

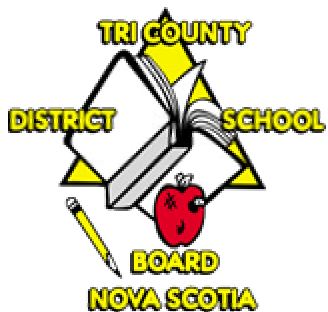
English as a **S**econd **L**anguage

Information for Teachers

November 2000

Board Personnel

Responsibility for ESL students lies with the Tri-County District School Board under the Director of Education and Coordinator of Race Relations, Cross Cultural Understanding and Human Rights.



46 Parade Street
Yarmouth, N.S.
B5A 3A9

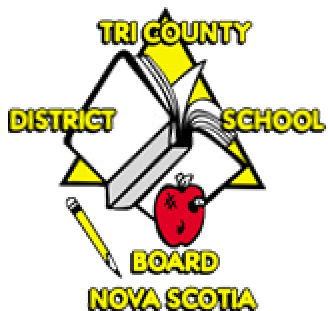
Margaret States

Coordinator of Race Relations, Cross Cultural Understanding
& Human Rights

Tel: (902) 749-5685

Fax: (902) 749-5697

E-mail: mstates@swrsb.ednet.ns.ca



46 Parade Street
Yarmouth, N.S.
B5A 3A9

Phil Landry

Director of Education

Tel: (902) 749-5678

Fax: (902) 749-5698

E-mail: plandry@swrsb.ednet.ns.ca

Proficiency Statements

There has been a great deal of research on second language learning. Despite some continuing disagreements about pedagogy and methodology, it is agreed that the process is long, complex, gradual and social. These statements all have implications for teaching and learning.

On average, students take from 5 to 7 years to approach grade norms on standardized tests in English verbal-academic skills (Collier, Cummins). It is a complex process because four areas of language skills need to be developed: speaking, listening, reading and writing. As well, a vast number of cultural references need to be incorporated into a student's background knowledge in order to become fluent. Learning a second language is a gradual process since students must integrate new information with what they already know. Often there is a silent period during which comprehension precedes production and subsequent skills may develop at inconsistent rates. Finally, the process is social in that we learn a language in order to communicate with others, and not in isolation.

There are two types of language proficiency, known by their acronyms BICS and CALP. BICS stands for "basic communicative interpersonal skills". This conversational proficiency is the everyday language that students usually learn first. This context-imbedded language can take as few as two years to learn. CALP or "cognitive academic language proficiency", refers to the more cognitively demanding academic language that a successful student must master. Research by Collier and Cummins has studied the time it takes ESL students to develop proficiency in different aspects of English. Their work, from the late 1980s and early 1990s, demonstrated that it takes at least five years for an ESL student to develop grade norms on academic aspects of English proficiency. Recent research has confirmed those studies and has, in fact, often suggested that more time is required.

An excerpt from: Strengthening ESL Learners, Vancouver School Board, 1999.

Placement, Programs

The following is based on excerpts from a memo sent to all principals in December 1999. They answer commonly asked questions such as: Where should ESL students be placed? What programs are available to meet their needs? How long will it take for them to become academically proficient?

1. The Department of Education has not set specific policy re. ESL programs, as the Department is not funding school boards in this regard.
2. The Department of Education is in the final process of developing a document entitled ESL Policy Framework Guidelines for ESL Programs and Services. This document will assist School Boards in developing policy and programs appropriate to their circumstances.
3. In general, ESL students should be placed at age-appropriate levels. Because numbers in the SWRSB do not facilitate the formation of complete classes of ESL students, they are integrated into the regular program. This can be beneficial to the students' socialization process and in addition, research shows that language acquisition occurs more readily when it is incorporated into the content areas in real situations. Program Support Teachers can provide valuable assistance.
4. Research also shows however, that it can take 2 to 3 years for students to become conversationally proficient in a second language and 4 to 10 years for grade level academic proficiency. Language acquisition is a slow process. Language and content cannot be acquired in a single year and teachers need to be reassured of this. Younger students have time on their side in acquiring the language and making the transition to the regular program in an age-appropriate grade within a few years. Older students are at somewhat of a disadvantage, due to time restrictions re age-appropriate graduation, and evaluation criteria in place for progression through high school courses. Students with little or no English arriving in grades 10, 11 or 12 might need to understand the course and grade completion will probably take longer than native speaking English students.
5. IPP's are not appropriate for ESL learners in general. The inability to speak English is not considered a special need in the IPP sense. It is only appropriate to assign an IPP to an ESL student when another, recognized special need is involved.

