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TEACHER TRAINING, APPLIED LINGUISTICS, & ENGLISH FOR ACADEMIC PURPOSES

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VIDEO
Video for the classroom can be viewed.

Also note that Common European Framework of Reference for Language (CEFR) designations have been added for the more standard ESL textbooks.
Example from Unit 1 | Nonprose Reading

New York City hosts more than 55 million visitors each year. The city has five boroughs. One of them, Manhattan, has most of the sites that we think of when we think of New York: museums, universities, performance centers. One of the easiest ways to get around the city is by subway. Below is a partial map of Manhattan subways, from the south end of Central Park to the southern end of Manhattan Island. The exercises in this section will give you practice in nonprose reading.
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.
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.

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.

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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—for example, common verbs in the passive voice, summary nouns used with this/these, and irregular plural nouns; authentic examples for every grammar point from corpora and published texts; exercises for every grammar point that help writers develop grammatical awareness and use, including completing sentences, writing, revising, paraphrasing, and editing; and a section inviting writers to investigate discipline-specific language use and apply it to an academic genre.

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.
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

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
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

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.

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
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.

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 /
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 www.press.umich.edu/elt/compsite/ETRW/.

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

In its second edition, Breaking New Ground for SLIFE builds on its model for supporting students who are new to English and may have experienced a disruption in their schooling. The practices presented in this book emerge from the belief that education for students with limited or interrupted formal education, also known as SLIFE, should not be remedial but should build on the students’ experiences and existing areas of knowledge. This edition has been heavily improved through research in the field, feedback from teachers, and new scholarly treatments of the topic. This new edition explores the MALP approach, highlights how technology can be incorporated into educational projections, and explores a series of international case studies.

By reading Building 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

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
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.
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.

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 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.

“Building Internationalized Spaces 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.” —International Students

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)
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.

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.

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.
Discourse Intonation

A DISCOURSE-PRAKTIC 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

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).

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.
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

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.

Pronunciation Myths
Applying Second Language Research to Classroom Teaching
Linda Grant

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.
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.

“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

Assessment Myths
APPLYING SECOND LANGUAGE RESEARCH TO CLASSROOM TEACHING
Lia Plakans & Atta Gebril

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
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.

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.

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.

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

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Treatment of Error in Second Language Student Writing
SECOND EDITION
Dana R. Ferris

Treatment of Error offers a realistic, well-reasoned account of what teachers of multilingual writers need to know about error and how to put what they know to use. Ferris again persuasively addresses the fundamental error treatment questions that plague novice and expert writing specialists alike.

The Second Edition improves upon the first by exploring changes in the field since 2002, such as the growing diversity in what people call “L2 writers,” the blurring boundaries between “native” and “non-native” speakers of English, the influence of genre studies and corpus linguistics on the teaching of writing, and the need to move beyond “error” to “second language development” in terms of approaching students and their texts.

The Second Edition features:
• An updating of the literature in all chapters
• A new chapter on academic language development
• A postscript on how to integrate error treatment/language development suggestions in Chapters 4–6 into a writing class syllabus
• The addition of discussion/analysis questions at the end of each chapter, plus suggested readings, to make the book more useful in pedagogy or teacher development workshops.

Controversies in Second Language Writing
DILEMMAS AND DECISIONS IN RESEARCH AND INSTRUCTION
SECOND EDITION
Christine Pearson Casanave

In the years since the first edition of Controversies in Second Language Writing was published, there been little to no clear resolution of the controversies Casanave so accessibly and fair-mindedly laid out. Many of them have become far more complex and intertwined with many other 21st century issues that teachers of L2 writing cannot help but be affected by in their real-life and virtual classrooms. Therefore, this Second Edition has set out to address:
• What issues, if any, have been resolved?
• What issues have had lasting power from the past, either because people are resistant to change or because the issues continue to be unresolved ones that writing teachers and scholars need to keep discussing?

This edition is a thorough revision with all chapters updated to refer to works written since the first edition was published. A few chapters have been added—one devoted to writing in a digital era (Chapter 3); one devoted to the debates about English as a Lingua Franca, “translingual literacy practices,” and other hybrid uses of English that have been ongoing in the last ten years (Chapter 4); and one giving special attention to issues related to writing from sources and plagiarism (Chapter 6).

