Appendix 3: Annotated Bibliography

Print Sources

Alexander, C. (2008). *Literacy matters: A call for action.* **Retrieved Sept. 11, 2008, from www.nald.ca/library/research/litmat/litmat.pdf**

This article, written by Toronto Dominion's Deputy Chief Economist, makes the point that, beyond the economic gains of improved literacy rates, there are a number of benefits for individuals, communities, and society at large. The paper includes a definition of literacy, information and statistics about literacy rates in Canada, the economic and social costs of low literacy and the role of public policy and private sector initiatives to improve literacy. This article examines youth literacy and adult literacy separately and includes statistics about each of these groups. The author also includes information about immigrants to Canada and briefly addresses first language literacy.

Andrews, H. (2005). Tips for teaching ESL beginners and pre-literate adults. *The Internet TESL Journal, 10.* **Retrieved Nov. 27, 2008, from http://iteslj.org/Techniques/Andrews-Beginners.htm**

This article provides a number of tips and strategies to make teaching in an ESL literacy classroom more rewarding for both teacher and learner. Some tips include avoiding using books that are too childish, creating authentic materials, having snacks in the classroom, constantly reviewing, and trying not to make assumptions about what the learners are learning or are not learning. The author indicates that using role-play, being animated, and speaking clearly and directly make a difference in how or what a learner may learn.

Anderson, L., & Seabrook de Vargas, D. (2003) *ESL resource package for Alberta communities.* **Calgary, AB: Bow Valley College.**

This resource package, which is referenced to the Canadian Language Benchmarks, provides support to teachers in ESL and ESL literacy. It includes information about ESL programs and classrooms, sample assessment tools, strategies for developing unit and lesson plans, activity ideas, scoring guides, and placement tools. It also has CLB 1-8 learner profiles and provides a sequence and grammar for each of the benchmarks.

Auerbach, E. R. (1997). *Making meaning, making change: Participatory curriculum development for adult ESL literacy.* **McHenry, IL: Center for Applied Linguistics.**

This is a guide to implementing a participatory curriculum in the adult ESL literacy classroom. It documents a project conducted by the University of Massachusetts (the UMass Family Literacy Project) and uses the findings to recommend how similar processes can be followed in order to develop a participatory curriculum for individual groups of ESL literacy learners. The

structure of the book mirrors the curriculum development process, addressing topics such as structuring the program, identifying learner themes, developing a curriculum around these themes, using literacy to make change, and using evaluation techniques. The book is intended as an interactive resource for program administrators and instructors alike, to support and inform curriculum development by integrating research findings, classroom experiences, theoretical developments, and practical issues.

Auerbach, E., Barahona, B., Midy, J., Vaquerano F., Zambrano, A., & Arnaud, J. (1996). *Adult ESL/literacy from the community to the community: A guidebook for participatory literacy training.* **Philadelphia, PA: Lawrence Erlbaum.**

This informative ESL literacy resource contains five chapters covering different aspects of ESL literacy and how they can be addressed in education, community, home, and the workplace. This book provides a model for training literate ESL learners to support their communities and create change for non-literate members of their own linguistic communities. The focus is on community leadership development, using a participatory approach to both literacy instruction and teacher training. It also includes information on native language adult literacy instruction and collaboration. It describes a community-university collaborative project that trained mentors within three different communities to provide initial literacy instruction to other members of their communities.

Bell, J., & Burnaby, B. (1984). *A handbook for ESL literacy.* **Toronto, ON: OISE Press.**

This book takes a comprehensive look at the needs of ESL literacy learners at various stages of literacy. A section on literacy theory gives context for instructors to position ESL literacy learners within the rest of the ESL population. The book also includes a section on the specific needs of adult learners. Whole chapters focus on the content of ESL literacy lessons and how to teach reading, writing, and multi-level classrooms. Additionally, there are chapters on assessment and ESL literacy activities.

Bloom, M., Campbell, A., & Gagnon, N. (2001). Breaching the barriers to workplace literacy: Phase 1 report. *Overcoming barriers: Effective strategies for enhancing employee literacy and learning in the workplace.* **Ottawa, ON: Conference Board of Canada.**

This research report explores the question of how to overcome the principle barriers to increasing employee literacy and learning in Canadian workplaces. It includes findings from a review of literature on the costs, benefits, and impediments related to literacy, and the qualities of successful workplace programs. It addresses the issues of why workplace literacy and learning matter. It identifies the benefits to employers and employees, the barriers to employee literacy,

ways to build a foundation for learning, solutions to overcome barriers, and steps to take to build corporate literacy.

Bow Valley College. (2000). *Demographics, needs and programming for ESL literacy learners.* **Calgary, AB: Author.**

This paper captures a discussion of ESL literacy needs in Alberta and focuses on the findings of research conducted by Jennifer Acevedo and Diane Hardy at Bow Valley College in 2000. Included is a definition of ESL literacy as defined by the CLB Literacy Document. The first section provides information about the needs of literacy learners and how to best meet these needs. It includes topics such as motivation, funding, other language literacy, youth ESL literacy, and personal issues affecting learners. It also includes an overview of learning in traditional and technological societies. The second section addresses strategies, methodologies, and technologies that will best meet the needs of ESL literacy learners. It also includes a list of best practices. Alternate ways of assessment and programming are addressed. Finally, there is a section on the proposed next steps in ESL literacy in Alberta.

Bow Valley College. (2002). *The ABCs of practical literacy.* **Calgary, AB: Author.**

This manual provides practical activities for the ESL literacy classroom. It is based on the CLB Literacy Phases and contains reproducible worksheets and flashcards. The content in the manual focuses on three themes: economic literacy, employment literacy, and personal management literacy. For each theme there are a variety of suggested activities with detailed instructions and material suggestions.

Bow Valley College. (2002). *Content-based literacy instruction program.* **Calgary, AB: Author.**

The document is a framework for a theme-based ESL literacy program. It adheres to the CLB Literacy Phases and has a basic program outline for the literacy Phases from Foundation Phase to Phase III Adequate. The document outlines three themes: economic content, employment, and personal management. For each level of literacy there is an overview and checklist of outcomes for each of these three themes. The overview includes a list of possible activities, suggested resources, writing skills, reading skills, and numeracy skills.

