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English for Academic Purposes

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The background of the lower half of the image is a complex, repeating geometric pattern. It consists of overlapping circles and squares in four main colors: dark blue, light blue, orange, and pink. The pattern is symmetrical and creates a sense of depth and movement through the overlapping shapes.

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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.

Linking Assignments to Assessments

A GUIDE FOR TEACHERS

Deborah Crusan & Todd Ruecker

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

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

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.

The Content-Based Classroom

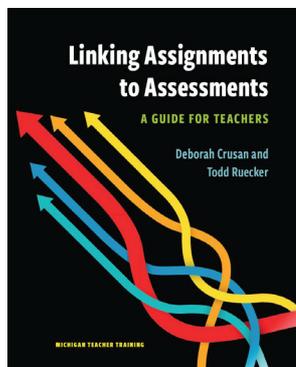
NEW PERSPECTIVES ON INTEGRATING LANGUAGE AND CONTENT

SECOND EDITION

Marguerite Ann Snow & Donna M. Brinton, Editors

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

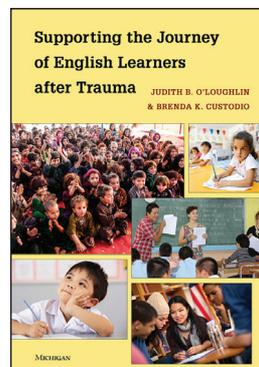
The volume has six parts. Part I traces the history of CBI, proposes a classification of models and varieties, discusses ongoing challenges, and provides research support for CBI. Part II focuses on programs, curricula, and lesson designs, featuring chapters on the Six Ts approach, strategic planning,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



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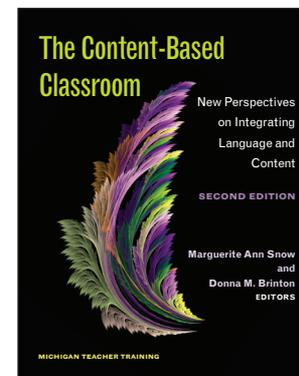
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Discourse Intonation

A DISCOURSE-PRAGMATIC APPROACH TO TEACHING THE PRONUNCIATION OF ENGLISH

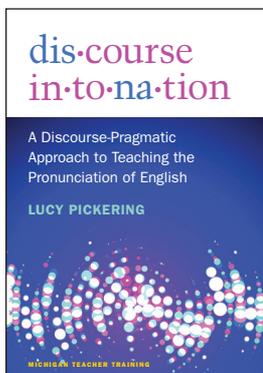
Lucy Pickering

This textbook provides an accessible introduction to discourse intonation for ESL/EFL instructors, whether practicing or in pre-service programs. Because intonation 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 when communicating, particularly in an academic setting.

This book relies heavily on the Brazil model; chapters are organized around different parts of that model and how they can be taught effectively. 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. Short audio files that illustrate key points can be found online.

“Beautifully clear, easy to understand, excellent decision-making about how much to include, and how much to leave to others to explain. A fantastic publication.”

—Richard Cauldwell



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Teaching the Pronunciation of English

FOCUS ON WHOLE COURSES

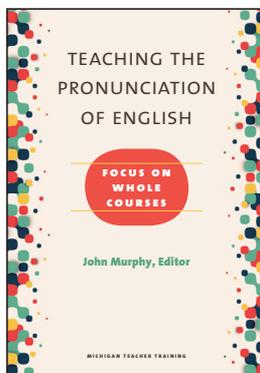
John Murphy, Editor

This volume fills a gap by introducing readers to whole courses focused on teaching the pronunciation of English as a second, foreign, or international language. This collection is designed to support more effective pronunciation teaching, to serve as a textbook in a TESOL degree course dedicated to preparing pronunciation teachers, and to support curriculum design.

Chapters 1 and 2 provide an overview of core topics language teachers need to know about to become pronunciation teachers: the suprasegmentals (thought grouping, prominence, word stress, pitch jumps, and intonation) and the English consonants and vowel sounds. Chapters 3–12 are dedicated to specialist-teachers' first-hand depictions of pronunciation-centered courses. Each of these ten chapters features a set of innovative teaching strategies and contemporary course design structures developed by the chapter contributor(s).

“[This] is a valuable contribution to the field of L2 pronunciation that represents an engaging and well-supported text that will be beneficial for prospective/current pronunciation teachers and teacher trainers alike.”

—*Journal of Second Language Education*



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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.

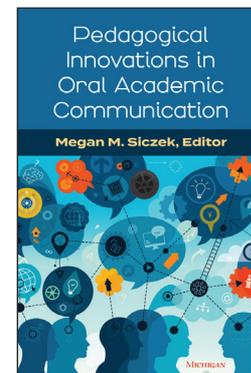
Pedagogical Innovations in Oral Academic Communication is grounded in four key principles: academic discourse socialization; context-responsive instruction; instructional approaches of English for Academic Purposes and English for Specific Purposes; and asset-oriented pedagogy. In the chapters in this collection, the authors share their teaching context, the details and underlying principles of their pedagogical approach, and recommendations for practitioners. 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. Such innovations prepare students for more effective communication during their

academic studies and professional career, a goal that is of central importance in our globally interconnected society.

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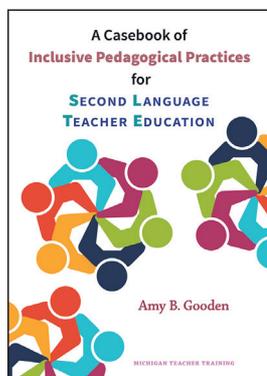
A Casebook of Inclusive Pedagogical Practices for Second Language Teacher Education

Amy B. Gooden

Like *A Casebook for Second Language Teacher Education*, this volume presents a series of cases, or actual classroom dilemmas, designed to generate discussion and reflection. Case-based pedagogy is an innovative sociocultural approach that forces participants to grapple with the kinds of dilemmas and decisions teachers confront every day. Case-based pedagogy resists simple resolutions and easy answers.

The 12 cases included in this book represent language classroom and inclusive education dilemmas spanning private, charter, and public schools in both urban and suburban settings. It includes a variety of program designs at the elementary, secondary, and tertiary levels: K-12 ESL/bilingual/sheltered English immersion, modern foreign language, and post-secondary EAP.

The book can be used as a core or supplementary text in a variety of Teacher Education, TESOL, and Applied Linguistics courses; the cases are a natural fit with professional development and in-service workshops.



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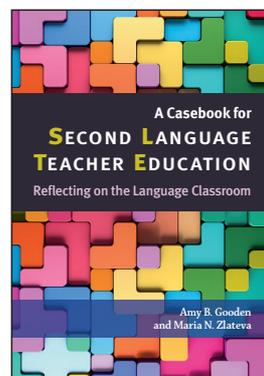
A Casebook for Second Language Teacher Education

REFLECTING ON THE LANGUAGE CLASSROOM

Amy B. Gooden & 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 U.S. 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 graduate College/School of Education and TESOL courses but will be useful in professional development workshops for all types of language teachers.



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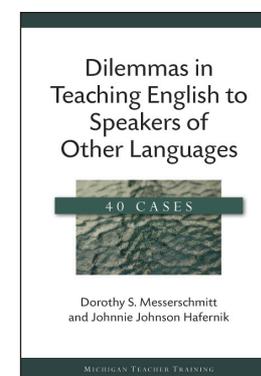
Dilemmas in Teaching English to Speakers of Other Languages

40 CASES

Dorothy S. Messerschmitt &
Johnnie Johnson Hafernik

Should a teacher accept a gift from a student? How can a teacher address a personality conflict among students in a class? How should a teacher respond to complaints about a colleague? *Dilemmas in Teaching English to Speakers of Other Languages* tackles the social, ethical, and emotional situations that U.S. educators have to handle, often without guidance.

Presenting 40 real-world higher education cases as springboards for discussion, the textbook gives prospective and current teachers practice in exercising judgment in difficult and often ambiguous situations. The casebook encourages users to consider problems from multiple perspectives, examine underlying principles, and estimate practical consequences as they formulate their conclusions. With each case, variations on the topic and follow-up prompts help to stimulate analysis and encourage reflection.



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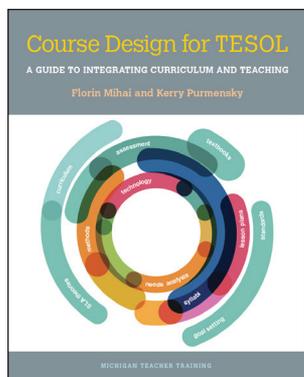
Course Design for TESOL

A GUIDE TO INTEGRATING CURRICULUM AND TEACHING

Florin M. Mihai & Kerry Purmensity

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.