As with the first edition, this is not a book that will teach readers how to do things. Rather, it is a book designed to help readers think and to wrestle with issues in L2 writing that are not easily resolved by how-to prescriptions.

“Finally, a book about L2 writing we can all understand!”
—Keith S. Folse

EBOOK AVAILABLE
978-0-472-03476-5 / 240 pgs. / $25.00 TXT

“I enthusiastically recommend this book to both newcomers and experts in the field of L2 writing.”
—English for Specific Purposes Journal

Christine Pearson Casanave

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Teacher Written Commentary in Second Language Writing Classrooms
Lynn M. Goldstein

In Teacher Written Commentary in Second Language Writing Classrooms, Lynn M. Goldstein uses ample research and experiential evidence to explain both why and how teachers should comment on their students’ writing assignments. Among the problems addressed are how to attend to the product without slighting the writing process, how to intervene in the process without appropriating the product, how to facilitate student comprehension and use of teacher feedback while promoting student independence, and how to respond efficiently while remaining attentive to individual student needs.

978-0-472-03016-3 / 176 pgs. / $25.00 TXT

Connects Speaking & Writing in Second Language Writing Instruction
Robert Weissberg

Connecting Speaking & Writing in Second Language Writing Instruction provides both a theoretical perspective on the importance of L2 learners’ development of written language as well as practical strategies for incorporating social interaction into the writing classroom.

Weissberg provides a compelling argument for rethinking and reclaiming the speaking-writing connection. He reminds L2 writing specialists about the work of Vygotsky and other sociocultural theorists and how social interaction and inner speech play an integral role in writing. Weissberg also shows how encouraging concurrent oral-writing proficiencies affects L2 learners and how dialogue-writing relationships are developed through writing tasks, group activities, conferencing, dialogue journals, and teacher-written feedback.

978-0-472-03032-3 / 192 pgs. / $25.00 TXT

Technologies in the Second Language Composition Classroom
Joel Bloch

Grounded in applied linguistics research and composition theory and practice, Technologies in the Second Language Composition Classroom encourages teachers to explore the role technology can play in the acquisition of writing for second language students. This research-based volume supports the incorporation of technology into classrooms, providing students with motivation and tools to develop their writing skills. The book provides not only an intellectually engaging perspective on the on-going debates regarding technologically enhanced writing and writing pedagogy, but it also delves into the technologies themselves, from blogs and blogging to computer-mediated discourse and concordancing.

This book will interest ESL teachers in training, teacher educators, current ESL instructors, and researchers and scholars in the area of ESL writing and technology.

978-0-472-03210-5 / 264 pgs. / $27.00 TXT

Critical Academic Writing and Multilingual Students
A. Suresh Canagarajah

This volume facilitates teacher self-reflection and enables readers to better understand the motivations and pedagogical implications—especially for L2 writing—of a more openly pedagogical approach.

Critical Academic Writing and Multilingual Students explains what it means to commit to an academic pedagogy in terms of form, self, content, and community—and what it can accomplish in the L2 writing classroom.

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978-0-472-08853-9 / 296 pgs. / $25.00 TXT
Connecting Reading & Writing in Second Language Writing Instruction
SECOND EDITION
Alan R. Hirvela

In this substantively revised new edition, Hirvela moves beyond the argument he made in the first edition of showing the value of connecting reading and writing. The new edition focuses on explaining various dimensions of those connections and offering a fresh look at how to implement them in today's L2 writing classroom.

This volume exhibits all of the characteristics that made the first edition valuable to novices and seasoned practitioners who are interested in learning more about reading-writing pedagogy. Hirvela deftly links theory, research, and practice in prose that is highly accessible and engaging. Readers will probably be especially appreciative of the increased attention to source-based writing, or reading-to-write, in this new edition, as well as the addition of chapters on integrated reading-writing assessment and skill, strategy, and knowledge transfer, a topic too seldom addressed in the second language reading-writing context.

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Intercultural Rhetoric in the Writing Classroom
Ulla Connor

It is easy to argue that the need for attention to how we navigate rhetorically within and across cultures has never been greater, given ever-increasing global migrations and seemingly instantaneous global communication. Yet, the conceptual basis of intercultural rhetoric has been under fire ever since it first emerged as an area of research and pedagogical interest.

In recent years, Ulla Connor has built a steadily more extensive and sophisticated case for how a culturally contextualized study of rhetoric in any media can be carried out without static and reductive over-generalizations about culture/s or rhetoric. This volume provides both an eloquent summation and further theoretical expansion of Connor’s arguments.