Placement, Programs continued...

6. Adaptations or IMP's are one route to go with ESL students. As stated In the Board's Student Services Policy and Procedures: "An Individual Modified Program Plan (IMP) shall be developed for students when instructional and evaluation strategies are altered for those students but the integrity of the curriculum outcomes are maintained."

Modifications CAN be made to setting, support, instructional techniques, materials, volume of work, pace, number and level of concepts, tasks, activities, assignments and reinforcement strategies. Modification CANNOT be made to essential outcomes and essential content.

With severely limited English skills, achievement of these aforementioned essentials might limit the success of such an IMP.

7. In school regions such as Halifax, the high number of ESL students has given rise to special classes at the Junior High level, comprised totally of ESL students at a language assessment level of ESL1, ESL2 or ESL3. Segregated ESL classes are in place for these students, yet at the same time these students are integrated for courses such as Phys. Ed., Art, Family Studies and Tech. Ed. In Chignecto-Central, an entire P-12 integrated ESL curriculum has been developed for use with ESL students integrated in the regular classroom.

In addition, Halifax is using approved, locally developed courses for ESL students as direct replacements for English 10 and 11. These courses are listed as ESL 10 and ESL 11.

Another course, listed as ESL 1, is designed as a preliminary alternative for students who need to develop more effective communication skills prior to enrolling in ESL 10 or 11. *These courses might be shared for use with individual ESL students who are now integrated into the regular English 10 and 11 classes in the Southwest Regional School Board. In order to use one of these locally developed courses, principals should make application to the Director of Education.*

8. There are precedents and policies in place for French exemption in junior high. The Department's French as Second Language Program Policy states that exemption is possible if a school's Program Planning Team finds that taking French is not currently in the best interest of the student.

School Support

This whole package is designed to give support to teachers and administrators through information re procedures, program suggestions, teaching tips, support agencies, resources etc.

The Board personnel listed can provide information re site visits, professional development and tutoring possibilities

School-based Resource Teachers and Program Support Teachers are an excellent source of in-school support for ESI students, in the same way that they serve the general school population.

In addition, private tutors and private ESL schools are also available in the area.

Definition

The term ESL (English as a Second Language) can be misleading. Often ESL students are learning English as a *third* or even *fourth* language.

ESL students can be newly arrived immigrants *or* students born in Canada who have little or no English.

These students can often have extensive schooling and a high rate of literacy and cognitive development in their first language. They can be students who have achieved well, yet are temporarily slowed by their lack of English ability.

On the other hand, some students may have had very little formal education at all. They have a harder challenge to develop cognitively at the same time as they learn a new language.

Demographics

School	# of ESL Students	Languages Spoken	# of Students Requiring ESL support
Arcadia	1	Icelandic	0
Argyle	0	0	0
Baie Ste. Marie	0	0	0
Barrington Cons.	0	0	0
Barrington High	2	German	0
Barton	0	0	0
Big Tancook	0	0	0
Blandford	1	German	1
Blockhouse	0	0	0
Bridgewater Elem.	9	4 Chinese, 2 Polish, 1 German, 1 French	9
Bridgewater High	11	3 Chinese, 2 Polish, 1 German, 2 French, 2 India, 1 Jordanian	0
Cape Sable	0	0	0
Carleton	0	0	0
Centre Cons.	3	1 German, 2 Arabic	0
Chester Area Middle	1	Spanish	0
Chester District	9	2 Spanish, 1 Polish, 5 Arabic, 1 French	9
Clare	98	French	0
Clark's Harbour	0	0	0
Digby Elem.	1	Lebanese	1
Digby High	0	0	0
Digby Neck	0	0	0
Dr. J.C. Wickwire	5	2 Lebanese, 1 Dutch, 2 Micmac	2
Evelyn Richardson	1	Inuktitut	1
Forest Heights	5	1 Portuguese, 1 Finnish, 2 Chinese, 1 Swiss	4
Gold River	0	0	0
Gorham	0	0	0
Greenfield	0	0	0
Havelock	2	Lebanese (Arabic)	0
Hebville	2	French	2
Hillcrest	0	0	0
Islands	0	0	0
Liverpool	2	1 Spanish, 1 German	2
Lockeport Elem.	0	0	0
Lockeport High	2	1 Portuguese, 1 German	0
Lunenburg Academy	0	0	0
Lunenburg High	5	2 Chinese, 1 Thai, 2 Spanish	2

Demographics continued...

