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TEACHER TRAINING, APPLIED LINGUISTICS, & ENGLISH FOR ACADEMIC PURPOSES

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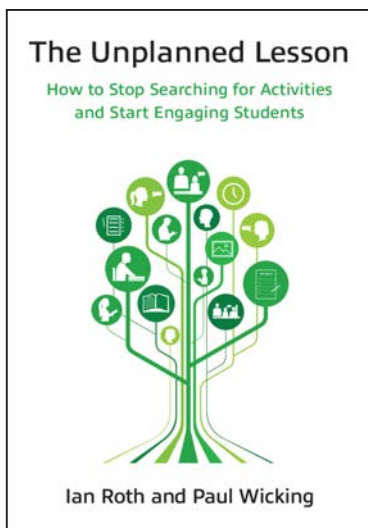
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Contact our Editor, Katie LaPlant, at klaplant@umich.edu.



The Unplanned Lesson

**HOW TO STOP SEARCHING FOR
ACTIVITIES AND START ENGAGING
STUDENTS**

Ian Roth and Paul Wicking

The complexities of language education demand that teachers have the flexibility to be able to adapt their plans during lessons in order to meet the needs of their students. Yet teachers are trained to meticulously prepare lesson plans and numerous activities to keep their students engaged. This can lead to teachers feeling locked into the plan they spent time preparing. *The Unplanned Lesson* suggests a new paradigm for how to prepare for and conduct language lessons based on curating what

the authors term “structures.”

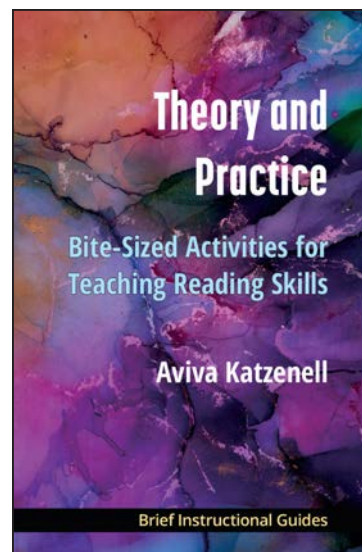
By focusing on structures that are flexible, evolvable, repeatable, and memorable, teachers can reduce the amount of time they spend planning and increase the amount of time students are engaged in deliberate practice. Designed to integrate with any syllabus or textbook, *The Unplanned Lesson* approach aims to allow teachers to transform their classrooms by giving them more time to focus on supporting their students’ learning.

“*The Unplanned Lesson* helps new and seasoned teachers consider novel ways to approach our teaching, drawing upon education and other fields with practical suggestions. Central to this teacher resource is the authors’ catalogue of 50 structures, complete with visuals, that can be used in myriad ways to enhance interaction in language classes. Yet first read the foundational background, which allows readers to implement the structures in creative and thoughtful ways. Highly recommended!” —Michael Lessard-Clouston, Biola University

NEW! <https://press.umich.edu/Books/T/The-Unplanned-Lesson2>

EBOOK AVAILABLE

978-0-472-03963-0
138 pgs. / \$29.95 TXT



Theory and Practice

**BITE-SIZED ACTIVITIES FOR TEACHING
READING SKILLS**

Aviva Katzenell

Theory and Practice: Bite-Sized Activities for Teaching Reading Skills is an easily digestible guide that links key reading skills theory to practical activities that can be adapted for different classrooms. It dives into the physiological process of reading, the link between sounds and symbols, reading accomplishments at different levels, and the skills required for reading fluency. In addition, *Theory and Practice* discusses Color Vowel methodology and how it aids students in acquiring automaticity through pattern recognition and associating sound with color. Chapters contain activities for pre-

reading, interactive reading, and post-reading as well as how to adapt these activities for different learning levels. Examples of real student work, images, vocabulary logs, and the annotations that accompany each activity demonstrate what teachers can expect for the outcome of each activity. *Theory and Practice* aims to provide practicing ESOL instructors, student teachers, and educators with the key theory and tools they need to help their classes boost L2 reading skills and cultural competency in English.

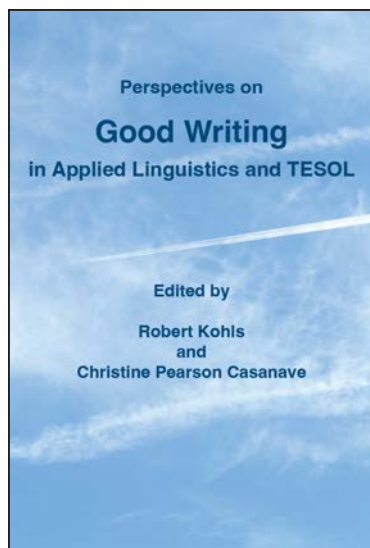
“Katzenell takes readers gently by the hand and introduces them to simple and effective methods for teaching reading skills. Enhanced by her clear instructions and examples, these practical techniques and activities can be integrated into any learning environment, with any level of student, and will be of use to both novice and experienced teachers alike.”

—Gemma Archer, Programme Coordinator of English Language Teaching,
University of Strathclyde

NEW!

EBOOK AVAILABLE

978-0-472-22135-6
104 pgs. / \$15.99 TXT



Perspectives on Good Writing in Applied Linguistics and TESOL

Edited by Robert Kohls and Christine Pearson Casanave

In order to teach, evaluate, and research academic writing, scholars and writing teachers need to have a clear and explicit idea of what they mean by “good” or “bad” writing rather than taking an intuitive, “I know it when I see it” approach. In *Perspectives on Good Writing in Applied Linguistics and TESOL*, seasoned scholars and pre-service writing teachers offer their insights into the nature and activity of effective writing in first and additional languages at the college and university level. Readers will find first-person accounts of well-established scholars learning to write and publish in Eng-

lish, conceptual articulations on the nature of writing and academic publishing, and how perspectives on good writing shape teacher feedback and writing curricula. In addition, this book suggests new areas of L2 writing research beyond the well-traveled practice of written corrective feedback (WCF). This book is ideal for readers curious to learn more about how established scholars developed their writing skills as well as for pre-service teachers exploring their own beliefs, values, and assumptions about what good writing means to them.

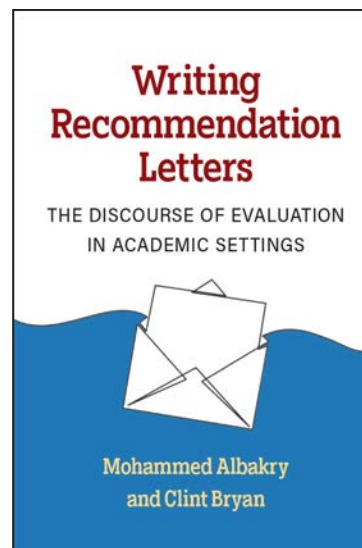
In *Perspectives on Good Writing in Applied Linguistics and TESOL*, readers will develop their understanding of writing practices through chapters covering the following areas:

- teaching, learning, and assessing
- mentoring, supervising, and publishing
- personal perspectives
- readers and reading

NEW!

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978-0-472-03940-1
306 pgs. / \$39.95 TXT



Writing Recommendation Letters

THE DISCOURSE OF EVALUATION
IN ACADEMIC SETTINGS

Mohammed Albakry
and Clint Bryan

Writing Recommendation Letters

THE DISCOURSE OF EVALUATION IN
ACADEMIC SETTINGS

Mohammed Albakry and Clint Bryan

Even though reading and writing recommendation letters is one of the essential service tasks of the professorial life of academics, there are few resources to train graduate students and junior academics on how to draft a successful recommendation letter for different academic purposes. *Writing Recommendation Letters* draws linguistic and rhetorical principles from close to a thousand real-world examples of academic letters of recommendation. As a result, the research that informs the pedagogy is extensive, current, and highly relevant to the discourse of evaluation

in academic settings with findings that have implications for genre-based writing instruction, English for Academic Purposes (EAP), and teaching of academic literacies.

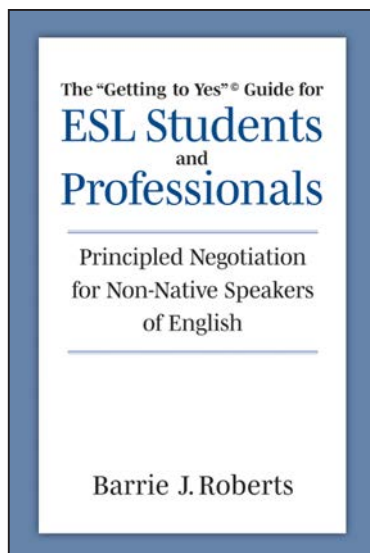
Key Features:

- Readers will learn the theoretical context that defines the genre of letters of recommendation.
- The book highlights the similarities and differences between the three different types of letters of recommendation: letters written for graduate admission, letters written in support of fellowship applications, and letters written to support obtaining a faculty position.
- Chapters on different aspects of linguistic and rhetorical features discuss presenting the applicants' credentials, highlighting the strengths of their character, accentuating and downplaying certain traits, as well as the pros and cons of boilerplate language and the use of customary frames for opening and closing.
- Readers will see real-world examples of actual letters of recommendation to see how seasoned faculty build the case for the applicant.

NEW!

EBOOK AVAILABLE

978-0-472-03965-4
162 pgs. / \$24.95 TXT



The “Getting to Yes” Guide for ESL Students and Professionals

**PRINCIPLED NEGOTIATION FOR
NON-NATIVE SPEAKERS OF ENGLISH**
Barrie J. Roberts

Getting to Yes, developed at the Harvard Negotiation Project, has been an international bestseller on win-win “principled” negotiations since 1981. Its four-step method has helped millions of people negotiate successfully with friends, relatives, business partners, customer service agents, opposing counsel, government officials, and other adversaries. This guide prepares non-native speakers of English to join the global community of people who use *Getting to Yes* to negotiate win-win agreements in English. It provides page-by-page

explanations of over 1,000 words, phrases, concepts, and examples that these readers may misunderstand; short stories that use these new words and concepts to help readers apply them to new contexts; delightful cartoons to highlight main ideas; optional ESL activities; and a glossary of the key negotiation idioms and terms used in *Getting to Yes*.

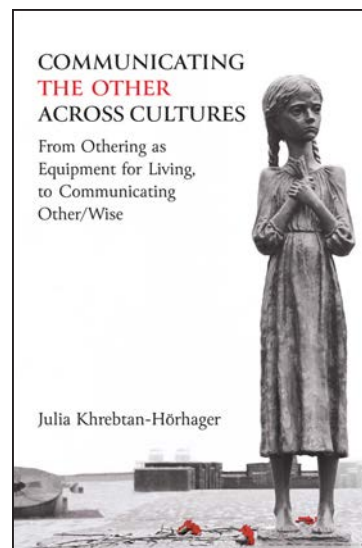
Benefits for teachers:

- Chapter Guides provides ready-made lesson plans with activities to do before, while, and after reading each chapter of *Getting to Yes*
- This book can be used for selected chapters of *Getting to Yes* or for a complete stand-alone course on *Getting to Yes* for non-native speakers of English or Generation 1.5 students
- Optional activities throughout the book can be assigned for in or out of the classroom. These include activities for reading comprehension, vocabulary building, paraphrasing, critical thinking, discussing, and writing
- Short stories written to accompany each chapter require students to apply new vocabulary and negotiation concepts to real-world disputes

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978-0-472-03967-8
237 pgs. / \$34.95 TXT



Communicating the Other across Cultures

**FROM OTHERING AS EQUIPMENT FOR
LIVING, TO COMMUNICATING
OTHER/WISE**

Julia Khrebtan-Hörhager

Whenever political and social decisions use categories of identity such as race, religion, social class, or nationality to distinguish groups of people, they risk holding certain groups as inferior and culturally “Other.” When people employ ideologies of imperialism, colonialism, patriarchy, and classism, they position certain groups as superior or ideal/ized people. Such ideological positioning causes nations to take actions that isolate or endanger minoritized populations. This cultural Othering can lead to

atrocities such as Native Americans being expelled from their native lands through the Trail of Tears, millions of Ukrainians starving to death during the Holodomor, or millions of Jews exterminated during the Holocaust. This book uses examples from the United States, Western Europe, and Russia to demonstrate historical patterns of Othering people, as well as how marginalized people fight back against dominant powers that seek to silence or erase them.

“An intricate and relevant work that elucidates intercultural Othering from multiple perspectives. The book engages with the concept of Othering from a critical cultural perspective and through presenting and analysing complex cross-cultural and cross-temporal examples of verbal, visual, and material cultural Othering across the globe.”

— Evgeniya Pyatovskaya, *Journal of Multicultural Discourses*

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Hardcover 978-0-472-07652-9 / \$79.95 TXT

Making Academic Presentations

WHAT EVERY UNIVERSITY STUDENT
NEEDS TO KNOW

Robyn Brinks Lockwood

The ability to give a successful presentation in an academic setting is critical to success both on and off campus. *Making Academic Presentations* describes the five moves, or parts, of a typical presentation and provides examples of language that can be used to successfully accomplish these moves. Although language is vital to giving a good presentation, the book also addresses other factors that influence the success of a presentation, such as overcoming nervousness, nonverbal communication, and pronunciation and paralinguistics.

The book includes a variety of tasks that will help students practice developing and analyzing presentations as well as practice projects for applying these lessons. In addition, rubrics and evaluation forms are included for instructors to adapt and use for evaluation purposes.

Leading Academic Discussions

WHAT EVERY UNIVERSITY STUDENT
NEEDS TO KNOW

Robyn Brinks Lockwood

The ability to lead a successful discussion in a seminar or course, or as part of key project team, is critical to success in and beyond higher education. *Leading Academic Discussions* describes the six moves, or parts, of a typical academic discussion and provides many examples of language that can be used to accomplish these moves. A variety of tasks then offers practice for students in the roles of participants **and** leaders because, to be a good leader, students must first be good participants. Throughout the text, reflection questions about leading discussions are provided for those who are or hope to be teaching assistants (TAs) and project leads/managers.

Although discussions are heavily reliant on words, they are also influenced and affected by pronunciation, stress, pitch, and tone. Because speakers need to both notice and use these cues to make their messages clear to other participants, the text addresses these factors as well. Additionally, non-verbal communication plays an essential role, so one chapter is devoted to it. Video analysis tasks are included to accompany the six mini discussion videos that are open and available at umichigan.pressbooks.pub/leadingacademicdiscussions/

Office Hours

WHAT EVERY UNIVERSITY STUDENT
NEEDS TO KNOW

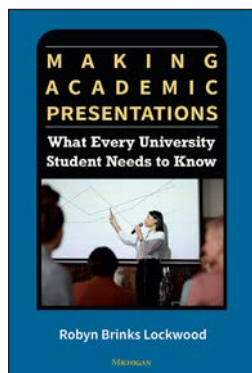
Robyn Brinks Lockwood

This small task-based print and ebook will teach students what office hours are and how they are used, introduce them to the five parts—or moves—of an office hour, present the language needed for those five parts, and offer some general do's and don'ts. Also included are pronunciation notes to make sure all participants start, complete, and end each office hour on a positive note. Students who plan to be TAs will find additional tasks for them.

The language and strategies in this book can also extend beyond office hours and be applied to professional contexts, such as meetings with bosses and colleagues.

