

Teaching Basic Literacy To Esol Learners Learning Unlimited

This unique volume of writings by educators in the field working with women's literacy reveals the many ways in which addressing women's empowerment through literacy continues to impact lives. Not only are teachers and learners in adult basic education (ABE), literacy and English language learning (ELL) classes affected, but also those who value and support women's learning and equity, and education for social change. Revelations– More than half of the 3.6 million students in adult basic/literacy education (ABE) programs across the U.S. are women (Sticht, 2001). Research outlines many barriers for women pursuing basic education and literacy, and recommends using woman-positive approaches (Sheared, 1994). However, there exists little research on how educational systems and policies, instructional materials, and pedagogical practices best support the literacy and educational achievement of women literacy learners. Writings and curriculum by individual educators outline and describe innovative activities/ programs focused specifically on the needs of women learners (Cuban & Hayes, 1996; Hayes & Flannery, 2000; Miller & Alexander, 2004; Young & Padilla, 1990). In recent years, educators have been developing innovative curriculum to address such issues as trauma and violence (e.g., Take on the Challenge), work readiness (e.g., Ready for Work), or women's issues in general (Making Connection). New Directions– Empowering Women through Literacy: Voices from Experience is the first comprehensive collection of writing from the field by everyday educators who experience the joys and challenges, creativity and barriers to acknowledge or integrate innovative solutions to support women's learning needs in adult basic education and literacy settings. Mirroring the power of community-based and grassroots organizations, this volume has had a remarkable history. It has emerged from five years of work by WE LEARN (Women Expanding Literacy Education Action Resource Network) to address the needs of literacy educators and students alike through the organization. The vibrant collective of the WE LEARN network provides consistent visibility for women's literacy issues, creates connections among educators and activists, supports selfefficacy among learners, encourages new research relevant to women in ABE, and develops and distributes women-focused literacy materials and curriculum resources. It continues to be the only national U.S. organization directly addressing issues of adult women's literacy and the educational needs of women in ABE. We know you will enjoy this volume that provides an opportunity to hear from 47 contributors from around the world who reflect on their experiences with critical topics of adult literacy practices; how to empower women through literacy and current research based practice. From Belize to Australia, Brazil to Germany, and USA to Turkey, the voices of women engaged in empowerment are awaiting you through these pages. Literacy can change lives, how can we better reach those who desire this empowerment? Join us we explore the breadth of vision and knowledge captured within this groundbreaking volume. The Editors: Dr. Mev Miller and Dr. Kathleen P. King are co-editors of this volume within the Adult Education Series of Information Age Publishing. Mev Miller is the founder and director of WE LEARN, headquartered in Cranston, RI (www.litwomen.org). Kathy King is a professor of adult education at Fordham University's Graduate School of Education in New York City. They and 45 other contributors join together in this volume to celebrate the unheralded capacity of literacy's empowerment in women's lives.

*This self-paced professional development resource (85 pages), from the Northern Colorado Professional Development Center, reviews the basics of teaching literacy to ESL/ ESOL adult learners. Topics include: ESL literacy levels, determining the needs of your learners, a balanced approach to literacy instruction, selecting appropriate textbooks and ways of supplementing the core textbook. Table of contents: * Introduction * What are ESL literacy levels? (3 levels, descriptions, what to teach) * Determining the needs of your learners: What do ESL emergent readers want to learn? * Methods and reflections (Phonics approach - top down. Integrating these strategies. Instructional techniques) * Putting it into practice. Developing extension activities for reading instruction using existing textbooks (example worksheets and activities) * Application activities * Evaluation form * Glossary of terms * Appendix: CASAS Level A Life and Work pre-beginning and literacy level picture needs assessments * Bibliography.*

A practical guide to teaching learners who have just begun to read and write in English and are not yet familiar with the Latin script. Aimed at both practising ESOL teachers and trainee teachers, this book integrates theory with lots of practical suggestions for teaching.

Improving Policy and Practice

Contemporary Foundations for Teaching English as an Additional Language

English on a Roll

principles and practice

Teaching Literacy in ESOL Classes

Book Fiesta!

This course is written for UK Skills for Life practitioners and tutor managers. The course covers the theory and practice of working with ESOL learners who have basic literacy needs. Table of contents: * Session 1: Theory and practice of teaching basic reading (A definition of basic literacy in ESOL. The reading process and the acquisition of reading. Reading and writing – the learner 's knowledge, skills and strategies.