School	# of ESL Students	Languages Spoken	# of Students Requiring ESL support
Mahone Bay	6	1 Croatian/German, 3 Lebanese, 2 German	0
Maple Grove	3	2 Icelandic, 1 Japanese	1
Meadowfields	7	2 Vietnamese, 2 Icelandic, 1 Japanese, 2 French	3
Mill Cove	1	Arabic	1
Mill Village	5	2 Swiss/German, 1 Spanish, 1 German, 1 Dutch	0
Milton Centennial	0	0	0
New Germany Elem.	0	0	0
New Germany High	4	2 German, 1 Spanish, 1 French	1
New Ross	0	0	0
Newcombville	0	0	0
North Queens Elem.	3	Swiss	3
North Queens High	5	1 German, 3 Swiss, 1 French	2
Park View	15	1 Serbo-Croatian, 5 Portuguese, 2 Mandarin, 1 Danish, 3 German, 1 Cantonese, 1 French, 1 Spanish	15
Pentz	0	0	0
Petite Riviere	0	0	0
Plymouth	0	0	0
Port La Tour	0	0	0
Port Maitland	20	2 German, 1 Spanish, 17 French	0
Ragged Island	1	German	0
Riverport	1	Arabic	1
Shelburne High	1	French	1
South Centennial	0	0	0
South Queens Jr.	5	1 Mandarin (Chinese), 1 Cantonese (Chinese), 1 German, 2 French	5
Ste. Anne-du-Ruisseau	2	1 Italian, 1 Austrian	0
West Northfield	0	0	0
Westport	0	0	0
Weymouth	3	2 Swiss-German, 1 French	0
Yarmouth Central	5	1 Vietnamese, 2 French, 1 Lebanese, 1 Chinese	5
Yarmouth High	9	2 Portuguese, 4 Spanish, 1 Japanese, 1 Malay, 1 German	9
Yarmouth Jr. High	2	Vietnamese (French)	0
TOTALS	258		80

Based on 1999-2000 figures.

Basic Teaching Tips

1. Be familiar with the enclosed *Proficiency Statements*. One of the most important things to know is that learning conversational English as a second language takes time, and achieving academic proficiency takes even more time. Be reassured that English fluency cannot be taught in a year even if it were a goal...and it's not.
2. Also be familiar with the enclosed recommendations re *Placement and Programs*. This will further clarify expectations re language acquisition and content coverage.
3. Be friendly. Make the student feel accepted and safe. Smiles are important. The first thing the student should learn is that he/she is welcome in your class. Many ESL students find our culture and school system intimidating. They also often come from situations which have been quite difficult.
4. Make an effort to pronounce the students' name correctly.
5. If possible, learn how to say "hello" in the student's language and teach the other students to do the same.
6. Celebrate the student's culture with a flag or map on the wall. Make mention of the student's national holiday, religious occasions etc.
7. When appropriate include, student background in lessons.
8. Allow for cultural differences as they arise. Eg., eye contact, gestures, dress.
9. Assign a "buddy", a reliable, friendly, well-adjusted student to accompany/sit with the newcomer. Such a student might conduct a school tour and make introductions to appropriate people. Someone who speaks the student's first language as well as English would be ideal, but this will not always be possible.
10. If English is minimal, see that the student learns some basic survival language, perhaps with the use of graph or gestures:
 - washroom - sick
 - lunch - bus
11. Seat students appropriately, near the front but not isolated.
12. Allow the ESL student a considerable period of initial silence in the classroom setting. This is quite normal and sometimes lasts a long time.
13. Expect language development to follow the way of comprehension, speaking, reading and writing...but not always.

Basic Teaching Tips continued...

14. Don't talk louder to ESL students. This does not increase the chances of comprehension and can be intimidating.
15. Keep in touch with the student's comfort level through facial expressions, body language etc.
16. Get support wherever and whenever possible but make it meaningful and real for the student. Keep relevance with course content as much as possible. You shouldn't get a babysitter.
17. Accept that ESL students will often be behind in content coverage until academic language proficiency reach grade level standards. This can take years.
18. Modifications and materials used should be age appropriate.
19. Use graphic organizers/visuals whenever possible. These tools are a great way to allow students to communicate and comprehend course content without a fluent command of the language.

