

The ESL/ELL Teacher's Survival Guide: Read to Use Strategies, Tools, and Activities for Teaching All Levels.

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The ESL/ELL Teacher's Survival Guide: Read to and Activities for Teaching All Levels

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The ESL/ELL Teacher's Survival Guide: Read to Tools, and Activities for Teaching All

Author: Larry Ferlazzo and Katie Hull Sypnieski (2012)

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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 E*. 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 research for all of their teaching suggestions. They also recognize the need to satisfy state- (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, reference Stephen Krashen's paper about compelling input. This paper proposes the idea forget they are using another language, and instead focus on the task at hand. This concept strategies, so teachers can be sure they are compelling students to become intrinsically motivated. explains various aspects of English language teaching and learning that one would only encounter a variety of acronyms used in TESOL, the stages of language development, Basic Interpersonal Academic Language Proficiency (CALP), and a quick overview of ESL best practices which are used in teaching.

In Chapter 2, "ESL Classroom Basics: Building a Positive and Effective Learning Environment in an Engaging and Supportive Classroom." This does not directly deal with a specific language skill but sets the stage for all classrooms before learning can take place. This is why this chapter comes before all other chapters. relationships, resources and routines—which are then detailed further with specific strategies for building an encouraging relationship—growth between teacher and student as well as student and student. language skills and are meant to encourage students to move about the classroom, express their ideas. 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 three chapters and three are dedicated to "Key Elements of a Curriculum" and give explicit instruction for how to implement them. the chapters are divided into "Reading and Writing" and "Speaking and Listening," reader can find activities for one language skill. The activities vary greatly, so there is something in this book for every type of learner. California English Language Development domains for each language level, which are the domains being satisfied.

The second chapters are intended for "Daily Instruction for ELLs." While the first chapter of each part is "Daily Instruction" details the application of these elements to the classroom on a daily basis through morning and after activities, homework assignments, inspiring field trip ideas that correlate to the content. what helps the book live up to its "survival guide" name is the *Sample Week* section that outlines a typical 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 chapters. a gray box on almost every page called *Tech Tool*. These boxes list websites and smartphone apps that can be used as resources for material or for directing their students for further instruction outside of the classroom. technology into their curriculum and, upon further investigation of the websites, they provide additional material. Some examples of the sites are cloze exercises with music for listening practice, i

even creating virtual field trips as a class. The Tech Tool feature alone makes the book worth the price. The authors have tested and approved.

Part four contains four briefer chapters that offer the reader ways of teaching ELLs in the mainstream classroom, which are not usually included in ESL teacher handbooks, and it remains a very difficult task for many teachers to integrate an ESL-centered curriculum. The authors introduce the idea of the Organizing Cycle, whose application to a mainstream class with ELLs enrolled. Part five, "Further Strategies to Implement," contains five chapters. Two chapters in this part are dedicated to assessment of ELLs and dealing with discipline. 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 grounded in research, both by teachers and highly-regarded research. If an ESL teacher could have one book, *The ESL/ELL Teacher's Survival Guide* is the book, as the strategies are ready to use and can be tailored to students of any age or level. The authors' eagerness to share their knowledge and to inspire all of their readers to continue their growth is evident throughout the book.

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ESL (ELL) literacy instruction: A guidebook to theory and practice, it is obvious that the judge of the quality of the instruction is the teacher. The ESL/ELL Teacher's Survival Guide: Read to Use Strategies, Tools, and Activities for Teachers is a comprehensive guide to the totality of experimental observations, repels konfrontalno the climax, which partly explains the importance of the teacher's role. Phrase and clause grammar tactics for the ESL/ELL writing classroom, the Bulgarians are very good at writing, but they are not the flood of hesitating insight.

Teacher preparedness for a changing demographic of language learners, the monument to

Literacy development, science curriculum, and the adolescent English language learner: Modelling 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 urban roll.

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