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Pathways 2: Listening, Speaking, and Critical Thinking - Becky Tarver Chase and Kristin L. Johannsen

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Peer reviewed



*Grammar and Beyond 4*

John D. Bunting, Luciana Diniz, and Randi Reppen  
New York: Cambridge University Press, 2013.

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Securing the grammatical, lexical, and rhetorical skills required in academic writing is a monumental challenge for even the most seasoned ESL/EFL learner. In *Grammar and Beyond 4*, Bunting, Diniz, and Reppen provide advanced learners of North American English with a research-informed, content-based text that presents the skills essential for mastering academic writing at the college level. What makes this text stand out among the ocean of available grammar and writing texts is that the authors have used the Cambridge International Corpus to present examples of the English language in use as they naturally occur in academic discourse.

The authors of the text have included content that is both interesting and relevant to their intended college-level audience. The content-based nature of the text allows students to sample a variety of academic subjects. Each of the six major parts is organized thematically by academic field. Psychology, business, and sociology are just a few of the disciplines that underlie each section. The units that comprise each section provide learners with more specific topics that fall within each discipline. For example, in Part 2 of the text, which focuses on human behavior, learners read texts titled “Men, Women, and Equality” and “Family Values in Different Cultures,” while in the final section of the text, which centers primarily on technology, students read “Privacy in the Digital Age” and “Living in an Age of Information Overload.” The topics are not only thought provoking but also highly relevant to the lives of the college-bound ESL/EFL learner.

The authors have systematically organized *Grammar and Beyond 4* to ensure that grammar, vocabulary, and writing skills are effectively integrated throughout. The text is divided into six major sections based on common academic writing genres, which include cause/effect, comparison/contrast, narrative, classification/definition, prob-

lem/solution, and summary-response/persuasion. Each major section is further divided into two to four units each. Each of the units is composed of a short academic reading, one to two grammatical points, a list of common academic phrases, an editing task, and a writing task.

The academic readings operate as examples of the writing genre presented in each section, giving learners the opportunity to analyze two to four models of each genre. In the second unit of Part 1, for example, learners read a cause-and-effect text about the factors affecting consumer behavior. Each reading includes a set of prereading questions, postreading comprehension-check questions, and, perhaps most notably, noticing questions, which require students to carefully examine the text for specific grammatical forms, academic vocabulary, and common phrases that naturally occur in the given genre.

Using the reading as a springboard, the authors then present the grammatical points and common academic phrases that appear regularly in the particular genre of writing. For instance, in the cause-and-effect section, the authors present subordinating conjunctions that show cause, reason, and purpose. The common academic phrases, presented in a format reminiscent of Graff and Birkenstein's (2009) *They Say, I Say*, provide students with templates that they can immediately practice and apply in their own writing. A common academic phrase template for use in a cause-and-effect essay is, for example, "The/One effect of (noun phrase) on (noun phrase) is (noun phrase)." These phrases also include lexical items derived from Coxhead's (2000) Academic Word List along with frequently occurring collocations. The exercises that follow the grammar and common academic phrase explanations are another standout feature as many of them require students to reflect on the meanings of the phrases they have just learned. As an example, in the unit that presents reporting verbs and phrases, which are used to introduce an idea from an outside source, students are given a passage in which two reporting verbs or common phrases are given at the beginning of certain sentences in the passage. Students are instructed to choose which verb or phrase fits most accurately in the given sentence by analyzing the grammar and content of the clause that follows to produce a sentence that is sound in both form and meaning.

Following the presentation of grammar and academic phrases are an editing task and a writing exercise. The data-driven editing tasks predict the mistakes that learners may produce when applying the grammar and vocabulary to a particular writing genre. Learners are first presented with a concise explanation of the mistakes and are then given an editing exercise. Each unit concludes with a short writing task in which learners are asked to apply several of the concepts that

have been presented in the unit to produce a short composition. The compositions that students produce vary from paraphrases and summaries to essay introductory and body paragraphs. The culminating writing task in the final unit of each major section requires the learner to compose an essay in one of the six writing genres. The writing topics for both the unit and the culminating writing tasks naturally elicit the use of the target grammar and vocabulary, and they allow the student to incorporate the information that they have gleaned from the model readings.