Cultural Guides

In order to fully appreciate, understand and help ESL students integrate into our educational system, it is important that we have an understanding of their country, culture, language and social behaviour. The following resources, found in the Resource Library, are valuable tools to provide such an overview country by country:

[Culturegrams: the nations around us; v.I & II](#)

[People of Nova Scotia Book I](#); introduction to 30 world cultures in Nova Scotia

[People of Nova Scotia Book II](#); introduction to 30 world cultures in Nova Scotia

[Celebration!](#); A guide to religious and national holidays in a multicultural milieu

[Handbook on cross cultural counselling](#)

Multicultural Agencies

ORGANIZATION	PRESIDENT	MAILING ADDRESS	WORK #	HOME/FAX
Fed. of Scottish Clans of NS	Dale MacIntyre	Box 598, Port Hawkesbury, NS B0E 2V0	625-3535	
Palestine Social Assn.	Terry Saleh	Box 105, Brookfield, NS B0N 1C0	497-7999	457-0776
Sri Lankan Assn. of NS	Mark Fernando	39 Ambro Lane, Dartmouth, B2V 1N9	434-8075	
Caribbean Assn. of NS	Faye Trim	4 Boutilliers Grove, Dartmouth, B2X 2W1	492-0803	462-4461
Assn. of Pakistan Cdns. of NS	Ashraf Skaikh	1 Portland Ests Blvd, Dartmouth B2W 6E5	435-4080	
Assn. of Nigerians in NS	Dr. George Mbamalu	1 Sprucewood Court, Dartmouth B2W 6E7	420-7762	462-4350
Maritime Assn. of Sri Lankans	Prasanna Sirapiragasam	430 Colby St., Dartmouth		462-2618
Black Cultural Centre of NS	Henry Bishop	1149 Main St., Dartmouth B2Z 1A8	434-6223	434-2306 (f)
Greek Community of Halifax	John Angelopoulos	21 Kingston Cresnet, Dartmouth B3A 2L9	466-4294	
Islamic Assn. of the Maritimes	Abdelkader Ghaly	2 Belinda Dr., Dartmouth B3A 4L1		
Irish Assn. of NS	Pat Curran	Box 27173, Halifax B3A 4M8	454-5765	
German Cdn. Assn. of NS	Renata Kartsaklis	5757 Inglis St., Halifax B3H 1K5	422-7029	
Federation Acadienne de la NE	Vaughn Madden	1106 South Park St., Halifax B3H 2W7		
Latvian Assn.	Ingrid Sketris	525 Tower Rd., Halifax B3H 2X4	425-0415	
Polish Assn. of Hfx/Dartmouth	Alinea Klimek	1771 Pryor St., Halifax B3H 4G7	422-3445	457-1417
Ethiopian Assn. of NS	Kidane Abebe	Box 27173, Halifax B3H 4M8	423-9023	
Atlantic Jewish Council	Jon Goldberg	800-5675 Spring Garden Rd., Hfx B3J 1H1	422-7491	
Arab Cdn. Assn. of the Atl. Prov.	Dr. Ismail Zayid	Box 1024, Halifax B3J 2X1	428-3893	429-9100
Japanese Society of NS	Shizho Suetsugo	Box 1584, Halifax B3J 2Y3	434-7731	
Korean Assn. of NS	Chang Kang	Box 955 808-1800 Argyle St., Hfx B3J 3N8	429-9178	
Cultural Awareness Youth Group	Gordon Blackmore	205-2099 Gottingen St., Hfx B3K 3B2	425-0287	425-7778 (f)
Micmac Friendship Centre	Gordon King	2158 Gottingen St., Halifax B3K 3B4	420-1576	423-6130 (f)
Cdn. Lebanon Society	Joseph Daniel	Box 8656, Halifax B3K 5M3		499-6222
Italian-Cdn. Cultural Assn.	Luigi Benigno	Box 9044, Halifax B3K 5M7	434-7774	
Scandinavian Soc. Of NS	Kund Lonningdal	552 Ketch Harbor, Halifax B3L 4J5	868-2235	
Chinese Soc. Of NS	Dr. Oscar Wong	Box 29055 RPO, Halifax B3L 4T8	823-1127	
Maritime Sikh Society	Gursharan Toor	11 Woodbank Terrance, Hfx B3M 3K4	477-0008	443-7068
Indo-Cdn. Society of NS	Dr. Naven Mehta	61 Chellon Woods Ln, Hfx B3M 4J4	443-6651	445-3009
South East Asian Assn.	Dr. Surender Sodhi	22 Woodband Terrace, Hfx B3M K4	443-3289	
SICAM	B. Chandrashekar	55 Redwood Ave, Halifax B3P 1Y5	477-2799	
Portuguese Soc. Of NS	Joseph Martin	100 Riverview Cr., Bedford B4A 2X4	423-8294	
Filipino Assn. of NS	Jamieson-Suarez	721-90 Moirs Mill Rd., Bedford B4A 3Y2	477-0008	832-1478
Diman Assn. of Canada	Elias Metlej	345 Kearney Lake Rd., Bedford B4B 1H6	422-3741	
Ukranian Assn. of NS	Fred Drebot (Proj. Coord)	229 Sunnylea Rd., Wellington B2T 1A2	883-2224x	861-0357
Vietnamese Assn. of NS	Minh Linh	288 Kingswood Dr., Bedford B4B 1M1	832-0501	