Bow Valley College. (2003). *Effective post high school programming: Evaluating the needs of immigrant youth with literacy issues.* **Calgary, AB: Author**

This document comes out of research conducted in Calgary, Alberta to understand the barriers, literacy needs, and educational interests of young adults with ESL literacy needs who have met the age cap for high school but need further education to get their diplomas. The document includes background information, details of the study, and key findings and recommendations.

Bow Valley College (n.d). *Pilot project: Individualized literacy instruction: Instructor's orientation manual.* **Calgary, AB: Author.**

This manual was designed to support an individualized literacy instruction program at Bow Valley College in Calgary, AB. Included in the contents are a learning disabilities checklist, tips for working with ESL literacy learners, a description of types of literacy learners, approaches to teaching ESL literacy, and the five stages of ESL literacy development as described in the Draft Literacy Component for Draft Curriculum Guidelines CIC (1994). It includes suggested resources for working with ESL literacy learners and tips for working with learning disabled students.

Bow Valley College. (n.d.). *Bridge program student survival guide: Making connections.* **Calgary, AB: Author.**

This guide was created to support both instructors and learners in literacy classrooms when making connections to community supports in Calgary, Alberta. The main goal of the guide is to help learners transition from accessing the community in a supported way to their eventual independence. The guide contains fact forms that student can use, which include guiding questions, vocabulary, important phone numbers, and tips for follow-up with community supports. Additionally, there is a resource list of phone numbers and addresses of community supports in Calgary that the teachers can use when guiding students through the process of accessing help. Some of the topic areas are pregnancy, dentists, doctors, eyeglasses, parking tickets, and banking.

Brod, S. (1999). *What non-readers or beginning readers need to know: Performance-based ESL adult literacy.* **Retrieved Jul. 17, 2008, from http://www.springinstitute.org/Files/whatnonreaders2.pdf**

This booklet is divided into two sections: adult ESL learners and performance–based instruction. The section on adult ESL learners includes factors affecting learning such as health and age, expectations and motivation, learning styles and modes, and educational background. It also describes the distinctions between literate and non-literate learners and provides strategies to use in the classroom. The second section offers a rationale for performance-based instruction and

refers to whole language, sight words, phonics, document literacy, numeracy, and employment-related content for beginning readers. The appendices include additional resources and brief reviews of four competency-based literacy texts.

Burt, M., Peyton, J. K., & Schaetzel, K. (2008). *Working with adult English language learners with limited literacy: Research, practice, and professional development.* **Retrieved Dec. 2, 2008 from http://www.cal.org/caelanetwork/pd_resources/index.html**

This brief focuses on the needs of pre-literate, non-literate, and semi-literate learners. Teachers, education researchers, program administrators, and policy makers can benefit from this document as it provides information that will help them to meet the needs of their literacy learners. Areas for discussion in the paper include knowledge and needs of the learners, instructional strategies for learners, and professional development for instructors of learners with limited literacy.

Calgary Immigrant Women's Association (n.d.) *Knowing your literacy students project: Curriculum guidelines and cultural manual.* **Calgary, AB: Author.**

This resource manual was developed to help women from all backgrounds who have had very little or no education in their countries of origin increase their literacy skills and integrate in to Canadian life. The manual consists of two main sections; culture and its influence on the literacy process for learners, and curriculum guidelines. Included are definitions of pre-literate literacy learners, non-literate learners, semi-literate learners, and non- Roman alphabet learners. The manual includes activities in reading, writing, speaking, listening and numeracy. There are eight units, and each has an "at-a-glance" plan, as well as in depth explanations and descriptions of the lesson. Lesson plan handouts are also included. The appendices include fact sheets about where students in literacy classrooms may come from, a world map, useful resources, pre- and post-assessment statistics of students in the pilot study, and conclusions drawn from the study.

California Department of Education. (2003). Using portfolio assessment in EL civics classes in California. *California Adult Education Research Digest, 1.* **Retrieved May 28, 2008, from https://www.casas.org/home/index.cfm?fuseaction=home.showContent&MapID=13 32**

This article offers a definition of portfolios and discusses how portfolios can contribute to assessment, instruction, and learning. The article describes purposes for using portfolios, types of portfolios, appropriate content, desired outcomes, and guidelines for instructors and learners. It outlines steps involved in developing and implementing a standardized portfolio assessment system and provides links to other portfolio literature.

Campbell, P. M. (2004). *Canadian adult reading assessment: Student's assessment booklet.* **Edmonton, AB: Grass Roots Press.**

This is the booklet given to students writing the Canadian Adult Reading Assessment. It includes word lists and several passages for nine levels of readings. Each level contains a minimum of four passages.

Centre for Canadian Language Benchmarks (2000). *Canadian language benchmarks 2000: ESL for literacy learners.* **Ottawa: National Literacy Secretariat at Human Resources Development Canada.**

This document includes a definition of an ESL literacy learner, comprehensive information about ESL literacy learners in a classroom, and the value of teaching numeracy in ESL literacy classes. Sections in this document cover language competencies, literacy competencies, and conditions for reading, writing, and numeracy for the Foundation Phase and each of the other phases of ESL literacy according to Canadian language Benchmarks. Each section also includes an overview of what a learner at each level is either able to do or is beginning to do.

Centre for Literacy. (2008). *ESL and literacy: Finding common ground, serving learners' needs*. **Montreal, PQ: Author.**

This literature review looks at the immigrant population in Canada who are not literate in their native language. It examines what it means to be an ESL literacy learner and includes discussions and definitions of literacy and ESL literacy. It also examines the role of placement and assessment tools, professional development for instructors, and instructional strategies for the ESL literacy classroom. Policy issues in Canada are also addressed.

Chandler, C. E. (1990). *Using newspapers in the ESL literacy classroom.* **ERIC Digest. Washington, DC: Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults (ERIC Document Reproduction Service No. 321619). Retrieved from ERIC database.**

This article identifies the benefits of using newspapers in the ESL literacy classroom. It includes practical tips and strategies for implementing newspaper readings at beginner, intermediate, and advanced levels. Additionally, the article highlights what the newspaper industry in the United States does to promote literacy and use among ESL learners.