*Grammar and Beyond 4* is an excellent choice for both self-study and classroom use. Because of its clear organization and short, manageable units, it is easily navigable for the individual learner. In addition, the online writing skills interactive component provides learners with additional vocabulary and writing exercises. For classroom instructors, there are a variety of supplemental materials that support a more dynamic use of the text. One of these supplemental components is the class audio CD, which provides conversations and lectures in which the speakers use the various grammatical and lexical forms presented in the text. The listening material is also research based and accordingly presents academic English as it naturally occurs. There are also a teacher support website and a teacher support resource book that furnishes instructors with suggestions for additional communicative classroom activities, premade PowerPoint presentations, and ready-to-use unit exams.

Although the text is both informative and engaging, one of its shortcomings is that it provides too few vocabulary exercises. Teachers will need to supplement the text with additional content-similar exercises. Also, though the text illustrates common uses of vocabulary and common academic phrases using collocations, there is little presentation of the more difficult collocations, such as those that involve the use of prepositions in highly idiomatic noun-plus-preposition or verb-plus-preposition combinations. Last, a possible weakness of the text lies in one of its selling points. The common academic phrases that have been chosen for highlighting in each unit were selected based on a corpus-based analysis of naturally occurring written academic discourse. These corpus-based examples seem to act as a double-edged blade as students begin to rely on memorizing these phrases as templates to use in their writing rather than developing their own style and voice.

Despite its few, and ultimately negligible, weaknesses, *Grammar and Beyond 4* effectively serves its purpose of equipping advanced learners of North American English with the tools necessary to become successful academic writers. Bunting, Diniz, and Reppen have

meticulously crafted an engaging, practical, and concise text that effectively integrates grammatical concepts, academic vocabulary, and rhetorical modes to allow students to successfully traverse the complex landscape of academic writing.

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### ***Great Writing 4: From Great Paragraphs to Great Essays* (4th ed.)**

Keith S. Folse, April Muchmore-Vokoun, and Elena Vestri Solomon  
Boston, MA: Heinle Cengage Learning, 2014.

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It is rare to find a balanced composition text not overly reliant upon either grammar or the process approach to writing. Fortunately, students and instructors have *Great Writing 4: From Great Paragraphs to Great Essays* (4th ed.), a high-intermediate to low-advanced ESL text offering a fresh and integrative approach effectively emphasizing both “process and product.”

As H. Douglas Brown notes (2007), ESL students benefit from activities that are approachable, thought provoking, and promoting of learner *autonomy*; *Great Writing 4* does exactly this with its content and approach. Each unit begins with vivid *National Geographic* imagery and stimulating preview questions, which sets a tone of respect for global perspectives and activates background knowledge. For instance, Unit 5 starts with a photograph of an endangered spotted owl and discussion questions for persuading others to conserve nature (pp. 112-113).

The opening chapter provides an overview of the writing process and framework of subsequent chapters. Students analyze general and specific outline examples for structure in addition to sample essays for style, hook, thesis, topic sentences, and supporting details. They become familiar with “the seven steps of the writing process” and are given a model vocabulary-expansion activity, which is a nice aspect of the text because, as Brown claims (2007), balancing both micro and macro skills is integral to developing fluency. Later chapters focus on certain academic essay styles: narrative, comparison, cause/effect, and

argument. Writing topics covered vary and include readings about an inspirational person, comparing two places on Earth, effects of extreme weather, an argument on industry versus nature, and an emotional reaction to a photograph.

