

# Introduction

These few pages of introduction explain how this bibliography is organized, the rationale for preparing it, and the editorial principles used. A critical survey of the material is appended, at the end of this volume, interpreting the trends in ESL education in Canada which the materials appear, collectively, to represent. For individuals wishing to order materials appearing in the bibliography, a list of the addresses of Canadian publishers and distributors appears on the final pages of this volume. We note that authorized distributors may vary from province to province; certain government agencies may not be authorized to distribute materials beyond provincial boundaries without charging mailing and handling fees.

## Using the bibliography

The bibliography is arranged in alphabetical order by authors' surnames (or those of first authors or institutions, in the cases of materials with multiple authors). Following the bibliographic data for each item, a list of keywords appears, citing the main uses and features of each text, to permit rapid scanning of the materials. Each text is then described in single paragraph annotations. Materials produced as integrated series are listed together, treated as single entries.

For categorical reference to all items in the bibliography, 3 tables list and categorize the materials by their principal purposes. Table 1 lists all materials intended for classroom or independent study by adult ESL students. Table 2 lists all materials intended for classroom or independent use by school-age ESL students. (Some materials marked "adult" may in fact be suitable for high school students; see discussion of this point in the essay closing this volume.) Table 3 lists all materials for teacher reference to ESL curriculum and instruction, for professional development, or for applied research. Each table categorizes the materials by their functions, geographic audiences, educational uses, format, content, ESL proficiency levels, and Canadian content. The terms used to define and subdivide these categories are as follows:

1. *Function* distinguishes whether the materials are for *study* by ESL

- students, for *reference* by ESL students or teachers, or to inform or organize ESL curriculum, instruction, or education, in the case of materials marked *curric.*
2. *Geographic Audience* refers to the intended geographic distribution of the materials, as evident in situational references. Materials marked *regional* were developed for specific cities, institutions, or parts of Canada. Those marked *national* are for use throughout Canada, but probably not other parts of North America. Those marked *N. Amer.* usually contain references to Canadian and U.S. locations and situations, making them suitable for North American users. Those marked *Int'l* are for use internationally, containing references which are not restricted to any one location, region, or country.
  3. The category of *Uses* has two subdivisions. Materials to be used by ESL students are categorized as appropriate for *classroom* study, *independent* study outside of classroom settings, or both (in the case of materials marked *class/ind*). Materials to be used by ESL teachers or other professionals are categorized as intended to guide the general *organization* of ESL curricula, to implement specific aspects of ESL *classroom* instruction, or to serve as *independent* references to inform ESL education.
  4. *Format* distinguishes whether the materials appear as a *single* independent volume; an integrated *series* of materials; a student workbook and companion teacher's guide (marked *teach/st.*); a *periodical*, such as a newspaper; or a *multimedia* kit, containing such resources as videos or filmstrips. Materials marked *collect*, are edited collections of articles for teacher reference or education.
  5. *Content* categorizes those materials which focus on specific skills or knowledge, such as *reading, writing, speaking, listening, initial literacy, pronunciation, conversation, survival strategies, culture, vocabulary, grammar, or academic* preparation. Instructional materials which address many of these areas comprehensively are marked *compreh.* Materials which concern language research or policy, teachers' professional development, or pedagogical methodology are marked *prof.*
  6. *Level* refers to instructional materials developed for specific levels of ESL proficiency. Those marked *beginner* are for ESL students beginning to learn English. Materials marked *int.* are for students with an intermediate proficiency in English, i.e. some conversational or reading fluency. Materials marked *nat.* are for students who have an advanced, native-like proficiency in English. Combinations of these categories are cited where the materials may be suitable for 2 of these proficiency levels. Materials suitable for any of these proficiency levels are marked *all*. Authors' guidelines for these designations have been followed, wherever they are indicated in the texts themselves. Materials for teacher reference are marked *N/A* if they do not address specific student proficiency levels.

7. *Canadiana* refers to the aspects of Canadian content represented. Materials written by Canadians, with Canadian references, edited and published in Canada are marked *all*. Materials marked *author* were written by Canadians but published elsewhere. Materials marked *con.*, similarly, have Canadian content but were published elsewhere. Materials marked *pub.* were published by Canadian publishers. Materials marked *ed.* indicate that the editor(s) is Canadian. Combinations of these terms are categorized, as appropriate.

