


A RESOURCE GUIDE FOR
EDUCATORS OF ENGLISH
SECOND LANGUAGE LEARNERS

New  Nouveau
Brunswick

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INTRODUCTION

This is a guide to help administrators, teachers and tutors better understand the needs of students who are learning English as a second language. The objective is to offer a useful, practical, educationally sound document that can be used by ESL tutors, classroom teachers and school administrators.

All school personnel must be aware of cultural differences and be sensitive to the difficulties of cultural adjustments that play a significant role in learning English as a second language. This document outlines the stages students go through when learning a new language and a new culture, and offers suggestions on how to facilitate this process for learners. The aim is to assist these future Canadian citizens to realize their potential by providing them with the best ESL instruction possible.

The content of this guide includes information about the second language learner, specific suggestions for classroom teachers and school administrators, activities and strategies for teachers and tutors, and a list of suggested resource materials. Tutors and school personnel are encouraged to seek further information from reference books and ESL Teacher Handbooks.

UNDERSTANDING THE SECOND LANGUAGE LEARNER

“The major cultural differences that affect the ESL student are child-rearing practices, teaching and learning styles, educational opportunities and expectations, and value systems”

(Ashworth, 1992, p.14)

Research suggests there are three stages most ESL students experience when beginning a new school and working in a new language. While not all ESL students necessarily go through all of these stages, teachers may find it helpful to be aware of the following:

1. At first, students are curious and enthusiastic about their new culture and are dedicated to learning their new language. They strive to become familiar with school routines, make friends, and please their adults and peers. In the beginning, students and their families are usually excited and optimistic about their new surroundings. This enthusiasm is termed "the honeymoon stage" since, even though families experience the greatest stress following their initial move, they are also provided the greatest amount of resources and support (CANADA: A Source Book for Orientation, Language, and Settlement Workers, 1991).
2. The second phase generally occurs between six and twelve months after moving to a new country. Students begin to notice significant differences between their two cultures and often suffer from homesickness. It is a period of confusion, loss and disorientation that often results in depression. Students often feel that "I don't really understand them and they really don't understand me."

In some instances, students become less competent academically and socially, compared with their initial arrival, and tend to withdraw. This period of withdrawal is the mechanism by which students observe the various forces that influence their behaviour without having to react to immediate circumstances. They can become involved in their new culture by observing the behaviours of adults and peers.

3. Finally, once students have acquired sufficient information about their new surroundings, they can begin a period of reconstruction. Initially, there may be behavioural problems since students may have observed some unacceptable behaviours. yet may not have seen the consequences.

Students who are learning another language, adjusting to a new culture, recovering from emotional trauma, and lacking educational opportunities need time. They need time to take advantage of the new educational opportunities made available to them. Working together, teachers and students can alleviate many fears so learners can be comfortable in their new culture.

SOCIO-CULTURAL AWARENESS

“Students who feel their culture is valued and understood by the school and the large community tend to do better in school than those who feel it is rejected.”

Ashworth, 1992, p. 14

The more information you have about the ESL students you work with, the more you can help. Specific questions regarding students' cultural backgrounds may be answered by English-speaking members of a particular culture, settlement agencies in the community, or other teachers who have had experience with other cultures. Cultural profiles that are not only excellent sources of information, but reflect current immigration patterns as well are also available from Immigration Canada.

The following, largely taken from Ashworth's (1992) *The First Step On the Longer Path: Becoming an ESL Teacher*, offers helpful suggestions for developing your understanding of different cultures:

- It is important to know the **immigration status** of students. If they are refugees, they may be dealing with the impact of war and death, as well as with changes in customs, climate and foods. Children of refugees are often not consulted about the decision to leave what is familiar for what is new, different and often frightening.
- **Values** may differ in areas such as punctuality, privacy and public behavior. "In all cases, sensitive understanding of the exact difficulty is necessary to offering the appropriate advice or reassurance" (*Canada: A Source Book*, 1991). Such understanding helps relieve the tensions some students may feel when values differ between home and school.
- The **relationship** between children and adults, as well as the **roles** of boys and girls, may be challenged in this culture. Some girls may seem withdrawn because women are discouraged from speaking out in some cultures where men are the dominant gender. Boys, on the other hand, may have problems adjusting to female teachers.
- **Teaching and learning styles** can differ greatly between cultures, so some students may be confused and frustrated during their adaptation to the Canadian classroom if their experience with schooling has been very different.

