

## What Makes An Effective Literacy Coach Ncte

Donalyn Miller says she has yet to meet a child she couldn't turn into a reader. No matter how far behind Miller's students might be when they reach her 6th grade classroom, they end up reading an average of 40 to 50 books a year. Miller's unconventional approach dispenses with drills and worksheets that make reading a chore. Instead, she helps students navigate the world of literature and gives them time to read books they pick out themselves. Her love of books and teaching is both infectious and inspiring. The book includes a dynamite list of recommended "kid lit" that helps parents and teachers find the books that students really like to read.

This issues reader presents current information on critical trends and developments in literacy education to help teachers choose and articulate their own informed approach to reading education. Now in its Fourth Edition, *Issues and Trends in Literacy Education* continues to present a wide variety of opinions and positions in all crucial aspects of reading and writing education. This new edition includes up-to-date discussions on current topics such as fluency, the use of technology in reading, and multicultural literacy, among others. Renowned authors Dick Robinson, Mike McKenna, and Judy Wedman gear students to success by presenting scrupulously researched material that meets the NCATE/International Reading Association requirements for accreditation of graduate reading programs. A Letter to Students from the Authors Dear Reader, The authors of this literacy education textbook welcome you to the study of this important aspect of instruction. You are probably quite aware of the many current controversial topics in literacy such as assessment, the use of technology, and approaches to the teaching of reading skills. This new edition of *Issues and Trends in Literacy Education* was organized around a number of the most critical questions in the current field. Articles in each of these areas were selected primarily on the basis of providing you, the reader, with the latest information as well as varying opinions on a wide variety of literacy topics. One of the primary goals of this book is for you to use these readings as a "springboard" for further investigation in topics that interest you related to effective literacy instruction. Each of the chapters includes a selection of related readings for additional study in a particular area of reading education. These can be used for in-depth study as well as a basis for personal research and writing of related class papers and presentations. The field of literacy education is a rapidly expanding and changing area in education. We hope you find the materials in this book to be both

challenging and interest as you continue your study of this field. Thank you, Dick Robinson Mike McKenna

Using Informative Assessments towards Effective Literacy Practices offers research driven solutions to improve student literacy success through the exploration of advancements in literacy assessment and instruction. Recommendations are provided on selecting appropriate assessments and effectively using data for planning and instruction

The themes of attending to individual needs, providing assessment-driven instruction, and creating long-term, focused professional development plans are solid and consistent throughout.

Starting Out Right

Building Communities of Engaged Readers

Mindfulness on the Run

Improving Adult Literacy Instruction:

Educating Literacy Teachers Online

Issues and Trends in Literacy Education

A Leader's Guide to High Quality Instruction

Whether you are new to literacy coaching or a seasoned coach looking to reenergize your approach, these proven tools can help you cultivate a vibrant and effective literacy program.

The influential first volume of the *Handbook of Reading Research* was published in 1984. This classic work, an essential resource for researchers, students, and professionals across the field of reading and literacy education, is now available once again in on-line and print-on-demand versions.

While most children learn to read fairly well, there remain many young Americans whose futures are imperiled because they do not read well enough to meet the demands of our competitive, technology-driven society. This book explores the problem within the context of social, historical, cultural, and biological factors. Recommendations address the identification of groups of children at risk, effective instruction for the preschool and early grades, effective approaches to dialects and bilingualism, the importance of these findings for the professional development of teachers, and gaps that remain in our understanding of how children learn to read.

Implications for parents, teachers, schools, communities, the media, and government at all levels are discussed. The book examines the epidemiology of reading problems and introduces the concepts used by experts in the field. In a clear and readable narrative, word identification, comprehension, and other processes in normal reading development are discussed. Against the background of normal progress, *Preventing Reading Difficulties in Young Children* examines factors that put children at risk of poor reading. It explores in detail how literacy can be fostered from birth through kindergarten and the primary grades, including evaluation of philosophies, systems, and materials commonly used to teach reading.