Teaching reading) * Session 2: Working with whole texts (The role of context. Models and approaches. Exploring activities for teaching reading and writing) * Session 3: Identifying and supporting dyslexic learners (Dyslexia and the dyslexic learning style. Theories of spelling. Teaching spelling) * Session 4: Theory and practice of teaching basic writing (The writing process and the acquisition of writing. Composition and teaching handwriting. Phonics. Learners with basic literacy – where do I start?)

Take a ride in a long submarine or fly away in a hot air balloon. Whatever you do, just be sure to bring your favorite book! Rafael López's colorful illustrations perfectly complement Pat Mora's liltng text in this delightful celebration of El Día de los Niños/El Día de los Libros: Children's Day/Book Day. Toon! Toon! Includes a letter from the author and suggestions for celebrating El Día de los Niños/El Día de los Libros: Children's Day/Book Day. Passa por el mar en un largo submarino o vija lejos en un globo aerostático. No importa lo que hagas, ¡no olvides traer tu libro preferido! Las coloridas ilustraciones de Rafael López complementan perfectamente el texto ímico de Pat Mora en esta encantadora celebración ó de El Día de los Niños/El Día de los Libros. ¡Tun! ¡Tun! Incluye una carta de la autora y sugerencias para celebrar El Día de los Niños/El Día de los Libros. The author will donate a portion of the proceeds from this book to literacy initiatives related to Children's Day/Book Day. La autora donará un porción ó de las ganancias de este libro a programas para fomentar la alfabetizaci3n de los niños/El Día de los Libros.

This book continues the ICTMA tradition of influencing teaching and learning in the application of mathematical modelling. Each chapter shows how real life problems can be discussed during university lectures, in school classrooms and industrial research. International experts contribute their knowledge and experience by providing analysis, insight and comment whilst tackling large and complex problems by applying mathematical modelling. This book covers the proceedings from the Twelfth International Conference on the Teaching of Mathematical Modelling and Applications. Covers the proceedings from the Twelfth International Conference on the Teaching of Mathematical Modelling and Applications Continues the ICTMA tradition of influencing teaching and learning in the application of mathematical modelling Shows how real life problems can be discussed during university lectures, in school classrooms and industrial research

Photocopiable Edition

Education, Engineering and Economics - ICTMA 12

Cultures, Communities and Classrooms

Review of Adult Learning and Literacy, Volume 6

New Perspectives on the Teaching of ESOL

ESL Teaching

Literacy has traditionally been associated with the linguistic and functional ability to read and write. Although literacy, as a fundamental issue in education, has received abundant attention in the last few decades, most publications to date have focused on monolingual classrooms. Language teacher educators have a responsibility to prepare flexible so they can adapt to the range of settings and variety of learners they will encounter in their careers while also bravely questioning the assumptions they are encountering about multilingual literacy development and instruction. The Handbook of Research on Cultivating Literacy in Diverse and Multilingual Classrooms is an essential multifaceted nature of literacy development across the lifespan in a range of multilingual contexts. Recognizing that literacy instruction in contemporary language classrooms serving diverse student populations must go beyond developing reading and writing abilities, this book sets out to explore a wide range of literacy dimensions. It offers reflection on issues related to power, ownership, identity, and the social construction of literacy in multilingual societies. As a resource for use in language teacher preparation programs globally, this book will provide a range of theoretical and practical perspectives while creating space for pre- and in-service teachers to grapple with the issues.

Are you teaching or training to teach English to adult speakers of other languages? Yes! Then this is the essential book for you! This is one of the few books to effectively blend together research, theory and practical pedagogy and link this directly with the context of teaching English to adults. There are reflective tasks throughout, which use theoretical knowledge to your own experiences. The editors and contributing authors - all experienced practitioners and researchers - share their experience of meeting the diverse needs of learners in the ESOL setting. Learners come from a wide range of cultural, educational and linguistic backgrounds and choose to learn English for a variety of important implications for the way the teaching is undertaken. The authors draw on their wealth of experience with adult learners to offer practical strategies for the classroom. Key topics include: Planning, learning and assessment Accuracy and fluency Learning contexts Language analysis, language use and language acquisition This is essential subject specialist certificate courses, or integrated Cert Ed/PGCE/ESOL courses. It is also of interest to people teaching English outside the UK. Contributors: Vivien Barr, Sue Colquhoun, Jo-Ann Delaney, Clare Fletcher, Marina Spiegel, Helen Sunderland, John Sutter, Eflsia Tranza, Mary Weir

