

**ADULT ESL LITERACY RESOURCE**  
**SURVIVAL GUIDE**  
**FOR INSTRUCTORS**

THIS IS A PROJECT OF **ELSA Net – Association of ELSA Service Providers**

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# Introduction

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The purpose of this Guide is to support ESL instructors who have literacy learners in their class. The Guide identifies 12 challenges and presents ideas on how to approach each one, lists relevant resources, and gives a sample lesson progression highlighting one of the approaches. In addition, there is an extensive annotated bibliography referring instructors to available print, web and instructional resources. The Guide also includes a Top Ten List of resources which could be used as the foundation of a Literacy resource collection.

This Guide was written in response to a concern presented by ELSA instructors to Brenda Lohrenz, the ELSA NET Co-ordinator, around a growing need for training in teaching adult ESL literacy. The pedagogical approach in community-based ESL classrooms is to provide relevant lifeskills and survival English to new immigrants to Canada. This Guide extends that approach to encompass the special needs of the literacy learner who may have few language learning strategies, but brings a wealth of life experience into the classroom. This is the foundation for the guide: find out what your learners have and build upon that knowledge. Literacy needs to be viewed as a part of the language acquisition process rather than as isolated from mainstream ESL learning. The Guide uses the definitions of literacy as provided by *the Canadian Language Benchmarks 2000, ESL for Literacy Learners*. They are paraphrased here.

## **Pre and Non-literate Learners**

describes people who do not read or write in their own language. Pre-literate people usually come from an oral culture. Non-literate people come from a literate society and may have some awareness around print conveying meaning.

## **Semi-literate Learners**

describes people who have some reading and writing skills in their own language, but whose education may have been stopped or interrupted before adequate literacy skills were formed.

## **Non-Roman Alphabet Learners**

describes people who can be literate or semi-literate in their own language, (eg. Arabic, Chinese, Punjabi) but are unfamiliar with Roman script.

These definitions only tell a little about the learners in your classroom, they do not indicate the skills these learners bring in terms of surviving and sustaining an adult life complete with all its responsibilities. We use them in this Guide as a point of reference for describing first language reading and writing abilities.

I have assumed that you, the instructor, are TESL/TESOL trained, have some experience in community-based adult ESL programs and are familiar with current ESL teaching methods. This Guide is not prescriptive. The lists of possible approaches are there to trigger ideas that you may have used before but perhaps not with literacy learners. The resources are a place for you to start your lesson planning research. The lesson progressions worked for me, but not in every class that I have taught. You need to keep the face of your class and learners in mind. Ask yourself some questions: "What abilities do my learners have?" "What can I use from their lives?" "What do they need to know?" Hopefully the Guide will then help you meet the needs of your learners by providing some strategies and lesson ideas.

This resource is available in a downloadable version on the ELSA Net website: [www.elsanet.org](http://www.elsanet.org)

Janet Massaro  
March 2004

# Acknowledgements

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Some of my first drafts made it out into the field for review and testing. I was not able to connect with all the instructors and want to apologize to those individuals who are not mentioned here. I am able to thank Jolanta Caputa, Cathy Keelaghan and Miranda Tong for taking the time to really scrutinize my work.

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# Glossary

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**Backward build up:** Used for speaking and pronunciation practice. The learners start saying the final word in a sentence (or final syllable in a single word). The teacher adds the next word, gradually building from right to left, until the learners complete the sentence.

**Card reader:** This is a generic name for a Language Master machine distributed by Eiki, (see *p. 54* for details on purchase, etc.) It is a recorder that comes with cards with magnetic strips for short record/listen practice.

**Distinction drills:** Used for discrete sound practice. Learners are asked to identify hearing letter sounds (/p/ /b/). They can hold up a card representing the letter, highlight the letter on a work sheet, hold up a finger (one finger for p, two fingers for b) etc.

**Guided writing:** Used in reading and writing practice. The teacher provides or elicits a sentence and writes it on the board. Learners can copy or write similar sentences on their own. This can be used everyday as a warm up for recording the date and weather. Over time, learners should be able to conduct the guided writing activity themselves.

**High frequency words:** Words that appear in lessons. Learners become familiar with these words and eventually may recognize them; e.g. name, country, student, teacher, days of the week, etc.

**Key visual/visual trigger:** A picture or a graphic that represents the focus of a lesson and can also be used in match exercises where the learners match the picture with word cards. For example, the teacher wants to find out the words the learners know around "classroom." The teacher puts up a picture of a classroom and elicits words from the learners.

**Key words:** The word(s) pertinent to a lesson and can be used as a catalyst to start a brainstorming session around other vocabulary. Use "house" to generate other words such as livingroom, bedroom, etc.

**LEA:** The Language Experience Approach is a technique used for reading practice. The teacher transcribes a story or series of sentences dictated by the learners. The story can come from a shared experience such as a field trip. The teacher writes exactly what the learners say and the learners read. This can be used as a springboard into looking for grammar points, etc.

**Learner portfolios:** The teacher collects work from the learners over time to be used in a conference about learner progress. The learner can select the material to be put into the portfolio.

**Reverse dictation:** Learners are asked to respond to a teacher dictation by drawing rather than writing.

**Running dictation:** Used in vocabulary building or review. A learner from a group runs to a different place/room to read a word, look at a picture or listen to a recorded card and report back to their group either by spelling or saying the word. A scribe records the word, the whole group collaborates on the spelling, etc. The teacher can designate one scribe for each group, or the learners can alternate during the dictation.

**Sight words:** Words that are used in context to establish meaning, and are not easily read using regular phonetic decoding.

**Scrambled words/sentences:** Individual words are divided up into letters and scrambled. The learner must spell the words correctly; or sentences are cut into fragments or individual words and scrambled and the learner must sequence them correctly.

**Slides/moving wheels:** A pattern is set up for letter-sound recognition. For example, the teacher writes the syllable \_\_\_\_\_AT on a piece of paper and then the initial consonants, B/C/M on a piece of paper that will slide in front of the syllable. The learner slides the paper and says the syllables, BAT/CAT/MAT. This can also be done with a moving wheel format.

**Talk line:** Learners stand in two parallel lines facing each other and practice speaking short dialogues, introductions, greetings, etc. They change partners by shifting to the left. This can also be set up as inner and outer circles which shift in opposite directions. Talk lines are often used for warm up and wind up activities. For seniors, you can set up two facing rows of chairs.

**Talk sheet:** A function is written on a sheet of paper that a group of learners use to guide structured speaking practice. The teacher adds substitution word cards or picture cards to vary the speaking. Learners point or tap on the sheet and say the sentence. Do you have \_\_\_\_\_? The substitution cards can be a pen/a pencil/an eraser/a book, etc.

**Toss cubes:** The teacher makes a six-sided cube with different words or pictures on it. The learners toss the cube and read and say the word. This can be used with a talk sheet for substitution practice.

**TPR:** Total Physical Response is a technique that requires the learners to respond physically to a command stated by the teacher. No oral response is expected. For example, the teacher says "stand up" and the learners respond by standing up. This is an excellent activity to reinforce verbs.

# Challenges

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The twelve commonly faced challenges presented in this section are meant to serve as triggers on possible approaches you may take with your literacy learners.

# How Do I Start?

## >> THE FIRST DAY

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### challenge:

It's a new class of beginner learners and you are not sure what language learning skills they bring with them. You want to make them feel comfortable.

### possible approaches:

- Do an informal assessment. (see *Lesson Progression p.11*)
- Start with personal information-gathering activities so you get to know the learners and they get to know each other. Form a circle and use a ball/bean bag to toss to practice each other's names. Say your name, then toss the ball and ask, *What's your name?* The learner responds with own name and then tosses the ball and asks the question of another learner, etc.
- Set up tasks so that they include non-verbal responses as well as oral and encourage the learners to participate to their abilities. Introduce the names of things in the classroom (chair, window etc.) and then ask the learners, *Show me the chair.*
- Establish a set of classroom rules that are learner generated to familiarize them with how to relate to each other. Generate rules around arriving on time, calling in sick, etc.
- Assess learning skills by setting up a variety of tasks. Use toss cubes to practice classroom equipment vocabulary, matching pictures and sight words, etc.
- Label the learning space, teach lessons on classroom equipment and furniture, or map the classroom or school building.
- Teach greetings, asking for information, leave takings:
  - *Good morning.*
  - *Say it again please.*
  - *See you tomorrow.*

### resources:

Conversations in English, Longman ESL Literacy, Learning English in the Community LINC 1 video, Real Conversations, Access, People Express, Foundations, Canadian Crossroads, Survival English, Learners' Lives as Curriculum, The Revised LINC Literacy Component (1997), A Handbook for ESL Literacy.

*For a complete list of references, refer to the bibliography.*

# An Informal Assessment

## >> THE FIRST DAY: Lesson Progression

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- > Wait in the classroom for the learners to arrive and observe how comfortable each individual feels.
- > Greet learners individually as they arrive. If they appear reasonably comfortable...
- > Have them spell their names as you add or check the register. If they respond easily...
- > Ask them a few questions about themselves and if they seem competent...
- > Have them fill out a simple form with their name, address and phone number...
- > Start the class with introductions and a name learning activity.

Your goal is to make the learners feel comfortable and well received in the class and to make a personal connection. You need to determine if they have been in a classroom before, and what skills they bring to the class. If they seem overwhelmed just by being in the room, you only want to greet them and let them settle into the space.

# How Do I Start?

## >> CONTINUOUS IN-TAKE

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### **challenge:**

You have new learners coming into your beginner level class at irregular intervals in your curriculum and need some strategies on how to integrate them into the class.

### **possible approaches:**

- Create predictability in the classroom by establishing routines; such as how you start the class, what you do after coffee break, etc.
- Link the learning to the learners' lives. Either go out into the community (field trips, mystery trips) or bring the community into the classroom (guest speakers, announcements around community events).
- Engender an atmosphere of acceptance and tolerance. Identify and use individual learner's life experiences and expertise.
- Encourage learners to consult peers for help.
- Revisit fundamental lessons (class rules, etc.) by focusing on different language learning activities.
- Do on-going needs assessment by using information-gathering activities, opinion surveys or interview activities, to find out about your learners' lives.
- Partner new learners with experienced ones to show them around the school, where the washrooms are, etc.

### **resources:**

Collaborations, Basic Oxford Picture Dictionary Program for Literacy, Talking Shop, Personal Stories, Conversations in English, First Words, Partnerships in Learning, The Revised LINC Literacy Component (1997).

*For a complete list of references, refer to the bibliography.*

# Personal Information: Interview & Poster

## >> CONTINUOUS IN-TAKE: Lesson Progression

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### warm-up:

- › Take photographs of learner-partners and show them to the learners.
- › Elicit personal information questions that the learners would like to ask their partners.
  - › *What's your name?*
  - › *Where are you from?*
  - › *Show me where* (you will need a map or an atlas)?
  - › *What's the weather like there?*

### practice:

- › Practice the questions using the four skills. Use scrambled sentences for reading, copy sheets for writing, card readers or tape recorders for listening and speaking. Have learners practice until they are generally competent.
- › Practice reading the same questions in order (top to bottom) on a page. If a learner struggles, practice reading individual sentence strips with a graphic clue and have them put the strips in order.
- › Have learners write their answers to the questions.
- › Put learners into a talk line and have them read the questions to their partner and listen for the answer as they complete the talk line.

### application:

- › Put learners back into photo pairs.
- › Give each pair a large piece of paper with their photograph at the top and the questions written below. There will be a left side and right side set of questions to conform to the photo pairs. You will need a map of the world with the request, *Show me where*.
- › Have learners interview each other and write short answers under the picture of the person interviewed. Use an arrow on the map to respond to *Show me where*.

### wind up:

Post the interview posters on a wall around the classroom or a hallway so the learners can review. This is usually a good trigger for some spontaneous speaking.

### follow up idea:

Have the learners change the interviews into the 3rd person, then make a booklet of the stories and use as a class reader.

### n.b.

Polaroid cameras are ideal for this lesson because photos generate excitement and you can use that energy in the warm up. You can assign a learner to be the photographer. Digital cameras also work well and are cheaper.

# How Do I Communicate With My Learners?

## >> GIVING INSTRUCTIONS

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### **challenge:**

After you have introduced activities and given instructions for a learning task you spend a lot of time running around and explaining again what to do to some of your learners. You feel that this takes away from the activity and want some strategies that stick on how to give instructions.

### **possible approaches:**

- Create key visuals that describe the instructions. Post them, refer to them, give copies to your learners and use these visuals along with the instructions on your handouts. You can use a picture of a book for a reading activity, a pencil for a writing activity, etc.
- Use a TPR based activity to establish instructional language in the class. Cultivate gestures that work for you and your learners to reinforce the instruction. The same can be two fingers brought together.
- Reinforce using instructional language by making a lesson out of it. Focus on the instructions by using matching exercises to identify instruction words and a graphic representation, use game boards, do running dictations, play concentration etc.
- Read handouts as a class. Use a reading circle to read the handouts together, or have each learner highlight each instruction word (you can use different colours for different instructions). Check for comprehension by acting out the meaning and practice reading instructions before doing the worksheet.
- Repeat instructions to your learners in different ways. Explain orally with gesture reinforcement, then model what you want them to do, then practice as a whole class before doing the activity.
- Make a jazz chant, song or rhyme using instructional language.
- Have a group of learners make a game (bingo or a game board) and teach the rest of the class how to play using the instructions learned in class.
- Teach polite language around playing games such as Go Fish (your turn, my turn, take a card) and relate it back to activities in the class.
- Review instructions periodically by playing charades with instructional vocabulary.

### **resources:**

Basic Oxford Picture Dictionary Literacy Program, Collaborations, Start Write, \*The ESL Toolbox: ready to use enrichment activities for LINC classes, (1994) Centre for Second Language Instruction, University of Saskatchewan.

*For a complete list of references, refer to the bibliography. \* This resource is not cited in the bibliography.*

# Using Instructions

## >> GIVING INSTRUCTIONS: Lesson Progression

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### warm-up:

- > Pick several often used instructions and use TPR to introduce them to the class: look at, point, underline, check, circle, write
- > Have learners tell the teacher what to do.
- > Have learners tell a peer teacher what to do.

### presentation:

- > Place flip-chart paper and large markers with each group and tell them the instructions.
- > Have learners respond by using a gesture to respond to look at and point to; have learners draw on the flip chart paper to respond to underline, check, circle.

### practice:

- > Have learners practice in small groups taking turns dictating the vocabulary.
- > Give each learner in each group a picture representation and corresponding word card.
- > Have learners read the card or look at the picture and get another learner to follow their instructions with a gesture or by drawing.

### application:

- > Hand out copy sheets with some known sight words and instructional language. Underline last name; circle first name; underline address, etc.

### wind up:

- > Form a circle of chairs placing flip-chart paper and a marker at one end.
- > Have learner in the first chair read a card with an instruction word on it and whisper it to the next learner.
- > Continue whispering around the circle until it gets to the learner in the last chair.
- > Have this learner respond with a gesture or by drawing on the paper.
- > Shift learners down one chair and continue the game.

# How Do I Communicate With My Learners?

## >> LEARNING STRATEGIES

---

### **challenge:**

You notice that some learners have good language acquisition skills and keep their books in order and others do not. You want to provide activities that assist your learners in using or developing learning strategies. By doing this you hope to gather ideas on how they like to learn.

### **possible approaches:**

- Teach how to ask for meaning, clarification, help and how to state understanding and post these sentences in the classroom. *Please repeat that. I don't understand.*
- Have learners identify and express opinions around different ways to learn. (see *Using Stations p. 30*)
- Create activities around how learners like to learn by teacher directed lessons, in partners, in small groups, etc.
- Encourage review of previous lessons as a class routine. Ask the learners *What did we study yesterday?* or *Show me your paper from yesterday.*
- Review handouts together, point to instruction words on the page that relate to tasks and check for comprehension.
- Make organizing a part of your class routine. Practice ordering, sequencing, alphabet and numerical ordering, chronological ordering.
- Establish a routine around where to put new papers in binders. It can be by date or by topic (spelling, reading etc.). You can separate the topics with coloured divider papers.
- Have small groups correct peer group work, such as correcting a spelling test.
- Go to the library and get library cards for your learners. Show them how to find resources, how to look for books and tapes and how to sign out materials. Bring some of the resources into class to review and look for specific versions (book 1 not book 4) and to look at a page to see level of difficulty. You can practice stating opinion. *I like books for reading, I like listening to tapes,* etc.