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Building Internationalized Spaces

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

Matthew Allen, Estela Ene & Kyle McIntosh, Editors

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

- Orientation programs (early arrival on campus, before classes start)
- Language Center contexts (support during studies)
- Volunteer programs for International Teaching Assistants (ITA) and undergraduate students
- Graduate-level writing support structures
- Instructional design (virtual learning spaces)
- Virtual Partner programs (co-curricular)
- Intercultural composition (placement, interdisciplinary collaborations)



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Crossing Cultures in the Language Classroom

SECOND EDITION

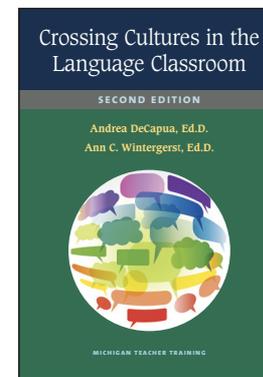
Andrea DeCapua & Ann C. Wintergerst

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)



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Assessing English Learners in the Content Areas

A RESEARCH-INTO-PRACTICE
GUIDE FOR EDUCATORS

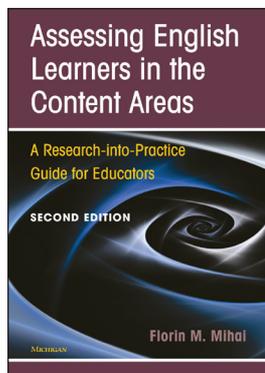
SECOND EDITION

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.



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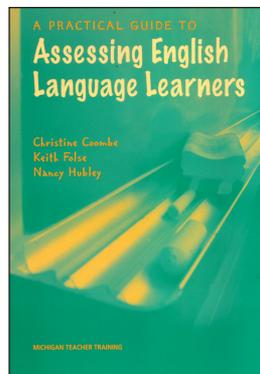
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A Practical Guide to Assessing English Language Learners

Christine Coombe, Keith Folse,
& Nancy Hubley

This training guide is intended to help classroom teachers become more comfortable creating and using assessments. *A Practical Guide to Assessing English Language Learners* provides helpful insights into the practice and terminology of assessment. The text focuses on providing the cornerstones of good assessments—usefulness, validity, reliability, practicality, washback, authenticity, transparency, and security—and techniques for testing. It devotes a chapter to the assessment of each of the four main skill areas (reading, writing, listening, and speaking) and also covers placement testing, diagnostic testing, evaluation, and instructional decision-making with regard to testing.

Each chapter ends with a helpful list of Ten Things to Remember, as well as informative case studies featuring two teachers and their assessment decisions.



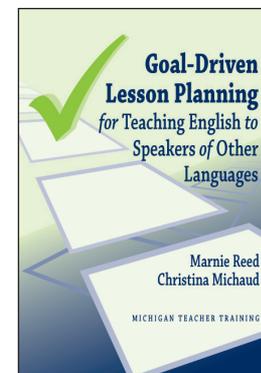
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Goal-Driven Lesson Planning for Teaching English to Speakers of Other Languages

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.



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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.

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

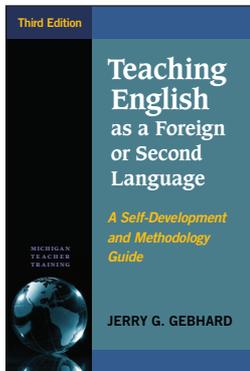
A LANGUAGE-BASED PEDAGOGY

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?

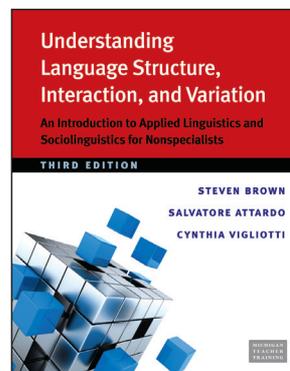
This book presents a linguistic approach to teaching reading in different subjects—an approach that focuses on language itself. Central to this approach is a view that knowledge is constructed in and through language and that language changes with changes in knowledge. As students move from elementary 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.



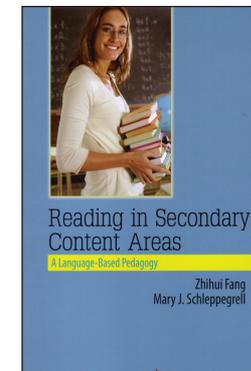
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Culture Myths

APPLYING SECOND LANGUAGE RESEARCH TO CLASSROOM TEACHING

Andrea DeCapua

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

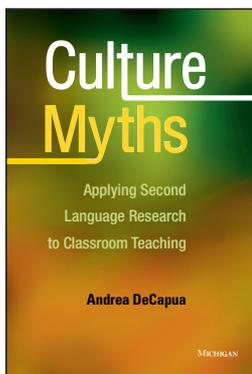
The word *culture* is broad in scope and is often used to describe or refer to many different types of beliefs, norms, and situations, but it is more than a collection of readily observable facts or a menu of “dos and taboos.” A goal of this book is to help readers strike a balance between minimizing 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*



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Authentic Materials Myths

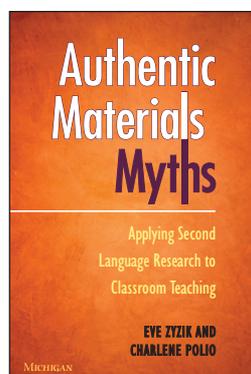
APPLYING SECOND LANGUAGE RESEARCH TO CLASSROOM TEACHING

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.



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Pronunciation Myths

APPLYING SECOND LANGUAGE RESEARCH TO CLASSROOM TEACHING

Linda Grant

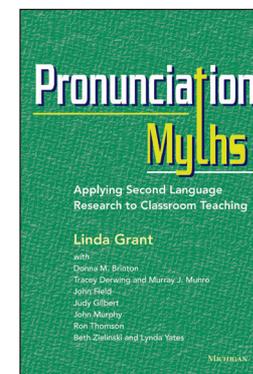
with Donna M. Brinton, Tracey Derwing & Murray J. Munro, John Field, Judy Gilbert, John Murphy, Ron Thomson, Beth Zielinski & Lynda Yates

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

Among myths examined in this book are:

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

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



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Second Language Acquisition Myths

APPLYING SECOND LANGUAGE RESEARCH TO CLASSROOM TEACHING

Steven Brown & Jenifer Larson-Hall

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

Among the myths challenged in this book are:

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

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

—*JALT Journal*

Listening Myths

APPLYING SECOND LANGUAGE RESEARCH TO CLASSROOM TEACHING

Steven Brown

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

Some of the myths debunked in this book are:

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

“A gem of a book!” —Michael Rost

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

Assessment Myths

APPLYING SECOND LANGUAGE RESEARCH TO CLASSROOM TEACHING

Lia Plakans & Atta Gebрил

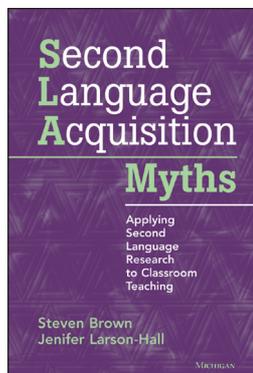
The book opens with an introduction that reviews many key assessment terms and concepts. Implications for teachers and an agenda for needed research are discussed in a conclusion.

Some of the myths examined in this book are:

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

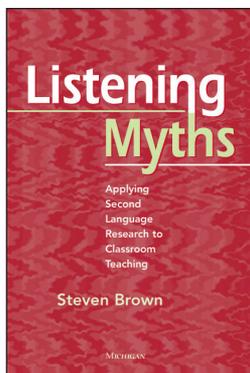
“This book succeeds in showing that many deep-rooted myths about assessment do not stand up to close examination. I think it works where other attempts to convince teachers of the value of assessment fail because, by sharing their personal experiences, the authors put themselves in the shoes of teachers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

—*Diane Schmidt, Assessing Writing*



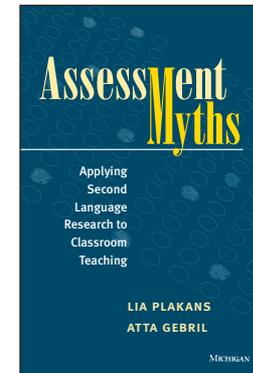
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Academic Speaking and the Boundaries of Routinized Lexical Phrases

Susan M. Barone and Summer Dickinson

In this e-single, Barone and Dickinson revisit the concepts and practices of the Academic Speaking course and how recent research and classroom practices have shaped current iterations of this English for Academic Purposes course. They provide English language instructors with relevant approaches and strategies for teaching conventional, formulaic lexical phrases in academic settings. This e-single also offers educators a cross-section of what may take place within the language learning classroom within a university setting to help address the challenge of creating authentic, realistic, and discipline-specific environments to simulate academic settings.