Cohen offers a new framework for analyzing social projects and local social activism. Rather than look at how single projects are designed and managed to evaluate their impact, the approach calls for analyzing fields of social action: policy and politics, institutional behavior, social networks among policymakers and practitioners, and available resources. Combined, they affect the conceptualization of a social problem and the design and practice of social intervention. More broadly, through circumscribing the range of thinking about social problems, they define possibilities to generate social change. Analyzing fields also allows for linking macro-level trends in areas like policy to decision-making. The effectiveness of projects at instigating the desired transformation in individual and collective behavior. Working together, policymakers, individual activists, nonprofit organizations, and staff in public institutions like schools and hospitals can critique and alter fields to challenge more effectively social problems. This collaboration, in turn, and, ultimately, the politics of social change.

Empowering Women Through Literacy

At the Lake and Other Stories for Adult Emergent Readers

A Survey of the Teaching of ESOL (English for Speakers of Other Languages) to migrants in English-speaking countries.

Issues and Options in Adult ESL Literacy

Teaching Adult Literacy: A Teacher Education Handbook

EBOOK: Teaching Adult Literacy: A Teacher Education Handbook

Note: This is the bound book only and does not include access to the Enhanced Pearson eText. To order the Enhanced Pearson eText packaged with a bound book, use ISBN 0134403398. This book is the ideal source for teaching oral language, reading, writing, and the content areas in English to K-12

English learners. In an approach unlike most other books in the field, "Reading, Writing, and Learning in ESL" looks at contemporary language acquisition theory as it relates to instruction and provides detailed suggestions and methods for motivating, involving, and teaching English language learners. Praised for its strong research base, engaging style, and inclusion of specific teaching ideas, the book offers thorough coverage of oral language, reading, writing, and academic content area instruction in English for K-12 English learners. Thoroughly updated throughout, the new edition includes a new chapter on using the Internet and other digital technologies to engage students and promote learning, many new teaching strategies, new and revised activities, and new writing samples. The Enhanced Pearson eText features embedded videos and assessments. Improve mastery and retention with the Enhanced Pearson eText™ The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content. The Enhanced Pearson eText is: Engaging. The new interactive, multimedia learning features were developed by the authors and other subject-matter experts to deepen and enrich the learning experience. Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad(r) and Android(r) tablet.* Affordable. The Enhanced Pearson eText may be purchased standalone for 50-60% less than a print bound book.* The Enhanced eText features are only available in the Pearson eText format. They are not available in third-party eTexts or downloads.**The Pearson eText App is available on Google Play and in the App Store. It requires Android OS 3.1-4, a 7" or 10" tablet, or iPad IOS 5.0 or later.*

Building on Michael Graves's bestseller, The Vocabulary Book, this new resource offers a comprehensive plan for vocabulary instruction that K-12 teachers can use with English language learners. It is broad enough to include instruction for students who are just beginning to build their English vocabularies, as well as for students whose English vocabularies are approaching those of native speakers. The authors describe a four-pronged program that follows these key components: providing rich and varied language experiences; teaching individual words; teaching word learning strategies; and fostering word consciousness. This user-friendly book integrates up-to-date research on best practices into each chapter and includes vignettes, classroom activities, sample lessons, a list of children's literature, and more.

Are you teaching or training to teach literacy to adult learners? Do you want to update and deepen your practice? Yes! Then this is the essential book for you! In this book, the authors offer friendly guidance on how to work with adult learners to develop their literacy skills and practices.

They challenge the negative view of adult literacy learners as social problems, often described in terms of their deficits. They promote an alternative view of people who have rich resources and skills in many areas of their lives which they can bring to the learning process. The contributing authors have a wealth of experience as practitioners and researchers in the field. They pull together a wide range of current theory and research on adult literacy, offering new perspectives on theory and applications to everyday practice. Key features include: Case studies of real student experiences Samples of learners' writing with commentary and analysis Application of linguistic theory to literacy teaching Practical suggestions for teaching, planning and assessment Guidance on supporting learners with dyslexia and global learning difficulties Reflective tasks, encouraging readers to develop and apply their knowledge This book is an invaluable resource for trainee teachers studying on literacy specialist courses leading to teaching qualifications, as well as for experienced practitioners wishing to update and deepen their practice.