### **resources:**

Basic Oxford Picture Dictionary Literacy Program, Collaborations, \* The ESL Tool Box; ready to use enrichment activities for LINC classes (1994) Centre for Second Language Instruction, University of Saskatchewan.

*For a complete list of references, refer to the bibliography. \* This resource is not cited in the bibliography.*

# “I like to learn English by...”

## >> LEARNING STRATEGIES: Lesson Progression

### warm-up:

- > Use TPR or a picture to introduce *I like...* Learners can express what (fruit, city etc.) or who they like. You can contrast it to *I don't like...* for context.

### presentation and practice:

- > Hand out a paper to small groups with *I like \_\_\_\_\_* and have learners practice speaking and reading.
- > Add more pictures and words, one by one, with the skills written on it: speaking, listening, reading, writing, spelling, repeating to each small group. Check for comprehension by asking learners to point to the pictures and words when they say them.
- > Expand the statement to: *I like to learn English by...* using backward build up with scrambled words. For example; English/learn English/like to learn English/I like to learn English.
- > Add “by” and continue practice with scrambled words and skills words. *I like to learn English by reading.*
- > Hand out word cards, YES/NO, and have learners take turns reading.
- > Hold up pictures for each skill type and have learners stand in YES or NO groups. The teacher says “I like to learn English by reading.” Learners move to stand under the YES or NO sign to indicate opinion.

### application:

- > Make a chart for the learners stating:

I LIKE TO LEARN ENGLISH BY...					
READING	WRITING	LISTENING	SPEAKING	SPELLING	REPEATING

- > Hand out squares of coloured paper for learners to write their name (up to 6 per learner)
- > Learners glue their names under the skills they like.
- > Post for all to see.

### wind up:

- > Have learners do an informal survey, similar to the chart and ask others: *How do you learn English?* and check appropriate column.

### extension idea:

Move into using feelings about learning with a similar lesson progression based on, *How do you feel about reading?* etc. Use relaxed or nervous for a response.

# How Do I Teach Writing?

## >> PRE-WRITING

---

### **challenge:**

Some of your class of low beginners are pre-literacy or non-literacy learners. You want to address their need to learn pre-writing skills within the context of regular classroom teaching. The activities suggested here can be done as a warm-up activity, for short periods of practice over a long period of time with the whole class.

### **possible approaches:**

- Introduce the concepts of same and different using real objects around the class, then introduce shapes; like circles, squares, triangles.
- Use different writing tools to practice directionality, starting with things that produce large movements—writing in the air, markers/chalk on boards, markers on flip-chart paper, writing on partner's back. Then move to pencils on paper.
- Practice stroke-making as a dictation. Introduce directional language: down, left, right, around, and dictate to the learners what to write. Have peer teachers dictate to small groups.
- Practice stroke order by filling in the blank strokes on squares, triangles, etc.
- Practice tracing shapes on real signs around the classroom or building. Use the numbers on a classroom door, exit signs, arrows etc.
- Use old overhead transparency sheets to place over text and trace or put one over a lined sheet to guide writing and practice stroke making.

### **resources:**

Basic Oxford Picture Dictionary Literacy Program, Access, Passage to Literacy, A handbook for ESL Literacy, The Revised LINC Literacy Component (1997), Canadian Language Benchmarks 2000 for Literacy Learners, Start Right!, Literacy in Lifeskills, Literacy Plus, On the Write Track.

*For a complete list of references, refer to the bibliography.*

# Big Paper/Big Strokes (lesson 1)

## >> PRE-WRITING: Lesson Progression

---

### warm-up/presentation:

- > Introduce strokes by modelling in the air and drawing on the board, and using directional language (down, up, left, right, around).
- > Have learners respond to teacher's dictation by writing in the air.
- > Have peer teachers come to the front and take turns dictating letters.

### practice/application:

- > Put learners into small groups and give each learner a large marker and every two or three learners get a piece of flip chart paper to share.
- > Have learners stand at their tables and respond to teacher's dictation: down, up, around...
- > Turn on some music for fun when the learners practice the strokes.
- > Let learners look at other's work at the end of practice.

# Same/Different (lesson 2)

---

### warm-up/presentation:

- > Introduce 2 identical real items and practice identifying same. Introduce a different item and practice different.
- > Draw geometric shapes on the board (circle, square, triangle) and model using same/different.

### practice:

- > Hand out cut outs of the shapes to small groups and have learners practice using same/different.
- > Introduce a line of shapes and a large cut-out circle and cross, and use the cut-out geometric shapes to introduce circling same shapes and crossing different shapes in small groups.
- > Trace the circles and crosses.

### application:

- > Hand out individual exercise sheets (refer to [Access](#) for exercise sheets). Model that the learners must follow the directions. Circle the same (a circle above three or four lines of shapes) and cross out the different shapes. Do this for several of the shapes.

# How Do I Teach Writing?

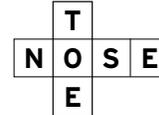
## >> THE MECHANICS OF WRITING

### challenge:

You need to find ways to practice writing skills. For example, fine motor skills, eye-hand co-ordination, left to right and top to bottom directionality, writing on the line, spacing, word discrimination, upper and lower case letter formation.

### possible approaches:

- > Introduce the letters in like stroke groups: for upper case—straight (E), slant (A), circular (G), combined (D). For lower case—small (i), tall (b), tail (y).
- > Practice following the strokes first by tracing, then by copying and then independently. Learners can use various methods, from fingers on alphabet cards to using larger to smaller pencils and formats.
- > Have learners respond to teacher dictation: write “M” “N” “W”, write “N-A-M-E”.
- > Connect writing practice with meaningful and relevant vocabulary. Fill out a personal information form with different kinds of writing, block letters and upper and lower case letters.
- > Copy words in different ways. Use a visual trigger/key word for learner to fill out a crossword:



- > Unscramble words like firstname by circling to separate the words.
- > Fill in blanks for alphabetical order, sight words etc.
- > Practice stroke order and directionality with card readers.
- > Use cut-out felt letters for learners to practice tracing. You can put the letters in a bag and the learner must identify by touch.

### resources:

English for Success, Start Right!, First Words, Starting to Read, Basic Oxford Literacy Program, Literacy in Lifeskills, Literacy Plus, On the Write Track, Passage to ESL Literacy, The Revised LINC Literacy Component (1997), A Handbook for ESL Literacy, Canadian Language Benchmarks 2000.

*For a complete list of references, refer to the bibliography.*

# Card Reader Dictation

## >> THE MECHANICS OF WRITING: Lesson Progression

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### warm-up:

- > Distribute a set of alphabet flash cards to the class.
- > Introduce directional language. A= down down across
- > Let learners practice and exchange cards with other groups. You may want to hand out cards in stroke groups (straight letters, slant letters etc.).

### presentation:

- > Record on each card-reader card, the directions of a letter, and label the card with the letter.
- > Distribute different cards, card readers, flip-chart paper and markers to small groups.
- > Model to learners that they are to listen and draw the strokes and say the directions.

### practice:

- > Have learners work in small groups, listening, speaking and writing. They can exchange cards when ready. When they have finished, let them look at each other's work.

### application:

- > Hand out letter writing practice task sheets for learners to work on individually.

### variations and extensions:

No card reader? Then you can dictate stroke sequences to the class or use a peer teacher or volunteer to dictate the sequences to the class. You can also use a tape recorder with lots of pauses.

Levelled groups: non literacy learners can practice like-stroke letters, limited to clusters of five; another group can practice with no letter prompt on the card, just listening to directions; a learner can dictate a series of strokes for a short word to group members.

### n.b.

This lesson isn't perfect, some stroke sequences can be confusing but it is a lot of fun. Card reader is the generic name for a Language Master.

For more information on this useful machine, see p. 54 in the bibliography.

# How Do I Teach Reading?

## >> EMERGENT READING

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### **challenge:**

In your class of beginner learners, some have sight word recognition while some are still struggling with relating meaning to print. You want a lesson in which they all can participate in reading at their own level.

### **possible approaches:**

- > Write LEA stories from shared experiences or classroom activities.
- > Use photos from field trips, class activities, such as cooking, pumpkin carving, a class picnic. Sequence and label the photos to make a wall display story.
- > Use the learner's lives for story content. Immigration stories based on a time line can be used to develop personal stories using the past tense.
- > Create awareness of print. Go on walk about in the building or neighbourhood and practice reading signs.
- > Use authentic materials—flyers, brochures, ads in newspapers, the *Westcoast Reader*, *Voices* magazine, forms, bus tickets, etc. to highlight high frequency words.
- > Take pictures of learners (a digital camera is ideal) in class, on a field trip or doing a TPR activity. Blow up the photos on a computer or photocopier and use them to create a story, a cloze text or a storybook for each learner to use as a reader.

### **resources:**

Canadian Crossroads, Collaborations, Action English Pictures, Word by Word, The Card Book, English for Success, Classroom Stories, First Words, Grass Roots Readers, Personal Stories, A Handbook for ESL Literacy, Learner's Lives as Curriculum.

*For a complete list of references, refer to the bibliography.*

# Walk About

## >> EMERGENT READING: Lesson Progression

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### **warm-up:**

- Have learners stand up, TPR some directions (go straight, turn left, turn right) and have them practice giving directions to each other.

### **practice and presentation:**

- Hand out a sheet of pictures of signs in the building or on your floor and review. The signs should reflect places you want your learners to know like EXIT, gender symbols for washrooms, room numbers, telephone, etc.
- Review the pictures of the signs and elicit their meanings.
- Take the learners on a tour and point out the actual sign and the picture on the sheet. You can practice your directions enroute!
- Elicit words back in the classroom, write them on the board. EXIT, women's room, men's room, room number 101, telephone.
- Hand out a match sheet and have learners match and practice saying and spelling the words.
- Bring the class back together and review the words and spelling.

### **application:**

- Hand out a set of alphabet cards to each group.
- Model a game of hangman. Draw blanks on the board for letters and have learners call out or show letters.
- Hand out a set the words with pictures of the signs, paper and a marker to groups.
- Place words face down on the table. Learners take turns playing hangman while the other students guess.
- Hand out blank floorplans, have learners fill in the names of the signs. Then they should go on walk about to check their work.

### **follow up idea:**

- Use the floorplans to start a unit plan on giving directions.

# How Do I Teach Reading?

## >> BEGINNING PHONICS

### challenge:

Most of your learners are emergent readers. They have some sight word recognition and understand that the letters of the alphabet have sounds. You want to introduce some phonics as a reading strategy.

### possible approaches:

- Introduce distinction drills based on initial consonant sounds (/p/ /b/). Learners practice identifying and saying the sounds. Teacher says one of the sounds while learners close their eyes and indicate what sound they hear with their fingers: one finger for /p/ and two fingers for /b/.
- Follow up on the distinction drill with reading a set of words on a task sheet and identifying the initial sound. This can be done by pointing and saying or by making categories.
- Have learners listen for specific letter sounds /b/. When teacher reads words, learners highlight the picture representing the sound. For the words bag, dog, learners highlight the picture of a bag. Start with pictures, work into picture and words, and then the words only. You can work with patterns; listening for initial sounds first, followed by final sounds, followed by middle sounds.
- Use short, known words like in, on, at, and add an initial consonant sound in the form of a slide (a known word with a series of consonants written vertically that can be slid through cuts in the paper) or a moving wheel that the learners can manipulate.
- Follow up the slide or wheel activities with listening worksheets. Learners listen to teacher, tape or card reader and write what initial consonant sound they hear.
- Introduce common final endings like -s/ -ed/ -ing/ and practice identifying the sounds and spelling by putting a known word in front and practice reading. Works, worked, working.
- Create awareness around word families, i.e., words that share the same syllables, initial or middle sounds, or words that rhyme. Use a word they know (day) and give other examples that rhyme (say, play) and have learners show commonalities by highlighting or underlining.
- Clap or use a physical gesture to reinforce syllable sounds. Work will have one clap, working will have two claps. After learners understand how to listen for syllables, they can indicate how many syllables by writing an X for each syllable or drawing a line under the individual syllables.

### resources:

People Express, Literacy Plus book B, Collaborations, Basic Oxford Literacy Program, Passage to ESL Literacy, A Handbook for ESL Literacy, In Print, Sounds Easy, Word by Word, The Revised LINC Literacy Component (1997).

*For a complete list of references, refer to the bibliography.*

# Slides with Initial Consonant Sounds

## >> BEGINNING PHONICS: Lesson Progression

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### warm-up:

- > Review the alphabet with cards, divide the cards into consonants and vowels, throw away the vowels and review the consonant sounds.

### presentation:

- > Review in and at with the learners, focus on pronunciation rather than meaning.
- > Introduce selected initial consonant sounds with the alphabet cards, /p/ /b/ /f/ /s/, and practise the sounds with the known words.

### practice:

- > Hand out \_\_\_IN, \_\_\_AT and P,B,F,S cards to small groups and have learners practice by flipping through the 4 consonants.
- > Introduce 2 more known words \_\_\_AND, \_\_\_IT and elicit possible consonants sounds to put in front.
- > Model how to use the slide.
- > Divide learners into 4 groups with the slides, let learners practise reading, rotate learners through the 4 different slides.

### application:

- > Hand out individual exercise sheets with the known words at the top and blanks for the initial consonant sounds:

IN	AT	AND	IT
_in	_at	_and	_it

- > By teacher dictation, tape or card reader, learners listen and fill out consonant sounds they hear.
- > Learners can check for correct answers against a posted answer sheet, or elicit answers from the class.
- > After checking, they listen again.

### n.b.

Learners may get entangled in wanting to know the meaning of the word. A way around that is using vocabulary familiar to the learners and keeping the number of words small. Another way is to just focus on the sounds as a kind of warm up activity. Practice scat singing the sounds *bababa bebabeba* etc.

# How Do I Teach Reading?

## >> READING STRATEGIES

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### challenge:

Your class struggles with reading print; some are comfortable with sight words but others aren't sure what to read. There are signs around the classroom (room number, instructional language) but the learners don't seem to see them. You want to create awareness of these signs and of print in general.

### possible approaches:

- Practice left to right, top to bottom directionality by sequencing alphabet or number cards; pictures from a story, a field trip or, a class activity. Make categories by listing pictures or words (fruit: apple, orange, banana, etc.)
- Practice distinguishing upper and lower case letters, numbers and identifying letters within words. *Show me the capital B.*
- Develop awareness for print by scanning flyers for high frequency words, go on a walk about and read signs, skim for words in a block of print (treasure hunt), pick their names/high frequency words from a list.
- Provide opportunity for practice and repetition by using talk sheets with a language function and substitution words, unscramble letters to make words, use alphabet cards to dictate words, order sentences, play concentration with word cards and pictures.
- Practice reading clusters of words, as in backward build up.
- Give meaning and provide the context for reading by matching words with pictures or a TPR gesture, do LEA stories based on a shared activity, read and respond to surveys with an opinion (yes/no, like/don't like).
- Do a daily guided writing activity (*Today is...The weather is...*) and build up on vocabulary. The teacher provides the initial content, does the writing and guides the reading. The learners gradually take over these responsibilities.

### resources:

Collaborations, Literacy Plus, Longman's ESL Literacy, First Words in English, Starting to Read, A New Start Canada, Canadian Crossroads, Conversations in English, Foundations, First Class Reader, Survival English Books, First Words, Very Easy True Stories, People Express, Personal Stories, Basic Oxford Picture Dictionary Literacy Program, The ABCs of Practical Literacy. A Handbook for ESL Literacy.

*For a complete list of references, refer to the bibliography.*

# Backward Build Up Using Adjectives

## >> READING STRATEGIES: Lesson Progression

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### warm-up:

- > Identify some things around the class—chair, table, pen, student, book.