This BEST OF MICHIGAN e-single explores ideas on teaching academic lexical phrases and addresses other questions related to how students acquire and emulate formulaic language as they move toward constructing longer turns of speech:

- Where do students pick up academic speaking phrases in university settings and in what ways?
- Who carries the work of teaching these phrases within a university setting?

Teaching Vocabulary Is the Writing Teacher's Job

WHY AND HOW

Keith S. Folse

This e-single 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

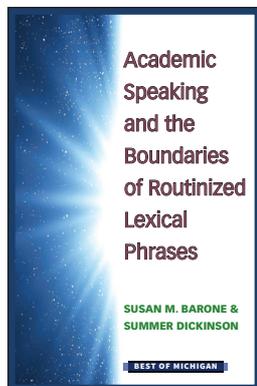
DISPELLING MYTHS, DISCUSSING OPTIONS

Dana R. Ferris

This e-single 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.”

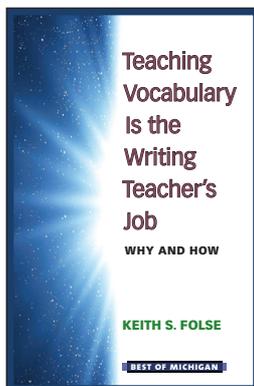
—Dana R. Ferris



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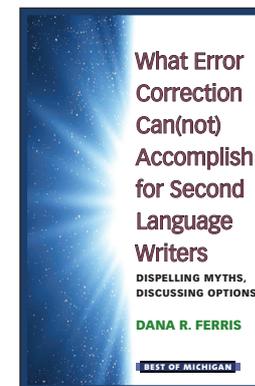
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Diane Belcher & Jun Liu, Series Editors

Treatment of Error in Second Language Student Writing

SECOND EDITION

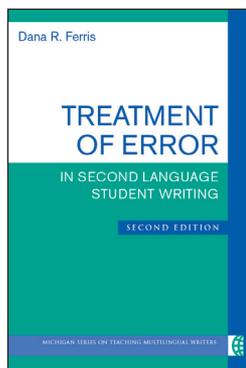
Dana R. Ferris

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.



“Finally, a book about L2 writing we can all understand!”

—Keith S. Folse

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

Controversies in Second Language Writing

DILEMMAS AND DECISIONS IN RESEARCH AND INSTRUCTION**SECOND EDITION**

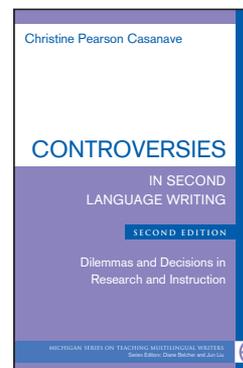
Christine Pearson Casanave

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.



“I enthusiastically recommend this book to both newcomers and experts in the field of L2 writing.”

—*English for Specific Purposes Journal*

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Genre and Graduate-Level Research Writing

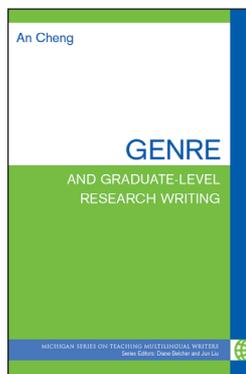
An Cheng

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

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

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

—*Applied Linguistics*



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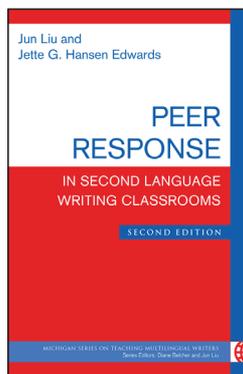
Peer Response in Second Language Writing Classrooms

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.



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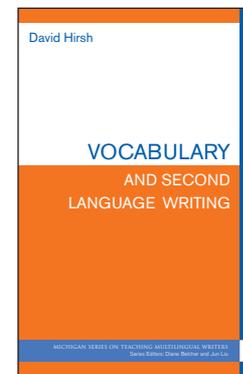
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Vocabulary and Second Language Writing

David Hirsh

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

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



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Connecting Reading & Writing in Second Language Writing Instruction

SECOND EDITION

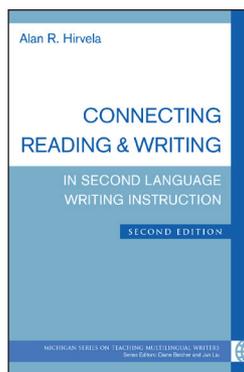
Alan R. Hirvela

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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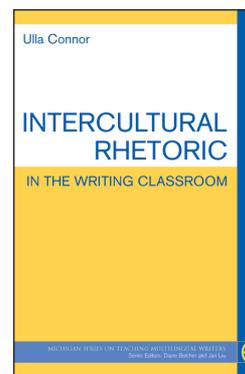
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Intercultural Rhetoric in the Writing Classroom

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

Journal Writing in Second Language Education

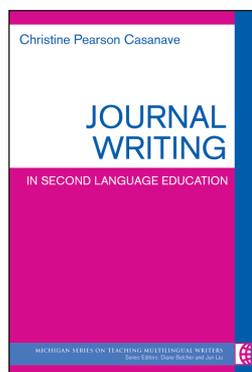
Christine Pearson Casanave

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



Assessment in the Second Language Writing Classroom

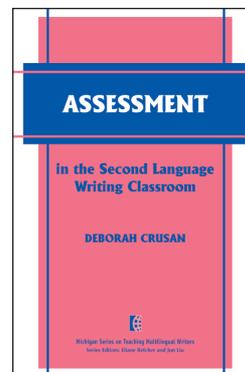
Deborah Crusan

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.

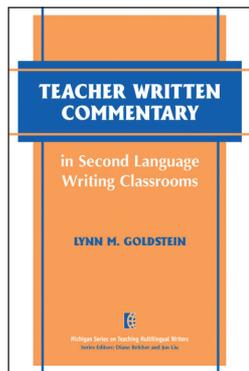
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Teacher Written Commentary in Second Language Writing Classrooms

Lynn M. Goldstein



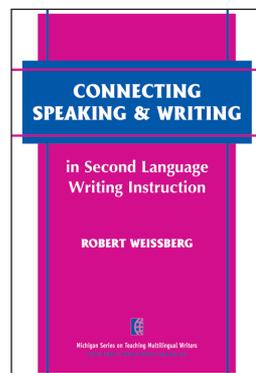
In *Teacher Written Commentary in Second Language Writing Classrooms*, Lynn M. Goldstein uses ample research and experiential evidence to explain both why and how teachers should comment on their students' writing assignments. Among the problems addressed are how to attend to the product without slighting 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.

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

Connecting 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.

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

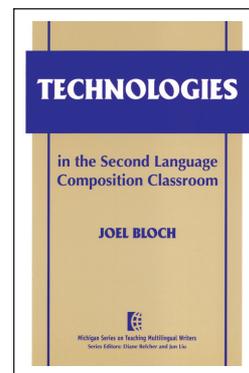
Technologies in the Second Language Composition Classroom

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.

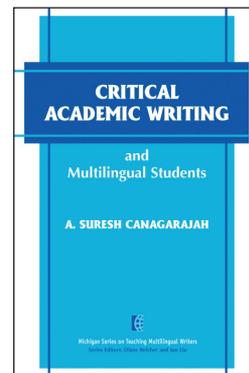
This book will interest ESL teachers in training, teacher educators, current ESL instructors, and researchers and scholars in the area of ESL writing and technology.



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

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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What Every ESL Teacher Needs to Know

Service-Learning

Trisha Dowling and James M. Perren

This e-single 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 e-single, 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 e-single, 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.



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What Every ESL Teacher Needs to Know

Flipping the Classroom

Robyn Brinks Lockwood

This e-single 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 & Donna M. Brinton

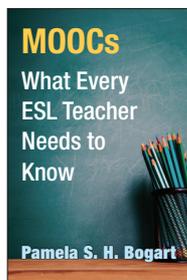
In this e-single, Snow and Brinton, editors of *The Content-Based Classroom: New Perspectives on Integrating Language and Content* (2017), explain how “content-based instruction (CBI) is a vibrant approach to curriculum design that is able to ‘flex’ to fit a wide variety of student populations, settings,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



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What Every ESL Teacher Needs to Know

Drama in the Language Classroom

Carmela Romano Gillette & Deric McNish

This e-single weaves together cutting-edge research and practices from the fields of theatre and TESOL. Gillette (a TESOL expert) and McNish (an expert in actor training) present a collection of resources teachers need to begin using drama, including practical classroom-tested and evidence-based techniques. They show how:

- theatre games can build confidence.
- performing (beyond role-plays) can develop a deeper context for speaking.
- improvisation can create authentic opportunities for language use.
- para- and extra-linguistic techniques can improve meaningful communication.
- activities like script analysis can be used in reading and writing classes.
- drama-based activities can provide a platform for examining cultural norms.