The Committee on Reading's formal report is accompanied by papers examining the nature, scope, and implications of the national reading problem and the political, economic, educational, and other aspects of a corrective program aimed at universal literacy

Quick, effective mindfulness techniques for busy people

A Guide to Promoting Children's Reading Success

The Report of the Committee on Reading of the National Academy of Education with a Series of Papers Commissioned by the Committee

Research-based Practice

The Power of a Rich Reading Classroom

The Effective Literacy Coach

Building Evidence for Sound Policy

As reading is vital to success in life and opens the door to nearly all other learning opportunities, it is essential that educators understand why students with learning how to read. Therefore, it is key for both professionals and researchers to establish their own approaches to assist those with reading difficulties

Developing Effective Literacy Intervention Strategies: Emerging Research and Opportunities is a critical reference volume featuring the latest academic research on the benefits of a balanced literacy framework and how it can help struggling readers gain knowledge and experience in reading. Including coverage among a variety of applicable viewpoints and subjects, such as zone of proximal development, response to intervention (RTI), and literacy fluency, this book is ideally designed for education professionals working in the fields of elementary education and literacy, as well as academics and upper-level students looking for advanced research on literacy intervention and differentiated plans of instruction.

Practical and rich in resources, this book provides a roadmap to monitoring, evaluating, and implementing effective literacy instruction in grades PK-12. Designed for district and school leaders as well as literacy coaches and consultants, this book contains all the strategies, guidance, and tools you'll need to monitor the effectiveness of literacy instruction in your school or system. Top literacy experts Angela Peery and Tracey Shiel share concise, well-researched information about how to identify enriched literacy environments, what constitutes well-designed literacy lessons, and the components of effective literacy programs at each grade level. Chapters cover reading, writing, speaking and listening, as well as collaboration, technology, and more, and offer adaptable strategies for different environments. Tools such as checklists and conversation frames are included to help busy leaders and administrators effectively monitor literacy instruction and provide constructive, thorough feedback to teachers. Each chapter features: Check-Up Tools to review documents and observe instruction Check-In Tools to guide your conversations and feedback given to teachers Reflective Questions for system and school leaders and instructional coaches.

This highly regarded work brings together prominent authorities on vocabulary teaching and learning to provide a comprehensive yet concise guide to effective instruction. The book showcases practical ways to teach specific vocabulary words and word-learning strategies and create engaging, word-rich classrooms. Instructional activities and games for diverse learners are brought to life with detailed examples. Drawing on the most rigorous research available, the editors and contributors distill what PreK-8 teachers need to know and do to support all students' ongoing vocabulary growth and enjoyment of reading. New to This Edition\*Reflects the latest research and instructional practices.\*New section (five chapters) on pressing current issues in the field: assessment, authentic reading experiences, English language learners, uses of multimedia tools, and the vocabularies of narrative and informational texts.\*Contributor panel expanded with additional leading researchers.

Kit: 1 paperback, 1 sound disc, 2 videocassettes. Developed to help teachers in New Zealand primary schools, especially teachers of years 1-4, to use the guided reading approach effectively in ways that will help their students to achieve literary success.

Tools, Techniques, and Transformations

What to Look for in Literacy

Best Practices in Literacy Instruction, Sixth Edition

Using Inquiry to Support Teaching and Learning

Effective Literacy Instruction

The Essentials of Teaching Children to Read

The Informed Reading Teacher

*The Science of Reading: A Handbook brings together state-of-the-art reviews of reading research from leading names in the field, to create a highly authoritative, multidisciplinary overview of contemporary knowledge about reading and related skills. Provides comprehensive coverage of the subject, including theoretical approaches, reading processes, stage models of reading, cross-linguistic studies of reading, reading difficulties, the biology of reading, and reading instruction. Divided into seven sections: Word Recognition Processes in Reading; Learning to Read and Spell; Reading Comprehension; Reading in Different Languages; Disorders of Reading and Spelling; Biological Bases of Reading; Teaching Reading Edited by well-respected senior figures in the field*

*What are the principles that every elementary teacher must learn in order to plan and adapt successful literacy instruction? This concise course text and practitioner resource brings together leading experts to explain the guiding ideas that underlie effective instructional practice. Each chapter reviews one or more key principles and highlights ways to apply them flexibly in diverse classrooms and across grade levels and content areas.*

*Chapters cover core instructional topics (phonemic awareness, phonics, fluency, vocabulary, and comprehension); high-quality learning environments; major issues such as assessment, differentiation, explicit instruction, equity, and culturally relevant pedagogy; and the importance of teachers' reflective practice and lifelong learning.*