136 pgs. / $24.00 TXT / 978-0-472-03458-1

Assessment in the Second Language Writing Classroom
Deborah Crusan

Assessment in the Second Language Writing Classroom is accessible to both teachers and prospective teachers. The book is for those who teach and assess second language writing in several different contexts: the IEP, the developmental writing classroom, and the sheltered composition classroom. In addition, teachers who experience a mixed population or teach cross-cultural composition will find the book a valuable resource.

While other books have thoroughly covered the theoretical aspects of writing assessment, no book to date has included an in-depth examination of the machine scoring of writing and its effects on second language writers.

EBOOK AVAILABLE
224 pgs. / $25.00 TXT / 978-0-472-03419-2

Journal Writing in Second Language Education
Christine Pearson Casanave

Christine Pearson Casanave guides readers through this first book-length treatment of journal writing in the contexts of language learning, pre- and in-service teaching, and research.

Casanave has put together existing ideas that haven’t been put together before and has done it as a single-authored book. She has done it in a way that will be especially accessible to teachers in language teacher education programs and to practicing teachers and researchers of writing in both second and foreign language settings.

EBOOK AVAILABLE
272 pgs. / $24.00 TXT / 978-0-472-03457-4
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

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.

“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

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.

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Preparing Adult English Learners to Write for College and the Workplace
Kirsten Schaetzel, Joy Kreeft Peyton, & Rebeca Fernández, Editors

This volume has been written as a response to the communicative demands that the 21st 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 narratives) to rhetorically flexible writing for multiple audiences, purposes, and contexts, whether for a college course or in the workplace.

“[This volume] stands out because of its relevance to adult education settings, where teachers are often underprepared and experience necessary professional learning on the job. Chapter authors provide a wealth of classroom-ready materials along with important scholarly references. In sum, the book steers the field in a positive direction and is a valuable resource for adult educators everywhere.”
—TESOL Journal

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

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
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.

The book discusses the ways that plagiarism has traditionally been cast in ethical terms and argues that this frame is not helpful to L2 writers, stresses that a variety of diverse behaviors have been included under the umbrella of plagiarism (fairly and unfairly), and challenges the stereotyping of L2 writers as plagiarizers. More than 30 ready-made lessons are included.

“This volume is poised to fill a much-needed niche in writing classrooms. Indeed, it is so well-written that it is extremely difficult to find anything to criticize. . . . let’s be very clear: you need this book! Direct, concrete teaching points and 31 immediately-usable, engaging lesson plans will provide a quick return for any instructor to effectively teach source use.”
—HEIS Newsletter

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.

Each chapter includes a description of students and their teaching context; a description of the particular practice, course design, or support project; a rationale for developing this practice, design, or project; an evaluation of its success; and some thoughts on how it might be adapted for other students and contexts.

“Overall, this is a practical resource for instructors in first-year composition, as well as in second language writing, as it provides pedagogical tools and curriculum concepts focused on the unique learning needs of U.S.-educated multilingual students. The practices have been implemented in authentic contexts and supported by scholarship, and the outcomes and observations provide further insight into possible adaptation to other contexts.”
—SLWIS Newsletter

Second Language Writing in Transitional Spaces
TEACHING AND LEARNING ACROSS EDUCATIONAL CONTEXTS
Lubie Grujicic-Alatriste & Cathryn Crosby Grundleger, Editors

The collection addresses the fact that there is 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. This volume provides an overview of the key issues in understanding how L2 writing is taught across educational contexts and seeks to provide a common understanding as to how teaching and learning of L2 writing happen along the educational spectrum, including the various points of transition, to facilitate higher levels of teaching success. The key transitions have been identified as those (1) between two or more languages, (2) between Englishes, (3) from spoken to written language, and (4) related to school/academic literacies.

The chapters examine the writing that learners are producing because of policies like CCSS and the writing they are required to do once they reach the college/university level and then where the intersections exist—that is, what do educators think English learners ought to be writing at different levels?
Voices of Experience
HOW TEACHERS MANAGE STUDENT-CENTERED ESL CLASSES
Janet Giannotti

Voices of Experience was designed and written with teachers-in-training and seasoned professionals in mind; the book would be used differently by each.

