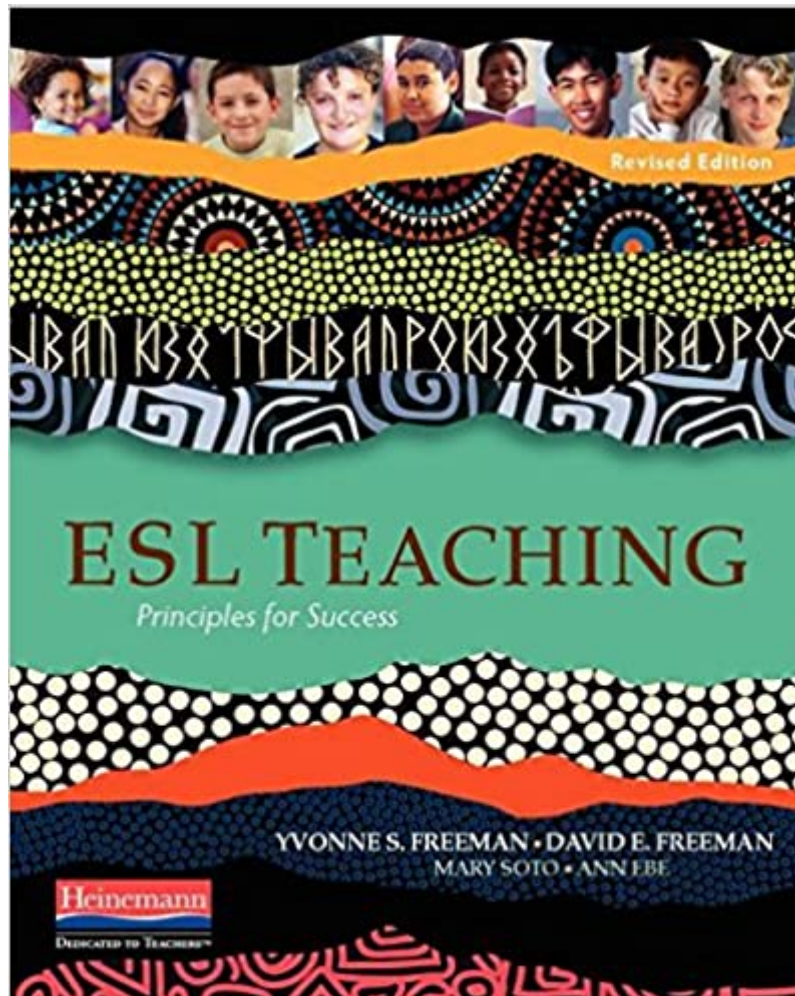




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ESL Teaching, Revised Edition: Principles For Success



Synopsis

The Freeman's bestselling *ESL Teaching: Principles for Success* has long been a cornerstone text for research-based second language teaching methods and practices. The completely updated edition, with important contributions from coauthors Mary Soto and Ann Ebe, builds on foundational methodology for ESL teaching with the very latest understandings of what researchers, national and state departments of education, education associations and school districts across the country say constitutes best practices for emergent bilingual students. Written to support both mainstream and ESL/bilingual teachers, *ESL Teaching, Revised Edition* features: - a description of early ESL teaching methods along with current content-based methods, including CALLA, SIOP, GLAD, and QTEL - seven best-practice principles for supporting the academic success of English learners - classroom examples with a broad range of types of students and settings that illustrate how teachers have brought these principles to life - updated references and reviews of language teaching research. A classic foundational text, *ESL Teaching: Principles for Success* explains second language education methods in a comprehensible way and offers practical implementation strategies that work in any classroom. This text serves as a handbook for teacher educators, teachers, and administrators.

