

Publications Received

The purpose of these notices about recent publications in ELT and related fields is to broadly indicate topic and to point out likely points of interest to mentors, teacher trainers and teacher educators. Print size is noted only if unusual. Dimensions are indicated only if exceptionally small or large. E.g., 148pp+ means "148pp plus an informative roman numbered preface, etc". All books are paperback unless otherwise stated. Not specifically about FLT means that the book in question has a focus which includes second or foreign language teaching.

Teaching Adult ESOL: Principles and Practice. A. Paton & M. Wilkins, eds. (2009) Open University Press & McGraw-Hill Education. ISBN 978-033523738-8. 282pp+. This book, by 11 contributors, comprises 12 chapters grouped under three major headings: ESOL & society, Teaching & learning ESOL, and Inclusive learning. Chapter 2, ESOL in the UK education system, is – as its title suggests – very UK referenced. Other chapters are not so focused on the UK, although all the contributors appear to have been based in the UK (mostly England) at time of writing. It is important to note that by ESOL, the editors and authors evidently mean only ESL. This sound and comprehensive book would probably be most useful for pre-service teachers or in-service teachers aiming to gain a formal qualification.

Getting the Buggers to do their Homework, 2nd ed. J. Stern. (2009) Continuum. ISBN 978-0-8264-9980-6. 136pp+. A particularly interesting member of this publisher's Getting the Buggers to... series, this book offers a wealth of tips that teachers of many subjects, including foreign languages, may find useful. One tip that caught this reviewer's eye hinges on the notion of 'hammocking' homework. This term from the jargon of TV programme scheduling refers to the practice of raising interest in a worthy but dull programme (e.g., a public service message) by sending it out between two popular programmes.

The Developing Teacher: Practical Activities for Professional Development.

D. Foord. (2009). Delta Publishing (in its Teacher Development series). ISBN 978-1-905085-22-4. 96pp. Size: ca. 80% of A4. A bibliography; no index. Informatively introduced, and satisfyingly structured, this is a resource book for use in teacher development. The activities are grouped under the following major headings: You, You and your students, You and your colleagues, You and your school, and You and your profession. The author sees the activities being done by readers on their own, with their students, with their colleagues, and with their school. One caveat: many readers will find the print much too small.

Drama and Improvisation. K. Wilson (2008) Oxford University Press. ISBN 978-0-19-442580-3. 125pp+. In OUP's long-running series of teacher's resource books, this one looks like an essential addition to the collection of any language teacher with an interest in drama activities in the classroom. The major sections are entitled: Hello and welcome!, Classroom interaction and improvisation, Fun and games, Drama club, and Working with scripts.

Effective Teachers in Primary School: A Reflective Resource for Performance Management, 2nd edition. T. Swainston. (2008) Continuum ISBN 978-1-85539-462-9. 175pp.; no index + dvd. The stated aim of this book is to broaden understanding of effective teaching. UK referenced. Apart from a short introduction, the first 90pp or so of the book comprise five sections: What an effective teacher looks like, Understanding what we can and can't learn, Important factors in becoming effective teachers, The Hay McBer Report (a report commissioned by a UK gov't ministry) as a framework, & An analysis of six teachers who, having been chosen as examples of effective teaching, were filmed both while teaching and while talking about how they work. The (extensive, good quality) video material is on the dvd. The final ca 70pp of the book is largely devoted to appendices, including various lists of professional skills. Should interest pre- and in-service trainers, school inspectors, and school administrators.



Effective Teachers in Secondary School: A Reflective Resource for Performance Management, 2nd edition. T. Swainston. (2008) Continuum. ISBN 978-1-85539-463-6. 1595pp.; no index + dvd. This book is virtually identical in materials, structure, aim, and style to the title noticed immediately above. One minor difference is that five, rather than six, teachers are featured in the book and dvd. Another difference is that this book seems to give more background information about the 'VITAL Project', from which the two books have emerged. One of the featured teachers is a teacher of French as a foreign language. Should interest pre- and in-service trainers, school inspectors, and school administrators.