### presentation:

- > Give each group word cards to attach to the object and practice letter identification, spelling and reading.
- > Handout a talk sheet with word cards and pictures. Have learners continue to practice spelling and reading.
- > Introduce the adjectives big, small, with a gesture and blue and red with a coloured marker, a piece of paper or a coloured wooden rod.
- > Check learners' comprehension by saying the word (blue, small) and having learners indicate by holding up a pen or using the gesture.
- > Hand out a set of word cards to each group (big, small, blue, red) and have learners practice reading.
- > Introduce the backward build up exercises to the whole class.

Write on the board:

			chair
		blue	chair
	big	blue	chair
The	big	blue	chair

- > Practice reading with the class.
- > Hand out a "The" word card and have students practice backward build up in small groups by pointing to the words on the talk sheet.
- > Dictate a sentence and have learners compose it with their talk sheets and word cards. *The small red chair* for example, and have the students assemble the words in the correct order.

### application:

- > Have each group compose a sentence and dictate it to other groups.
- > Hand out individual reading sheets with the sentences and some expansion words. *The big red pencil.*
- > Have the learners practice reading the different sets of words by listening to pre-recorded sentences on card reader cards or on a tape recorder. They can practice speaking by recording onto a card reader or into a tape recorder.

# How Do I Teach a Multi-level Class?

## >> ENCOURAGING LEARNER PARTICIPATION

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### **challenge:**

Your literacy class is made up of pre-literate to semi-literate and low-beginner learners. You end up teaching to the middle but feel that you would be more effective if you developed lessons that encourage all learners to participate at their own level.

### **possible approaches:**

- Use LEA stories generated from a shared concern, activity or experience of the class. It's important to connect the LEA story with life outside the classroom. Use a fieldtrip or something from a learner's life (a celebration or a calamity).
- Use games (bingo, concentration) and game boards where the learners can respond within their ability or be coached by peers.
- Have learners give a peer demonstration. This can be how to make something such as origami, cook something, share cultural information such as henna painting on hands, show and tell a talent such as needlework or teach a song.
- Do team activities like spelling bees, play tic-tac-toe. Put learners in mixed ability teams.
- Use TPR to build a story. Introduce Daily Routine with a gesture, a drawing and a key word (Get up). Build the story to about ten phrases or sentences. End the story by silently performing only the gestures. It's a lot of fun.
- Work collaboratively to create a letter inviting someone to the class (a guest speaker, or guest to a class party) and write a thank you letter as follow up.
- Create a class project: publish a book about the learners' immigration stories, retell cultural stories, recreate a story from a reader, map neighbourhoods, make kites. There are some excellent ideas and examples of class projects cited in the books in the resource list.

### **resources:**

Action English Pictures, Collaborations, The Card Book, Canadian Crossroads, Longman ESL Literacy, Lexicarry, Picture Stories, More Picture Stories, The Oxford Picture Dictionary Literacy Program, Making Meaning, Making Change, Bringing Literacy to Life, Learners' Lives as Curriculum, A Handbook for ESL Literacy, Teaching Multi-Level Classes in ESL.

*For a complete list of references, refer to the bibliography.*

# Playing Tic-Tac-Toe

## >> ENCOURAGING LEARNER PARTICIPATION Lesson Progression

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### warm-up:

- > Review vocabulary to be used in the game. You are working on a theme of tools, use vocabulary and/or pictures cards that relate to your theme.
- > Hand out cards to learners and review. If you are using them in a function or as a substitution, you may want spend some time practicing the function; *Can I have the hammer?*

### presentation:

- > Divide the class into two teams—a red and a blue team. Give each team a coloured marker to designate the team and to write on the board.
- > Draw a grid on the board and number the grid squares.
- > Stick the word/picture cards in the squares, face down.
- > Turn over the middle card and elicit from the class the name of the tool.
- > Write the response on the board, have learners correct the spelling if necessary.
- > Repeat the activity above. This time have the learners participate as a team.
- > Clear the board, reset the grid and start the game.

### activity:

- > Toss a coin to see which team goes first.
- > The winning team picks a number on the grid and turns over the card.
- > A learner from that team goes up to the board and listens to the team members for the spelling of the word and writes the word on the board.
- > The second team checks the spelling. If it is correct, the first team gets an X in that space. If it is incorrect, a new card gets put in the square, face down, for another try.
- > The second team goes to the board. Repeat the process.
- > Model that a team needs to get three across in any direction to win.
- > Play the game. Three times is usually good.

# How Do I Teach a Multi-level Class?

## >> USING STATIONS

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### **challenge:**

You want to promote some independence in learning in your class and need ideas on how to set up and use stations that focus on different or same skill tasks.

### **possible approaches:**

- Divide a lesson into the four skills and have learners rotate through the stations at timed intervals.
- Set up different same-skill stations. For a writing lesson, one station can focus on line directionality, another on letter production, another on sight word copying and another on spelling dictation.
- Set up phonics and pronunciation stations with card readers or tape recorders and have students practice discrete letter sounds, initial consonant sounds, minimal pairs, etc.
- Set up reading stations with different tasks like picture cards with vocabulary words on the flip side, matching tasks, substitution drills, picture story sequencing with phrase cards or sentence strips.
- Have a word bank station where learners can review vocabulary used in recent lessons and possibly use them to compose phrases or sentences.
- Set up a reading corner where learners can access authentic reading material on their own, such as pictures, forms, flyers, learned stories, maps, readers, their own personal dictionaries or word lists, etc.
- Present a story or picture sequence to the whole class, then divide tasks into stations. Match pictures with sentences recorded onto cards for a card reader at one station, use pictures to write words at another station, circle words on a list from the story at a third, etc.

### **resources:**

Action English Pictures, Personal Stories, Grass Roots Readers, Very Easy True Stories, The Card Book, Picture Stories, More Picture Stories, any picture dictionary.

*For a complete list of references, refer to the bibliography.*

# Learning to Learn

## >> USING STATIONS: Lesson Progression

Set up four stations on the theme of classroom equipment using the following skills: spelling, reading, writing, listening and speaking.

- Station 1: a set of alphabet cards with word and picture cards
- Station 2: a picture and word card match
- Station 3: copy sheets with pictures and words
- Station 4: a game board with pictures in the squares, a sheet with a language function written on it and response flip cards.  
*Do you have the \_\_\_\_\_?      YES      NO*

### warm-up:

- > Review classroom equipment with the function: *Do you have the \_\_\_\_\_?*
- > Elicit yes/no responses.
- > Have the learners take turn to act as peer teachers.

### presentation:

- > Model what to do at the four stations. At station 1 the task is to spell the words with alphabet cards.

### practice:

- > Divide the learners into four groups and have them work at the four stations. Rotate them through the stations at timed intervals.
- > Hand out a skills sheet to each learner:
  - > Spelling                      A-B-C
  - > Matching                    picture of stapler and a word card
  - > Copying                     picture of person copying a word
  - > Playing a Game            picture of game board
- > Go to each station and identify which task/skill was practiced—spelling, matching, copying, playing a game.
- > Set up a sheet with the function written on it:  
*Do you like* (spelling, matching, copying, playing a game)? Answer with responses, YES/NO.
- > Put learners in mixed ability groups and have them practice asking each other.

### wind up/application:

- > Hand out a survey sheet set up with an alphabet at the top for learner reference when they spell their names.
- > Draw four columns:

WHAT'S YOUR NAME?	DO YOU LIKE....?	YES	NO
	Do you like playing a game?		
	Do you like matching?		
	Do you like spelling?		
	Do you like copying?		

- > Have learners survey classmates. Ask and write *What's your name? Spell your name. Do you like copying?* and check the appropriate answer.

# How Do I Teach a Multi-level Class?

## >> LEVELLING TASKS

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### **challenge:**

Some of your learners are struggling to keep up with the class. You want to address their learning needs without isolating them. You need to create ways to level the tasks.

### **possible approaches:**

- Divide class into different ability groups, use a common trigger, a picture, to contextualize tasks and then have learners work in different ability groups. Low beginners could work on a reading comprehension task, semi-literate learners could do a copying task and pre-literate learners could match pictures and word cards.
- Divide class into same language groups and have them work on a poster presentation, "My House in my Country." In this assignment, learners mainly work in first language. After the presentation, learners do information gathering activities. A treasure hunt has them looking at the posters for key words, looking for similarities such as gardens.
- Have learners do a class survey and level the survey sheets. The non literacy learners may only need to check a response and refer to an alphabet at the top of the sheet while other learners point to letters when they spell names or spell a response.
- Divide class into groups with different skill abilities and give specific tasks to individual learners. Designate a scribe in a running dictation. The learner who writes remains seated as the other learners participate by taking turns running to a vocabulary list or a group of pictures and returning to say or spell the word to the scribe.
- Read a story aloud. Learners listen to the story and complete tasks at their own level. One group matches pictures and words, while another group is sequencing sentences.

### **resources:**

Picture Stories, More Picture Stories, Collaborations, Literacy Plus, Foundations, A New Start Canada, People Express, Canadian Crossroads, Literacy in Lifeskills, Bringing Literacy to Life, Picture Stories A Handbook for ESL Literacy, Teaching Multi Level Classes in ESL.

*For a complete list of references, refer to the bibliography.*

# Reading Food Flyers

## >> LEVELLING TASKS: Lesson Progression

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### warm-up:

- > Hand out flyers to the class and elicit comments from the learners.
- > Have learners respond to show me requests. *Show me the bananas. Show me \$1.49.*

### presentation and practice:

- > Divide class into same ability groups.
- > Have students spend some time just looking at the flyers.

### present different tasks to the groups:

#### Low Beginners:

- > Can work on filling in an information gathering chart from the flyers (they can identify the food item, record the cost etc.)

#### Semi-literate Learners:

- > Can do a matching exercise with the food item and price and practice reading.

#### Pre-literate Learners:

- > Can practice identifying the numbers and reading the prices.

### wind up:

- > Bring in some packaging (realia) with prices, have learners go shopping with a list in mixed ability groups.

# How Do I Adapt Commercial/Authentic Materials?

## >> INTO LITERACY LESSONS

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### **challenge:**

Your resource library doesn't have any materials that are literacy specific. You want to find ways to use the general ESL resources to make them suitable for your literacy class.

### **possible approaches:**

- Look at a page from a text and break it down into components. Separate the pictures or graphics from the print. Enlarge the pictures and cut up the words so you can use them to label the pictures.
- Personalize any text that you can. Use the names of the learners in the class, the name of your school, local streets, your city, etc.
- Expand the text into lessons the learners can manipulate. If a text has a match exercise, cut it up so the learners can work collaboratively on the exercise and then copy the correct work onto individual work sheets.
- Connect the activities to the world outside. You can take a page of street signs from a text and go outside and look for the signs. Or go shopping with advertising flyers from a grocery store/department store. When you return to class you can cut and paste the items in an aisle in a grocery store or on a floor in a department store for activities around directions and location.
- Simplify the exercises that come with the video, *Learning English in the Community*, *LINC 1*. Instead of checking off the words heard on individual task sheets, enlarge the sheets and cut them into word cards and the learners can point to them, hold them up, or order them as they hear them.
- Copy the exercises and enlarge the print size. Make sure that there is plenty of white space, you don't want the page to look congested. Add instruction icons that you have developed in your class. Use a hand with a pen for copy/write, a set of lips for speak, etc.
- Have a supply of blank, interlined paper handy so you can quickly put together a copy sheet or adjust a task sheet for learners who are struggling with the class handout.

### **resources:**

People Express, Foundations, Canadian Crossroads, Collaborations, Conversations in English, Picture Stories, More Picture Stories, Easy True Stories, Very Easy True Stories, The ABCs of Practical Literacy, Making Meaning Making Change, Learning English in the Community, LINC 1 video.

*For a complete list of references, refer to the bibliography.*

# Using a Commercially Made Application Form

## >> INTO LITERACY LESSONS: Lesson Progression

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### warm-up:

- > Show large format pictures to learners: a person, a house, a telephone.
- > Play hangman to elicit words associated with the picture; name, address, telephone number.
- > Practice spelling the words.
- > Hand out flash cards with the words and pictures to small groups, and have learners write the words on each other's backs.

### presentation:

- > Show real personal identification cards to learners: a SIN card, a driver's licence, a passport, B.C. ID, etc. Ask learners if they have any and bring it out to show.
- > Elicit what kind of information is on the cards (name, address, telephone number etc.) Look for the information on the cards.
- > Put learners into small groups and use word cards, name, first name, last name, address, to introduce the words one at a time. Allow for plenty of time to practice. The vocabulary should reflect what is on the application form.

### practice:

- > Have learners match word cards with pictures.
- > Practice pronunciation using a card reader or a tape recorder to listen and record.
- > Hand out individual match sheets (pictures and vocabulary), match, then practice reading.
- > Put learners into small groups and have them glue the word cards on to a large format copy of the application form, (with the words already on it if the class is very low) or have the learners highlight the words on the application form.
- > Hand out a copy sheet of the vocabulary with pictures for learners to practice writing.

### application:

- > Make a survey with 2 lists of names (first and last) and have learners interview each other. *What's your first name? Show me please. What's your last name? Show me please.*
- > Hand out blank application forms and have learners copy their personal information on it from a piece of ID (often learners have this information recorded in a book or on a slip of paper).

### wind up:

- > Do a reverse dictation. Hand out a piece of paper with numbers along one side (1,2,3,4,5) and dictate the words while the learners draw. For example the teacher says, *Number 1, telephone* and the learner draws a picture of a telephone. After, they can label the pictures.

# How Do I Adapt Commercial/Authentic Materials?

## >> FOR LEVELLED TASKS

### challenge:

You have introduced a topic to your whole class; however, the range in their language learning abilities is great. You want to adapt the practice exercises from a book to meet the needs and abilities of the different levels.

### possible approaches:

- Use the practice exercises to focus on a specific skill area such as writing. Present pictures or graphics and key words. Use a SIN card, driver's licence and a passport for personal identification. The lowest ability learners practice tracing or copying the words; learners comfortable with the alphabet may complete the words by filling in some letters; and learners with sight word recognition could listen to the spelling from a card reader or tape recorder and practice spelling the words, or they could do a cloze exercise with the words. When most aspects of these exercises have been taught, you can use the exercise provided in the text as a review lesson.
- Start with the most fundamental task and build up. All learners get the first task, then as they accomplish the task, they move onto the next one at a higher level of language ability. Some learners remain on the first and others move through some or all the tasks. After teaching reading a calendar to the whole class, the first task is recognizing and reading days of the week, the next task is matching abbreviations and words, the next task is reading dates on the calendar.
- Use an exercise sheet from a text to practice the skills the individuals need. You may set up a group who need to practice reading with a sheet of upper and lower case alphabet cards and a card reader or tape recorder; a group who needs to practice directionality, uses the same sheet for tracing; for others, you can cut up the letters and they can match upper and lower case and/or put them in alphabetical order.
- Use a picture story from a text, "Banking" from *Action English Pictures*, then set up practice stations where each station addresses a need of a particular language level within your class. Station 1 may be matching vocabulary to pictures; station 2, tracing/copying vocabulary; station 3, filling out a bank form, etc.

### resources:

Personal Stories, Canadian Crossroads, Conversations in English, Action English Pictures, Foundations, Picture Stories, More Picture Stories, Very Easy True Stories, People Express, Starting to Read, The ABCs of Practical Literacy, Literacy in Lifeskills.

*For a complete list of references, refer to the bibliography.*

# Building up on Tasks (Work Schedule Worksheet)

## >> FOR LEVELLED TASKS: Lesson Progression

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### warm-up:

- Review the days of the week by giving each group a set of alphabet flash cards. The teacher says the name of the day and the learners work collaboratively to spell it.

### presentation:

- Show a calendar to learners and talk about which days you work, they attend class etc. Hand out individual calendars to groups and let them practice identifying the days they come to school, go to work, etc.
- Hand out an enlarged work schedule. There are examples in many books, *ABCs of Practical Literacy*, *Longman ESL Literacy*, etc.
- Practice reading the schedule. Give lots of time for this. Use the names of the learners in the class in the schedule.

