

Contents

Preface	xiii
<i>Reading Achievement and English Language Learners (ELLs)</i>	<i>xiii</i>
<i>The Consequences of Failing to Learn to Read</i>	<i>xiv</i>
<i>Disappearing Students and Declining Reading Scores</i>	<i>xv</i>
<i>Conclusion</i>	<i>xix</i>
<i>How to Navigate This Book</i>	<i>xix</i>
 Acknowledgments	 xxi
 1 A Brief History of Reading Instruction	 1
<i>ESL or ELL?</i>	<i>1</i>
<i>Teaching Reading in the Greek Fashion</i>	<i>2</i>
<i>Vocabulary Control in Textbooks</i>	<i>6</i>
<i>The Directed Reading Approach</i>	<i>6</i>
<i>From Dick and Jane to Whole Language: The 1950s to the 1980s</i>	<i>8</i>
<i>Critical Literacies – Multiliteracies</i>	<i>17</i>
<i>Balanced Instruction</i>	<i>18</i>
<i>Which Instructional Approach Works Best?</i>	<i>19</i>
<i>The Internet</i>	<i>28</i>
<i>Reading Instruction for Adults</i>	<i>29</i>
<i>Learning to Read versus Reading to Learn</i>	<i>31</i>
<i>Conclusion</i>	<i>31</i>
<i>Explorations</i>	<i>32</i>
 2 Language Proficiency and Literacy Background	 34
<i>Bottom-Up, versus Top-Down, versus Interactive</i>	<i>34</i>
<i>Are There Too Many ESL Students in My Class?</i>	<i>35</i>
<i>Language Acquisition</i>	<i>38</i>
<i>Instructional Matrices</i>	<i>42</i>
<i>The Primary-Level Student</i>	<i>45</i>

x Contents

<i>The Elementary Student</i>	45
<i>The Secondary ESL Student</i>	48
<i>The University Academic ESL Student</i>	49
<i>The Adult ESL Student</i>	50
<i>Conclusion</i>	52
<i>Explorations</i>	53

3 **ESL (ELL) Assessment** 54

<i>Assessment Concepts and Vocabulary</i>	54
<i>ESL (ELL) Assessment</i>	55
<i>Formative Assessments as Appropriate Guides to Literacy Instruction</i>	55
<i>Assessing Young Students</i>	55
<i>Assessing Older English Language Learners</i>	74
<i>Assessment and Skills Instruction</i>	79
<i>Academic Reading</i>	82
<i>Readability</i>	88
<i>Conclusion</i>	91
<i>Explorations</i>	91

4 **Language and Culture as Literacy Variables** 92

<i>Introduction</i>	92
<i>Culture</i>	92
<i>A Multicultural Inclusion/Exclusion Model</i>	98
<i>Focus Group Issues</i>	100
<i>Pedagogical Implications of Inclusion/Exclusion</i>	121
<i>Culture, Politics, and Reading Instruction</i>	125
<i>What Can I as a Teacher Do?</i>	126
<i>Conclusion</i>	126
<i>Explorations</i>	127

5 **Teaching Young ESL (ELL) Students to Read** 128

<i>Introduction</i>	128
<i>ESL vs. EFL Instruction</i>	128
<i>L2 Reading Instruction</i>	129
<i>Zero-Level English Students</i>	130
<i>Oral Reading</i>	153
<i>ESL Reading Programs</i>	155
<i>Whole-Language Instruction and ESL Students</i>	169
<i>Balanced Reading Instruction</i>	177
<i>Conclusion</i>	177
<i>Explorations</i>	178

6	Teaching Older ESL/ELL/EFL Students to Read	179
	<i>Introduction</i>	179
	<i>Vocabulary Comprehensibility</i>	181
	<i>Teaching Intermediate ESL Students to Read</i>	183
	<i>Teaching Secondary Students to Read</i>	188
	<i>Behaviors of Students with Learning Problems</i>	196
	<i>Teaching Adults to Read</i>	204
	<i>Conclusion</i>	211
	<i>Explorations</i>	212
7	Teaching Academic Reading	213
	<i>Content Reading, English for Special Purposes, and English for Occupational Purposes</i>	213
	<i>Content Reading and L2 Reading Ability</i>	214
	<i>Teaching the Reading of Graphic Aids</i>	223
	<i>Editorial Features</i>	225
	<i>Technical Reading: Co-sheltered Instruction</i>	226
	<i>Critical Literacy</i>	234
	<i>Conclusion</i>	236
	<i>Explorations</i>	238
8	Technology, ESL and Literacy Instruction	239
	<i>Technology and Teaching and Learning</i>	239
	<i>Technology and Literacy</i>	240
	<i>Digital Literacy: What Is It to be Literate in the Digital World?</i>	240
	<i>Critical Literacy Online</i>	243
	<i>Reading Online and in Print</i>	245
	<i>Developing Literacy Skills</i>	248
	<i>Teachers, Literacy and Technology</i>	250
	<i>Conclusion</i>	253
	<i>Explorations</i>	253
9	ESL Literacy Instruction: Concerns, Conjectures and Conclusions	255
	<i>ESL (EAL) (ELL)</i>	255
	<i>Success in Schools</i>	256
	<i>ESL(ELL) Literacy Research</i>	256
	<i>Literacy Teachers as Philosophers</i>	259
	<i>Learners, Teachers and Resiliency</i>	259
	<i>Professionalism</i>	261
	<i>Conundrums</i>	261

xii *Contents*

<i>References</i>	265
<i>Author Index</i>	283
<i>Subject Index</i>	288