It is clear from the text's 22 example essays that the authors strongly believe writing and reading are inextricably related. Students not only read sample essays but also engage in their critical analysis, which is an excellent way to reinforce balanced learning and develop fluency. In the margins are questions prompting analysis of an essay's rhetorical style and purpose (i.e., persuasive writing), organization, vocabulary, and sentence structure. Then students are asked to apply this knowledge to the writing of their own essays.

The text builds writer fluency and confidence by having students complete controlled and guided composition activities. In doing these, students benefit by learning "a battery of [macro] writing strategies," including organizing ideas, brainstorming, outlining, drafting, and revising (Brown, 2007, p. 399). For example, in Unit 3, after reading an example essay comparing Brazil and the US, students fill in parts of an outline, noting the essay's support and topic sentences. Then they compare laptop and desktop computers by filling in missing supporting details in a sample essay. Finally, they are asked to construct an original comparison essay, choosing from a variety of topics such as sports, machines, professions, or systems of education. Graphic organizers such as Venn diagrams and outlines are provided to assist students in improving cohesion and adding sufficient content to their essays. Next, students peer-review another student's outline and first draft. At the end of each chapter, timed-writing prompts provide an opportunity for practicing the art of composition and efficiently managing time.

Most helpful are the charts and activities for grammar and discourse markers. In the "Grammar for Writing" sections, students learn to integrate cohesive devices such as genre-specific transitions, conjunctions, and vocabulary into their writing (macro skills) as well as specific grammar forms and systems (micro skills). For example, in Unit 2 on narrative, students are asked to use time-order transitions, prepositions, and conjunctions (p. 50). For a cause-and-effect essay in Unit 4, students first analyze model outlines and essays and later practice adding cause-and-effect conjunctions such as "because, because of, and thus and as a result" to their own essays.

Another key component is the emphasis on vocabulary development. New vocabulary is taught early with marginal glossaries and later in isolation with activities for vocabulary collocations. Also, Academic Word List words are starred, so students build mastery of the

570 most frequent academic words (pp. 54-55 and 183). Furthermore, the Appendix, “Useful Vocabulary for Better Writing,” explains these genre-specific words and phrases by teaching syntactical structure and offering example sentences.

Excellent supplemental resources such as the *The Brief Writer’s Handbook*, Appendix, and online workbooks effectively guide students through the seven steps of the writing process. Students will appreciate the annotated example of a student in the writing process of drafting, editing, and revision and the workshops on editing, citing sources, avoiding plagiarism, and building academic vocabulary. The handbook’s approach of recycling familiar sentences and vocabulary from the main text’s chapter essays will help build confidence and fluency.

Drawbacks to the text include limited peer-editing sheets and rubrics in the Appendix, as found in earlier editions, aside from one peer-review sheet for the narrative essay (p. 208). Furthermore, there should be a clear example of what a peer-editing session looks like, but there is not. Also missing are key lessons on the fundamental writing elements of predetermining an essay’s subject, purpose, and audience, adding tone, adding details, and logically ordering ideas.

Another improvement would be to update material in Unit 4. The “Fall of the Soviet Union” essay is older recycled content from previous editions, which might cause conflict and upset students from these regions. A final improvement would be replacing the sensitive topic of the “Bullying Causes and Effects” outline exercise 4 (pp. 96-97) with a less controversial topic, as many ESL/EFL students have been victims of war, oppression, abuse, bullying, racism, or discrimination.

On the whole, this text is a valuable resource for an ESL composition course because of its focus on guided learning, vocabulary expansion, numerous example essays, stimulating photographs, and clear organization of chapters. Moreover, its emphasis on both process and product meets the “four global aims of developing student’s schemata, social awareness, knowledge of rhetorical patterns, and control of conventions of the written language” so important in developing written fluency (Ferris et al, 2005, p.139). This dynamic text will surely motivate and equip English language students to become not just fluent writers but also effective communicators overall.

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*Integrating Multilingual Students Into College Classrooms:  
Practical Advice for Faculty*

Johnnie Johnson Hafernik and Fredel M. Wiant  
Tonawanda, NY: Multilingual Matters, 2012.