- **Play** may not be considered essential for children's growth and development in some cultures, so some parents have difficulty with seeing games, puppets and field trips as valuable instructional tools. Tutors and teachers can help parents understand the place of play in our educational system.
- ESL students often feel isolated on the **playground** because they do not know how to play the games in which the other children are involved. It will help to build their sense of belonging if ESL students are invited to teach classmates a game from their country.
- **Religious holidays** vary from culture to culture, so some children may sometimes be absent from school as their cultural traditions require.
- **Children's names** are integral to their identity in most cultures, so it is important to learn to pronounce names correctly. For example, in the Vietnamese culture, the surname is first, followed by the middle name, and the given name is last. You should not Anglicize the names to make them easier to pronounce, nor should you give the students English names unless they and/or the parents request them. The students' names may be all they have left when they arrive in this country, and both parents and students will appreciate your efforts to use their given names.
- **Body language** differs greatly from culture to culture, and misunderstandings and embarrassment can result when gestures are misinterpreted. For example, the Canadian gesture used to beckon people is considered rude by the Vietnamese culture because it is used only for animals in Vietnam. The Vietnamese gesture for beckoning someone is made by extending the arm with the fingers pointing down and wiggling the fingers.
- **Dress** can have a religious or other type of significance in some cultures. Teachers can help new students by explaining to others the significance of different dress customs (e.g. the religious significance of the turban worn by men in the Sikh culture or the cultural significance of the hijab (scarf) worn by Muslim women).
- Some **foods** are not eaten by particular cultures, and many ordinary Canadian lunch-box items may be totally unfamiliar to students or their families. Teachers can help all of their students by discussing foods from other countries with the class.

INVOLVING PARENTS: TIPS FOR TACHERS AND ADMINISTRATORS

“To be supportive of their child and realistic in terms of his/her future, the parents must understand the school’s goals and philosophy, its programs and options”

(Ashworth, 1992, p.16)

In English-speaking school systems, the active involvement of parents in their children's education is widely recognized as a factor in academic success. The parents of immigrant children, however, may not get involved since, in many countries, parental involvement is neither expected nor desired (Coelho, 1992). A limited proficiency in English and/or a lack of knowledge about the educational system may also deter parents from participating in their children's schooling. Since parents have a right to know and to understand the progress of their children, schools may have to take an active role in getting parents involved.

The following offers school administrators and teachers some suggestions for getting parents of immigrant children involved in their children's learning:

- ***Welcoming*** parents and children to the school is probably one of the most important things to do for new families. Spend quality time with the family in an informal interview, answer any questions they may have, and assure them that personal information will be treated confidentially (see Appendix A for a sample student profile form).
- ***Speak clearly*** in a normal tone and at a natural speed when conversing with a new family.
- ***Interpreters*** can be arranged through the settlement office, if necessary, or you can suggest to parents that they can bring one to interviews with teachers and/or school administrators.
- ***Follow up*** initial interviews with subsequent meetings and telephone calls as orientation continues.
- ***Tour*** the school with parents and their children.
- ***Invite*** the parents to visit the school and watch a class in action.
- ***Introduce*** students and their family to appropriate school faculty and staff (e.g. the secretary, school nurse, counsellor, librarian and other teachers).

- **Basic information** about the school should be provided to parents, such as the school address and telephone number, principal's name, structure of the school day, school calendar (making special note of the holidays or professional development days when the school is closed to students), and special activities and events. Provide a form with the name of any contact teachers and their schedules, and include instructions to parents for student absences from school.
- Encourage parents to speak their **first language** at home with their children and assure them that doing so will enhance learning English as a second language.
- **Place** students with others of their own age group.
- **Visit** new students in their classrooms regularly in order to maintain a positive and open relationship and to observe learning progress. These visits by teachers and administrators show support for one another in working with students new to this culture.
- **Materials** that would assist students should be acquired by the librarian and teachers. It is important that all ESL learners have their own copy of a picture dictionary for learning a second language.
- **Rewrite** information letters regarding school meetings or upcoming events in simple English or have the letters translated with the help of a settlement agency or an interpreter.
- **Contact** Immigration Canada and/or local settlement agencies for the background information on various cultures that teachers and administrators would find helpful. Also, refer to the "Socio-Cultural Awareness" section in this guide.
- **Encourage** parents to become involved in the education of their children.

GETTING STARTED: APPROACHES TO ESL TEACHING

Introduction

Current research on school ESL advocates mainstreaming with regular withdrawal or ESL for children under the age of twelve (Piper, 1993). When possible, a short period of full-time ESL is recommended for older children to be followed by enrollment only in courses that require less reading and writing, such as mathematics and science if the child has a background in these subjects, and music, physical education, industrial arts and home economics.

Larger cities may offer sheltered courses, in which the same content is taught in more basic English, and bilingual elementary schools, where the childrens' heritage languages and English are both used for teaching children who have not attained literacy previously in their first language. Older children who arrive with low literacy in their first language need a longer period of ESL literacy instruction. Thus it is important to assess the first language literacy of such children to determine their ESL needs. A tutor with experience or training in ESL literacy would be preferable in such cases.

Curricular Implications

Several approaches have evolved in teaching English as a second language. Two of the more common approaches are outlined below. It is important to remember that ESL learners should be immersed in language as much as possible with any learning approach educators elect to follow. A literature-based classroom is most effective, where students can be involved in a variety of books, listening to stories, talking, dictating, composing group language experience charts, and writing.

