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Review of the book [Reading, writing, and learning in ESL: A resource book for teaching K-12 English learners], by S. F. Peregoy & O. F. Boyle with K. Cadeiro-Kaplan

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Peer reviewed

Reading, Writing, and Learning in ESL: A Resource Book for Teaching K-12 English Learners (6th Ed.), edited by S.F. Peregoy, O.F. Boyle, & K. Cadeiro-Kaplan. Boston: Pearson Education, 2013

Reviewed by Raul Fernandez-Calienes
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English as a Second Language (ESL) is a topic of great interest to many educators, particularly in the United States, where the population is so diverse. The book *Reading, Writing, and Learning in ESL* is a resource that can be helpful to educators as they develop curricula and materials for their classes, particularly if they work in cross-disciplinary contexts. The work is valuable for both beginning and advanced-level teachers.

The book includes chapters on background, theory, and practice. The first chapter looks at English language learners and provides important background on areas including cultural factors and traditional ESL models. The second chapter presents specific theoretical information and analysis on such approaches as Krashen's Five Hypotheses, Basic Interpersonal Communication Skills (BICS), and Cognitive Academic Language Proficiency (CALP). Several chapters focus on practice and contain numerous strategies that can help practitioners work toward reaching specific literacy goals; for example, these incorporate "daily routines" and "shared writing," which instructors can use either individually or together as part of a holistic strategy to enhance instruction in the ESL classroom. Chapters on content reading and writing look at pre-, during, and post-reading strategies. A chapter on reading assessment and instruction contains a practical sample and a list of commercial reading inventories as well as several other evaluation procedures.

The authors have many years of direct academic and field experience in the topic. Suzanne Peregoy, Ph.D., is Professor Emerita of Education and past coordinator of the Master of Arts and Reading/Language Arts Specialist Credential program at San Francisco State University. Owen Boyle, Ph.D., is Professor Emeritus of Education and past chair of the Language and Literacy Department at San Jose State University. Also contributing is Karen Cadeiro-Kaplan, Ph.D., Professor and chair of the Department of Policy Studies in Language and Cross Cultural Education at San Diego State University. Their vast knowledge of the topic, combined with their keen interest in student learning, contribute to an overall focus on pedagogical excellence.

This edition of the book has crisp writing, uses very clear language, and includes a wide variety of helpful pedagogical tools from both traditional and high-tech approaches. It contains introductory questions, case studies, summaries, lists

of suggested readings, and both author and subject indexes as well as more than 100 links to external online resources. It incorporates traditional graphic materials such as photographs, images, charts, and other illustrations as well as creative new “Visual/Spatial Structured Overviews” that facilitate previewing and reviewing. In addition, the book includes links to Web-based sources such as a companion website; downloadable instructor resources; “Expert Webcasts” and “Classroom Webcasts,” which allow students to gain information directly from experts, teachers, and students; and activities such as WebQuests, Blogs, Wikis, and Vodcasts.

In short, *Reading, Writing, and Learning in ESL* is essential for all who want strong theory as well as concrete strategies and resources to help speakers of other languages improve their English language skills.

BIOGRAPHICAL SKETCH

The Reverend Professor Raúl Fernández-Calienes, Ph.D., is a Visiting Associate Professor at the St. Thomas University School of Law in Miami, Florida. He is also on the editorial team of the *Journal of Multidisciplinary Research*. His research interests include English as a Second Language and cross-cultural education.