*A devastatingly large number of people in America cannot read as well as they need for success in life. With literacy problems plaguing as many as four in ten children in America, this book discusses how best to help children succeed in reading. This book identifies the most important questions and explores the authoritative answers on the topic of how children can grow into readers, including: What are the key elements all children need in order to become good readers? What can parents and caregivers provide all children so that they are prepared for reading instruction by the time that they get to school? What concepts about language and literacy should be included in beginning reading instruction? How can we prevent reading difficulties starting with infants and into the early grades? What to ask school boards, principals, elected officials, and other policy makers who make decisions regarding early reading instruction. You'll find out how to help youngsters build word recognition, avoid comprehension problems, and more—with checklists of specific accomplishments to be expected at different ages: for very young children, for kindergarten students, and for first, second, and third grade students. Included are 55 activities to do with children to help them become successful readers, a list of recommended children's books, and a guide to CD-ROMs and websites. Great strides have been made recently toward identifying the best ways to teach children to read. Starting Out Right provides a wealth of knowledge based on a summary of extensive research. It is a "must read" for specialists in primary education as well as parents, pediatricians, child care providers, tutors, literacy advocates, policy makers, and teachers.*

*This innovative book moves beyond the day-to-day matters of coaching to a deeper examination of how literacy coaching can improve instructional practice. The authors offer research-based strategies that can be used to create the professional and dynamic relationships needed for successful teacher-coach collaborations. Readers will hear the voices of coaches as they analyze their own efforts to scaffold adult learning, guide collaborative inquiry, and support teacher reflection. Featuring concrete examples, this practical book: Provides a model for literacy coaches to analyze and examine their own practice. Details the importance of systematic observation of teaching and how to use observation to shape subsequent coaching sessions. Examines guiding teacher inquiry in whole groups, small groups, and pairs, to reflect and act on teaching and coaching. Charts the usefulness of teachers and coaches talking about teaching, and how this supports the change of teaching practices. "The authors have provided a rich description of what literacy coaches actually do as they work daily with teachers.*

*Each chapter is soundly grounded in the research literature but goes beyond it to provide many practical examples." —From the Foreword by Gay Su Pinnell, The Ohio State University "The authors deal deftly with key aspects of coaching that characterize successful coaches and for which even the most knowledgeable literacy coaches are often ill-prepared. An excellent resource for anyone whose responsibilities sometimes include the role of coach." —Dorothy S. Strickland, Rutgers, the State University of New Jersey*

*Lessons from the Report of the National Literacy Panel on Language-Minority Children and Youth*

*Research to Practice*

*Developing Effective Literacy Intervention Strategies: Emerging Research and Opportunities*

*Developing Higher-Order Literacy Skills Across the Curriculum*

*Handbook of Reading Research*

*Effective Literacy Strategies in Years 9 to 13*

*Guided Reading*

Scaffolding Literacy describes an alternative approach to literacy teaching in primary schools based on the principles of explicit teaching regarding how authors use words to convey meaning. The book provides a detailed description of the scaffolding literacy and related strategies developed at the University of Canberra (Australia) over two decades. It explains why the scaffolding literacy approach enables learners to understand the reading, language studies, and writing tasks assigned to them in schools better

This book is a shorter version of *Developing Literacy in Second-Language Learners*, reporting the findings of the National Literacy Panel on Language-Minority Children and Youth. This book concisely summarizes what is known from empirical research about the use of literacy in language-minority children and youth, including development, environment, instruction, and assessment. --From publisher's description.

Teachers make a difference. The success of any plan for improving educational outcomes depends on the teachers who carry it out and thus on the abilities of those attracted to the field and their preparation. Yet there are many questions about how teachers are prepared and how they ought to be prepared. Yet, teacher preparation is often treated as an afterthought in discussions of improving the public education system. *Preparing Teachers* addresses the issue of teacher preparation with specific attention to research and science. The book evaluates the characteristics of the candidates who enter teacher preparation programs, the sorts of instruction and experiences teacher candidates receive in preparation programs, and the extent that the required instruction and experiences are consistent with converging scientific evidence. *Preparing Teachers* also identifies a need for a data collection model to provide valid and reliable information about the content knowledge, pedagogical competence, and effectiveness of graduates from the various teacher preparation programs. Federal and state policy makers need reliable, outcomes-based information to make sound decisions, and teacher educators need to know how best to contribute to the development of effective teachers. Clearer understanding of the character of effective teacher preparation is critical to improving it and to ensuring that the same critiques and questions are not being repeated 10 years from now.