Each section includes activities for improving fluency and assessment suggestions.

Genre-Based Writing

Christine M. Tardy

This is an accessible introduction to genre-based writing instruction for ESL/EFL teachers, including those in pre-service programs, who want to bring genre into their writing classrooms but are not certain where to start. Tardy, author of *Beyond Convention: Genre Innovation in Academic Writing* (2016), defines genre and genre-based writing instruction and:

- describes the principles of a genre-based pedagogy.
- explains how to design genre-based writing activities.
- examines genre form and content.
- discusses genre practices.
- explores social and rhetorical aspects of genre.
- addresses how to play with genres (or genre-play).
- provides 7 general tips for bringing a genre approach into the writing classroom.

The Three Minute Thesis in the Classroom

Heather Boldt

This e-single 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).

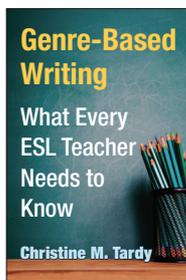
This e-single uses data from the author's corpus of 3MT transcripts to reveal the six moves typical of this type of presentation and then provides instructors with a variety of classroom applications in the areas of vocabulary, pronunciation, describing research to non-specialists, and effective slide design.



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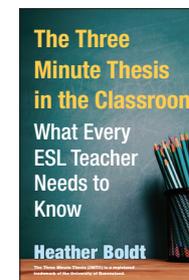
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What Every ESL Teacher Needs to Know

SLIFE

Andrea DeCapua

This e-single 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 e-single centers around four guidelines for teaching SLIFE; discussion of the Mutually Adaptive Learning Paradigm, is included.

EBOOK ONLY / \$3.99 ETXT/978-0-472-12563-0

For more on SLIFE, see page 24.



Academic Word Lists

Keith S. Folse

In this e-single, Keith Folse, author of *Vocabulary Myths* (2004), 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?

Practical ideas for adding words on the AWL and other lists into daily lessons is included.

EBOOK ONLY / \$3.99 ETXT/ 978-0-472-12567-8



Conflict Resolution Training for the Classroom

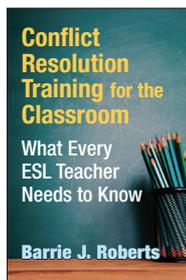
Barrie J. Roberts

This e-single is designed for ESL instructors without any background in conflict resolution (CR) who teach intermediate-to-advanced ESL courses.

This e-single 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
- commonly asked questions

EBOOK ONLY / \$3.99 ETXT/978-0-472-12687-3



Teaching Speaking Online

Pamela S.H. Bogart

This e-single 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; a few are listed:

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



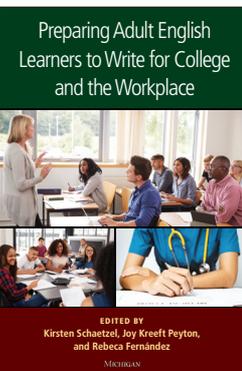
EBOOK ONLY / \$3.99 ETXT / 978-0-472-12922-5

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



280 pgs. / \$31.00 TXT
978-0-472-03736-0

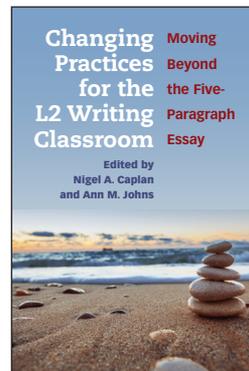
Changing Practices for the L2 Writing Classroom

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*



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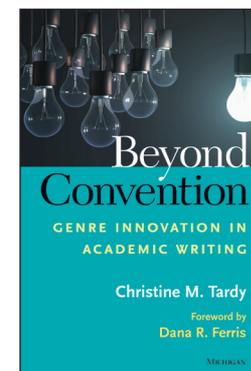
Beyond Convention

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*



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International Students in First-Year Writing

A JOURNEY THROUGH SOCIO-ACADEMIC SPACE

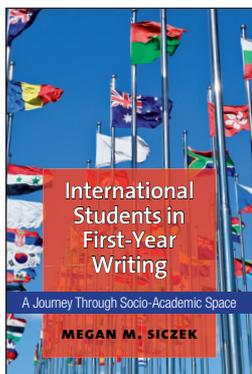
Megan M. Siczek

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

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

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

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



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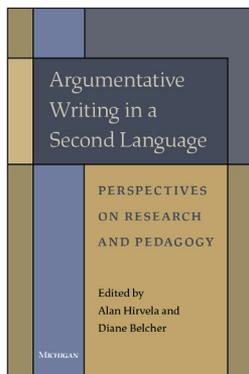
Argumentative Writing in a Second Language

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.



NEW!

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Empowering the Community College First-Year Composition Teacher

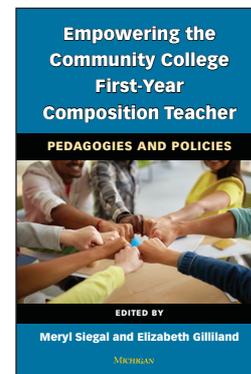
PEDAGOGIES AND POLICIES

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.

Chapters in this volume focused on pedagogy and policy are integrated within cohesively themed parts: (1) bridging opportunity gaps with different student populations; (2) practical recommendations for teaching writing to diverse writers; (3) specific ways that four colleges have developed FYC courses to meet specific needs; and (4) program-, college-, or societal-level issues and resources of interest to FYC instructors.

The volume concludes with the editors' reflections regarding future work; a glossary and discussion/reflection questions are included.



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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

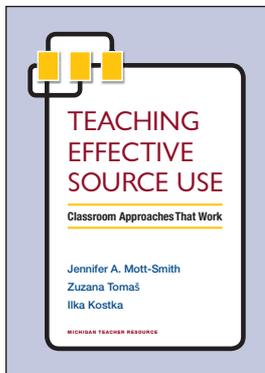
Second Language Writing in Transitional Spaces

TEACHING AND LEARNING ACROSS EDUCATIONAL CONTEXTS

Lubie Grujicic-Alatriste & Cathryn Crosby Grundleger, Editors

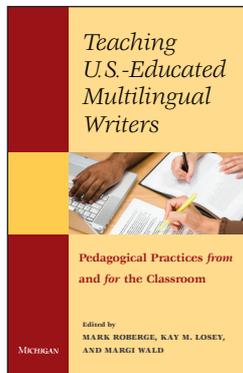
The collection addresses the fact that there is little concerted, systematic effort to understand what type of writing is taught across elementary, secondary, and college second language (L2) writing contexts and to understand how it is being taught. This volume provides an overview of the key issues 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?



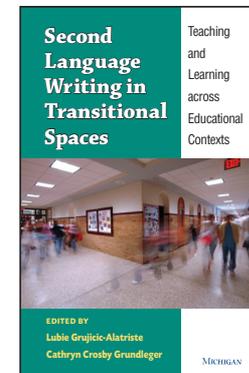
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Before the Dissertation

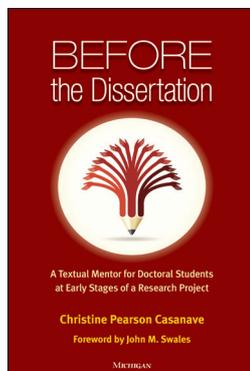
A TEXTUAL MENTOR FOR DOCTORAL STUDENTS AT EARLY STAGES OF A RESEARCH PROJECT

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*



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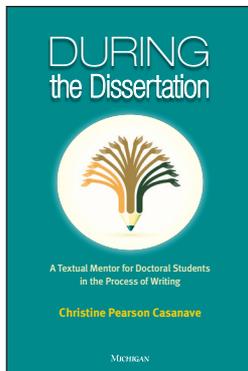
During the Dissertation

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.



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First Day to Final Grade

A GRADUATE STUDENT’S GUIDE TO TEACHING THIRD EDITION

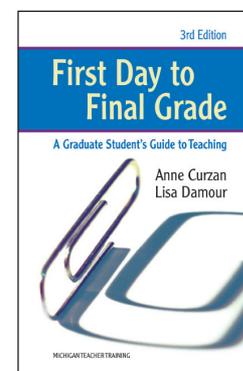
Anne Curzan & Lisa Damour

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

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

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

—*Bryn Mawr Classical Review*



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Supporting Graduate Student Writers

RESEARCH, CURRICULUM,
AND PROGRAM DESIGN

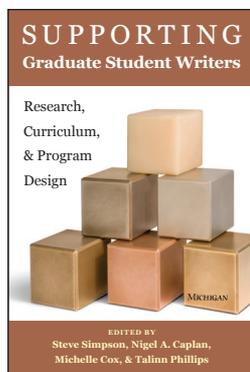
Steve Simpson, Nigel A. Caplan, Michelle Cox,
& Talinn Phillips, Editors

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*



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Getting Published in Academic Journals

NAVIGATING THE PUBLICATION PROCESS

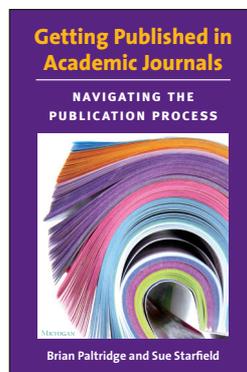
Brian Paltridge & Sue Starfield

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



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An A to W of Academic Literacy

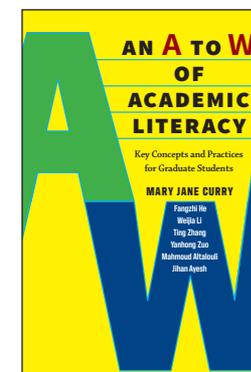
KEY CONCEPTS AND PRACTICES
FOR GRADUATE STUDENTS

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

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

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

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



NEW!

