webster's alphabet book**

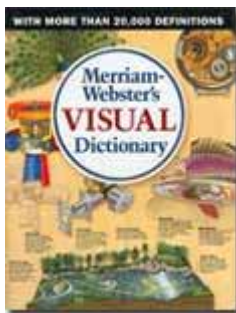
*Written and illustrated by Ruth Heller*

Springfield, MA :  
Merriam-Webster,  
2005.

428.6 HEL

This colorful tour of the alphabet introduces young readers to basic reading, writing, and communication skills. Every page is highlighted by a lively full-color illustration and an amusing verse that introduces the different sounds each letter makes when spoken.

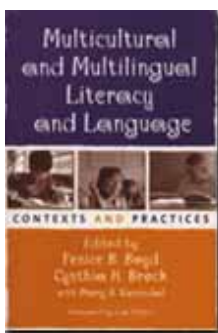
## Merriam-Webster's visual dictionary



Jean Claude Corbeil  
Springfield, MA :  
Merriam-Webster,  
2006.

REF 423.1 COR

The first visual dictionary to incorporate dictionary-scale definitions. More than 20,000 clear and concise terms and 6,000 full-color, highly detailed illustrations are grouped into 17 chapters outlining subjects from astronomy to sports. Ideal for teachers, parents, translators, and students.



## Multicultural and multilingual literacy and language: contexts and practices

New York, NY :  
Guilford Press, 2004.

370.117 MUL

This book explores ways that teachers, reading specialists, administrators and teacher educators can provide more effective literacy instruction to K-9 students from diverse ethnic, cultural and linguistic backgrounds. Cutting edge theory and research is interwoven with detailed case studies that bring to life complexities of teaching in today's multicultural classroom.

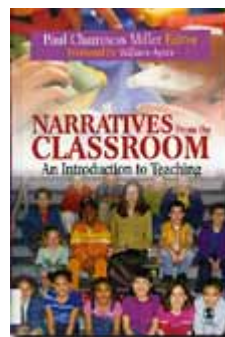


## Multiple intelligences in the classroom

By Thomas Armstrong  
Alexandria, VA:  
Association for  
Supervision and  
Curriculum  
Development, 2000.

370.15 ARM

This edition includes information on the eight intelligence (the naturalist), a chapter on a possible ninth intelligence (the existential), and updated information and resources throughout the text to help educators at all levels apply MI theory to curriculum development, lesson planning, assessment, special education, cognitive skills, educational technology, career development, educational policy, and more.



## Narratives From the Classroom : an Introduction to Teaching

Paul Chamness  
Miller, editor  
Thousand Oaks, CA  
Sage Publications,  
2005.

371.102 NAR

Initiates readers to many of the important classroom issues surrounding the field of teaching and avoids being prescriptive and encourages the reader to form his or her own conclusions about these issues. These collection of personal accounts and ideas written by teachers and teacher educators covers a wide range of topics, including the purpose of schools and teachers, policies and programs in the school, and practices found.





### **New ways in content-based instruction**

*Donna M. Brinton and Peter Master, editors.*  
Alexandria, VA :

Teachers of English to Speakers of Other Languages, 1997.

418.007 NEW

Dynamic and effective approach to second and foreign language instruction. Offers detailed in-class activities to accompany theme-based second language courses into the following categories: information management, critical thinking, hands-on activities, data gathering, text analysis and construction.



### **New ways in English for specific purposes**

*Peter Master and Donna M. Brinton, editors*

Alexandria, VA : Teachers of English to Speakers of Other Languages, 1998.

428.014 NEW

Contributions in this volume comes from 14 countries representing every continent on the globe, in response to the need for improved communication between the developed and developing countries of the world.

### **New ways in teaching grammar**

*By Martha C. Pennington.*

Alexandria, VA : Teachers of English to Speakers of Other Languages, 1995.

428.007 NEW

This book includes 85 ideas for the teaching of grammar submitted by English teachers from 10 countries in Asia, Europe, North America,



and South America. The contributions include specific aspects of grammar such as noun phrases and modal verbs, as grammar topics at the discourse level.



### **New ways in teaching listening**

*David Nunan and Lindsay Miller, editors*  
Alexandria, VA :

Teachers of English to Speakers of Other Languages, 1995.