Source: Multicultural Assn. of NS – March 2, 2000

The Resource Library

ENGLISH AS A SECOND LANGUAGE RESOURCE LIST

Resources are available by contacting the Consultant for Race Relations, Cross Cultural Understanding and Human Rights, South Shore District School Board, Phone (541-3072), Fax (541-3059).

PICTURE-BASED DICTIONARIES/STORIES/ACTIVITIES:

The Oxford picture dictionary for kids; monolingual

This picture dictionary introduces over 700 words in the context of 60 colourful illustrations, each of which is a story. Designed for students aged 5-7.

The Oxford picture dictionary for kids; Teacher's book

This presents techniques and strategies for using the Dictionary (above).

The Oxford picture dictionary for kids; English/Spanish

This picture dictionary introduces over 700 words in the context of 60 colourful illustrations, each of which is a story. Words are listed in both English and Spanish. Designed for students aged 5-7.

The basic Oxford picture dictionary; monolingual

This basic picture dictionary presents some 1200 essential words and phrases, illustrated and arranged in real life contexts. It meets the needs of low-beginning level young adults and adults.

The basic Oxford picture dictionary; English/Spanish

Arranged as above but with the Spanish word printed alongside the English.

The basic Oxford picture dictionary; English/Chinese

Arranged as above but with the Chinese word printed alongside the English.

The Resource Library continued...

The Oxford picture dictionary (English/Polish)

Arranged as above but with the Polish word printed alongside the English.

The Oxford picture dictionary; monolingual Canadian edition

A comprehensive picture dictionary illustrating over 3700 words depicting 140 key topics targeted to meet the vocabulary needs of adults and young adults

The Oxford picture dictionary, Teacher's book

This resource is designed to accompany the Dictionary. It includes the complete Dictionary (above) plus lesson plans for the whole program (below).

The Oxford picture dictionary program; classic classroom activities;

This series of activities offers over 100 reproducible communicative practice activities based on the vocabulary of the Dictionary (two above).

The Canadian Oxford picture dictionary, English/French edition

A picture-based dictionary presenting over 2400 words in both French and English, introduced through 82 topics.

Longman photo dictionary

A photograph based dictionary arranged by semantic categories.

Longman English-Chinese photo dictionary

Arranged as above but with the Chinese word printed alongside the English

Longman photo dictionary; edición bilingüe en español (English/Spanish)

A thematically arranged photo dictionary in which items and actions are noted in both English and Spanish.

The Resource Library continued...

Let's learn English picture dictionary

Consists of 30 large, colourful scenes illustrating more than 1550 basic words. Emphasis is on words most commonly taught in beginning English classes.

Just look 'n learn English picture dictionary

An alphabetically arranged picture dictionary. Other sections include numbers, the calendar, shapes, directions and time.

Picture stories; language and literacy activities for beginners

A series of picture stories dealing with everyday topics. Activities are designed for beginners with minimal skills in English.

More picture stories; language and problem posing activities for beginners

A series of picture stories dealing with everyday topics. Activities are designed for beginners with minimal skills in English.

Going places 1 & 2 student books, teacher's resource books, cassettes.