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With the goal of internationalizing, many universities are welcoming more and more international students and multilingual domestic students to campus. There is no doubt that the presence of these students diversifies campus life; all students have more opportunities to interact with those from different cultures, and many universities provide events and activities to celebrate this diversity. But, pedagogically, how does this diversity change the classroom? As college professors across the curriculum see their student populations shift, they may also see that their teaching methods no longer fulfill the needs of all their students. How do college professors adapt to these changes? How do they internationalize their classrooms?

*Integrating Multilingual Students Into College Classrooms* succeeds in its goals of both educating college professors about the various linguistic and cultural backgrounds of the multilingual students they may see in their classrooms and providing practical suggestions to best meet the needs of these students. Through the combined knowledge and experience of two scholars and teachers, the text effectively guides instructors away from a classroom structure that privileges monolingual students and toward one that gives all students a fair opportunity to succeed.

Johnnie Johnson Hafernik and Fredel M. Wiant seem to take into account the busy schedule of the typical college professor in the organization of their text. Though the text could be read in its entirety, its guidebook design allows instructors to choose to read only pertinent sections depending on the demands faced by students in their classrooms.

Part 1 describes various types of multilingual students, educating instructors about the differences between Generation 1.5 students and international students, meanwhile reminding instructors to treat students as individuals despite their shared cultural backgrounds. This section also provides a basic introduction to language acquisition, touching on topics such as identity formation and differences between everyday and academic language proficiencies, meanwhile urging readers to see multilingualism as a strength and not a deficiency.

Part 2 is divided by the four academic language skills: speaking,



listening, reading, and writing. Each chapter first examines the language skills required to perform specific classroom tasks. These descriptions can help to build respect and understanding of the challenges that multilinguals face in tasks that may be considered simple by faculty without much linguistic training. For example, the chapter regarding speaking describes the various language skills needed to participate in informal class discussions. For instructors without linguistic training, these discussions may seem among the simpler tasks demanded of students, but as the text describes the complexity of listening to multiple speakers at once and the language skills needed to express contradictory opinions without offending other speakers, the difficulty becomes clear. In addition, many instructors might assume that reading texts with cultural references would be simpler and more enjoyable for college students; however, the book helps instructors to see that for many multilingual students, cultural references are among the most difficult aspects of reading.

Understanding all of the language skills necessary to participate in a classroom discussion or to read a text peppered with cultural references may motivate faculty members to further support their multilingual students, and at the end of each chapter, they can find practical suggestions for doing so. The more general suggestions focus on how to establish and articulate clear expectations for all students. The more specific suggestions seem to advocate moving common ESL practices into the mainstream classroom. For instance, the chapter on reading advises professors to introduce students to prereading strategies and to encourage students to use context clues to understand new vocabulary to help them read more fluently.

Part 2 also includes a chapter on assessment, perhaps the most debated topic regarding multilingual students in mainstream classrooms. Among the most helpful suggestions are for faculty to be transparent in their grading and to clarify for their students and themselves what share of a final grade will reflect the student's language use, whether it be in the delivery of a speech or in the linguistic accuracy of a written assignment and the reminder to focus on overall comprehensibility rather than concentrating on minor errors. The appendix to the book provides several sample rubrics to help faculty establish clear grading guidelines. Being clear with students and themselves about grading will help prevent professors from overly penalizing nonnative-speaking students.

Though clear grading guidelines take some of the confusion out of assessing multilingual students, things still remain a bit cloudy when it comes to formal written assignments. While Johnnie Johnson Hafernik and Fredel M. Wiant are careful to remind instructors that it

is unrealistic to expect multilingual students to have completely error-free writing, they do not provide suggestions for guiding students in situations in which error-free writing is necessary, such as in situations in which grammatical or other types of errors discount the credibility of the writer. While it may be reasonable to expect a monolingual student to painstakingly edit and produce a (nearly) error-proof text, it is unreasonable to expect that a multilingual student will be able to do so without significant assistance. If multilingual students are sometimes expected to produce error-free writing, toward what resources should faculty point these students for help? Or, would Hafernik and Wiant argue that multilingual students should never be expected to produce error-free texts? While the book helps instructors set up fair grading techniques, it does not provide suggestions for assisting students with these types of formal written assignments.