Connecting Research, Policy, and Practice: A Project of the National Center for the Study of Adult Learning and Literacy

A Resource Book for Teaching K-12 English Learners

At the River and Other Stories for Adult Emergent Readers

Basic Literacy in ESOL Trainer pack

Reading, Writing and Learning in ESL

Clear, Practical Lesson Plans for Teaching Adult Beginners

Review of Adult Learning and Literacy: Connecting Research, Policy, and Practice, Volume 6, includes chapters on: "Demographic change and low-literacy Americans; "The role of vocabulary in Adult Basic Education; "Implications of research on spelling for Adult Basic Education; "Issues in teaching speaking skills to adult ESOL learners; "The preparation and stability of the Adult Basic Education teaching workforce; "The adult literacy system in Ireland; and "Broad-based organizing as a vehicle for promoting adult literacy. .

ESL (ELL) Literacy Instruction provides both ESL and mainstream teachers with the background and expertise necessary to plan and implement reading programs that match the particular needs and abilities of their students. Comprehensive and research-based, it applies current ESL and reading research and theory to practice. Designed for use by pre-service teachers at all levels from kindergarten to adult learners, it explains different models of literacy instruction from systematic phonics to whole language instruction and includes specific teaching methods within each model. Multicultural issues are addressed. Instructional matrices that account for the wide variations in ESL (ELL) student backgrounds and abilities form the pedagogical basis of the approach described in the text. The matrices, based on extensive research, involve two easily measured variables that predict what programs and approaches will be comprehensible for learners who vary in age, literacy background, English ability, and program needs. Readers are encouraged to develop their own teaching strategies within their own instructional models.

This engaging volume on English as an Additional Language (EAL), argues persuasively for the importance of critical participatory pedagogies that embrace multilingualism and multimodality in the field of TESOL. It highlights the role of the TESOL profession in teaching for social justice and advocacy and explores how critical participatory pedagogies translate into English language teaching and teacher education around the world. Bringing together diverse scholars in the field and practicing English language teachers, editors Polina Vinogradova and Joan Kang Shin present 10 thematically organized units that demonstrate that language teaching pedagogy must be embedded in the larger sociocultural contexts of teaching and learning to be successful. Each unit covers one pedagogical approach and includes three case studies to illustrate how English language teachers across the world implement these approaches in their classrooms. The chapters are supplemented by discussion questions and a range of practical sources for further exploration. Addressing established and emerging areas of TESOL, topics covered include: Critical and postmethod pedagogies Translingualism Digital Literacy and multiliteracies Culturally responsive pedagogy Advocacy Featuring educators implementing innovative approaches in primary, secondary, and tertiary contexts across borders, Contemporary Foundations for Teaching English as an Additional Language is an ideal text for methods and foundational courses in TESOL and will appeal to in-service and preservice English language teachers as well as students and teacher educators in TESOL and applied linguistics.

Teaching basic literacy to ESOL learners

Debates in ESOL Teaching and Learning

An Action Research Investigation Into Improving Feedback from Software for a Class of Adult Entry 1 ESOL Basic Literacy Students

ESOL: A Critical Review

ESL Literacy Instruction. An Independent Study Course for Teachers of Adult English as a Second Language Learners

Teach Beginning ESL / EFL and Survive!

