

**UC Berkeley**  
The CATESOL Journal

**Title**

Book Bytes

**Permalink**

<https://escholarship.org/uc/item/4gc835pd>

**Journal**

The CATESOL Journal, 2(1)

**ISSN**

1535-0517

**Author**

Kuhlman, Natalie A.

**Publication Date**

1989

**DOI**

10.5070/B5.36683

**Copyright Information**

This work is made available under the terms of a Creative Commons Attribution License, available at <https://creativecommons.org/licenses/by/4.0/>

### **New ESL Texts**

*Bridges to Communication (ELEPS)*. Santillana. 1989.

The long-awaited San Diego City Schools ESL curriculum has just been published. Initial reviews are very positive. The curriculum is based on language development in content areas, using the concepts of Krashen, Cummins, and Terrell as the theoretical foundation. Three ESL stages per grade level are provided. There are 10-12 units per stage, each unit comprised of 10-12 lessons. Each lesson has a warm-up, focus, and closure activity, followed by independent and additional tasks. Primary grades (1-3) are now available. Intermediate grades (4-6) will follow. Secondary will be the final segment.

Savage, K. Lynn. *Building Life Skills*. Longman. 1989.

This adult ESL series of three books uses a similar model to *Bridges to Communication*, each unit containing a warm-up, presentation, guided practice, and application (in which students use the information in real-life tasks). The first book focuses on basic language structures and applications (rearranging information, one-step processes). The second book—intermediate level—focuses on interpreting information. The third helps students use information to solve problems.

Walker, Michael. *Addison-Wesley ESL*. Addison-Wesley. 1989.

This just published content-based ESL curriculum will likely compete well with Santillana's *Bridges to Communication*. It, too, is divided into several levels and units to meet the varied needs of second language learners. The focus is on life skills using role-playing activities. Many worksheets are included, along with stories to be read to students.

### **CALL**

Taylor, Macey, and Laura Perez. *Something To Do On Monday . . .* Athelstan. 1989.

The success of this book, as CALL-expert John Huggins says, is that "it removes some of the drudgery of routine decision making by providing practical plans and management routines for a huge range of available [computer] programs" (Foreword).

The book begins with a questionnaire to test readers' knowledge

of computers. Next, some 36 programs are divided into three kinds of learning tasks computers can perform: (a) knower of the right answer, (b) workhorse, and (c) stimulus. Each program is identified by computer model, age, and grade level and is followed by specific directions for using the program. This will be a great asset to all CALL teachers (or anyone with a computer in the classroom).

### Research/Teacher Training/Reference

Johnson, Donna and Duane Roen. *Richness in Writing: Empowering ESL Students*. Longman. 1989.

This anthology focuses on empowering the student writer (as opposed to the teacher imposing tasks on the writer) in authentic situations. Articles are divided into three sections. In the first, "Settings, Networks, Connections," James Cummins sets the stage with "The Sanitized Curriculum: Educational Disempowerment in a Nation at Risk." Other articles include those by Luis Moll and Sarah Hudelson. The second section, "Rhetorical Concerns in Writing," looks at the classroom setting with articles by Carole Edelsky, Yvonne and David Freeman and Joy Reid. The final section is "Culture, Second Language Writing, and Creativity." The three articles included are on topic development (Sandra McKay), contrastive rhetoric (William Grabe and Robert Kaplan), and a new challenge for composition evaluation (Robert Land and Catherine Whitley).

McKay, Sandra and Sau-ling Cynthia Wong. *Language Diversity: Problem or Resource?* Newbury House. 1988.

This teacher resource examines linguistic diversity in four parts, beginning with a conceptual framework by Richard Ruiz ("Orientations in Language Planning"). The second section offers an historical perspective on diversity in the United States, followed in the third by a specific examination of the language situation today of Mexican Americans, Puerto Ricans, Cuban Americans, Chinese Americans, Filipino Americans, Korean Americans, and Vietnamese Americans. The final section focuses on implications for education with articles by Mary McGroarty, Sandra McKay and Sau-ling Cynthia Wong.

Trueba, Henry. *Raising Silent Voices: Educating the Linguistic Minorities for the 21st Century*. Newbury House. 1989.

Using a case study approach, Trueba in his latest book examines the complexities of educating and understanding the linguistically diverse populations that are rapidly becoming the majority of public-school students. The book focuses on sociocultural influences on school achievement and learning, legislation, and the instructional process. Chapter 6 is particularly timely—"Empowering Teachers to Become Effective: Teachers' Struggles and Concerns." This is an

excellent book for teacher/researchers, teacher trainers and classroom teachers alike.

### Amnesty/ESL

Seely, Margaret. *Handbook for Citizenship*. Alemany Press. 1989.

In this book, Seely's second edition, the emphasis is on the oral preparation of immigrants for the naturalization test. Reading out loud is used throughout. Forms that students will need to fill out for the test are included. Each chapter has a short oral reading selection, followed by practice words and questions. ■