In K-12 education, the idea that mainstream teachers are also responsible for meeting the needs of multilingual students is not new, and many teacher-education programs require some training in ESL methodology or linguistics. However, as many college professors do not have formal training in education, they may not have had access to this type of training. *Integrating Multilingual Students Into College Classrooms* fills that important gap in training for college-level instructors, and it could be well used as a springboard for the type of faculty training workshops that are often offered during winter or summer breaks at universities. The understanding of multilingual students provided by the text will allow professors to internationalize their classrooms with strategies to welcome students of all linguistic and cultural backgrounds.

***Longman Academic Reading Series 2: Reading Skills for College***

Kim Sanabria

White Plains, NY: Pearson, 2014.

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Teaching a reading and vocabulary class usually requires careful pedagogical navigation between reading and vocabulary skills. This also means making difficult decisions related to textbooks, as most authors choose to focus on one skill more than the other, requiring faculty who adopt these texts to do a lot of supplementation. With the new *Longman Academic Reading Series: Reading Skills for College*

2 text, author Kim Sanabria has provided a satisfying solution. Her textbook is one of the most thorough and well-balanced ESL reading and vocabulary books that I have seen.

The intermediate book is organized into 10 chapters that contain three readings per chapter. The topics are, as stated in the title, pulled from various academic disciplines, including literature, health science, math, urban studies, and business. For example, students have the opportunity to read articles about Bloom's Taxonomy, social entrepreneurship, types of intelligence, and famous American speeches. To illustrate, Chapter 6, which is about business, offers students a chance to critically analyze what it means to be an employee in contemporary society. Students can debate this issue using the provided critical-thinking questions, consider various careers as they relate to personality types, and then write about this topic using one of the six given writing topics.

The objectives are clearly stated at the beginning of each chapter, along with the definition of the chapter's topic and some prereading activities. Before each reading, a reading strategy such as visualizing images, predicting content based on the title, or identifying poetic devices is briefly presented. Comprehension, vocabulary, critical-thinking, and note-taking activities follow each reading. The second reading of the chapter is also followed by an exercise called "Linking Readings One and Two." The final reading of the chapter includes an "After You Read" section. This section presents further critical-thinking activities, discussion questions, and writing topics: It also provides a master list of the chapter vocabulary organized by part of speech as well as a self-assessment checklist.

The biggest strength of this textbook is just how comprehensive and varied it is. By offering so many different types of readings, vocabulary-building and reading-skill exercises, it is able to stand on its own as a reading and vocabulary book that requires little, if any, instructor supplementation. For example, reading skills such as skimming, previewing, predicting, scanning, synthesizing, and finding main ideas and details all have a place in this book. Similarly, this text introduces students to such varied vocabulary-building concepts as synonyms and antonyms, contextual clues as a way to guess meanings of new words, English dictionary usage, word forms, and affixes (prefixes and suffixes). These concepts are introduced through a nice variety of exercise types, which include true/false, multiple choice, fill in the blank, multiple answer, and matching. If this book stopped there, it would be a quality reading and vocabulary textbook, but it does not.

In addition to the wide variety of readings and vocabulary-building and reading-skill activities found in this book, it features a sizable number of critical-thinking, note-taking, writing, and discussion activities that allow instructors to integrate reading with other academic skills, making this textbook extremely versatile and putting this text in a class of its own. Furthermore, the author has offered many practical applications for how the reading topics relate to students' lives via prereading and warm-up, critical-thinking, and writing and discussion questions, thereby increasing the level of student engagement and promoting in-depth exploration. For instance, in Chapter 2, students are asked to consider how to deal with racial discrimination in an increasingly complex world by sharing opinions with classmates and then responding by writing a multi-paragraph response paper.