Ciancone, T. (1996). *Numeracy in the adult ESL classroom.* **Washington, DC: National Clearinghouse for ESL Literacy Education. (ERIC Document Reproductive Service No. ED392316). Retrieved from ERIC database.**

This article examines numeracy for ESL learners with a focus on teaching numeracy to learners with low literacy skills. It includes assessing learners' numeracy needs and offers suggestions for curriculum ideas and resources for the classroom. Sections include tips for teachers, classroom numeracy activities and recommendations for adult numeracy/literacy learners.

Condelli, L., & Wrigley, H. S. (2006). Instruction, language and literacy: What works study for adult ESL literacy students. In I. van de Craats, J. Kurvers, & M. Young-Scholten (Eds.), *Low-educated second language and literacy acquisition: Proceedings of the Inaugural Symposium Tilburg University, August 2005* **(pp.111-134). Utrecht, Netherlands: LOT.**

This article is one of several produced following an international workshop in the Netherlands in 2005 which discusses second language acquisition and literacy development of adults with little or no native language schooling. The article details a study conducted into the ways in which instructors can provide effective instruction to improve the English language and literacy skills of adult ESL literacy learners. It presents a number of recommendations for successful instruction in the ESL literacy classroom, including using authentic materials, using native language for clarification, creating a safe learning environment, and teaching critical thinking skills.

Crandall, J., & Peyton, J. K. (1993). *Approaches to adult ESL literacy instruction.* **Washington, DC: Center for Applied Linguistics.**

This book discusses the theoretical underpinnings associated with practical approaches to adult ESL literacy. The content of the text is based in adult learning theory and discusses five approaches to adult ESL literacy teaching and learning. These approaches are competency-based instruction, whole language, language experience, writing and publishing (student experience stories), and a Freirian/participatory approach. Included in certain chapters are classroom activities, lesson plan ideas, and additional resources.

Croydan, A. (2005). *Making it real: Teaching pre-literate adult refugee students.* **Retrieved May 11, 2008, from http://literacynow.info/PDF/prelit.pdf**

This book focuses on teaching pre-literate ESL learners at the beginning stages of their literacy development. It includes practical tips, techniques, games, activities, and strategies for teaching speaking, listening, reading, and writing. It advocates a meaning-based approach to teaching and learning, teacher developed materials, and checklists of competencies in speaking, listening, reading, writing, strategies/skills, and numeracy. The book also contains learner profiles representing a cross-section of adult pre-literate refugees.

Cummings, J., Jacot, M., and Parau, A. (2006). *An investigation of best practices in the instruction and assessment of LINC literacy learners in Ontario*. **Toronto, ON: Jangles Productions.**

This study reviews a number of sites in Ontario that offer ESL literacy and makes recommendations for best practices in instruction and assessment. Its recommendations are in compliance with the CLB Literacy Phases. It also identifies two models for ESL literacy programs which it identifies as best practices.

Fenwick, T., & Parsons, J. (1999). A note on using portfolios to assess learning. *Canadian Social Studies, 33*(3), 90-92.

This paper provides practical descriptions, examples, and step-by- step guidelines for using portfolio assessment within a social studies classroom. While the focus of this paper is on the social studies classroom, much of what the author writes can be generalized to all classroom situations. It includes a sample format for holistic grading of a portfolio. The paper addresses potential concerns with portfolios as assessment tools but indicates that the benefits of portfolios outweigh the challenges associated with their implementation.

Folinsbee, S. (2007). *Linkages: Connecting literacy and English as a second language*. **Ottawa, ON: Movement for Canadian Literacy.**

This discussion paper reviews the literature on ESL literacy and identifies some best practices in ESL literacy. It gives an in-depth summary of current Canadian research into ESL literacy, reviews Canadian policies on literacy, and has a look at Canadian ESL programs. The paper connects ESL and literacy and looks at work with groups across Canada. It examines what works and guiding principles in ESL literacy, and proposes strategies to address gaps.

Gaer, S. (1998). Less teaching and more learning. *NCSALL Focus on Basics*, **2. Retrieved Sept. 18, 2008, from http://www.ncsall.net/?id=385**

This paper examines the shift from a more traditional grammar-based approach to a project-based approach in the adult ESL classroom in order to empower students and engage them in their own learning. Gaer includes three elements that are crucial to the success of project-based learning (PBL): the project must be geared towards the students in the classroom, the students need to see the value of the project they are undertaking, and there has to be a realistic timeline. The author states that a PBL approach in the classroom creates a greater sense of community among classmates.

Gomez, E. (2000). Assessment portfolios: Including English language learners in large-scale assessments. Retrieved Jul. 3, 2008, from http://www.cal.org/resources/Digest/0010assessment.html

This article defines assessment portfolio and explains some of the benefits of using assessment portfolios with ESL learners. Some of the listed benefits include a shared vision of student goals and standards, an authentic picture of learning, improved teaching and student learning, and learner reflection. The article also notes some of the challenges associated with using portfolios in ESL including difficulties in scoring and standardizing the process.

Gunderson, L. (2008). *ESL (ELL) literacy instruction: A guidebook to theory and practice.* New York: Routledge.

This recently published book focuses on reading instruction in the ESL classroom and contains both research-based discussions and practical teaching suggestions. It begins with a brief history of reading instruction and then addresses reading-related topics such as selecting appropriate reading programs, teaching young ESL learners to read, teaching older ESL learners to read, and teaching academic reading. It also includes discussions on the importance of culture in second-language literacy contexts, phonemic awareness training, and developments related to new technologies, and it provides information on how published resources can be accessed on the internet.

Gunn, M. (2003). Opportunity for literacy? Preliterate learners in the AMEP. *Prospect 18* (2), 35-53.

This article is a study on pre-literate or foundational learners in ESL literacy classes in Australia. The author discusses various approaches to learning that work well with this group, including using their oral skills. The author identifies the unique needs of foundational learners and encourages teaching methods which address these needs. The article discusses teaching learners the use of strategies and classroom routines.

Guth, G. J. A., & Wrigley, H. S. (1992). *Adult ESL literacy programs and practices: A report on a national research study.* San Mateo, CA: Aguirre International. (ERIC Document Reproduction Service No. ED348895). Retrieved from ERIC database.