A *Communicative Approach* calls for learning activities that are genuine communication. Learners are given opportunities to seek information, request, describe, apologize, and express their feelings and attitudes. Though recognizing that some themes and topics will be necessary, this approach does not have all activities based on these topics. It is based on the need to know how to do things and how to get things done.

Speaking, listening, reading and writing are all involved (though the latter two would be very limited with very young school children, of course). An exchange of ideas, even if slow and with errors, is attempted as soon as possible rather than accepting memorized conditioned responses. All sorts of actual objects and authentic materials are needed in addition to textbooks, picture books and/or charts.

The *Total Physical Approach* is useful for beginning ESL learners, since students are not required to speak initially but to respond with physical movement to various commands. With this approach, only 6 to 10 new commands are usually introduced at one time as students progress from one-or two-word directions to longer sentences. After a period of silent responses, learners then try giving commands to their teacher. Older children eventually learn to read the commands as well.

Examples of commands: "Stand up. Walk. Run. Jump. Stop. Turn around. Point to the ceiling. Touch the floor. Pick up the books. Put the pencils under the paper." Somewhat more abstract vocabulary can later be written on cards, and the cards manipulated in various ways. The alphabet and number names can be learned in that way. It is important to write out a series of new commands so the lesson is fast moving and continuous.

No one approach should be used exclusively since a combination of approaches is usually more effective. It is essential to recognize "that listening, speaking, reading and writing are not totally separate modes of communication, but are interdependent and should, where possible, be combined in activities that develop all four skills" (Ashworth, p. 68).

ACTIVITIES TO FACILITATE ESL LEARNING

There are many ways to structure learning within the teaching and learning approaches just described. Key to the success of any learning is to create a relaxed atmosphere where students are invited to take risks and contribute to the learning success while involved in these activities. Some possible activities follow:

- **Role Playing** involves assigning learners roles in life-like situations so students can learn linguistic structures relevant to conversation, and improvise conversations and behaviours for particular situations. Young children might role-play a situation on a playground or in the school. Older children can role-play situations in a store, on the street, or make an emergency phone call at home. If you tutor only one child, you will need to play a part. Masks, toys, puppets or figures on a flannel board would help a young child's imagination.
- **Simulations** are like longer role-plays for more advanced learners. They involve a problem and information needed for the solution. RESCUE, for example, involves players with maps that contain different information which must be shared to complete the rescue. Again, the tutor may have to be one of the players when there are small numbers.
- **Problem Solving** also requires sharing information to solve a problem, but it is less involved than a simulation.
- **Information Transfer** can be done at a simple or more sophisticated level. Information in one form, such as on a graph, calendar, or chart, is translated into another form, such as a written paragraph or an oral story. By reversing the process, students can gather information from a simple oral interview:
 - What's your name/birthday/favourite _____? Transfer this to a picture or into words on a chart.
- **Interactive Tasks** involve two learners (or learner and tutor) asking and answering questions in order to complete a joint task. For example, they could each have different papers containing pictures or words which they do not show to the other person. They must ask each other questions to find out the missing information. A barrier may be put between them. An example might be drawing all of the furniture and placing it correctly on a picture of a room when each one has just half of the information. Jigsaw activities (small groups discuss some printed information that is unique to their group then change groups and tell that information to a new group to complete a common task) are interactive. At least four students are needed for this.

- **Games** can be used to reinforce learning and to give a change of pace. With young children, much language learning can be done through action games. Computer reading-skill games at the appropriate level are a good addition to the ESL class, and may also be used in the regular classroom. Done by two students together, oral interaction is increased.
- **Singing** can be used for vocabulary building, comprehension practice (when done first without the words or with some words missing in a cloze form), pronunciation practice and for socio-personal reasons. It is particularly useful for pronunciation and stress, because the word stress also falls on the accented notes of the music, and words must be sung quickly in phrases. Old favourites and children's songs can be used for younger school children, and older learners may enjoy pop or country songs as well. Singing with cassettes is less inhibiting for many, including some tutors.
- **Chants** are particularly useful for pronunciation and stress practice. They also enrich vocabulary and can be used for dictation exercises (a cloze format with missing words is best first, and "pair dictations" where two students take turns repeating and writing eases the pressure on the learner). Carolyn Graham has written several books of ESL chants for both children and adults, and they come with cassettes and exercises. It is also possible to write your own with the student's help.
- **Discussions and Comparisons** permit learners to share a wealth of interesting material about their homeland. Older students can make charts to compare aspects of their own culture with Canada.

