

# An Annotated Bibliography of Canadian ESL Materials

Acheson, P. (1988). *A TESL job guide*. Montreal: TESL Centre, Concordia University. 90 pages + appendices.

professional reference; employment in TESL; professional associations & institutions; addresses & telephone numbers; appendices

For preservice and experienced teachers seeking employment in teaching ESL, this guide book provides orientation information, extensive lists of potential employers in Canada and internationally, information on employment regulations and conditions, and data on professional associations. The first section focusses on the Montreal area, but opportunities in other parts of Canada and the world are also treated in detail. Appendices include TESOL's job directory.

Acosta, J. (1981-90). *The westcoast reader*. Langley, B.C.: B.C. Ministry of Advanced Education/Capilano College.

adult independent or classroom study; literacy; reading skills; culture; beginner to intermediate proficiency; illustrations

For adult learners in B.C., this monthly newspaper features brief, simplified versions of major news stories, descriptions of social or government services, and stories of popular interest. Material is presented in large print; accompanied by photos, point-form summaries, and illustrations; and graded for language (beginner or intermediate) proficiency.

Acosta, J. (1987). *Coast-to-coast reader*. Vancouver: Douglas & McIntyre. 63 pages.

school or adult study; reading; literacy; beginner proficiency; illustrations

Fifty-two one-page articles about Canadians, Canada, and daily life in Canada are illustrated with pictures and drawings. Straightforward language conveys information about a variety of people, concepts, situations, and places.

Alberta Advanced Education. n.d. *English Express*, newspaper & teacher's notes. Edmonton: Alberta Advanced Education.

adult independent or classroom study; reading skills; literacy; culture; beginner to intermediate proficiency; illustrations

The teacher's notes accompanying this monthly newspaper for adult ESL learners provide activities and further information about the content of the paper. The newspaper has four printed pages, and sometimes inserts on topics of special interest. Black-and-white photographs, illustrations, and syndicated cartoons supplement the articles, which are graded for linguistic difficulty. Regular features are "Healthline" and a crossword puzzle.

Alberta Education Language Services. (1982). *English as a second language/dialect (ESL/D): Guidelines and suggestions for the administration and organization of programs*, interim ed. Edmonton: Alberta Education. 84 pages.

teacher guide; K-12 curriculum organization; appendices

This program promotes integration into regular academic classrooms and Canadian culture. Sections describe the philosophy of ESL/D, the nature of culture, the types ESL/D programs in Canada, human resources, and teacher training. Alberta facilities and resources are highlighted, though general pedagogical principles are presented. Appendices include sample placement and assessment forms.

Alberta Education Language Services. (1986). *ESL 10A: Basic English*. 108 pages. *ESL 10B: Language development across the curriculum*. 99 pages. *ESL 10C: An English language and literature course*. 113 pages. Edmonton: Alberta Education.

teacher guide; secondary school curriculum; language & content; culture; appendices

This series aims to help ESL students progress from beginning to native-like ESL proficiency, entering classes in school academic programs as their proficiency increases. Each book outlines its rationale, objectives, and content, as well as suggestions to teachers about methodology, evaluation, and learning resources. Appendices give suggestions, examples, and objectives for lesson planning and evaluating student work. The specific provincial goals and objectives for ESL in Alberta are guidelines for the three ESL programs described.

Alberta Education Language Services. (1987). *ESL instruction in the elementary school: Curricular guidelines and suggestions*. Edmonton: Government of Alberta. 117 pages.

teacher guide; elementary school curriculum; academic preparation; language & content; beginner proficiency; illustrations.

Integration of language development with regular academic content, and sensitivity to the child's period of adjustment to a new culture are stressed. After a brief introduction to the nature and components of language, the language experience, shared book experience, and thematic approaches to language teaching are described with sample lesson material. A section on content area learning gives example units, highlighted by appendices describing activities and a unit plan. Evaluation techniques and procedures, advice on using tutors

and paraprofessionals, and an annotated list of professional journals and conferences are included.

Allen, P. & Howard, J. (1982). *Canada's golden horseshoe: An ESL/geography module*. Teacher's guide. 43 pages. Student booklets. 7 + 4 pages. Toronto: OISE Press.

secondary school classroom study; language & content; academic preparation; reading & listening skills; intermediate proficiency; teacher's guide; filmstrip; 2 × 25 booklets; audiotape; 35 duplicating masters; answer key; graphs; charts; tables; maps; boxed set

Geographical features and immigration patterns of the Great Lakes lowland region are the focus of reading and listening activities in this module. Based on information from geography and Canadian studies programs for secondary school students, graphs, tables, charts, maps, and photographs are introduced as sources of language and academic information. Some activities that are emphasized are: chronological sequencing tasks, summarizing, researching, and reporting. The teacher's guide has an answer key to student worksheets, transcripts of recordings, and a resource section. Duplicating masters of student worksheets supplement the booklets and the listening comprehension activities.

Allen, P., & Swain, M. (Eds.). (1984). *Language issues and education policies: Exploring Canada's multilingual resources. ELT Documents 119*. Oxford: British Council/Pergamon Press. 160 pages.

professional reference; edited collection; educational research & policies; curriculum organization; figures; bibliography

The 10 articles in this volume report on different studies in French, ESL, Bilingual and Native language education conducted by faculty and researchers in the Modern Language Centre at the Ontario Institute for Studies in Education, Toronto. Initial chapters outline the language and educational situation in Canada, explaining how the mandate of the Centre has prompted the research and educational developments described in the individual chapters. Of particular interest to ESL are the chapters on initial literacy in Native and ESL programs (B. Burnaby), bilingual proficiency (J. Cummins), and instructional modules (P. Allen, J. Howard, and R. Ullman).

Allen, P., & Widdowson, H. (1978). *English in social studies*. English in Focus series. 109 pages. Teacher's edition; 151 pages. Oxford: Oxford University Press.

adult or high school classroom study; language & content; academic preparation; reading, writing, & grammar skills; intermediate to native-like proficiency; teacher's or self-study guide; figures; answer key

Exercises in this book aim to prepare students for academic tasks in social studies. Twelve units focus on topics like kinship, social stratification, population, migration, and urbanization. Each unit contains a reading passage, comprehensive exercises to develop reading strategies, language use and discourse exercises, guided writing practice, and note-taking tasks. These focus on the

vocabulary, discourse, and ideas common to this academic discipline, situating language analysis and practice within the context of communication and study skills. Numerous exercises involve the transfer of information between text and chart forms, establishing discourse coherence, and reading to infer implied meanings.

Anderson, S. (1988). *Introducing Canada*. Port Moody, B.C.: Portal Press. 40 pages.

adult classroom or independent study; culture; citizenship education; intermediate proficiency; maps

Thirteen brief chapters outline Canadian history, geography, economics, and politics for students preparing for Canadian citizenship or learning about Canada. The words to "O Canada!", maps of Canada emphasizing place names and geographical features, and 15 pages of comprehension and activity questions based on the chapters are included.

Anderson, S. & Sorensen, M. (1981). *Writing Canadian English: Beginning*. Teacher's handbook & Student workbook. Calgary: Detselig. 60 + 100 pages.

Anderson, S., & Roth, K. (1983). *Writing Canadian English: Intermediate*. Teacher's handbook, & Student workbooks. Calgary: Detselig. 102 + 72 + 100 pages.

classroom study; grammar; writing skills; beginner to intermediate proficiency; teacher's manual; workbooks; illustrations

Writing activities are organized to focus on grammar points, which are explained in the teacher's handbook. In each of the beginning level units, short answer and sentence manipulation exercises are followed by model compositions on Canadian topics; free compositions based on the model are also assigned. The student's workbook has space for writing answers to exercise questions and final drafts of compositions. Crossword puzzles and games are included in some units. At the intermediate level, one teacher's handbook and student workbooks (at two levels of difficulty) continue the writing practice introduced in the beginner text. Grammar points are illustrated in the context of topics, such as banking, health, taxes, or citizenship. There are exercises in sentence completion, short answer, and paragraph writing. Oral drills are provided in the teacher's handbook, and supplemental activities focus on discussion.

Ashworth, M. (1985). *Beyond methodology: Second language teaching and the community*. Cambridge: Cambridge University Press. 156 pages.

professional reference; school, national, & social policies; program planning; teacher development; curriculum & instruction; bibliography; index; appendices

This book considers relations between ESL/EFL programs and the communities they are situated in, urging teachers to take a more proactive role in the development of their instructional programs and profession. Communities are considered as beneficiaries of ESL/EFL programs (since language planning works to realize community goals), as resources for ESL/EFL programs (to be used in instruction to achieve learner's goals), and as controlling influences on ESL/

EFL programs (to be recognized for various effects and potential, progressive improvements). Closing chapters identify issues for teachers to be aware of in their relations to national policies, the international spread of English, and future developments. Appendices list journals, newsletters, and professional organizations relevant to ESL/EFL teachers internationally.

Ashworth, M. (1988). *Blessed with bilingual brains: Education of immigrant children with English as a second language*. Vancouver: Pacific Educational Press. 290 pages.

professional reference; school policy; socio-historical trends; immigration demographics; curriculum & instruction; tables; bibliography; index; appendices

Ashworth reports on a survey of issues integral to the education of immigrant children in English-speaking Canada. Initial chapters identify major cultural groups immigrating to Canada, analyzing historical patterns in immigration. Subsequent chapters summarize survey data on funding, demographics and school policies in Toronto, Vancouver, Calgary, and Winnipeg. Later chapters synthesize results from a cross-Canada survey of ESL/D program types, assessment and orientation procedures, teacher education issues, curriculum and instructional principles, as well as relations to heritage and multicultural education.

Ashworth, M., & Wakefield, P. (1982). *Teaching the non-English-speaking child: Grades K-2*. Language in Education Series. Washington, D.C.: Center for Applied Linguistics. 52 pages.

teacher reference; pre-school & primary curriculum & instruction; annotated bibliography

A handbook to orient teachers to fundamental issues in the ESL education of young children, this booklet suggests practical classroom activities, outlines important learning considerations, and proposes appropriate organizational strategies. Sections of the booklet discuss initial assessment; cultural adaptation; activities to foster oral fluency, initial literacy, and concept development; curriculum planning; integration into the regular curriculum; and intercultural relations in the school and community. A brief annotated bibliography suggests related readings and resources.

Asselin, F., Gegear, S., Kecskes, L., Robert, A., & Suajda, C. (1988). *Hooray for English!, Level 1*, Workbook, 144 pages. (1989). *Level 2*, Workbook, 144 pages. (1986). *Level 3*, Workbook. 128 pages. (1985). *Level 1*, Answer book (teacher's key), 144 pages. *Level 2*, Answer book (teacher's key), 144 pages. *Level 3*, Answer book (teacher's key), 128 pages. Montreal: Guerin.

elementary school classroom study; reading, writing & speaking skills; beginner proficiency; illustrations; answer key

A character named Wiki leads students through vocabulary-building activities, which are presented through short answer exercises, sentence completion exercises, and word games, organized by theme, and coded for difficulty. Illustrations and activities in student workbooks are reproduced in the teacher's answer

book. Student response to each lesson is invited, and there is a parent's page at the end of each unit. All instructions are in French.

Au, G., Vien, D., Quan, B., Chen, T., Chui, T., Chan, K., & Chang, W., (& McGee, D. (Ed.)). (1982). *A new life in Canada*. Vancouver: Vancouver Community College and Vancouver Public Library. 23 pages.

adult classroom or independent study; reading skills; beginner proficiency; illustrations

Beginning students of ESL wrote about their own lives in Canada in this beginning reader, documenting experiences such as losing a purse and learning to drive, as well as family activities, work skills, and education. Large type and photographs are featured.