Each unit of the five units has two or three chapters that discuss the survey responses and relevant quotes from participants. Each unit concludes with a Connections section that features:

- **Challenging Beliefs: What Teachers Think**, which presents a statement for readers to respond to and compare their responses to others who completed the survey.
- **Classroom Connections: What Teachers Do**, which lists reflection or discussion questions.
- **Strategies and Motivations: What Teachers Say**, which presents more quotes from respondents, particularly those that look at what's behind teachers' choices. These too could be used for reflection or discussion.

Other Floors, Other Voices
A TEXTOGRAPHY OF A SMALL UNIVERSITY BUILDING
TWENTIETH ANNIVERSARY EDITION
John M. Swales

Originally published in 1998, Other Floors, Other Voices uses texts to capture the lives of three communities operating within a single building on the University of Michigan campus. His thoughtful exploration of the three units—the Computer Resource Site, the University Herbarium (botany), and the English Language Institute—centers around the individuals who work on each floor and the discourse-related activities they engage in.

The 20th anniversary edition includes: a new preface, an introductory essay on the value of re-reading this volume many years after publication, and an epilogue that reveals what has happened to the three units over the years.

**“John Swales’ textography might also be called ‘comparative rhetoric in a small building,’ offering proof, once again, that another culture may be only a trip up or down a flight of stairs...such an appealing and original book.”**

—BAAL News

Why Is English Like That?
HISTORICAL ANSWERS TO HARD ELT QUESTIONS
Norbert Schmitt & Richard Marsden

- Why is night spelled with gh?
- Why can’t sentences end with prepositions?
- Why does English have so many words that express the same ideas?

Questions like these can be difficult for teachers to answer when they do not know the historical background of the English language. Why Is English Like That? gives teachers a brief and accessible history of the English language without assuming any prior knowledge of the subject.

The text outlines the historical events that shaped English; describes how its grammar, vocabulary, spelling, and pronunciation developed over time; and highlights the quirks and exceptions in English that can be explained on a historical basis.

This text also contains reproducible grammar and vocabulary exercises that will help teachers incorporate some of this knowledge into classroom activities.
Aspects of Article Introductions
John M. Swales
The Michigan Classics Edition is 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

Assessing Writing, Assessing Learning
A PRACTICAL GUIDE FOR EVALUATING AND REPORTING ON WRITING INSTRUCTION PROGRAMS
Dudley W. Reynolds
This book seeks to support teachers, administrators, program directors, and funding entities who want to make the best use of the resources at their disposal to understand what students are learning and why and then take actions based on what they have learned.
144 pgs. / $27.00 TXT / 978-0-472-03389-8
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Collaborations & Innovations
SUPPORTING MULTILINGUAL WRITERS ACROSS CAMPUS UNITS
Nancy DeJoy & Beatrice Quarshie Smith, Editors
A goal of this collection is to address the economic, structural, disciplinary, and pedagogical challenges of making this type of shift in bold and compassionate ways.
248 pgs. / $30.00 TXT / 978-0-472-03688-2
EBOOK AVAILABLE

One on One with Second Language Writers
A GUIDE FOR WRITING TUTORS, TEACHERS, AND CONSULTANTS
Dudley W. Reynolds
This guide focuses on the body of knowledge those conferencing with second language writers need in order to be able to think on their feet, recognize needs, and steer conversations in productive directions.
168 pgs / $23.95 TXT / 978-0-472-03282-2
EBOOK AVAILABLE

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—as well as the “frames” brought to the context by the researchers themselves.
288 pgs. / $31.95 TXT / 978-0-472-03460-4

Reflecting on Teaching the Four Skills
60 STRATEGIES FOR PROFESSIONAL DEVELOPMENT
Thomas S.C. Farrell
This book helps in-service or new teachers discover new techniques for addressing common challenges in the teaching and assessing of reading, writing, listening, and speaking.
240 pgs. / $28.50 TXT / 978-0-472-03505-2

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. It provides a coherent synthesis and summary not only of the scope and nature of the changes but of their practical implications for program administration, course design, and classroom instruction, particularly for writing courses.
184 pgs. / $29.50 TXT / 978-0-472-03337-9
EBOOK AVAILABLE

Using Corpora in the Language Learning Classroom
CORPUS LINGUISTICS FOR TEACHERS
Gena R. Bennett
A resource for teacher trainers working with language instructors and language teachers who may want a better understanding of corpora.
144 pgs. / $29.50 TXT / 978-0-472-03385-0
The International Student’s Guide to Writing a Research Paper
Janine Carlock, Maeve Eberhardt, Jaime Horst, & Peter Kolenich

This book 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  TM ONLINE

The International Student’s Guide to Writing a Research Paper
Janine Carlock, Maeve Eberhardt, Jaime Horst, & Peter Kolenich

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.