428.34 NEW

Focuses on cognitive strategies: listening for main ideas and details, and predicting; contains activities that demonstrate the interlinked nature of listening, speaking, pronunciation, and vocabulary; provides practical ideas for teaching aspects of stress, intonation, and register. Deals also with use of technology, as well as affective aspects of the listening process.



### **New ways in teaching reading**

*Richard R. Day, editor*  
Alexandria, VA :

Teachers of English to Speakers of Other Languages, 1993.

428.43 NEW

Collection of activities, exercises, and suggestions contributed by teachers who have used them in their teaching of reading in ESL and EFL classrooms around the world to help students consolidate what they've learned in other lessons, and increase their knowledge of English through exposure to new vocabulary and grammatical structures.



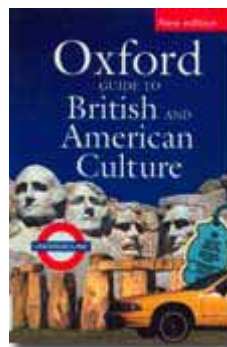
### **New ways in teaching young children**

*Linda Schinke-Llano and Rebecca Rauff, editors*

Alexandria, VA : Teachers of English to Speakers of Other Languages, 1996.

428.045 NEW

This volume offers 14 chapters of language activities that involve children in social interaction, real life situations, learning through the senses, actions and realia, literature, art, music, drama, storytelling and writing.

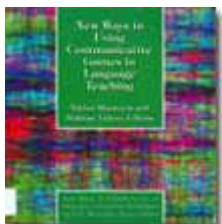


### **Oxford guide to British and American culture: for learners of English**

New York, NY : Oxford University Press, 2005.

REF 423.1 OXF

This is the most up-to-date Guide to British and America culture that gives you an insight into what's important in both countries today, what's popular, and what people feel strongly about. It's written for learners of English, in language that's easy to understand.



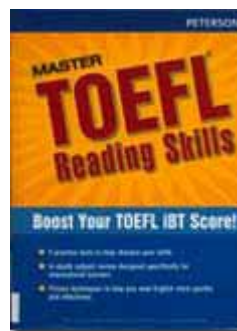
### **New ways in using communicative games in language teaching**

*Nikhat Shameem, Makhan Tickoo, editors*

Alexandria, VA : Teachers of English to Speakers of Other Languages, 1999.

420.7 NEW

By offering teachers nearly 100 communicative activities for a variety of settings, this book helps them organize the meaningful and contextualized learning of new language items and structures as well as the practice of old ones.



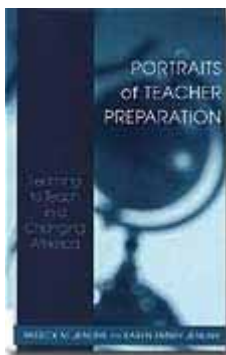
### **Peterson's Master TOEFL Reading**

Lawrenceville, NJ : Petersons, 2006.

428.43 REA

Provides the basic reading

comprehension review. The reading passages progress from relatively simple to relatively difficult. Various skills, such as finding the main idea and supporting details, are reviewed.



**Portraits of teacher preparation: learning to teach in a changing America**

*Edited by Patrick M. Jenlink, Karen Embry Jenlink*

Lanham, MD :

Rowman & Littlefield Education in partnership with the Association of Teacher Educators, 2005.

370.71 POR

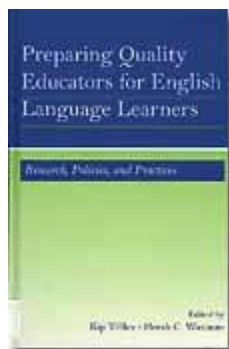
The portraits presented in the chapters explore new ways of learning to teach, set against the backdrop of a changing America. Present a narrative window that reflects a re-imagining of teacher education as culturally and ethically responsive. The contributors demonstrate an understanding on the need to set aside conventional practices for new mediums of expression and learning and constructing new and alternative pedagogies for learning.

**Preparing quality educators for English language learners : research, policies and practices**

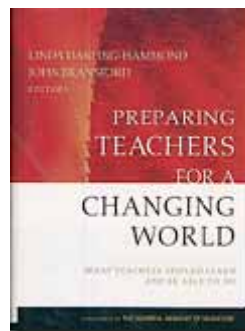
*Edited by Kip Téllez, Hersch C. Waxman*  
Mahwah, NJ : L. Erlbaum Associates, 2006.