This article highlights the findings of an American study which describes some of the promising practices in the field of ESL literacy. The practices include the concept of making meaning through the learners' life experiences, looking at language and learning in context, and ensuring that learning is meaningful and relevant. The article describes such practices as providing a social context for literacy education, learning through hands-on experience, using learner-generated materials, linking competence and language awareness, and using technology in an

ESL literacy environment. This article helps the reader to gain a better understanding of the specific practices highlighted.

Hawley, L. (2002). *Needs assessment and learner goal for literacy/low beginning ESL classes*. **Oceanside, CA: Miracosta College.**

This compilation of assessments is used to inform lesson planning, to provide ongoing assessment, and to assess language-learning skills after the completion of a unit. Each activity includes a worksheet to use in the classroom. All assessments can be used as-is or modified to use in low-level literacy classrooms. Each activity in the workbook includes assessments, purpose, timeframe, and procedures.

Holt, G. M. (1995). *Teaching low-level adult ESL learners*. **Washington, D.C: National Publishing House for ESL Literacy Education. (ERIC Document Reproduction Service No. ED379965). Retrieved from ERIC database.**

This digest provides information about identifying and assessing low-level adult ESL literacy learners, as well as information about instructional techniques, classroom materials, and sample procedures for instruction. Each section of the digest is divided into reference sections with a brief summary and checklist of tips, strategies, and other things to look for in learners or in the classroom. All of the information in the digest provides an easy to read, quickly accessible list of tips and resources to make ESL literacy instruction meaningful to learners.

Indiana Department of Education (n.d.). *Effective programs for English language learners (ELL) with interrupted formal education*. **Retrieved Dec. 2, 2008, from http://www.doe.in.gov/lmmp/pdf/effective_programs_ell.pdf**

This article, posted under the "Instructional Strategies" section of the Office of English Language Learning and Migrant Education's website, gives an overview of effective teaching approaches for ESL literacy learners and includes a section for references and resources. Some of the models for instruction include the pull-out model, the push-in model, and after school or Saturday programs. While this article focuses on instruction for K-12 learners, much of what is included can apply to adults ESL learners as well. There are also sections on best practices for learners with interrupted formal education (content-based ESL and sheltered instruction to name a few), a checklist for what works in teaching ESL literacy students, and sections on teaching literacy and math to ESL learners.

Kerka, S. (1995). *Not just a number: Critical numeracy for adults.* **Columbus, OH: ERIC Clearinghouse on Adult Career and Vocational Education. (ERIC Document Reproduction Service No. ED385780). Retrieved from ERIC database.**

This digest examines emerging perspectives on numeracy and their social, cultural, and political implications as a way to reconsider how we teach numeracy. The article gives a definition of numeracy and addresses philosophical questions that arise around the concepts of math and numeracy. The author explains that, like language, numeracy is culturally biased and socially constructed. The article includes sections that address the notion that math suggests a particular way of thinking, that numeracy reflects cultural values, that math evolves and changes, and that numeracy is practical and can include different ways of solving problems. Kerka believes that literacy and numeracy should be linked and contextualized and promotes the idea of keeping math journals to connect numeracy and language.

Leary, N. (2006). *Portfolio evaluation: How does it work in adult literacy? Fieldnotes for ABLE Administrators.* **Retrieved Jul. 2, 2008, from http://www.able.state.pa.us/able/lib/able/fieldnotes06/fn06portfolio.pdf**

This article, published on the Adult Basic Education and Literacy website, focuses on the use of portfolios to enhance the learning experience for adult basic education and literacy learners. Leary highlights the idea that portfolios are a tool to maximize learner reflection and ownership of learning. The article includes the concepts of teacher-learner collaboration, process and product portfolios, student-teacher conferences, and reflection for ABE, GED, and ESL.

Leong, M., & Collins, L. (2007). *Bridging the gap: A framework for teaching and transitioning low literacy immigrant youth.* **Calgary, AB: Bow Valley College.**

This document is a framework for teaching and transitioning immigrant youth who have low literacy skills. The provided framework can be broadly applied to first language literacy programs, general literacy programs, and aboriginal programs. The document includes a literature review of literacy issues across North America in reference to young adult ESL literacy instruction and transitioning learners. The framework addresses identifying and recruiting learners, supporting and retaining learners, and teaching and transitioning learners. It also includes the use of portfolio for assessment and evaluation, project-based learning, self-reflection, and goal setting.

Literacy Alberta. (2006). *Literacy – for a life of learning: A collaborative process toward a proposed literacy policy for all Albertans*. **Retrieved Nov. 20, 2008, from http://www.nald.ca/library/research/lifelern/lifelern.pdf**

This document includes a broad definition of what literacy means in Alberta. It includes statistics specific to Alberta about literacy and a framework for literacy policy in Alberta. It outlines five broad goals to increase both literacy and literacy awareness, with strategies for implementing each of these goals.

Luft, C. (2005). *Pebbles in the sand: A program for immigrant women.* **Unpublished master's thesis, University of Calgary, Calgary, AB.**

This thesis is an ethnographic examination of Pebbles in the Sand, a literacy program offered through the Calgary Immigrant Women's Association in Calgary, Alberta. The program is offered to immigrant women with little or no education in their countries of origin. The paper addresses adult literacy, adult learning, and ESL literacy in general terms and then focuses specifically on Pebbles in the Sand. The program, developed in 1999, is based on the education methodology supported by Brazilian educator Paolo Freire. The thesis describes the author's experience as a volunteer in a ten-week class and offers a detailed description of the day to day classroom activities in the program. Luft writes from her own experience about the facilitators, volunteers, and participants of the program.

Manitoba Labour and Immigration. (2004). *Collaborative language portfolio assessment: Manitoba best practices guide*. **Winnipeg, MB: Author.**

This is a teachers' guide on making collaborative portfolios and using them as assessment in the ESL classroom. It adheres to the CLB and the CLB Literacy Phases and has sections that discuss the challenges and use at different levels of ESL. It also provides some sample material that can be used in portfolios.