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Meeting the Needs of SLIFE

SECOND EDITION

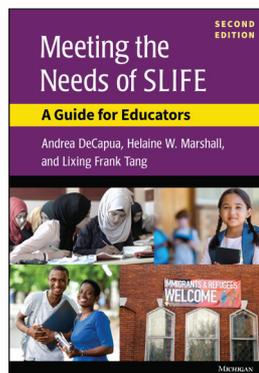
A GUIDE FOR EDUCATORS

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.



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Breaking New Ground

TEACHING STUDENTS WITH LIMITED OR
INTERRUPTED FORMAL EDUCATION IN
U.S. SECONDARY SCHOOLS

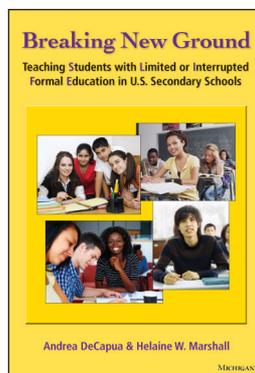
Andrea DeCapua & Helaine W. Marshall

Breaking New Ground introduces readers to and engages them in the implementation of an instructional model that has been developed over many years of working with SLIFE. Central to the instructional model and practices presented is the belief that teaching SLIFE should in no way be considered remedial, which is a common tendency among both educators and administrators. These students have not “missed” learning something the first, second, or third time it was taught to them, but rather that they have never had the opportunity to learn the content or skills in the first place or the opportunity to develop the necessary and expected literacy and academic language.

This book introduces readers to a new instructional model (MALP) and teaches them how to address the needs of their students using project-based learning.

“DeCapua and Marshall . . . fill . . . a crucial gap
in the education of SLIFE: the need to teach
academic ways of writing.”

—NYS TESOL Journal



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Making the Transition to Classroom Success

CULTURALLY RESPONSIVE TEACHING FOR
STRUGGLING LANGUAGE LEARNERS

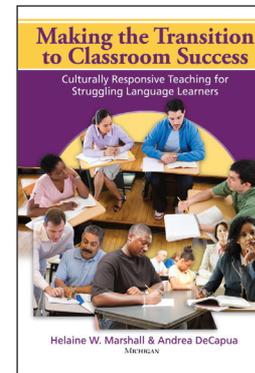
Helaine W. Marshall & Andrea DeCapua

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

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

“Best book to help your struggling students.”

—Amazon.com



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Voices of Experience

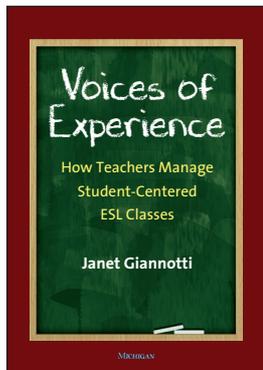
HOW TEACHERS MANAGE STUDENT-CENTERED ESL CLASSES

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.



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Other Floors, Other Voices

A TEXTOGRAPHY OF A SMALL UNIVERSITY BUILDING

TWENTIETH ANNIVERSARY EDITION

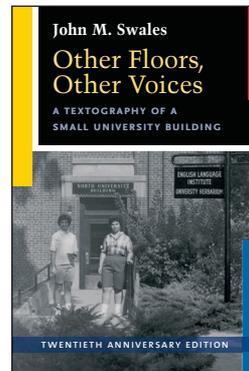
John M. Swales

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



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Why Is English Like That?

HISTORICAL ANSWERS TO HARD ELT QUESTIONS

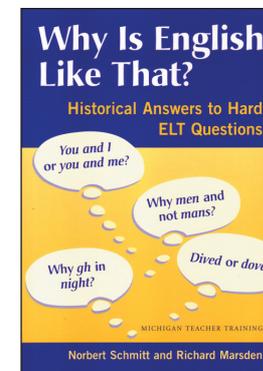
Norbert Schmitt & Richard Marsden

- 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.



256 pgs. / \$30.50 TXT
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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.

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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.

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A MEMOIR FROM MISSISSIPPI TO THE BRONX

Linda Watkins-Goffman

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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.

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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.

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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.

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Reigniting, Retooling, Retiring in English Language Teaching

Christine Coombe, Liz England, & John Schmidt, Editors

The volume provides readers with a thorough and in-depth analysis of the ways to address professional development from the beginning of one’s career through retirement.

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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**

Teaching Developmental Immigrant Students in Undergraduate Programs

A PRACTICAL GUIDE

Myra M. Goldschmidt and Debbie Lamb Ousey

This book was written for teachers who have these at-risk DI students in their classes are not sure how to teach them. The authors of this book were involved in the creation of a successful program that addresses the needs of DI students. This guide provides a forum for them to share their lessons, both literally and figuratively, with those faculty who are, or who will be, fortunate enough to teach DI students.

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Using Corpora in the Language Learning Classroom

CORPUS LINGUISTICS FOR TEACHERS

Gena R. Bennett

Using Corpora in the Language Learning Classroom is intended as a resource for teacher trainers working with language instructors and language teachers who may want a better understanding of corpora.

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What Do International Students Think and Feel?

ADAPTING TO U.S. COLLEGE LIFE AND CULTURE

Jerry G. Gebhard

The book is designed to increase awareness about the process of adjusting to another culture, particularly in a short period of time.

184 pgs. / \$29.50 TXT / 978-0-472-03406-2

The ESL Writer's Handbook

2ND 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 *Handbook*.

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- / \$30.00 TXT / 344 pgs.

EBOOK AVAILABLE

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The Condensed ESL Writer's Handbook,

2ND EDITION

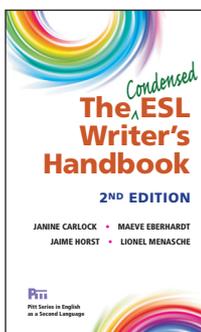
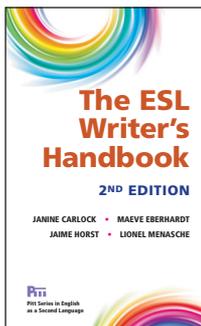
Janine Carlock, Maeve Eberhardt,
Jaime Horst, & Lionel Menasche

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 / \$21.00 TXT / 184 pgs.

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Workbook For The ESL Writer's Handbook

2ND EDITION

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

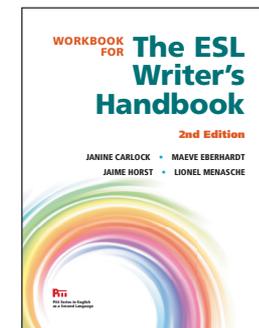
This workbook accompanies the 2nd Edition of *The ESL Writer's Handbook*. The Workbook extends the topics covered in the Handbook to enable a teacher to use the books as the core texts in an advanced ESL writing or first-year undergraduate composition course. The teacher may wish to assign Workbook exercises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

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

Intermediate/Advanced/B1-C1
978-0-472-03726-1 / \$23.00 TXT / 112 pgs.

EBOOK AVAILABLE

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The International Student's Guide to Writing a Research Paper

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

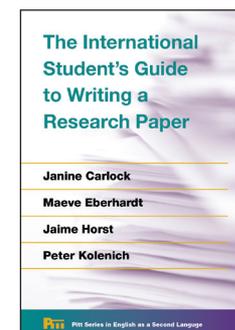
The International Student's Guide to Writing a Research Paper is a reference text for undergraduate students and those in ESL or bridge courses who are writing a research paper for the first time.