### practice:

- Hand out a large format blank work schedule to small groups with cut out words: TIME, MONDAY, TUESDAY etc. and pictures of clocks with the time (9:00, 5:00 etc.) shown on the face and written underneath. Practice reading the words.
- Have learners glue the cut-out words onto the blank work schedule and fill in the rest of it with names of learners from their groups. Learners can practice reading the schedule.
- Hand out individual blank copies of the work schedule.
- Have all learners copy the large schedule.
- Have the learners who are ready to move to the next activity, write sentences based on the chart. *Bill works on Tuesday and Thursday* and practice reading.
- Have learners extend their sentences to include time. *Bill works on Tuesday and Thursday from 9:00 to 5:00.*
- Have learners who have completed all the activities, do a speaking exercise with a cube toss game. Make two 6-sided cubes, one with days of the week and the other with times (9:00 - 5:00 etc). The learners toss the cubes and say a sentence, *I work on Tuesday from 9:00 to 5:00.*

# How Do I Teach Sensitive and Adult Appropriate Topics?

## challenge:

Occasionally you see the need to incorporate difficult topics into your lessons. You may need to inform your learners around issues of domestic violence; or a learner may want to talk about an experience of racism. You want to address this in a meaningful and respectful way.

## possible approaches:

- Use a teachable moment (when a learner brings an issue or concern to the class). It might be a robbery, a question around spanking, etc. Develop a lesson around it using a picture story sequence, a LEA etc. Ensure that you have permission from the learner to use it.
- Use a needs assessment or personal information gathering activities to identify topics reflecting learners' concerns. You can use a learner survey asking, *Who does the shopping in your house?*
- Connect topics into a unit (health, family), supported by language learning activities. In a unit on health you could present a lesson around how the learners handle stress.
- Use a guest speaker or field trip to provide information on community support (AIDS, spouse abuse).
- Make it generic. Present the topic as information rather than focusing on an individual situation. With topics like personal hygiene, you could start with a picture dictionary page on bathroom vocabulary and talk about products that you find in the bathroom and what they are used for.
- Use role play as the final activity to an ethical dilemma or problem-posing storyboard. Learners role play their resolution rather than say it.
- Model and practice respect and tolerance in the class by generating polite language around disagreeing, stating opinions etc. You can make toss cubes (six sided paper dice) to practice two or three forms: *I think... I like... I don't like...*
- Be aware of your own values and issues and be prepared to take a step back from them.
- Be prepared that the learners may take the topic in a different direction.

## resources:

Collaborations, Picture Stories, More Picture Stories, Making Meaning Making Change, Teaching Multilevel Classes in ESL, Learners' Lives as Curriculum, \*Westcoast Reader special edition issues on AIDS and Women's Health, Bringing Literacy to Life, Lexicarry, <http://www.cal.org/nclle/health/>.

*For a complete list of references, refer to the bibliography. \*This resource is not cited in the bibliography.*

# “Your Friend Has Body Odour” Role Play

## >> Lesson Progression

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### warm-up:

- > Use a line drawing story sequence of two people in a working situation (a sewing factory).
- > Elicit vocabulary and names. *This is Jane. This is her friend Sally.*
- > Have learners practice introducing Jane and Sally to others in their group by taking on the names of the people.

### presentation/application:

- > Draw the story sequence on the board using TPR to reinforce vocabulary. Draw the scenes one by one.
- > Provide ample time for practice, whole class and in small groups.
- > Build the story:
  - > This is Jane. This is her friend Sally.
  - > They work together.
  - > They work very hard everyday.
  - > This is Sue.
  - > Sue sits beside Sally.
  - > Sue isn't happy. Sally smells bad.
  - > One day Sue talks to Jane.
  - > She says Sally smells bad.
- > Hand out a story sequence to each small group.
- > Do some language development activities. They can be labelling the pictures, sight word reading, sentence strip sequencing, using copy sheets, etc.

### follow up idea:

- > Bring the class together and elicit what the problem is. *Sally has body odour. Should Jane talk to Sally?*
- > Elicit vocabulary around what Jane should do. You can use pictures of soap, deodorant, powder, etc. or realia.
- > Have small groups work out a role play resolution to the problem.
- > Have them present their role plays to the class and elicit different answers to *What should Jane do?*
- > Encourage ideas around what is acceptable in their home countries.

### wind up:

- > Have learners glue the story sequence and sentence strips onto flip-chart paper and write their opinions about what Jane should do.
- > Post to share.

### other ideas:

- > Some possible topics include: extramarital relationships, ways to discipline children, expectations of the role of the teacher, seeing a female doctor, social etiquette around eating.

### n.b.

If you have a learner with body odour, it is best to deal with it privately and with interpretation. Be prepared, the result can be positive or negative.

# How Do I Promote Self-esteem?

## >> GETTING AND GIVING FEEDBACK

### challenge:

Your learners indicate to you that they are frustrated with their progress. You need to know what they feel helps them learn, and you need to demonstrate to them how they are making progress.

### possible approaches:

- > Do a needs assessment periodically, not just on topics but also on groupings, skills, learning strategies. (See the *Revised LINC Literacy Component (1997)* for an excellent description or *The Canadian Language Benchmarks, a Guide to Implementation* for good examples.)
- > Provide the language for feedback. *I want to speak more; I don't like groups; etc.* (See *Learning Strategies p. 16*)
- > Keep a portfolio of learner's work. Let learners choose their best work for the portfolio, date each entry. Review the portfolio from time to time to show learners how they have progressed.
- > Use a self-assessment activity at the end of a week, month or unit. Have learners respond to a checklist. After doing a unit on health have learners check:

CAN YOU ...	YES	SOMETIMES	NO
spell body words	✓		
make an appointment			✓
say you are sick		✓	

Do this orally and with graphic prompts. After, you can conference with your learners about their abilities.

- > Give learners choices on activities. Do you want to read or write? Do you want to work in groups or pairs? Do you want to go on fieldtrip A or B?
- > Give learners examples of things they do that indicate progress in the form of a checklist. Have learners take home the checklist with graphic prompts on when or how they use English away from the classroom.

SPEAKING	SATURDAY	SUNDAY
to my children	✓	
to my neighbour		✓
in the store		✓

- > Direct the learner's perception of progress to classroom competencies not just skill abilities such as reading, writing etc. You can pair a learner who has been in the class longer with a new learner to teach how to use a card reader, how to play a game etc.
- > Use your judgment on what you correct. Consider the goals of the lesson, consider the timing (you don't want to interrupt flow), provide feedback on what learners do well as well as what they need to improve.
- > Review old lessons, old videotaped role plays; previously audiotaped conversations, just for fun.
- > Acknowledge that making mistakes is a way of learning. Point out that even a teacher struggles with pronouncing some names or foreign words.

# A Weekly Competency Checklist

## >> GETTING AND GIVING FEEDBACK: Lesson Progression

### warm-up:

- > Put three pictures of possible theme topics on the board: a house, a body, food. Point to the pictures and elicit from learners what you studied this week (you studied the body and singular and plural nouns).

### presentation and practice:

- > Put learners into mixed ability groups and have them brainstorm anything they remember from the lessons onto flip-chart paper. They can look through their books or ask you or other groups for assistance.
- > Circulate the brainstorm papers through the groups. Let learners read and reflect.
- > Pick 3 or 4 worksheets that learners were assigned from the lessons and hand out a copy of each to every group. Elicit what skills were accomplished with the worksheets. One worksheet required the learner to label a picture of a body; another added the plural end "s" to words, another required the learner to read sentences: *He has 2 eyes*, etc.
- > Provide learners sentences describing what they learned and hand out sentence strips to practice reading.
  - > Can you read body words/plural words/sentences?
  - > Hand out response word cards: yes/sometimes/no.
  - > Have learners practice asking and answering.
- > Have learners make a chart. They can write their names across the top and glue the worksheets along the left side. Have learners fill out the chart.

CAN YOU READ....	STUDENT A	STUDENT B	STUDENT C
body words?	yes	yes	yes
plural words?	yes	no	sometimes

- > Have learners copy the chart using their own information onto a piece of paper.

### application:

- > Use this information in a feedback/progress report conference with your learners. You may want to provide space for what you think.

### resources:

Teaching Multilevel Classes in ESL, A Handbook for ESL Literacy, Making Meaning Making Change, The Revised LINC Literacy Component (1997), Canadian Language Benchmarks 2000, a Guide to Implementation, Partnerships in Learning.

*For a complete list of references, refer to the bibliography.*

# How Do I Approach the More Challenged Learner?

## >> SENIORS

### challenge:

You have a number of seniors in your class and find that they are struggling to keep up with class. You want to develop some strategies that will enhance their learning and encourage their participation.

### possible approaches:

- Consider the setting of the room. Is it comfortable and accessible (light, warmth, line of vision to the board, seating arrangement)? Have the learners draw a map of the classroom the way they would like it and vote on a configuration.
- Monitor your seniors for health problems. Do they need glasses or just to be moved closer to the board, is their hearing alright, do they have a medical condition? You should refer them to appropriate resources or services.
- Consider the resources and materials that you use. Use large, high contrast (black and white) print, use clear audiotapes, use headphones. Try to eliminate background noise in the classroom or on recordings.
- Find out why your seniors come to class. Do they want to talk to their grandchildren, do they come for social interaction, do they feel isolated? Use an activity such as drawing daily routines to find out what they do everyday.
- Validate the roles seniors play in communities. Do a cross-cultural survey on how seniors are treated in Canada and in their home countries. Elicit how seniors are greeted or spoken to, looking for signs of respect or family status. Small groups can chart this information and post it in the classroom to share.
- Focus on using learning strategies rather than memorization and structure by using topics or themes in class that can be explored holistically. Have a pot luck. Decide on one dish that the class wants to make. Have a learner or a group teach how to make it. Develop language learning activities from the recipe.
- Select lessons with seniors as the focus. When you chose a reading selection, pick a story about a senior, or when you set up a lesson, choose pictures depicting seniors. (see *Very Easy True Stories, Mary Walks Home*).

### resources:

Learners' Lives as Curriculum, Collaborations, Real Conversations, Action English Pictures, The Card Book, Start Right!, Classroom Stories. Very Easy True Stories, Action English Pictures, ERIC digest, Growing Old in America: Learning English Literacy in the Later Years.([http://www.ericfacility.net/databases/ERIC\\_Digests/ed367197.html](http://www.ericfacility.net/databases/ERIC_Digests/ed367197.html).)

*For a complete list of references, refer to the bibliography.*

# Work Histories

## >> SENIORS: Lesson Progression

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### warm-up:

- > Hand out pictures of different jobs cut out from magazines etc. Look at them and identify jobs some of the learners have done or are doing.
- > Have learners identify what jobs they have done. They can use dictionaries or get help from other learners.

### presentation:

- > Draw three boxes on the board. Label each box with one of the following: BEFORE/NOW/AFTER.
- > Use a gesture to reinforce the meaning of the words.
- > Draw your jobs in these boxes and say, *Before I was a \_\_\_\_\_. Now I am a teacher. After I will be a \_\_\_\_\_.*
- > Work on comprehension. Go to small groups to check. Have learners point to the pictures to identify their jobs, ask for interpretation from other learners, or use their dictionaries.
- > Accept job names such as homemaker, retired etc.

### practice/application:

- > Hand out sheets of paper with three boxes to individual learners and have learners draw their jobs. It is useful to teach retired. It is a common response to AFTER for many learners.
- > Have learners show their pictures to each other when finished.
- > Provide copy sheets for the learners with:
  - > *I was \_\_\_\_\_.*
  - > *I am \_\_\_\_\_.*
  - > *I will be \_\_\_\_\_.*
- > Provide the spelling of job names to individual learners.
- > Expand the sentences further by providing more vocabulary with word cards.
  - > *I was \_\_\_\_\_ from \_\_\_\_ to \_\_\_\_.*
  - > *Now I am \_\_\_\_\_.*
  - > *After I will be \_\_\_\_\_.*
- > Have learners practice reading the sentences to each other in small groups.

### wind up:

- > Have learners create a poster by doing a guided writing task sheet. Have learners draw the pictures again and under the pictures write/copy their information. Post these in the classroom.

# How Do I Approach the More Challenged Learner?

## >> LEARNERS UNDER HIGH STRESS

### challenge:

Over the years you have observed learners in your classes exhibiting signs of stress. The stress is manifested in different behaviours; from actions that alienate other learners to withdrawal and non-participation in class activities. You want some ideas on how to approach issues around mental health.

### possible approaches:

Use a multi-faceted approach. Talk to the learner privately, make space within the curriculum to address some of these concerns, provide referral to resources in the community to support the learner. Here are a few suggestions on how to approach these ideas:

- All behaviour can be explained. If a learner is possessive about sitting in a particular chair every day and gets into frequent arguments with others about it, talk to the learner privately to find out the reason.
- Watch for signs such as change in or lack of progress, frequent headaches or stomach aches, sleeping in class, withdrawal, memory and concentration problems. You may want to look into community and cultural resources that can support the learner. If possible provide an interpreter. Ensure that the learner is open to your referrals.
- Be aware of your own limitations and role as an ESL teacher. In some situations you may need to get support for yourself or notify a supervisor.
- Create routines. Structure is important to people under stress. You want your learner to be comfortable and know what to do in class. Create some predictability in your lessons. Start class with the same activity, have the break at the same time, teach how to ask for things politely, how to greet other learners, etc.
- Include topics around stress, mental health, cross-cultural issues, networking, etc. in the curriculum. You can place these lessons within regular themes, such as health. Use a picture sequence depicting visiting a family doctor for a headache. Elicit from learners what gives them headaches and how they take care of them.
- Validate the feelings learners have. Use time lines or goal seeking activities to describe their immigration experiences. On a time line the learners can record their dates of leaving their countries and arriving in Canada (not necessarily close), starting and finishing their ESL classes and other important dates. They can draw faces to express how they felt on these dates. For goal seeking learners can draw a picture predicting what they will be doing in a year or five years, etc.
- Set your lessons up for success. Encourage learners to participate at their own ability and pace (see *How Do I Teach Multi-Levels* p. 28). Respect that the learner may not want to participate in some activities.
- Post information (in different languages if possible) about available resources in the community around mental health, outreach programs, parenting classes, domestic violence etc. in the classroom. Announce when you are putting something new up.
- Invite community service professionals to talk to your learners. Often they are able to provide information in translation.

# Talking About Stress

## >> LEARNERS UNDER HIGH STRESS: Lesson Progression

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### warm-up:

- > Draw a sad-faced person on the board and introduce it as: *This is my friend* \_\_\_\_\_.
- > Ask the learners how they think that person feels.

### presentation:

- > Hand out copies of the drawing to small groups and have them glue it onto the middle of a piece of flip-chart paper. Each group writes a name and how the person feels and where the person is from.
- > Circulate the flip-chart papers around the groups so everyone can read what the other groups have written.
- > Elicit the words the learners use and add them to the board drawing. Ask another question. *Is this person single or married? When did this person come to Canada?* Etc.
- > Have learners continue to collaborate on answering the questions in small groups, and circulating their answers.

### practice:

- > Keep building up a profile of this person. The learners direct this lesson into talking about being homesick, or symptoms around stress or health problems. Once the profile has been created you want to generate strategies of dealing with the problem.
- > Elicit the learners' responses and write them on the board. One group may indicate: Her name is Jane. She feels sad. She is from India. She is married. She has headaches. She has no money. You may have four or five of these profiles on the board.
- > Ask learners what do they do in these situations and have them write their answers onto their papers. Elicit their responses and write them on the board.
- > Hand out individual task sheets with a simple cloze exercise.  
Her/his name is \_\_\_\_\_. S/he feels \_\_\_\_\_ etc. (don't use double genders like this!).
- > Work with the groups to help them copy their answers from their group work.
- > Have learners read the sentences, out loud and silently.

### extension/application:

- > Personalize the exercise. Have learners draw a picture of themselves and fill out the cloze using the first person "I".
- > Learners can practice reading the sentences to each other.