ESL TEACHING AND LEARNING METHODS

- ***Simplify*** English and speak more slowly at first, but don't distort the language or use incorrect English. Add a lot of gesture, actions, facial expressions and visuals. Present oral language with pictures, actions, puppets, etc., allowing students to touch, taste, see and/or manipulate.
- ***Listening*** first is normal and acceptable, so don't insist on speech. Students can learn language rules while listening, if the input is interesting, relevant and comprehensible. Consider the age, experience and aims of the learner when you speak.
- ***Vary*** teaching approaches and activities to appeal to different learning and cognitive styles. Of course, if you tutor only one learner, you may be able to determine and respond more to that student's preference. It's particularly important, however, to help students develop other styles as well. Overall, take care not to overload learners, and keep lessons enjoyable.
- ***Direct*** listening and viewing by giving background information, doing prediction exercises as a preview, and assigning a few comprehension questions arranged in order of their occurrence. Ask learners to listen for specific information (what's a story character's name/ the day of the week/ the three foods given, etc.) and keep all activities short, especially with younger learners. Meaning should be the aim of listening, not parroting what is said.
- ***Comprehension*** is the aim of pronunciation for students. Accents are acceptable if a native speaker can understand the learner. When pronunciation errors impede understanding, plan short (5-10 minutes) practice periods for students to learn to distinguish and then produce and practise the desired sound. Use songs and chants to reinforce pronunciation and correct stress.
- ***Spiral***, teach and re-teach later in greater depth.
- ***Authentic materials*** should be used at the appropriate level whenever possible: signs, catalogues, school material, toys, household objects (dishes, packages, foods, grooming items, clothes), and written materials (forms, newspapers, menus, and simplified school content material) for older students.
- ***Communication*** should be stressed over form. Don't correct communication errors if students are communicating successfully. Note a problem and give attention to it later. Allow students time to think about their questions and answers before responding.

- **Visuals** should be used as much as possible: pictures, objects, diagrams, flow charts, cards and video extracts. Draw your own when others are not available. Picture dictionaries and your own picture collection will be useful.
- **Research** the children's country and culture if you are not fully familiar with these. Research the language as well. Does the written form use the same alphabet and does it proceed from left to right?
- **Plan** sessions carefully with learners and vary lessons between active and quiet learning. Are you incorporating all four skills if a child is ready for reading and writing? Of course, spontaneity is still possible and plans can be changed mid-stream. But long-term and short-term planning is necessary if the most important elements are to be included as soon as possible. Remember, young children need as many activity changes in 30 minutes as older ones need in an hour or more.
- Small numbers make it possible to include mini-field trips to a nearby park or store, but plan these so English learning takes place. Do both pre- and post-activities, too. Write a story together about the experience, and practise reading it. Later, cut out the sentences and put them in order, or substitute different words to change the story.
- A **Computer** can be used for 15 minutes in a session if one is available. Even an older one will do if there is a word-processing program for learners who write, or language-learning programs with colour and action for younger learners. Two learners can use it at once, and will benefit if they talk in English at the same time.
- **Art** is also a highly effective strategy to employ in learning. Ask students to draw pictures of their life experiences and use these as a basis for conversation, labels, or writing. Drawing a picture can be an excellent way of communicating for the learner who cannot yet do so in English.
- **Interviewing** others in the school is another useful learning tool. It may be as simple as asking each student in the homeroom, "What's your name?" or "What's your favourite food?" Responses can then be drawn or written in chart form or as a paper chain of people. More detailed information can be requested by older learners.
- **Tape recorders** can be used to record learners while they speak English at various times to show them their progress. It's most effective if students are able to practise before they record so they can do their best.

- **Literature** should abound in the classroom. Read aloud simple stories that can be understood with pictures and actions. Young non-readers usually begin to associate the written word with what they hear and eventually begin to read. Encourage parents to read to learners at home in their own language since this makes the transition to reading English easier. Folktales are especially familiar and predictable for children.
- **Speaking practice** should be encouraged as much as possible both in school and when students are away from the school. Extracurricular activities at home or in the community are useful ways to promote oral practice outside of the school, and students should spend time with English speakers during periods such as the lunch hour or while walking home from school.
- **Repetitive choral readings**, songs and chants allow students to practise the rhythm and stress of language in addition to teaching them more vocabulary.
- **Total physical response activities**, where actions are performed and objects manipulated, give meaningful listening practice that is reinforced by the physical element.
- **Listening stations**, where students can listen to stories and information about topics connected to classwork, are a valuable language-learning strategy. The listening should be related to some aspect of classroom work or a social activity, and listen- and- respond (draw, repeat, mark, write) activities are helpful to ESL learners. Be sure to choose materials that are interesting, relevant and enjoyable for learners.
- **Develop oral vocabulary first** if children are not literate in their own language and use ESL materials to introduce letters and words gradually. Phonemic awareness - knowledge of the names and sounds of the Roman alphabet should be established first. This is a gradual process for young children as it is for English-speaking children and it is not necessarily sequential.
- **An interactive reading approach** that combines sight/whole word, directed and shared reading, and phonics is most effective for learning English as a second language.
- **Authentic writing opportunities** should be used as much as possible (e.g. notes home, letters asking for information students need, messages to other students, and so on).
- **A variety of writing activities** should be used to involve students in language (e.g. shared writing, guided writing, writing personal texts based on experiences, and so on).