Audet, M., & Tremblay, R. (1987). *Special edition, volume 1*. Student book, and Workbook. 170 + 249 pages. (1988). Teacher's guide. 219 pages + glossary. (1988). *Volume 2*. Student book, Workbook, and Teacher's guide. 166 + 211 + 312 pages. Montreal: Centre Educatif et Culturel

secondary school classroom study; intermediate proficiency; audiotapes; colour illustrations

*Special Edition* is organized as a series of magazines, each focussing on a different theme. Each volume has eight magazines, which can be presented pedagogically in any order. Options for in-depth study of any theme are built around a basic curriculum. Enrichment activities for students wanting more intensive and extensive work are included within each unit. Themes range from "strange but true" stories, to self-identity and counselling issues, to environment, legal, and social matters. The teacher's guide includes glossaries. Quebec Ministry of Education objectives are followed, and related in chart form in English to the activities in the magazines.

Avery, P. and Ehrlich, S. (Eds.). (1987). *The teaching of pronunciation: An introduction for teachers of English as a second language*. Special issue of *TESL Talk*, 17(1). 184 pages.

teacher reference; pronunciation instruction; edited collection; annotated bibliography

An introduction to the theory and teaching of pronunciation, this volume includes 10 original articles which describe the English sound system and common pronunciation problems of ESL learners of various language groups, offering practical advice for teachers to help students. Phonetic transcriptions describe Canadian English.

Bayer, C. (1980). *The ancestry of Canadian English*, 74 pages. & (1983). *Talking about Canadian English . . . and French as well*. 88 pages. Hull, Que.: Supply and Services Canada.

adult classroom study; Francophone learners; reading skills; culture; language; intermediate to native-like proficiency; audiotapes, illustrations, bibliography; answer key

These books stimulate learners to talk *about* English *in* English. Units on dialects, social and gender variations in language, and ancestry, among others, are presented and followed by discussion and review sections. The lower level book (1980) uses a radio play with dialects as a framework for the content; the higher level book (1983) presents a play about visitors from outer space to explore language standards and attitudes towards them. The books were designed for Francophones learning English.

Banko, R., Barlow, J., & Bonkowski, F. (1982–1986). *Viz: A magazine for learners of English (ESL)*, Numbers 1–12. Montreal: Editions du Renouveau Pédagogique.

secondary school independent or classroom study; vocabulary; reading; native-like proficiency; illustrations; answer key

Published four times per school year, these magazines each highlight a different theme of interest to secondary school students: mysteries, travel, food, crime detection, animals, the future, inventions, disasters, fitness, show business, and sports. Interviews, stories, continuing dramas, puzzles, word games, and an advice column are regular features.

Banko, R., Barlow, J., & Bonkowski, F. (1985). *Communicating in English: Take one*. Teacher's handbook, Student book, Activity book. 260 + 129 + 123 pages. (1986). *Take two*. Teacher's handbook, Student book, Activity book. 248 + 218 + 184 pages. (1987). *Take action*, Teacher's handbook, Resource book, and Activity book. 307 + 156 + 164 pages. (1988). *Take a look*, Teacher's handbook, Evaluation guide, Resource book, Activity book. 340 + 282 + 170 + 140 pages. (1989). *Take over*, Resource book, and Activity book. 199 + 193 pages. Montréal: Editions du Renouveau Pédagogique.

secondary school classroom study; comprehensive skills; language & content; series; intermediate proficiency; colour illustrations; audiotapes; evaluation materials; answer keys

These five levels, based on the Quebec Ministry of Education's objectives for secondary school English courses, emphasize themes that draw on content area knowledge (in geography and biology, for example), using stories, games, jokes, characters, readings, role plays, simulations, class projects, dramatizations, and mystery games that appeal to adolescents. In *Take One* a 12 year old boy's correspondence with his American pen-pal sets a context for the communicative language lessons. In *Take Two* extra-terrestrial visitors' attempts to understand events and life on Earth frame the language work. Mystery games are featured in *Take Two*. *Take Action* varies the format by including several short "Take a Break!" sections and eight main sections, including a simulation activity in which students explore the effects of acid rain and a new factory on the residents of a fictitious town. In *Take a Look* student material focusses on reading longer passages, and listening and writing activities. In *Take Over*, sections focus on advertising, graduation, disabled people, travel, as well as an extended simulation activity on "living with the bomb".

Barlas, R. (1985). *The TESL Canada China handbook*. Toronto: TESL Canada. 106 pages.

professional reference; orientation to teaching in China; bibliographies; appendices

For teachers preparing to work in China, this travel handbook describes the Chinese educational system, necessary arrangements to make, major sponsoring agencies, aspects of daily life, teaching suggestions, institutions in various regions of the country, and professional resource materials. Appendices display a sample job description and contract, as well as a map of the 36 colleges, universities, and institutes described in detail in the text. Extensive lists of resources and publications appear in bibliographies, but may be superseded by recent developments.

Barndt, D., Belfiore, M., & Handscombe, J. (1985, video 1988). *English at work: A tool kit for teachers*. North York, Ont.: CORE Foundation.

teacher guide; English in the workplace curriculum; audiotape; photographs; 30 cartoon cards; sample student history book; photo-poster; videotape tutorial; plastic folder

Language activities in this multi-media teacher's module are based on the daily working lives of immigrants in urban Canada. The teacher is described as a participant researcher who reacts to the students' experiences and needs in designing an appropriate curriculum. The content of the five units (histories of immigrant workers, industrial and service sector jobs, work relationships, working conditions, and home and community life) are applicable to a variety of workplaces. The teacher's manual encourages progressive development of curricula, emphasizing activities like listing work-related activities and equipment, charting communication flow maps, outlining job tasks, comparing jobs in Canada and their homelands, and mapping the local neighbourhood. Student worksheets for these activities are included. The video is an introduction to the "tool kit".

Barndt, D., Cristall, F., & Marino, D. (1982). *Getting there: Producing photostories with immigrant women*. Toronto: Between the Lines. 110 pages.

teacher & adult student guides; curriculum; literacy skills; illustrations; poster insert

This teacher resource book shows how and why photostories can be produced to foster language and literacy learning. Seven chapters introduce 4 kinds of material: 2 essays focussing on employment and advertising as contexts for the photostories, an explanation of the production of photostories, 2 examples of photostories, and a discussion section with suggested activities. "Collective" learning is emphasized, with students directing much of the process.

Bartlett, B. (1985). *Think and link*, Canadian ed. & Teacher's Man., adpt. from Janelle Cooper's *Think and link*, English ed. Toronto: Copp Clark Pitman. 55 pages.



adult classroom study; academic; reading & writing skills; intermediate to native-like proficiency

Exercises stress the recognition and production of relationships within and between sentences and paragraphs by "linking" words and phrases. These are divided into four units (sequencing, classification, comparison and contrast, and cause and effect) on topics in science, technology, social studies, and recreation, many of which have Canadian content. The teacher's manual codes the exercises by difficulty.

Beaty, S. (1978). *Avoiding traps in English: A checklist of some points of similarity and difference between French and English*. Ottawa: Minister of Supply and Services Canada. 31 pages.

adult classroom study; grammar; Francophone learners; intermediate to native-like proficiency; answer key

Common language interference problems when translating French into English are the focus of this booklet. Students are provided with 100 sentences in French which are to be written in idiomatically correct English. They are preceded by a sentence-by-sentence explanation of the cross-linguistic difficulties. Since idiomatic accuracy is the focus of the translation exercises, some of the sentences are grouped around problematic phrases, such as "falloir", "depuis", and subjunctives.

Belfiore, M., & Burnaby, B. (1984). *Teaching English in the workplace*. Toronto: OISE Press, Hodder & Stoughton. 160 pages.

teacher reference; English in the workplace; curriculum and instruction; program planning; figures; sample materials; illustrations; bibliographies

The authors provide an overview of concerns common to the organization of ESL programs and instruction in Canadian workplaces. Opening sections describe the typical participants, arrangements, and communication needs in these programs. Subsequent chapters document common approaches to syllabus design, materials development, classroom teaching, and the assessment of students and programs, as well as pointing out areas in need of future development. Sample materials and case study descriptions are featured throughout. Bibliographies cite innovative materials, resources, and pedagogical references.

Bell, J. (1988). *Teaching multilevel classes in ESL*. San Diego: Dormac. 165 pages.

teacher reference; adult curriculum and instruction; illustrations; sample lessons & exercises; bibliography

Bell discusses a wide range of practical pedagogical considerations in teaching classes of adult students with different levels of ESL proficiency. The book suggests techniques appropriate for curriculum planning, classroom instruction, and student activities in this situation. Bell first identifies unique factors in multi-level classrooms. She then describes, in case-study fashion, a typical teacher's course planning; numerous methods for student assessment; and diverse ways to organize whole class, group, individual, and self-access learn-

ing tasks. A sample lesson sequence closes the book, along with a brief annotated bibliography to guide further reading.

Bell, J., & Burnaby, G. (1984). *A handbook for ESL literacy*. Toronto: OISE Press, Hodder & Stoughton. 140 pages.

teacher reference; adult ESL literacy; curriculum and instruction; figures; sample materials; illustrations; bibliographies; appendices

This book orients teachers to issues, instructional approaches, and materials relevant to literacy learning and development among adult ESL students. After considering the situations and unique learning needs of these students, the book details principles for course organization, the teaching of pre-literacy skills, initial reading and writing lessons, multi-level groups, and student assessment. A variety of teaching practices, lesson sequences, and visual materials are described. Appendices cite common syllable patterns and frequent words in English.

Bell, J., Burnaby, B., & Love, J. (1984). *Professional development modules: 1. Looking at language in ESL*. 64 pages. *2. The socio-cultural component of ESL*. 45 pages. *3. Developing listening comprehension skills in ESL*. 96 pages. *4. Teaching speaking skills in ESL*. 55 pages. *5. Developing an approach to reading in ESL*. 92 pages. *6. Teaching English pronunciation to speakers of other languages*. 47 pages. *7. Teaching writing skills in ESL*. 58 pages. Toronto: OISE Press.

professional reference; teacher development; language; culture; audiotape; worksheets; tapescripts, bibliography; illustrations & cartoons

Teachers in training are provided activities on cassette tape and worksheets to familiarize themselves with principles of ESL teaching and learning; relations between language and culture; and teaching listening comprehension, speaking, reading, pronunciation, and writing skills. The materials are designed to form a course in ESL teacher preparation, or to be used individually as professional development modules.

Bell, J., & Pratt, S. (1986). *Government in Canada: Photostories and essays for students of English as a second language*. 45 pages. (1987). *Teacher's guide*. 49 pages. Toronto: Citizenship Development Branch, Ontario Ministry of Citizenship.

adult classroom study; regional; comprehensive skills; intermediate proficiency; teacher's guide; glossaries

Levels of government, elections and voting, and the judicial system are explained through 6 photostories, 2 photo essays, reading passages, illustrations, comprehension questions, and language/structure exercises. The teacher's guide lists concepts central to each section, and appropriate activities for building knowledge about the content, checking comprehension, and developing language. Related information in other resources is listed at the end of each section. Activities include class opinion polls, budget planning as city council members, and information gap exercises. Illustrations show the responsibilities, layout, and structure of Federal, Provincial, and Municipal govern-

ments, how laws are passed, how elections proceed, and the structure of the court system.

Bibeau, G. (1982). *L'éducation bilingue en Amérique du Nord*. Montréal: Guérin. 200 pages.

professional reference; bilingual education; research; theories & policies; figures; bibliography

Bibeau reviews definitions, forms, and objectives of bilingual education in Canada and the U.S., analyzing research on psychological, sociological, and educational policy issues. His assessments of existing research approaches and explanatory hypotheses lead to reflections on the socio-political bases of bilingual education, raising concerns about pluralism, conflict, and assimilation of linguistic and cultural minorities.