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

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

EBOOK AVAILABLE

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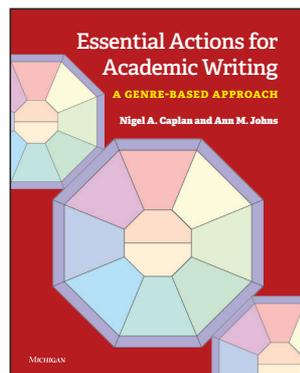


Essential Actions for Academic Writing

A GENRE-BASED APPROACH

Nigel A. Caplan and Ann M. Johns

Essential Actions for Academic Writers is a writing textbook for all novice academic students, undergraduate or graduate, to help them understand how to write effectively throughout their academic and professional careers. While these novice writers may use English as a second or additional language, this book is also intended for students who have done little writing in their prior education or who are not yet confident in their academic writing. *Essential Actions* combines genre research, proven pedagogical practices, and short readings to help students develop their rhetorical flexibility by exploring and practicing the key actions that will appear in academic assignments, such as explaining, summarizing, synthesizing, and arguing.



Part I introduces students to rhetorical situation, genre, register, source use, and a framework for understanding how to approach any new writing task. The genre approach recognizes that all writing responds to a context that includes the writer's identity, the reader's expectations, the purpose of the text, and the conventions that shape it. Part II explores each essential action and provides examples of the genres and language that support it. Part III leads students in combining the actions in different genres and contexts, culminating in the project of writing a personal statement for a university or scholarship application.

NEW

346 pgs. / \$29.95 TXT
Paper 978-0-472-03796-4

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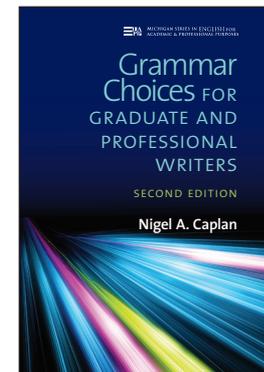
Grammar Choices for Graduate and Professional Writers

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.

Graduate/Advanced/EAP
978-0-472-03731-5 / \$28.00 TXT / 216 pgs.

EBOOK AVAILABLE

COMPSITE ↗

TM ONLINE ✓

Academic Writing for Graduate Students

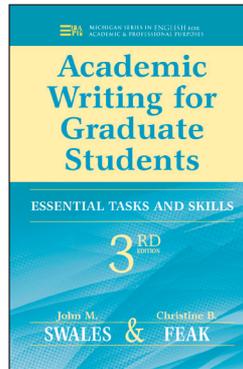
3RD EDITION

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.

Graduate/Advanced EAP

978-0-472-03475-8 / \$27.00 TXT / 432 pgs.

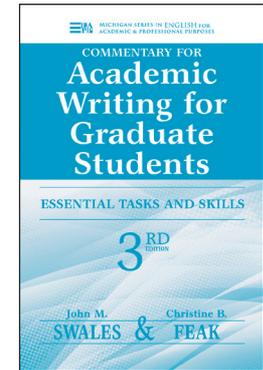
Commentary for Academic Writing for Graduate Students

3RD 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 / \$20.95 TXT / 200 pgs.



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

—*SLWIS Newsletter*

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

—*Amazon.com*

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

—*Amazon.com*

“Great book. IT IS A MUST HAVE.”

—*Amazon.com*

ENGLISH IN TODAY'S RESEARCH WORLD (ETRW) VOLUMES

John M. Swales & Christine B. Feak

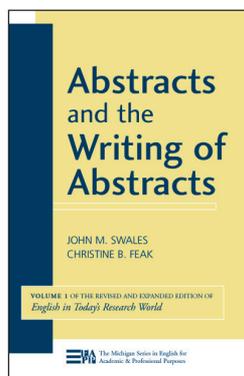
These short volumes offer graduate students a high level of writing instruction with a specific focus on the projects students undertake at the end of their university work or as they begin careers in research or academia (theses and dissertations). The Commentaries, which provide notes on teaching the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

COMPSITE



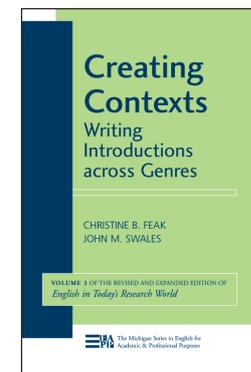
Creating Contexts

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.

COMPSITE



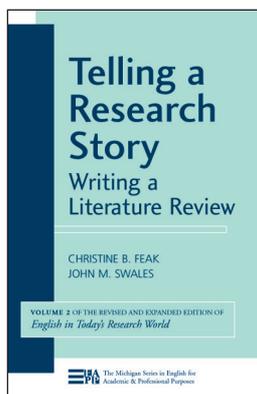
Telling a Research Story

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.

COMPSITE



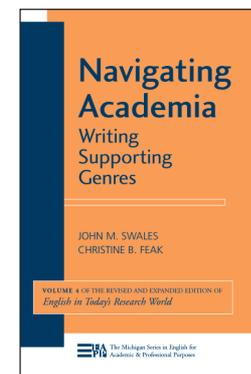
Navigating Academia

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.

COMPSITE



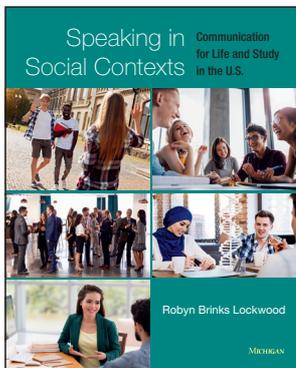
Speaking in Social Contexts

COMMUNICATION FOR LIFE AND STUDY IN THE U.S.

Robyn Brinks Lockwood

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

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



EBOOK AVAILABLE

Intermediate/EAP
978-0-472-03716-2
\$25.00 TXT / 176 pgs.

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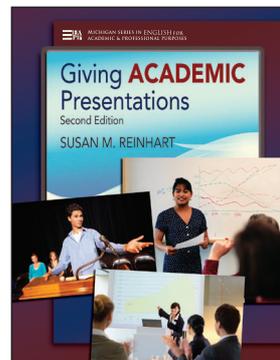
Giving Academic Presentations

SECOND EDITION

Susan M. Reinhart

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

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



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

TM ONLINE ✓

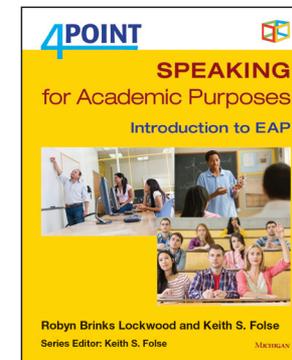
4 POINT

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.



EBOOK AVAILABLE

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

TM ONLINE ✓

COMPOSITE ↗

VIDEO 👁

Academic Listening Strategies

2ND EDITION

A GUIDE TO UNIVERSITY LECTURES

Julia Salehzadeh

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

Academic Interactions

COMMUNICATING ON CAMPUS

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

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

4 POINT

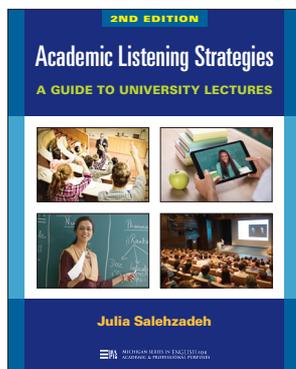
Listening for Academic Purposes

INTRODUCTION TO EAP

Keith S. Folse & Robyn Brinks Lockwood

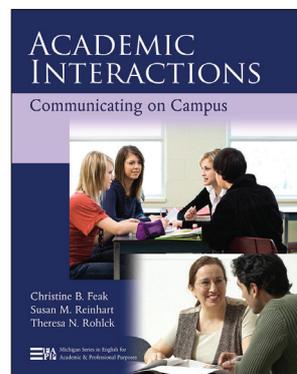
Listening for Academic Purposes is an Introduction to English for Academic Purposes. Each unit contains six two-part lectures on the topic within a field of academic study: architecture, marketing, earth science, history, chemistry, and fine arts. The lectures range from three to four minutes in length.

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



High-intermediate/
Advanced/ EAP
Ebook with videos:
978-0-472-12631-6
136 pgs.
(available on separate
platform)

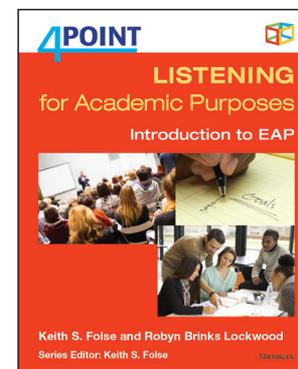
TM ONLINE ✓



EBOOK AVAILABLE

Advanced/EAP
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(videos available on
separate platform)

TM ONLINE ✓



Intermediate/EAP
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Ebook with videos:
978-0-472-12618-7
(available on separate
platform)

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COMPOSITE ✓

Leading Academic Discussions

WHAT EVERY UNIVERSITY STUDENT
NEEDS TO KNOW

Robyn Brinks Lockwood

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

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

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.