### resources:

Action English Pictures, Collaborations, Picture Stories, More Picture Stories, Making Meaning Making Change, Learner's Lives as Curriculum, \*Staying Afloat, Barreca and Hepler, VCC, 2000, <http://www.cal.org/ncl/health> has lessons and picture stories on stress, depression and domestic violence etc.

*For a complete list of references, refer to the bibliography. \*This resource is not in the bibliography.*

# How Do I Teach a Bridge Learner?

## challenge:

You have a learner in your class with strong oral/aural skills but s/he lags behind the rest of the class and avoids reading and writing. You have tried to assign special homework but have found that the learner cannot work independently. You need some ideas on how to help this learner.

## possible approaches:

- Use the learners' strengths. Call on them to model pronunciation or speaking practice. Often bridge learners feel inferior to the other learners. You want to encourage them to participate fully in the class.
  - Encourage and provide opportunity for practice, the more the learners read and write, the better they will be able to read and write.
  - Teach organizational skills. Teach alphabetical order in phone books, on lists; or chronological order in notebooks, etc.
  - Teach learning strategies. Practice reading instructions together; identifying patterns in spelling, grammar etc. (see *Learning Strategies p. 16*)
  - Keep track of new words and spelling in a vocabulary notebook.
  - Teach decoding skills based on known words from a story or a lesson. Start with consonant sounds, then move to short vowels, onto long vowels, etc. (see *Beginning Phonics p. 24*)
  - Use texts that are short and in simple sentences.
  - Start up some kind of journal writing, a dialogue journal, or a diary, that you can use to focus on the learners individual needs privately.
  - Practice different forms of reading. The learner listens to teacher and follows the text with finger; listens to a tape; reads aloud; reads silently, etc.
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- Don't forget to introduce numeracy. Teach basic addition, subtraction, multiplication, etc. Use numeracy skills within lessons. Practice reading thermometers when talking about the weather; telling time when making appointments; setting up a budget when talking about shopping; use measurements for cooking; practice reading bills, etc. You can use the calculator in the computer *Word* Program under accessories for simple addition, subtraction practice, etc.
  - Model a lot of writing in context on the board. It helps the learner to see words being written. Write the words with a line underneath to show the relationship of the letter to the line. *Today is Monday.*
  - Use workstations for self-directed study. Set up a place for reading short stories or ESL readers. Have learners listen to a tape and follow the text. You can also set up a phonics station for review of consonant sounds, short vowel sounds, etc. with pre-made cards and a card reader. A workstation can provide a safe and private space for bridge learners to practice reading and writing at their own pace.
  - Use real life materials for activities so the learners can apply the skills learned directly, like LEA stories, forms, authentic reading material, etc.
  - Use a story dictation for spelling practice. The teacher reads a story and the learners follow the text. They can answer some comprehension questions from the reading. The next day, hand out a sheet with missing letters from the words in the story, perhaps short vowel sounds. Dictate the story and have learners fill in the missing letters. Continue this way over several days, with fewer and fewer letters provided in the work sheets. At the end of the lesson, the learner will write the whole story and compare it to the original.
  - Get a volunteer/teacher's aid to work with the learner.

# Introducing a Vocabulary Notebook

## >> Lesson Progression

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### **presentation:**

- > Provide each of the learners in the class with a small notebook.
- > Tell them that this is their vocabulary notebook and they are to use it to keep track of learning and spelling new vocabulary.
- > Elicit from the learners ways to remember new words.
- > Add to the learners' list if it seems short or focuses on only one skill or strategy.  
Some possible strategies are:
  - > Use a drawing or a graphic to represent the word.
  - > Use a dictionary and copy the definition.
  - > Translate the word into first language.
  - > Practice writing the word many times.
  - > Use it in a sentence to provide context.
  - > Watch for it in stories and highlight it in class work.
  - > Write it on a flashcard and read it several times a day.
- > Have learners pick five strategies they think they will use and write them in the front of their note books. They are to use these strategies with new vocabulary.

### **practice:**

- > Do a reading exercise with your learners. When they are finished, have them highlight the words they don't know and copy these words into their vocabulary notebooks.
- > Have them spend time using the five different strategies they picked. You may have to provide help using a dictionary or writing a sentence, etc.

### **application:**

- > Have learners review their vocabulary notebooks at the beginning, end or at a lull in class time, everyday.
- > Incorporate using the vocabulary notebook in your reading activities.
- > Encourage learners to use the notebook independently from class work.

### **resources:**

First Class Reader, Grass Roots Readers, Easy True Stories, The "Write" Way to Write, Lexicarry, Look Again Pictures, Picture Stories for Beginning Communication, Starting to Read, On the Write Track, Learner's Lives as Curriculum, A Handbook for ESL Literacy.

*For a complete list of references, refer to the bibliography.*

# How Do I Build Community in the Classroom?

## challenge:

You notice that the learners in your class tend to work in cultural groups and do not interact with different groups during the breaks. They don't seem to use or know each other's names.

## possible approaches:

- Have learners learn each other's names. Names can be a little complicated, what is a first or last name can be confusing. Ask learners what they want to be called in class. Do some kind of name game activity (regularly if you have continuous intake). Have peers hand out name cards. Use alphabet cards to practice spelling names. The teacher dictates the spelling, and small groups work collaboratively to reproduce the spelling. The learner whose name was spelled stands up. Do a name circle where the first learners says their names, the second learners say their names and the names of the previous one, etc. You can start small. Do this in groups and then work up to the whole class.
- Practice greetings. *Hello, my name is \_\_\_\_\_, nice to meet you. I'm \_\_\_\_\_, nice to meet you too.*
- Have a get acquainted tea party, the teachers brings tea and a small snack and they practice greetings.
- Rotate learners through groups when they are doing a collaborative task, such as dialogue practice. Shift one learner from group 1 to group 2; and a learner from group 2 to group 3 etc. Use different directions each turn. The first time, shift learners clockwise; the second time, shift learners counter clockwise.
- Refer learners to other learners when they ask you for help or a correction. If learners ask you how to say a word, have them ask another learner with good pronunciation. This works well for spelling, vocabulary identification etc. It also reinforces learning strategy questions (What is it? How do you spell it?) and identifies individual learner's strengths.
- Use the learners' cultures in lessons. Create a wall poster by putting up a map of the world, and attach strings from countries to photos of learners to identify where they came from. Learners can also put up a picture or symbol of the country, like a postcard of Ankor Wat in Cambodia, or they can make flags of their countries. Have learners teach each other a phrase from their language. *Good Morning*, etc.
- Use a class calendar to note, announce and possibly celebrate different holidays and festivals. Inform the class the Muslim learners may fast during Ramadan and may refuse food offered at breaks.
- Put up a class message board, where you post community/class events and learners can leave messages for each other.
- Look for similarities in cultures and make them into project lessons. Many cultures have traditions around kite flying. You can use this as a trigger for a unit on giving instructions, imperative form, ordering, field trip, etc.
- Look for similarities in personal issues. Use a lesson identifying community buildings. After you have developed the vocabulary, have pairs or small groups identify who they need to talk to in those buildings. They may need language to talk a pharmacist. Let the groups pick a building and develop a short dialogue to use. Have learners present the dialogues to the class, and post the written form.
- Practice mixing your learners, but be sensitive to culture and personal preferences. Some learners may not feel comfortable working with a learner of the opposite gender; a senior and young learner may work at different paces. You want to create complimentary pairings.

# Making a “What I miss from my country” Collage

## >> Lesson Progression

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### warm-up:

- > Review a lesson on feelings vocabulary with a gameboard.
- > Learners land on a square and say the word in context. *I feel \_\_\_\_\_ today.*

### presentation:

- > Ask learners how they *really* feel today. Focus on the feeling of being homesick. If no learner feels home sick, you model it.
- > Write *I feel homesick* on the board.
- > Add *I miss \_\_\_\_\_*.
- > Model some things you can miss. *I feel homesick. I miss my family. I miss food. I miss the weather*, etc.
- > Write the examples on the board and draw a picture beside the examples. Draw a sun beside *I miss the weather*.

### practice:

- > Hand out magazines (cultural, travel and geographic are ideal).
- > Let learners spend time looking through them. You can direct the learners to magazines that have pictures reflecting their cultures.
- > Circulate among the learners and prompt them to identify some things that they miss.
- > Hand out paper, scissors, glue or tape and make pencil crayons or coloured markers available.
- > Model that you want the learners to cut out pictures of things that they miss and glue them onto the paper to make a collage.
- > Be flexible in the final product. Some learners will label the collage, some will want to write sentences, some won't want to identify anything.
- > Continue circulating and guiding. Talk to your learners about their collages.

### application/wind up:

- > Have learners mingle with each other, point, show, and say what they miss.
- > Post the collages with permission.

### resources:

Collaborations, Action English Pictures, Picture Stories, More Picture Stories, Making Meaning Making Change, Talking Shop, Partnerships in Learning.

*For a complete list of references, refer to the bibliography.*

# How Do I Use the Canadian Language Literacy Benchmarks to Guide Assessment?

## >> FOR INITIAL ASSESSMENT

### challenge:

You need some ideas on how to implement the Canadian Language Literacy Benchmarks in the initial assessment of a learner and later in a formative assessment to determine the learner's progress.

### for initial assessment:

Do this as a whole class if your class is not too big, or have learners work independently or with a volunteer/aid on another task and call them over individually.

- Select tasks from the Foundation Phase of the Canadian Language Literacy Benchmarks. You need to select two or three tasks each from Reading-Initial, Reading-Developing, and Writing.
- For example from Reading-Initial:
  - Have learners put upper case alphabet cards in alphabetical order, then match upper and lower case cards. They can identify letters that are the same and different. (A=a the same; A=b different)
- If learners are successful, progress to Reading-Developing tasks:
  - Have learners pick their name card from a pile and spell it. They can do a match exercise using words in different cases. (NAME - name)
- Use two or three tasks from Writing:
  - Have learners stand at the board or sit in front of a large piece of paper and use chalk or a large marker to draw lines indicating directionality (draw from top to bottom, left to right, etc.). If they are successful, have them trace or copy letters on unlined paper then on lined paper. Have them write their names using upper case or mixed case letters on a very simple form.

If the learners are successful, then they have moved beyond the scope of pre/non literate learners into Phase I of the Canadian Language Literacy Benchmarks. Continue assessment using some tasks from Phase I until you reach the point that the learner is no longer able to perform the tasks. This point gives you their entry Literacy Benchmark level and the beginning point for their learning.

# How Do I Use the Canadian Language Literacy Benchmarks to Guide Assessment?

## >> FOR FORMATIVE ASSESSMENT

### for formative assessment:

- > Identify the learning outcomes you want to assess.
  - > For writing, you want the learners to be able to fill out a simple form with name, address, phone number etc.
- > Select what you want to do to determine learner competency.
  - > You want to ensure that the learners are familiar with forms asking for personal information and that they can provide and write the information requested.
- > Contextualize the task. Make the conditions as close to real life as possible.
  - > You can attach the form-filling exercise with a field trip to the library to get a library card.
- > Develop the tasks required.
  - > Show the learners a library card and a form to get a library card. Have learners predict what kind of information they need to put on the form. Practice reading the form. Look at a mock-up form and identify personal information. *This is a first name. This is a last name.* etc. Look at learners own ID cards. Learners fill out copies of the form.
- > Establish a way to record the information from the tasks.
  - > You may want to use a checklist stating competency (can do/ can't do) or rate ability on a scale of 1 to 4 (1-indicating unable to achieve yet, 2-needs help, 3-satisfactory and 4-more than satisfactory).
- > Use the information you have gathered as feedback to the learner as well as for your records.
  - > You can start a learner portfolio and use it during progress conferencing or to show when a learner feels frustrated with their progress.
  - > Give feedback to your learners at regular intervals. By making the review process part of the class routine, the learners learn to understand and appreciate the process.

### resources:

Canadian Language Benchmarks 2000: ESL for Literacy Learners, Canadian Language Benchmarks 2000: a Guide to Implementation.

*These books were used exclusively in the writing of this chapter.*



# Top Ten Resources

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There are many print resources currently available for ESL/Literacy and ELSA or LINC providers are faced with ever tightening budgets. The following list is an attempt to provide ten “must-haves” (based on feedback from an advisory group of ESL/Literacy instructors) when attempting to build a literacy component into an ESL resource library. We have divided the top ten list into categories which we hope will help you select the resource that best meets your needs. For a full list of resources, please refer to the annotated bibliography section of this guide.

## **canadian content:**

The ABCs of Practical Literacy, Acevedo, J., et. al., (2003). Bow Valley College, Alberta. (Package is \$75 + shipping. Call Bow Valley College 403-297-4963 for more information)

People Express: Reading and Chants for Literacy/ESL, Lipszyc, C., (1996). Oxford University Press.

## **computer software:**

“The Alphabet”, NAS Software Inc.

## **mechanics of writing:**

Access, Molinsky, S & Bliss, B., (1990). Prentice Hall Regents.

## **photocopiable teaching aids:**

Longman ESL Literacy, Wong-Nishio, Y., (1991). Longman.

## **pictures and picture stories for vocabulary development:**

Action English Pictures, Frauman-Prickel, M & Takahashi, N, (1985). Alemany Press.

Picture Stories: Language and Literacy Activities for Beginners, Ligon, F., & Tannenbaum, E., (no date). Longman.

## **reading skills development:**

First Class Reader, Bassano, S. & Duffy, J., (1994). Alta Book Centre, Burlington California.

Grass Roots Readers, Various authors, Grass Roots Press, Edmonton, Alberta

## **teacher’s reference:**

Handbook for ESL Literacy, Bell, J. & Burnaby, B., (1993). Pippin Publishing Ltd.

# One Further Resource

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Add a card reader to your wish list if you don't have one already. This machine is expensive at about \$450 CDN., but if your institution can afford one (or preferably 2 or 3 for group work) they will really enhance your classroom. The machine comes with packs of cards which have a magnetic recording stripe on them. Teachers can record whatever vocabulary they like on these cards. The cards will even accommodate a short recorded sentence. Learners then run these cards through the machine, listening and repeating them to their heart's content! You can get the learners to match pictures, or sequence picture stories... the uses of this little machine are endless!

## to order a card reader in british columbia contact:

### AV Solutions

Telephone: **604- 599-0333**  
Toll free: **1-888-433-1332**  
Email: **tracyk@avsolutions.ca**

## elsewhere in canada:

### Eiki Canada

Toll free: **1-800-563-3454**  
Fax: **1-800-567-4069**  
Email: **Canada@eiki.com**  
Website: **www.eiki.com** (click "**Products**" then click "**Classroom Products**")

# Annotated Bibliography of Literacy Resources

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The following is a list of ESL-Literacy resources organized into categories according to the primary focus of the book. The books are currently in print unless otherwise stated. Please refer to the section entitled "Publisher Information" to find out how to order.

## general resources:

**A New Start Canada. Literacy Workbooks 1 and 2**, Mrowicki, L. & Selman, M.,(1984). Pippin Publishing.

Check resource rooms and libraries for this old timer as *it is now out of print*. It has a functional focus- filling out forms, ordering food, reading labels, paying bills. Given its age, it looks a bit dated, but it is quite clearly laid out and has Canadian content and money!

**Crossroads**, Frankel, I. & Meyers, C.,(1991). Oxford University Press. (available through ALTA ESL book distributor - see section on publisher information for details)

Unfortunately, the Canadian version of this book is now out of print, but the original American version is still available. It's a four level series (but books 1 and 2 are the most appropriate for low level learners). The units are based around practical content such as transportation, housing, and health. Learner books include grammar summaries, tapescripts, and answers in back. There are teacher's guides available with unit notes, warm-up activities and teaching procedures. There is also a Multilevel Activity and Resource Package (MARP), with lots of photocopiable activities. Each package contains worksheets, word cards, picture cards (Level 1 and 2), gameboards, and interactive activities.