Book Information

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Age Range: 5 - 17 years

Grade Level: Kindergarten - 12

Customer Reviews

Yvonne S. Freeman is the coauthor or coeditor (with David E. Freeman) of ten Heinemann books,

including: - Essential Linguistics, 2d ed. (2014) - Between Worlds: Access to Second Language Acquisition, 3d ed. (2011) - La enseñanza de la lectura y la escritura en español y en inglés en clases bilingües y de doble inmersión, segunda edición revisada ed. (2009) - Academic Language for English Language Learners and Struggling Readers (2009) - Diverse Learners in the Mainstream Classroom (2008) - Teaching Reading and Writing in Spanish and English in Bilingual and Dual Language Classrooms, 2d ed. (2006) - Dual Language Essentials for Teachers and Administrators (2005) - Closing the Achievement Gap (2002) - Teaching Reading in Multilingual Classrooms (2000) - ESL/EFL Teaching (1998) Yvonne is a professor emerita at the University of Texas Rio Grande Valley. Yvonne and David Freeman are Heinemann Professional Development Providers. David E. Freeman is the coauthor or coeditor (with Yvonne S. Freeman) of ten Heinemann books, including: - Essential Linguistics, 2d ed. (2014) - Between Worlds: Access to Second Language Acquisition, 3d ed. (2011) - La enseñanza de la lectura y la escritura en español y en inglés en clases bilingües y de doble inmersión, segunda edición revisada ed. (2009) - Academic Language for English Language Learners and Struggling Readers (2009) - Diverse Learners in the Mainstream Classroom (2008) - Teaching Reading and Writing in Spanish and English in Bilingual and Dual Language Classrooms, 2d ed. (2006) - Dual Language Essentials for Teachers and Administrators (2005) - Closing the Achievement Gap (2002) - Teaching Reading in Multilingual Classrooms (2000) - ESL/EFL Teaching (1998) David is a professor emeritus at the University of Texas Rio Grande Valley. David and Yvonne Freeman are Heinemann Professional Development Providers. Mary Soto is an assistant professor in the Teacher Education Department at California State University East Bay in Hayward, California. Mary works with teacher candidates as well as teachers working toward their master's degree. Her research interests include using authentic texts and project based learning to teach emergent bilinguals and long-term English learners. Mary has been a frequent invited speaker, and she presents at international, national, state, and regional conferences including Teachers of English to Speakers of Other Languages (TESOL), the National Council of Teachers of English (NCTE), the California Association of Bilingual Education (CABE), and the California Association of Teachers of English to Speakers of Other Languages (CATESOL). Mary has written and published a book chapter entitled "A Self-Study of Teacher Educator Practice: Strategies and Activities to Use with Authentic Texts," a monograph entitled "Using Novels to Engage Secondary Emergent Bilinguals in Reading" published by Texas Women's University, and several journal articles including "Teaching the Academic Language and Concepts of Language Arts to Secondary Long-Term English Learners" in the NABE Journal of Research and Practice, "Long Term English Learners: Who are they? How can teachers

help? In *Secondary Accents: The Newsletter of the TESOL Secondary Interest Section* and "In for the Long Haul" in *Language: The Journal of Communication and Education*. Ann Ebe began her work in education as a Spanish/ English bilingual elementary school teacher in California and later worked in bilingual schools in Arizona as a bilingual literacy specialist and as an administrator. She then went on to spend four years in Hong Kong as the Associate Principal and Literacy Specialist for the Hong Kong International School where she worked with an international group of teachers and students. Upon returning to the United States, Ann served as Assistant Professor in the Graduate College of Education of the University of Massachusetts Boston prior to her work at Hunter College. Until the fall of 2015 when she moved to Mexico City, Ann was an Associate Professor of Literacy Education and the Director of Bilingual Education Programs in the Graduate School of Education at Hunter College in New York City. Ann was recently awarded a grant from the Brooke Astor Fund for New York City Education to work with schools in East Harlem to improve literacy education for emergent bilingual students. She also worked extensively in schools throughout New York through the City University of New York - New York State Initiative on Emergent Bilinguals (CUNY - NYSIEB). This State funded grant aims to improve education for emergent bilingual students through helping schools value bilingualism as a resource and develop multilingual ecologies. Ann's research interests include exploring translanguageing in classrooms, the reading process of bilingual students, and the ways in which teachers can support their literacy development. Ann has published book chapters and articles on these topics. She presents regularly at both national and international conferences. Her work with teachers in the United States and abroad involves developing and implementing language arts curriculum to put literacy theory into practice. Ann has been invited to share her research with teachers and administrators in Norway, China, Singapore, Malaysia and Hong Kong. She now lives in Mexico City. Her book on the teaching of reading, published by Heinemann, is entitled *Insight from the Eyes: The Science of Effective Reading Instruction*.

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