Bolduc, I. & Sandblom, L. (1986). *Kaleidoscope 6*, Teacher's guide, Student book, & Workbook. Montreal: Centre Educatif et Culturel. 174 + 99 + 75 pages.

elementary school study; beginner to intermediate proficiency; regional; audio tapes; slides; illustrations

The themes in *Kaleidoscope*, generated from surveys of 11 and 12 year olds in Quebec, are organized in three sections: "Going Out West," concerning an exchange program between students in Quebec and Calgary, "Work and Leisure Time," investigating jobs, music, fashion, sports, games, and hobbies, and "Past, Present, and Future," which develops the themes of the middle ages, transportation, inventions, and future possibilities. Non-graded lexical and structural items follow the Quebec Ministry of Education objectives for Grade Six English. Language functions and skills (receptive, productive, reading, writing) are summarized in chart form in the teacher's book. The students' book cross-references exercises in the workbook and on the cassette tapes.

Bosquet, M. (1985). *Bridging the gap . . . Activity book 1, 2, & 3*. Montréal: Guérin. 108 + 116 + 102 pages.

elementary school classroom study; regional; comprehensive skills; intermediate proficiency; illustrations; answer key

These activity books are organized by different themes: book 1, "Me and Others," book 2, "Invitations and Offers," and book 3, "Places." Picture codes are used to show the communication and pedagogical focus of each activity. These include reading, writing, roleplays, interviews, speaking and writing, research, etc. Some illustrations and examples (but not instructions) are in French.

Bosquet, M. (1986). *What's on?, Level 1*, Teacher's guide 198 pages. (1985). Student's book, & Activity book, 191 + 144 pages. Montréal: Guérin.

elementary & secondary school classroom study; regional; intermediate proficiency; teacher's guide; workbook; posters; audiotapes; activities kit

This textbook contains five series, organized by theme, each with a number of "shows" introduced by a colour cartoon dialogue between secondary school students. Student books have communicative activities that emphasize realistic

contexts of interest to ages 11-16, with picture codes showing categories of language to be practiced. The teacher's guide includes an extensive introduction to the material, appropriate lesson planning, and a reduced version of both student books.

- Bowers, B., & Godfrey, J. (1983). *Decisions*. and Teachers edition. 80 + 111 pages. Bowers, B. & Godfrey, J. (1985). *Decisions decisions*. and Teacher's edition. Agincourt, Ont.: Dominie Press. 122 + 152 pages.

adult classroom study; intermediate to native-like proficiency; reading and discussions skills

Suitable for multi-level classes, the activities in this book are arranged by contextually-based functions of language. Socially appropriate communication, rather than a specific level of linguistic competence, is stressed. Each of the chapters relates a problem followed by activities based on discussion and selection of solutions. Topics, functions, strategies, and grammar for each chapter are listed in chart form. The teacher's editions explain by example how to present the functions in each chapter, suggest 3 levels of role play activities, and give topics for pre-composition discussion; some research topics are briefly outlined.

- Brinton, D., Snow, M., & Wesche, M. (1989). *Content-based second language instruction*. New York: Newbury House/Harper & Row. 241 pages.

professional reference; language & content; adult academic preparation; example materials; bibliography; index

This book analyzes and promotes innovative approaches to integrate language and content learning, particularly for ESL students preparing to enter academic programs at North American universities. The authors describe a rationale, curriculum models, applied research, administration, evaluation procedures, and instructional materials used for language learning in the context of studying academic subject matter. Practical suggestions for materials development, instruction, and administration are directed at other language programs wishing to develop this approach. Descriptions include accounts of the University of Ottawa's "sheltered classes", but focus more on similar programs and materials in California.

- Brock, P., Houghton, W., Hlodan, O., & White, O. (1976). *Module: English as a second language*, Book 1, modules 1, 2, 3. 157 pages. (1979). Workbook 1, modules 1, 2, 3. 97 pages. (1976). Book 4, modules 10, 11, 12. 175 pages. Workbook 4, modules 10, 11, 12. 80 pages. (1979). Book 7, modules 19, 20, 21. 70 pages. (1980). Workbook 7, modules 19, 20, 21. 166 pages. Montreal: Les Editions des Ateliers, Inc., Centre Educatif et Culturel Inc.

adult classroom study; series; regional; beginner to intermediate proficiency; text and workbook; illustrations; audiotapes; tests

The texts and workbooks in this series focus on reading, writing, and speaking, including intermediate and terminal objectives for these three skills in each module. Earlier modules emphasize speaking skills. Workbooks have reading texts, written exercises, diagnostic tests, and correction keys. Recorded mate-

rial has dialogue, expansion drills, conversations, words and expressions, pronunciation examples, reading aloud, and tests. Some of the books have bilingual instructions (French and English), designed for English courses in Quebec. Modules begin with a presentation and continue with a dialogue, sentence building, expansion drills, and other language-oriented tasks, organized by grammar points. A bilingual introductory booklet is available.

Bruce, P. (Ed.). (1979). *Program overview, curriculum design, evaluation: English as a second language/dialect, secondary school guidelines and programs*. Toronto: Toronto Board of Education. 50 pages.

teacher guide; secondary school curriculum; regional; bibliography; appendices

This guide introduces teachers in the Toronto school system to the ESL program, its curriculum issues, and the evaluation of its ESL students. Identification and placement of ESL students, programs for different levels, and the role of the teacher are described in the guide's first section. Student needs and methods of teaching different skills are introduced in the second section, which includes a bibliography on linguistics and language, an appendix on courses and conferences for language professionals in Ontario, and relevant journals. Examinations, on-going evaluation, and testing are discussed in the third section.

Bruno, D. (1986). *Menu language: French cuisine in English for students of restaurant service. Unit 1: Fish and shellfish*. Montreal: Productions Artemis. 69 pages.

adult classroom or independent study; restaurant language; workplace English; beginner to intermediate proficiency; regional; figures; answer key

Designed for waiters or waitresses working in French restaurants to assist their patrons in selecting menu items, this workbook outlines French-English equivalents of menu items. Units cover basic terms and various language forms and functions unique to descriptions of seafood dishes. Exercises stress translation from French to English, rules in phrase formations, and categorizations of food types.

Burnaby, B. (1982). *Language in education among Canada's Native peoples*, Language and Literacy Series. Toronto: OISE Press. 45 pages.

professional reference; Native education curriculum, social & school policies; annotated bibliography; illustrations; charts; tables; graphs

Information about Canadian Native groups, demographics, languages, and schools is reviewed, considering present and possible language programs. Discussion focusses on language as the medium or subject of instruction for Native and non-Native speaking children in Native schools, with suggestions and information for program planning and teacher education.

Burnaby, B., McInnes, J., Gruebert, L., & Upper, M. *Circle: An ESL and reading program for Cree and Ojibwe speaking children*. Kindergarten level (1986), with Izatt, M., Moore, W., Speares, J. Grade one level (1986). Grade two

level (1987). Grade three level (1988). Workbooks, Teachers' books (400–600 pages) + supplementary materials. Markham, Ont.: Fitzhenry & Whiteside.

primary school classroom study & teacher's guide; Native students; series; comprehensive skills; reading; beginning to intermediate proficiency; teacher guides; workbooks; story books; picture cards; board games; puppets; flannel-board; audiotapes

This comprehensive program provides materials for English study over a 4 year period from pre-school through primary grades for children who speak only a Native language when they enter school. Three approaches to instruction are integrated: language experience; reading literature; and practice of English vocabulary and sentence patterns. Diverse pictorial and audio-visual materials feature situations and settings common to rural, northern communities, focusing on seasonal activities. Teachers' manuals include lesson plans to cover the school year.

Buthuru, D. (& Dragman, J. (Ed.)). (1982). *All my life . . .* Vancouver: Vancouver Community College. 25 pages.

adult classroom or independent study; reading skills; beginner proficiency; illustrations

Buthuru writes of her life in Fiji and in Canada, and of her struggle to overcome problems and setbacks in making her livelihood.

Butovsky, L., & Podoliak, E. (1984, 1985). *Welcome to Canadian English: A basic handbook for students living in Ontario, Part 1, & 2.* 132 + 274 pages. (1985). *A teacher's guide: Welcome to Canadian English, Part 1 and part 2.* 46 pages. Toronto: Ontario Ministry of Citizenship.

adult classroom study; comprehensive skills; regional; beginner proficiency; teacher's guide; illustrations; answer key

The units in the two parts of the student's book are organized by themes, which feature the same characters in a variety of everyday situations. Grammar is isolated from the communicative practice of the skill-based activities, many of which are appropriate for non-literate students. Sections of useful information about medical care, human rights, employment standards, and other social issues extend each theme for more advanced students. An appendix of irregular verbs is included. The teacher's guide is organized by the different activity headings in the student book, and includes a summary of the purpose of each type of activity, teaching suggestions, briefly annotated references, and a list of contents in the student book. The material is designed for recent immigrants to Ontario.

Canadian Bureau for International Education. (1981) *The right mix: Report of the commission on foreign student policy.* Ottawa: Canadian Bureau for International Education. 82 pages.

professional reference; higher education policy; visiting students; tables

Prepared by a ten-member panel representing post-secondary institutions and professional associations nationally, this report presents information and policy

recommendations to help accommodate increasing numbers of students from outside of Canada in Canadian universities, colleges, and private schools. It provides data on the history of student migration and contemporary trends, students' backgrounds, and economic factors. Stressing how visiting students act as "educational resources", the main part of the report outlines a framework for institutional policies and responsibilities, specifying concerns such as managing student enrollments and tuition fees, language proficiency assessment, curriculum issues, and providing information and services to students.

Canadian School Trustee's Association. (1989). *Scholastic adaptation and cost effectiveness of programs for immigrant/refugee children in Canadian schools*. Ottawa: Canadian School Trustee's Association. 83 pages.

professional reference; school & immigration policies; demographic & financial survey; recommendations; tables; appendices

Survey responses from 27 selected school boards were analyzed in relation to immigration data (1980-1988), selected interviews, solicited reports, and school policy statements for Canadian provinces and territories. ESL/D enrollment figures, costs, and support services were assessed, indicating numerous educational and financial inadequacies. Conclusions suggest changes to overall school policies as well as additional support services, teacher qualifications, and federal funding for the education of school-age immigrants. Recommendations propose strategies for federal government policies.

Carruthers, C. (1982). *Open the lights: Language experiences for young children*. Don Mills, Ont.: Addison-Wesley. 212 pages.

teacher guide: primary (K-2) curriculum; beginner proficiency; bibliography; illustrations

Eight thematic units are organized by increasingly complex conceptual and linguistic objectives. Active use of the language is stressed through activities based on language models. Listening and speaking activities precede reading and writing tasks. A unit overview summarizes the objectives, materials, and content of the "language experiences" that follow; each of the language experiences identifies language elements to be focussed on in classroom instruction.

Carver, P. & Howard, J. (1983). *Let's go riding in the car: An ESL/geography module*. Teacher's guide. 32 pages. Student booklets. 16 pages. Toronto: OISE Press.

secondary school study; language & content; academic preparation; reading skills; intermediate to native-like proficiency; teacher's guide; 25 booklets; audiotape; 20 duplicating masters for worksheets; 10 photo reproductions; dialogue cue cards; answer key; maps; illustrations; boxed set

Howard and Carver's (1983) module, *Getting There*, is extended through this multi-media kit providing further information on cars and highways for language and academic development. Reading tasks focus on making inferences and distinguishing fact from fiction. Activities include the use of classified ads, as well as individual research projects on road or highway development and the community.