Massaro, J. (2004). *Adult ESL literacy resource survival guide for instructors.* **Vancouver, BC: ELSA Net.**

This is a guide to support classroom teachers of ESL literacy learners. It provides practical tips about what to do in specific classroom situations. Some examples of classroom situations include creating community from day one versus continuous intake, teaching reading and writing in multi-level classes, and promoting self-esteem. This guide also includes a section on adapting commercial materials and creating appropriate materials for adult ESL literacy learners. The author includes a chapter on how to use the CLB Literacy Document to guide formative assessment. The bibliography contains a list of top ten resources for ESL literacy instructors, an annotated bibliography of relevant resources, publisher information, and online literacy resources.

Meltzer, J., & Hamann, E. T. (2004). *Meeting the literacy development needs of adolescent English language learners through content area learning. Part one: Focus on motivation and engagement.* **Providence, RI: The Education Alliance at Brown University.**

This is the first part of a two-part publication and examines the instructional principles connecting learner motivation with engagement and literacy development. It is the product of two overlapping research reviews: one on academic literacy development of adolescents and the other on educational experiences and learning needs of adolescent English language learners. The paper focuses on three "promising practices:" making connections to the lives of learners; creating safe and responsive classrooms; and engaging learners to interact with each other and the text.

Meltzer, J., & Hamann, E. T. (2004). *Meeting the literacy development needs of adolescent English language learners through content area learning. Part two: Focus on classroom teaching and learning strategies.* **Providence, RI: The Education Alliance at Brown University.**

This is the second part of a two-part publication and focuses on specific literacy support strategies that promote academic literacy development at the secondary level. It discusses various classroom approaches, such as giving specific attention to reading comprehension, spending more time reading and writing, having more speaking and listening activities related to texts, developing critical thinking skills, creating flexible groupings, and responding to learner needs.

Millar, D. (1997). *Second language students in Canadian literacy programs: Current issues and concerns.* **Retrieved Nov. 20, 2008, from http://www.nald.ca/library/research/slsinclp/cover.htm**

This document outlines research conducted at Red River College in Winnipeg, MB to examine the current situation of ESL learners entering literacy programs in Canada. The document includes research questions posed, a literature review, statistics concerning ESL students moving into literacy programs in Canada, and recommendations.

North Vancouver School District (2004). *Reading 44: A core reading framework.* **North Vancouver: Author.**

This framework was developed to ensure that teachers have access to and knowledge about the complex way that people learn. As well, it discusses materials to support learners in the classroom. Included in the document are sections on scaffolding instructions; reading components; instructional activities; graphic organizers; a continuum of skills; assessment and evaluation; the unbroken circle (a section devoted to the reading needs of First Nations children); and reading research. While the framework was developed for children, many of the components in the document can be modified for use with adult ESL literacy learners.

Ontario Literacy Coalition. (2007). *Creating a bridge: A snapshot of ESL literacy in Ontario.* **Toronto, ON: Author.**

This report examines ESL literacy programs in Ontario and identifies barriers to learning at the level of the program and the classroom. It makes recommendations in program development, instructor professional development, policy changes and areas for further research. Its recommendations are in compliance with the CLB Literacy Phases.

Peyton, J., & Crandall, J. (1995). *Philosophies and approaches in adult ESL instruction.* **Retrieved Jun. 5, 2008, from http://www.cal.org/caela/esl_resources/digests/PEYTON.html**

This article provides an overview of five approaches currently used in adult ESL literacy instruction: participatory, or Freirean, education; the whole language approach; the language experience approach; learner writing and publishing; and competency-based instruction.

Price-Hosie, S. (2005). *All about literacy: A how to book for classroom teachers of literacy level adult ESL.* **Vancouver, BC: Trafford.**

This book is written for ESL literacy classroom teachers. It is based on Vancouver Community College's TESOL program which has a teaching literacy module in the Teaching Writing Course TESOL program, taught by the author. In addition to strategies and exercises, the book maintains that understanding the learner is essential.

Rivera, K. M. (1999). *Native language literacy and adult ESL education.* **Washington, DC: National Clearinghouse for ESL Literacy Education. (ERIC Document Reproduction Service No. ED439628). Retrieved from ERIC database.**

This digest addresses the role that native language literacy plays in both oral and written English acquisition and literacy. The digest includes research around the topic of the impact of native

language literacy and describes program types and instructional practices that incorporate first language in classroom instruction.

Shackelford, R.L. (1996). Student portfolios: A process/product learning and assessment strategy. *The Technology Teacher, 55(8)*, **31-36.**

This article gives an overview of what a portfolio is in general terms, covers the concept of product versus process, and then goes to explain different portfolio characteristics and types. The article includes showcase, descriptive, evaluative, and composite portfolios. The author includes ideas about what to include in portfolios as well student input and involvement in the process. The author also includes suggestions for format and additional points to consider when using student portfolios in the classroom.

Spiegel, M., & Sunderland, H. (2006). *Teaching basic literacy to ESOL learners*. **London: South Bank University, LLU+.**

This book, with a foreword by Elsa Auerbach, takes a comprehensive look at ESL literacy and how to approach it. Each chapter includes a theoretical discussion of the topic and practical application. The book includes case studies, activities, visuals to accompany text, different coloured font to differentiate ideas, and clear chapter summaries. In short, this guide models effective literacy practices and provides a wealth of knowledge and resources for ESL literacy instructors.

Templin-Imel, G. (1996). *The basic Oxford picture dictionary literacy program*. **New York: Oxford University Press.**

This is a complete curriculum for ESL literacy learners and is to be used in conjunction with The Basic Oxford Picture Dictionary. It addresses pre-literacy, how to teach strategies and general literacy teaching practices. In addition, it has reproducible worksheets and flashcards.

Terdy, D., & Bercovitz, L. (1989) *Home English literacy for parents: An ESL family literacy curriculum.* **Des Plaines, IL: Northwest Educational Cooperative. (ERIC Document Reproduction Service No. ED332560). Retrieved from ERIC database.**

This curriculum document describes a family literacy program developed and implemented in the Chicago area. It includes an overview of the H.E.L.P. (Home English Literacy for Parents) program with descriptions of student instructional levels, as well as teaching techniques and lesson plans for each of the levels. It also describes instruction around English-survival and school-related competencies. Each unit includes a competency, the instructional level, vocabulary, grammar, cultural components, and parenting issues that may arise.

Trudell, S. (2002). Portfolios in the ESL classroom: A critical review of the literature.
LORE: Rhetoric, Culture and Writing, 2(1), 9-15.

