
New Books

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The books' clear, brief, non-technical, "student friendly" explanatory sections have always been lauded. Students comprehend basic points of English grammar without mental overloading and confusion, and instructors find the main points of each chapter easy to teach

The extensive contextualized practice exercises have also been praised by users of the texts. There is at least one set of three exercises after every explanatory section throughout the books, and the wealth of practice they provide truly develops students' skill in writing. In addition, the contextualization of all practice exercises (so as to entirely avoid artificial jumping from topic to topic within an exercise) promotes continuity of

thought and maintains students' interest in the exercise, while focusing their attention on content as well as form.

The many non-traditional but pedagogically effective explanations used in *Sentence Construction* and *Sentence Combination* offer an alternative perspective to traditional grammar and recognize important features of modern English that traditional, Latin-based grammar has trouble explaining. For example, the chapter on "Aux-Words" recognizes the importance of these powerful words in modern English, which a traditional "parts of speech" approach tends to neglect. The chapter on "Verbs and Time" uses a simple yet powerful tense-aspect approach, rather than bewildering students with over a dozen "tenses."

New features of the second edition include frequent editing and proofreading

practice that recognizes the "process" of writing and encourages students to take responsibility for reading and correcting their own writing.

The second edition of *Sentence Construction and Sentence Combination* also boasts a new visual layout which is more attractive and effective. It utilizes numerous charts and tables as well as other graphic devices, such as boxes and section dividers. More "white space" is also employed to reduce the density of the pages. These features not only boost student comprehension, but also make it easier for teachers to teach from the books. Cartoon-type illustrations throughout both books also make them more "user friendly" while emphasizing and clarifying important grammar points.

In response to many requests by users of the first edition, the second edition now features a separate instructor's manual--with an answer key for the exercises, achievement tests for each chapter in *Sentence Construction*, guidelines for using the books, suggestions for evaluating student writing and diagnosing problems, and references to background reading material.

Popular English for Modern Communication

Popular English for Modern Communication was jointly authored at BYU-Hawaii by Professors Liu Xiyan (of Jilin University, PRC) and Dr. Lynn E. Henrichsen. Published in the People's Republic of China, the book features nearly 400 dialogs with accompanying cultural, social, and linguistic explanations. This approach is in harmony with the language-learning methods commonly

used in China today. In contrast to the stilted, archaic, unnatural dialogs found in many English textbooks published in China, however, those in *Popular English* are based on actual speech samples gathered by Professor Liu during his term as a visiting scholar at Brigham Young University—Hawaii Campus.

Diffusion of Innovations in English Language Teaching

Diffusion of Innovations in English Language Teaching is a scholarly book published by Greenwood Press and authored by Dr. Lynn E. Henrichsen, the TESOL Program Director at BYU-Hawaii. It addresses the fact that in countless classrooms around the world, outdated methods and materials persist and actual teaching practices lag far behind current knowledge about how people learn languages and how they can best be taught. Overcoming this knowledge-practice gap is a formidable challenge that most language-teaching professionals are ill prepared to confront since the study of the management of change lies outside the traditional concerns of the TESOL field. *Diffusion of Innovations in English Language Teaching* helps to remedy this situation by presenting and illustrating a hybrid model that can be employed for planning or analyzing change efforts. It draws upon ideas from organization development, social psychology, educational management, and related fields and applies them to English language teaching. While adherence to this model cannot guarantee success in every change campaign, an awareness of the factors discussed in *Diffusion of Innovations in ELT* will certainly increase would-be reformers' chances of achieving their goals.

New Books by BYU-Hawaii Professors

Four books recently published by faculty members at BYU-Hawaii—*Sentence Construction*, *Sentence Combination*, *Popular English for Modern Communication*, and *Diffusion of Innovations in English Language Teaching*—illustrate the variety of scholarly yet practical activity being carried out at the Laie campus in the area of teaching English to speakers of other languages.

Sentence Construction and Sentence Combination

Users of *Sentence Construction* and *Sentence Combination* will be glad to know that the second edition of the books is now out. This ever-popular pair of writing textbooks authored by Lynn E. Henrichsen and Alice C. Pack is now available from Heinle & Heinle Publishers. Originally developed and piloted in writing classes at BYU-Hawaii, *Sentence Construction* and *Sentence Combination*

have since been used successfully by many thousands of students (and their teachers) throughout the world.

Sentence Construction and *Sentence Combination* focus on selected aspects of written English which are especially difficult for most intermediate and advanced students of English as a second language. This focus on persistent "trouble spots" makes them particularly relevant to students' needs—not just a survey of English grammar.

In *Sentence Construction*, student production is limited to writing and editing correct basic sentences. *Sentence Combination*, on the other hand, teaches sentence building, transforming, and combining techniques which students can employ to produce complexity, variety, and maturity in their writing.

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