Speechcraft

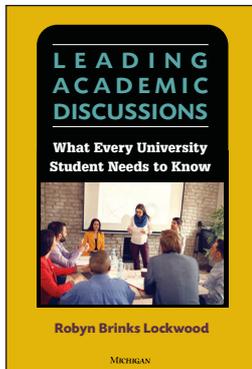
SECOND EDITION

DISCOURSE PRONUNCIATION FOR
ACADEMIC COMMUNICATION

Wayne B. Dickerson & Laura D. Hahn

The second edition of *Speechcraft* is designed to address the needs of advanced non-native speakers of English, specifically university-level students on North American campuses, who expect to interact with native speakers in academic and professional settings. These students need especially clear, intelligible speech to pursue their studies in their chosen discipline, to serve as international teaching assistants, and to interact well in their chosen professions.

A number of significant improvements over the previous edition make it possible for this edition to meet the needs of this audience even better than before. In particular, the model of English rhythm taught is now a closer to that used by native speakers in their everyday interactions. Also, advances in linguistic research on English rhythm have been brought to bear on the lessons. An exploration of the pedagogical implications of these findings has led us to redirect the focus of *Speechcraft*, to reorganize lesson sequences, to clarify and simplify important regularities, and to develop new lessons to present important, missing content.



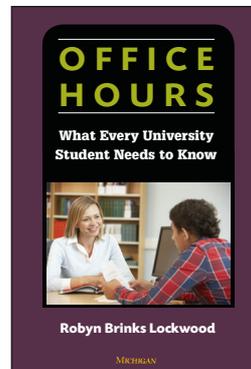
NEW

EBOOK AVAILABLE

128 pgs. / \$20.00 TXT
Paper 978-0-472-03795-7

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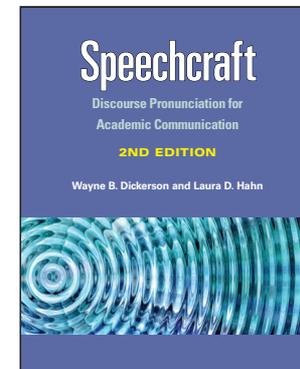


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Cultures in Contrast

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

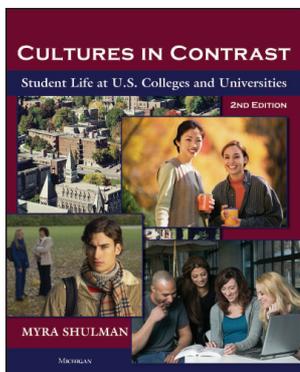
SECOND EDITION

WORLD ISSUES FOR READING,
WRITING, AND RESEARCH

Myra Shulman

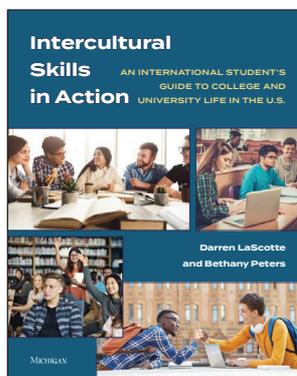
The new edition of *Thinking Critically* features brand-new readings around which new critical-thinking, vocabulary, and writing tasks are based. Although many of the same chapter topics are still relevant and are included again, ALL readings are new. Several new genres of writing (abstracts, for example)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



Advanced/C1
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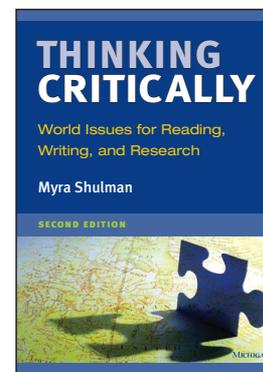


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Building Academic Reading Skills

BOOK 1, 2ND EDITION

BOOK 2

Dorothy Zemach

Because today's readers need to master a large volume of material presented in different genres and disciplines, *Building Academic Reading Skills* is organized by high-interest topics. Each unit features two readings from different academic disciplines and genres.

The 2nd edition of *Book 1* includes the disciplines of cross-cultural communication, environmental science, chemistry, sociology, biology, art, geology, political science, mathematics, business, history, and creative writing. The new edition features two completely revised units (2 and 5) plus other overall updates.

Through a combination of pre-reading, during-reading, and post-reading activities, students will learn strategies for scanning and skimming texts, coping with a large amount of academic vocabulary, and dealing with difficult subject matter.

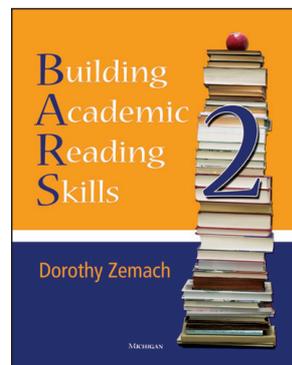
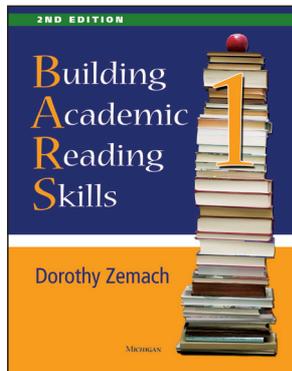
The disciplines covered in *Book 2* are film studies, chemistry, genetics, physics, literature, bio-engineering, environmental studies, biology, anthropology, zoology, and urban planning.

Book 1, 2nd Edition
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Book 2
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Challenges

BOOKS 1-3

READING AND VOCABULARY FOR ACADEMIC SUCCESS

Cynthia A. Boardman & Laurie Barton

The *Challenges* textbook series helps students become better readers through explicit teaching of reading skills and strategies that will break counter-productive habits, such as word-for-word translation.

Challenges 1 has eight units with two chapters in each. Each unit begins with an introduction to the topic—generally a one-page activity to activate students' interest and background knowledge. Each chapter consists of six sections, each one designed to support students' understanding of a reading passage. Also includes exposure to common collocations and offers practice in timed/paced readings.

In *Challenges 2*, greater focus is given to more sophisticated study and reading skills, assuming learners are encountering more academic language in their courses. This volume also features high-interest readings on topics like world records, animation, royal couples, space travel, the environment, and jazz.

In *Challenges 3*, each chapter features an Understanding Genre section with topics like book reviews, persuasive essays, journalist style, biography, and promotional writing. Readings are longer and more academic in style and content. More attention is given in this book to the interrelationship between reading and writing and the reading tasks that support good writing skills. Academic Skills focus on reading journals, outlining, graphic organizers, summaries, reader response, and choosing sources. Timed readings are also included in this volume.

Low-intermediate/B1

Book 1: 978-0-472-03441-3 / \$27.00 TXT / 240 pgs.

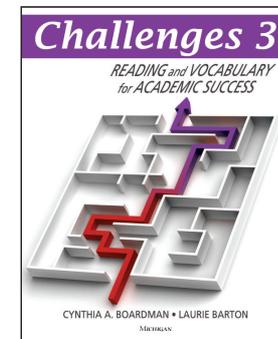
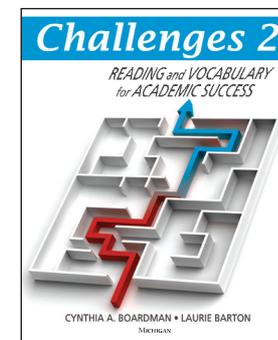
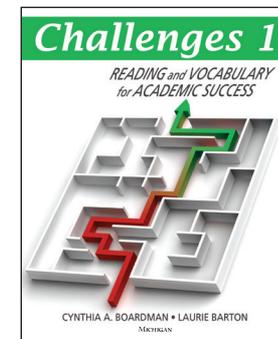
Intermediate/B2

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High-intermediate/Low-advanced/B2-C1

978-0-472-03443-7 / \$27.50 TXT / 216 pgs.

TM ONLINE ✓



Reader's Choice

5TH EDITION

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

Reader's Choice is among the world's best loved and most successful ESL/EFL textbooks for the teaching of academic skills. The exercises and readings in *Reader's Choice* help students to become independent, efficient readers.

Reader's Choice, 5th Edition, preserves the proven format of skills in odd-numbered units and readings in even-numbered units. It includes popular readings while bringing new material and updates to every unit from the previous edition.

Users will be pleased to find that many of the popular features they have used with success have been retained:

- alternating skills units with reading units
- intensive language-based reading practice
- realistic literacy tasks based on the use of authentic reading passages
- reading skills focus but opportunities for speaking, listening, and writing in context
- activities that support task-based learning
- texts and tasks that stretch and challenge students in meaningful ways

Favorite reading selections like “The Lottery” and “The Sacred Rac” are also back, but others have been replaced by essays/stories by Amy Tan (“Mother Tongue”) and Jhumpa Lahiri (“The Third and Final Continent”).