## Rationale

This annotated bibliography seeks to fulfill a longstanding educational need in Canada: for a single comprehensive resource on ESL curriculum, instructional, and reference materials produced in this country for use by ESL practitioners and those performing associated work. Many factors have challenged the prospect of such a comprehensive view in Canada. But these very same factors provide a strong rationale for adopting a national perspective now. They include the sheer diversity of educational situations in which ESL is studied and taught throughout the country; the extent to which learning and uses of second languages are closely related to people's immediate socio-cultural circumstances; and the tendency for existing Canadian resources to have taken either a local or international perspective, and, consequently, to have left a national perspective relatively uncharted.

ESL education serves exceptionally diverse populations in Canada: children in schools and pre-schools; adults in higher or basic education, local community centres, or unique workplaces; visiting students at colleges and universities; people of very different cultural and linguistic backgrounds; people in very different regions of Canada, in urban and rural settings; native Francophone and Indian peoples; as well as recent and long-time immigrants. ESL instruction is, necessarily, obliged to address learners' unique circumstances. However, in doing so, local specializations and policies develop, leading to the fragmentation of professional knowledge and common resources. Having few common resources to consult in Canada, many ESL instructors and programs are simply unaware of materials, practices, and information developed in other parts of the country or for other learner groups (Burnaby 1987). One motivation for the present bibliography is to counter this problem of accessibility of information.

A second motivation is to promote instructional materials and educational policies which are relevant to the personal circumstances of ESL learners in Canadian society. English language teaching is, of course, no more Canadian than it is British, American, Australian, or Nigerian or Indian. However, for learners (and teachers) of English within Canada,

ESL studies become uniquely Canadian phenomena; their language learning is integrated closely with the ways of life, the public institutions, and the situations, routines and values unique to this country. The need to appreciate such contextual considerations is obvious if one considers, for example, the situation of Francophone learners of English in Quebec (Bibeau 1982), the language and cultural obstacles constraining many immigrants' access to health care in Canada (Beiser et al. 1988), the unique circumstances of Native children learning English (Burnaby 1982), or the specific functions of language in academic learning in Canadian schools (Ashworth 1988, Mohan 1986). Many existing American or British ESL materials may be appropriate for studying the *technical* aspects of English, such as its grammar or vocabulary. But they are largely irrelevant to the daily concerns, public situations, and social routines of language learning and use within practical circumstances in Canada.

A third reason for creating this bibliography is to "take stock" of existing Canadian ESL materials and information. Compiling the bibliography has, implicitly, involved charting the scope of published knowledge about ESL education in Canada. By identifying and categorizing what now exists in this field, it is possible to perceive and evaluate its collective substance, so that informed suggestions for future developments can be made. These matters are discussed in the interpretive article closing this volume. Whereas much earlier work on ESL education has taken a local (i.e. institutional, municipal, or provincial) perspective or, alternatively, a broadly international one, our hopes are that a more focused national view might be fostered through the identification and description of materials which are uniquely Canadian.

## **Editorial principles**

In preparing this bibliography, numerous editorial decisions were necessary. Many of these warrant explanation; some may be contentious. Our chief intentions were to be comprehensive, useful, and appreciative. We aimed to include *all materials published since 1975 by Canadian authors for the Teaching of English as a Second Language in Canadian contexts*.

Three procedures were used to collect the materials. First, letters were written in May 1989 to the publishers or distributors of all materials cited in earlier bibliographies compiled by Howes (1986), Weinrib (1988), and Podoliak (1988). We requested examination copies of these materials, along with any other texts relevant to the purposes of the bibliography. Follow-up letters were sent to organizations which had not responded after 2 months.

Second, relevant sections of the libraries of the University of British Columbia and Vancouver Community College, as well as the personal libraries of several ESL professionals, were visually inspected for addi-

tional materials. Third, draft copies of the bibliography were distributed for review, first informally by colleagues in Vancouver and Toronto, then second by formal, anonymous peer review through the *TESL Canada Journal*. Reviewers were invited to comment on the substance and organization of the overall manuscript and to identify any omissions of which they might be aware.