However, the strengths also lend themselves to some potential problem areas. First, because the book is so exhaustive and the chapters are quite a bit longer than those in the typical reading/vocabulary textbook, instructors might have a difficult time with pacing and time management. Instructors using this text will have to get used to longer chapters or possibly skip some sections of each chapter. This is especially true for teachers who are teaching in a quarter or session system as opposed to a semester-length course. In addition to lengthy chapters, the wide variety of activities might sometimes feel overwhelming to teachers who are used to focusing on just reading and vocabulary. One final critique is that the PDF teacher's manual offers no option to customize tests or quizzes, which is a common feature of test-making software that now commonly accompanies ESL texts. Therefore, instructors using this book will have some extra work if they want to use sections or parts of the premade quizzes rather than each quiz in its entirety.

With that said, these are minor gripes, and the positive aspects of this text completely overshadow any weaknesses. In my experience, most teachers would welcome a reading and vocabulary text that integrates critical thinking, writing, and note taking the way that the author of this book has done. The readings are interesting and engaging, and the skills presented here are essential for students who need to improve their academic skills. I could see this text easily being effective in ESL, EFL, Intensive English, and community college settings. Wherever students need to improve their reading, vocabulary, and academic skills, *Longman Academic Reading Series: Reading Skills for College 2* deserves consideration.

## *Pathways 2: Listening, Speaking, and Critical Thinking*

Becky Tarver Chase and Kristin L. Johannsen  
Boston, MA: Heinle, Cengage Learning, 2012.

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*Pathways 2: Listening, Speaking, and Critical Thinking* by Becky Tarver Chase and Kristin L. Johannsen is an intermediate listening and speaking textbook that transcends conventional skill-specific instructions by implementing activities that integrate the use of language skills with higher-level, critical-thinking skills based in authentic contexts.

*Pathways 2* employs theme-based language instruction, providing rich, quality input for language learning and discussion. The textbook consists of 10 units containing culturally diverse topics. The authors have clearly made a conscious effort to select universally relevant themes that captivate a wide range of learners regardless of their specific culture, age, or learning context. Examples include “Staying Healthy in the Modern World,” “Energy and Our Planet,” and “Culture and Tradition.”

Each unit contains two lessons, based on formal and informal contexts, and addresses specific listening and speaking skills through a variety of receptive and productive exercises. Some activities are text based and ask students to identify, summarize, and discuss main ideas from recordings, while others rely on learner experiences and their opinions related to the topic. In Unit 2, for instance, students are asked to listen to an informal discussion about energy conservation and to focus on the main ideas by identifying who the speaker is, how he feels about the issue, and what his reasons are for his beliefs; the text-based questions are accompanied by speaking tasks that, in this case, ask students to work with a partner to rank and discuss six commonly used household appliances with respect to their energy use and efficiency.

In other words, *Pathways 2* encourages learners to combine “bottom-up” and “top-down” information processing—the former referring to using discrete components such as vocabulary, pronunciation, or grammar to understand information and the latter relying on prior knowledge and contextual patterns. The combination is one that is both interesting and effective for learners, appropriately varying the approaches to speaking and listening in a way that emphasizes the importance of noticing detail as well as seeing “the big picture.”

Another noteworthy feature of *Pathways 2* is its captivating visual

elements and multimedia. Each unit begins with a two-page spread of a thought-provoking image related to the theme, with captions and discussion questions that promote language production. In the “Culture and Tradition” unit, for example, the two-page spread is filled with a world map, including pictures of people in very different traditional clothing accompanied by brief descriptions of their respective cultures and questions to discuss in pairs. In addition to the three CDs that collectively contain 91 audio tracks, the textbook also comes with a DVD that contains authentic videos from National Geographic Digital Media for each of the 10 thematic units. Exercises related to these videos are also provided in each unit to supplement activities based solely on auditory input.