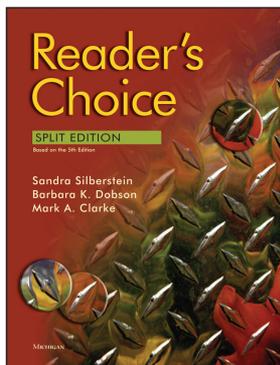
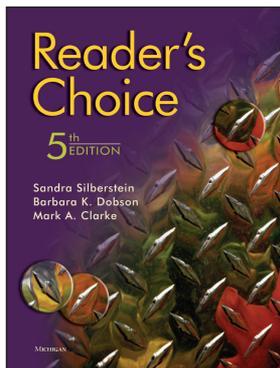
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Split Edition (Units 1–6, 14)

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COMPOSITE ↗

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.

Graduate

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

4 POINT

Reading for Academic Purposes

INTRODUCTION TO EAP

Robyn Brinks Lockwood & Kelly Sippell

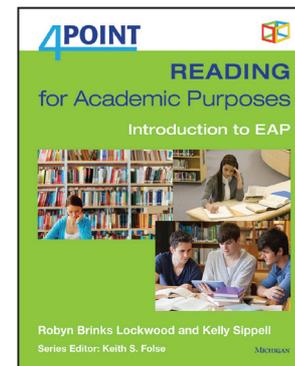
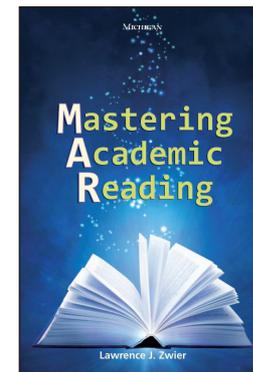
Reading for Academic Purposes is an Introduction to English for Academic Purposes.

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 / 22.50 TXT / 216 pgs.



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.

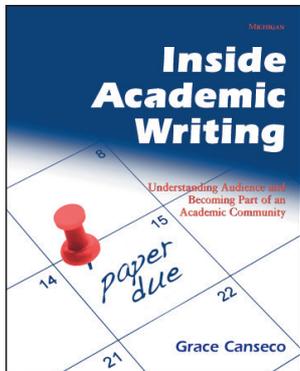
Developing Information Literacy Skills

A GUIDE TO FINDING, EVALUATING, AND CITING SOURCES

Janine Carlock

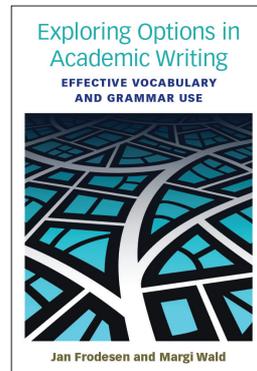
Developing Information Literacy Skills provides guidance and practice in the skills needed to find and use valid and appropriate sources for a research project. Anyone who does academic research at any level can benefit from ways to improve their information literacy skills.

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.



Graduate
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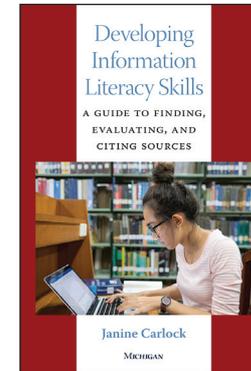
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EBOOK AVAILABLE

Intermediate/Low Advanced
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4 POINT**Listening & Speaking Intro****ENGLISH FOR ACADEMIC PURPOSES**

Keith S. Folse & Robyn Brinks Lockwood

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.

Listening & Speaking**SECOND EDITION****ENGLISH FOR ACADEMIC PURPOSES**

Betsy Parrish

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

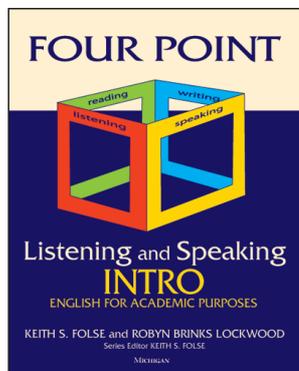
Each unit now also features a Conducting Research Strategy, with more attention given throughout to the research-related tasks and assignments. This book practices an array of EAP listening and speaking skills and reinforces vocabulary, reading, and writing skills.

Listening & Speaking**ENGLISH FOR ACADEMIC PURPOSES**

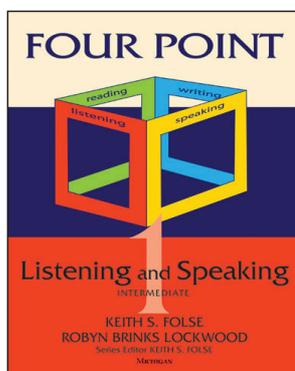
Keith S. Folse & Robyn Brinks Lockwood

Each unit of *Listening & Speaking 1* contains two lectures within a field of academic study. The lectures range from four to seven minutes in length. The exercises practice an array of important academic listening and speaking skills, including making presentations. Vocabulary and reading and writing skills are reinforced.

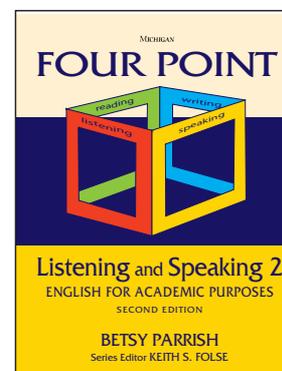
Each unit includes activities based on the in-class interactions students will encounter in academic settings, including group discussions and debates. Six video scenes (available on the companion website) model student behavior and incorporate words and phrases used when working in groups.



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4 POINT

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.

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.

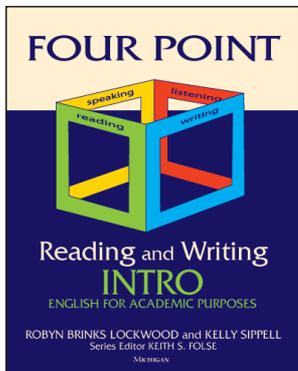
Reading & Writing 2

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.

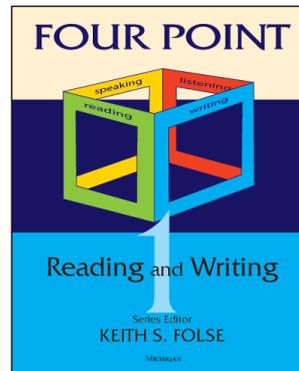
Other types of strategies and skills—related to reading, writing, and vocabulary—are highlighted at various points throughout the units. Paraphrasing, summarizing, and synthesizing are practiced throughout, and vocabulary is a focus of each unit.



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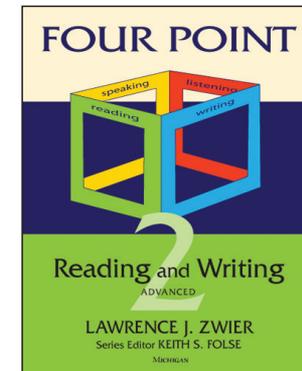
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Missy Slaathaug, and Dorolyn Smith

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.

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TM ONLINE ✓**The Accent of Success****2ND EDITION****A PRACTICAL GUIDE FOR INTERNATIONAL STUDENTS IN U.S. COLLEGES**

Eric B. Shiraev & Gerald L. Boyd

This text discusses how students should organize their studies, make appointments, and plan ahead; it provides tips on how and where to talk to professors. This book also helps students develop their critical-thinking skills and helps them understand U.S. culture.

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Audio CD (1): 978-0-472-00325-9 / \$22.00 NET

Audio download 978-0-472-00360-0 / \$15.00 ETEXT

TM ONLINE ✓**MP3 DEMO** **Beneath the Tip of the Iceberg****IMPROVING ENGLISH AND UNDERSTANDING****CULTURAL PATTERNS**

Darla K. Deardorff & Kay M. Bowman

This textbook serves to introduce students to the deeper levels of U.S. culture and provides a stimulating springboard for further discussions among students regarding culture and understanding others, beyond history or holidays. The main purpose of this textbook is to help students gain a deeper understanding of U.S. Americans beyond what they may see portrayed on TV or in movies—in order to be more effective and appropriate in their interactions with Americans.

Advanced/C1 / 978-0-472-03333-1 / \$27.95 / 240 pgs.

Choice and Consequence**A CRITICAL READING TEXT**

Li-Lee Tunceren and Susan Benson

This textbook develops critical academic reading, critical thinking, and writing across disciplines for international students, Generation 1.5ers, and native speakers alike. Students read, analyze, evaluate, and synthesize information to develop opinions in order to write strong academic responses with an emphasis on teaching students to evaluate sources and arguments.

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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.

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**Step Up to the TOEFL® iBT
for students at the basic level****Step up to the TOEFL® iBT
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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.

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Susan M. Reinhart

This text was written for the international law student who struggles with the volume of legal and case reading. It is designed to build reading and vocabulary skills and teach strategies to help students succeed in a U.S. law school.

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EBOOK AVAILABLE

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