

Freire, Paulo. *Pedagogy of the Oppressed*. Continuum Publishers in New York (all pages). (1993).

This book is one of the really important books for teachers. Many people use it to emphasize on the importance of teaching people in a way that is relevant to them; rather than teaching what we think students should learn. It is useful to my research because it has a theoretical framework, that I will put into my analysis.

Harklau, I. (pages 241-272) ESL versus mainstream classes: contrasting L2 learning environments. *TESOL Quarterly*, volume 28 #2.

This author says that ESL classes are often different than non-ESL classes; which can cause confusion and for students to be frustrated. The differences are important, however, what is even more important is the suggestions the author has for how ESL teachers can talk more with mainstream teachers; so that students do not end up with a class that doesn't meet their needs. This article

Jones, J and Drury, H., and Economou, D (1989). *Systemic-Functional Linguistics and its application to the TESOL curriculum*. In Hasan, R and J.R. Martin (Editors.). *Language Development: Learning Language, Learning Culture*. Ablex Publishing in Norwood, New Jersey. (pp. 257-328).

This article brings up a lot of good information about how linguistics is important to teaching English. It is made up of several sections; the first one talks about the what is systemic functional linguistics; the second one emphasizes on systemic functional linguistics's connection to classroom teaching; the third section says that teachers need to learn more about systemic functional linguistics so that they can be better teachers.