By incorporating diverse audiovisual materials, transcripts, and a variety of receptive and productive activities, the authors of *Pathways 2* consciously maximize learning opportunities for learners with different personalities and learning styles. The use of images, videos, and written transcripts, for example, can aid visual and analytical learners to more effectively process the auditory information as they gradually develop independent listening skills. Despite being a skill-specific textbook, *Pathways 2* also deliberately contextualizes the various language skills and strategies necessary to improve listening comprehension and concrete speaking skills, rather than artificially focusing on listening and speaking in isolation—a real plus.

Last but not least, as included in the full title, *Pathways 2* recognizes the importance of intentionally incorporating critical-thinking activities into language instruction. Each unit of the textbook contains exercises that require specific critical-thinking skills to either understand or produce meaningful language. In one section, for instance, learners are given different types of evidence with which one might support an academic statement and are asked to discuss in pairs which type of evidence they would personally find most convincing. In another section, learners are asked to brainstorm in groups to arrange information from the recordings and prepare presentations for the class. These critical-thinking exercises are seamlessly integrated into authentic listening and speaking tasks, making *Pathways 2* an effective learning material not only for language skills but also for academic and reasoning skills.

Teachers considering this textbook for a strictly conversational English course, however, may have to look elsewhere. *Pathways 2* is obviously written for intermediate learners currently in or preparing for academic contexts and goes well beyond simple personal and social interactions. The themes are thought provoking and intended for a mature audience, and the exercises undoubtedly are meant to

prepare students for active participation in high school and college classroom lectures and discussions.

In summary, *Pathways 2* provides excellent theme-based English instruction by providing authentic opportunities for learners to listen and speak in academic contexts. The diverse themes, content, and materials make this textbook a great source for many contexts, but given its emphasis on critical thinking, *Pathways 2* should be particularly beneficial for intermediate learners who are college bound; as such, it is definitely worth a look for instructors in high school, university, or community college academic ESL programs.

***Reading, Writing, and Learning in ESL:  
A Resource Book for Teaching K-12 English Learners (6th ed.)***  
Suzanne F. Peregoy and Owen F. Boyle  
New York, NY: Pearson Education, 2013.

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**R**eading, Writing, and Learning in ESL: A Resource Book for Teaching K-12 English Learners is a must-have for all those involved in educating or supporting English language learners. Considerable revisions make the sixth edition of this influential text the best return on investment for new teachers and veterans alike.

*Reading, Writing, and Learning in ESL* was designed for US classroom teachers in K-12 settings. However, this text earns its place on the bookshelf of resource teachers, para-professionals, preservice instructors, and teacher trainers because of its thorough yet accessible style and unmatched selection of pedagogical techniques and activities. English as a Foreign Language instructors may want to pick this up as well for insights on content-based instruction, process writing, and others techniques that are useful regardless of context. Content-based instruction and process writing are sequenced along with numerous other tools into 11 chapters, each of which begins with a concept map and ends with suggestions for further study and reflective activities to encourage active reading. Chapter summaries nicely pull together the big ideas, which are represented clearly throughout with various headings, subheadings, and bolded keywords. In addition to concept maps at the beginning of each chapter, various models and tables are used to organize abstract or complicated information in a visual format. For instance, Figure 2.2 combines geometric shapes and bulleted text to visualize academic language, clearly distinguishing its

qualities, functions, and linguistic features for easy reference. Such visuals, combined with frequent reproductions of authentic student work, make this text a stimulating and visually appealing read.

