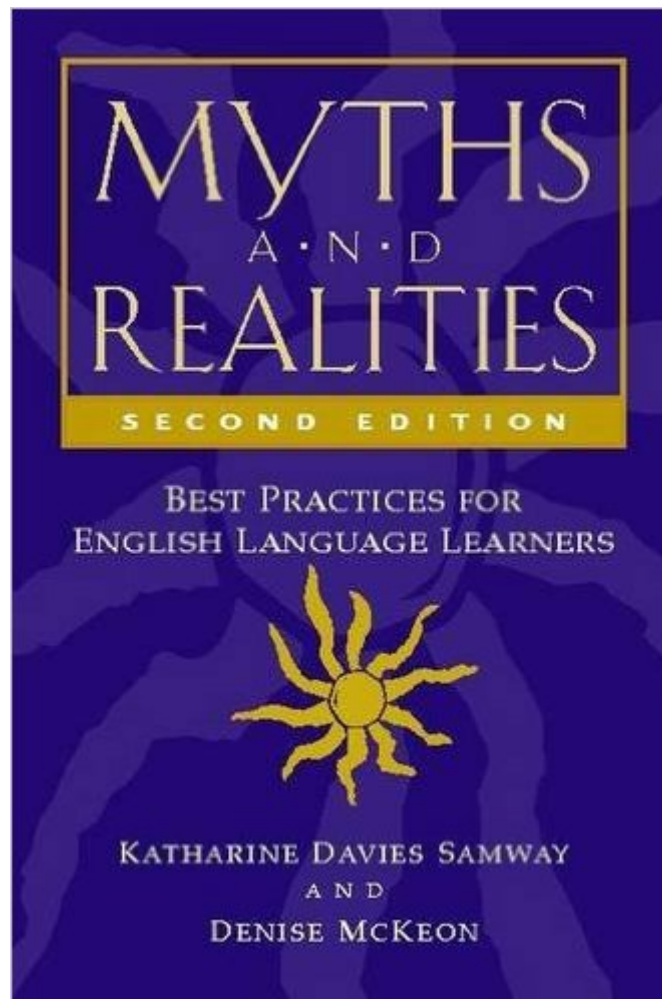


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# Myths And Realities, Second Edition: Best Practices For English Language Learners



## Synopsis

A lot has changed since the first edition of *Myths and Realities*, yet the trends in education are as undeniable as they were then: English language learners (ELLs) constitute the fastest growing population in U.S. schools and their teachers face an increasingly challenging educational context. For teachers and other educators, acquiring the understanding and skills to help ELLs succeed academically is more urgent than ever. That's why Katharine Davies Samway and Denise McKeon have returned to update the myths they challenged in the first edition of *Myths and Realities*, address new ones that have arisen since, and discuss how teachers of ELLs can ensure that their students will fare well in the era of No Child Left Behind. Written for any teacher or education professional, *Myths and Realities, Second Edition*, is an invaluable resource for clarifying persistent misunderstandings about what second language learners can do, what they need, and what methods work best for them. In an easy-to-read format Samway and McKeon state often-heard myths about ELLs and then address the reality. They follow up with support for the reality they describe, citing the most recent and most pertinent research, outlining implications for instruction, and illustrating it all with vignettes drawn from real classrooms. *Myths and Realities, Second Edition*, helps you replace misinformation about ELLs with crucial knowledge important to everyone working with second language learners, including information on: second language acquisition assessment, programming, and placement staffing and staff development involving parents and the community literacy development and teaching. *Myths and Realities, Second Edition* includes a glossary that defines the field's changing and often-confusing acronyms and terms as well as an annotated list of helpful resources, featuring the latest and most informative websites for understanding and working with ELLs. Don't let confusion and misunderstandings about English language learners keep you from helping your students succeed. Read *Myths and Realities, Second Edition*, and get the most up-to-date information about just how capable nonnative speakers are and how many of the skills and practices you already use can help them become successful and proficient speakers, readers, and writers of English.

## Book Information

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Age Range: 5 - 17 years

Grade Level: Kindergarten - 12

## Customer Reviews

Do younger children learn language faster? Were our grandparents more receptive to learning English? Should English language learners start grades below their age? These and other issues are addressed in this excellent introductory text to the misconceptions of teaching English as a second language. By dissecting the accepted practices and underlying beliefs that have shaped ESL instruction for many students, the book attempts to bring to light facets of the controversy that have not yet been adequately examined. Using simple language and a very quick read format (this may be its one drawback as more detailed research would be the next step) it is the perfect book for a study group in a school or an introductory college class. In a nation that is facing ever increasing numbers of immigrant and native born non-English speakers, this book is a good way to begin the dialogue on how to help schools realistically help children learn to be fluent in more than one language. It is definitely worth reading.

I used this book for a ESL endorsement class- it was one of my favorite books used all year. Here's why: This book is crucial for reshaping not only teachers' perceptions, but that of anyone who interacts with an English Language Learner. McKeon covers a wide range of topics (Instruction, Assessment, Placement, Programming, Staffing, and Community) in order to break down every stigma a person may have believed to be true about people who are learning a new language. This book goes at length to promote positive framing, optimism, and creative solutions to engaging non-native speakers in a culturally respectable, responsible, and responsive way. If you are planning to teach, I highly recommend this book because there is always the chance that you will encounter a non-native speaker and this book will do wonders to promote a positive outlook to what seemed to be a struggle or challenge for your interactions or relationship with students and families.

I had to purchase this book as the second textbook for my Applied Linguistics class in graduate school. This book doesn't read like a textbook. It's easy to read and contains very interesting information. If you are interested to know what is real and what is myth in regards to immigrants and English Language Learners. I could not believe how wrong many of my concepts were until I saw the truth in black and white in this book. I would recommend that all Americans read this book to cast light on the ignorance that is running rampant within the American society. This book is a good and interesting read whether or not you are, have been, or ever will be an educator in the United States.

This book was required for CIL 500 at NLU. I normally am not too interested in the textbooks for the courses I take, but this one is actually pretty interesting. I used it a lot to answer many of the discussion questions. It's worth getting.

There is not a lot to say about the book. It tells \*everything\* you need to know itself. Go grab it, read it, and get rid of the misunderstandings about bilingual education. And, please, do it now! Excellent source.

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