Spiral bound
Intermediate/High-intermediate/B1-C1
Paper 978-0-472-03643-1 / 200 pgs. / $26.00 TXT
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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.

Handbook, spiral-bound / Intermediate/Advanced/B1-C1
Paper 978-0-472-03707-0 / 344 pgs. / $30.00 TXT
EBOOK AVAILABLE  TM ONLINE

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!

Spiral-bound
Intermediate/Advanced/B1-C1
Paper 978-0-472-03733-9 / 184 pgs. / $21.00 TXT
EBOOK AVAILABLE  TM ONLINE
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
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 interational 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?).

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.

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.
**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 a 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 www.press.umich.edu/elt/compsite/leading.

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**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.

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**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.

Almost every reading is taken, in minimally adapted form, from a book or academic/professional journal. Two introductory passages have been composed expressly for this book in order to provide narrowly focused background material. Beyond these pieces, readers are in the hands of “real-world” authors and their difficult, lexically diffuse, and allusion-filled creations.
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.

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.

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.
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.

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 not intended as exemplars of practice to be emulated or illustrations of existing theories; instead, they are problem-based narratives that resist clear-cut answers or solutions and remain open ended to stimulate further investigation and reflection. The goal is to 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.

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.
**Inside Academic Writing**

**UNDERSTANDING AUDIENCE AND BECOMING PART OF AN ACADEMIC COMMUNITY**
Grace Canseco

*Inside Academic Writing* addresses the needs of international students as they begin to position themselves as writers in their field of research. The text situates students within their writing communities by prioritizing the steps of learning; students are directed to use common threads of academic writing across disciplines. Students will create a portfolio of important pieces of writings rarely taught in courses, including a biographical statement and a research interest essay.

**Exploring Options in Academic Writing**

**EFFECTIVE VOCABULARY AND GRAMMAR USE**

Jan Frodesen & Margi Wald

*Exploring Options* is designed to help student writers develop their knowledge and use of academic language to meet the demands of upper-level college and university writing assignments. It draws on the research identifying lexical and grammatical patterns across academic registers, provides authentic reading contexts for structured vocabulary learning, and focuses on specific kinds of lexico-grammatical decisions that students face in shaping, connecting, and restructuring their ideas. It helps writers learn how to effectively use resources such as learner dictionaries, thesauruses, and concordancers to improve academic word knowledge.

**Developing Information Literacy Skills**

**A GUIDE TO FINDING, EVALUATING, AND CITING SOURCES**
Janine Carlock

*Developing Information Literacy Skills* provides guidance and practice in the skills needed to find and use valid and appropriate sources for a research project. Anyone who does academic research at any level can benefit from ways to improve their information literacy skills.

This text has been structured around the six critical elements of the ACRL Framework for Information Literacy in Higher Education, contextualizing these elements by fitting them into the research and writing process. The book focuses on providing students with the critical-thinking and problem-solving skills needed to: (1) identify the conversation that exists around a topic, (2) clarify their own perspective on that topic, and (3) efficiently and effectively read and evaluate what others have said that can inform their perspective and research. The critical-thinking and problem-solving skills practiced here are good preparation for what students will encounter in their academic and professional lives.
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.

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.

Content-Based Instruction
Marguerite Ann Snow and Donna M. Brinton

In this guide, Snow and Brinton, editors of The Content-Based Classroom: New Perspectives on Integrating Language and Content (2017), explain how “content-based instruction (CBI) is a vibrant approach to curriculum design that is able to ‘flex’ to fit a wide variety of student populations, settings, and program goals.”

Whether readers want to deepen their understanding of CBI or get ideas for their own teaching situation, this book provides: an overview of CBI, including the three prototype models (theme-based, sheltered, adjunct); a discussion of new models; a rationale for CBI, including support from SLA and other research; an examination of issues that arise in implementation; and a research agenda for CBI. Each section includes reflection questions designed to guide readers to consider how best to implement CBI in their course and program.
Service-Learning
Trisha Dowling and James M. Perren

This guide responds to the need for 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 reasons to use to make the case for service-learning to administrators.