**Collaborations: English in Our Lives**, Moss, D., Shank, C., & Terrill, L., (2003). Heinle and Heinle. (available through ALTA ESL book distributor - see section on publisher information for details)

This is a 5-book series from ranging from Literacy (Book 1) through Beginner (Books 2 and 3) to Intermediate (Books 4 and 5). These books contain authentic stories about immigrants which provide the context for learners to develop reading skills and life skills competencies. Most levels have a learner text, workbook, tape as well as a teacher's kit. Each book covers 6 themes ranging from self, school, family, work, local community and global community. It interweaves the learners' lives into the language learning skills. It has a learner checklist at the end of each unit for individual feedback on learning.

**Conversations in English, Book 2**, Mrowicki, L., Isserlis, J., (1995). Palatine, IL., Linmore Press.

This is for low beginning learners and is the follow up book to First Words in English which is the literacy level book (see next entry). Consists of a teacher's resource book, teacher's book, learner book and tape. Contains 14 lessons starting with the classroom environment, personal information, daily activities and using language in the community. The lessons follow a pattern of language development from oral to print practice, and incorporate all 4 language learning skills. It focuses on the beginner learner rather than literacy.

**First Words**, Mrowicki, L., (1990). Palatine IL., Linmore Press.

25 lessons addressing life-skills competencies. Big print, simple pages, reproducible worksheets with lots of activities including dialogues, Total Physical Response (TPR), and literacy skills development. Teacher's resource book and cassette are also available. It may be a bit high for low literacy learners but useful in a multi-level class.

**Foundations**, Molinsky, S & Bliss, B., (1988). Prentice-Hall Inc.

More from the ubiquitous Molinsky and Bliss (creators of Side-by-Side and Expressways series). Foundations and Expressways 1 are designed to be used simultaneously in a multi-level class. Foundations is for a low beginner level, and Expressways 1 is mid beginner. There are also accompanying tapes, workbooks, and teacher's manual. (The manual is good for people who want ideas on how to expand the lessons provided in the book) The chapters are thematic with grammar and functions identified in the table of contents. Some teachers have remarked that the pages are too cluttered and are therefore intimidating for low beginners.

**First Class Reader**, Bassano, S, & Duffy, J., (1994). Burlington California, Alta Book Centre. (available through ALTA ESL book distributor - see section on publisher information for details)

Integrated skills book for beginners. Designed for learners who may have low literacy skills in their first language or who may be unfamiliar with the English alphabet. American content. Does not address pre-literacy.

**Lifeprints**, Newman, C.M. et. al. (1993). New Readers Press. (available directly through New Readers Press - see section on publisher information for details).

This book has a nice uncluttered layout which is important for literacy and low beginner learners. It is arranged thematically and there is an audio component as well as a learner book, a workbook and a teacher's guide. American content.

**Longman ESL Literacy**, Wong-Nishio, Y.,(1991). Longman, (available through ALTA ESL book distributor - see section on publisher information for details)

A useful book to have. There are 10 units arranged thematically (alphabet, family, health food etc.) with lots of interactive activities. There is also a teacher's resource book which goes along with this book with flash-cards and pictures. American content.

**Survival English Books 1 & 2**, Mosteller, L and Paul, B., (1994). Prentice Hall.

(available through ALTA ESL book distributor - see section on publisher information for details)

No pre-literacy focus, but very simple in layout and functional content. True to the title they are truly a "survival" English focus. These books consist of simple functional dialogues with accompanying pictures and low beginner activities.

## listening resources:

**Before Book One: Listening Activities for Prebeginning Learners of English**, Boyd, J., Boyd, M.A., & Kezwer, P., (1994). Prentice Hall Regents.

*This book is no longer in print.* Designed for absolute beginners, so serves as a nice text to use in a low level/ literacy class. Learners can demonstrate comprehension non-verbally. Content includes: numbers, letters, money, time, clothes, bodies, maps etc. This is a book to keep an eye open for in libraries and resource rooms. Beg, borrow or steal it if you find a copy, as it is one of the very few listening resources that is really appropriate for literacy learners.

**Learning English in the Community, LINC 1 Video**, Open Learning Agency, (1995), funded by Citizenship and Immigration Canada.

*These videos are no longer available due to re-structuring at Open Learning Agency – many of their publications have been discontinued!!* This is the first part of a series of three videos related to levels LINC 1, 2 and 3. It contains a video tape with 2 - 5 minute videos with people speaking at a near normal speed, using English in everyday life. With the video there is a transcript and printed materials designed to enhance listening skills.

**Listen First!**, Adelson-Goldstein, J. (1991). Oxford University Press.

This is a low beginner listening resource rather than a literacy resource, but unfortunately the listening resources for literacy learners are few. The first few units in the book are quite uncluttered and deal with letter recognition and numbers. After these units however, the content moves quickly beyond the grasp of a literacy learner.

**Real Conversations - Beginning Listening and Speaking Activities** (Book 1 and 2), Larimer, R & Vaughn, S, (1993). Heinle and Heinle.

*This book is no longer in print.* The series included a text, tape and teacher's manual. This is a two part ESL series focusing on development of listening and speaking skills. Each book has a series of 6 thematic units divided into functions, grammar, notional sets and competencies. It is clearly set out. Keep your eyes open for it in libraries and resource rooms.

## phonics resources:

**Sounds Easy Series**, Bassano, S., (1980). Alemany Press,. (available through ALTA ESL book distributor - see section on publisher information for details)

These are illustrated phonics workbooks for beginning ESL learners. The books are divided according to vowels, consonants, initial consonant clusters and final consonant clusters.

**The "Write" Way to Write** (Books 1 & 2), Weinstein, M., (available through ALTA ESL book distributor- see section on publisher information for details)

A program based on principles of phonetic spelling, focusing on sound-symbol connections. Book 1 covers consonants, vowels, and blends with an introduction at the end to two syllable words. Book 2 goes on to decoding multi-syllabic words.

**Word by Word.**, Molinsky, S., & Bliss, B., (1994) Longman. (available through ALTA ESL book distributor- see section on publisher information for details)

Phonics picture dictionary which is an abridged version of the original "Word by Word" picture dictionary. Useful as back up resource book but perhaps not the most efficient use of resource budget. (There was also a Canadian version printed in 1997, check ALTA ESL for availability)

## pictures and vocabulary development resources:

**Action English Pictures**, Frauman-Prickel, M & Takahashi, N., (1985). Alemany Press, (available through Delta-ESL distributors - see publisher information section for details)

This is a great source of picture stories which can be simplified and adapted for multi-level classes. It has photocopiable picture stories which are organized in themes including daily routine, health, home, shopping, holidays, school and weather. The illustrations are nice and simple and a new edition of this book is currently available.

**Lexicarry**, Moran, P.R., (1990). Pro Lingua Associates. (available through ALTA ESL book distributor - see section on publisher information for details)

This is an illustrated vocabulary builder, but it is more than just a vocabulary-building resource. The first portion of the book contains comic-style story strips, normally three frames per story, and bubbles with the words missing. The stories illustrate a number of basic language functions and communication situations. The original book used simple black and white illustrations but the newly updated one is in colour.

**Look Again Pictures**, Winn-Bell Olsen, J., (1984). Alemany Press,. (available through ALTA ESL book distributor - see section on publisher information for details)

Sets of pictures, thematically organized, with eight differences between each set for learners to spot and describe orally and/or in writing. The pictures can be used in a variety of ways, from introducing new vocabulary, to labeling or matching objects in the pictures, to constructing simple or more complex sentences. Nice for multi-level classes.

**More Picture Stories**, Ligon, F., (1992) Longman, (available through ALTA ESL book distributor - see section on publisher information for details)

16 more life-skills focused cartoon stories with topics such as employment, health, and shopping. (see also the following resource "Picture Stories: Language and Literacy Activities for Beginners" by the same author.)

**Picture Stories: Language and Literacy Activities for Beginners**. Ligon, F., & Tannenbaum, E., (no date) Longman, (available through ALTA ESL book distributor - see section on publisher information for details)

16 Picture stories on day-to-day themes. Pictures can be used for sequencing, and there are matching exercises etc. included.

**Picture Stories for Beginning Communication**, Heyer, S., (1989).Prentice Hall Regents,

Funny stories - but vocabulary may be too high for pre-literacy and very low level learners. More appropriate for ELSA level 2 learners.

**The Card Book**, Tom, A., & McKay, H., (1991). Alemany Press, Prentice Hall Regents, (available through ALTA ESL book distributor - see section on publisher information for details)

This is a book of nice, clear, thematically organized pictures (about 3"X 4") that can be used to make matching exercises, language master activities etc.

## pre-literacy resources:

**Access.**, Molinsky, S & Bliss, B., (1990). Prentice Hall Regents, (available through ALTA ESL book distributor - see section on publisher information for details)

Has pre-literacy exercises for people who are not literate in their first language and has good very basic literacy activities. Clear format, large print, and not too much print on a page. Also, there is a teacher's manual and tape set that can be ordered along with the book.

**English for Success, (Books 1 & 2)**, Massey-Holt, G., & Gaer, S., (2002). Dominic Press, (available through Delta-ESL distributors - see publisher information section for details)

A series for adult learners with few or no literacy skills in their native languages, or in English. Develops oral/aural skills to prepare learners to function in real-life situations.

**Start Right!** , Brinkman, K., & Walker, J., (1991). Prentice Hall Regents,

*This book is no longer in print.* This book was written for non-literate ESL learners, who are not literate in their first language and cannot speak English. Good book for pre-literate learners - lots of pictures with functional and thematic content. Check out libraries and resource rooms for this one.

## reading resources:

**Classroom Stories** - compiled and adapted by Riina Tamm, (1996). Published by King Edward Campus Outreach Department, Vancouver,

Simple stories in large font, double spaced. Pictures act as guides for the story. Vancouver and BC content, uncluttered layout. Available through the Vancouver Community College bookstore. (See publisher information section for how to order from Vancouver Community College Bookstore)

**Easy True Stories**, Heyer, S., (1994). Longman. (available through ALTA ESL book distributor - see section on publisher information for details)

Picture based first reader for learners who have some basic literacy skills already. Pictures are useful and print stories can be adapted. (See also "Very Easy True Stories" further down this list)

**Grass Roots Readers**, Various authors, Grass Roots Press, Edmonton, Alberta (see section on publisher information for details)

This is a great set of high interest, low vocabulary readers for adults written at the Grade 1 level. They are booklet size, with a big clear black and white photograph on each page, accompanied by one or two lines of corresponding, predictable text. The books use very simple language to deal with adult content. (\$7.90 CAD each)

**Laubach Literacy Series** . Laubach, F et. al., (1991). New Readers Press,

Comprised of skill books 1,2,3 and 4 all following the Laubach system which focuses on moving from known, spoken language to the unknown, written form. Learning occurs by association of letter to visual images. It's a very sequential and structured system so may not be appropriate for multi level classrooms. Perhaps good for tutoring - check out the BC Laubach Literacy site at <http://www.nald.ca/llbc.htm>

**People Express: Readings and Chants for Literacy/ESL**. Lipszyc, C., (1996). Oxford University Press.

The short readings include thematic content and some phonics. Pre-literacy not addressed. Includes short, survival-related stories and stories that deal with Canadian cultural content . A variety of activities follow each story, including cloze, picture/word match, sequencing, word order, and functional exercises. Canadian content!

**Personal Stories Book 1**, Koch, K.D, Mrowicki, L ., (1985). Palatine, IL., Linmore Publishing,

Sixteen stories describe the lives of 6 central characters. Some sight word recognition and some sound symbol recognition needed. There are exercises for reading comprehension and writing. These are mostly True/False type answers, so writing demands are not heavy. Pre-literacy is not addressed but stories can be used by literacy learners by creating personalized literacy exercises.

**Starting to Read**, Mrowicki, L., (1988). Palatine, IL., Linmore Publishing,

Eight lesson focusing on familiar adult contexts of family, home, school, and daily activities. Each lesson begins with an introduction to basic vocabulary. Word recognition exercises, grammar practice, controlled reading. Each reading is line by line format not exceeding 12 lines. Designed to develop a written recognition base of 500 words. American context.

**Stories for Beginners Books 1,2,3,4**. Published by Vancouver Community College, King Edward Campus, Vancouver, B.C.

These are little books (half the size of a traditional school scribbler). Vancouver, BC content, following one character. Drawback is the dated look to the font and no exercises - just short stories about a New Canadian's daily life.

**Very Easy True Stories - A Picture-Based First Reader**, Heyer, S., (1998). Longman, (available through ALTA ESL book distributor - see section on publisher information for details)

Not for pre-literacy. Some knowledge of the alphabet needed. Although not designed specifically as a literacy resource, the pictures are useful if teacher is willing to spend some time adapting the stories for literacy needs.

## stand-alone resource packages:

**Basic Oxford Picture Dictionary Literacy Program**, Templin-Imel, G., (1996). Oxford University Press., (available through ALTA ESL book distributor - see section on publisher information for details)

A very complete resource in and of itself, with teacher's notes and learner pages. Comes in a three ring binder with photocopiable learner pages. Thematic content - pre-literacy activities are included. Approaches include a combination of whole language, sound symbol correspondence and the development of independent learning skills. Full set of word cards at the end of book which are thematically organized. Teacher's notes are very complete, unit-by-unit, page-by-page instructions for teachers who are new to literacy instruction.

**The ABCs of Practical Literacy**, Acevedo, J., et. al., (2003). Published by Bow Valley College, Alberta.

A new Canadian resource - a very complete and weighty book in binder format. Some material is Alberta oriented, but can be adapted. Very detailed step-by-step procedures for lesson progressions that may be useful for new instructors. Divided into 1) Economic Literacy which includes numeracy, money, and banking; 2) Employment Literacy which includes days of the week, reading a work schedule etc.; 3) Personal Management Literacy, including daily routine and housing. Lots of big flash cards and activities. Perhaps not fundamental enough for very low literacy. (Package is \$75 + shipping. Call Bow Valley College 403-297-4963 for more information)

## writing resources:

**Literacy in Lifeskills Books 1 and 2** - Gati, S., (1992). Heinle and Heinle Publishers.

Book 1 starts with upper case letters and numbers. Alphabet, names, greetings. Some thematic content : introductions, personal information, addresses, dates, numbers.

Book 2 starts with upper and lower case letters. Thematic content includes - time, making an appointment, money - at the supermarket, feelings, family, health and body. American content.

**Literacy Plus: Language, Lifeskills, Civics**, Saslow, J., Longman Press, 2003. (available through ALTA ESL book distributor - see section on publisher information for details)

This is a nice series that includes books A and B along with an audio program, and teachers guides. Level A is for pre-literacy and includes recognizing and tracing shapes, letters and numbers. Level B is for learners who are literate in their native language but not in English. It includes recognizing and writing all the letters of the alphabet, recognizing cursive writing and decoding one syllable words. American content.

**On the Write Track**, Becker, D., (available through ALTA ESL book distributor - see section on publisher information for details).

Teaches the mechanics of writing with tasks involving tracing, copying and recognizing. Designed for learners who have had delayed or interrupted learning and need to be taught the basic skills of reading and writing so they can function independently in the regular classroom. The teacher's guide provides step-by-step instructions, so may be good as a resource for tutors or volunteers working one-on-one with pre-literacy learners.

**Passage to ESL Literacy, Longfield, D. , (1981).** McHenry,IL & Washington D.C. Delta Systems and Centre for Applied Linguistics. (available through Delta-ESL distributors - see publisher information section for details)

Part 1 - Pre-Literacy - deals writing personal information and visual discrimination.

Part 2 - Literacy: sound-symbol association, beginning reading and writing, consonant blends.

It's two books in one and it is clearly laid out, but it is American in focus and it is not thematic in content.

## reference books for literacy instructors:

**Approaches to Adult ESL Literacy Instruction,** Crandall, J & Kreeft Peyton, J. (eds.) McHenry,IL & Washington D.C. Delta Systems and Centre for Applied Linguistics. (This title available through Delta-ESL distributors - see publisher information section for details)

This book describes five successful approaches to teaching English literacy to adults: The competency based approach; the whole language approach; the language experience approach; the Freirean or participatory approach, and the use of learner-generated writing.