More than an estimated 90 million adults in the United States lack the literacy skills needed for fully productive and secure lives. The effects of this shortfall are many: Adults with low literacy have lower rates of participation in the labor force and lower earnings, have jobs, for example. They are less able to understand and use health information. And they are less likely to read to their children, which may slow their children's own literacy development. At the request of the U.S. Department of Education, the National Academy of Education convened a committee of experts from many disciplines to synthesize research on literacy and learning in order to improve instruction for those served in adult education in the U.S. The committee's report, *Improving Adult Literacy Instruction: Options for Policy*, recommends a program of research and innovation to gain a better understanding of adult literacy learners, improve instruction, and create the supports adults need for learning and achievement. *Improving Adult Literacy Instruction: Developing Reading and Writing Instruction* based on the report, presents an overview of what is known about how literacy develops the component skills of reading and writing, and the practices that are effective for developing them. It also describes principles of reading and writing instruction that can be used to design and administer programs or courses to improve adult literacy skills. Although this is not intended as a "how to" manual for instructors, teachers may also find the information presented here to be helpful as they plan and deliver instruction.

Effective Literacy Instruction for Learners with Complex Support Needs

Effective Literacy Coaching

Using Informative Assessments towards Effective Literacy Instruction

Years 1-4

A Handbook

Connecting Assessments to Effective Interventions

Preventing Reading Difficulties in Young Children

*"The intent of this handbook is to provide a comprehensive, forward-looking, research-based resource for teachers, teacher-educators, and researchers on the key, inter-connected components of effective literacy instruction. The book is designed so that it is a readily useable resource for pre-service and practicing teachers as well. Every chapter in sections I, II, III, and IV includes substantial suggestions for implementing research-based practices in the classroom and for engaging in professional learning to help teachers increase their effectiveness as literacy instructors. Every chapter in section IV also includes substantial suggestions for fostering collaboration among staff and, when applicable, parents within schools" --*

*This book is a comprehensive guide for literacy teacher educators and professional development trainers who teach and work in online settings. The authors provide tools, techniques, and resources for developing courses, workshops, and other online learning experiences, including blended/hybrid delivery formats that combine face-to-face meetings with online practices. Moving away from traditional discussions in which technology and delivery systems dominate the conversation, this book focuses on the literacy instructor with techniques for building effective learning communities. The authors outline the unique pedagogical challenges posed by online courses and offer guidance for making decisions about what tools to use for specific instructional purposes. More than simply a "how-to" book, this resource will encourage novice and experienced instructors to extend their thinking and enable online literacy teacher education to grow in productive ways. Book Features: Support for those teaching in many different roles, including program coordinators, professors, and adjuncts. A focus on pedagogical innovation as the key to success, with concrete examples of instructional and assessment practices. Connections to the IRA Standards for Reading Professionals and other national standards for teacher education. A companion website where online literacy teacher educators can communicate and share resources. "Be prepared to experience a compelling journey. . . . This might very well be the book that inspires you, like me, to find a trusted colleague, take a few risks, and begin your own journey toward moving a literacy course or whole program online." --From the Foreword by Julie Coiro, University of Rhode Island Lane W. Clarke is assistant professor and literacy concentration leader in the Education Department of the University of New England. Susan Watts-Taffe is associate professor and coordinator of the Reading Endorsement program at the University of Cincinnati.*

*Based on the idea that the best literacy teacher is the informed literacy teacher, this new book provides an accessible presentation of research and the teaching methods that stem from it. By emphasizing assessment and evaluation along with literacy skills and strategies as the basis for effective literacy teaching, chapters explain more than what to do in a literacy classroom—they help you understand why to do it. The book gives readers an understanding of the nature of reading and writing, equips them with the materials to teach, and develops in them the vital ability to select from this knowledge the "best practices" for meeting children's individual needs. For parents, teachers, and child care specialists of elementary school reading students.*

*Accessible, teacher friendly guide that provides teachers with a blueprint for instruction targeted toward improving students' reading skills based on results of formative assessments.*

The Daily 5

Next STEPS in Literacy Instruction

A Guide for Teachers

Vocabulary Instruction, Second Edition

Developing Reading and Writing

*Best Practices in Early Literacy Instruction*

Provides middle school and high school teachers with advice and guidance on creating effective literacy programs that support student learning.