Chin, F., & Bowers, B., (Eds.), & Creary, M. (exercises). (1980). *Stories for advanced beginners: A reader and textbook for the adult English language student*. 155 pages. Chin, F. (Ed.) (& Dragman, J., & Chin, F., (exercises)). (1988). *Stories for advanced beginners, Book 2: A reader and workbook for adult English as a second language students*. 179 pages. Vancouver: Vancouver Community College.

adult classroom study; reading & writing skills; regional: beginner to intermediate proficiency; illustrations

Short reading passages on a variety of daily activities are followed by new vocabulary lists, questions for reading comprehension, and exercises focussing on word use, meaning, and syntax. *Book 2* adds pre-reading activities based on illustrations, vocabulary lists, and questions for discussion. Canadian content is emphasized in brief reading passages, focussing on locations in B.C. Exercises that follow the reading passages focus on comprehension, sentence completion, grammar, word meaning and use, and short writing assignments.

Chud, G., Fahlman, R., Baker, R., & Wakefield, P. (1985). *Early childhood education for a multicultural society: A handbook for educators*. Vancouver: Western Education Development Group, University of British Columbia. 139 pages.

teacher reference; pre-school curriculum & instruction; illustrations; lesson plans; bibliographies

This handbook introduces practices for pre-school education which are sensitive to Canadian students and families of varied cultural backgrounds and which foster multi-cultural awareness. Sections address cultural variations in communication, different values in child rearing, orienting families, language learning, program planning, and problematic issues such as prejudice. After a discussion of each issue, numerous teaching strategies and activities are outlined, followed by bibliographies for further reading and relevant resources.

Churchill, S. (1986). *The education of linguistic and cultural minorities in the OECD countries*. Clevedon, Avon: Multilingual Matters. 175 pages.

professional reference; educational policy; minority languages and cultures; comparative education; bibliography index; figures

Churchill proposes a model of the development of educational policy for minority language and cultural groups in Western industrialized nations, synthesizing detailed information from 30 case studies on existing educational policy from member countries of the Organization for Economic Co-operation and Development. Highlighting commonalities across national situations, while distinguishing local differences and relative stages of development, the model considers policy making and objectives, functions of public support, implementation instruments and financing, roles of minorities in governance, and rationales used to support policies. Detailed comparisons are made of policies in 3 Canadian provinces (Manitoba, New Brunswick, and Ontario), France, Germany, the U.S.A., and England and Wales.



Clark, C., & Pitton, C., (illus. by Kluthe, K.). (n.d.). *Card games for infinite language*. Vancouver, B.C.: Canada Language Centre.

adult or school classroom study; beginner to intermediate proficiency; games; illustrations

Twelve card games focus on functions of language such as requesting, borrowing, offering, inviting, and on situations such as finding a place to live, hobbies, and everyday activities. Three decks of illustrated cards are included in each package, allowing up to 15 students to participate. Rules are similar to "Go Fish", in which students match pairs by engaging fellow players in a brief dialogue based on the illustration. Teacher's notes give information about the language focus, abbreviations on the cards, and variations for difficulty. Each game takes about 15 minutes.

Coelho, E. (1989). *The jigsaw kit*, rev. ed. Toronto: Dominic Press, first published by Duplikits (1985). 23 pages (guide) + (24 + 26 + 26 + 30) × 3 pages (workbooks).

adult or secondary school classroom study; teacher's guide & students' workbooks; reading & discussion skills; intermediate or mixed proficiency levels; illustrations; exercises

Designed to stimulate a co-operative learning environment, and to accommodate students of different levels of English ability, the workbooks in this kit prepare groups of students to engage in information gap and information transfer tasks. First, students work in "expert groups" where each has identical information on specific topics; then, they re-group into "jigsaw groups" of four, each of whom has different information (from each expert group) that must be shared in order to understand the whole situation. Exercises focus on vocabulary building, reading comprehension, and personal responses to the readings. Quizzes for each unit are available in the teacher's guide.

Cohen, K., & Desmet, P. (1989). *Links: A new language, a new country*. Karen Cohen and Pam Desmet. 223 pages.

adult classroom study; communicative language learning; comprehensive skills; beginner to intermediate proficiency; teachers' guide; audiotapes; photographs; exercises

Emphasizing a communicative approach to language learning for recent arrivals in Canada, *Links* offers exercises based on continuous stories about six main characters. Stories focus on adult students, personal information, family trees, exchanging news, weekend plans, and class get-togethers. Each of ten units includes reading, writing, listening, and speaking exercises which can be adapted to varied learning styles and proficiency levels. Idioms, personal letters, discussions, comprehension questions, listening for specific information and tenses, and guided conversations are featured in the exercises.

Conrad, R. (1989). *Process and practice: The Canadian writing workbook*, 3rd ed. Toronto: McGraw-Hill Ryerson. 249 pages.

adult classroom study; writing skills; academic preparation; intermediate to native-like proficiency

A revision of *The Canadian Writing Workbook*, this edition includes many of the exercises and explanations of earlier editions, adding new information about paragraph types, non-sexist language, computer editing, and documentation (MLA style). Examples are taken from student writing, and exercises have many references to Canada.

Council of Ministers of Education, Canada. (1983). *The state of minority-language education in the provinces and territories of Canada*. Toronto: Council of Ministers of Education, Canada. 452 pages.

professional reference; educational policy; minority language education; tables; statistics

Each province and territory is described for its language distribution, as well as language-related laws, regulations, policies, administration, programs, and funding at elementary, secondary, postsecondary, and teacher training levels. Changes in populations between the first study (1976) and this second report (1981) are noted; no evaluations or recommendations are made.

Council of Second Language Programs in Canada. (n.d.). *Second languages Canada*. Ottawa: Council of Second Language Programs in Canada. 60 pages.

adult student reference; ESL programs at colleges & universities; map

This booklet describes 32 ESL and 20 FSL programs at universities and colleges (in all 10 provinces) which are members of the Council of Second Language Programs in Canada. Brief texts (in English and French) and photos for each institution outline the programs available, describe each campus and facilities, and identify mailing addresses to obtain further information and application forms. The booklet is intended to help overseas students choose ESL and FSL programs in Canada.

Crean, M. (Ed.). (1989). *ESL and citizenship*, Special issue of *TESL Talk*, 19(1). Toronto: Ontario Ministry of Citizenship. 158 pages.

professional reference; citizenship education; adult curriculum; edited collection; figures; photographs

The 18 brief papers prepared for this volume discuss ESL teaching for Canadian citizenship. Issues include: appropriate and exemplary instructional materials; the politics and philosophy of citizenship; students' learning goals; curriculum content and organization; government and community policy; teachers' roles; intercultural and bilingual factors; teacher training; literacy; and legal perspectives.

Crean, M. & Unda, J. (1987). *Citizenship ESL/Literacy Materials: Unit 1 Applying for Citizenship*. 51 pages. *Unit 2 Geography*. 49 pages. *Unit 3 Government*. 77 pages. *Unit 4 Becoming a citizen*. 62 pages. Unda, J. (1988). *Teacher's guide*. 48 pages. Toronto: Ontario Ministry of Citizenship.

adult classroom study; citizenship & culture; regional; literacy skills; beginner proficiency; teacher's guide; illustrations; audiotapes; appendices

Information and exercises in these 4 booklets prepare students for citizenship

hearings in Ontario. Language activities aim for developing literacy skills, beginning with students' oral proficiency, then reading and writing skills. Pair and group activities focus on speaking/listening, interpreting graphics, and language experience writing. Authentic materials, such as letters, notices, and forms used in citizenship procedures, are reproduced in the students' workbooks. The teacher's guide includes notes for each of the units, background information on ESL/literacy courses, suggestions for program planning, and methods of teaching each type of activity. Appendices list citizenship requirements, resources, and contents of each unit.

Cummins, J. (1981). *Bilingualism and minority-language children*. Language and Literacy Series. Toronto: OISE Press. 45 pages.

professional reference; school policy; bilingualism; illustrations; tables

Research, theory, and practice in bilingual and heritage-language education is introduced in lay terms for teachers, psychologists, parents, administrators, and policy-makers. The Canadian situation is emphasized with discussion of international contexts. Special attention is given to examples of school-age children's transfer of academic skills learned in the first language to performance in the second language.

Cummins, J. (1984). *Bilingualism and special education: Issues in assessment and pedagogy*. Clevedon, Avon: Multilingual Matters. 306 pages.

professional reference; bilingual education; student assessment; minority school achievement; curriculum and instruction; tables; figures; bibliography; indexes

Cummins addresses issues in the assessment, achievement, and instruction of minority language students, summarizing a wide-range of research in Canadian, U.S., and European contexts. He argues that assumptions common to "special education" are inappropriate for minority language education, analyzing common educational practices, data on student achievement, and assumptions underlying curriculum and assessment materials. After identifying problems in "linguistic and cognitive deficit" theories (common during the 1960s and 70s), Cummins proposes alternative frameworks for conceptualizing students' bilingual proficiency, academic knowledge, and socio-cultural interactions. He advocates a "reciprocal interaction" model of curriculum, policies of mother tongue maintenance, and recognition of unfair biases in testing and referral practices.

Cummins, J., & Swain, M. (1986). *Bilingualism in education: Aspects of theory, research, and practice*. London: Longman. 235 pages.

professional reference; bilingual education; second language proficiency; minority school achievement; second language assessment; tables; figures; bibliography; foreword by C. Candlin; index

This book's 11 chapters synthesize research and theories on minority language and French immersion education, leading towards a theory of bilingual proficiency with implications for school policies. Specific issues addressed concern cognitive development in young bilinguals, student achievement in bilingual programs, program planning, assessment of communicative competence, and

definitions of second language proficiency. Studies reported are mainly from Canada, though implications are drawn for international situations.

Cunningham, H. (n.d.). *Driving*. Community Survival Skills Series. Vancouver: Vancouver Community College. 55 pages.

adult classroom study; survival skills; beginner proficiency; illustrations

Through short answer and sentence completion exercises, as well as dialogues about driving tests, students are given information on different kinds of vehicles, parts of the car, traffic lights, arm signals, speed limits, parking, signs, passing, and headlights, etc.

Cunningham, H. (n.d.). *Having a baby: An English as a second language workbook for beginners*. Community Survival Skills Series. Vancouver: Vancouver Community College. 69 pages.

adult classroom study; survival skills; beginner proficiency; illustrations

The steps from the first doctor's appointment to the birth and care of the baby are described for ESL learners, including breast and bottle feeding, nursery items, disposable vs. cloth diapers, and caesarean deliveries, among others. Vocabulary is introduced in the context of dialogues and exercises.

Cunningham, H., House, J., & Rothman, M. (1988, rev. ed.). *Homefront learning tutor guide*. Vancouver: Vancouver Community College. 54 pages.

teacher guide; curriculum organization; regional; professional training; literacy skills; beginner proficiency; annotated bibliography; appendices

This handbook is for tutors in the Homefront Learning program offered by Vancouver Community College, ESL Outreach Department. Sample lesson plans and activities are described for tutoring in the ESL student's home. Activities are organized by skill, including pronunciation and activities for a "relaxing break". Basic teaching tips are given, as well as language needs assessment procedures.

Cunningham, H., & Rabinowitz, M. (n.d.). *Citizenship: An English as a second language workbook for beginners*. Community Survival Skills Series. Vancouver: Vancouver Community College. 83 pages.

adult classroom study; regional; survival skills; beginner proficiency; illustrations

Steps from the application to the oath of citizenship are outlined. Explanations focus on information new Canadians are expected to know about the political and economic characteristics of the regions and provinces, and the federal, provincial, and municipal systems of government. Specific questions about British Columbia are included.

Cunningham, H., Rabinowitz, M., & Yee, S. (& Watson, R. (Ed.)). (1983). *Your home: An English as a second language workbook for beginners*. Vancouver: Vancouver Community College. 38 pages.

adult classroom or independent study; survival skills; beginner proficiency; illustrations

This workbook, initially developed to accompany television broadcasts, was revised for independent use. Exercises (short answer, word, and sentence-completion), dialogues, and vocabulary focus on the home.