The result of a 2-year research study funded under the National English Literacy Demonstration Program for Adults of Limited English Proficiency, this handbook on adult English-as-a-Second-Language (ESL) literacy education represents a synthesis of ideas derived from various sources. It is meant as a resource for teachers who have some experience in teaching but are new to ESL literacy. It contains the following nine chapters: (1) "Adult ESL Literacy: State of the Art," which discusses some of the special features of adult ESL literacy; (2) "Approaches and Materials," which maintains that meaning-based approaches show the greatest promise in helping adults develop full literacy; (3) "Teaching Adult ESL Literacy in the Multilevel Classroom," which shows that group work is the most effective strategy for dealing with multilevel classrooms; (4) "Using Computer and Video Technology in Adult ESL Literacy," which discusses the pros and cons of using technology in ESL literacy teaching; (5) "Native Language Literacy," which demonstrates that using the native language of the learners is a viable approach to introducing literacy to adults who are not literate in their first language; (6) "Learner Assessment," which shows that program-based assessments are superior to standardized tests; (7) "Curriculum," which demonstrates that curriculum decisions are value decisions that mirror a program's philosophy; (8) "Staff Development and Program Issues," which holds that effective staff development should focus on the social context, adult learning, second language acquisition, literacy development, and effective teaching processes; and (9) "Curriculum Modules," which presents 10 teaching units that demonstrate meaning-based teaching. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

Whether it is earning a GED, a particular skill, or technical topic for a career, taking classes of interest, or even returning to begin a degree program or completing it, adult learning encompasses those beyond the traditional university age seeking out education. This type of education could be considered non-traditional as it goes beyond the typical educational path and develops learners that are self-initiated and focused on personal development in the form of gaining some sort of education. Essentially, it is a voluntary choice of learning throughout life for personal and professional development. While there is often a large focus towards K-12 and higher education, it is important that research also focuses on the developing trends, technologies, and techniques for providing adult education along with understanding lifelong learners' choices, developments, and needs. The Research Anthology on Adult Education and the Development of Lifelong Learners focuses specifically on adult education and the best practices, services, and educational environments and methods for both the teaching and learning of adults. This spans further into the understanding of what it means to be a lifelong learner and how to develop adults who want to voluntarily contribute to their own development by enhancing their education level or knowledge of certain topics. This book is essential for teachers and professors, course instructors, business professionals, school administrators, practitioners, researchers, academicians, and students interested in the latest advancements in adult education and lifelong learning.

Praised for its strong research base, engaging style, and inclusion of specific teaching ideas, the Fifth Edition comprehensively examines oral language, vocabulary, writing, reading, and writing/content-based instruction in English for grades K-12 students. This Fifth Edition of Peregoy & Boyle's best-selling book continues the strengths of the Fourth Edition with its comprehensiveness and accessibility, providing a wealth of practical strategies for promoting literacy and language development in ELLs (K-12). Unlike many books in this field, Reading, Writing and Learning in ESLtakes a unique approach by exploring contemporary language acquisition theory (as it relates to instruction) and providing suggestions and methods for motivating ELLs' English language, literacy and content area learning. The book highlights content-based instruction and features differentiated instruction for English language learners.

ESL (ELL) Literacy Instruction

Teaching Adult ESL and Teaching Adult Literacy

Pedagogical Approaches and Classroom Applications

Teaching Adult ESOL

Mathematical Modelling

Teaching Basic Literacy to ESOL Learners: A Training Course for ESOL Practitioners. Video 2 (on CD ROM)

Describes the diversity of ESOL learners (and teachers) and explores the challenges this creates for policy makers and people directly involved. Discusses the teaching and learning of both oral communication and literacy (including electronic literacy) Focuses on the UK, but relevant to ESOL around the world Uses extracts from interviews and transcripts of classroom activities with real ESOL students and teachers throughout Authors draw on their own personal experiences of teaching and researching ESOL Useful for both trainee and practising ESOL teachers, and for anyone with an interest in the field

Teach Beginning ESL/EFL and Survive! is the book the author wishes she had had at the beginning of her ESL/EFL career. It was written for teachers of beginning ESL/EFL who do not have experience or ESL training. It is intended to be flexible and adaptable enough to supplement a required text. A teacher without a text, using this book and choosing one of the textbooks recommended in it, can teach a complete one-semester course for beginners in almost any situation and learn to teach ESL/EFL at the same time. The manual has 80 detailed lesson plans, starting with numbers and ending with polite requests. It includes irregular past verbs and easy helper verbs like "can" and "will." With an additional student textbook for reading and writing practice, the manual should provide material for at least 160 class hours. The manual recommends specific texts for secondary schools, adult education, volunteer classes, and students with previous ESL experience. It also recommends other books worth buying for new ESL teachers and describes how to use them. Each plan contains a vocabulary list, an agenda, and a list of materials necessary for the day. Oral routines for listening and speaking practice use classroom objects and easily available materials. Grammar is explained through short rules and simple graphs, with lots of examples and teacher-class interaction. New teachers will learn common basic ESL techniques in the context of each lesson. Each lesson plan notes specific pages in the recommended textbooks which reinforce the day's topic with readings, dialogues, pictures, written grammar exercises and listening practice.