Videos available at

<https://umichigan.pressbooks.pub/officehours/>



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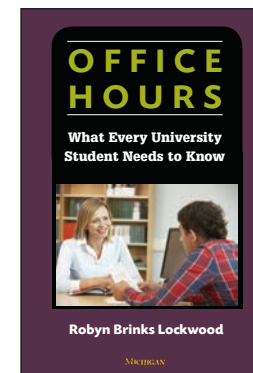
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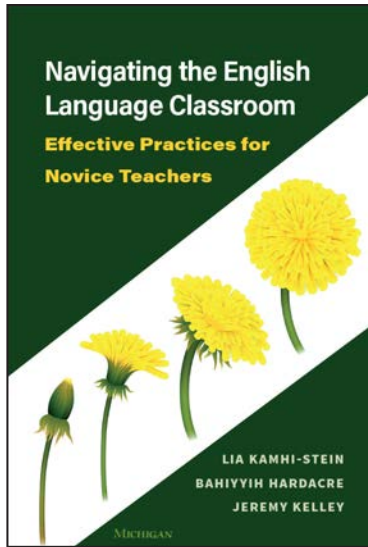
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Navigating the English Language Classroom

EFFECTIVE PRACTICES FOR NOVICE TEACHERS

By Lía D. Kamhi-Stein, Jeremy Kelley, and Bahiyih Hardacre Cerqueira

Although language teacher preparation programs expose future teachers to a variety of approaches, methods, and techniques, the transition from training environments to real classrooms is not a straightforward one. *Navigating the English Language Classroom* is designed to bridge the gap between the highly theorized view of the language classroom presented in language teacher preparation programs and the first years of teaching. Written in accessible language and filled with principled

pedagogical practices, the chapters can be integrated into any teacher training program. Novice K–12 and post-secondary teachers can turn to *Navigating the English Language Classroom* as a self-study resource to help them navigate the first few years in their classrooms.

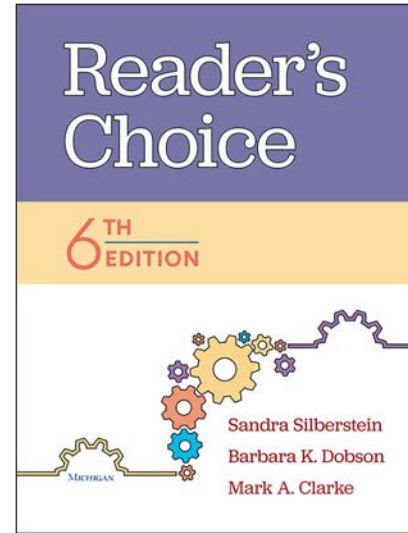
Each chapter offers context, a case study, common concerns, and then concrete, research-based practices that link theory to practice in an easy-to-access manner. Readers will learn how to face several challenges, including:

- Lesson planning and delivery
- Classroom assessment
- Integrating technology into the classroom
- Using corpora in the classroom
- Establishing a professional identity

NEW!

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342 pgs. / \$34.95 TXT



Reader's Choice

SIXTH EDITION

Sandra Silberstein,
Barbara K. Dobson,
and Mark A. Clarke

In this new edition, *Reader's Choice* continues its legacy of teaching skills for academic success. This classic textbook teaches readers that the most important skill is selecting the best reading strategies for solving everyday reading challenges. The exercises and readings in *Reader's Choice* help students become independent, efficient readers.

In *Reader's Choice, 6th Edition*, students will:

- Learn key critical reading skills for prose, charts, graphs, and data, such as analyzing context clues, using prefixes and suffixes, and more
- Develop contextual reading skills through real life scenarios and practice exercises
- Engage with high-interest examples from popular news sources, contemporary literature, and scientific studies
- Complete interactive online quizzes and exercises to supplement and measure student learning

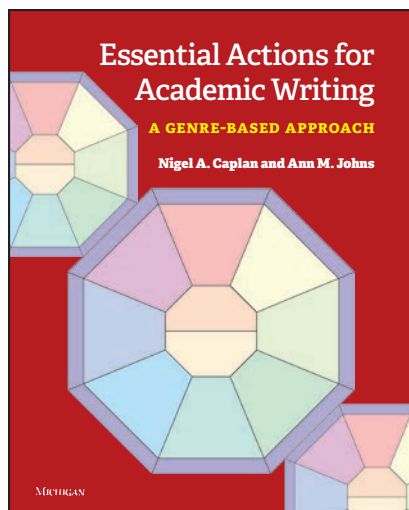
Reader's Choice, 6th Edition is accompanied by a companion website featuring student resources and by a set of teaching materials supporting classroom use.

High-intermediate/Advanced/B1-C1

NEW!

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978-0-472-12907-2
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Essential Actions for Academic Writing

A GENRE-BASED APPROACH

Nigel A. Caplan and
Ann M. Johns

Essential Actions for Academic Writing is a writing textbook for all beginning academic students, undergraduate or graduate, to help them understand how to write effectively throughout their academic and professional careers. *Essential Actions* combines genre research, proven pedagogical practices, and short readings to help students writing in their first, second, or additional languages to develop

their rhetorical flexibility by exploring and practicing the key actions that will appear in academic assignments, such as explaining, summarizing, synthesizing, and arguing.

Part I:

- Introduces students to rhetorical situation, genre, register, source use, and a framework for understanding how to approach any new writing task.
- Demonstrates that all writing responds to a context that includes the writer's identity, the reader's expectations, the purpose of the text, and the conventions that shape it.

Part II:

- Explores the essential actions of academic writing (explain, summarize, synthesize, report and interpret data, argue, respond, and analyze).
- Provides examples of the genres and language that support each action.

Part III:

- Offers four extended projects that combine the essential actions in different genres and contexts.

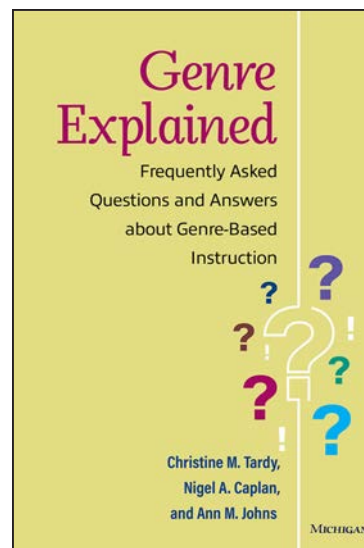
BESTSELLER!

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Advanced Undergraduate/Graduate EAP

978-0-472-03796-4

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Genre Explained

FREQUENTLY ASKED QUESTIONS
AND ANSWERS ABOUT GENRE-BASED
INSTRUCTION

Christine M. Tardy, Nigel A. Caplan and
Ann M. Johns

The idea of teaching writing through genres—rather than, say, through prescriptive forms, templates, and rhetorical modes—is intuitively appealing. Yet many teachers have questions, and they are absolutely right to ask them: What are genres? What is genre-based instruction? What do students write if they don't write essays? Isn't it easier to teach and learn five-paragraph essays? What's the role of language in genre teaching? And many more. These are all excellent questions and ones that new and

experienced teachers alike have also struggled with. This book sets out to tackle some of the most common questions that teachers, teacher educators, and administrators may have when moving toward a genre-based teaching approach.

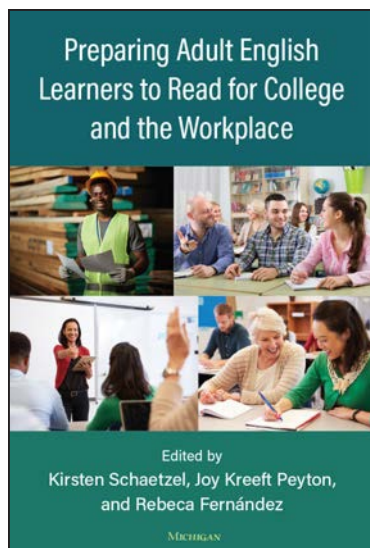
“This book offers reader-friendly, accessible answers to some of the most common questions writing teachers in higher education may have about genre and genre-based writing instruction. It does this without oversimplifying the complex nature of genre-based writing instruction. This book will be of use to educators at various stages of their career and with varying levels of familiarity with genre-based approaches. This is a book I know I will come back to regularly and will recommend to others often.” —*Journal of Second Language Writing*

NEW!

EBOOK AVAILABLE

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176 pgs. / \$24.95 TXT



Preparing Adult English Learners to Read for College and the Workplace

Edited by Kirsten Schaetzel, Joy Kreeft Peyton, and Rebeca Fernández

The ability to read effectively—to work with a text, understand its meaning, and talk and write about it with and for others—is a critical aspect of academic and workplace success. However, many adults who are learning English as a second or additional language do not have the skills needed to be successful and may drop out of college and university programs before they reach their goal. Bringing together a rich collection of topics and authors, this

edited volume provides theory, research, and instructional approaches to help adult education ESL practitioners work effectively with adult learners and prepare them to be successful with reading in academic and workplace settings.

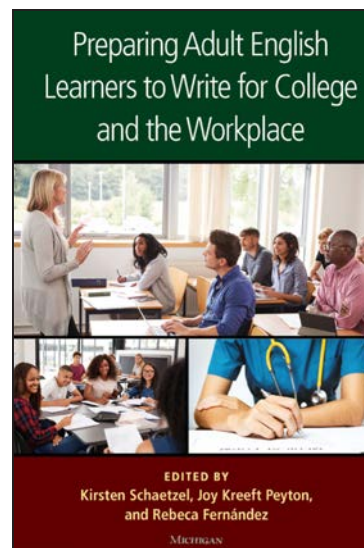
After reading this book, adult ESL practitioners will be able to

- Prepare adults learning English to apply appropriate reading strategies to a variety of academic and professional contexts and purposes
- Use instructional strategies, including digital technology, to help struggling and developing readers close gaps in skills and conceptual knowledge
- Improve reading comprehension through robust vocabulary instruction
- Enhance reading skills and comprehension through writing instruction that balances sentence-level, discourse, and interactive processes and practices
- Inspire students to become lifelong readers who engage in extensive reading outside of school and professional contexts

NEW!

EBOOK AVAILABLE

978-0-4720-3966-1
247 pgs. / \$34.95 TXT



Preparing Adult English Learners to Write for College and the Workplace

Preparing Adult English Learners to Write for College and the Workplace

Edited by Kirsten Schaetzel, Joy Kreeft Peyton, and Rebeca Fernández

This volume has been written as a response to the new types of communicative demands that the twenty-first century has brought to the workplace. Today's adult education programs must prepare students to understand complex operations, be problem-solvers, be computer literate, and be fluent in professional English when speaking and writing. As a result, writing has become a bigger need in the field of adult education, and writing instruction must follow suit and extend beyond transactional writing (taking notes, correcting grammar, writing nar-

ratives) to rhetorically flexible writing for multiple audiences, purposes, and contexts, whether for a college course or in the workplace. Some of the specific types of writing students need now are the ability to: write argumentative, technical, and informative texts; create, argue for, and support a thesis statement; summarize; write concisely with appropriate vocabulary; produce a well-edited piece understandable to native speakers; and use and credit sources.

The volume is organized into four parts: Setting the Stage for Teaching Writing, Supporting the Writing Process, Working with Beginning Writers, and Aligning Writing with Accountability Systems. Chapters are written by current (or former) adult educators with experience across levels. Each chapter introduces an approach based on research that can guide writing instruction and provides specific guidance and tools for implementation. Questions open and close the chapters to guide reading and frame future exploration.

EBOOK AVAILABLE

978-0-4720-3736-0
280 pgs. / \$31.00 TXT

Thriving as a Graduate Writer

PRINCIPLES, STRATEGIES, AND HABITS FOR EFFECTIVE ACADEMIC WRITING

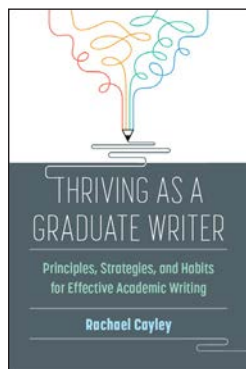
Rachael Cayley

Thriving as a Graduate Writer offers a comprehensive guide to the multifaceted challenges of writing in graduate school. It shows readers how to think about academic writing, how to manage an academic text, and how to establish an effective writing practice. Graduate students from all disciplines will find concrete strategies and motivation for the enterprise of academic writing. Intended for both multilingual writers and those for whom English is a first language, *Thriving as a Graduate Writer* offers essential writing support in quick, easily digestible chunks.

Readers of *Thriving as a Graduate Writer* will:

- Learn how to establish an effective writing practice
- Discover how to position themselves as competent and engaged writers
- Learn how to structure their writing, craft effective sentences, and create movement with a text
- Develop processes for draft revisions
- Create individual writing strategies that will last throughout their careers

Rachael Cayley's blog, *Explorations of Style*, continues the discussion on the challenges of academic writing. Visit it at explorationsofstyle.com.



BESTSELLER!

EBOOK AVAILABLE

Advanced/Graduate EAP
978-0-472-03912-8
300 pgs. / \$29.95 TXT

Supporting the Growth of Graduate Writers

A FILM

Talinn Phillips and Rachael Ryerson

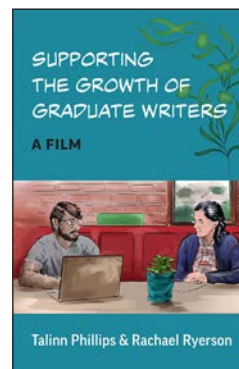
Supporting the Growth of Graduate Writers: A Film offers short scenes to capture the work of real graduate writers and writing consultants. Each scene has been collaboratively written to represent common issues graduate student writers face. Each scene also includes specific strategies writing consultants can use to help graduate students grow as writers.

Writing consultants will learn how to help writers adapt to the complex academic, psychological, and social demands of graduate writing. *Supporting the Growth of Graduate Writers* also helps consultants to use the demands of unfamiliar genres and disciplines to develop a posture of openness and humility.

Scene topics include:

- Supporting novice graduate students
- Strategizing revisions
- Conducting literature reviews
- Developing genre knowledge across disciplinary boundaries

These stand-alone scenes can be viewed in any order, making them adaptable to a variety of writing consultant training programs. Writing consultants can also watch the scenes independently to improve their practice.



OPEN ACCESS!

978-0-472-90302-3

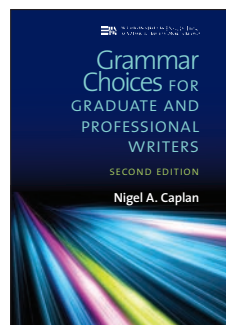
This project was sponsored by the University of Michigan Press, Ohio University's College of Arts & Sciences Humanities Research Fund, and by Ohio University's Graduate Writing and Research Center.

Grammar Choices for Graduate and Professional Writers

SECOND EDITION

Nigel A. Caplan

Grammar Choices is a different kind of grammar book: It is written for graduate students, including MBA, master's, and doctoral candidates, as well as postdoctoral researchers and faculty. Additionally, it describes the language of advanced academic writing with more than 300 real examples from successful graduate students and from published texts, including corpora.



Each of the eight units in *Grammar Choices* contains: an overview of the grammar topic; a preview test that allows students to assess their control of the target grammar and teachers to diagnose areas of difficulty; an authentic example of graduate-student writing showing the unit grammar in use; clear descriptions of essential grammar structures using the framework of functional grammar, cutting-edge research in applied linguistics, and corpus studies; vocabulary relevant to the grammar point is introduced.

Among the changes in the Second Edition are:

- New sections on parallel form and possessives
- Revised and expanded explanations, but particularly regarding verb complementation, complement noun clauses, passive voice, and stance/engagement
- A restructured Unit 2 and significantly revised/updated Unit 7
- New Grammar Awareness tasks in Units 3, 5, and 6
- New exercises plus revision/updating of many others
- Self-editing checklists in the Grammar in Your Discipline sections
- Representation of additional academic disciplines (e.g., engineering, management) in example sentences and texts and in exercises.

The Commentary for teachers has been updated and now includes correlations to *Academic Writing for Graduate Students, 3rd Ed.*, and suggestions for speaking tasks.

Graduate/Advanced/EAP

BESTSELLER!

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An A to W of Academic Literacy

KEY CONCEPTS AND PRACTICES

FOR GRADUATE STUDENTS

Mary Jane Curry, Fangzhi He, Weijia Li,
Ting Zhang, Yanhong Zuo, Mahmoud Altalouli,
& Jihan Ayesh

An A to W of Academic Literacy is designed for graduate students of all language backgrounds and at any level of study. It is created as a comprehensive reference for graduate students. As a glossary of terms, it can also be used as a supplemental textbook for graduate workshops and seminars and by writing consultants and instructors across the disciplines.