418.007 PRE

Brings together a broad range of academics, school-based educators, and policymakers to address research, policy, and practice issues related to improving the education of English language learners in U.S. schools today. The focus is on the quality of preparation and development of pre-service and in-service educators.



**Preparing teachers for a changing world: what teachers should learn and be able to do**



*Edited by Linda Darling-Hammond [et al]*

San Francisco, CA : Jossey-Bass, 2005.

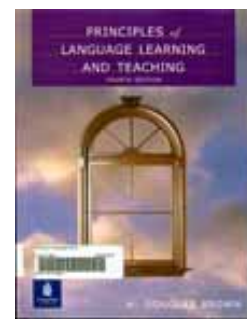
370.711 PRE

Written for teacher educators in both traditional and alternative programs, university and school system leaders, teachers, staff development professionals, researchers and educational policymakers, the book addresses the key foundational knowledge for teaching and discusses how to implement that knowledge within the classroom.

**Principles of language learning and teaching**

*By H. Douglas Brown*  
White Plains, NY  
Longman, 2000.

418.007 BRO



This book is the classic second language acquisition text used by teacher education programs worldwide. It introduces key concepts and simplifies them for students through definitions of terms, thought-provoking questions, charts, spiraling, and a classroom-friendly approach.

## Research perspectives on English for academic purposes

By John Flowerdew and Matthew Peacock  
Cambridge, MA : Cambridge University Press, 2001.

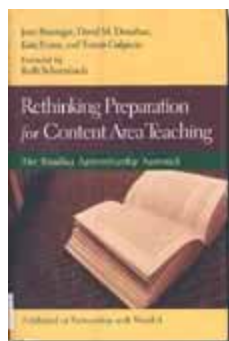


428.007 RES

The number of non-native students studying in English medium universities has increased over the past decade. This growth is the interest in English for Academic Purposes (EAP). This book aims to bring to the applied linguistic community current research in EAP and its implications for pedagogy.

## Rethinking preparation for content area teaching: the reading apprenticeship approach

Jane Braunger [et al.]  
San Francisco, CA : Jossey-Bass, 2005.



428.4 RET

The authors make the case for incorporating the Reading Apprenticeship instructional model into secondary teacher preparation programs. Arguing that teacher education programs need to foster a broader understanding of adolescent literacy, especially if teachers are to help their students read in discipline-specific ways.

## Spanglish

Edited by Ilan Stavans  
Westport, CT : Greenwood Press, 2008.

460.4221 SPA

This volume collects a handful of exploratory socio-linguistic essays on the history and linguistic development of Spanglish and the challenges it poses on a number of areas, among them, education. It's also included a chronology about the politics of the language in the United States.



## Spanglish : the making of a new American language

Ilan Stavans  
New York, NY : Rayo, 2004.

REF 422.461 STA

The emergence of Spanglish as a form of communication is one of the more influential markets of an America gone Latino. Spanish has become ubiquitous in the last few decades, but north of the Rio Grande has not spread in its pure Iberian form; on the contrary, it is the astonishing creative linguistic amalgam of tongues used by people of Hispanic descent: neither Spanish nor English, but a hybrid, known only as Spanglish.



## Spotlight on the USA

Randee Falk  
New York, NY : Oxford University Press, 1993.

428.64 FAL

Travel from region to region, learning about culture, history, and everyday life in the United States. Explore

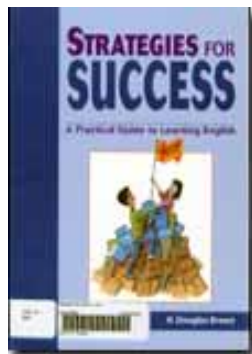




the natural wonders of the West, shop the streets of New York and Los Angeles, or float down the Mississippi River in a raft. From the wilderness of Alaska to the sunshine of Key West, this book takes you there.

**Strategies for success: a practical guide to learning English**

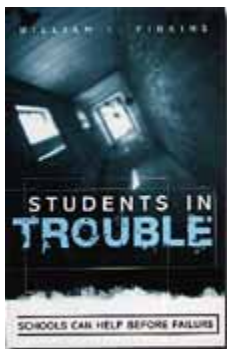
*By H. Douglas Brown*  
White Plains, N.Y : Longman, 2002.



428.24 BRO

Gives students and teacher to take a fresh look at the learning process. It guides students to become aware of their learning styles and to develop strategies to make their language learning successful.