This review examines five articles about portfolio use within the ESL classroom. The author reviews the literature, critiques what she has read, and provides a succinct summary about the findings of all of the articles. The articles cover topics dealing with portfolio implementation plans, challenges and successes involved in using portfolios in the classroom, time considerations, assessment, the reflective nature of the portfolio process, and the holistic component of portfolio use when working with the unique needs of ESL learners.

Valdez Pierce, L. (2002). Performance based assessment: Promoting achievement for
English language learners. Retrieved Feb. 2, 2009, from
http://www.cal.org/resources/archive/news/2002fall/CLLNewsBulletin_Fa02c.pdf

This article addresses the challenges of assessing ESL learners within the No Child Left Behind Act that came into place in the United States in 2001. The article talks about the definition of the ultimate goal of schooling, introduces classroom-based assessment, and refers to performance-based assessment to promote ongoing learning that transfers beyond the classroom. The author highlights the value of performance-based assessment as a way to capture a more authentic picture of what an ESL learner is able to do within a classroom setting. The author concludes by indicating that more work is needed to help teachers to better assess ESL learners.

Walqui, A. (2000). _**Access and engagement: program design and institutional approaches for**_
**immigrant students in secondary schools.** **McHenry, IL and Washington, DC: Delta**
Systems and Center for Applied Linguistics.

This digest discusses ten principles for developing effective teaching and learning contexts for immigrant youth and profiles one program in Calexico, California that has been successful in promoting the academic success of its students. This digest highlights that students learn best when education is meaningful, relevant, and engaging. Supported, scaffolded learning with support from the community is also necessary in ensuring the success of these learners.

Wilson, C. (2007). _**Skills for jobs: Job numeracy**_**. Edmonton, AB: Norquest College.**

This is a manual produced for Norquest College's tutor program in their adult literacy program. It is based on workplace essential skills for various entry level jobs. This numeracy manual includes very detailed descriptions of each encounter with the learner. It moves quickly from counting to mathematical operations.

Wilson, C. (2008). *Skills for jobs: Job literacy*. **Edmonton, AB: Norquest College.**

This is a manual produced for Norquest College's tutor program in their adult literacy program. It is based on workplace essential skills and has a very detailed description of each encounter with the learner. It moves quickly from alphabet practice to abbreviations for reading job lists.

Wrigley, H. S. (1992). *Q&A: Learner assessment in adult ESL literacy.* **San Mateo, CA: Aguirre International.**

This paper captures a conversation about learner assessment within the area of ESL literacy. Wrigley speaks to standardized ESL literacy testing in order to more accurately reflect what ESL literacy learners are able to do. Wrigley points out some of the advantages and disadvantages of using standardized testing with ESL literacy learners. She also defines alternative assessment and gives examples of some promising alternative approaches for adult ESL literacy programs. Some of these include learner-teacher conferences, reading and writing profiles, reading files and free reading logs, portfolios, and learner evaluation grids or charts.

Wrigley, H. S. (1993). *Innovative programs and promising practices in adult ESL literacy.* **Washington, DC: National Clearinghouse on Literacy Education. (ERIC Document Reproduction Service No. ED358748). Retrieved from ERIC database.**

This article examines adult ESL literacy from the viewpoints of applied linguistics, anthropology, and cognitive science and recognizes an emphasis on making meaning within language and literacy acquisition. Included are the findings of an American study funded under the National English Literacy Demonstration Program for Adults of Limited English Proficiency. Sections in the article describe innovative ways to bring literacy to life within the classroom by providing a social context for literacy education, learning through hands-on experience, using learner-generated materials, using native language as a bridge to English, linking communicative competence and language awareness, and using technology.

Wrigley, H. S. (1998). Knowledge in action: The promise of project-based learning. *NCSALL Focus on Basics***, 2. Retrieved Jun. 25, 2008, from http://www.ncsall.net/?id=384**

This article discusses why project-based learning should be considered a viable approach to adult literacy instruction. It looks at the place of project-based learning in history, highlighting links to the Vygotskian perspective, participatory education, and Freirean philosophy. It also looks at various practical aspects, such as how to get a project started, the variety of projects possible, the role of the instructor, the benefits and skill gains, and how project-based learning relates to second language acquisition and preparation for the world of work.

Wrigley, H. S., & Guth, G. J. A. (1992). *Bringing literacy to life: Issues and options in adult ESL literacy.* **San Mateo, CA: Aguirre International. (ERIC Document Reproduction Service No. ED 348896). Retrieved from ERIC database.**

This handbook was created following a two-year research study to identify effective and innovative instructional approaches, methods, and technologies used in literacy instruction for adult ESL literacy students. It is a blend of theory and practice. Its intended use is a practical resource for programs and individual instructors. It covers a range of relevant topics, such as approaches and materials, teaching ESL literacy in a multi-level classroom, using computer and video technology, native language literacy, assessment, curriculum development, and staff development. It also includes ten curriculum modules created by instructors in the field.

Yap, K. O. (1993). Integrating assessment with instruction in ABE/ESL programs. *The Annual Meeting of the American Educational Research Association.* **Atlanta, Georgia.**

This paper focuses on developing an assessment system that could be used with ABE and ESL programs to satisfy accountability requirements and to provide assessment information useful for classroom assessment. The findings of research indicate three models of assessment that would likely enhance the efficiency of ABE/ESL instruction while addressing accountability. The three identified models are writing assessment, portfolio assessment, and classroom assessment.