**Assessing Success in Family Literacy and Adult ESL,** Holt, D., Van Duzer, C.H., (eds.) McHenry,IL & Washington D.C. Delta Systems and Centre for Applied Linguistics. (This title available through Delta-ESL distributors - see publisher information section for details)

A book most relevant to adult ESL program administrators who now face increased accountability demands from their funders. Looks at the critical role that assessment and evaluation play in measuring progress.

**Bringing Literacy to Life: Issues and Options in Adult ESL Literacy,** Spruck Wrigley, J & Guth G., (1992).  
Dominie Press.

*This book may be out of print.* This is a resource for administrators and practitioners in adult literacy. The book contains 9 chapters which discuss the history, practice and reflections on various aspects of adult ESL literacy programs. Chapter 9, Curriculum Modules, is a series of 10 lessons discussing the practices, methods and resources on specific lessons.

**Canadian Language Benchmarks 2000: A Guide for Implementation,** Holmes, I, Kingwell, G., Pettis, J., Pidlasky, M. ,(2001). Published by Alberta Learning and Centre for Canadian Language Benchmarks,

While not literacy-specific, it has some excellent ideas on how to use the CLB. In the appendix there is a series of useful forms and templates on how to plan courses, units and lessons, evaluation charts etc.

**The Revised LINC Literacy Component (1997) of the LINC Curriculum Guidelines based on the Canadian Language Benchmarks,** Hutt, N., Young,L. Citizenship and Immigration Canada, 1997

This is an excellent resource that clearly defines the literacy learner and places the learner on the continuum of literacy. It looks at current practices in teaching literacy. It provides classroom strategies and lesson plans connected to the CLB. The downside is that it is a little cumbersome to navigate through.

**Handbook for ESL Literacy,** Bell, J. & Burnaby, B., (1993). Pippin Publishing Ltd,

Published over a decade ago, this remains a very practical and readable handbook. Some issues dealt with include: defining needs; identifying/describing skills required in reading and in writing; teaching pre-literacy; teaching multi-level classes. It also gives suggestions for creating lessons and includes ideas for creating activities. A "must have" for ESL literacy instructors whether new or experienced.

**Immigrant Learners and Their Families: Literacy to Connect the Generations.** Weinstein-Shr, G., & Quintero, E., (1995). McHenry,IL & Washington D.C. Delta Systems and Centre for Applied Linguistics.

This is a teacher's resource which incorporates the lives of the literacy learner and their families into a literacy program. It describes programs and projects that use this model. There are descriptions and examples of lessons and class activities.

**Learner's Lives as Curriculum: Six Journeys to Immigrant Literacy**, Weinstein-Shr, G.(Ed.), (1999). McHenry,IL & Washington D.C. Delta Systems and Centre for Applied Linguistics.

This book includes 6 examples of participatory curriculum projects in ESL literacy classes. It describes how the classes evolved, the process, the successes and challenges and gives some instructional tools and examples.

**Literacy and Language Diversity in The United States**, Wiley, T.G., (available through ALTA ESL book distributor - see section on publisher information for details).

Although this is an American publication, the issues of language diversity, the development of English language literacy, and the exploration of literacy issues in the 21st century are all applicable to a Canadian context. Suitable reference book for policy makers and literacy instructors/program administrators.

**Making Meaning, Making Change: Participatory curriculum development for adult ESL literacy**., Auerbach, E, (1992). McHenry,IL & Washington D.C. Delta Systems and Centre for Applied Linguistics.

(This title available through Delta-ESL distributors - see publisher information section for details.)

This is a guide for practitioners interested in weaving their learners' lives into curriculum. It describes the participatory approach and gives many real examples of how to use this method in the classroom. (N.B. If ordering this title through Delta-ESL, you must type in the author's name "Auerbach" to find it - if you try to locate it by typing in the title, the search fails to find it.)

**Partnerships in Learning: Teaching Adult ESL**, Robinson, J., Selman, M. Pippin Publishing,1996.

Not literacy specific, but an excellent resource for teachers. It describes the adult learner and is a good resource for setting up a curriculum, unit and individual lessons, as well as developing tasks.

**Talking Shop: A curriculum sourcebook for participatory adult ESL**, Nash A, et. al., (1992). McHenry,IL & Washington D.C. Delta Systems and Centre for Applied Linguistics.

*This book may be out of print.* This a collection of lessons using participatory methods in the classroom. It is written anecdotally rather than as a lesson progression, so you get a broader sense of how the teacher came to use the method. It has some excellent examples of teaching adult appropriate and sensitive subject matter.

**Teaching Adults: A Literacy Resource Book**, (available through ALTA ESL book distributor - see section on publisher information for details).

A resource book that includes over 60 specific activities for teaching literacy including how to create language experience stories, working with dialogue journals, and developing story maps.

**Teaching Multi-level Classes in ESL**, Bell, J., (1988), Dominie Press, Pippin Publishing, (Also available through the Vancouver Community College Bookstore - see section on publisher information for details).

Another book by Jill Bell with her characteristic practical approach to ESL curricula. This book first describes the multi-level ESL class, and has chapters dedicated to planning a curriculum; assessment and evaluation; classroom management; activities for the whole class; group activities; pair work, and a sample lesson sequence. This is an excellent book for all ESL instructors to have in their resource library. If you have trouble getting a copy, or if you are told it is out of print, never fear - a new edition of this book is due in the spring of 2004.

## resources for tutors and volunteers:

(The first two titles are available through Grass Roots Press, see publisher information for details)

### **A Toolbox for ESL Tutors**, Frontier College Publication, Toronto, Ontario

This is an instructional guide to teaching ESL to newcomers. It is thematically organized with units on Employment, Canada, Banking etc. Each unit contains a complete set of lesson plans and handouts. It's designed to be used in a one-on-one learning context, but can be adapted for groups.

### **ESL Home Tutor Resource Kit**, Maureen Nurse, Vancouver Community College.

This kit is based on a program that places tutors in the homes of learners who are unable to attend regular classes. It is comprised of: The ESL Tutor Handbook, which introduces tutors to the needs of adult ESL learners, and presents a variety of ESL tutoring techniques and activities; the Volunteer Coordinator Handbook that provides advice on finding and training volunteer tutors, and a 30 minute video showing three pairs of tutors and learners. It can be purchased as a kit, (\$35) or as separate components.

Contact Vancouver Community College Bookstore to order. (see publisher information)

### **Teaching Adults - An ESL Resource Book**, New Readers Press.

A book that was developed by Laubach Literacy and that is designed to assist new or experienced tutors and teachers in working with ESL learners. Discusses principles of second language acquisition and contains activities for teaching reading, writing, listening, speaking.

# Publisher Information:

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There are two big distributors of ESL books in North America through which almost all of the books included in the bibliography can be ordered. This may be more efficient than going through the publisher especially if you are ordering a number of books from different publishers. Each of the following distributors has a website and a toll-free number and catalogues of all their offerings are available.

## Alta Books:

website: [www.altaesl.com](http://www.altaesl.com)  
Toll free: 1-800- ALTA ESL (258-2375)

## Delta Systems:

website: [www.delta-systems.com](http://www.delta-systems.com)  
Toll free: 1-800-323-8270

Another great source of adult literacy resources (often with a Canadian focus) is Grass Roots Press:

## Grass Roots Press:

website: [www.literacyservices.com](http://www.literacyservices.com)  
Toll free: 1-888-303-3213  
Phone: 1-780-413-6491  
Fax: 780-413-6582  
Email: [grassrt@telusplanet.net](mailto:grassrt@telusplanet.net)

Address: **Grass Roots Press**  
**P.O Box 52192**  
**Edmonton, Alberta**  
**T6G 2T5**  
**Canada**

# Individual Publishers Contact Information:

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Please note that in Canada, all the ESL publications by Addison Wesley, Longman, Pearson, and Prentice-Hall are currently distributed through a company called E.R.P.I (Editions de Renouveau Pedagogique Inc.) located in Quebec.

Call toll free: 1-800-263-3628 or in B.C contact Cheryl Evis: 604-732-5299 to order.

## **Addison Wesley Longman**

Please contact E.R.P.I (contact information above) to order any ESL products offered by this publisher.

### **To contact Addison Wesley Longman directly:**

Address: **26 Prince Andrew Place  
Don Mills, ON M3C 2T8**

Telephone: **(416) 447-5101  
Don Mills, ON M3C 2T8**

Telephone: **(416) 447-5101**

Fax: **(416) 443-0948**

## **Alemany Press (See Pearson Canada)**

Please contact **E.R.P.I** (contact information at the beginning of this section) to order any ESL products offered by this publisher.

## **Centre for Canadian Language Benchmarks**

Address: **200 Elgin Street, Suite 703  
Ottawa, Ontario K2P 1L5**

Telephone: **(613) 230-7729**

Fax: **(613) 230-9305**

E-mail: **info@language.ca**

Website: **<http://www.language.ca>** (go to "**Publications**" to download a copy of the Benchmarks, or a copy of the Literacy component. )

## **Dominie Press (See Pippin Publishing)**

## **Heinle and Heinle (in Canada Nelson Publishing)**

Address: **Nelson Thomson Learning  
1120 Birchmount Road  
Scarborough, ON M1K 5G4**

Telephone: **(416) 752-9448  
1-800-268-2222**

Fax: **(416) 752-8101  
1-800-430-4445**

### **Linmore Publishing**

Address: **P.O. Box 1545  
Palatine IL 60078**  
Toll Free: **(800) 336-3656**  
Fax: **(847) 382-0409**  
Email: **linmorepublishing@linmore.com**  
Website: **http://www.linmore.com/**

### **Longman Publishing**

Please contact **E.R.P.I** (contact information at the beginning of this section) to order any ESL products offered by this publisher.

### **New Readers Press**

(This is the publishing division of Laubach Literacy)

Customer Service: **800-448-8878**  
Toll-free Fax: **866-894-2100**  
E-Mail: **nrp@prolteracy.org**  
Website: **http://www.newreaderspress.com**

### **Oxford University Press Canada**

Address: **Oxford University Press  
70 Wynford Drive  
Don Mills, Toronto  
Ontario M3C 1J9**  
Telephone: **(416) 441 2941**  
Fax: **(416) 441 0345**  
E-mail: **custserv@oupcan.com**  
Website: **www.oupcan.com**

### **Pearson Canada**

Please contact **E.R.P.I** (contact information at the beginning of this section) to order any ESL products offered by this publisher.

#### **To contact Pearson Canada directly:**

Address: **26 Prince Edward Place  
Toronto, Ontario M3C 2T8**  
Telephone: **416-447-5101  
1-800-263-9965**  
Fax: **416-443-0948**

### **Pippin Publishing Corporation**

Address: **Suite 232, 85 Ellesmere Road  
Toronto, Ontario M1R 4B9  
Canada**  
Telephone: **(416) 510-2918  
1-888-889-0001**  
Fax: **(416) 510-3359**  
e-mail: **cynthia@pippinpub.com**

### **Prentice Hall Regents**

Please contact **E.R.P.I** (contact information at the beginning of this section) to order any ESL products offered by this publisher.

### **Pro Lingua Associates**

Email: **info@prolinguaassociates.com**  
Toll free: **1- 800-366-4775.**  
Website: **www.prolinguaassociates.com**

### **Vancouver Community College Bookstore**

The Vancouver Community College Bookstore (King Edward Campus) has a very good selection of materials, some of them self-published.

Address: **V.C.C. Bookstore**  
**1155 East Broadway Ave.**  
**Vancouver, B.C. V5T 4V5**

Telephone: **(604) 871-7333**  
Fax: **(604) 871-7311**

# Internet Search Advice:

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The following search advice is aimed at those who are not yet comfortable using the Internet as a source of information. It is meant to be absolutely basic. Those who are comfortable navigating the web are encouraged to go directly to the web resources section of this handbook and explore.

## Introduction:

The Internet provides access to an unbelievable array of resources for instructors and administrators. The down side is the sheer volume of what is available. Each click of the mouse takes you further from where you started.

The process of moving from link to link (surfing) can provide access to a huge selection of adult ESL resources available online. However, with the billions of documents stored on the Web, surfing without a plan can be an endless and sometimes frustrating task.

## How can I find materials on the web?

- Use a **search engine**. This is like using a library catalogue in order to search for information on a particular subject. A search engine can scan for information on the Web based on the subject you type in. It gathers all the web pages it finds and lists these sites for you, all in the blink of an eye. One of the most popular search engines currently is **Google** ([www.google.ca](http://www.google.ca)). Other search engines are **Alta Vista** ([www.altavista.com](http://www.altavista.com)) and **Yahoo** ([www.yahoo.com/](http://www.yahoo.com/)). It is not really necessary to use all of these - just pick one and get comfortable with it. **Google** is nice because the homepage is so clean and uncluttered and you can generally find everything you are looking for.
- There are other search engines like **Metacrawler** ([www.metacrawler.com](http://www.metacrawler.com)), **Webcrawler** ([www.webcrawler.com](http://www.webcrawler.com)) and **Dogpile** ([www.dogpile.com](http://www.dogpile.com)) which basically serve the same purpose as a regular search engine. The difference is that they "search" the search engines (like those already listed above).

## How do I look for something on the Internet?

- Simply connect to the Internet by clicking on your **browser icon**. This will either be the Microsoft Explorer icon (the blue "e" icon) or, for those eschewing Microsoft, Netscape. If you are using a dial-up connection you must be prepared to wait longer for your computer to connect to the Internet and for web pages to load (be displayed to you) once a connection has been established.
- The next step is to try and define clearly the information you want to find. The more specific you can be identifying your subject and typing in the words, the more relevant the information returned to will be. For example, if you simply type in "**ESL**" into a search engine, your resulting list of websites will be everything from ESL courses, to ESL jobs and ESL books. However, if you are more precise in defining your topic of inquiry your results will be fewer and much more relevant. (examples: "ESL literacy"; "ESL literacy assessment"; "ESL literacy teaching techniques") The search engine will take the words you type in and then scan the Internet for anything that matches closely the words you have typed in. That is why the more specific you can be in terms of wording, the more relevant the matches will be to your purpose.

## How do I decide if the site is worth visiting?

When you do a search on Google or some other search engine, you will have a list of websites that closely match the subject you typed in. Look at the address line (the line that starts with **“www.”**) for each listing. This is where you must decide “to click, or not to click”. Once your search has resulted in a list of websites, you need to decide if the website may be worth a look or not. (For example, you may not want to waste your time visiting sites whose primary reason for being is to sell you something. If you click on a website that has a “shopping cart”, it might be best to just use the **“back button”** to retreat from the site quickly!)

Here are a few tips to help you decide if a website is a potentially good source of information for your needs:

- A website where the address ends in **“.edu”** means that it is originating from an educational institution (a university, or a community college) and is generally a source of reliable information.
- Those addresses ending in **“.org”** are coming from non-profit or other legitimate, recognized organizations.
- Addresses with **“.gov”** endings are also good bets as it means the information is coming from a government department.
- Addresses ending in **“.com”** (for commercial) are the most difficult to gauge as they are so varied. Sometimes you need to go to the site and see what’s there, and then use the “back” feature to get out quickly if the site is not what you are looking for.

## other tips:

- If you do find a page of interest to you, **“bookmark”** it, or save it in your computer’s **“Favourites”** file so that if you keep linking to other websites you don’t end up losing or forgetting where the useful site was. If your browser is Internet Explorer, if you look at the top **menu bar** you will see a “favourites” folder. When you find an interesting website, just click on “favourites”, and then click “add” and “ok”.
- It is a good idea to create **folders** within your favourites (“Literacy”, “Canada”, “Academic” etc. ) Otherwise when you open your favourites file you will just get one big random list of websites with no rhyme or reason to it. As your list of bookmarked sites gets longer and longer, you may have difficulty finding a specific site when you want it. (Creating a folder is easy. Just click on **Favourites** when you find a website you want to remember, then click on **Add**, then click **New Folder**, type a name for the folder, and click **OK**.)
- On Internet Explorer, there is a **“Back”** button, with a **little black arrow** beside it. The “Back” button will take you back to the previous page. If you click on the tiny black arrow next to the Back button, it will list all of the most recent pages you visited by showing you a little **“drop-down”** menu. (any time you click on something, and immediately more choices appear under the original one it is called a drop-down menu) Using this menu you can go back to a web page that you were on 5 or 6 pages back directly instead of tediously hitting the back button again and again.
- Remember, that any time your **cursor** turns from an arrow icon to a little hand, it means that you can click where the hand is and get further information.
- Set a time limit for yourself! If you have a lesson to prepare for the next day and you end up lost on the internet for 2 hours you will go to bed bug-eyed and annoyed that you have to get up early to finish your prep!