**Students in Trouble : Schools Can Help before Failure**



*William L. Fibkins*  
Lanham, MD : Scarecrow Education, 2005.

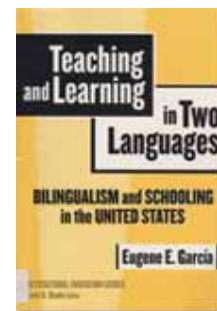
373.14 FIB

Helps educators come face to face with this flawed system, adopting

the concept of a school-wide intervention system that includes many open and inviting doors for help. This book recognizes the resistance some people will offer to such an approach, but then counters it by showing how to get them to be a part of a new helping process, be trained, and be an important cog in the schools' intervention process.

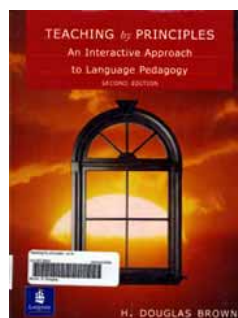
**Teaching and learning in two languages: bilingualism & schooling in the United States**

*Eugene E. Garcia*  
New York : Teachers College Press, 2005.



370.117 GAR

The author uses a research-based and complex analysis to describe the ways in which students learn a second language and how schools can best facilitate the acquisition of a second language by bilingual students. Provides a comprehensive description of the theory and research on second-language teaching and learning, identifies the characteristics of effective bilingual education programs, and presents examples of school programs that exemplify these characteristics.



**Teaching by principles: an interactive approach to language pedagogy**

*By H. Douglas Brown.*  
White Plains, NY : Longman, 2001.

418.007 BRO

This is a methodology text used in teacher education programs around the world. It offers a comprehensive survey of practical language teaching options, all firmly anchored in accepted principles of language learning and teaching.



### Teaching children English: a training course for teachers of English to children

By David Vale with Anne Feunteun  
Cambridge, UK ; New York : Cambridge

University Press, 1995.

428.007 VAL

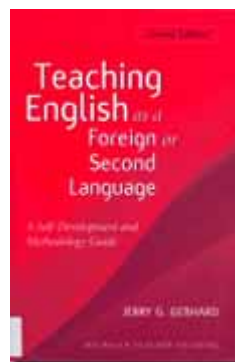
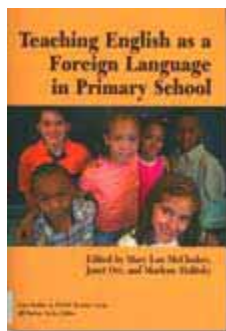
This is a training course for teachers of English as a foreign language to young learners, aged 7 years and over. The book is intended for native and non-native teachers, and their trainers.

### Teaching English as a foreign language in primary school

Edited by Mary Lou McCloskey [et al]  
Alexandria, VA : Teachers of English to Speakers of Other Languages, 2006.

428.045 TEA

Language educators and program implementers from various countries describe programs and practices designed to support English instruction for primary-aged learners. This volume highlights the global role of English as it emerges as the major foreign language in many primary schools around the globe, and the authors offer numerous insightful curricular innovations and classroom success stories.



### Teaching English as a foreign or second language: a teacher self-development and methodology guide

Jerry G. Gebhard  
Ann Arbor, MI : University of Michigan Press, 2006.

418.007 GEB

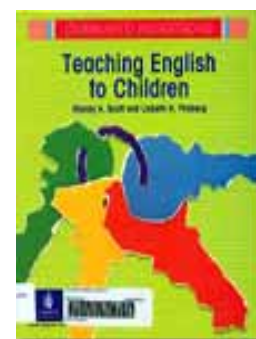
Designed for those new to ESL/EFL teaching and for self-motivated teachers who seek to maximize their potential and enhance the learning of their students. This guide provides basic information that ESL/EFL teachers should know before they start teaching and many ideas on how to guide students in the skills of listening, speaking, reading, and writing.

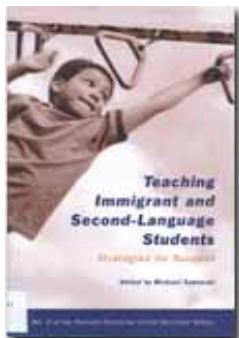
### Teaching English to children

By Wendy A. Scott and Lisbeth H. Ytreberg.  
New York, NY : Longman, 1990.