The guide defines 65 common academic literacy terms and explores how they relate to genres, writing conventions, and language use. Each entry briefly defines the term, identifies variations and tensions about its use across disciplines, provides examples, and includes reflection questions. An appendix lists further readings for each entry.

Unique to this volume are comments featuring the experiences of the graduate students who wrote the entries, comments that bring each entry to life and build a bridge to graduate student readers.

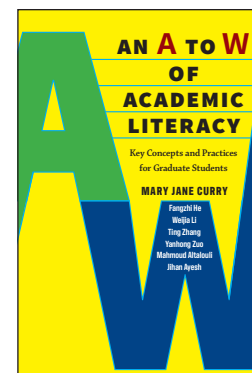
“This book is well worth a look for anyone working with novice doctoral writers.”
—*DoctoralWriting*

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978-0-472-03773-5

184 pgs. / \$25.00 TXT



Supporting Graduate Student Writers

RESEARCH, CURRICULUM,
AND PROGRAM DESIGN

Steve Simpson, Nigel A. Caplan, Michelle Cox,
& Talinn Phillips, Editors

This volume explores roles that L2 writing specialists, IEP directors and instructors, writing center administrators, and others play in cross-campus dialogues on graduate student writing support. This book is designed for writing studies researchers interested in new directions for graduate writing research and for practitioners or program directors looking for practical directions.

Part 1 lays out what current courses and programs look like, what gaps exist in current program design, and what future work is needed. Part 2 explores the nuts and bolts of graduate writing support at the classroom and program level. The program profiles in Part 3 represent examples of successful program models around the world.

“*Supporting Graduate Student Writers* captures the nascent state of existing graduate support programs and provides ample ideas for those wishing to develop or improve their own programs.”

—*Journal of Second Language Writing*



978-0-472-03668-4
320 pgs. / \$33.50 TXT

Getting Published in Academic Journals

NAVIGATING THE PUBLICATION PROCESS

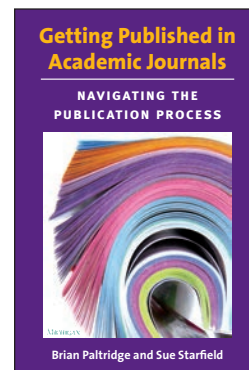
Brian Paltridge & Sue Starfield

Getting Published in Academic Journals draws on the experiences of the authors as editors of peer-reviewed journals, as teachers of writing-for-publication courses and workshops, as researchers of the scholarly publication process, as reviewers of hundreds of articles, and as published authors.

The book is written to be used in workshops on publishing, as a supplement to the books in the revised and updated *English in Today's Research World* (Swales & Feak) series, and as a stand-alone guide for academic writers working by themselves.

“Getting published can be a daunting prospect. This slim volume aims to provide a practical guide for those yet to begin their publishing journey, especially when completing a PhD. However, unlike many other ‘how to’ guides available, this book is more than a series of ‘do’s and don’ts’ for the less confident, and much of the guidance will also be of interest to those more experienced who wish to build on a successful journal publication acceptance or understand and learn from eventual disappointment.”

—*BALEAP*



EBOOK AVAILABLE

978-0-472-03540-3
128 pgs. / \$23.00 TXT

Before the Dissertation

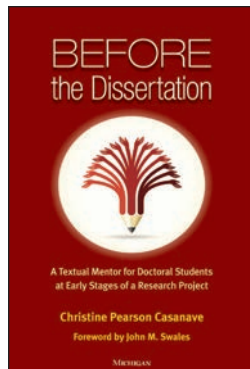
A TEXTUAL MENTOR FOR DOCTORAL STUDENTS AT EARLY STAGES OF A RESEARCH PROJECT

Christine Pearson Casanave

Unlike other books on doctoral dissertation writing, *Before the Dissertation* is designed for students in the social sciences who are still in the early stages of doctoral study or for master's-level students considering entering doctoral programs. It addresses concerns pertinent to both first and second language users of English. Faculty advisers who wish to reduce student attrition are also urged to read this book and to work with students at early stages of dissertation projects. The chapters also pose questions that connect issues directly with individual readers so as to help them make sensible decisions about their doctoral work.

“ [This book] can serve as a road map for students to use in navigating their program . . . Casanave’s book encourages students to shift from being reactive to being proactive: planning in advance, becoming aware of one’s own academic, physical, and emotional issues, and knowing how to seek support. We recommend this book to students seeking a comprehensive guide to navigating the doctoral program and advisors seeking to assist their students along their journey.”

—*Journal of English for Academic Purposes*



EBOOK AVAILABLE

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176 pgs. / \$23.00 TXT

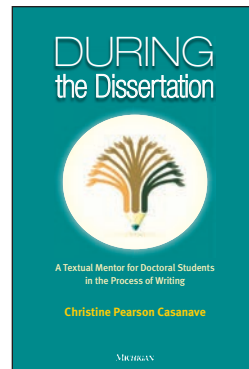
During the Dissertation

A TEXTUAL MENTOR FOR DOCTORAL STUDENTS IN THE PROCESS OF WRITING

Christine Pearson Casanave

This volume is a follow-up to Casanave’s popular *Before the Dissertation*. Like that volume, this is designed as a companion for doctoral dissertation writers in fields related to language education. It could also benefit those writing master’s theses and those writing in other social science fields. It is meant to be consulted once the writing has begun—once students have settled on a topic, designed the project, or collected the data. And, like its predecessor, it is not designed to teach anyone HOW to write a dissertation.

Issues covered in the book are: starting to write, envisioning the project as a whole, relationships with supervisors, perfectionism and other maladies, health, low and high IQ days, loneliness and isolation, distractions and interruptions, revising, and knowing when to stop.



EBOOK AVAILABLE

978-0-472-03790-2
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First Day to Final Grade

A GRADUATE STUDENT’S GUIDE TO TEACHING THIRD EDITION

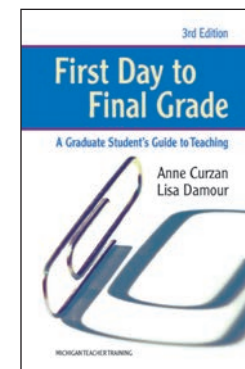
Anne Curzan & Lisa Damour

The third edition of *First Day to Final Grade: A Graduate Student’s Guide to Teaching* is designed to help new graduate student teaching assistants navigate the challenges of teaching undergraduates. Both a quick reference tool and a fluid read, the book focuses on the “how-tos” of teaching, such as setting up a lesson plan, running a discussion, and grading, as well as issues specific to the teaching assistant’s unique role as both student and teacher.

The new edition of this popular text incorporates newer teaching and learning pedagogy. The book has been updated to reflect the role of technology both inside and outside the classroom. In addition, a new chapter has been added that discusses successfully transitioning from being a teaching assistant to being hired as a full-time instructor.

“. . . worth reading, owning, and passing on to others who are new teachers or responsible for training or supervising graduate instructors.”

—*Bryn Mawr Classical Review*



978-0-472-03451-2
272 pgs. / \$23.95 TXT

Academic Writing for Graduate Students

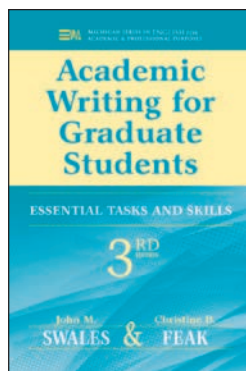
THIRD EDITION

ESSENTIAL TASKS AND SKILLS

John M. Swales & Christine B. Feak

The 3rd edition of this successful guide to writing for graduate—and undergraduate—students has been revised and expanded in many ways. This edition includes:

- Newer, longer, and more authentic texts
- Greater disciplinary variety in texts (with more from the hard sciences and engineering)
- More thorough treatment of research articles
- Greater emphasis on vocabulary issues
- Additional tasks that require students to do their own research
- More corpus-informed content
- A new design to improve ease of use as reference or course book



This edition of *Academic Writing for Graduate Students*, like its predecessors, has many special features.

- It is based on the large body of research literature dealing with the features of academic (or research) English and extensive classroom experience.
- It is as much concerned with developing academic *writers* as it is improving academic *texts*.
- It provides assistance with writing *part-genres* (problem-solutions and Methods and Discussion sections) and *genres* (book reviews, research papers).
- Its approach is analytical and rhetorical—users apply analytical skills to the discourses of their chosen disciplines to explore how effective academic writing is achieved.
- It includes a rich variety of tasks and activities, ranging from small-scale language points to issues of how students can best position themselves as junior researchers.

BESTSELLER!

EBOOK AVAILABLE

Graduate/Advanced EAP

978-0-472-03475-8

432 pgs / \$27.00 TXT

Commentary for Academic Writing for Graduate Students

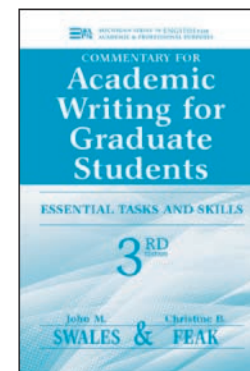
THIRD EDITION

John M. Swales & Christine B. Feak

The *Commentary* for the 3rd edition of this successful guide to writing has been revised and expanded in many ways to provide more support for instructors.

978-0-472-03506-9

200 pgs. / \$20.95 TXT



“Each consecutive edition is a cultural artefact highlighting fluidity in the changing scene of academic research, discipline trends, and the role of higher education in society. It is a pleasure to highly recommend the third edition of *Academic Writing for Graduate Students* as a ‘knowledgeable and capable’ guide in the field of academic writing.”

—*SLWIS Newsletter*

“A brilliant one-of-a-kind approach to genre . . . the third edition, which covers more examples from natural and physical sciences, seems to have only greatly improved this superb book.”

—*Amazon.com*

“This . . . is excellent for instructors and students. Finding resources and texts that suit graduate writers can be challenging. The Michigan guide is a good fit.”

—*Amazon.com*

“Great book. IT IS A MUST HAVE.”

—*Amazon.com*

ENGLISH IN TODAY'S RESEARCH WORLD (ETRW) VOLUMES

John M. Swales & Christine B. Feak

These short volumes offer graduate students a high level of writing instruction with a specific focus on the projects students undertake at the end of their university work or as they begin careers in research or academia (theses and dissertations). The Commentaries, which provide notes on teaching the tasks and some possible responses, are available online at the companion websites

Abstracts and the Writing of Abstracts

Abstracts and the Writing of Abstracts will help graduate students and junior researchers learn to compose a variety of abstracts and summaries used in the research world whether or not English is their first language. The volume focuses on abstracts for research articles before addressing abstracts for short communications, conferences, and PhD dissertations. It also covers keywords, titles, and author names.

Graduate
978-0-472-03335-5 / \$18.00 TXT / 104 pgs.

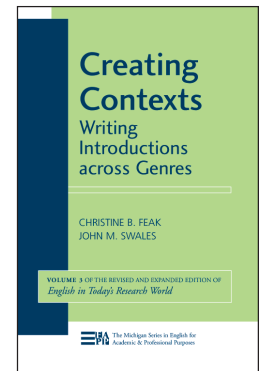


Creating Contexts

WRITING INTRODUCTIONS ACROSS GENRES

Research article introductions are central to *Creating Contexts* with the CaRS (creating a research space) model used as a starting point. This volume focuses on introductions for other kinds of texts that are also part of the graduate student writing experience such as course papers and critiques, proposals, and dissertations. The material presented in this volume is appropriate for graduate students, others already working in their chosen academic fields, and those wishing to pursue a course of self-study. To target these different possible uses, a variety of topics and tasks have been included to deepen users' understanding of how to create a writing context for their work.

Graduate
978-0-472-03456-7 / \$18.00 TXT / 136 pgs.

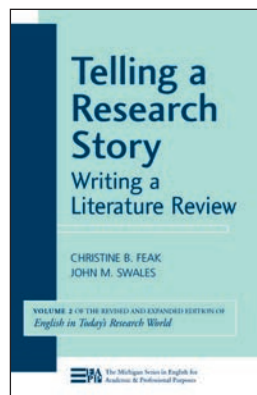


Telling a Research Story

WRITING A LITERATURE REVIEW

Telling a Research Story teaches students to reference and write about existing literature appropriately and to demonstrate how new work builds on or deviates from earlier publications. This volume progresses from general-to-specific issues in the writing of literature reviews. It opens with some orientations that raise awareness of the issues that surround the telling of a research story. Issues of structure and matters of language, style, and rhetoric are then discussed. Sections on metadiscourse, citation, paraphrasing, and summarizing are included.

Graduate
978-0-472-03336-2 / \$18.00 TXT / 112 pgs.

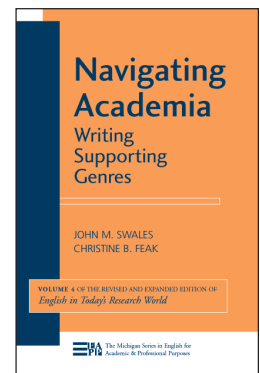


Navigating Academia

WRITING SUPPORTING GENRES

Navigating Academia focuses on the *supporting genres* that facilitate the more public genres that form the building blocks of an academic and/or research career. Included are statements of purpose for graduate school applications, letters of recommendation, and responses to journal reviewers. *Navigating Academia* organizes the supporting genres it addresses as a journey from entering and progressing through graduate school to preparing to leave graduate school and beyond.

Graduate
978-0-472-03453-6 / \$18.00 TXT / 120 pgs.



Meeting the Needs of SLIFE

SECOND EDITION

A GUIDE FOR EDUCATORS

Andrea DeCapua, Helaine W. Marshall,
& Lixing Frank Tang

Today’s public schools are brimming with students who are not only new to English but who also have limited or interrupted schooling. These students, referred to as SLIFE (or SIFE), create unique challenges for teachers and administrators.

This edition features case studies, model programs, and teaching techniques and tips; also included is a new chapter focused on the Mutually Adaptive Learning Paradigm (MALP®).

A major theme of this new edition is moving school personnel away from a deficit perspective, when it comes to teaching SLIFE, and toward one of *difference*. The goal is to help all stakeholders in the school community create and foster inclusion of, and equity for, a population that is all too often marginalized, ignored, and underserved.

Breaking New Ground for SLIFE

SECOND EDITION

THE MUTUALLY ADAPTIVE LEARNING PARADIGM

Andrea DeCapua and Helaine W. Marshall

By reading *Breaking New Ground for SLIFE*, educators will:

- Further develop their understanding of the needs of students with limited or interrupted formal education (SLIFE)
- Learn about the Mutually Adaptive Learning Paradigm (MALP) and how to integrate it into their classrooms
- Discover and learn about the MALP instructional approach and how to use it to develop a project-based curriculum using examples from teachers in the field

“This book provides valuable information and is thought-provoking, making it an insightful resource for not only inexperienced educators but also for those more seasoned, as well as researchers, who are dealing with SLIFE one way or another.”

—Praw Bupphachuen, *TESL-EJ*

Making the Transition to Classroom Success

CULTURALLY RESPONSIVE TEACHING FOR STRUGGLING LANGUAGE LEARNERS

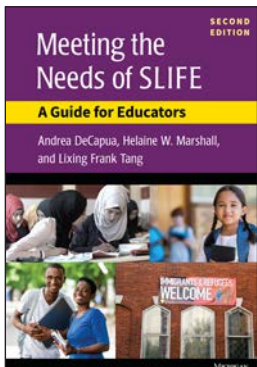
Helaine W. Marshall & Andrea DeCapua

This resource focuses on the struggling L2 learners and examines how understanding their learning paradigm, rooted deeply in their past experiences and cultural orientations not similar to Western-style educational settings, provides a key to the solution to this lack of progress.

Making the Transition builds on and expands on two earlier books focused specifically on a subset of struggling L2 learners—those with limited or interrupted formal education (SLIFE) in U.S. secondary schools. *Making the Transition* expands on the earlier work to assist teachers working with *all* struggling L2 learners, both adolescents and adults, including those outside the United States.