- *Model* the writing process and use exemplars (models) to bring about writing improvement.
- *Dialogue journals* are highly effective for developing writing ability since students and teachers write to each other about student-initiated topics. Writing errors are not corrected, but teacher responses should model the correct form or spelling.

***Further activities for working with Elementary ESL learners are found in Appendix B**

****Suggested readings for teaching Elementary ESL learners are found in Appendix C**

***Further activities for working with Secondary ESL learners are found in Appendix D**

****Suggested readings for teaching Secondary ESL Learners are found in Appendix E**

SUGGESTIONS FOR THE CLASSROOM TEACHER

ESL students often suffer from feelings of stress, fear, embarrassment and failure because they are frustrated with being unable to communicate. It is difficult to adjust to a new set of values and behaviours in a new culture, so it is important to realize that cultural differences can cause misunderstandings regardless of the age of people. When students from another culture come to school, they bring the culture of their ethnic community with them. When this culture is valued and respected, students do better than when they feel it is rejected.

These suggestions serve to make classroom instruction more understandable and productive for learners, and also create a welcoming and reassuring atmosphere for me learning to take place.

- ***Model acceptance and respect*** for ESL students. Your sincere patience, understanding and encouragement will be felt and reciprocated by the other students in your classroom.
- ***Introduce students*** to the class and ensure you know how to pronounce and spell their names. At the elementary level, nametags for everyone are excellent. Introduce students by identifying their first language and explaining their interest in learning English. As Coehlo (1992) points out, "Nobody likes being described in terms of what he or she cannot (yet) do" (p. 318), so don't introduce learners by saying that they cannot speak English. Use a current political map to show the class each new student's country of origin and tell something about its history, language and culture.
- ***Class volunteers*** can take new students on a school tour to point out key areas such as the washrooms, playground, cafeteria, gym, other classrooms, office, library, school nurse, counsellor and lockers. Volunteers can also familiarize students with class breaks and bell times. Overall, volunteers should remain with students until they know their routine and surroundings well enough to avoid feeling isolated.
- ***Assign classroom duties*** to new students so they feel a part of the group.
- ***Maintain consistency*** in your daily classroom routine as much as possible.
- ***Introduce*** new learning styles in structured ways since new students may not have been exposed to different learning strategies.
- ***Contextualize*** learning to facilitate understanding.
- ***Alternate assignments*** should be made available for students.

- **Allow** students more time and use of a dictionary during test taking.
- **Allow** students the opportunity to silently observe their peers in their daily routine.
- **Encourage** students to use a variety of resources (books, videos, CD ROM'S, encyclopedias, etc.).
- **Encourage** students to ask for clarification of instruction and materials during or after class. Assure them that you are approachable at any time.
- **Encourage** students to seek help from classmates as well as from the teacher.
- **Place** students with learning partners or peer tutors who will serve as appropriate role and language models.
- **Seat** students at the side of the classroom beside a good student, where the teacher and the other students can be easily seen and heard and where the student is accessible for individual instruction.
- **Never** pressure, but encourage, students to speak. (When they do speak, avoid excessive correction.)
- **Encourage** ESL students to reflect on the knowledge they already possess.
- **Learn** a few words or phrases in a student's native language and teach these to the class.
- **Simplify** English and speak more slowly at first, but don't distort the language or use incorrect English. As much as possible, speak clearly in a normal tone and at a normal speed so students can hear the natural rhythm and intonation of the language.
- **Maintain** as much consistency as possible in your instructional language.
- **Avoid** jargon and colloquial or slang expressions.
- **Modify** classroom language when content is new.
- **Articulate** what you are doing as you are doing it, when appropriate.
- **Complement** spoken English with items such as real objects, pictures, posters, charts, slides, films, videos, the chalkboard and the overhead projector as much as possible.

- **Write** on the board or overhead projector more than usual (e.g. assignments, test dates, key words/difficult words, main points).
- **Record** difficult portions of lessons, list vocabulary words and prepare notes. (These could be given to students and tutors prior to particular lessons.)
- **Although** academic achievement is not the top priority initially, students will have early significant measures of success if the focus is kept on those things they can do with little or no understanding of English. These include participation in music, art, physical education, technical studies, mathematics, as well as speaking and reading in their first language, and observing interactions between peers.
- **Additional suggestions** for how to assist ESL students can be found in the "Classroom Teacher's Strategies that Enhance Second-Language Acquisition" section of the ESL TEACHING KIT (1994) published by TESL NS

TIPS FOR TUTORS

Tutoring individuals and small groups of ESL learners gives the opportunity to teach exactly what students need most. English facility can soon be determined by asking some simple questions or using a picture to stimulate conversation. If some ESL children can already write in English, they could be asked to write a brief description or personal history.