A two-level picture-based English resource designed to help beginning students develop the practical language they need to function effectively at work.

English workbook; step by step with pictures

A workbook with written, practical exercises to help reinforce vocabulary and English grammar.

My first words to see and learn

This book is for children beginning with the language. It defines over 400 words using individual illustrations alongside thematic scenes.

The Resource Library continued...

ENGLISH GRAMMAR/LISTENING/SPEAKING/READING/WRITING:

Listen to the loon; an intermediate listening program *This book features selections on all Canadian provinces, territories and the country as a whole. It is designed to develop the proficiency of intermediate to advanced students.*

English Connections; grammar for communication books 1,2,3
This is a developmental grammar series for non-native speakers of English. Each book presents sample grammar topics within context.

English Connections; grammar for communication books 1,2,3 - teacher's editions
Teacher's editions for above.

Read all about it; book 1
A collection of high-interest readings for adult and young adult learners at a beginning level.

Begin in English v.2; more more vocabulary-expanding short stories for launched beginners
Stories and plays with controlled vocabulary for adolescent and adult students of English.

Begin in English v.3; vocabulary-expanding short stories for launched beginners
Stories and plays with controlled vocabulary for adolescent and adult students of English.

How English works; a grammar practice book
Grammar practice for intermediate and advanced learners.

Oxford practice grammar with answers
This book is for students at the intermediate and upper-intermediate level. It gives clear explanations of English grammar with exercises in form and use.

The Resource Library continued...

Safari punctuation

For beginners, this book provides a way of stimulating students' curiosity while introducing them to punctuation basics.

Safari grammar

For beginners, this book provides a way of stimulating students' curiosity while introducing them to grammar basics.

Chartbook: a reference grammar; fundamentals of English grammar

Basic English grammar

Understanding and using English grammar

This text addresses developmental skills for intermediate to advanced students of English as a Second Language.

Basic grammar in use; reference and practice for students of English

Grammarchants

This book presents key grammatical structures and practises them using the technique of jazz chanting.

People express; readings and chants for literacy/ESL

This provides a pronunciation program which includes short, survival-related stories that deal with Canadian cultural content.

Jazz chants for children

Designed for children, this book uses chants, songs and poems to teach conversational English.

The Resource Library continued...

Jazz chants for children; teacher's edition

Teacher's edition for above.

Jazz chant fairy tales

Designed for children, this book uses chants, songs and poems to the rhythms of jazz to teach conversational English.

Jazz chant fairy tales; teacher's edition

Teacher's edition for above.

Mother goose jazz chants

Designed for children, this book uses nursery rhymes and songs to teach conversational English.

Choices; writing projects for students of ESL

Focuses on essay writing at the intermediate level.

Choices; writing projects for students of ESL, Instructor's manual

Instructor's manual for above.

Skill sharpeners; books 1-4

This series bridges the gap between ESL and regular school subjects, designed to sharpen both language and subject area skills.

Basic English vocabulary builder activity book

A text for teaching and reinforcing basic vocabulary on a variety of everyday topics.

English with a smile

This book contains twenty-one stories with an interactive text, designed to help the beginning student move easily to the intermediate level.

The Resource Library continued...

English with a smile, teacher's manual

Teacher's manual for above

Whaddaya say?

Designed to improve listening comprehension, this book will give students practice in >relaxed' speech patterns.

Themes in reading; levels 1-3

This is a theme-based, middle grades reading series, including three anthologies of high quality literature (fiction, non-fiction and poetry) by multicultural authors.

Themes in Reading, teacher's guide *Teacher's guide for the above.*

Extensive reading in the second language classroom

This book draws from available research to present effective approaches to language learning.

Language first-aid; activities for Language Arts and ESL

Teaching strategies for language arts and ESL.

GRADE/ABILITY-BASED ESL PROGRAMS:

Amazing English, grades K-5; an integrated ESL curriculum.

Books are divided by level A through E. Each level has a student book and skills journal.

Amazing English how-to handbook.

Instructional strategies for cultural diversity, language acquisition literacy, academic content, and assessment.

The Resource Library continued...

Scott Foresman ESL, Grades 1-8; accelerated English language learning.

Each grade unit has a student book, teacher's edition and teacher's resource book. Program also includes sets of Newcomer Books, grades 1-2, 3-5& 6-8.

All Star English, grades 6-8; an integrated ESL curriculum.