# Online Literacy Resources

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## websites for teachers:

### **1. Arlington Education and Employment Program. (2003). The REEP ESL Curriculum For Adults**

➤ [http://www.arlington.k12.va.us/instruct/ctae/adult\\_ed/REEP/reepcurriculum/](http://www.arlington.k12.va.us/instruct/ctae/adult_ed/REEP/reepcurriculum/)

Provides information about needs assessment, goal-setting, course and lesson planning, and offers sample lessons on health and work. There are a lot of step-by-step lesson plans here - to find curriculum for literacy level-learners, go to "Resources," click on "Lesson Plans," and look for any lessons at level 100.

### **2. Adult Education ESL Teacher's Guide**

➤ <http://humanities.byu.edu/elc/Teacher/TeacherGuideMain.html>

This is an online resource put together by an Adult Education Centre in Texas. Go to section 4: "teaching non-literate adults" There are ten lesson plans with procedures.

### **3. CLB 2000: ESL for Literacy Learners**

➤ <http://www.language.ca/bench/literacy.html>

Go to this website to access an online copy of the Canadian Language Benchmarks:ESL for Literacy Learners. This publication lays out the progression of reading, writing and numeracy skills for ESL adult learners with little or no literacy skills in their first language. It is also useful to inform programs for ESL learners who are literate in a non-Roman alphabet, and who may need help learning reading and writing basics in English.)

### **4. Eastside Literacy Tutor Support.**

➤ <http://www.eastsideliteracy.org/tutorsupport/index.htm>

Tips and tools for teaching literacy and ESL to adults in East King County WA. Nice site. Click on ESL and check out the resources.

### **5. Literacy.org**

➤ <http://literacy.org/pubs.html>

This site has more of an international focus, and has many articles dealing with international literacy projects and issues. It does have some articles that may be useful for teachers in Canada too. Click on publications and then click on Topic/Theme and click on the box titled: Language/Bilingualism/ESL.

### **6. The Internet TESL Journal**

➤ <http://iteslj.org>

This is not literacy oriented, but it has a lot of lesson plans, articles and resources for teachers of ESL at all levels. It's a monthly journal.

### **7. The Rideau Street Youth Enterprise Website**

➤ <http://collections.ic.gc.ca/literacy/esl/esl.htm>

Part of the Government of Canada's Digital Collections. The ESL section has some useful downloadable pages for alphabet recognition. The literacy section is too high however, as it is not geared toward ESL literacy.

### **8. Vancouver Community College**

➤ [http://esl.vcc.ca/eslvoc/ESLWEB/call\\_online\\_centre.html](http://esl.vcc.ca/eslvoc/ESLWEB/call_online_centre.html)

While you are visiting this site, you should click on "ESL Links" (look on the side bar menu on the left side of the page)

and then “Links to websites for ESL students”. Here you will find an extensive and well-annotated chart of online ESL sites for students. Although these sites are usually too high for literacy students, they may be of use if you want to keep higher level students busy while you work with your literacy students.

### **9. The Cultural Orientation Resource Center.**

➤ **<http://culturalorientation.net>**

This is an American site with lots of information on refugees. Of particular interest is the section on Cultural Profiles which includes useful background information on the Somali culture, the Afghan culture, and the Iraqi Kurds.

### **10. The Literacy BC website**

➤ **<http://www2.literacy.bc.ca>**

Literacy BC is an organization that promotes and supports literacy learning in BC. It is not focused on ESL Literacy as it serves a much wider literacy clientele. There is, however, an online catalogue of resources (look down the sidebar menu on the left side when you go to the site and go to Resource Centre). From here you can view their catalogue of literacy materials and you can request a library loan of these materials online. Anyone from the public can use the collection at Literacy BC. You can make your information requests via phone, fax, or email. Resources are mailed to you for a five-week loan.

## **websites for literacy students:**

There is not an abundance of websites for ESL students at the literacy level as the Web is largely print based as a rule. However here are a few that have basic exercises. You will have to teach your students basic computer literacy skills first including using the mouse to select something, using the “back” button and so on...

### **1. Vancouver Community College**

➤ **[http://esl.vcc.ca/eslvoc/ESLWEB/call\\_online\\_centre.html](http://esl.vcc.ca/eslvoc/ESLWEB/call_online_centre.html)**

This is a site offering free practice activities and quizzes for Literacy and beginner level ESL students. There are a few activities for literacy students that are thematically arranged. Students can practice sight recognition of high frequency words as they begin to become familiar with using a computer keyboard and mouse.

(There is also a useful chart with links to other ESL websites for beginner to advanced level students. Look on sidebar and click on ESL Links.)

### **2. University of Victoria's English Language Centre Study Zone**

➤ **<http://web2.uvcs.uvic.ca/elc/studyzone/>**

This is a great site for beginner students and perhaps, with much guidance and pre-teaching, literacy learners. Be sure to choose the lowest level (200).

### **3. Multicultural Academic Program at Portland Community College.**

➤ **<http://www.geocities.com/pccprep/index.html>**

Good for low to high beginner level learners with some basic level of literacy. You will have to visit the site and determine which activities are most suitable for your particular learners. The vocabulary section is a good place to start for lower level learners as it has nice pictures under commonly taught themes. Students have to choose the correct word from a list at the top of the page and then type it in themselves.

### **4. The Internet Picture Dictionary**

➤ **<http://www.pdictionary.com/>**

Has nice pictures in categories (body parts, kitchen etc.) Six pictures to a page, so not too overwhelming. Also word scrambles and other exercises. Could be used with literacy students with a lot of pre-teaching and guidance.

## **websites for professional development:**

### **1. The National Clearinghouse for ESL Literacy (NCLE)**

➤ <http://www.cal.org/ncle/>

The National Clearinghouse for ESL Literacy Education (NCLE) maintains a large website. It is full of information and links to other information sources. Of particular interest are the ERIC digests section (see below), and the FAQ (Frequently Asked Questions) section.

This site also has some downloadable picture stories addressing immigrant health issues such as depression, stress, and weight gain due to a western diet and lifestyle:

➤ <http://www.cal.org/ncle/health/>

It is very easy to get lost on a site as big as the one mentioned above, but if you are looking for short, practical articles that have to do with many aspects of ESL-Literacy instruction, the NCLE offers access to ERIC digests, concise (two to four pages) overviews of topics and issues in adult ESL literacy. You can go directly to these articles by typing in this address:

➤ <http://www.cal.org/ncle/DIGESTS/>

#### **What exactly are the ERIC digests?**

ERIC digests are short reports that highlight topics of current interest in foreign language education, ESL, bilingual education, and linguistics. Digests synthesize current research, review the literature, describe teaching methods and program models, and offer practical ideas for teachers and others.

The full-text ERIC Digest database contains 2,466 Digests and is updated quarterly. Digests added to the ERIC Database during the previous three months are added.

The following is an annotated list of some of the titles that can be found in these digests: (You will notice a web link after each one. You can either go to the NCLE Digests address given above and scroll down the list of articles until you find the one you are looking for, OR you can type the full address given after the articles and you will arrive at the article directly. However, if you do this be careful to type the exact address given!)

#### **Adult ESL literacy: findings from a national study.**

“This digest...provides information for educators and decision makers interested in the challenges faced by adult ESL literacy programs and suggests directions for change.”

➤ [http://www.cal.org/ncle/digests/ADULT\\_ESL.HTML](http://www.cal.org/ncle/digests/ADULT_ESL.HTML)

#### **Assessing the Literacy Needs of Adult Learners of ESL**

This digest focuses on ways to determine what learners want or believe they need to learn. Many of the activities described can include or lead to assessment of proficiencies, and many of the sources cited include both types of assessment.

➤ [http://www.cal.org/ncle/DIGESTS/Assessing\\_Literacy.html](http://www.cal.org/ncle/DIGESTS/Assessing_Literacy.html)

#### **Creating a professional workforce in adult ESL literacy.**

“This digest...discusses the role credentialing and certification might play in the professionalization process, and it highlights several professional development models the field might consider to help create a professional workforce.”

➤ <http://www.cal.org/ncle/digests/crandall.htm>

**Cross-Cultural Issues in Adult ESL Literacy Classrooms**, McGroarty, Mary

This digest identifies some of the cultural factors that can influence learner and teacher behavior during classroom ESL literacy instruction.

➤ [http://www.ericfacility.net/databases/ERIC\\_Digests/ed358751.html](http://www.ericfacility.net/databases/ERIC_Digests/ed358751.html)

**ESL instruction and adults with learning disabilities.**

This digest reviews what is known about adult ESL learners and learning disabilities, suggests ways to identify and assess ESL adults who may have learning disabilities, and offers practical methods for both instruction and teacher training."

➤ <http://www.cal.org/ncle/digests/LD2.htm>

**Growing Old in America: Learning English Literacy in the Later Years**, Weinstein-Shr, Gail

This digest argues that it is both feasible and appropriate to provide language and literacy instruction for older immigrants and refugees and discusses the needs and resources of these older learners, or "elders." Factors that influence language and literacy acquisition are discussed, and promising programs and practices for serving older adults are highlighted.

➤ [http://www.ericfacility.net/databases/ERIC\\_Digests/ed367197.html](http://www.ericfacility.net/databases/ERIC_Digests/ed367197.html)

**Innovative Programs and Promising Practices in Adult ESL Literacy. ERIC Digest**, Wrigley, Heide Spruck

These are some of the findings of a national study funded under the National English Literacy Demonstration Program for Adults of Limited English Proficiency. This digest describes some of the promising practices in the ESL literacy field that were observed at the sites visited by the researchers.

➤ [http://www.ericfacility.net/databases/ERIC\\_Digests/ed358748.html](http://www.ericfacility.net/databases/ERIC_Digests/ed358748.html)

**Learner assessment in adult ESL literacy.**

How is ESL literacy currently assessed?—What is the role of standardized testing in adult ESL literacy?—What kinds of standardized tests are common?—What are some of the advantages and short-comings of standardized tests?

➤ <http://www.ericfacility.net/ericdigests/ed343462.html>

**Philosophies and Approaches in Adult ESL Literacy Instruction**, Peyton, J & Crandall, J.

Five approaches currently used in adult English-as-a-Second language (ESL) literacy instruction include Freirean or participatory education, whole language, language experience approach, learner writing and publishing, and competency-based education. This digest gives an overview of these approaches, which represent a range of practices used in native language and biliteracy programs as well as in ESL classes, with learners whose literacy ranges from limited to advanced.

➤ [http://www.ericfacility.net/databases/ERIC\\_Digests/ed386960.html](http://www.ericfacility.net/databases/ERIC_Digests/ed386960.html)

**Teaching Low-Level Adult ESL Learners**, Holt, Grace Massey

What has the field learned about offering instruction to literacy level (low or beginning) adult ESL learners? This digest provides information on how to identify and assess the instructional needs of adults learning to become literate in a second language; it discusses general techniques that facilitate instruction for these learners; it provides a sample procedure for combining some of these techniques; and it describes classroom materials appropriate for low-level adult ESL learners.

➤ <http://www.ericfacility.net/ericdigests/ed379965.html>

**Teaching Multilevel Adult ESL Classes**, Shank, Cathy C. - Terrill, Lynda R.

In multilevel adult English as a second language (ESL) classes, teachers are challenged to use a variety of materials,

activities, and techniques to engage the interest of the learners and assist them in their educational goals. This digest recommends ways to choose and organize content for multilevel classes; it explains grouping strategies; it discusses a self-access component, independent work for individual learners; and it offers suggestions for managing the classes.

➤ [http://www.ericfacility.net/databases/ERIC\\_Digests/ed383242.html](http://www.ericfacility.net/databases/ERIC_Digests/ed383242.html)

**Using Computers with Adult ESL Literacy Learners**, Huss, Susan

This “Digest” provides an overview of the ways in which various types of computer software and instructional strategies can be used effectively with adult ESL literacy learners.

➤ [http://www.ericfacility.net/databases/ERIC\\_Digests/ed343462.html](http://www.ericfacility.net/databases/ERIC_Digests/ed343462.html)

**Working With Literacy-Level Adult English Language Learners**, MaryAnn Cunningham Florez, Lynda Terrill.

This paper describes literacy-level learners and the skills they need to develop. It discusses effective practices for literacy-level classes and gives examples of activities and techniques that support these practices.

➤ <http://www.cal.org/ncle/DIGESTS/litQA.htm>

**2. The National Adult Literacy Database (NALD)**

➤ [www.nald.ca](http://www.nald.ca)

This is a large site similar to the NCLE above. When you enter the English site you will see the following options at the bottom of the page:

- 1) NALD Literacy Collection: Clicking here will take you to a huge selection of reference material. This is not material that can be used in literacy delivery but may be useful as reference material.
- 2) Full Text Documents: Clicking this option will bring you to similar collection as above. Here you can scroll down and choose a specific category such as ESL Literacy, or Family Literacy etc.
- 3) Literacy Newsletters: This will take you to Newsletters from literacy organizations from across Canada.
- 4) Links to Internet Resources: This takes you to links for teachers and tutors. How useful these links are for ESL Literacy will be up to the individual but be prepared to surf and keep in mind that if you are looking for some thing to use in an ESL Literacy classroom you may spend a lot of time and come up empty-handed.

# Software for Literacy Learners

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Using the computer lab with literacy learners is challenging due to the initial literacy level needed just to perform basic tasks on the computer. Nevertheless, there are a few good resources available.

## **“The Alphabet”**

This is a great program for literacy learners. It has lots of interactive activities all based on recognizing and using the letters of the alphabet. It even has recording capabilities for students to repeat sounds. Learners can start out by recognizing and practicing using small letters first, and they can move on the capital letters after mastery. The program is multi-level, with students being able to move through gradually more challenging activities at their own pace. There are cloze exercises, moving from typing a single letter, to typing a word. Students also learn basic key-boarding skills while building their literacy skills. The good news is that this software is quite reasonably priced.

## **“Dollars and Cents”**

Another excellent program for teaching numeracy skills developed by the same company as “The Alphabet” above. It can be set for Canadian currency and has nice clear colour pictures of Canadian bills and coins. It is multi-level since the tasks become incrementally more challenging but building on from activity to activity. After identifying the currency, values are practiced: 1 nickel = 5 pennies; 1 dime = 2 nickels etc. Then learners are asked to click on the picture that “equals a nickel” etc. Learners can also identify what combinations add up to the same amount. For slightly higher level students, there is a great “shopping” unit where a shopping list is given and students must click on currency to pay. They can also be the cashier and have to click on the correct coins and bills to make change from a cash register.

## **Both the above products are available through NAS Software Inc.**

Website: **www.nas.ca** (go to ESL/Literacy then select “Elementary”)  
Telephone: **905-764-8079 ext. 124**  
Fax: **905-764-0695**  
Address: **91 Heatherton Way**  
**Thornhill, Ontario L4J 3E7**

## **“English Easy”**

This is a series developed by Greenwood Media, based in Richmond, B.C. The series is modular, which means you can purchase only what you need, and the modules build from one to another. For literacy learners, only the first two modules are suitable: The first is entitled “Vowels” and the second, “Consonants”. It is another option to reinforce the letters of the alphabet and for students to listen to the letters, and identify them through exercises. It is however, less interactive than “The Alphabet” above and is slightly more costly, although still quite reasonable at about \$38.00 CDN. per module.

## **To find out more about this product contact Greenwood Multimedia:**

Website: **www.Greenwood.ca** (although their software is not readily accessible on their website. Emailing may be a better option).  
Email: **info@Greenwood.ca**  
Telephone: **604-231-8197**  
Fax: **604-231-8039**  
Address: **914-6081 No. 3 Road**  
**Richmond, B.C V6Y 2B2**