A survival vocabulary is the first thing that students with little English need to acquire in order to function in the school, the classroom, and on the playground. This vocabulary includes items such as their name, age, language, grade, school, address, phone number, and asking and answering simple questions - Where's the toilet? Water, please. What time is it? Where's the library?

Learning content or noun words that name and describe usually come first. Labels on objects and visual materials illustrating this vocabulary are useful for reinforcing the learning. Short sentences with personal pronouns, action verbs, the present tense of "to be" and "to have", prepositions, and additional nouns, verbs, adjectives and adverbs can then be demonstrated. Most of these can be taught using command-response and communicative approaches. Most importantly, there should always be a purpose behind learning since language is best learned in context.

Oral skills tend to precede the written, so young children will initially first need to speak and comprehend English. Older children can most often learn to read and write basic vocabulary as well when beginning to learn a new language. For these children, the four language skills - reading, writing, speaking and listening - can be developed together. Once survival topics have been mastered, the language content should be taught using classroom subject content. Keep in contact with the classroom teacher so you can reinforce, simplify and sometimes pre-teach material with an emphasis on the language required. This is particularly important at the junior and senior high school level.

Basic topics relevant for most ESL learners include personal information, meeting others, the classroom and school, family, numbers, the telephone, physical characteristics, seasons and weather, dates and calendar, clothing and colors, occupations, time, transportation, food, shopping, homes and furniture, entertainment and sports. Topics should be taught spirally, first introducing the most basic vocabulary and sentences relating to each topic, with more vocabulary and more sophisticated language being added at a later date. It is important to remember that English be taught in context and not as isolated topics.

ANNOTATED BIBLIOGRAPHY

Ashworth, M. (1992). *The First Step on the Longer Path: Becoming an ESL Teacher*. Markham, ON: Pippin Publishing Limited.

Written by a UBC professor emeritus, this book has a wealth of information on all aspects of teaching ESL to children. With 121 easy-to-read pages, this small book is a valuable asset to beginning and experienced ESL teachers.

Coelho, E. (1992). Social integration of immigrant and refugee children. In F. Genesee (Ed.), *Educating Second Language Children*. New York: Cambridge University Press.

The first section of this article discusses the immigrant experience in relation to previous education, culture, poverty and parental involvement. The section, "How to promote academic and social integration," focuses on reception and orientation, supportive classroom environment, curriculum delivery and assessment.

Freeman, D.E. and Freeman, Y.S. (1992). *Whole-Language for Second Language Learners*. Portsmouth, NH: Heinemann.

This text focuses on using the whole-language approach as a most effective means of teaching a second language.

Gibbons, P. (1993). *Learning to Learn in a Second Language*. Portsmouth, NH: Heinemann.

The author explores the current theory and principles of learning a second language.

Law, B. and Eckes, M. (1990). *The More Than Just Surviving Handbook: ESL for Every Classroom Teacher*. Winnipeg: Peguis Publishers.

This book reviews current theory and practice in ESL teaching for classroom teachers with ESL learners or tutors working specifically with ESL students.

Piper, T. (1993). *And Then There Were Two: Children and Second Language Learning*. Markham, ON: Pippin Publishing Company.

Terry Piper, recent director of the TESL Centre at St. Mary's University in Halifax, has written an interesting and informative book that covers topics such as children's second-language learning, learning styles and strategies, helping ESL children with special needs, and planning programs.

Scott, W.A, and Ytreberg, L.H. (1990). *Teaching English to Children*. New York: Longman Enc.

Teaching English to Children contains practical suggestions for ESL lessons and activities for anyone teaching English to young children.

Toronto Board of Education. (1994). *Children Learning English as a New Language: at Alexander Muir Gladstone School*.

Children Learning English as a New Language reports on a Toronto school initiative that integrates heritage language, native cultures and languages with ESL development. This school program is structured to teach children in their heritage language as well as in a special ESL course.

FURTHER READING

- Boyd, J. and Boyd, M.A. (1992). *Before Book 1: Listening Activities for Prebeginning Students of English: Teacher's Edition*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Carraquillo, A. and Hedley, C. (1993). *Whole Language and the Bilingual Learner*. Norwood, NJ: Ablex Publishing Company.
- Dodds, C. (1994). *ESL Teaching Kit*. Halifax, N.S.: TESL Nova Scotia.
- Edigir, A., Alexander, R. and Krystyna, S. (1989). *Reading for Meaning*. White Plains, NY: Longman.
- Employment and Immigration Canada. (1991). *Canada: A Source Book for Orientation, Language, and Settlement Workers*. Arcturus Production Ltd.
- Metropolitan Toronto School Board. (1990). *Great Beginnings: English as a Second Language in Junior Division Classrooms of Toronto*.
- Metropolitan Toronto School Board. (-----). *One Earth: ESL Transition and Specialization Years*.
- Mollica, A., Ashcroft, J. and Finger, A. (1992). *A Picture is Worth A 1000 Words: Teacher's Guide*. Welland, ON: Editions Soleil.
- New Brunswick School District No. 15. (199--). *The ESL Teacher's Handbook*.