Reading for pleasure urgently requires a higher profile to raise attainment and increase children's engagement as self-motivated and socially interactive readers. Building Communities of Engaged Readers highlights the concept of 'Reading Teachers' who are not only knowledgeable about texts for children, but are aware of their own reading identities and prepared to share their enthusiasm and understanding of what being a reader means. Sharing the processes of reading with young readers is an innovative approach to developing new generations of readers.

Examining the interplay between the 'will and the skill' to read, the book distinctively details a reading for pleasure pedagogy and demonstrates that reader engagement is strongly influenced by relationships between children, teachers, families and communities. Importantly it provides compelling evidence that reciprocal reading communities in school encompass: a shared concept of what it means to be a reader in the 21st century; considerable teacher and child knowledge of children's literature and other texts; pedagogic practices which acknowledge and develop diverse reader identities; spontaneous 'inside-text talk' on the part of all members; a shift in the focus of control and new social spaces that encourage choice and children's rights as readers. Written by experts in the literacy field and illustrated throughout with examples from the project schools, it is essential reading for all those concerned with improving young people's enjoyment of and attainment in reading.

Apply the "science" of reading to students with moderate-to-severe developmental disabilities, including autismThe Early Literacy Skills Builder program incorporates systematic instruction to teach both print and phonemic awareness. ELSB is a multi-year program with seven distinct levels and ongoing assessments so students progress at their own pace.Five years of solid research have been completed through the University of North Carolina at Charlotte, proving ELSB to be a highly effective literacy program and more effective than a sight-word only program. ELSB is based upon the principles of systematic and direct instruction. It incorporates scripted lessons, least-prompt strategies, teachable objectives, built-in lesson repetition, and ongoing assessments. The seven ELSB levels contain five structured lessons each. All students begin at Level 1. If a student struggles here, go back and administer Level A. Instruction is one-on-one or in small groups. Teach scripted lessons daily in two 30-minute sessions. On the completion of each level, formal assessments are given. ELSB includes everything you need to implement a multi-year literacy curriculum.

Guided ReadingYears 1-4

What Successful Literacy Teachers Do

The Science of Reading

70 Research-Based Strategies for Teachers, Reading Coaches, and Instructional Planners

Principles of Effective Literacy Instruction, Grades K-5

An Integrated and Sequential Approach to Teaching Reading, Spelling and Writing

Building Expertise and a Culture of Literacy

Reading for pleasure

Trainee teachers often struggle to see the opportunities for meaningful writing in the curriculum. How do they find examples of lessons that encourage purposeful writing across all curriculum areas? This book provides them. It takes exemplar lessons and offers them alongside a detailed exploration of what makes them good, and the theory behind them. The text encourages trainees to consider the teaching of writing critically and to envisage how they can shape lessons for their own teaching.

Describes the philosophy of the Daily 5 teaching structure and includes a collection of literacy tasks for students to complete daily.

Effective Literacy Instruction for Learners with Complex Support Needs provides critical information on effective literacy instruction with a multitude of practical examples. Since publication of the first edition in 2007, there has been an upsurge in research on literacy instruction for ages K-12. Because practice in the classroom does not always reflect this new knowledge, Copeland and Keefe have updated this reference to be applicable to students with a variety of disabilities, including autism, intellectual disabilities, and multiple disabilities requiring complex support needs. New to this edition is content on literacy as a human right, combining literacy and the arts, and literacy opportunities in the community for learners beyond K-12.

Presents easy-to-implement literacy strategies covering phonics, phonemics, and decoding; vocabulary, spelling, and word study; fluency, comprehension, and assessment; and technology, special learners, and family literacy.

