

Book Review—
Fifty Strategies for Teaching English Language Learners
Adrienne Harrell & Michael Jordan
Second Edition
Upper Saddle River, NJ: Pearson, Merrill, Prentice-Hall
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Changing demographics in California's public schools, accompanied by changes in California's teacher education programs, bring new demands to teaching English language learners (ELLs). Classroom teachers are charged with the responsibility of teaching both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). In addition to knowing what to do to help ELLs, they need to know why they are teaching with certain strategies.

Fifty Strategies for Teaching English Language Learners (2nd Edition) does both: Gives strategies and provides a theoretical framework for those strategies. The book is divided into five sections: Theoretical Overview, Strategies for Enhancing Instruction through Planning, Strategies for Supporting Student Involvement, Strategies for Building Vocabulary and Fluency, and Strategies for Building Comprehension. Also included is an Informal Multiple Intelligences Survey. There are between nine and 15 strategies for sections II through V.

Although this may sound like a "how to" book, attention is given to TESOL Standards, language acquisition and the classroom teacher, the underlying theoretical base of instruction for English language learners, the role of assessment in teaching English language learners, anecdotal records, performance sampling, and portfolio assessment.

Each strategy begins with the TESOL standards the strategy addresses, provides a step by step list of what to do to implement the standard, applications and examples, a conclusion, a useful chart of examples of approximation behavior related to the TESOL standards for

K-3, 4-8, and 9-12 students, and references as well as a suggested reading list.

Section I, the theoretical overview, presents information based on research by Jim Cummins, Steve Krashen, and Bruce McLaughlin, among others. There are seven figures in this section, which enhances accessibility of the information provided. Figures include an example of a scoring rubric for performance sampling, an example of the contents of a student portfolio, and Cummins' quadrant demonstrating the dimensions of language.

Section II includes strategies to reduce anxiety for ELLs by using predictable routines and signals, reading designed to support understanding, and advance organizers. There are 20 figures, including ones on functions of language in the classroom and academic language functions.

Section III focuses on student involvement with strategies like total physical response, shared reading, and adjusting questioning strategies to the language levels of students. There is at least one figure per strategy.

Section IV emphasizes strategies which build language through oral communication. These strategies include story reenactment, word walls, and dramatization as a way to build vocabulary. Again, there is at least one figure per strategy.

The fifth section includes strategies to support comprehension, such as attribute charting, acquiring self-help skills, and cloze. Charts, figures, and examples are very helpful in understanding how to implement these strategies.

All in all, this is a very useful classroom reference. Its use in a university class for preservice or inservice teachers should be a great success. This text would also be helpful as a desk reference for teachers in the classroom, since the classroom teacher is the intended audience for this book. The layout of the book, as well as its content, is user friendly. In choosing to address the TESOL standards, the authors provide a very classroom friendly set of standards. These strategies can be used in an ELD classroom or in a classroom where the majority of the students are mainstream English. This is a great text for anyone interested in addressing the needs of ELLs.