Currie, P., & Cray, E. (1987). *Strictly academic: A reading and writing text*. New York: Newbury House. 221 pages.

adult classroom study; reading & writing academic skills; native-like proficiency; teacher's guide

First and second language learners entering academic programs in North America are prepared for reading and writing tasks with this material from newspapers, books, and magazines. Eight chapters, organized by themes such as "pain control", "dreaming", "animal communication", "the greenhouse effect", "the Nobel prize", "artificial intelligence", and "Lucy", emphasize skills for exams and essays. The first chapter, on "the good language learner", prepares students to be self-directed in their study. Chapters start with prediction and pre-knowledge activities. Other activities include classifying information, summarizing, comparing/contrasting, and developing arguments. The instructor's manual includes examples of student work.

Danesi, M. (1985). *A Guide to puzzles and games in second language pedagogy*, Language and Literacy Series. Toronto: OISE Press. 56 pages.

teacher reference; games; bibliography; illustrations

The use of 3 types of puzzles for language teaching are described: discrete-point, which promote practice of specific language points; global, which allow practice of overall language; and interactional, which involve more than one learner. Along with instructional objectives, techniques for constructing model puzzles and games are given. Multilingual examples are featured.

Daum, D., & Morey, C. (1985). *TOEFL preparation, Teacher's handbook, & Student workbook*. Calgary: Detselig. 83 + 108 pages.

adult classroom or independent study; test practice; grammar; vocabulary; reading; answer key

Language structures, such as verb tense, pronouns, and word choice, form the focus of the practice exercises in this workbook, along with certain points on teaching reading, vocabulary, and listening. The teacher's handbook includes test-taking tips, methodology notes, and aspects to teach about each structural element. The student's workbook begins with a summary of grammatical terminology and includes practice questions and space for notes on the test-taking tips.

Davies, G., Gottlieb, A., Horsman, J., & Manicom, L. (1987). *Women's kit*. Toronto: The Participatory Research Group/ICAE Women's Program. 23 + 12 + 11 + 18 + 12 + 12 + 16 + 19 + 15 pages.

adult classroom study; literacy; women's issues; reading; discussion; beginner proficiency; illustrations

These booklets include material written by women's groups in Mexico, the Dominican Republic, Peru, Bolivia, England, Zimbabwe, and South Africa, on themes such as "women's days", "childcare", "health", "housework" "finding paid work", "working conditions", "violence in the home", and "women working together". Situations are illustrated, briefly described, and followed by discussion questions. An introductory booklet gives information on each of the contributing organizations and on relevant resources in Canada.

- De Franceschi, M., (1982). *Stories about real people . . . Part one: Another land—another laugh*, "Stories only" edition. 40 pages. A graded reader for students of English with exercises for conversation and study. 149 pages. (1986). *Stories about real people . . . Part two: 'A new environment: change and adjustment.'* 64 pages. Windsor, Ont.: Mardan.

adult classroom study; reading; beginner to intermediate proficiency; illustrations

Stories in these books are based on real-life situations, often embarrassing or humorous, without reference to any specific language or cultural group. *Part One's* stories focus on incidents caused by misunderstanding the social rules or the language of an English speaking culture. In *Part Two* the stories centre more on cross-cultural confusions. The stories are followed by discussion questions and preceded by illustrations. Vocabulary and sentence structure exercises accompany the second edition of *Part One*.

- Donegan, F., & Fox, J. (1977). *A rock in the road, the string bean, the satiric eye: Three films without words, a study guide*. Contact Canada series. Ottawa: Supply and Services. 28 pages.

adult classroom study; films; oral production, vocabulary, discussion; intermediate proficiency

A variety of learning activities are suggested to form teaching modules around 3 short animated films (without dialogue). The booklet outlines procedures for introducing and showing each film, comprehension questions, retelling the story line, vocabulary study, and communicative activities, such as role plays, discussions, or debates.

- Dragman, J. (1983). *Orientation to Vancouver*. Vancouver: Vancouver Community College. 117 pages.

teacher guide & classroom study; regional; survival skills; beginner proficiency; illustrations

This orientation guide focusses on pre-literacy skills (especially addresses), tourist sites in Vancouver, downtown Vancouver and Chinatown (with maps), and asking for, giving, and following directions. Student worksheets and instructor notes are included. Most materials must be gathered by the instructor, using brochures, pamphlets, or tape recording.

Dragman, J. (1983). *Using the health department: Health department services, child health centre, dental clinic home care*. Community Survival Skills Series. Vancouver: Vancouver Community College. 104 pages.

adult classroom study; regional; survival skills; beginner proficiency; illustrations

Information and activities in this book concern Vancouver area health services. Dialogues, comprehension questions, picture stories, flash cards, and extension activities are included, and brief instructor notes appear throughout. The content is divided into Health department services, Home care, Child health centre, and Dental clinic.

Dragman, J., & Hinkle, A. (1985). *Airport customs and immigration*. Community Survival Skills Series. Vancouver: Vancouver Community College. 80 pages.

teacher guides; adult classroom study; speaking & listening skills; beginner proficiency; illustrations

Activities in this teacher resource book are designed for adult students who are landed immigrants in Canada: to familiarize them with Canadian custom regulations, with a special section on crossing the Canada-U.S. border by bus or car. Activity materials include flashcards, picture stories, and exercises. Dialogue scripts may be taped for classroom use.

Early, M., & Hooper, H. (1990). *Integrating language and content instruction K-12: ESL resource book*. rev. ed. Victoria: B.C. Ministry of Education, Modern Language Services Branch. 196 pages.

teacher guide; school curriculum; language & content; academic preparation; regional; charts; illustrations; sample lessons; bibliography

A resource book for teachers in B.C. schools, this volume implements Mohan's (1986) framework to organize language and content in ESL curriculum. Eight sample instructional units (on whales, families, fairy tales, Enlightenment thinkers, and pollution) specify the approach, materials, and tasks in detail. Concepts emphasized include integrating study of academic content with language skills, uses of key visuals and other textual supports, and application of various knowledge structures (classification, principles, evaluation, description, sequence, choice) in tasks.

Elrick, T. (1981). *Forms in your life: A student workbook and guide to everyday forms*. Toronto: Globe/Modern Curriculum Press. 92 pages.

adult classroom or independent study; blank forms

A wide variety of commonly used forms are reproduced along with vocabulary explanations and "hints and helps": such as, banking forms (including deposits, withdrawals, and mortgage and loan applications), as well as application forms (for S.I.N., jobs, union membership, driver's licence, insurance, and credit cards). Special vocabulary and "hints and helps" are listed before each form. A list of abbreviations and a printing chart are included, and a record card is provided on the back cover. In some cases instructions are directed to school-

age learners, but the content is generally suitable for adult learners. Some forms, such as the 1980 income tax return, may be dated.

Elson, N. (Ed.). (1983). *Teaching English to adults: Methodology*. Special issue of *TESL Talk*, 14(1 & 2). 249 pages.

teacher reference; adult instruction & curriculum; edited collection; annotated bibliography

Twelve chapters focus on characteristics of teaching and adults' learning of ESL, the teaching of specific language skills, and materials development. Each chapter is preceded by questions that introduce ideas to be considered in teacher education or initial preparation courses. A list of related readings for each chapter is included.

Engkent, L. & Bardy, K. (1986). *Take part: Speaking Canadian English*. Scarborough, Ont.: Prentice-Hall. 108 pages.

adult classroom study; conversation; culture; intermediate proficiency; teacher's manual; audiotape

Topics are introduced by dialogues and reading texts, followed by "notes" which explain informal spoken English and cultural aspects of the topic. Vocabulary, discussion topics, interaction activities, and assignments are included in each unit.

English in the Working Environment. (1987). *Opening doors: A guide to cross-cultural training in the workplace*. Waterloo, Ont.: English in the Working Environment. 19 pages.

professional reference; adult instruction; workplace culture; bibliography; illustrations

This booklet explains how to set up a cross-cultural training workshop in an industrial setting. It assumes that the marketing of the workshop idea has already been done and that the reasons for cross-cultural training are familiar to course organizers. Contents include: pre-planning activities, such as site-specific considerations and needs assessment, planning and giving the workshop, and post-planning activities, such as evaluation and summary.

Esling, J. (Ed.). (1989). *Multicultural education and policy: ESL in the 1990s. A tribute to Mary Ashworth*. Toronto: OISE Press. 203 pages.

professional reference; multicultural education & policy; curriculum & instruction; edited collection; figures & tables

Eleven papers by Canadian, British, and American scholars discuss diverse aspects of educational policy, curriculum and instruction, and research to inform schooling in a multicultural society. Most papers focus on language education in schools with diverse linguistic and cultural populations, addressing issues like heritage language maintenance, mainstreaming, teacher effectiveness, language and content instruction, and community involvement. Esling's preface explains how the papers were compiled to honor Mary Ashworth's longstanding professional contributions in Canada and internationally. An



epilogue by professor emerita Ashworth speculates on future trends for ESL teaching.

- Fournier, P. & Cunanan, A. (1990). *Integration: A multi-skills approach to improving English*. Teacher's manual. 72 pages. Montreal: McGraw-Hill. 134 pages.

adult classroom study; reading, academic, vocabulary, & writing skills; intermediate to native-like proficiency; illustrations; answer key

Eight units on various themes (animals, advertising, superstitions, etc.) contain pre-reading exercises, extensive reading passages on popular academic topics, vocabulary and comprehension exercises, suggested writing topics, and self-tests. The teacher's manual outlines the purposes of the materials and provides an answer key for exercises.

- Fox, J., Woods, H., with Deeble, C. (1980). *Telephone gambits: A module for teaching telephone English to second language learners*. Hull, Que.: Ministry of Supply and Services Canada. 47 pages.

adult classroom study; conversation skills; intermediate proficiency; illustrations

This booklet presents and guides students to practice a variety of telephone exchanges: protocol for business, emergency, and long distance telephone calls, as well as for making appointments and reservations, dealing with complications, and interacting during a call. Unique features are a tone chart for greetings and "Function Dial" for practice dialogues.

- Fraser, C. (1980). *Composition writing*. Montreal: McGill University. 105 pages + 20 pages teacher's notes.

adult classroom study; academic writing skills; intermediate to native-like proficiency; teacher's guide; illustrations; answer key

Each of the 8 units emphasize pre-writing and editing, with exercises on pre-writing, sentence and paragraph development to be done out of class, and composition writing to be edited and evaluated by the teacher. "Large" components (paragraphs) are edited/evaluated before "small" ones (words). A 5 paragraph composition model (introduction, first main point, second main point, third main point, summary/conclusion) is used to focus ideas, establish a frame of reference, and limit the content and scope of compositions.

- Freedman, J. (Ed.). (1987). *Ontario's story: For learners of English as a second language*. Toronto: Ontario Ministry of Citizenship. 21 pages.

adult classroom study; reading skills; intermediate proficiency; regional culture; illustrations; answer key

This booklet has 6 two-page stories, collected from "Newcomer News", about the history and development of Ontario. Stories about the Native people, French rule, the Loyalists, the War of 1812, changes in the government, and economic development, are followed by exercises in sentence completion, reading comprehension, structure, and vocabulary.

Freedman, J. (Ed.). (1989). *The Ontario Times: Special Citizenship Issue*. Toronto: Ontario Ministry of Citizenship. 8 pages.

adult independent or classroom study; regional culture; intermediate proficiency; newspaper; illustrations

Newspaper articles on citizens' rights and responsibilities focus on Ontario, listing addresses and phone numbers for Human Rights Commission offices and Race Relations Directorates, and recounting stories of community action. Geographical description of other parts of Canada, and historical information about Canada's name, flag, and birthday are also included.