The careful organization of *Reading, Writing, and Learning in ESL* facilitates painless access to its content. The first three chapters lay out the sociopolitical, theoretical, and pedagogical foundations for the activities introduced later. Subsequent chapters approach English language education from various perspectives, including emerging literacy and vocabulary. Each perspective contains detailed learning activities, planning and design strategies, assessment techniques, and materials-development templates. In the chapter on oral language development, for instance, readers will find research perspectives; authentic examples of learner speech, including performance descriptors; advice for promoting oral English development in mathematics, science, and social studies; detailed instructions for applying assessment tools such as the Student Oral Language Observation Matrix; and more than 10 proven activities for encouraging students to speak.

Later chapters tackle important concepts such as process writing, literacy instruction, and strategies for reading in the context of content-based or thematic instruction. Of particular interest is the chapter on postreading strategies, which demonstrates the importance of consolidating comprehension using techniques for organizing and remembering academic content. This discussion culminates in a real-world example of how one classroom teacher combines such techniques to keep track of her students' reading progress. The last chapter in the book focuses on assessment of literacy development, supplementing the domain-specific strategies introduced at the end of each previous chapter.

*Reading, Writing, and Learning in ESL* maintains cohesion across such varied topics by consistently applying a sociocultural theory framework (Zuengler & Miller, 2006). This approach can be seen as early as the first chapter, in which readers are challenged to redefine culture and examine its influences on teaching and learning. This text also incorporates concepts that began with the work of Lev Vygotsky, including the zone of proximal development, scaffolding, and a perspective on learning in which the individual develops control over knowledge or skills via participation in social interaction, beginning with supported learning and ending in autonomy (Mitchell & Myles, 2004). Despite being permeated by these theoretical concepts, *Reading, Writing, and Learning in ESL* remains an accessible and practical guide.

Peregoy and Boyle demonstrate a practical application of sociocultural theory in the English language classroom through an ap-



proach called Differentiated, Sheltered Instruction. The aim of such instruction is to provide a positive social-affective environment where English language development can take place through grade-appropriate content learning, while simultaneously catering to students' individual strengths and needs. Chapter 3 provides a lesson-planning guide accompanied by detailed instructions for establishing content and language objectives; analyzing language demands and learning opportunities; planning lesson modifications, and setting up a positive social-affective environment. The text returns consistently to Differentiated, Sheltered Instruction throughout, using vignettes to provide rich examples of the technique in action.

Beyond these narrative accounts, readers will find numerous references to Internet resources and multimedia that further illustrate key content. The authors have included more than 100 new weblinks in this new edition. Expert opinions and research findings stand alongside the experiences of classroom teachers. In addition to new media content, the sixth edition received considerable revision to reflect recent developments in language research. And if that were not enough, the publisher also provides web-based support for teachers and students, including individualized study plans, a teacher's manual for download, and test preparation for preservice teachers.

With so much to offer, readers may wonder what, if anything, this text does *not* provide? While the text offers a near-exhaustive assortment of activities, there is a distinct bias toward those that support beginning and intermediate ELLs. The authors clearly state that teachers of more English-proficient students will find themselves adapting a majority of the learning activities in this text to better meet their more advanced students' needs. They also highlight the versatility of the activities presented, given culturally sensitive and appropriate modification. In other words, this text will still be useful in contexts with fully English-proficient students, if not "right out of the box."

*Reading, Writing, and Learning in ESL: A Resource Book for Teaching K-12 English Learners* is a book every ESL teacher should have and every EFL teacher should consider. The sheer number of theoretically grounded and practically tested learning activities alone warrants the purchase, even for teachers of fully proficient students. Whether the core content matches their students' proficiency levels or not, all instructors will benefit from the extensive supplementary resources that this text introduces. The saying goes that if you give a man a fish, you feed him for a day; if you teach that man to fish, you feed him for a lifetime. In the latest incarnation of their influential book, which stands alone *and* guides the reader to other resources, Peregoy and Boyle have managed to do both.

## References

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- Zuengler, J., & Miller, E. R. (2006). Cognitive and sociocultural perspectives: Two parallel SLA worlds? *TESOL Quarterly*, 40(1), 35-58.