Books are divided by level 1 through 3. Each level has a student book, student portfolio. There is a combined teachers handbook.

English, Yes!; learning English through literature.

Books are divided accordingly: Literacy, Introductory, Beginning, Intermediate 1&2, Transitional and Advanced. All levels have both a student book and teacher's guide teacher's guide.

GENERAL ESL STRATEGIES:

The CALLA handbook; implementing the cognitive academic language learning approach

This is a practical resource for all those teachers who are responsible for teaching core curriculum subjects to students in ESL or mainstream classrooms.

The learning strategies handbook

A comprehensive selection of learning strategies and classroom-tested lessons and activities to teach ESL students how to use the strategies.

Making it happen; interaction in the second language classroom

This book explores ways in which teachers can create meaningful interaction in second language classrooms.

Authentic assessment for English language learners

Provides practical effective strategies for teachers and administrators in order to assess oral language, reading, writing and the content areas.

The Resource Library continued...

Instructional assessment; an integrative approach to evaluating student performance

This book documents ground-breaking research with ESL students and offers a practical approach for integrating assessment and instruction.

Longman ESL literacy student book

This book is for true beginners, providing a basic introduction to English for students who are not ready for a level 1 course.

Longman ESL literacy teacher's resource book

Teacher's resource book for above.

ESL teacher's activities kit

Over 160 games, and activities to enhance language learning as well as tips for the ESL classroom.

ESL teaching resource kit (Elementary)

Developed by TESL Nova Scotia, this kit provides materials to assist teachers in the first few weeks of an ESL student entering their classroom.

A way with words; ESL activities for exasperated English students and their teachers

The subtitle says it all.

The ESL tool box; ready-to-use enrichment activities for LINC classes

Ready-to-use enrichment activities for language instruction for newcomers to Canada. Includes supplementary activities for basic and intermediate students.

Extend a welcoming hand; a resource book for teachers of young ESL learners

A resource book designed to help teachers succeed with the challenges of teaching ESL students.

The Resource Library continued...

Side by side; secondary school edition

Six chapters of language activities with emphasis on daily routines.

Administrators' ESL resource document (NS Dept. Of Ed.)

A 1994 document designed for administrators dealing with ESL programming.

ESL resource document for teachers/support staff (NS Dept. Of Ed.)

A 1994 document designed for teachers/support staff dealing with ESL programming.

Organizing thinking Book I; graphic organizers

This handbook integrates the teaching of thinking skills into student instruction. A main feature is the use of graphic organizers as a way to illustrate how information is related

Organizing thinking Book II; graphic organizers

As above

Teaching multilevel classes in ESL

A resource for practising teachers who are faced with developing a curriculum for multi-level classes.

Teaching to diversity; teaching and learning in the multi-ethnic classroom

An examination of current approaches in successful integrated and mainstream ESL programs.

Decisions

Designed for classroom use with adult learners of English as a second language who have mastered some basic knowledge of grammar and vocabulary.

The Resource Library continued...

MULTICULTURAL STORIES/REFERENCES :

Tales from many cultures

This collection of folktales from around the world encourages students to call on their prior knowledge and cultural values. It is designed for beginning ESL students.

Tales of courage, tales of dreams

This is a collection of multicultural stories, poems and folktales, grouped according to theme, for beginning to intermediate ESL students.

Tales from many lands; an anthology of multicultural folk literature

This unique international anthology allows readers to explore the universal human theme of making choices. The book is illustrated and includes activities.

World folktales

This is an illustrated selection of folktales from countries around the world. It includes activities for exploring setting, characters, themes etc and offers a bridge to cross-cultural understanding.

World folktales, teacher's guide

This teacher's guide for the above includes a sample lesson plan.

Stories we brought with us; beginning readings

This is a collection of stories, some familiar and some not, handed down to students through their culture. Each story has two versions, one with a less complex structure and one more complex. Exercises and activities are included.

Stories we brought with us; answer key

This is the answer key for the exercises in the above.

The Resource Library continued...

Our own stories; readings for cross-cultural communication

This is a unique collection of cross-cultural communications which present cultural issues written through the eyes of students. Designed for intermediate students, it will lead to successful communication as well as respect for other cultures.

I'm not in my homeland anymore

This book is written at the intermediate to advanced level about the experiences in the lives of ESL students.

Culturegrams: the nations around us; v.II Africa, Asia and Oceania

This volume provides an emphasis on the unique values, customs and cultural assumptions of the peoples from the countries covered.