Froese, M. (1983, rev. ed. of Yildiz, N. (1981)). *Exploring downtown Vancouver contact: Teacher's guide* (rev. ed.). Vancouver: Vancouver Community College. 123 pages.

teacher guide; curriculum; conversation skills; regional culture; beginner to intermediate proficiency; illustrations; maps

Designed to provide ESL students visiting Canada with contact with native speakers in natural language learning experiences outside the classroom, this program prepares students for reaching destinations in downtown Vancouver. In-class work on grids and mazes, tape-recordings of conversations, and feedback sessions are some of the ways that language is analyzed or practiced. The guide includes students' notes (some in Japanese), as well as descriptions of classroom and field trip activities.

Gardner, R. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold. 208 pages.

professional reference; research & theories of attitudes & motivation; figures & tables; bibliography; index; appendices

Gardner synthesizes his extensive empirical research on attitudes and motivation in second language learning, showing how social and psychological factors interact in this process. Sections of the book discuss individual differences, integrative motivation, attitude changes, parents' influences on children's achievements, theories of second language acquisition, and empirical models for assessing Gardner's socio-educational model. The research is mainly on the learning of French in Ontario. Appendices display test batteries and scales used in the studies.

Gardner, R., & Kalin, R. (Eds.). (1981). *A Canadian social psychology of ethnic relations*. Toronto: Methuen. 244 pages.

professional reference; research; theories, & policies on Canadian ethnicity; edited collection; figures & tables; bibliographies; index

Twelve papers by Canadian scholars researching social behaviour provide comprehensive discussions of the history of ethnic relations in Canada and issues bearing on child development; second language teaching and learning; and intergroup relations, attitudes and communication. The papers review empirical research, fundamental concepts and Canadian situations.

Genesee, F. (1987). *Learning through two languages: Studies of immersion and bilingual education*. New York: Newbury House/Harper & Row. 212 pages.

professional reference; bilingual education evaluation; policy & research; bibliography; index; figures

Genesee offers a comprehensive review and synthesis of research on Canadian French immersion and U.S. bilingual education programs. Distinguishing the two as programs for (respectively) majority and minority language learners, the book first traces historical developments, then analyzes research on French immersion in view of students' academic, mother tongue and second language achievement, establishing general findings and key variables. Latter parts of the book assess adaptations, research, and theories of this curriculum model for ESL and mother-tongue instruction in the U.S., identifying additional socio-cultural and pedagogical variables, as well as areas for future research.

Giacomelli, E. (1981). *Guided writing for ESL learners: Unit 1* (rev. ed.). 29 pages. (1980). *Guided writing for ESL learners: Unit 2*. 38 pages. Vancouver: Vancouver Community College.

adult classroom study; series; writing skills; intermediate proficiency; illustrations

The first unit focusses on developing adjective, time, and "because" clauses through answers to wh- questions about picture stories. Pre-writing activities are emphasized to integrate spoken understanding of syntax, structure, and vocabulary with written work. The second unit is designed to stimulate free composition. Sentence-level exercises focussing on wh- questions begin the unit; three guided composition "packages" that emphasize grammar points and sentence-combining follow.

Godfrey, J. & Dragman, J. (& Bowers, B. (Ed.) & Sawkins, M.). (1980). *Resources guide for learning centres* (rev. ed.). Vancouver: Vancouver Community College. 104 pages.

teacher reference; organization of resource centres; bibliographies

This handbook includes diagnostic tests, bibliographies of ESL and Adult Basic Education assessment materials, and an annotated bibliography of useful books for learning centres. Grammatical structures in the *New Horizons* and *Lado* series frame the diagnostic testing and placement. Chart summaries of learning resources for ESL and ABE are organized by basic vocabulary for various themes.

Gray-Richards, B. (1984). *Composition: A textbook in writing academic English for students of English as a second language*. Vancouver: Vancouver Community College. 268 pages.

adult classroom study; writing skills; academic preparation; native-like proficiency; index; appendices

Canadian examples, sources, usage, and spelling appear in this composition handbook. ESL student writing samples provide realistic models. Each chapter

includes a summary of main points, models, and exercises, as well as descriptions of different types of essays, and of paraphrasing, summary, argumentation, and interpretation of topics and exam questions. Appendices include: a glossary of rhetorical terms, a key to marking symbols, a style sheet, guidelines for editing an essay and writing a book report, and a chart of transitional expressions.

Gray-Richards, B. & Kirley, E. (n.d.). *Special project report: English for the health sciences*. Vancouver: Vancouver Community College. 49 pages.

professional reference; social services; survey research; bibliography; tables

Health services in B.C. were surveyed to discover aspects of training or licensing most problematic for non-native speakers of English. The survey focussed on: identifying groups of potential learners, language screening prior to licensing exams, reasons for failure of exams, whether deficiencies in general or technical English contribute to failure, statistics from licensing bodies and testing services, resources for upgrading failed candidates, interest in on-site instruction, sources of space and funding, training institutions, and interviews with failed candidates.

Gujral, S. (1984). *A title bibliography of the Mel Henderson memorial collection*. Vancouver: Vancouver Community College and Association of B.C. TEAL. 44 pages.

professional reference; bibliography

Approximately 570 items are listed alphabetically by title in this bibliography of ESL teaching, learning, and research materials. Adult and school materials are included from various sources internationally. Begun in the early 1970's by B.C. TEAL, the collection is housed at King Edward Campus, Vancouver.

Gunderson, L. (1990). *ESL literacy instruction: A guidebook to theory and practice*. Englewood Cliffs, N.J.: Prentice-Hall-Regents. (in press).

professional reference; reading; K-adults, figures; tables; bibliography; index

Gunderson authoritatively analyzes the theories and practices in alternative approaches to reading instruction, developing a "decision heuristic" for teachers to choose and design appropriate reading programs for ESL learners. Approaches such as "directed reading", "language experiences", "whole language", and "reading to learn" are traced historically and assessed for key ideas. Issues of unique concern for ESL are identified as regards children, adults, kinds of reading programs, bilingual education, materials, and specific reading strategies. There are extensive bibliographies and suggestions for needed research and development.

Harley, B. (1986). *Age in second language acquisition*. Clevedon, Avon: Multilingual Matters. 144 pages.

professional reference; age factors in language learning; psycholinguistics; educational policy & research; bibliography; index

This book provides a comprehensive review of theories and empirical research on age factors in second language acquisition, discussing such issues as differ-

ences between child, adolescent, and adult learners (in terms of rate of acquisition or achievement); factors influencing acquisition (input, classroom and social interactions, time), and conflicting results from various studies. The major portion of the book reports on a study of the acquisition of the French verb system by Canadian Anglophone students starting immersion programs at different times in their schooling. Conclusions cite differences in acquisition rates but stress the need for further research to inform theories and educational policy decisions.

Hauptman, P., LeBlanc, R., & Wesche, M. (Eds.). (1985). *Second language performance testing*. Ottawa: University of Ottawa Press. 308 pages.

professional reference; language testing; edited collection

The 17 papers in this collection, originally presented at the University of Ottawa in 1983, report on diverse innovations in ESL and EFL assessment in Canada and internationally. Defining performance testing as using "direct assessment, work samples or simulation tasks" (p. 1), Wesche's introductory chapter outlines common characteristics of this approach. Four articles address theoretical issues, while the remaining report on specific projects. LeBlanc's closing chapter summarizes several exemplary Canadian projects in government, corporate, and academic settings. Numerous large-scale British, European, and American projects are also represented.

Heald-Taylor, G. (1986). *Whole language strategies for ESL primary students*. Language and Literacy Series. Toronto: OISE Press. 74 pages.

teacher reference; primary (K-3) curriculum; initial literacy; figures; bibliography

Whole language activities for young learners are categorized as dictated stories, literature strategies, and process writing. The activities are outlined in a two-column format displaying "general" information beside specific "implications for ESL students". Examples show how to integrate the teaching strategies thematically and how to evaluate speaking, reading, and writing skills in conjunction. The bibliography cites relevant instructional texts and professional references.

Hinkle, A. (1983). *Applying for unemployment insurance: Using human resources*. Community Survival Skills Series. Vancouver: Vancouver Community College. 66 pages.

adult classroom study; survival skills; beginner proficiency; illustrations

The vocabulary and forms associated with job loss, and UI and GAIN applications are introduced. Notes for instructors highlight relevant information, procedures, and teaching techniques. Reproductions of real forms are included. Picture stories and other activities are designed for two levels of beginners.

House, J. (1983). *Using the telephone for emergencies: Reporting a medical emergency, reporting a crime, reporting a fire*. Community Survival Skills Series. Vancouver: Vancouver Community College. 77 pages.

adult classroom study; survival skills; beginner proficiency; illustrations

Separate sections include information and exercises on reporting medical emergencies, crimes, and fires. These are prefaced by a basic dialogue for telephone use in an emergency (911 and a request for a translator). Flashcards, dialogues, comprehension questions, situations, picture stories, and brief instructor notes are included.

House, J. (1986). *Banking: An ESL workbook*. Community Survival Skills Series. Vancouver: Vancouver Community College. 74 pages.

adult classroom study; survival skills; beginner proficiency; illustrations

Sections describe the layout of facilities in a bank, opening a new bank account, savings accounts, chequing accounts, using a bank machine, and applying for a loan. New vocabulary is introduced through picture stories, dialogues, and short reading passages. Black and white photographs and reproductions of forms are included.

House, J., & Rabinowitz, M. (1986). *Post office*. Community Survival Skills Series. Vancouver: Vancouver Community College. 72 pages.

adult classroom study; survival skills; beginner proficiency; illustrations

Sections describe the layout of facilities in a post office, mailing letters and parcels, and other postal services, with exercises on specific aspects of each, such as addressing envelopes, registering mail, and arranging delivery notices, change of address, and money orders. Vocabulary used in these situations is introduced by picture stories, dialogues, and short reading passages. Reproductions of forms are included.

Howard, J. & Carver, P. (1983). *Getting there: Changing modes of transportation*. Teacher's guide. 39 pages. Student booklets. 16 pages. Toronto: OISE Press.

secondary school classroom study; language & content; academic preparation; reading & listening skills; intermediate to native-like proficiency; annotated bibliography; teacher's guide; filmstrip; booklets; audiotape; 23 duplicating masters; 10 photos; word card game; dialogue cue cards; answer key; boxed set

This multi-media teaching kit about the development and importance of transportation routes in Canada emphasizes vocabulary building and specialized academic skills, such as graphing, preparing charts, and understanding diagrams. The teacher's guide includes answer keys to student worksheets, transcripts of recordings, and a list of resources. A classroom set of booklets and duplicating masters of the worksheets are included.

Howard, J., Frohlich, M., & Marshall, B. (1984). *The Many faces of energy: ESL energy module 1*. Teacher's guide. 31 pages. Student booklets. 12 pages. Toronto: OISE Press.

secondary school classroom study; language & content; academic preparation; reading & listening skills; intermediate to native-like proficiency; annotated bibliography; teacher's guide; filmstrip; booklets; audiotape; 19 duplicating masters; 10 photos; illustrations; answer key; boxed set

The topic of energy integrates ESL language learning material with academic content in science and geography, particularly understanding and identifying forms of energy, conversion of forms of energy, and conservation. Language content includes: reading, listening, conveying "use" and "need", using conditionals, describing (spatial organization), and classifying information. Duplicating masters of student worksheets are included.

Hynes, M. & Baichman, M. (1989). *Breaking the ice: Basic communication strategies*. White Plains, N.Y.: Longman. 90 pages.

adult classroom study; conversation & listening skills; beginner to intermediate proficiency; 2 audiotapes; exercises; illustrations; charts

Fourteen units help students develop listening, speaking, and conversation management strategies in situations such as small talk, asking for explanations, or expressing preferences. Units include discussion, pre-listening, listening comprehension, and guided conversation tasks, emphasizing meaningful, functional interactions.