This video accompanies an tutor training course developed to show how basic literacy can be taught in an ESOL class. The video has 3 sections and aims to stress the importance of working on reading and writing skills in context - contexts that engage students' interests, experience, sense of humour, opinions and ideas, making the student the centre of the experience. It focuses on working with whole texts, developing word skills and the language experience - integrating text, sentence and word level work. The booklet provides lesson plans for tutors and worksheets. Profiles of the 3 classes featured in the video are also included. Use in conjunction with: 2.1 SPI 2001 (Teaching basic literacy to ESOL learners. A training course for ESOL practitioners) and 2.1 SPI 2001B (video 2). Click on the Series link to locate this resource.

A Training Course for ESOL Practitioners

A Framework for K-5

Bringing Literacy to Life

Working with Beginning Readers and Writers in ESOL Classes. CPD Modules - Level 4

Teaching Strategies for ESOL Literacy

*Teacher, Please!

The Freeman's bestselling *ESL Teaching: Principles for Success* has long been a cornerstone text for research-based second language teaching methods and practices. The completely updated edition, with important contributions from coauthors Mary Soto and Ann Ebe, builds on foundational methodology for ESL teaching with the very latest understandings of what researchers, national and state departments of education, education associations and school districts across the country say constitutes best practices for emergent bilingual students. Written to support both mainstream and ESL/bilingual teachers, *ESL Teaching, Revised Edition* features: - a description of early ESL teaching methods along with current content-based methods, including CALLA, SIOP, GLAD, and QTEL - seven best-practice principles for supporting the academic success of English learners - classroom examples with a broad range of types of students and settings that illustrate how teachers have brought these principles to life - updated references and reviews of language teaching research. A classic foundational text, *ESL Teaching: Principles for Success* explains second language education methods in a comprehensible way and offers practical implementation strategies that work in any classroom. This text serves as a handbook for teacher educators, teachers, and administrators. This is a CPD resource was produced for UK tutors teaching basic literacy skills to ESOL learners. Each session has trainer notes and handouts. The course consists of two modules focusing on: * Developing an understanding of the range of skills and experience beginning readers and writers bring to classes * Developing an understanding of the social and political context of literacy in different countries, and the implications for teaching * Developing an understanding of the experience of being a beginning reader in an ESOL class * Identifying the knowledge and understanding used in reading at Entry 1 * Identifying some key strategies for working with beginning readers * Identifying activities for developing reading at Entry 1, at Text, Sentence and Word levels * Developing an understanding of good practice in designing teaching materials for developing reading at Entry 1, and had an opportunity to evaluate a range of materials * Designing activities and materials for working with beginning readers. The Routledge Handbook of Materials Development for Language Teaching is the definitive resource for all working in this area of language and English language teaching. With 34 chapters authored by leading figures from around the world, the Handbook provides an historical overview of the development of language teaching materials, critical discussion of core issues, and an assessment of future directions. The contributions represent a range of different international contexts, providing insightful, state-of-the-art coverage of the field. Structured in nine sections, the Handbook covers: changes and developments in language teaching materials controversial issues in materials development research and materials development materials for language learning and skills development materials evaluation and adaptation materials for specific contexts materials development and technology developing materials for publication professional development and materials writing Demonstrating throughout the dynamic relationship between theory and practice, this accessible Handbook is essential reading for researchers, scholars, and students on MA programmes in ELT, TESOL, and applied linguistics.

Teaching Basic Literacy to ESOL Learners: A Training Course for ESOL Practitioners. Video 1 (on CD ROM).