Refugee Students
Jeffra Flaitz

In this guide, Flaitz (author of Understanding Your Refugee and Immigrant Student) provides a research- and fact-based approach to address some of the core principles surrounding refugees in today’s U.S. educational system. The importance of each of these principles is discussed and is followed by a list of what U.S. educators can do.

The text offers a compassionate yet practical guide for anyone who wants to better understand their refugee students: Where are they coming from and why have they fled their homes? What kind of support do they receive? What assets do they bring with them? What strengths have they developed as a result of their journey?

Task-Based Listening
Steven Brown

In this guide, Steven Brown, author of Listening Myths (2011) and a well-known ESL/EFL listening textbook series, 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 in listening tasks
- How listening can improve grammatical knowledge
- The links between listening and pronunciation
- The ways that metacognitive strategies can assist students when listening, particularly when listening to lectures
- The advantages of extensive listening (especially while reading)
- The benefits of interactive listening, including how to design a good speaking task

All chapters include specific tips and suggestions for using these concepts in the classroom.
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 available in late Spring 23: $15.99 TXT / 978-0-472-03948-7

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


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 available in late Spring 23: $15.99 TXT / 978-0-472-03945-6

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?

ebook / 978-0-472-12922-5

Paperback available in late Spring 23: $15.99 TXT / 978-0-472-03945-6
The Three Minute Thesis in the Classroom
Heather Boldt

This guide is not focused on how to run a 3MT® competition but rather on how to use aspects of that genre to improve students’ speaking skills, particularly about research. It explores the many ways the 3MT connects to an ESL or EAP classroom:

• International students relate to presentations from university students engaged in a real-world and research-focused task.
• The content is engaging and targeted to a non-specialist audience.
• The length of 3 minutes provides an efficient model to demonstrate the flow of the problem-solution organization pattern.

This 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.
**Teaching Vocabulary Is the Writing Teacher’s Job**

**WHY AND HOW**

Keith S. Folse

This guide explores the lexical plight of ESL students and looks at the importance of vocabulary in relation to reading, speaking, listening, and writing proficiency. It examines the essential role of vocabulary in ESL writing assessment and concludes with a research-based discussion of eight things all writing teachers should do; among them are:

- Encourage students to become vocabulary detectives.
- Teach collocations, not just single words.
- Test vocabulary and hold learners accountable.
- Teach paraphrasing and summarizing.

**“Writing teachers need to readjust their mindset to include vocabulary instruction, practice, and assessment as a necessary component in a writing course. Vocabulary needs to be given as much time in the curriculum as learning about paragraph development and brainstorming essay topics.”**

—Keith S. Folse

**What Error Correction Can(not) Accomplish for Second Language Writers**

**DISPELLING MYTHS, DISCUSSING OPTIONS**

Dana R. Ferris

This guide covers three aspects of L2 research that influence error correction. It is an update of Dana Ferris’ chapter in *Writing Myths*. In clear and simple terms, Ferris makes six suggestions for things teachers can do in the classroom regarding error correction and provides samples. Three detailed appendixes complement this discussion. The book closes by addressing the basic principles of developing students’ language skills in second language/ESL writing classes.

**“I took a powerful lesson away from that first classroom experience, one that has shaped my subsequent teaching of L2 composition, my teacher training, my research, and my writing: It is simply not possible to get a whole class of student writers from Point A (wherever they start out) to Point B (perfect, error-free papers) by the end of one writing course.”**

—Dana R. Ferris
Reading & Writing Intro
ENGLISH FOR ACADEMIC PURPOSES
Robyn Brinks Lockwood & Kelly Sippell

Each unit of Reading & Writing Intro includes two related academic passages, and the accompanying vocabulary and reading exercises develop a wide range of academic reading and writing skills. Authentic textbook readings and writing assignments are presented to help students better develop the EAP skills they need to succeed in college.

Strategy boxes and practice exercises offer support to reinforce key writing skills like paraphrasing, summarizing, and synthesizing; each unit features strategies for before reading, during reading, and after reading.

Intermediate/EAP Intro
978-0-472-03500-7
$24.50TXT / 256 pgs.