Irons, G. (Ed.). (1988). *Second language acquisition: Selected readings in theory and practice*. Welland, Ont.: The Canadian Modern Language Review. 434 pages.

professional reference; edited collection; teaching methodology; educational research

These 33 articles selected from various issues of the *CMLR* address issues relevant to L2 teacher education or development: "Teaching the Language Skills," "Error Analysis/Testing," "Culture and Language," and "Communicative Syllabus Design." Numerous articles analyze practices and techniques of second language teaching. Theory-oriented articles discuss errors in speaking and writing, communicative testing, language policy in Canada, acculturation, cultural awareness, and communicative syllabus design and implementation.

Izatt, M. (1986). *Neighbours: A training programme for community volunteers*, Coordinator handbook & Tutor handbook. Edmonton: Alberta Vocational Centre. 47 + 82 pages.

teacher reference; adult tutoring; curriculum organization & administration; handbooks; videotapes

This handbook first suggests how to set up and administer an ESL tutor programme. The second part is a detailed lesson plan for a tutor training course. In-class and take-home exercises, and five videocassettes supplement the training material. The tutor handbook discusses intercultural communication, lesson organization and planning, ESL literacy, making social contacts, and creating and adapting materials.

Jewinski, J. (1987). *English made easy: A Canadian rhetoric and handbook*. Scarborough, Ont.: Prentice-Hall. 247 pages.

adult student reference; writing skills; academic preparation; native-like proficiency; glossary

There are 3 sections in this student reference book: "Rhetoric", which describes the content and organization of academic essays, "Model Essays", which includes student-written essays prefaced by a brief outline, and "Handbook", which summarizes basic rules of grammar. The SEES method (Statement, Elaboration, Evidence, and Summary) is used to teach paragraph development. Writing and grammar exercises are provided for each sub-section in the rhetoric and handbook sections.

- Jibodh, C., Johnson, T., May, C., & Smith, D. (1983). *ESL resource book: Upper beginner's level*. 173 pages. (n.d.). *ESL resource book: Lower beginner level*. 143 pages. Jibodh, C., Allen, C., & Kennedy, P. (1985). *ESL resource book: Grammar: Pre-intermediate-lower intermediate level* (rev. ed.). 132 pages. Jibodh, C., & Allen, C. (1987). *ESL resource book: Grammar: Upper intermediate level* (rev. ed.). 153 pages. Vancouver: Vancouver Community College.

teacher reference & adult classroom study; series; comprehensive skills; beginner to intermediate proficiency; illustrations; answer keys

These resource books are for teacher and student use. The beginner level books are organized by skill, and sub-divided by themes, such as consumer affairs (for communicative skills) and special days (for reading skills). The content guide cross-references the structure activities to the theme-related activities. In the intermediate level books, grammar exercises are prefaced by notes on form and use. Contents include present perfect, modals, infinitives of purpose, adverb clauses, and adjective clauses among others, in the first book, and past perfect, passive voice, wish/hope, gerunds and infinitives, and noun clauses, among others, in the second book. Answer keys are published separately.

- Johnson, M. (1977). *Verbs and conjunctions in simple sentence patterns*. Winnipeg: Clarity Books. 32 pages.

adult reference; independent or classroom study; grammar; intermediate to native-like proficiency

The sentence patterns in this booklet are organized by tense for verbs and function for (coordinating or subordinating) conjunctions. It begins with a "time-path" review of verb forms in both active and passive voice, and question patterns. The sentence patterns are presented in two columns of phrases that can be linked to form one sentence or used to make two new sentences. Certain idiomatic, colloquial, and informal expressions are glossed.

- Johnson, M. (1978). *The ABC's: An alphabet and basic phonics book for adults and children*. Winnipeg: Clarity Books. 49 pages.

adult or school classroom study; literacy; spelling; beginner proficiency; illustrations; index

Names and basic letter sounds of hard consonants and short vowels are organized alphabetically, including practice of initial and final consonant sounds. A tutor's guide lists what to do and what to say as each letter is taught, with additional teaching tips at each stage. A reference list of regular spellings is included.



Johnson, M. (1979). *Steps to literacy: Graded literacy exercises for adults and children, Series 1, Beginners*. (1980). *Series 2*. (1988 rev. ed.). *Series 3a*. (1981). *Series 3b*. Winnipeg: Clarity Books. 56 + 56 + 59 + 56 pages.

adult classroom study; literacy; grammar; beginner proficiency; answer key

The phonics and grammar exercises in this series are to be used for dictation and board work, as well as for homework. The first level introduces short vowel sounds, consonant combinations, and basic grammar. The second level focusses on long vowels, punctuation, contractions, negatives, paragraphs, suffixes, and antonyms, and other items. The third level includes diphthongs, more advanced grammar, root words, and similes, for example.

Johnson, M. (1980 rev. ed.). *Survival English for newcomers: The tutor's handbook*. Winnipeg: Clarity Books. 23 pages.

teacher guide; adult literacy curriculum; beginner proficiency; illustrations

Lesson plans for novice tutors are organized by theme in the earlier lessons and by parts of speech in the later lessons. A section on teaching students who are illiterate in their first language focusses on the sounds of 3 letter words and has pictures for reproduction.

Johnson, M. (1981). *Old tales for new readers: Aesop fables retold*. Winnipeg: Clarity Books. 51 pages.

adult independent or classroom study; reading skills; intermediate proficiency; illustrations

These 25 fables have been adapted for second language learners. A cloze exercise based on each fable provides the answers for a crossword puzzle following each reading.

Johnson, M. (1982 rev. ed.). *Foundation for literacy: Part one*. (1978 rev. ed.). *Part two*. 56 + 48 pages. (1977 rev. ed.). *Building the foundation: A basic literacy course*, The instructor's handbook. 21 pages. Winnipeg: Clarity Books.

adult classroom study; literacy; beginner proficiency; tests

The teacher's manual explains spelling instruction, focussing on either sound or orthographic patterns, along with teaching sound combinations, silent letters, and irregular consonants to more proficient students. The student's books include sentence completion and pronunciation exercises, and lists of words organized by common sounds.

Johnson, M. (1987). *Proverbs say it best*. Winnipeg: Clarity Books. 42 pages.

adult classroom study; reading & writing skills; intermediate proficiency

Common English proverbs and their translations in colloquial English appear in boldface at the top of each page. Their meaning is explained in the context of a short dialogue or situation, and students are then invited to write their own stories, following the framework given. Less common proverbs, and paraphrasings of them, are listed at the back.

Johnson, M. (1988). *Basic concept of verbs and conjunctions: A constructive grammar handbook*. Winnipeg: Clarity Books. 55 pages.

adult independent or classroom study; grammar; intermediate to native-like proficiency; glossary

A brief explanation and examples of verb forms or conjunctions are followed by sentence completion exercises. Sensitivity to the situation is emphasized over knowledge of rules. A section on questions is included. Conjunctions are organized by key words for coordination or subordination.

Johnson, M. (1988). *Sounds and stress*. Winnipeg: Clarity Books. 58 pages.

adult independent or classroom study; pronunciation; native-like proficiency; answer key

Sections on consonants and vowels are grouped by similarity of sound, with hints for pronunciation and practice sentences. A section on stress includes information about and practice of stressed syllables and words.

Johnson-Folco, R. (1984). *Let's find out, 1*. Teacher's guide, Student's book, & Student's activity book. 151 + 80 + 79 pages. Forget, S. (1987). *Let's find out, 1*. Teacher's testing book, & Student's testing book. 63 + 40 pages. Gagne, A., & Magahay-Johnson, W. (1985). *Let's find out, 2*. Teacher's guide, Student's book, & Student's activity book. 154 + 86 + 69 pages. Gagne, A. (1987). *Let's find out, 2*. Teacher's testing book, & Student's testing book. 92 + 70 pages. Gagne, A., Magahay-Johnson, W., & Cook, B. (1986). *Let's find out, 3*. Teacher's guide, Student's book, & Student's activity book. 219 + 88 + 74 pages. Beaumont, K. (1988). *Let's find out, 3*. Teacher's testing book, & Student's testing book. 83 + 71 pages. Ville LaSalle, Que.: Didier.

elementary school classroom study; series; comprehensive skills; beginner proficiency; audiotapes; puppet; colour illustrations; transparencies; songs; games; picture cards

The themes and activities at each level are to cover one year of school work. An overview, coded for receptive, productive, and non-verbal skills, is included in the teacher's guide. The teacher's guide also lists materials supplied or to be created for each unit, gives detailed descriptions of activities, refers to pages in the students' books, and notes when mother tongue teaching is desirable. The teacher's testing book is bilingual (French and English), and includes unit and year-end tests, and small-scale reproductions of the student's testing pages. In the first book, a family and their experiences are explored through Halloween and Christmas themes, games, recipes, and stories. At the second level, two central characters, their family, and friends are followed through daily activities and fantasies organized by theme. The third level introduces the activities of a "kid's club" throughout the year.

Kabis, G. (1987). *Think up your own story*. Montreal: Centre Educatif et Culturel Inc. 60 pages.

adult classroom study; speaking & vocabulary skills; intermediate proficiency; illustrations; glossary; glossary index

In each of 17 chapters a full-page black and white photograph introduces the topic of a story. A series of questions that stimulate response to the topic, and a list of relevant vocabulary (organized by who, where, when, why, what, and how questions) prompt students to build individual stories about the photo. A glossary defines the vocabulary printed in bold-face throughout. A chart of language functions and verb tenses shows how topics can be integrated.

Kamikura, F. (& Sawkins, M. (Ed.)). (1982). *Now I have time*. Vancouver: Vancouver Community College. 25 pages.

adult independent study; reading skills; beginner proficiency; illustrations

Prompted by her husband's death, Kamikura began studying English. She writes about her life before and after immigrating to Canada in 1927, and about raising a family here. Large type and photographs are featured.

Kehoe, J. (1984). *A handbook for enhancing the multicultural climate of the school*. Vancouver: Western Education Development Group, University of British Columbia. 93 pages.

professional reference; school curriculum; multiculturalism; charts; illustrations; appendices

This practically-oriented handbook sensitizes teachers and others working in education to cross-cultural issues, such as racism, values and practices of specific cultural groups, and biases in educational materials or tests. Various questionnaires, checklists, and recording instruments are provided to assess multicultural needs, provide for equality of opportunity, and develop appropriate curricula or attitudes in schools and communities. A conceptual framework is outlined to remediate children's prejudiced thinking.

Keller, E., & Warner, S. (1979). *Gambits 1: Openers*. 57 pages. (1976). *Gambits 2: Links*. 61 pages. (1979). *Gambits 3. Responders, closers, and inventory*. 58 pages. Ottawa: Supply and Services.

adult classroom study; conversation & vocabulary skills; intermediate to native-like proficiency; illustrations; index; answer key; videotape available locally

These three booklets present and practice over 500 phrases strategically useful in opening, maintaining, verifying, adjusting, or closing conversations. Innovative classroom activities are suggested to practice functionally similar phrases, which are grouped and listed in the margin of most pages. Book 1 deals with phrases to attract attention, introduce topics, digress from a topic, provide opinions, and discuss problems. Book 2 considers phrases to expand on topics, evaluate subjects, or make arguments. Book 3 concerns phrases for responding to various kinds of statements and closing conversations. It also provides a detailed index of the words and phrases appearing in the entire series. The selection of phrases was derived from a corpus of English speech data.