People of Nova Scotia Books I & II

Produced by the Multicultural Association of Nova Scotia, these volumes introduce 30 world cultures represented in Nova Scotia with personal stories, poems and viewpoints.

Handbook on cross cultural counselling

Produced by the Multicultural Association of Nova Scotia, this book addresses the issues related to multicultural counselling. It also gives an overview of 21 ethno-cultural groups.

Celebration!

Produced by the Multicultural association of Nova Scotia, this is a guide to religious and national holidays, cross-referenced by country, religion and date.

The immigrant's handbook of Nova Scotia

Produced by the Multicultural association of Nova Scotia, this is a handbook for immigrants covering such topics as law, taxation, housing, anti-racism, health, education and employment.

The Resource Library continued...

Cultural competence handbook

Produced by the Multicultural association of Nova Scotia, this handbook provides guidance in how to build knowledge and skills in cultural competency (understanding and and appreciation of cultural differences).

Multicultural activity book

Produced by the Multicultural association of Nova Scotia and designed for 7-12 year olds, this is a collection of activities geared to introduce children to the cultural heritage of themselves and others, in a fun and simple manner.

Multicultural Association of Nova Scotia; 20th anniversary album

This is the history of the Multicultural Association of Nova Scotia.

Community resources for multicultural/anti-racism education (Dept. Of Ed.)

Produced by the Nova Scotia Department of Education, this is an annotated directory for a number of organizations and agencies involved in the delivery of multicultural/anti-racism education.

CONTENT-BASED RESOURCES:

The multicultural classroom; readings for content area teachers

Selections from the works of experienced ESL teachers and researchers.

With different eyes; insights into teaching language minority students across the disciplines

Offers insight into teaching language minority students to succeed in demanding academic curricula.

The content-based classroom; perspectives on integrating language and content

Contains information about how to apply a content-based approach to language instruction .It explores practical models for teacher preparation and classroom strategies.

The Resource Library continued...

ESL guidance

A curriculum guide for counsellors working with secondary English as a second language students.

My country, our history; teacher's resource book

This teacher's resource book is designed to accompany the title text which was written especially for recent arrivals to Canada. Designed for middle or secondary students or adults

Mostly math

Math activities for integrated language learning.

Mostly social studies

Social Studies activities for integrated language learning.

Mostly science

Science activities for integrated language learning.

Life science; content and learning strategies

This book is designed to help junior high and high school students develop essential vocabulary and basic academic concepts in life science.

Life science; content and learning strategies, teacher's edition

Teacher's edition for above.

Physical science; content and learning strategies

This book is designed to help junior high and high school students develop essential vocabulary and basic academic concepts in physical science.

Earth and Physical science; content and learning strategies, teacher's edition

Teacher's edition for above

The Resource Library continued...

Integrating language and content; a planning guide for teachers

A handbook for the ESL teacher charged with the task of developing their students' language ability, while simultaneously preparing them for academic study in subject areas.

More than just surviving; ESL for every classroom teacher

Provides regular classroom teachers with up-to-date theories and practices in ESL teaching in friendly, easy-to-read language.

Classroom teacher's ESL survival kit #1; ESL fundamentals for mainstream teachers in elementary schools

This resource includes hundreds of insights, practical ideas and tips to help non-English-speaking students (grades 2-8) to survive in the mainstream.

Classroom teacher's ESL survival kit #2; ESL fundamentals for mainstream teachers in elementary schools

As above but for grades 3-8

Tutoring

- < Tutoring should be done in consultation with teachers and based on course content and outcomes, although there will be degrees of adaptation.
- < Tutors should not concentrate on “teaching English” in isolation, although occasionally certain concepts and skills might have to be introduced or reinforced. English should be learned within a meaningful context.
- < Whenever possible and appropriate, tutors should interact with students within class.
- < Tutors should submit weekly reports to principals and/or teachers involved, outlining the time spent with students as well as course content, skills and outcomes being addressed.
- < It would be difficult to identify and approve ALL resources that can be used in tutoring ESL students. Tutors and teachers may have access to many valuable resources that cannot be formally “approved”. Many materials are available through the ESL Resource Library and the corresponding list will eventually be annotated. In general, materials should be age appropriate, materials should have relevance to course content and outcomes, and materials. Should not be used to teach English in isolation.