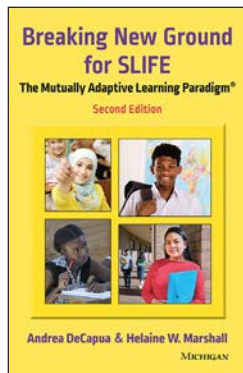
“Best book to help your struggling students.”

—Amazon.com



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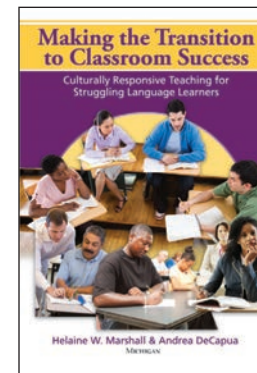
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Linking Assignments to Assessments

A GUIDE FOR TEACHERS

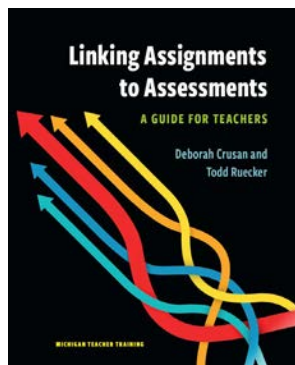
Deborah Crusan & Todd Ruecker

Linking Assignments to Assessments is designed for teachers in training in TESOL programs, future preK–12 teachers, and practicing instructors who need to integrate assessment into classrooms.

The book shares foundational information on the importance of assessment literacy and how language acquisition, student backgrounds, and standardized testing need to be considered. It offers step-by-step instructions on creating effective assessments for listening and reading, speaking and writing, grammar and vocabulary. Each chapter includes activities and discussion questions.

“This book makes a significant contribution to the field of language assessment by showing teachers ways to actually design and use both formative and summative assessment to improve student learning . . . Through reading this book, language teachers will get opportunities to reflect on their assessment practices, develop their own philosophy of assessment, and find helpful information about how they can integrate assessment in instruction to enhance student learning.”

—*Assessing Writing*



EBOOK AVAILABLE

978-0-472-03865-7
264 pgs. / \$35.00 TXT

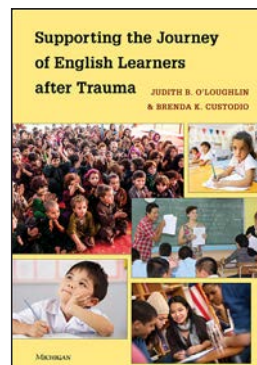
Supporting the Journey of English Learners after Trauma

Judith B. O’Loughlin & Brenda K. Custodio

One of the hottest topics in education today is trauma-informed pedagogy. Much of what has been written in this area comes from counselors, therapists, and other experts in this field, but there is very little written specifically about the effects of trauma on English learners. Written to address this need, the authors have sifted through the literature on trauma and social-emotional learning (SEL) to provide the material that applies directly to English learners. This book was written mainly for teachers of students with immigrant backgrounds and for the building administrators who support them, including counselors, paraprofessionals, and social workers.

This book is designed to provide a practical resource to help educators better understand the possible traumatic backgrounds of their students and how that could be affecting their academic, social, and emotional lives. It also focuses on how school personnel can create a safe environment in schools and classrooms to help students recognize, nurture, and expand the internal resilience that has enabled them to weather past situations and that will allow them to continue the healing process.

One chapter is devoted to the topic of self-care for educators who are working so hard to help students be resilient. An appendix features a list of recommended books on the topics of personal migration and resilience.



EBOOK AVAILABLE

978-0-472-03797-1
144 pgs. / \$25.00 TXT

The Content-Based Classroom

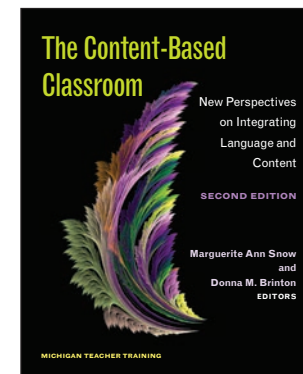
NEW PERSPECTIVES ON INTEGRATING LANGUAGE AND CONTENT

SECOND EDITION

Marguerite Ann Snow & Donna M. Brinton, Editors

The long-awaited update of the classic 1997 book by Snow and Brinton is a thorough revision that includes international settings and new models like CLIL and EMI. Three chapters are updates of the original, while the remaining 22 chapters are new. Ideal for TESOL methods courses.

The volume has six parts. Part I traces the history of CBI, proposes a classification of models and varieties, discusses ongoing challenges, and provides research support for CBI. Part II focuses on programs, curricula, and lesson designs, featuring chapters on the Six Ts approach, strategic planning, and scaffolding strategies. Part III takes up innovative applications of CBI and includes a variety of models in diverse CBI settings. Part IV establishes connections between CBI and other approaches like ESP, EAP, and corpus linguistics. Part V discusses assessment in CBI, and Part VI explores ongoing challenges.



978-0-472-03645-5
376 pgs. / \$32.50 TXT

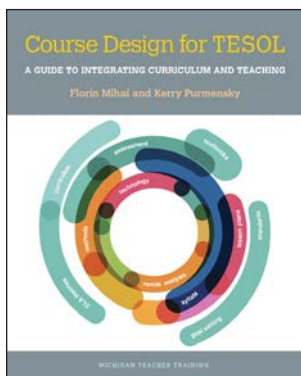
Course Design for TESOL

A GUIDE TO INTEGRATING CURRICULUM AND TEACHING

Florin M. Mihai & Kerry Purmensky

Course Design for TESOL deliberately integrates curriculum with teaching activities that will allow TESOL educators to utilize the text from the point of needs analysis to course design. The authors assume readers have a basic knowledge of English grammar, but the book is designed to be comprehensible to those who have not had an SLA or Applied Linguistics course. Because each language skill is discussed in detail in terms of important theories and concepts and actual teaching activities are included, the book can also be used in a Methods course or a combined Curriculum Design–Methods (or Methods and Materials) course.

Part I discusses the primary language acquisition theories and their influence on teaching practices. Part II focuses on the core elements of designing a course or curriculum. Part III discusses how to teach listening, speaking, reading, writing, grammar, and culture with assessment techniques for each. Activities are included so that practicing teachers can use or adapt them in their own classrooms. Part IV discusses global trends in course design, including the drive toward standards and the use of technology.



EBOOK AVAILABLE

978-0-472-03554-0
336 pgs. / \$32.50 TXT

Building Internationalized Spaces

SECOND LANGUAGE PERSPECTIVES ON DEVELOPING LANGUAGE AND CULTURAL EXCHANGE PROGRAMS IN HIGHER EDUCATION

Matthew Allen, Estela Ene & Kyle McIntosh, Editors

This volume provides case studies from several higher educational contexts to represent the diverse ways that L2 specialists can build up programs and courses. It contributes to emerging interdisciplinary conversations in higher education about how to refine internationalization in terms of praxis and how to coordinate curricular and pedagogical efforts to achieve meaningful learning outcomes for all students. The chapters provide suggestions for how L2 specialists can reframe their work in their individual programs to help internationalize the entire university in ways that lead to improved learning outcomes for students at different points in their degree programs.

“This book will be particularly useful for higher education professionals who engage with issues of internationalization and cross-cultural pedagogy, especially in the context of the United States. Its primary contribution is highlighting the crucial connection between English language education and internationalization of higher education.” —*Journal of International Students*



TEACHER FAVORITE!

EBOOK AVAILABLE

978-0-472-03883-1
232 pgs. / \$29.95 TXT

Crossing Cultures in the Language Classroom

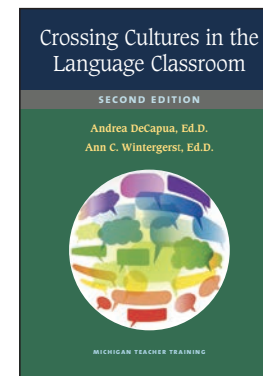
SECOND EDITION

Andrea DeCapua & Ann C. Wintergerst

Crossing Cultures in the Language Classroom attempts to balance theory (what research tells us) and practice (what activities show us) specifically for pre-service and in-service teachers in general education programs or in ESL/EFL, bilingual, and foreign language teacher training programs. The material is useful for cross-cultural awareness workshops as well.

This edition has been thoroughly updated. It also includes even more Critical Incidents—brief descriptions of events that depict some element(s) of cultural differences, miscommunication, or culture clash. The purpose of the critical incidents is to develop users’ ability to analyze and understand how multiple perspectives of the same situation are rooted in differing culturally influenced beliefs, behaviors, norms of interaction, and worldviews.

“This book is a fresh and welcome source for the teaching of culture.”
—*TESOL Quarterly* (first edition)



EBOOK AVAILABLE

978-0-472-03641-7
360 pgs. / \$30.50 TXT

The Grammar Answer Key

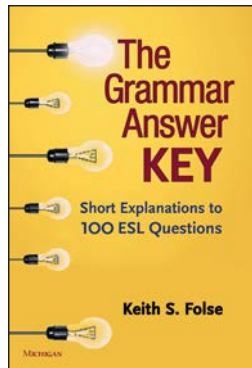
SHORT EXPLANATIONS TO 100 ESL QUESTIONS

Keith S. Folse

The Grammar Answer Key is a collection of 100 questions submitted by ESL teachers—both novice and experienced and both native and non-native speakers—from many different countries around the world. The questions are real questions that ESL/EFL students have asked teachers about English and are similar to the Hot Seat Questions presented in *Keys to Teaching Grammar to English Language Learners*, 2nd ed. (Folse, 2016).

The 100 questions are organized into 12 chapters on topics that teachers and students can relate to well: adjectives, articles, clauses, connectors, gerunds and infinitives, prepositions, pronouns, pronunciation, subject-verb agreement, suffixes, verbs, and vocabulary-grammar connections. The number of questions in each chapter ranges from 3 to 13 and is based on the questions submitted. Each chapter begins with a short overview of the topic that features key terminology and a chart explaining three common ESL errors.

Each question is presented in a box and is followed by an “answer” that can inform instruction, often in chart format. The book is the ideal teacher resource and professional development tool.



EBOOK AVAILABLE

978-0-472-03718-6
192 pgs. / \$23.00 TXT

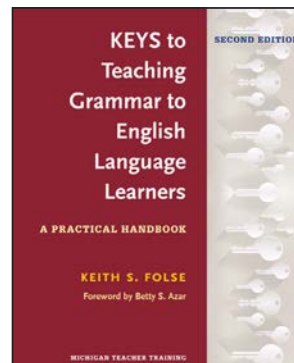
Keys to Teaching Grammar to English Language Learners

A PRACTICAL HANDBOOK, SECOND EDITION

Keith S. Folse

The four objectives of this book are to help teachers: (1) identify common ESL grammar points and understand the details associated with each one; (2) improve their ability to answer any grammar question on the spot (when on the “hot seat”); (3) anticipate common ESL errors by grammar point, by first language, and/or by proficiency level; and (4) develop more effective grammar/language learning lessons. These objectives are for all teachers, whether they are teaching grammar directly or indirectly in a variety of classes – including a grammar class, a writing class, a speaking class, an ESP class, or a K-12 class.

In the Second Edition, all chapters have been updated and substantively revised. The number of marginal (gray) boxes with tips and extra information has doubled. A 16th Key, on Negating, and three new appendixes have been added. One of the new appendixes provides a sample exercise from an actual ESL textbook plus relevant notes about the designing of grammar activities and suggestions for teaching each grammar point.



EBOOK AVAILABLE

978-0-472-03667-7
488 pgs. / \$34.95 TXT

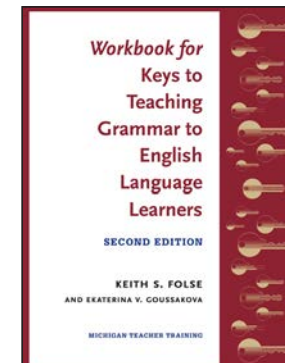
Workbook for Keys to Teaching Grammar to English Language Learners

SECOND EDITION

Keith S. Folse

This workbook accompanies the *Second Edition of Keys to Teaching Grammar to English Language Learners: A Practical Handbook* by Keith S. Folse. The Workbook has been updated to reflect new content in the Second Edition of the Handbook and once again features exercises that carefully follow the sequence of material in the Handbook. To facilitate use of the Workbook with the Handbook, each exercise is coded with the corresponding pages for the material in the Handbook. Reflecting the different learning styles in any given class, the exercises practice identifying grammatical features in a variety of different ways, including many charts, matching activities, and short answer questions. In addition, the Workbook has a variety of exercises consisting of sentences typical of English language learners so that teachers can become familiar with specific types of errors that ESL students make with certain grammar points.

The Workbook also features some action research projects to guide teachers in collecting small samples of data from their target student populations.



EBOOK AVAILABLE

978-0-472-03679-0
280 pgs. / \$28.50 TXT

Assessing English Learners in the Content Areas

A RESEARCH-INTO-PRACTICE
GUIDE FOR EDUCATORS

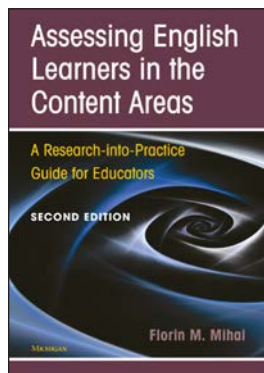
SECOND EDITION

Florin M. Mihai

This new edition seeks to provide guidance to U.S. classroom teachers, staff developers, and test-item designers who want to improve ESL assessment outcomes in the content areas of language arts, math, science, and social studies.

Significant modifications in education legislation since the publication of the first edition have necessitated this new volume, which includes updated EL demographics as they relate to the Common Core Standards and Every Student Succeeds Act and revised state-by-state test accommodation information. New to this edition is information about the assessment of language arts (in addition to math, science, and social studies). The Second Edition also features new research-based recommendations for large-scale and classroom-based assessments.

Like the previous edition, the first two chapters of the book establish the background for the discussion of content-area assessment for English learners in the U.S.



EBOOK AVAILABLE

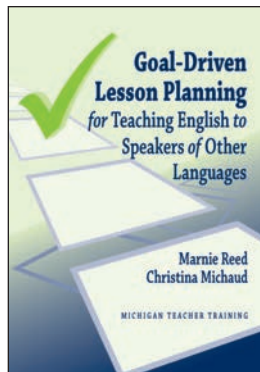
978-0-472-03672-1
200 pgs. / \$30.50 TXT

Goal-Driven Lesson Planning for Teaching English to Speakers of Other Languages

Marnie Reed & Christina Michaud

Goal-Driven Lesson Planning shows readers how to take any piece of English language materials—an assigned text, a random newspaper article, an ESL activity from a website, etc.—and use it to teach students something about language. This book is meant to empower teachers and help them create a principled framework that will shape the varied activities of the ESL classroom into a coherent teaching and learning partnership.

The book has chapters on the theory of setting specific language goals for students; on relating specific language goals to actual learner needs (including an initial diagnostic and needs-analysis); templates to use when planning goal-driven language lessons; explicit language instruction, grammar lessons, and treatment of error; recognizing and assessing student progress; and the mechanics and logistics that facilitate the goal-driven language classroom.



EBOOK AVAILABLE

978-0-472-03418-5
144 pgs. / \$29.50 TXT

Teaching English as a Foreign or Second Language

A SELF-DEVELOPMENT AND
METHODOLOGY GUIDE

THIRD EDITION

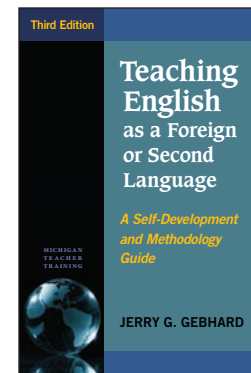
Jerry G. Gebhard

Like previous editions, the third edition is an ideal teacher development text for pre-service and in-service EFL/ESL teachers, as well as a guide for those who find themselves teaching English overseas but who do not have a graduate TESOL degree.