APPENDIX A

STUDENT PROFILE FORM

SCHOOL:

DATE OF INTERVIEW:

STUDENT'S NAME:

Surname

Given Names

ADDRESS:

COUNTRY OF BIRTH:

LAST COUNTRY OF RESIDENCE:

DATE OF BIRTH:

DATE OF ARRIVAL IN CANADA:

YEARS OF PREVIOUS SCHOOLING:

TYPE OF SCHOOL
(Rural or urban)

CAN HE/SHE READ IN FIRST LANGUAGE?

WHAT LANGUAGES ARE SPOKEN AT HOME?

IS AN INTERPRETER REQUIRED TO COMMUNICATE WITH THE PARENTS?

IF SO, IN WHAT LANGUAGE?

BROTHERS AND SISTERS, NAMES AND AGES

HEALTH CONSIDERATIONS (e.g. sight, hearing)

COMMENTS:

APPENDIX B

ACTIVITIES FOR ELEMENTARY ESL LEARNERS

- A doll house with furniture is a meaningful and fun way to learn the names of rooms and furniture, as well as to understand verbs such as pick up, put, move and change; and to learn prepositions of place such as over, under, beside and between. *Total Physical Response* techniques, as discussed on page 7, work well for this particular type of learning.
- Names of body parts are easy to learn when children draw around one another on a big sheet of paper and then sketch in the face and hair of that person to complete the image. Students then write out the names of various body parts on the drawn shape. This can be hung on the wall and returned to periodically for review.
- Learners can make their own picture dictionaries.
- Children can cut up pictures, or cartoons, if appropriate, and use these to practise story telling. This activity also reinforces the concept of sequencing in story telling.
- Pictures, words, or a combination of both, can be used to play Concentration. Ten or twelve word and/or picture cards are arranged on a table facedown in a grid shape. Players then take turns placing two cards face-up. If the cards do not match, they are turned facedown again. If they do match, they are removed from the game and a point is awarded to the player.
- One enjoyable way to learn the names of objects is to place several items on a table. These objects are left uncovered for a moment, then covered again in order for players to then recall what they saw. The game can be varied somewhat by removing one item, unseen by players, for each new game.

APPENDIX C

ACTIVITIES FOR SECONDARY ESL LEARNERS

- Obtain a written or taped copy of the school's regular announcements to teach students relevant vocabulary such as the names of the various school organizations. Learning can be reinforced by writing in the missing words in a cloze activity and by reading the announcements aloud.
- Make a visit to the library and learn basic library signs and skills. Use library materials in class for clarification.
- Practise dictionary and other help-seeking skill strategies once learners appear ready to acquire such information.
- Explore and decode the high school handbook when ESL skills permit. Bus skills and school rules are needed as soon as students arrive at a new school, so these should be taught, by an interpreter, if necessary, within the first few days of beginning school.
- Public services such as "Freddy the Wonder Phone" can be used when possible. Students can listen to these recordings and answer questions prepared in advance by teachers (phone 451-8888 in Fredericton).
- Students can learn about the city's transit system by studying bus schedules and maps.
- Telephone vocabulary, using appropriate greetings and polite expressions, is a basic need that can be developed through practice, discussion and role-play in the classroom.
- Find out what interests students, such as their favourite music or movies, and use these as the basis for developing discussion with learners.
- Students will benefit from a little homework in English, such as reading comprehension, listening and reporting on a radio or TV broadcast, or writing in their dialogue journal (a written conversation between you and the student that is not marked for errors, and follows the interests of the learner).
- Show students how to use a television with the sound turned down to observe and imitate gestures, pauses and facial expressions.

- Games such as Scrabble, Bingo and Pictionary; word finds, crossword puzzles (simple versions), comic strips and sentence strips with matching pictures can all be used as learning activities.
- Use a Polaroid camera to provide an instant picture to stimulate talk or writing.
- Write meaningful letters, such as thank you letters, letters to a newspaper, or others.

APPENDIX D

ESL BOOKS FOR THE ELEMENTARY LEVEL

Claire, E. (1990). *ESL Teacher's Holiday Activities Kit*. West 160 Nyack, NY: The Centre for Applied Research in Education.

Language-generating games and activities to increase ESL students' motivation, participation and retention.

Claire, E. (1988). *ESL Teacher's Activities Kit*. Englewood Cliffs, 175 NJ: Prentice Hall.

Ready-to-use activities that draw on important content concepts through holidays, customs and special events. The American focus and content are easily adapted to the Canadian calendar and customs.

Clark, C. (1984). *Oxford Activity Book For Children: Level 1*. Toronto: Oxford UP.

Clark, C. (1984). *Oxford Activity Book For Children: Level 2*. Toronto: Oxford UP.