428.045 SCO

It is full of ideas and activities which can be adapted for use with children of any age and it gives much practical advice on the planning of lessons and the organization of the classroom.





### **Teaching immigrant and second-language students: strategies for success**

*By Michael Sadowsk*  
Cambridge, MA:  
Harvard Education  
Press, 2004.

371.97 TEA

This volume draws on the work of teachers, administrators, and researchers to identify the practices that reach immigrant and second-language students most effectively.

### **Teaching language: from grammar to grammaring**

*By Diane Larsen-Freeman*  
Boston, MA :  
Thomson/Heinle,  
2003.



428.007 LAR

This book explores the regular, predictable elements of language as well as the potential creativity of its underlying system. By combining a wide range of view points with her own personal experiences and studies, Diane Larson-Freeman challenges the static descriptive ideas of grammar, based on rules, and promotes the more fluid and dynamic notions of reason-driven "grammmaring", which she defines as "the ability to use grammar structures accurately, meaningfully, and appropriately

### **Tools for writing**

*By Linda Robinson  
Fellag, Laura Tomassi  
Le Dréan*  
Pacific Grove, CA :  
Heinle & Heinle, 1995.

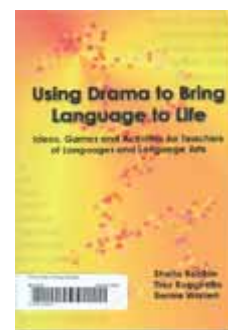
808.042 FEL



This book provides a structured, process approach with the "tools"-rhetoric, sentence structure, vocabulary, and grammar-that students need to become successful writers.

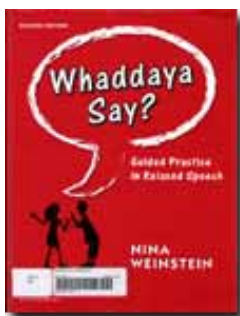
### **Using drama to bring language to life: ideas, games and activities for teachers of languages and language arts**

*By Sheila Robbie, Tina  
Ruggirello, Bernie Warren*  
North York, Ont : Captus  
Press, 2001.



407 ROB

This is a practical handbook for those teaching or learning to teach languages or language arts. It provides careful instructions of various theatrical techniques to assist students and teachers throughout the stages from enrollment in dramatic role-play experiences to serious contemplation and critique.

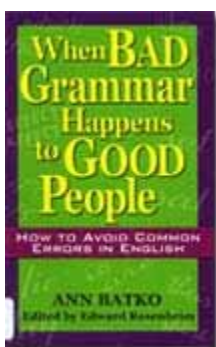


### **Whaddaya say?: guided practice in relaxed speech**

*By Nina Weinstein*  
White Plains, NY :  
Longman, 2001.

428.3 WEI

Helps intermediate to high-intermediate students understand English as it is really spoken. This easy-to-use listening program familiarizes students with the rapid speech commonly used in everyday life. In recognizing the difference between careful, slow speech and relaxed, fast speech, students will improve their comprehension of spoken English both inside and outside of the classroom.

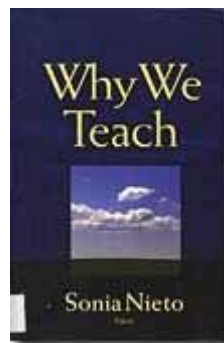


### **When bad grammar happens to good people: how to avoid common errors in English**

*Ann Batko*  
Franklin Lakes, NJ :  
Career Press, 2004.

428.007 BAT

Program designed to help the reader to identify and correct the most common errors in written and spoken English. Each chapter contains tests to help reinforce what you've learned. The information is presented in a clear, lively and conversational style.



### **Why we teach**

*Edited by Sonia Nieto*  
New York, NY :  
Teachers College  
Press, 2005.

371.1 WHY

The teachers in this book, like so many across the country, do the kind of work that many not grab headlines but is far more important than even the highest test score: These teachers listen closely to their students and they share in their students' struggles and successes.

### **A writing book, English in everyday life : a teacher's resource book**

*Tina Kasloff Carver [et al]*  
Upper Saddle River, NJ : Prentice Hall  
Regents, 1998.

808.042 CAR



This book includes: over 100 reproducible writing lessons for English in everyday life, all lessons designed as cooperative learning activities, forms, journals, lists, greeting cards, notes, messages, directions, checks, schedules, and more, ten optional flip-sides for additional practice, and activities guide with suggestions for teaching each activity.