New to this edition are:

- A new chapter on digital literacy, technology, and teaching
- The addition of technology issues as they relate to the teaching of the various skills in Part 3 (Teaching Language Skills)
- New discussions of task-based teaching, textbook selection, student presentations, using corpus linguistics to inform teaching, metacognitive reading strategies, collaborative writing, assessment of writing, and the teaching of grammar.

The lists of recommended resources that appear at the end of each chapter have been updated, and all research and pedagogical practices have been revised and updated.



EBOOK AVAILABLE

978-0-472-03673-8
296 pgs. / \$31.50 TXT

Discourse Intonation

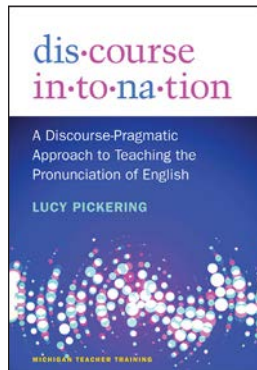
A DISCOURSE-PRAGMATIC APPROACH TO TEACHING THE PRONUNCIATION OF ENGLISH

Lucy Pickering

This textbook is an accessible introduction to discourse intonation for ESL/EFL instructors, whether practicing or in pre-service graduate programs. Because intonation (typically defined as pitch structure that also includes rhythm and stress patterns) is used to form impressions about a speaker's attitude, it is crucial that instructors understand the details of the underlying linguistic system so that they can help students avoid the more common intonation-related pitfalls they experience when communicating in an academic setting.

This textbook relies heavily on the Brazil model; chapters are organized around different parts of that model and how they can be most effectively taught. Readers will learn the conventions underlying, for example, how we group words in prosodic units, how we understand turn-taking cues in conversation, and how we assess whether someone is feeling angry or sad.

“An excellent starting point for teachers wishing to explore and implement this model.”
—*ELT Journal*



EBOOK AVAILABLE

978-0-472-03018-7
160 pgs. / \$28.00 TXT

Understanding Language Structure, Interaction, and Variation

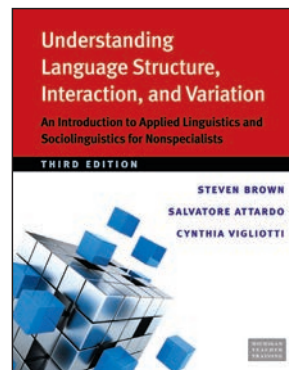
AN INTRODUCTION TO APPLIED LINGUISTICS AND SOCIOLINGUISTICS FOR NONSPECIALISTS

THIRD EDITION

Steven Brown, Salvatore Attardo, & Cynthia Vigliotti

Understanding Language Structure, Interaction, and Variation is an introduction to the study of language and applied linguistics for students who have had a minimum of exposure to the discipline of linguistics. This book is perfect for students whose chosen fields require them to be acquainted with the ways language works, such as future teachers, psychologists, sociologists, and anthropologists, but who do not intend to become linguists. The text is also suitable for English or ESL/EFL teachers who need a reference about various aspects of language, particularly as it applies to teaching.

All chapters have been significantly revised and updated. Each chapter also debunks a common language myth and now incorporates exercises that, for prior editions, appeared in a supplemental workbook. Extra practice for students is available online, as are additional materials for teachers. (There is no workbook for the third edition).



978-0-472-03541-0
392 pgs. / \$30.00 TXT

Reading in Secondary Content Areas

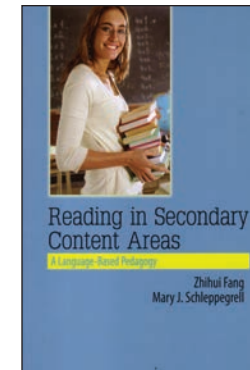
A LANGUAGE-BASED PEDAGOGY

Zhihui Fang & Mary J. Schleppegrell

- What does it mean to teach reading in the context of the U.S. middle and high school classroom?
- Don't students already know how to read by the time they get to secondary school?
- And how can a busy teacher take time away from the packed curriculum of science, history, mathematics, or language arts to teach reading?

This book presents a linguistic approach to teaching reading in different subjects—an approach that focuses on language itself. Central to this approach is a view that knowledge is constructed in and through language and that language changes with changes in knowledge. As students move from elementary to secondary schools, they encounter specialized knowledge and engage in new contexts of learning in all subjects. This means that the language of secondary school learning is quite different from the language of the elementary years.

This functional language analysis approach is demonstrated using a literary text and actual textbooks for secondary social studies, science, and math classes.



978-0-472-03279-2
144 pgs. / \$27.00 TXT

Culture Myths

APPLYING SECOND LANGUAGE RESEARCH TO CLASSROOM TEACHING

Andrea DeCapua

Culture Myths is intended for all educators who work with culturally and linguistically diverse students.

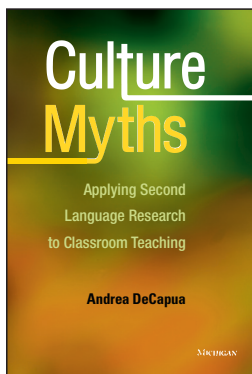
The word *culture* is broad in scope and is often used to describe or refer to many different types of beliefs, norms, and situations, but it is more than a collection of readily observable facts or a menu of “dos and taboos.” A goal of this book is to help readers strike a balance between minimizing cultural differences and assuming similarities across cultures on one hand, and exoticizing other cultures or accentuating surface differences on the other.

Among the myths discussed in this book are:

- The goal of education is to develop each individual’s potential.
- How something is said is not as important as what is said.
- By the time students get to middle or high school, they know how to be a student.

“[This book] is written in a way that makes it an excellent resource for encouraging discussion with other teachers, or for use as a study guide at staff professional development sessions.”

—*Bulletin of the JALT Mind, Brain, & Education SIG*



EBOOK AVAILABLE

978-0-472-03723-0
192 pgs. / \$25.00 TXT

Authentic Materials Myths

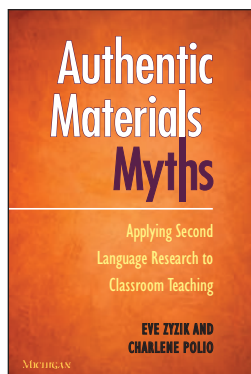
APPLYING SECOND LANGUAGE RESEARCH TO CLASSROOM TEACHING

Eve Zyzik & Charlene Polio

The use of authentic materials in language classrooms is sometimes discussed as a reliable way to expose students to the target language, but there is also disagreement regarding what kinds of authentic materials should be used, when they should be used, and how much of the curriculum should revolve around them. This volume in the *Myths* series explores the research related to the use of authentic materials and the ways that authentic materials may be used successfully in the classroom. Like others in the *Myths* series, this book combines research with good pedagogical practices.

Some of the myths examined in this book are:

- Authentic texts are inaccessible to beginners.
- Shorter texts are more beneficial for language learners.
- Authentic texts can be used to teach only listening and reading.
- Modifying or simplifying authentic texts always helps language learners.



EBOOK AVAILABLE

978-0-472-03646-2
184 pgs. / \$25.00 TXT

Pronunciation Myths

APPLYING SECOND LANGUAGE RESEARCH TO CLASSROOM TEACHING

Linda Grant

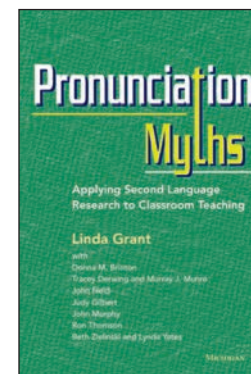
with Donna M. Brinton, Tracey Derwing & Murray J. Munro, John Field, Judy Gilbert, John Murphy, Ron Thomson, Beth Zielinski & Lynda Yates

The book opens with a Prologue by Linda Grant, which reviews the last four decades of pronunciation teaching, the differences between accent and intelligibility, the rudiments of the English sound system, and other factors related to the ways that pronunciation is learned and taught.

Among myths examined in this book are:

- Once you’ve been speaking a second language for years, it’s too late to change your pronunciation.
- Pronunciation instruction is not appropriate for beginning-level learners.
- Intonation is hard to teach.
- Accent reduction and pronunciation instruction are the same thing.
- Teacher training programs provide adequate preparation in how to teach pronunciation.

The book concludes with an Epilogue by Donna M. Brinton, who synthesizes some of the best practices explored in the volume.



EBOOK AVAILABLE

978-0-472-03516-8
264 pgs. / \$24.95 TXT

Second Language Acquisition Myths

APPLYING SECOND LANGUAGE RESEARCH TO CLASSROOM TEACHING

Steven Brown & Jenifer Larson-Hall

This is a first book in SLA for advanced undergraduate or introductory master's level courses. It is not the goal of this book to address every SLA theory or teach research methodology. The book does address some of the myths and questions that non-specialist teacher candidates have about language learning.

Among the myths challenged in this book are:

- Children learn languages quickly and easily while adults are ineffective in comparison.
- Practice makes perfect.
- Language learners always benefit from correction.
- Language acquisition is the individual acquisition of grammar.

“An ideal starter book on SLA. Teacher trainers will welcome this title as a textbook for introductory TESOL courses. . . . Students will see it as an enjoyable, easy read to shape and challenge their own beliefs.”

—*JALT Journal*

Listening Myths

APPLYING SECOND LANGUAGE RESEARCH TO CLASSROOM TEACHING

Steven Brown

This volume was written to help ensure that teachers of listening are not perpetuating common myths associated with the teaching of listening. Both the research and pedagogy in this book are based on the newest research in the field of second language acquisition.

Some of the myths debunked in this book are:

- Listening equals comprehension.
- Listening means listening to conversations.
- Listening can't be taught.
- Listening is the same as reading.
- Listening is passive.
- Students should only listen to authentic materials.

“A gem of a book!” —Michael Rost

Winner of the College English Association of Ohio's Nancy Dasher Award.

Assessment Myths

APPLYING SECOND LANGUAGE RESEARCH TO CLASSROOM TEACHING

Lia Plakans & Atta Gebрил

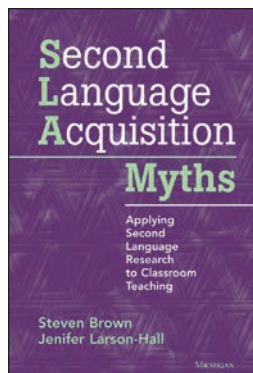
The book opens with an introduction that reviews many key assessment terms and concepts. Implications for teachers and an agenda for needed research are discussed in a conclusion.

Some of the myths examined in this book are:

- Assessment is just writing tests and using statistics.
- We should test only one skill at a time.
- A test's validity can be determined by looking at it.

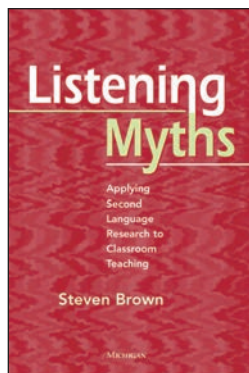
“This book succeeds in showing that many deep-rooted myths about assessment do not stand up to close examination. I think it works where other attempts to convince teachers of the value of assessment fail because, by sharing their personal experiences, the authors put themselves in the shoes of teachers and test-takers.”

—*Diane Schmidt, Assessing Writing*



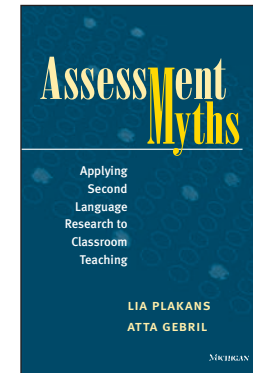
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978-0-472-03459-8
208 pgs. / \$24.00 TXT



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978-0-472-03581-6
184 pgs. / \$24.00 TXT

Genre and Graduate-Level Research Writing

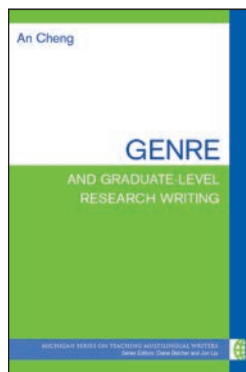
An Cheng

In the context of the well-known pedagogical materials for graduate-level writers by Swales & Feak, Cheng has written a resource that provides support for instructors who have the daunting task of scaffolding graduate writers' efforts to navigate discipline-specific research genres—genres that may be unfamiliar to instructors.

Genre and Graduate-Level Research Writing is grounded in genre-based theory and full of best practices examples. Unique to the volume is a thorough analysis of the materials designed to teach genre and research writing—focused primarily on the textbooks of Swales & Feak (e.g., *Academic Writing for Graduate Students*). Other chapters provide examples of discovery-based genre tasks, evaluative methods for assessing discipline-specific writing, and techniques for becoming a more confident instructor of graduate-level research writing.

“I would highly recommend that writing instructors entering the field keep... Chapters 3-5 as guides and practical resources.”

—*Applied Linguistics*



EBOOK AVAILABLE

978-0-472-03706-3
240 pgs. / \$27.00 TXT

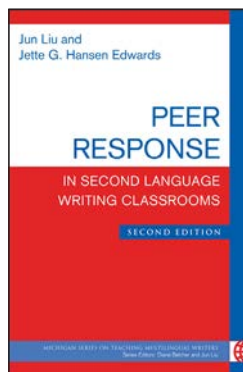
Peer Response in Second Language Writing Classrooms

SECOND EDITION

Jun Liu & Jette G. Hansen Edwards

There have been two major developments in L2 writing and peer response teaching and research since the publication of the first edition of this book. One is the increased interest in CALL and CMC for L2 pedagogy; another is accessibility and viability of research on L2 peer response from a wide range of regions and countries across the globe. Both are thoroughly addressed in this new edition. Now that classes are as likely to be online as in physical classrooms and a new generation of digital natives can and do routinely read and respond to what others write on their mobile devices, peer response as pedagogical practice is not just more easily implemented, particularly with the help of social media, but also more likely to feel natural to L2 learners.

This edition thus serves as a highly accessible guide to how the world is using peer response and as a motivator and facilitator for those who want to try it for the first time or to heighten the effectiveness of their own use of it with L2 student-writers whether online or not.



EBOOK AVAILABLE

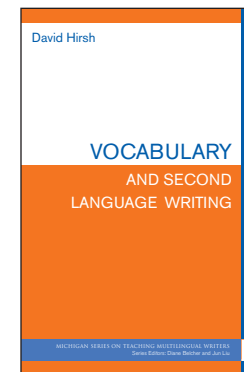
978-0-472-03692-9
192 pgs. / \$27.00 TXT

Vocabulary and Second Language Writing

David Hirsh

This newest volume in the series makes the case for why vocabulary is so important when writing in a second language. It examines why vocabulary is important, how context shapes word use, ways to measure and encourage word use in writing, treatment of vocabulary errors, and programs like corpora and concordances. In addition, one chapter is devoted to fostering learner autonomy, an important contribution to pedagogy that instructors will appreciate.

Vocabulary and Second Language Writing is an excellent guide for all college-level writing instructors, whether teaching students whose first language is English or not. It will help them understand the critical role that vocabulary plays in writing quality—something that is often disregarded in favor of holistic features like genre and rhetoric. The volume may also be useful for writing center administrators and those who train writing tutors.



EBOOK AVAILABLE

978-0-472-03868-8
160 pgs. / \$27.00 TXT

International Students in First-Year Writing

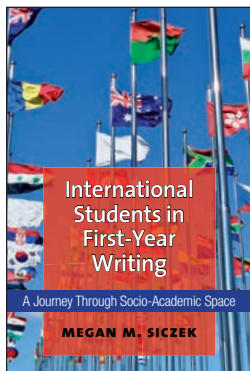
A JOURNEY THROUGH SOCIO-ACADEMIC SPACE
Megan M. Siczek

This book explores the journey of 10 international students in first-year writing. The goal was to better understand their experiences at a U.S. educational institution.