Teaching Vocabulary to English Language Learners

Shrinkwrap

Research Anthology on Adult Education and the Development of Lifelong Learners

Handbook of Research on Cultivating Literacy in Diverse and Multilingual Classrooms

Celebrate Children's Day/Book Day; Celebremos El día de los niños/El día de los libros

*At the Lake integrates interactive reading instructional techniques and sound ESL methodology to help beginners acquire literacy skills in English. Focusing on phonics, fluency, vocabulary, and comprehension, At the Lake reinforces and extends the basic literacy instruction found in At the River. Short stories and multiple exercises offer scaffolded practice in the most commonly used sound-spelling patterns of long vowels in English. R-controlled vowels and other vowel variations are also taught directly. Students review short vowels, consonant blends, and consonant digraphs in each unit. At the Lake helps students build reading fluency and decoding skills, which foster vocabulary acquisition and comprehension skills. At the Lake enables ESL teachers of any experience level to teach reading in English to students with limited or interrupted formal education, or to any student who needs to improve spelling, decoding, pronunciation, and reading in English. A detailed teacher's guide and audio files are available free of charge on the Waygoose Press website. This unique book provides a lively introduction to the theory and research surrounding the adult learning of English for Speakers of Other Languages. Offering a digest and discussion of current debates, the book examines a wide geographical and social spread of issues, such as: * how to understand the universal characteristics of learning an additional language * what makes a 'good' language learner * multilingualism and assumptions about monolingualism * learning the written language * the effect of recent Government immigration policy on language learning processes. As a majority of adults learning ESOL are from communities of immigrants, refugees and asylum seekers, understanding the diversity of social and personal history of learners is a critical dimension of this book. It also recognises the social pressures and tensions on the learners away from the classroom and discusses various types of classroom and language teaching methodologies. Full of practical activities and case studies, this book is essential reading for any basic skills teacher undertaking a course of professional development, from GNVO through to post-graduate level.*

Note: Purchase this file once, and then make legal copies for your students. At the River presents a combination of interactive reading instructional techniques and sound ESL methodology to give low literate students a bridge to mainstream ESL textbooks. Each unit provides structured, scaffolded practice in writing and reading letters, letter combinations, words, sentences, and paragraphs. Clear illustrations reinforce both phonics and vocabulary for everyday situations. This effective, class-tested phonics and reading system enables even ESL teachers with no reading development training to teach nonliterate and semiliterate students how to read in English. A detailed teacher's guide is available free of charge.

Teaching Basic Literacy to ESOL Learners

Principles for Success

Reading and Writing with English Learners

Transforming Social Action into Social Change

Views from Experience

This video accompanies an tutor training course developed to show how basic literacy can be taught in an ESOL class. The video has 3 sections showing examples of how to stage and deliver an ESOL basic literacy lesson, how to assess a basic literacy learner and how to use ICT with basic literacy learners. The booklet provides lesson plans for tutors and worksheets. Use this resource in conjunction with: 2.1 SPI 2001 (Teaching basic literacy to ESOL learners. A training course for ESOL practitioners) and 2.1 PI 2001A (Teaching basic literacy to ESOL learners - video 1). Click on the Series link to locate this resource. Table of contents: * Staging an ESOL literacy class (setting the scene, preliminary oral work, reading - whole class and pairs, checking understanding, transferring information, writing, working with a writing frame, providing vocabulary, modelling text orally, student writing) * How to assess an ESOL basic literacy learner (Finding out about the learner's background, assessing their reading skills, word recognition, social sight vocabulary, reading handwriting, reading short text and checking for understanding, assessing writing skills) * Using ICT with basic literacy learners (word level work, sentence level work, text level work).

Reading & Writing with English Learners offers kindergarten through fifth grade reading and writing educators a user-friendly guide and framework for supporting English learners in balanced literacy classrooms. Authors Valentina Gonzalez and Melinda Miller lead readers in exploring the components of Reading & Writing with English Learners with a special eye for increasing the effectiveness of instructional methods and quality of instruction to serve English learners. This book shares practical and effective techniques for accommodating reading and writing instruction to design learning that simultaneously increases literacy and language development. Reading & Writing with English Learners was written for: • K-5 Classroom Teachers • ESL Teachers • Reading and Writing Instructional Coaches • District Leaders Reading & Writing with English Learners includes: • the components of Reading & Writing Workshop • accommodations that support English Learners • high yield practices for Reading & Writing Workshop during remote teaching • the role of phonics • a culturally inclusive booklet • activities that support Reading & Writing Workshop And more!

Offers guidance on how to work with adult learners to develop literacy skills and includes case studies of real student experiences and practical suggestions for teaching, planning, and assessment.

The Routledge Handbook of Materials Development for Language Teaching

A Guidebook to Theory and Practice