Practical Guide S. McNamara. (2005) Continuum. ISBN 0-8264-8755-6. 118pp+. The author, a one-time clinical psychologist, begins this book by noting the major, international increase in stress-related disorders among young people (p. xi). She has evidently written this book for "practitioners" (p. xiv). While this term neither plainly includes or excludes language teachers, there is much in this compact text which pre- and in-service teachers might learn (about) with profit. There is, for instance, an intriguing, albeit possibly under-specified section, on 'thought stopping', a technique the author says can enable young people to overcome the problem of recurrent stress-inducing thoughts (pp. 26-27).

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Motivating your Secondary Class.

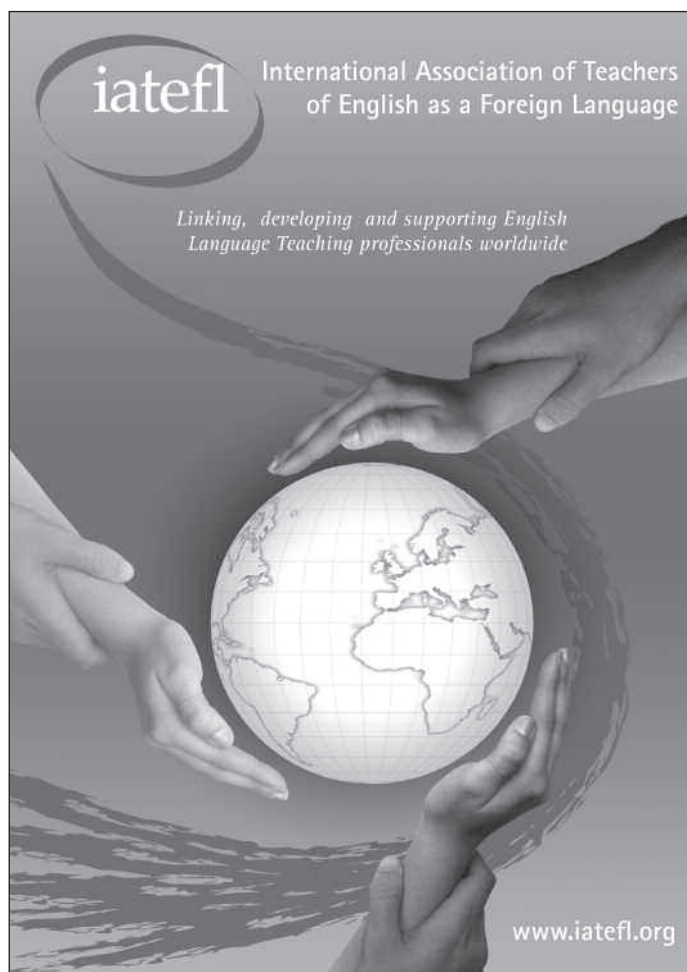
M. Galton, S. Steward, L. Hargreaves, C. Page & A. Pell. (2009) Sage Publications. ISBN 978-1-84787-260-9. 196pp. Besides an introduction and appendices, there are seven chapters on: A crisis in the lower secondary school?, Moving up to secondary school, Cooperative work in the classroom, Improving communication between teacher and pupils, Teacher and pupil development in different school and classroom contexts, why some classrooms have been more successful, and Promoting harmony & resilience. This book sets out to address the question of why so many pupils in years 7-9 "switch off" and make insufficient progress in the core subjects. An overall conclusion is that the increased top-down emphasis (in the UK) on careerist motives to learn has had damaging effects; rather, pupils should learn to love learning for its own sake.

How Green is Your Class? Over 50 Ways Your Students can Make a Difference

K. Brown. (2008) Continuum. ISBN 978-1-84706-122-5. 118pp+. The author sees this book as a guide for teachers on how to educate their students about "opportunities for real student activism" (p. 1). While it does not seem to have been written mainly for language teachers, the majority of the sections seem to mesh particularly well with the goals of a language course (e.g., 'write an article' and 'give a speech or talk', 'join an e-campaign'). It would seem the author presupposes a setting in which citizens, even young ones, can voice opinions which powerful interests may not like.

Seeds of Confidence: Self-esteem Activities for the EFL Classroom.

V. de Andres & J. Arnold. (2009) Helbling Languages. ISBN 978-3-85272-200-9. A4; 189pp., no index+ CD ROM/Audio CD with worksheets, texts, short videos, & recordings. Besides a clear and useful introduction, this book offers 58 classroom activities (many with additional variations) grouped under the following major headings: Security, Identity, Belonging, Purpose, & Competence. The level range is elementary to advanced.



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