The study features a series of three interviews during the semester that the participants were enrolled in a mainstream first-year writing course. Their stories not only capture their experiences but reveal inspiring stories that “give voice” to students outside the dominant cultural and linguistic community.

This study raises questions about how to support international students: In what ways can it inform our practices and policies relative to the internationalization of education and the development of global perspectives and competencies? What does it reveal that could impact daily instruction of L2 writing? On an individual level, what can we learn from these students and about ourselves as a result of our interactions?

“The book conveys the transformative power of education ... [and] has an important role to play in the continued support of international education.”
—*Journal of International Students*



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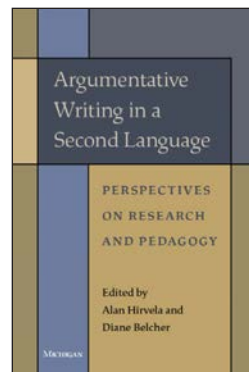
978-0-472-03712-4
224 pgs. / \$25.00 TXT

Argumentative Writing in a Second Language

PERSPECTIVES ON RESEARCH AND PEDAGOGY
Alan R. Hirvela & Diane D. Belcher, Editors

Argumentative Writing in a Second Language is a collection on teaching argumentative writing, offering multiple vantage points drawn from the contributors' own experiences. The value of argumentative writing cannot be overstated and yet, very little attention is spent on training teachers how to teach it. Additionally, the term argumentative is often confused with “persuasive” and other terms that add to students' confusion as to what type of writing they are supposed to do. The volume distinguishes between “learning to argue” and “arguing to learn” theories and practices.

Part I of the volume is discussion-oriented while Part II shares classroom-based research on practices that account for L2 writers' characteristics and specific needs. Included are chapters on online teacher resources, assessment of argumentative writing, specific challenges for Chinese writers, source-based writing, and approaches for learner autonomy.



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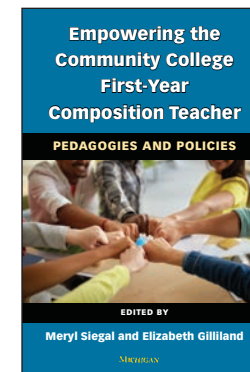
978-0-472-03867-1
278 pgs. / \$29.95 TXT

Empowering the Community College First-Year Composition Teacher

PEDAGOGIES AND POLICIES
Meryl Siegal & Betsy Gilliland, Editors

Community colleges in the United States are the first point of entry for many students to a higher education, a career, and a new start. This volume is an inquiry into community college FYC pedagogy and policy at a time when change has been mandated by state lawmakers who financially control public education. It also acknowledges new policies that are eliminating development/remedial writing courses while keeping in mind that, for most community college students, FYC serves as the last course they will take in the English department toward their associate's degree.

“With this text, [the editors] provide teachers with the tools to be a part of these discussions and decisions. Furthermore, the book encourages instructors to advocate for their students and help them navigate higher education and the resources available to them. While we do not know what the future holds for FYC, this book provides us with support at a time when it is greatly needed.”
—*Teaching English in the Two-Year College*



EBOOK AVAILABLE

978-0-472-03791-9
328 pgs. / \$34.00 TXT

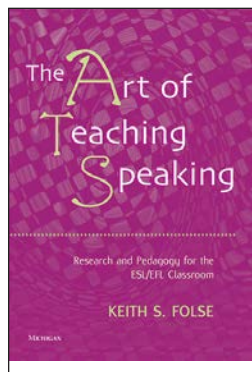
The Art of Teaching Speaking

RESEARCH AND PEDAGOGY FOR THE ESL/EFL CLASSROOM

Keith S. Folse

In this highly accessible and practical resource, Keith S. Folse provides a wealth of information to help ESL/EFL teachers design and use speaking tasks that will actually improve students' speaking fluency. The book presents and discusses the relevant research and assessment issues and includes case studies from twenty different settings and classrooms around the world so that readers learn from others about the problems and successes of using various speaking activities.

Teachers will find the chapters on Twenty Successful Activities and Ten Unsuccessful Activities particularly valuable. The successful activities are provided for classroom use and are reproducible. The book also contains five appendixes that explain what teachers need to know about vocabulary, pronunciation, and grammar and how they affect the teaching of speaking. Samples of successful lesson plans and a list of resources useful for teaching speaking are also included.



EBOOK AVAILABLE

978-0-4720-3165-8
296 pgs. / \$32.95 TXT

Changing Practices for the L2 Writing Classroom

MOVING BEYOND THE FIVE-PARAGRAPH ESSAY

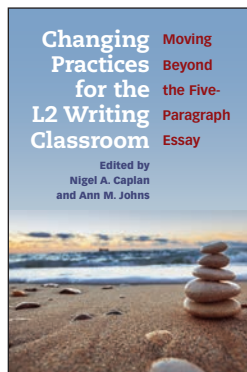
Nigel A. Caplan & Ann M. Johns, Editors

This volume was written to make the case for changes in L2 writing practices away from the five-paragraph essay toward purposeful, meaningful writing instruction.

Part 1 shows what the five-paragraph essay is not: it is not an established form of writing, is not a genre, and is not universal. Part 2 looks at writing practices to show the essay's ineffectiveness in elementary and secondary schools, university writing courses, undergraduate discipline courses, and graduate school. Part 3 looks at the influence of high-stakes tests.

“Even as someone who has written his own book on these issues, I found myself being introduced to new perspectives and research. It’s a resource I know I’ll be turning to in the future.”

—John Warner, author of *Why They Can’t Write: Killing the Five-Paragraph Essay and Other Necessities*



EBOOK AVAILABLE

978-0-472-03732-2
256 pgs. / \$30.00 TXT

Beyond Convention

GENRE INNOVATION IN ACADEMIC WRITING

Christine M. Tardy

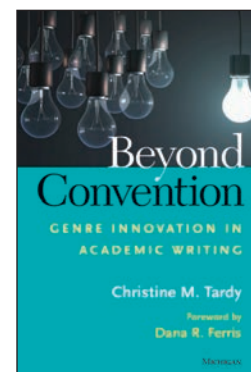
Foreword by Dana R. Ferris

This resource attempts to engage readers directly with the complexities and tensions in genre from both theoretical and pedagogical perspectives. *Beyond Convention* considers a range of learning and teaching settings, including first-year undergraduate writing, undergraduate writing in the disciplines, and the advanced academic writing of graduate students and professionals.

This book is intended as a guide for those interested in the complexities of written communication, whether their interests are grounded in genre theory, academic discourse, discourse analysis, or writing instruction. With its attentiveness to context, discipline, and community, it is a resource for those interested in EAP, ESP, and Writing in the Disciplines. At its heart, this is a book for teachers and teacher educators.

“... this book did more than just make me more aware of something I already, somewhat subconsciously, was doing. However it pushed my thinking about if, when, and how writing teachers should encourage students to push genre boundaries and to innovate.”

—Dana R. Ferris, author of *Treatment of Error*



EBOOK AVAILABLE

978-0-472-03647-9
208 pgs. / \$25.00 TXT

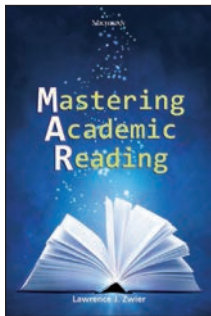


New Directions in English for Specific Purposes Research

Diane Belcher, Ann M. Johns, and Brian Paltridge, Editors

The fundamental arguments in this volume are that ESP researchers must use all of the tools available to systematically assess the needs, identities, and issues faced by learners and the language and discourses of their contexts.

288 pgs. / \$31.95 TXT / 978-0-472-03460-4

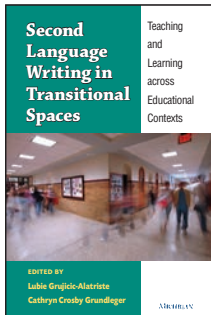


Mastering Academic Reading

Lawrence J. Zwier

The readings and material in *Mastering Academic Reading (MAR)* are meant to challenge advanced EAP students. The comprehension and expansion exercises after the long readings are demanding. The hoped-for outcome is that MAR-trained EAP students can better hold their own in university classes where the reading volume across disciplines and the vocabulary demands are high.

248 pgs. / \$30.95 TXT / 978-0-472-03223-5



Second Language Writing in Transitional Spaces

TEACHING AND LEARNING ACROSS EDUCATIONAL CONTEXTS

Lubie Grujic-Alatriste and Cathryn Crosby Grundler, Editors

This collection has been written to address the fact that there seems to be little concerted, systematic effort to understand what type of writing is taught across elementary, secondary, and college second language (L2) writing contexts and to understand how it is being taught on this long educational continuum (K-16).

280 pgs. / \$31.00 TXT / 978-0-472-03785-8

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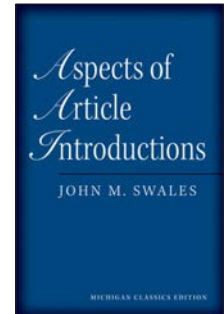
Aspects of Article Introductions

John M. Swales

A reissue of the 1981 publication. It still serves as a short intellectual history of the field of EAP.

104 pgs. / \$19.00 TXT / 978-0-472-03474-1

EBOOK AVAILABLE



Teaching U.S.-Educated Multilingual Writers

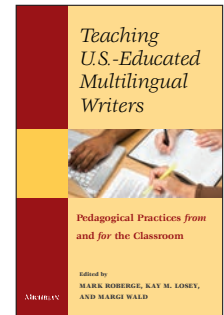
PEDAGOGICAL PRACTICES FROM AND FOR THE CLASSROOM

Mark Roberge, Kay M. Losey, & Margi Wald, Editors

This volume addresses the lack of classroom-oriented scholarship regarding U.S.-educated multilingual writers and is based on the notion of *teachers sharing practices with teachers*. It intentionally reaches out to CCCC and NCTE communities, providing a bridge between native speaker-oriented teaching and ESL-oriented teaching.

344 pgs. / \$31.95 TXT 978-0-472-12210-3

EBOOK AVAILABLE



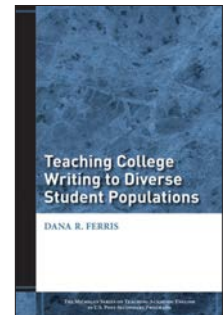
Teaching College Writing to Diverse Student Populations

Dana R. Ferris

This book is designed as an introduction to the topic of diverse second language student audiences in U.S. post-secondary education.

184 pgs. / \$29.50 TXT / 978-0-472-03337-9

EBOOK AVAILABLE



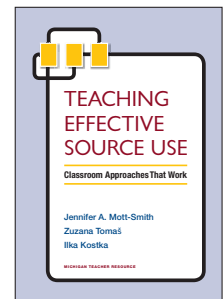
Teaching Effective Source Use

CLASSROOM APPROACHES THAT WORK

Jennifer A. Mott-Smith, Zuzana Tomaš, & Ilka Kostka

This is a comprehensive and practical resource for teachers who assign source-based writing assignments to L2 students in a variety of settings: college-level ESL courses, IEP writing courses, high school ESL courses, and EFL programs.

224 pgs. / \$30.00 TXT / 978-0-472-03689-9



The ESL Writer's Handbook

SECOND EDITION

Janine Carlock, Maeve Eberhardt, Jaime Horst, & Lionel Menasche

The ESL Writer's Handbook is a reference work for ESL students who are taking college-level courses. Its purpose is to provide help with the broad variety of writing questions students may have when working on academic assignments. Unlike other handbooks on the market, this book's sole purpose is to address the issues of second language learners; all samples feature the work of L2 learners.

The spiral-bound *Handbook* complements a student writer's dictionary, thesaurus, and grammar reference. It would be suitable as a text for an advanced ESL writing course when used with the companion *Workbook*.

The new edition features significant revisions to Sections 3 and 4; in particular, both APA and MLA style guides have been updated and new sample papers for each are included. The new edition includes new and revised exercises and many new samples of student writing.

Intermediate/Advanced/B1-C1

Paper 978-0-472-03707-0 / 344 pgs. / \$30.00 TXT

EBOOK AVAILABLE

The Condensed ESL Writer's Handbook,

SECOND EDITION

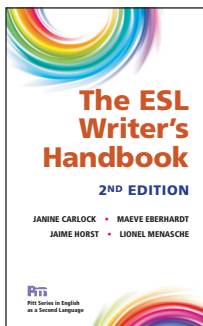
Janine Carlock, Maeve Eberhardt,
Jaime Horst, & Lionel Menasche

The 2nd edition of *The Condensed ESL Writer's Handbook* is accessible with clear and direct explanatory language and focuses on the grammatical and style aspects of writing. It does not include chapters about writing essays or research papers. The perfect resource for students!

Intermediate/Advanced/B1-C1

Paper 978-0-472-03733-9 / 184 pgs. / \$21.00 TXT

EBOOK AVAILABLE



Workbook For The ESL Writer's Handbook

SECOND EDITION

Janine Carlock, Maeve Eberhardt, Jaime Horst, & Lionel Menasche

This workbook accompanies the 2nd Edition of *The ESL Writer's Handbook*. The Workbook extends the topics covered in the Handbook to enable a teacher to use the books as the core texts in an advanced ESL writing or first-year undergraduate composition course. The teacher may wish to assign Workbook exercises as homework or use them in class with the exercises in the Handbook.

The *Handbook* provides 85 additional exercises to facilitate student understanding of some of the most complex or troublesome writing areas covered in the *Workbook*.

Intermediate/Advanced/B1-C1

978-0-472-03726-1 / 112 pgs. / \$23.00 TXT

EBOOK AVAILABLE

The International Student's Guide to Writing a Research Paper

Janine Carlock, Maeve Eberhardt, Jaime Horst, & Peter Kolenich

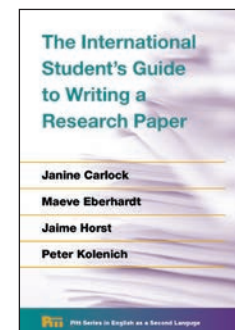
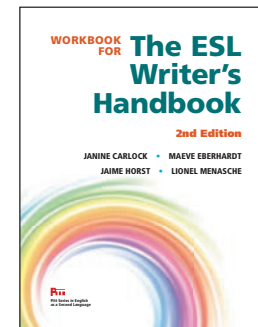
The International Student's Guide to Writing a Research Paper is a reference text for undergraduate students and those in ESL or bridge courses who are writing a research paper for the first time.

This book is partly an update of *Writing a Research Paper* (by Lionel Menasche, 1998) and partly a companion to *The ESL Writer's Handbook*. Like WRP, the book allows teachers to move students through the writing process in stages to end up with a thorough and coherent research paper. Like a handbook, the text of the book is less dense, with explanations provided in sections for easy comprehension and practice exercises included. The step-by-step approach allows students to construct knowledge as they become more familiar with the process, making writing a research paper a less intimidating task.

Intermediate/High-intermediate/B1-C1

Paper 978-0-472-03643-1 / 200 pgs. / \$26.00 TXT

EBOOK AVAILABLE



Academic Listening Strategies

SECOND EDITION

A GUIDE TO UNIVERSITY LECTURES

Julia Salehzadeh

The 2nd Edition of this EAP listening textbook and its accompanying videos has been thoroughly revised to address today's university environment. The new lectures are on the topics of engineering, nuclear energy, cultural values, genre and writing, and economics. The first three lectures are presented in two parts, each of about 30 minutes, but the final three range from 40 to 60 minutes. PowerPoint slides are provided for all lectures and are accessible to students for taking notes. An appendix focuses on elements of fast speech (intonation, pitch, register); a separate set of materials reinforces note-taking strategies and offers practice taking notes on the lectures.

