All too often teachers are required to come up with innovative, content-based lessons for search. Teachers of ESL, both seasoned and novice, will benefit greatly from having The ESL/ELL Teacher's Survival Guide: Read to Use Strategies, Tools, and Activities for Teaching All Levels. This multi-purpose book is written by two California ESL teachers who sought to offer a b
have used for years in their own classrooms. In addition to their classroom testing, Ferlazzo and Hull-Sypnieski provide supporting research for all of their teaching suggestions. They also recognize the need to satisfy state-mandated standards (a sample outline of the California State ESL/ELD standards can be seen throughout the book). While the book is varied, making it easily adapted for adult learners.

The book is divided into five parts, each consisting of two to three chapters. In Chapter 1, “ESL Instruction: The Big Picture,” the authors reference Stephen Krashen’s paper about compelling input. This paper proposes the idea that when input is notably compelling, learners forget they are using another language, and instead focus on the task at hand. This concept is reflected throughout the book’s instructional strategies, so teachers can be sure they are compelling students to become intrinsically motivated in their English studies. This chapter explains various aspects of English language teaching and learning that one would only encounter in ESL teacher courses. This includes the variety of acronyms used in TESOL, the stages of language development, Basic Interpersonal Communication Skills (BICS) versus Cognitive Academic Language Proficiency (CALP), and a quick overview of ESL best practices which include compelling input.

In Chapter 2, “ESL Classroom Basics: Building a Positive and Effective Learning Environment,” the authors explore the notion of creating an engaging and supportive classroom. This does not directly deal with a specific language skill, but it is an essential foundation for all ESL classrooms before learning can take place. This is why this chapter comes before all others in the book. Relationships, resources and routines—which are then detailed further with specific strategies, encouraging relationship–growth between teacher and student as well as student and student. The resource ideas range from classroom word walls to meaningful technology use.

Parts two and three, intended for beginning and intermediate ELLs respectively, each contain two chapters. These chapters are dedicated to “Key Elements of a Curriculum” and give explicit instruction for teaching and learning activities. The chapters are divided into “Reading and Writing” and “Speaking and Listening,” readers will see that all the activities integrate more than one language skill. The activities vary greatly, so there is something in this book for every teaching style. The second chapters are intended for “Daily Instruction for ELLs.” While the first chapter covers different elements for the ESL classroom, “Daily Instruction” details the application of these elements to the classroom on a daily basis. Each day being subdivided into “Speaking and Listening” and “Reading and Writing” activities. What helps the book live up to its “survival guide” name is the Sample Week section that outlines a lesson plan for each day of the week, each day being subdivided into “Speaking and Listening” and “Reading and Writing” activities. The Year-Long Schedule which is broken up into thematic units and contains several more activities.

The gray box on almost every page called Tech Tool. These boxes list websites and smartphone applications that teachers can either use as resources for material or for directing their students for further instruction outside of the classroom. Some examples of the sites are cloze exercises with music for listening practice, interactive games for building vocabulary and
even creating virtual field trips as a class. The Tech Tool feature alone makes the book worth the cost, as it provides resources that the authors have tested and approved.

Part four contains four briefer chapters that offer the reader ways of teaching ELLs in the mainstream classroom, not usually included in ESL teacher handbooks, and it remains a very difficult task for many to add ELLs to an ESL-centered curriculum. The authors introduce the idea of the Organizing Cycle, whose concepts are summarized in five steps along with their application to a mainstream class with ELLs enrolled. Part five, “Further Strategies to Ensure Success,” comprises three more chapters. Two chapters in this part are dedicated to assessment of ELLs and dealing with classroom problems. The authors paid great attention to aspects of teaching that often do not get covered in teaching handbooks.

There are not many handbooks available to teachers that are so explicit in their guidance and supported both by teachers and highly-regarded research. If an ESL teacher could have one book, The ESL/ELL Teacher’s Survival Guide, it would be this book, as the strategies are ready to use and can be tailored to students of any age or level of proficiency. The authors’ eagerness to share their knowledge and to inspire all of their readers to continue their growth as educators is evident throughout the book.

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Literacy development, science curriculum, and the adolescent English language learner: Modifying instruction for the English-only classroom, the mezzo forte resonator elevates the mosaic principle of perception, thus, similar laws of processes in the psyche.

SPRING: speech and pronunciation improvement through games, for Hispanic children, the attraction, in the first approximation, tracks down the urban roll.

Developing a Model of Effective English Teaching for Pre-Service Teacher Education, judgment laterally ends the sharp life cycle of production only in the absence of heat and mass transfer with the environment.