Reading & Writing 1
ENGLISH FOR ACADEMIC PURPOSES
Keith S. Folse

Four Point Reading & Writing 1 is unique in offering support for readers who are learning to master academic content. Each authentic reading (2 per unit) is accompanied by a before-reading, during-reading, and after-reading strategy. The strategies follow the best practices in L1 and L2 reading.

The readings were selected from materials used in college courses. By design, they will challenge students who are learning to read academic material, but the accompanying strategies and activities offer support that will be invaluable to successfully completing this book and to students’ other classes. In addition, exercises have been designed to develop vocabulary, paraphrasing, summarizing, and synthesizing skills.

Low-advanced/EAP Level 1
978-0-472-03356-0
$24.50TXT / 232 pgs.

Reading & Writing 2
ENGLISH FOR ACADEMIC PURPOSES
Lawrence J. Zwier

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.

Other types of strategies and skills—related to reading, writing, and vocabulary—are highlighted at various points throughout the units. Paraphrasing, summarizing, and synthesizing are practiced throughout, and vocabulary is a focus of each unit.

Advanced/EAP Level 2
978-0-472-03180-1
$27.50TXT / 240 pgs.

Reading for Academic Purposes
INTRODUCTION TO EAP
Robyn Brinks Lockwood and 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.

The goal is to provide students with a variety of strategies and tools to master whatever academic texts they may encounter.

Intermediate/EAP
978-0-472-03669-1
$22.50TXT / 216 pgs.
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.

Each unit includes activities based on the in-class interactions students will encounter in academic settings, including pair work and group discussions. Six video scenes (available online) model student behavior and incorporate words and phrases used when working in groups.

Intermediate/EAP Intro
Book + Audio CD (1):
978-0-472-03472-7
$25.50 TXT / 208 pgs.

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.

Intermediate/EAP
Book + Audio CD (1):
978-0-472-03671-4
$22.50 TXT / 168 pgs.
Ebook with videos:
978-0-472-12476-3 (available on separate platform)
Academic Vocabulary Building in English
VOLUMES 1–2
Betsy Davis, Alan Juffs, Dawn E. McCormick, Greg Mizera, M. Christine O’Neill, Stacy Ranson, Missy Slaathaug, and Dorolyn Smith
Each unit in this series contains sections that emphasize various components of word learning. By the time students have finished a unit, they should have had both receptive and productive practice with the form, meaning, morphosyntax, and collocational properties of each lexical item.
Low-intermediate/A2-B1 / Volume 1: 978-0-472-03421-5
$22.95 TXT / 184 pgs.
$22.95 TXT / 184 pgs.

The Michigan Guide to the TOEIC® Speaking Test
Barbara Schroeder Jensen
This textbook was written for intermediate-to-advanced learners who are preparing to take the TOEIC® Speaking Test. Although the material was created for the TOEIC® Speaking Test, the information and exercises will assist learners in preparing for other speaking tests.
$28.95 TXT / 272 pgs.

Step up to the TOEFL® iBT
for intermediate students
Nigel A. Caplan
Series Editor: Lawrence J. Zwier
This is a series of skills-based textbooks that helps low-intermediate and intermediate students prepare to take a step up toward success on the TOEFL®. These are not test-preparation books: instead, the books teach some of the fundamental vocabulary, grammar, and pronunciation skills necessary for the test.
$25.95 / 176 pgs.
$25.95 TXT / 216 pgs.

American Legal English
SECOND EDITION
USING LANGUAGE IN LEGAL CONTEXTS
Debra S. Lee, J.D. Charles Hall, & Susan M. Barone
This text was developed to help non-native speakers improve their ability to understand and communicate in English with their legal counterparts around the world. It is an introduction to basic legal information and the U.S. legal system.
Advanced/C1 / 978-0-472-03206-8 / $29.95 TXT / 312 pgs.
Ebook 978-0-472-02860-3 / $22.00 ETXT
Audio CD (1): 978-0-472-00325-9 / $22.00 NET
Audio download 978-0-472-00360-0 / $15.00 ETXT

Taking Sides
SECOND EDITION
SPEAKING SKILLS FOR COLLEGE STUDENTS
Kevin B. King
This text encourages students to form opinions and exchange ideas on important issues to prepare them for participation in academic settings. It contains an introductory exercise and six units—philosophy (distributive justice), law, ethics, psychology, business negotiation, and linguistics.