Awakening the Inner Reader in Every Child

Early Literacy Skills Builder

Inspiring Writing in Primary Schools

The Teacher Makes the Difference

Handbook of Effective Literacy Instruction

The Learning Communities Guide to Improving Reading Instruction

Preparing Teachers

*Bringing together prominent scholars, this book shows how 21st-century research and theory can inform everyday instructional practices in early childhood classrooms (PreK-3). Coverage includes foundational topics such as alphabet learning, phonological awareness, oral language development, and learning to write, as well as cutting-edge topics such as digital literacy, informational texts, and response to intervention. Every chapter features guiding questions; an overview of ideas and findings on the topic at hand; specific suggestions for improving instruction, assessment, and/or the classroom environment; and an engrossing example of the practices in action.*

*Many tens of thousands of preservice and inservice teachers have relied on this highly regarded text from leading experts, now in a revised and updated sixth edition. The latest knowledge about literacy teaching and learning is distilled into flexible strategies for helping all PreK-12 learners succeed. The book addresses major components of literacy, the needs of specific populations, motivation, assessment, approaches to organizing instruction, and more. Each chapter features bulleted previews of key points; reviews of the research evidence; recommendations for best practices in action, including examples from exemplary classrooms; and engagement activities that help teachers apply the knowledge and strategies they have learned. New to This Edition \*Incorporates the latest research findings and instructional practices. \*Chapters on new topics: developmental word study and the physiological, emotional, and behavioral foundations of literacy learning. \*Chapters offering fresh, expanded perspectives on writing and vocabulary. \*Increased attention to timely issues: classroom learning communities, teaching English learners, and the use of digital tools and multimodal texts.*

*There is something quite magical about forming a connection to a book: the way in which the words on the page can conjure feelings of excitement, fun, joy, laughter or tears, channeling the part of our being that fundamentally makes us human. The journey that children take as they travel towards becoming a competent and confident reader can be a long, winding and complex road. This book helps teachers understand how to build a quality reading rich curriculum that supports the needs of all the children in their classroom. Starting with a section on choosing texts, the book goes on to explore a variety of essential teaching approaches from a read aloud programme, to drama and storytelling, art and illustration. This is a practical resource that provides teachers and schools ideas to support the embedding of text experience and deliver a reading rich curriculum that leads to higher student attainment and working at greater depth.*

*A research-based, practical, comprehensive guide to teaching literacy in K-8 classrooms In an era of rigorous standards, Teaching Children to Read provides the essential information and strategies pre-service and new teachers need to help their students develop into capable and confident readers. The importance of the teacher's role is emphasized in every chapter using seven pillars of effective reading instruction: Teacher Knowledge; Classroom Assessment; Evidence-Based Teaching Strategies; Response to Intervention (or Multi-Tiered Systems of Support); Motivation and Engagement; Technology and New Literacies; and Family and Community Connections. Filled with recommendations made by the Institute of Education Sciences' What Works Clearinghouse and links to IRIS Center instructional modules (in Revel), the 8th Edition provides the research-based tools and knowledge needed to plan and deliver up-to-date, effective reading instruction in today's classrooms. Teaching Children to Read, 8th Edition is also available via Revel(TM), an interactive learning environment that enables students to read, practice, and study in one continuous experience.*

Toward a Literate Society

Scaffolding Literacy

Teaching Children to Read

Research-Based Practice K-8

Building Successful Reading and Writing Programs

Emerging Research and Opportunities

Fostering Literacy Independence in the Elementary Grades

This highly readable handbook synthesizes the best research on K-8 literacy instruction and distills key implications for classroom practice. Noted contributors provide clear recommendations for creating effective, motivating classroom environments; teaching core components of literacy; integrating literacy with content-area instruction; and building a schoolwide literacy program that helps all students succeed. Helpful figures, tables, resource lists, reflection questions, and concrete examples from real classrooms make the book an ideal tool for teacher training and professional development. Numerous reproducible worksheets and checklists can be downloaded and printed in a convenient 8 1/2" x 11" size.

The Essentials of Teaching Children to Read: The Teacher Makes the Difference, Third Edition, by Reutzel and Cooter is the ideal hands-on personal guide for pre- and in-service K-8 teachers who want to make a critical difference in ensuring effective reading instruction for all students. It shows educators how, by thinking deeply about their teaching decisions, they can come to understand and meet the literacy needs of every student. The authors present seven pillars of effective reading instruction—Teacher Knowledge, Classroom Assessment, Evidence-Based Teaching Practices, Response to Intervention (RTI), Motivation and Engagement, Technology and New Literacies, and Family and Community Connections—that provide a logical and consistent structure for closely examining the essential elements that well-prepared literacy teachers know, understand, and are able to implement in the classroom.

Developing Reading and Writing in Second-language Learners

The Book Whisperer