Academic Interactions

COMMUNICATING ON CAMPUS

Christine B. Feak, Susan M. Reinhart,
& Theresa N. Rohlck

Academic Interactions uses transcripts from MICASE to teach students the skills they need to succeed in a college or university setting. These skills include using names and places correctly on campus, understanding instructors and their expectations, interacting during office hours, participating in class and in seminars, giving directions, and delivering formal and informal presentations. In addition, advice is provided for communicating via email with professors and others on campus. Each unit features transcripts of actual academic speaking events, particularly classroom interactions and office hours.

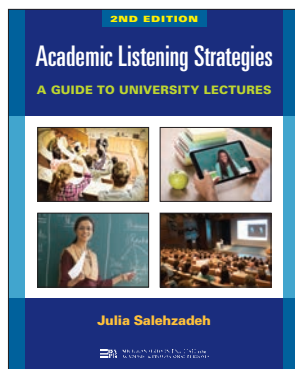
Pedagogical Innovations in Oral Academic Communication

Megan M. Siczek, Editor

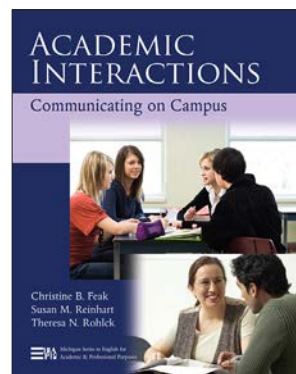
Oral communication is key to students' classroom success and a skill that is highly valued in both academic and professional contexts, yet there are few resources for developing courses on oral academic communication. This edited collection gathers TESOL scholars and practitioners in exploring the theories, principles, and pedagogical practices that shape and help innovate the teaching of oral communication in higher education.

Readers will develop a deeper understanding of the communicative contexts their students inhabit, including the types of speaking situations they are likely to encounter, and understand how to innovate their approach to teaching oral communication to students from diverse cultural, linguistic, educational, and disciplinary backgrounds.

“The volume is a valuable resource for interdisciplinary HE teachers and specifically EAP teachers who incorporate oral forms of activities and assessment. The focus on decolonising SEAP demonstrates the need to encourage and explicitly teach the language of social networking for all students.”
—Gail Forey, *ESP Today*

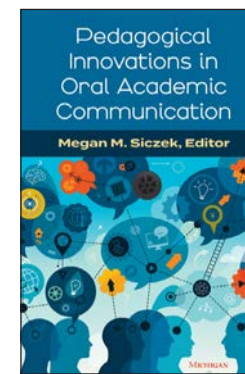


High-intermediate/
Advanced/ EAP
Ebook with videos:
978-0-472-12631-6
136 pgs.
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EBOOK AVAILABLE

Advanced/EAP
Paper:
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EBOOK AVAILABLE

978-0-472-03895-4
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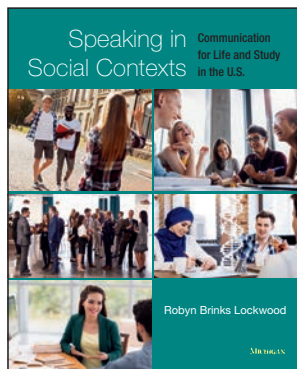
Speaking in Social Contexts

COMMUNICATION FOR LIFE AND
STUDY IN THE U.S.

Robyn Brinks Lockwood

This text was written for students who want to live, study, and/or work in an English-speaking setting or are already doing so. Its goal is to help students survive interactional English in a variety of social, academic, and professional settings—for example, how to make small talk with recruiters at a job fair. The text provides language to use for a variety of functions as they might relate to life on a university campus: greetings and good-byes, making introductions, giving opinions, agreeing and disagreeing, using the phone, offering assistance, asking for advice, accepting and declining invitations, giving and receiving compliments, complaining, giving congratulations, expressing condolences, and making small talk. Users are taught to think beyond the words and to interpret intonation and stress (how things sound).

Each of the 10 units includes discussion prompts, language lessons, practice activities, get acquainted tasks (interacting with native speakers), and analysis opportunities (what did they discover and what can they apply?).



EBOOK AVAILABLE

Intermediate/EAP
978-0-472-03716-2
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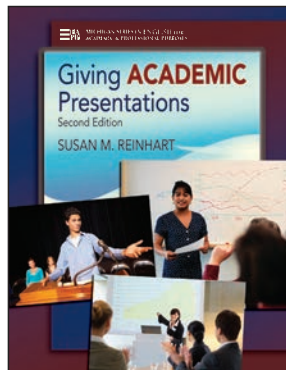
Giving Academic Presentations

SECOND EDITION

Susan M. Reinhart

Giving Academic Presentations provides guidance on academic-style presentations for advanced students. A goal of the text is to make presenters aware that giving an effective academic presentation requires mastery of a broad range of skills.

Among the topics covered in the book are: analyses of speeches; examination of different major speech types; tips for improving non-verbal behavior; suggestions for speaker-listener interaction; discussion of the importance of using evidence in academic speaking; definitions and discussion of fillers; advice on preparing PPT slides; practical advice on preparing and practicing speeches; and pronunciation work on pausing, stress, and intonation.



EBOOK AVAILABLE

Advanced/EAP
978-0-472-03509-0
\$25.95 TXT / 200 pgs.

4 POINT

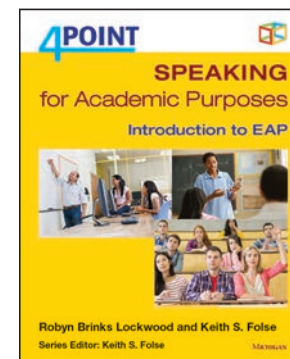
Speaking for Academic Purposes

INTRODUCTION TO EAP

Robyn Brinks Lockwood & Keith S. Folse

Speaking for Academic Purposes is an Introduction to English for Academic Purposes. Each unit includes activities based on the types of speaking situations that students will encounter in academic settings—including pair work, group discussions, and debates. Toward this end, six video scenes (available on the companion website) model student behavior and incorporate key words and phrases typically used when working in groups. New videos were recorded for this volume.

For more books in the 4 Point series, see page 36.



EBOOK AVAILABLE

Intermediate/EAP
978-0-472-03670-7
\$22.50 TXT / 168 pgs.

Cultures in Contrast

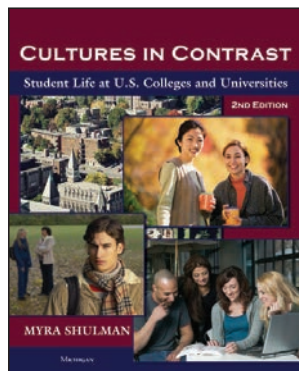
SECOND EDITION

STUDENT LIFE AT U.S. COLLEGES
AND UNIVERSITIES

Myra Shulman

Cultures in Contrast is designed for students who are entering college or university life in the 21st century. The textbook includes readings, case studies, and academic activities designed to help students, including international students, face the challenges of college life. The textbook also focuses on the need for today's college students to have a sensitivity to and respect for diversity, as well as a heightened awareness of individual rights and responsibilities.

Cultures in Contrast presents case studies, readings, and a variety of activities that require students to analyze and evaluate the complex social and moral issues that young adults throughout the world have to deal with. The second edition updates the readings and units from the first edition, but also includes a new unit on binge drinking—one of the most serious problems on U.S. campuses today.



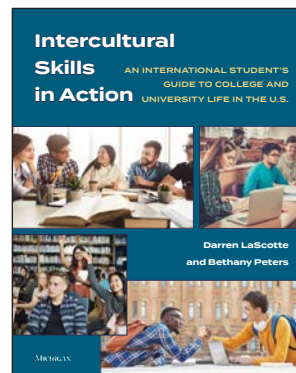
Advanced/C1
978-0-472-03298-3
\$28.95 TXT / 264 pgs.

Intercultural Skills in Action

AN INTERNATIONAL STUDENT'S GUIDE TO
COLLEGE AND UNIVERSITY LIFE IN THE U.S.

Darren LaScotte and Bethany Peters

Despite the increasing diversification of U.S. higher education, without intentional curricular planning by faculty, international students may not experience intercultural interactions due to varying degrees of disinterest, discomfort, or anxiety. This textbook is designed to create meaningful opportunities for students to reflect on and practice intercultural skills in ways that are relatable in their daily lives and that can lead to a more satisfying U.S. academic experience.



EBOOK AVAILABLE

Paper 978-0-472-03856-5
168 pgs. / \$27.00 TXT

Thinking Critically

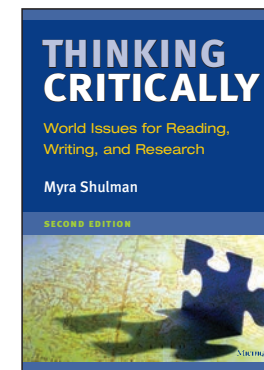
SECOND EDITION

WORLD ISSUES FOR READING,
WRITING, AND RESEARCH

Myra Shulman

The new edition of *Thinking Critically* features brand-new readings around which new critical-thinking, vocabulary, and writing tasks are based. Although many of the same chapter topics are still relevant and are included again, ALL readings are new. Several new genres of writing (abstracts, for example) and assignments have also been added.

Students will improve their skills in reading and discussing authentic news articles, conducting research on the Internet, writing academic papers, debating issues, making oral presentations, and analyzing and writing about complex issues.



Advanced/B2-C1
978-0-472-03299-0
\$26.95 TXT / 256 pgs.

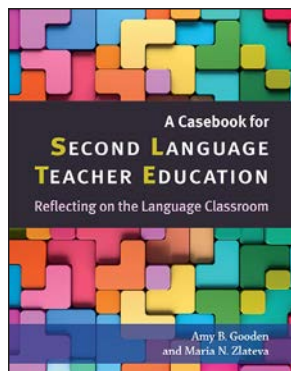
A Casebook for Second Language Teacher Education

REFLECTING ON THE LANGUAGE CLASSROOM

Amy B. Gooden and Maria N. Zlateva

This volume offers a series of actual dilemmas within language classrooms that are designed to promote reflection and discussion. It applies the case-based pedagogy often used in business and other fields to that of second language teacher education to encourage pre- and in-service teachers to grapple with the types of dilemmas and decisions teachers confront every day. Case-based pedagogy resists simple resolutions and easy answers; the activities that precede and follow each case are designed to stimulate analysis and discussion and allow users to draw on theoretical foundations while making critical practical connections.

The cases represent a range of classroom contexts: K–12 ESL/sheltered English immersion, modern foreign language, and post-secondary EAP; private, charter, and public schools; and urban and suburban settings. The book is ideally suited to College/School of Education and MA TESOL courses but will also be useful in professional development workshops for all types of language teachers.



EBOOK AVAILABLE

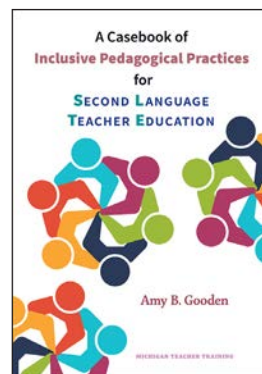
978-0-472-03703-2
160 pgs. / \$25.00 TXT

A Casebook of Inclusive Pedagogical Practices for Second Language Teacher Education

Amy B. Gooden

This casebook is designed to broaden L2 teacher knowledge, thinking, and practice with regard to making language and learning accessible to all students. Language teachers are especially accountable for promoting socially just, inclusive, decolonizing, and multicultural pedagogical practices and curricula; at this critical juncture in history, this book is intended to raise language teachers' awareness of the importance of critically examining and reflecting on the intersectionality of language education and inclusive pedagogical practices. Language teacher educators can use this text in their courses and workshops to build on and extend theoretical foundations, while making critical practical connections.

This volume applies the case-based pedagogy often used in some fields to that of second language teacher education to encourage pre- and in-service teachers to grapple with the types of dilemmas and decisions teachers confront every day. The cases here are problem-based narratives that resist clear-cut answers or solutions and remain open ended to stimulate further investigation and reflection. They mimic the complexity of the classroom where teachers confront a range of pedagogical and learning challenges, and the ensuing experience requires critical, real-time decisions that demand keen professional discernment.



EBOOK AVAILABLE

978-0-472-03793-3
152 pgs. / \$25.00 TXT

Take Care

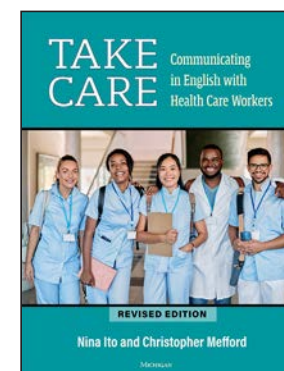
REVISED EDITION

COMMUNICATING IN ENGLISH WITH HEALTH CARE WORKERS

Nina Ito and Christopher Mefford

A high level of communicative skills is essential and expected for health care workers. *Take Care* is designed to give readers the strategies and tools to build, maintain, and repair communication within interactions that take place in health care settings. It is designed for students who are enrolled in health care training as well as nurses or health care workers who are already on the job but may want to improve their English. This text is designed to provide readers with a firm grasp of verbal and non-verbal communication strategies for more successful interactions. It will also help readers develop strategic competence by asking them to practice formulaic phrases needed to get things done. Carefully selected situations will also help readers to understand some of the social situations health care workers need to prepare for, such as apologizing, expressing condolences, or giving advice.

This revised edition is updated to include information about pandemics, vaccines, and other medical developments. Audio files for the listening activities are available online.



EBOOK AVAILABLE

978-0-472-03935-7
248 pgs. / \$34.95 TXT

Small ESL Books; BIG ESL Ideas

Flipping the Classroom

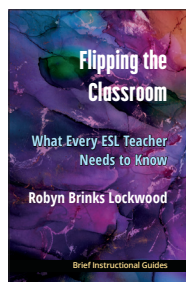
Robyn Brinks Lockwood

This guide provides a brief but helpful introduction to ESL/EFL teachers who want to better understand the educational phenomenon of flipping and implement it into their classrooms.

The author of *Flip It!* (2014) answers some of the most frequently asked questions about why and how to flip and dispels some of the common myths about flipping (e.g., “Flipped classrooms don’t use textbooks” and “Flipping requires me to make videos of myself”). Lockwood discusses the benefits of flipping for teachers and students and also talks about lessons she’s learned from her experience flipping her ESL (EAP) classrooms.

ebook / 978-0-472-12453-4

Paperback / \$15.99 TXT / 978-0-472-03956-2

**MOOCs**

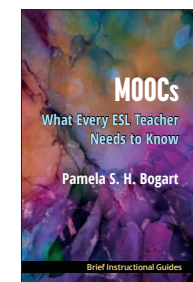
Pamela S.H. Bogart

Bogart explains the various types of MOOCs and their pedagogical benefits and shows how MOOCs can aid in the language learning process and offer students a more richly textured blended learning experience. The text concludes with tips for creating and designing a MOOC.