To define *materials* operationally, we considered all written, bound texts, as well as audio, video, or chart materials accompanying them, to be used (1) for classroom or independent study by students of ESL or (2) to inform their education directly (i.e. to inform the professional development of ESL teachers or the organization of ESL instruction). This definition sought to appeal to the general concerns of prospective users of the bibliography. However, it meant excluding certain kinds of materials. Computer programs, for instance, were not solicited or considered, because of the great range of hardware, software, and specialized expertise needed to use them. (We refer interested people to reviews by Ng and Olivier (1987) and Craven and Sinyor (1987) identifying recent computer programs for ESL, language arts, or modern languages developed in Canada.) Similarly, we were not able to include films or videos, unless they accompanied printed materials.

Problematic decisions arose in the cases of certain project reports, instructional materials for use only in local institutions, or settings, or documents, such as curriculum guidelines, which had been superseded by more recent volumes. We endeavored to include these in the bibliography in instances where a viable, current means of distributing the materials was evident. For instance, materials were not included which did not contain addresses for distribution, Canadian cataloguing information, or ISBN numbers. Curriculum guides from provincial ministries which are now out of print were not included. In some instances, we were informed by agencies or distributors that certain documents should not appear in the bibliography since they are no longer published.

The year 1975 was chosen as a cut-off point for the materials considered. Our rationale was to ensure the relevance of the materials to teachers and other educators wishing to use the bibliography to guide their present instruction, curriculum planning, or professional development. Surprisingly few ESL instructional materials appear to have been produced in Canada before 1975. We appreciate that teachers may, of course, find certain materials published prior to this date useful for current ESL instruction. Materials produced earlier in this century for English language teaching in Canada are of significant historical interest. For instance, Martin's *Introduction to Canadian English* (1963) shaped many classroom practices throughout the country prior to the present decade. Documents like Anderson's (1918) treatise on the schooling of immigrant children testify that ESL practices have long been established in Canada (in conjunction with some embarrassingly "assimilationist" attitudes).

Defining *Canadian content* proved to be as complex an issue here as it is in definitions of literary or artistic works or commercial goods. Various criteria are relevant: authors' citizenship, residence, or workplace; mention of Canadian locations or situations in narrative, expository or exercise materials; place of publication. We opted to apply each of these criteria, aiming for as broad a definition of "Canadian" as could be systematically established. For the sake of identifying the criteria relevant to particular materials, Tables 1, 2, and 3 include a category of "Canadiana", indicating whether authorship, references in substantive content, or place of publication are applicable to each item in the bibliography. Though there are many ESL materials prepared by Canadian educators for ESL students in Canadian contexts exclusively, there are also many materials prepared by Canadian authors to use in international contexts, or in only certain cities in Canada, or even single institutions. We have endeavored to include all of these within the present volume.

We tried to compose the annotations in an appreciative manner. Rather than critically evaluating each text, we have aimed to identify their principal content, organizational features, and intended pedagogical uses. Our main intentions were to report comprehensively on existing materials, not to assess their merits. We recognize that by not offering judgments of the quality of each text we may restrict certain uses of the bibliography, such as to distinguish quickly materials of superior quality from those of limited interest. We hope our summaries provide sufficient descriptive detail to permit readers to reach personal decisions about the value of the texts for their particular educational purposes.

Each text is identified according to the referencing style prescribed by the American Psychological Association (1984), this being the format used by the *TESL Canada Journal*. In addition, page numbers are noted for each text. Terms to categorize the items in the bibliography were developed after consulting university librarians, ERIC and Library of Congress descriptors, and several ESL professionals and publications (see Tables 1, 2, and 3 below and definitions above). We were surprised to find that librarians have, for some time, found the classification of ESL materials troublesome because existing cataloguing systems have not incorporated the unique terminology used professionally in ESL education. We hope that school and reference librarians will consider the descriptive terms developed here to be worth utilizing in future bibliographic work in this field.

In conducting the project from Vancouver we have, sadly, experienced a bias of location, being able to obtain materials which were accessible through local institutions or which could be mailed to us from distribution centres in cities like Toronto, Montreal, Edmonton, or Ottawa. We recognized early on that materials from institutions or agencies in some parts of the country (for instance, the maritime provinces) were not readily

available to us, nor did we have a means, from other sources, of identifying or obtaining them unless they had been distributed nationally. We regret these omissions.

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