Web links with Classroom Resources

www.mes-english.com

This website has free flashcards on various themes, as well as worksheets based on the same vocabulary and images. The worksheets are best suited for low-level literacy. There are also slideshow versions of flashcards available on the site for use in the classroom. While the flashcards are created with children in mind, they are suitable for an adult classroom. Bingo cards accompany every theme.

www.esl-library.com/

This website has flashcards and lesson plans for different themes. While the focus is not on literacy, they have a number of flashcard themes available that would be suitable for an ESL literacy classroom. You need a membership to access the entire site. Free sample downloads are available**.**

www.rainforestmaths.com

This site is full of multi-leveled online numeracy activities. The activities are self-explanatory for higher level but will need to be supported for lower levels. The topics range from simple counting and place value to more complex math like probability, frequency, statistics, and co-ordinates. The site is very interactive and useful for both literacy and non-literacy ESL students.

http://hcmc.uvic.ca/clipart/

This website has extensive lists of flashcards that can be used as long as you add an acknowledgement to the University of Victoria Humanities Computing and Media Centre and Half-Baked Software somewhere on your site. The images attempt to be culturally neutral. Topics can be searched by keywords.

www.geocities.com/cynthia_ingersoll/ESLlinks.html

This website has an extensive list of links for learners to follow for practice in skill areas such as reading, writing, listening, vocabulary, and activities for very low level literacy learners.

www.reepworld.org/englishpractice/index.htm

This website has been established by the Arlington Education and Employment Program to provide low-proficiency, low-literacy adult ESL learners with web-based activities that target specific life skill areas.

www.manythings.org

This website has a variety of language learning activities, such as quizzes, word games, word puzzles, proverbs, slang expressions, anagrams, and a random sentence generator. There are a variety of activities for low level literacy learners such as matching pictures.

www.bbc.co.uk/skillswise

This website has been established by the British Broadcasting Corporation (BBC) in London, England. It has a variety of reading, writing, listening, vocabulary, grammar, and numeracy activities. It also has resources to help learners understand mathematical concepts and includes an area where learner stories are published.

www.bbc.co.uk/computertutor

This website, also established by the BBC, is designed to teach students basic computer skills relating to the use of a keyboard, mouse, and computer screen. Students are guided by an on-line tutor who gives verbal instructions. The site includes a variety of visual effects.

www.tcet.com/eaonline/index.html

This website has been established by the Centre for Education and Training (CET) and offers an extensive range of learning activities. It includes instruction on the use of a mouse, a variety of Canadian- and American-themed stories with comprehension questions, a wide range of grammar and other language-learning activities, and an online version of the Canadian Citizenship Test.

http://ww2.college-em.qc.ca/prof/epritchard

This website is designed for learners at around the intermediate level. It includes an extensive selection of grammar activities, some grammar instruction with animation, and an area where common grammar errors are explained.

http://web2.uvcs.uvic.ca/elc/studyzone

This website was created by the University of Victoria for their English Language Centre students. It offers grammar, reading, and vocabulary activities, as well help with basic writing skills. It has activities at five levels, from upper beginner through to advanced. It also offers free lessons from some of the online courses run by the university.

http://perso.wanadoo.es/autoenglish/freeexercises.htm

This website contains a variety of grammar activities that can be completed online or printed from the screen and used as handouts. The site also includes a self-study page offering online practice in listening, reading, grammar, and vocabulary.

www.autoenglish.org

This website offers a variety of grammar, vocabulary and writing activities which can be completed either online or printed as handouts. The site also offers lessons via MP3 players and video links.

http://a4esl.org

This website has a range of grammar and vocabulary quizzes, crossword puzzles, and podcasts. It also offers bilingual vocabulary quizzes in forty-two languages.

www.eslus.com/eslcenter.htm

This website has been established by the Encyclopedia Britannica and offers a range of activities in reading, writing, grammar, vocabulary, idioms, spelling, pronunciation, and listening. The site also has a daily multi-media English lesson, consisting of a dialogue with a related discussion and quiz to follow. There are also links for both teachers and students to other useful websites.

www.literacycenter.net/

This website has been established by the Literacy Center Education Network of the USA. It teaches basic literacy skills, such as upper and lower case letter formation, as well as vocabulary and pronunciation of numbers, colors, and shapes, and some simple numeracy.

http://languageguide.org

This website supports vocabulary development through the use of audio and visuals. The content is offered in eleven languages, allowing students to choose to have a first language (if offered) translation of vocabulary being studied as they move their mouse over English words or graphics.

http://wordfamily.themlc.urbanplanet.com/sites/ab43e5d6-c582-482f-9cd8-dafe8633ea33/uploads/word%20familiy/word%20families/story_home.htm

This website has a selection of short, simple stories that provide reading practice using word families. Each story has pre-reading questions and vocabulary, audio of the story with pictures and text, audio of the story with text, and comprehension questions.

www.mcedservices.com/phonics/phonics.html

This website is designed to support phonics learning through the use of stories presented with audio and pictures. It is particularly helpful for teachers of pre-literate or foundational students who have no reading or writing in their first language. There are links to online materials, health, citizenship, ESL materials, textbooks, and childcare materials. There are a number of flashcard exercises with easy instructions.

www.cdlponline.org

This website is part of the California Distance Learning Project. It contains short stories on a number of topics related to life skills, the workplace, the community, science and technology, and nature. The readings include audio (some with video), vocabulary practice, and comprehension questions.

http://tech.worlded.org/docs/clothing

This website introduces lower level learners to vocabulary related to colors, clothing and color patterns. It features pictures, vocabulary, and related quizzes.

http://marshalladulteducation.org/student_lessons1.htm

This website has a variety of activities with audio for vocabulary building, numeracy, grammar, and spelling practice.

http://forms.themlc.org

This website contains a wide range of blank forms related to education, health, housing, and employment which students can practice filling out online. The forms progress from one or two items to several items.

http://ell-level0.themlc.org

This website offers a variety of grammar and vocabulary activities in a number of categories such as the alphabet, numbers, colors, shopping, food, and clothes.

www.aplusmath.com/Games/index.html

This website contains a variety of math-related activities designed to help learners build their basic math skills.

www.teachingtreasures.com.au/maths

This website contains a variety of math-related activities at various levels of difficulty.

http://teachingtreasures.com.au/k-3only/alphabet

This website is useful for supported use in the classroom. Low-level literacy classes can benefit from the on-line activities involving letter recognition, simple reading, counting, shapes, colours, and a number of other activities. Some topics include worksheets. There are also links to other on-line resources from this site.

www.southfieldchristian.org/elem/learninglinks/html/linksmath.html

This website has many links to math and numeracy sites and includes not only regular math practice but also numeracy activities related to money and time, as well as Sudoku puzzles.

www.internet4classrooms.com/skills_1st.htm

This website offers a wide range of activities for learners to practice math, grammar, vocabulary, phonics, spelling, and reading.