The book seeks to provide answers to: What is a MOOC? How can my students best use MOOCs? What if I am asked to or decide to create a MOOC? Each section includes an Exploration Task that invites readers to deepen their personal understanding of and experience with MOOCs.

ebook / 978-0-472-12562-3

Paperback / \$15.99 TXT / 978-0-472-03944-9

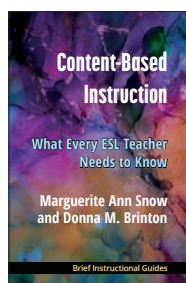
**Content-Based Instruction**

Marguerite Ann Snow and Donna M. Brinton

This book introduces readers to the concept of Content-Based Instruction (CBI) through a brief history and countless examples of the many ways this approach can be applied across settings and programs. Whether readers want to deepen their understanding of CBI or get ideas for their own teaching situation, this book provides an overview of CBI and the process of implementing it. The book discusses the three prototype models (theme-based, sheltered, and adjunct), new models (sustained content language teaching, content and language-integrated learning, English-medium instruction, adjunct models, and other hybrid models), and a research-based rationale for using CBI in the classroom. Each section includes reflection questions designed to guide readers to consider how best to implement CBI in their course and program.

ebook / 978-0-472-12617-0

Paperback / \$15.99 TXT / 978-0-472-03957-9

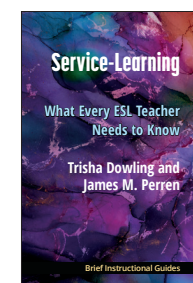
**Service-Learning**

Trisha Dowling and James M. Perren

Service-Learning: What Every ESL Teacher Needs to Know gives practical information on implementing service-learning in the field of TESOL. Service-learning—“the accomplishment of tasks that meet genuine human needs in combination with conscious educational growth”—has developed into a pedagogical approach that incorporates student learning and reflection with curricular concepts while partnering with community organizations. Following an overview of service-learning in the field of TESOL, this text includes sections on incorporating service-learning in an ESL course, finding appropriate community partnerships, making decisions about culture- and language-based lessons, assessing students, and making the experience meaningful. Also included are four specific strategies to help readers make the case for service-learning to administrators.

ebook / 978-0-472-12734-4

Paperback / \$15.99 TXT / 978-0-472-03949-4



Small ESL Books; BIG ESL Ideas

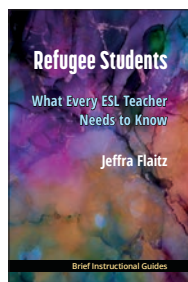
Refugee Students

Jeffra Flaitz

Refugee Students offers a compassionate yet practical guide for anyone who wants to better understand their refugee students, including their backgrounds, their challenges, and their strengths. Author Jeffra Flaitz provides a research- and fact-based guide to teaching refugees in today's U.S. educational system. She discusses the different categories of immigrants, the diversity of refugees, how they may differ from other ESL students, and the risks they may face. Each section is followed by a list of what educators can do for these students.

ebook / 978-0-472-12452-7

Paperback / \$15.99 TXT / 978-0-472-03745-2

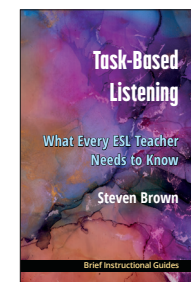
**Task-Based Listening**

Steven Brown

Are you looking for activities to use in your listening classes beyond asking students to answer comprehension questions? In *Task-Based Listening*, author Steven Brown defines task-based listening (TBL) and describes how to build a task-based listening program, how to create a task-based listening lesson, ways to activate vocabulary acquisition and improve grammatical knowledge, and the links between listening and pronunciation. In addition, he covers the ways that metacognitive strategies can assist students when listening, the advantages of extensive listening, and the benefits of interactive listening. Readers will find specific tips and suggestions for using these concepts in the classroom.

ebook / 978-0-472-12564-7

Paperback / \$15.99 TXT / 978-0-472-03947-0

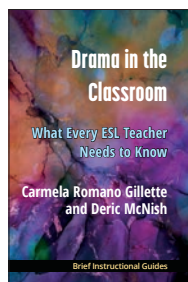
**Drama in the Language Classroom**

Carmela Romano Gillette and Deric McNish

Drama in the Language Classroom weaves together cutting-edge research and practices from the fields of theater and TESOL. After providing an overview of how drama can be used in the language classroom, Carmela Romano Gillette (a TESOL expert) and Deric McNish (an expert in actor training) present a collection of resources teachers need to begin using drama, including practical classroom-tested and evidence-based techniques. They show how theater, performance, and improvisation can help students build confidence, develop a deeper context for speaking, and create authentic opportunities for language use. In addition, they outline the para- and extra-linguistic techniques that can improve expression and meaningful communication. Each section includes sample activities, such as script analysis for improving fluency, and assessment suggestions. Readers do not need to have experience with performance or drama to learn how to incorporate these practices into the ESL classroom.

ebook / 978-0-472-12575-3

Paperback / \$15.99 TXT / 978-0-472-03956-2

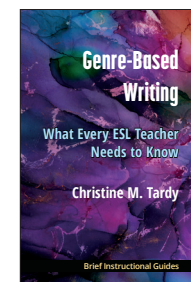
**Genre-Based Writing**

Christine M. Tardy

In *Genre-Based Writing*, author Christine Tardy defines genre and genre-based writing instruction and the five principles of a genre-based pedagogy. She then explains how to design genre-based writing activities. By discussing the genre-related practices and social and rhetorical aspects of genre, she is able to outline strategies for exploring rhetorical moves and playing with genre form in the classroom. In addition, the book provides general tips for bringing a genre approach into the writing classroom as well as several application activities and specific suggestions for classroom tasks.

ebook / 978-0-472-12626-2

Paperback / \$15.99 TXT / 978-0-472-03958-6



Small ESL Books; BIG ESL Ideas

SLIFE

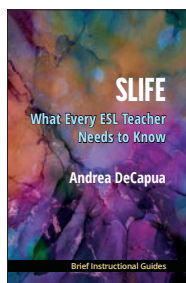
Andrea DeCapua

This guide focuses on deepening an understanding of Students with Limited or Interrupted Formal Education (SLIFE), sometimes also referred to as SIFE. SLIFE face different challenges in the classroom than more traditional ELLs. SLIFE need to develop basic literacy skills and foundational subject-area knowledge, as well as learn how to engage in the discourse and practices of formal educational settings.

What can teachers do to help the SLIFE succeed and to recognize and honor the knowledge, skills, and cultural capital of SLIFE? This guide centers around four guidelines for teaching SLIFE; discussion of the Mutually Adaptive Learning Paradigm, is included.

ebook / 978-0-472-12563-0

Paperback / \$15.99 TXT / 978-0-472-03948-7

**Academic Word Lists**

Keith S. Folse

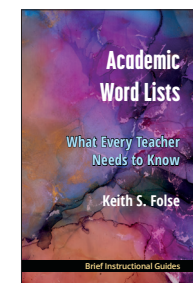
In this guide, Keith Folse explains how various lists like the Academic Word List (AWL) have become popular in the ESL classroom. He also addresses how Coxhead's AWL attained its dominant status and why the lists are being produced.

Following a discussion on the importance of teaching vocabulary, Folse addresses these questions:

- Why are word lists useful in language learning?
- How big is our learners' lexical gap?
- What words are on the AWL?
- What should teachers know about other word lists?
- Where are we now in terms of using word lists in the classroom?

ebook / 978-0-472-12567-8

Paperback / \$15.99 TXT / 978-0-472-03952-4

**Conflict Resolution Training for the Classroom**

Barrie J. Roberts

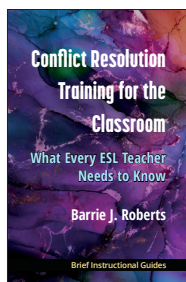
This guide is designed for ESL instructors without any background in conflict resolution (CR) who teach intermediate-to-advanced ESL courses. This guide shows how much of the teaching of CR is similar to teaching ESL.

Also included are:

- Ways to apply negotiation and mediation to ESL activities
- A discussion of conflict styles and how to prevent and resolve conflicts (through a focus on active listening)
- Specific types of role-plays to address conflicts
- How to design successful CR + ESL activities that can be applied to EAP and CBI contexts
- A list of resources and sample syllabi

ebook / 978-0-472-12687-3

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**Teaching Speaking Online**

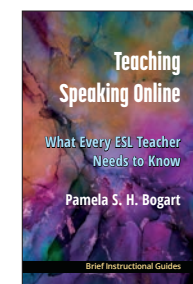
Pamela S.H. Bogart

This guide offers ways to foster spoken language development that can effectively take place in online teaching contexts. Because technical problems, economic resources, and student schedules may curtail opportunities for student participation in live, synchronous online classes, this book will focus primarily on asynchronous modes of teaching and learning. Each section discusses a key question; including:

- How can I include pronunciation in an online speaking class?
- How can I transform a face-to-face speaking course to online?
- How can I establish the rapport that is a prerequisite to effective speaking classes?

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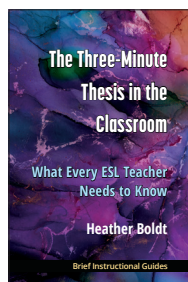
The Three Minute Thesis in the Classroom

Heather Boldt

The Three Minute Thesis (3MT®) competition is an annual academic speaking competition that challenges graduate students to present their thesis and its significance to a non-specialist audience in just three minutes. In *The Three Minute Thesis in the Classroom*, author Heather Boldt focuses on how the 3MT can be used in an ESL or EAP classroom to improve students' speaking skills, particularly about research. This Brief Instructional Guide uses data from the author's corpus of 3MT transcripts to reveal the six moves typical of this type of presentation and then provides instructors with a variety of classroom applications in the areas of vocabulary, pronunciation, describing research to non-specialists, and effective slide design.

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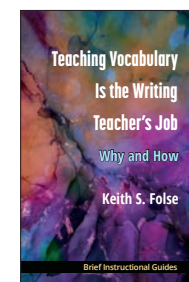
**Teaching Vocabulary Is the Writing Teacher's Job****WHY AND HOW**

Keith S. Folse

While most teachers acknowledge the importance of vocabulary in learning a new language, many assume a reading class or other teacher will cover vocabulary. Yet vocabulary plays an essential role in good writing, especially academic writing. *Teaching Vocabulary Is the Writing Teacher's Job* explores the serious nature of ESL students' lexical plight and looks at vocabulary in relation to reading, speaking, listening, and writing proficiency. It also examines the role of vocabulary in ESL writing assessment. In the conclusion, author Keith Folse discusses eight research-based suggestions for writing teachers, including encouraging students to become vocabulary detectives, teaching collocations, testing vocabulary, and teaching paraphrasing and summarizing.

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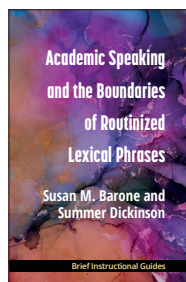
**Academic Speaking and the Boundaries of Routinized Lexical Phrases**

Susan M. Barone and Summer Dickinson

Academic Speaking and the Boundaries of Routinized Lexical Phrases explains the concepts and practices of the Academic Speaking course and how recent research and classroom practices have shaped current iterations of this English for Academic Purposes course. Authors Susan M. Barone and Summer Dickinson provide English language instructors with relevant approaches and strategies for teaching conventional, formulaic lexical phrases in academic settings. They address questions related to how students acquire and emulate formulaic language as they move toward constructing longer turns of speech. The book also offers readers a cross section of what may take place in the language learning classroom within a university setting to help address the challenge of creating authentic, realistic, and discipline-specific environments to simulate academic settings.

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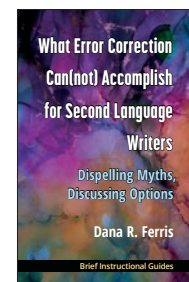
**What Error Correction Can(not) Accomplish for Second Language Writers****DISPELLING MYTHS, DISCUSSING OPTIONS**

Dana R. Ferris

This book looks at aspects of L2 research that influence error correction, finding that second language acquisition takes time and that second language writers' texts differ from those written by native English speakers. Using this research, Dana R. Ferris dispels the myth that diligent teacher correction and student editing can lead to perfect, error-free texts. In clear and simple terms, Ferris makes six suggestions for things teachers can do in the classroom regarding error correction and provides samples. Other issues regarding the expectations of students and others—such as in timed (high-stakes) situations—as it relates to “perfect” papers are examined. The book closes by addressing the basic principles of developing students' language skills in second language/ESL writing classes.

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4 POINT

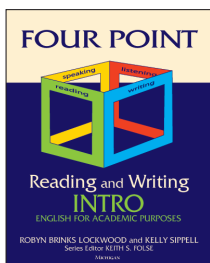
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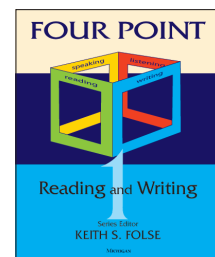
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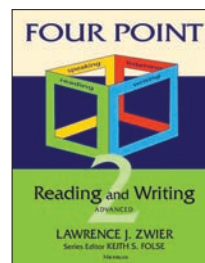
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PURPOSES

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In *Reading & Writing 2*, reading passages are presented in each unit, each about a different topic within a field of academic study. The accompanying exercises are meant to strengthen a range of reading and writing skills.

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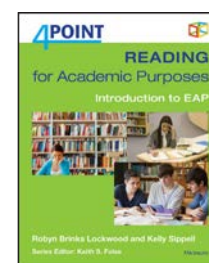
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Kelly Sippell

Reading for Academic Purposes is an Introduction to English for Academic Purposes.

Each unit includes two reading passages on the same topic within a field of academic study: marketing, architecture, linguistics, fine arts, legal studies, and literature. Each reading is accompanied by a before-reading and after-reading strategy, plus either a during-reading or vocabulary strategy, followed by practice activities.

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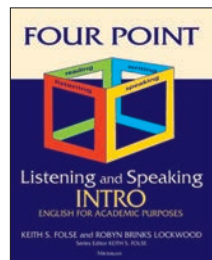
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Each unit of *Listening & Speaking Intro* contains six two-part lectures on the topic within a field of academic study: architecture, marketing, earth science, history, chemistry, and fine arts. The lectures range from three to five minutes in length. The exercises practice an array of important academic listening and speaking skills, including making presentations, and also reinforce vocabulary and reading and writing skills.

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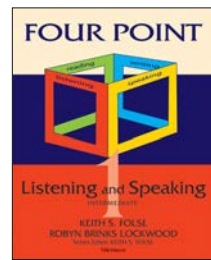
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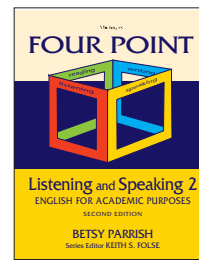
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Betsy Parrish

Listening & Speaking 2 has been revised to include longer academic lectures and to introduce more sophisticated speaking concepts and tasks. The Second Edition gives more attention to group discussions and presentations (including Q&A), with each unit now including a student presentation and a video of student interaction. The student presentations and lectures are provided on the audio. The video scenes are available online, as are interactive vocabulary activities.

Each unit now also features a Conducting Research Strategy, with more attention given throughout to the research-related tasks and assignments. This book practices an array of EAP listening and speaking skills.

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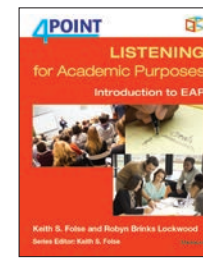
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Keith S. Folse and Robyn Brinks Lockwood

Listening for Academic Purposes is an Introduction to English for Academic Purposes. Each unit contains six two-part lectures on the topic within a field of academic study: architecture, marketing, earth science, history, chemistry, and fine arts. The lectures range from three to four minutes in length.

The exercises practice an array of important academic listening strategies, including note-taking. Each unit includes activities based on the in-class interactions students will encounter in academic settings. Six video scenes (available on the companion website) model student behavior and incorporate key words and phrases typically used when working in groups.

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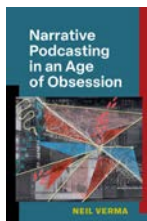
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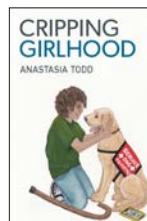


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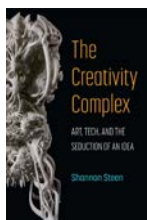


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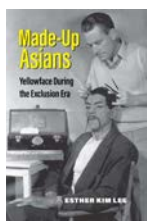
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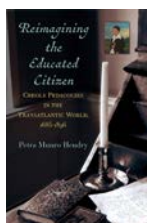
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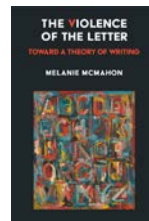
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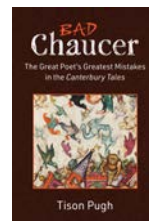
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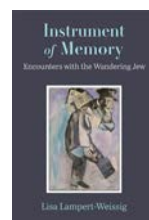
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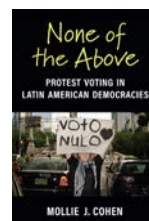
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