Clark, C. (1984). *Oxford Activity Book For Children: Level 3*. Toronto: Oxford UP.

These ESL books are designed to practise grammar and vocabulary, and to develop reading and writing at a basic level for Grade 1-3 students.

Graham, C. (1979). *Jazz Chants for Children* (with cassette). New York: Oxford LT.

Uses chants, songs and poems to teach conversational English. Contain puzzles, mazes and matching games.

Halliwell, S. (1992). *Teaching English in the Primary Classroom*. New York: Longman.

This guide for classroom teachers with ESL students identifies priorities suggests strategies, and offers guidelines for programs that teach English with other subjects".

Heald-Taylor, G. (1986). *Whole Language Strategies for ESL Primary Students*. Toronto: The Ontario Institute for Studies in Education Press.

This practical book outlines learning strategies in the language arts for K-3 ESL children. It includes dictated stories, literature, process writing, themes and evaluation.

Hensen, J. (1986). *Open Sesame Multilevel Book: Activity Book*. New York: Oxford UP.

Hensen, J. (1986). *Open Sesame Multilevel Book: Student Book*. New York: Oxford LT.

Features songs, chants, stories, poems and games. It also contains tests with answer sheet. Basic ESL skills are developed sequentially.

Hensen, J. (1986). *Open Sesame Multilevel Book: Teacher's Book*. New York: Oxford UP.

For beginning to intermediate students, presents functions, vocabulary and grammar.

Oxford Children's Picture Dictionary. Toronto: Oxford UP

Presents a vocabulary of 840 words according to topics (some British words).

Scott, W.A. and Ytreberg, L.H. (1990). *Teaching English to Children*. New York: Longman.

Experienced ESL teachers have written this resource book for anyone teaching English to young children.

Strange, D. (1991). *American Chatterbox: Student Book*. New York: Oxford UP.

Strange, D. (1991). *American Chatterbox: Teacher's Guide*. New York: Oxford UP

Strange, D. (1991). *American Chatterbox: Workbook and Tapes*. New York: Oxford UP.

This four-part series for elementary level ESL students uses record conversations and songs to present and practise basic ESL vocabulary. The first book includes greetings, counting, alphabet, body, time, shapes, descriptions and requesting information. This series develops listening, speaking, reading and writing skills in colourful books that appeal children. Lesson plans are included in the teacher's guide, and written pictorial activities reinforce concepts in the workbook.

APPENDIX E

ESL BOOKS FOR THE SECONDARY LEVEL

(Recommended by teachers at a 1995 TESL NB meeting.)

Bates, S. (1991). *Amazing Newspaper Stories: Teacher's Guide*. Scarborough: Prentice Hall.

Bates, S. (1991). *Amazing Newspaper Stories*. Scarborough: Prentice Hall.

Each of the 15 units uses a simplified authentic newspaper story from a part of Canada. The exercises teach Canadian geography and develop language skills. High interest for high, beginner and low intermediate levels. Another book by the same authors, *Amazing Interviews and Conversations*, with cassette, can be used along with or separately from the first book. Discussion and listening skills are especially developed in the second book.

Boyd, J. and Boyd, M.A.. (1992). *Before Book 1: Listening Activities for Pre-beginning Students of English* (with tape). Englewood Cliffs, NJ: Prentice Hall Regents.

This revised edition, with accompanying teacher's text, develops basic vocabulary for a true beginner through the use of identification and matching of pictures with the words read or played on the cassette. Numbers and alphabet names are included. These books may be useful both with students who are literate and those who have low literacy in their first language.

Mollica, A. (1992). *A Picture is Worth A 1000 Words: Book 1*. Welland, ON: Editions Soleil.

Vocabulary and line drawings on 106 topics such as food, housing, leisure, animals, travel, body, weather, verbs, adjectives and clothing are presented. Many are in the form of identification, matching and completion activities. A teacher's guide is also available.

Romyn, E. and Seely, C. (1985). *Live Action English* (with tapes). Allemany Press.

This is an ESL text for older school students or adults. It includes more basic ESL concepts and skills.

Steinberg, J. (1992). *Games Language People Play*. Markham, ON: Dominic-Pippin.

This is a new version of a popular ESL game book. Activities develop vocabulary and review various grammatical concepts. Easy to advanced game levels are included.

Wright, A., Betteridge, D. and Buckby, M. (1990). *Games for Language Learning*. New York: Cambridge UP.

Provides more language games at various levels of proficiency.

Wright, A. and Haleem, S. (1991). *Visuals for the Language Classroom*. New York: Longman.

This book has different sections on various kinds of visual materials. Tips, questions and activities for adapting these ideas to the classroom are also given.

Wright, A. and Ur, P. (1992). *Five-Minute Activities*. New York: Cambridge UP

This book contains over 100 language activities that review and practise vocabulary and grammar with little or no preparation required. A valuable resource for all levels.