http://www.mnlincs.org/online_audio

This website has material that is suitable for pre-literate or foundational learners. It has MP3 recordings with accompanying worksheets that can be used in the classroom. The listening and worksheets cover simple vocabulary based on themes such as family, prepositions, food, daily activities and numbers. Each unit is presented in a very simple manner and teaches the learner directionality and vocabulary at the single word level.

http://www.mnlincs.org/online_audio

This easy to use website is good for learning vocabulary. The vocabulary is arranged by themes. Each theme has a point and click audio component and then there are various exercises which are simple enough for Phase I learners to use. Included on the site are printable crossword puzzles using the same vocabulary.

http://www.starfall.com/

Although this website is geared to children, many pre-literate or Foundation Phase learners enjoy it as well. There is a section called ABCs that teaches the names of the letters and some of the sounds associated with each letter. The Learn to Read section is good for reinforcing first sound phonics while the All About Me section has some housing vocabulary where learners match the word shapes to different vocabulary items.

www.abc-canada.org/

This foundation is Canada's private-sector voice championing adult literacy. ABC Canada was launched in 1990 and advocates for awareness of literacy and numeracy issues in Canada. This site has sections on adult literacy, family literacy, and workplace literacy, as well as an up-to-date directory of local literacy programs. The Media Room link is a place to access current literacy topics in the Canadian media. Each link on the page provides information about resources, facts, partners, materials, and additional links.

www.able.state.pa.us/fieldnotes06

This website provides information about adult literacy, ESL literacy, and family literacy. The website provides links to relevant articles about literacy, and has separate sections for K-12 and adult education. The site speaks specifically to education in Pennsylvania although much of the information can be generalized to the larger population. The field notes section of the website has links to PDF files of informative articles.

www.atesl.ca/cmsms/funded-innovative-projects/

This website provides links to reports that are the products of various innovative projects funded by the government and others. All reports have an Alberta focus and deal with a variety of special topics within ESL.

www.clese.org/brightideas.htm

This website provides information about the Coalition of Limited English Speaking Elderly (CLESE). The ESL program for seniors is called Bright ideas-ESL for Elders and the website has a link for the curriculum for this program. Included are 16 thematic units based on conversations with learners, focus groups, and needs assessment. While the focus is on seniors, the curriculum can be used with a broader audience. The products and papers link includes titles such as *Basic Principles for Adult Learners*, *Bright Ideas ESL-Civics Curriculum for Very Beginning Learners, 10 Steps to Success in the Bright Ideas Classroom, Knowledge in Action: The Promise of Project-Based Learning,* and *Assessment and Accountability: A Modest Proposal.*

www.cal.org/

The Center for Applied Linguistics is an extensive site which includes educational and cultural resources. Articles related to immigrant education, literacy, refugee concerns, and workplace

literacy can all be accessed from this site. There are links to ERIC and CAELA (Center for Adult English Language Acquisition).

http://eff.cls.utk.edu/

This website provides a wealth of information on adult basic education and English language learning. It has links to five separate subject areas and each section has theory, activities and assessment. The website includes activities that relate to the learner as a citizen, worker, and family member. The activities also make connections to broad essential skills and outcomes. The EFF Standards Wheel has four broad expectations with sixteen specific outcomes within the broader wheel.

www.literacyconnections.com

This website is devoted to promoting literacy skills and developing a love of reading. It is geared towards teachers, volunteers, and directors of literacy programs. Topics include the language experience approach, phonics, and word study. There are links to resources for literacy programs, second language literacy, Spanish literacy, adult literacy, and using music to build literacy skills.

www.literacyservices.com/ABOUT_US.HTM

This link will connect you to the homepage of Grass Roots Press, a publishing company that publishes and distributes adult literacy resources. The shopping link provides a list of materials in different areas of literacy, including topics such as ESL, family literacy, numeracy, science, and assessment to list a few. In each section, there are links to texts which include a description and a price list.

www.lacnyc.org/resources/adult/printresources.htm

The Literacy Assistance Center is a non-profit organization dedicated to supporting and promoting the expansion of quality literacy services in New York. While the focus is on programs in New York State, this website has links to a number of other useful sites dealing with adult literacy, ESL, ABE, and family literacy. There are also links to other publications, curricula and lesson plans, and professional development ideas and opportunities.

www.lbspractitionertraining.com/prac_train ing/prac_training_main.htm

This website was developed by the Ontario Association of Adult and Continuing Education School Board Administrators (CESBA) and is funded by the Ministry of Training Colleges and Universities. There are links to a number of programs including Practitioner Training, which is a series of free courses that encompass a broad range of topics within literacy. Modules include

Literacy and Basic Skills 101, Approaches to Adult Learners, Learning Disabilities, Planning the LBS Program, Program Delivery, Professional Issues, Developing Adult Numeracy, Train Ontario, and Employment Related Goal Requirements.

www.peppercornbooks.com/catalog/pdf/cat_2_Assessment.pdf

This is a link to a page of texts that deal with assessment in areas of portfolio assessment, adult literacy and numeracy assessment, whole language assessment, initial learner assessment, and initial reading assessment. Prices, ISBN numbers, and number of pages are included in the descriptions.

http://www.tpr-world.com/

This website has been developed by James Asher. It provides information on using total physical response (TPR) in the language classroom. It has links to various articles and books relating to TPR.

www.tutorialservices.ca/ESL_books.cfm

This website has CLB benchmarked materials available for purchase on topics such as reading, numeracy, CLB-based literacy readers, phonics, and survival English. The series is called "This Really Works: Adult ESL Literacy Series." Each book has samples to look at before purchase.

www.youthliteracy.ca

This website, based on a project funded by Literacy BC, is a comprehensive site that speaks to literacy and issues surrounding youth literacy. The New School Canada is the basis for the development of the website. Each section contains a wealth of knowledge about youth literacy. The section on promising practices has a list of nineteen key strategies that made the program successful. If you click on a strategy, a definition and rationale of the key strategy will pop up.

www.ameprc.mq.edu.au/resources/esl_websites

This website comes from Macquarie University in Australia. It is the homepage of the AMEP (Adult Migrant English Program) Research Centre. It contains links for current research in the field of ESL, assessment, and professional development resources. There is also a link for ESL websites, which is very comprehensive and lists websites by topic as well as alphabetically.