Kemp, D. (Ed.). (1984). *Report of survey on English language training in Canadian colleges*. Toronto: Association of Canadian Community Colleges, International Bureau. 54 pages.

professional reference; survey research; educational policy; collected articles; recommendations; appendices

Responses from 73 (out of 99) member colleges of the Association of Canadian Community Colleges were tallied for a questionnaire asking for descriptive information on ESL programs, policies, staffing, and students. Recommendations focus on needed developments, such as standardization of course content, student evaluation and accreditation, teacher qualifications, and terminology; needs for interaction among relevant agencies, information sharing on curriculum and instruction, and applied research. Nine brief articles were solicited on specific policy issues, including testing, syllabus organization, distance education, professional terms, overseas students, and organizations such as TESL Canada and the Council of Second Language Programs in Canada.

Kidd, R. & Burnaby, B. (1988). *Inventory of English language training for non-native speakers of English at the post-secondary level in English-medium institutions in Canada*. Toronto: TESL Canada Federation, for the Canadian International Development Agency. 207 pages.

professional reference; adult post-secondary programs; glossary

Developed to assist CIDA in identifying programs available for students from overseas, this inventory reports the results of institutions' replies to questionnaires. Seventy-five colleges and universities (a 70% rate of return) from all provinces provided information. Each institution's program of ESL instruction is described, followed by notes on ESL teaching staff and resources, student placement and evaluation, program information, past experience with CIDA students, and names and addresses to contact for more information. A glossary of acronyms is included.

Larocque, G., MacLean, H., & Marshall W. (1988). *Administrative writing: Memos and letters*. Ottawa: Ministry of Supply and Services Canada. 146 pages.

adult classroom or independent study; writing skills; intermediate to native-like proficiency; answer key; bibliography; index

Wording, organization, and style, not grammar, are the focus of the administrative writing tasks in this book. Different kinds of memos, letter-writing strategies, and curriculum vitae are described and practiced in the first three parts. In the final part, questions about content, style, and tone are asked about memos and letters from real situations. An answer key includes possible and suggested answers. Examples are displayed on government of Canada letterhead.

Long, M., Allen, W., Cyr, A., Pomeroy, C., Ricard, E., Spada, N., & Vogel, P. (1980). *Reading English for academic study*. Rowley, MA: Newbury House. 168 pages.

adult classroom or independent study; academic preparation; reading skills; intermediate proficiency; answer key; appendices

Eight units present reading strategies, passages, and a variety of comprehen-

sion, vocabulary, and grammar exercises to develop adult learners' skills in reading and learning from expository texts in preparation for academic studies in English. Appendices index vocabulary treated and list word affixes and stems.

Loughrey, T., & Smith, D. (1979). *Contact*. Vancouver: Vancouver Community College. 169 pages.

teacher reference; curriculum organization; conversation skills; language & content; beginner to intermediate proficiency; bibliography; charts

The "contact approach" emphasizes language learning through interaction with native speakers of English. In-class guests and field trips, as well as individual and class activities, stimulate awareness of natural English use. The program was designed for groups of Japanese students visiting Vancouver, but the material can be used with students of any cultural background. Sample lessons are given for ESL as well as content-area learning. Students' and teachers' functions are described.

Mackay, R., Barkman, B., & Jordan, R. (Eds.). (1979). *Reading in a second language: Hypotheses, organization, and practice*. Rowley MA: Newbury House. 208 pages.

professional reference; edited collection; reading skills; example tasks; bibliography; index; figures

The 13 papers in this collection discuss reading in a second language in terms of (1) research and psycholinguistic theories, (2) curriculum organization, and (3) instructional practices. The chapters draw on different pedagogical orientations and international contexts. Teaching implications are directed mainly at adult learners in academic contexts. The book was conceived as an initial attempt to bring together authoritative examples of applied linguistic research in this area for teacher education and professional development.

Mackay, R., & Palmer, J. (Eds.). (1981). *Languages for specific purposes: Program design and evaluation*. Rowley, MA: Newbury House. 126 pages.

professional reference; edited collection; adult curriculum; languages for specific purposes; bibliography; index; tables; figures

The 7 papers prepared for this collection address curriculum issues for adults learning languages for academic, professional, or technical purposes. Chapters by authors from different international contexts discuss curriculum development, needs assessment, program design, discourse analyses, instructional methodology, and program evaluation. The papers provide organizational principles and models, research reviews, and case studies of educational practices. English is the main language represented.

Manitoba Department of Education. (1984). Curriculum Support Series. *Language development handbook for secondary students with limited proficiency in English*. Winnipeg: Manitoba Department of Education. 219 pages.

teacher reference; curriculum; regional; secondary school ESL students; mul-

multicultural & Native education; academic preparation; language & content; beginner to native-like proficiency; sample lessons; bibliography; appendices

This handbook offers secondary school educators information and resources for developing programs of integrated language and content for ESL students. Separate sections are devoted to recent immigrants and to Native Canadians, focussing on guidelines for reception, placement, and orientation for these groups. Sections discuss programming special classes, helping students in regular classes, multicultural education, language development theory, activities in skill areas, and language across the curriculum (with sample lessons in literature, science, mathematics, and social studies).

Marino, D., & Barndt, D. (1983). *Immigrants speak out*. Toronto: Participatory Research Group. 73 pages.

teacher reference; adult curriculum & classroom study; speaking, reading, & writing skills; beginner to intermediate proficiency; illustrations; songs

The material in these four booklets was developed by students in an ESL in the workplace class. It describes this process, providing examples of the material produced, and suggested activities. Four topics focus on work-related problems, family conflicts, and community action, and include reproductions of in-process as well as completed materials.

McArthur, T. (1983). *A foundation course for language teachers*. Cambridge: Cambridge University Press. 183 pages.

professional reference; teacher preparation & development: applied linguistics; bibliography; index; notes; appendices

For teachers in training or development courses, this book outlines concepts of language, grammar, and education relevant to second language instruction. McArthur first establishes contributions and limitations of linguistics, next assesses the idea of "grammar", then raises various issues about socio-cultural dimensions; attitudes of teachers; methods; testing; and curriculum. Appendices suggest how to use the book, offer review questions, and present topics for project work.

McArthur, T. (1984). *The written word: A course in controlled composition*, Books 1 & 2. Toronto: Oxford University Press, 159 + 175 pages.

adult independent or classroom study; writing skills; intermediate to native-like proficiency; answer key; illustrations

The units in these two books begin with comprehension and composition models, which serve as bases for explanations of and exercises in vocabulary, punctuation, and grammar. Students are led through a sequence of writing on a given topic at the end of each unit.

McIntosh, S., Salzmann, H., & Jibodh, C. (1980). *Curriculum guide: English language training: Intensive reading*. Vancouver: Vancouver Community College. 28 pages.

teacher reference; curriculum organization; adult reading skills; intermediate to native-like proficiency; appendices

This teachers' book, for a course designed to help ESL students to improve their reading skills, focusses on deriving meaning from context, first emphasizing physiological aspects of reading (left-right visual swing, speed, skimming) then syntactic and semantic components. A flow chart prefaces the descriptions of instructional and terminal objectives. An appendix of affixes and roots is included.

McLaren, P. (1986). *Schooling as a ritual performance: Towards a political economy of educational symbols and gestures*. London: Routledge & Kegan Paul. 326 pages.

professional reference; curriculum theory; critical ethnography; immigrant education; cultural-political issues; foreward by H. Giroux; bibliography; index

A radical interpretation of schooling in Toronto's Portuguese community, McLaren's ethnography uses narrative descriptions, theories of ritual, and social criticism to document, critique, and explain the educational practices which appear to reproduce working-class values in this one urban immigrant population. McLaren identifies dynamics between religious, cultural, and political structures, power relations, and symbols—documenting how he observed them to function within and around the school context. Wide-ranging scholarly, educational, and socio-political sources are synthesized.

McLay, V. (1980). *Idioms I*. Ottawa: Minister of Supply and Services. 87 pages.

adult independent or classroom study; vocabulary; intermediate to native-like proficiency; illustrations; answer key; index; audiotape

One hundred-fifty common idioms are categorized and indexed by functions and themes, such as time expressions, knowing or agreeing, money matters, socializing, winning or losing. These are introduced in the context of short dialogues. Canadian French, Spanish, and non-idiomatic English equivalents appear in the exercises, and English only in the tests.

Mendelsohn, D., Beyers, J., McNeerney, M., Tyacke, M., & Carrier, M. (1988). *Real writing: Functional writing for intermediate students*. San Diego: Dormac. 114 pages.

high school or adult classroom study; writing skills; intermediate proficiency; answer key; illustrations

Students are encouraged to write after reading, analyzing, and discussing a passage that introduces the theme of each of the 20 units. A glossary, various types of questions, and language practice exercises lead up to a key writing task, focussing on rhetorical functions like description, comparing and contrasting, inviting, reporting, summarizing, persuading, narrating, or arguing. Differences between formal and informal language, speech and writing, and socio-linguistic registers are emphasized.

Mendelsohn, D., Laufer, R., & Seskus, J. (1984). *Functioning in English: Communicatively-based units for the teaching of English*. Teacher's manual. Agincourt, Ont.: Hodder & Stoughton, with Dominie Press. 82 + 47 pages.

adult classroom study; speaking skills; intermediate proficiency; illustrations, maps

The production of spoken English suitable for specific social situations is the focus of the functionally-organized activities in this book. Learners are given contexts in which to practice requesting and giving information and directions, interrupting, stating preferences, making suggestions and small talk, agreeing and disagreeing, describing, giving opinions, persuading, and developing an idea. Each of the 10 units offers several different learning activities, citing American and Canadian examples. The teacher's manual lists appropriate introductory comments for each unit, as well as methodology notes.

Ministère de l'Éducation, Gouvernement du Québec. (1981). *Programme d'études, primaire: Anglais langue seconde*. 145 pages. (1984). Guide pédagogique, primaire: Anglais langue seconde. 91 pages. (1983). *Programme d'études, secondaire: Anglais langue seconde, premier cycle*. 99 pages. (1984). Guide pédagogique, secondaire: Anglais langue seconde, premier cycle. 122 pages. (1986). *Programme d'études, secondaire: Anglais langue seconde, deuxième cycle*. 112 pages. (1986). Guide pédagogique secondaire: Anglais langue seconde, deuxième cycle. 103 pages. Québec: Ministère de l'Éducation.

teacher guide; school curriculum and instruction; series; regional; program planning; communicative approach; tables; appendices

These documents, written in both French and English, specify curriculum principles, objectives, content, and components; teaching approaches and materials evaluation methods; and related concerns for ESL instruction at the primary, junior secondary and senior secondary levels in Quebec schools. Conceived as a comprehensive application of "the communicative approach," based on initial needs analyses with school-aged children and extensive organizational planning, the overall program integrates oral and written production and comprehension objectives, focussing on text types, relevant functions and notions, linguistic characteristics, lexical categories, and communication situations. Curriculum guides specify program content. Teachers' guides provide sample lessons, tasks, materials, and information on the overall approach.

Mohan, B. (1986). *Language and content*. Don Mills, Ont.: Addison-Wesley. 143 pages.

professional reference; curriculum & organization; educational theory; bibliography; illustrations

Mohan develops an educational model that integrates language and subject matter instruction across the curriculum, providing guidelines for educational policy and teaching practices. The inter-relatedness of students' background knowledge and practical activity is shown through pairs of "knowledge structures" that reflect common elements of language, text organization, and thinking (Description/Classification; Sequence/Principles; Choice/Evaluation).



Both classroom and theoretical issues are explored in each chapter. Exercises and suggested readings are included.

Mollica, A. (1986, 1988). *Word picture posters series*. Welland, Ont.: Editions Soliel.

school classroom study; vocabulary; beginner proficiency; colour posters

Vocabulary associated with holidays, places, activities, transportation, clothing, and food are illustrated on thirteen 18" × 24" posters. About twenty pictures appear on each poster, each one depicting a separate word relating to the theme.

Mollica, A. (1988). *Crossword puzzles for beginners*. Welland, Ont.: Editions Soliel. 80 pages.

teacher guide; vocabulary instruction; beginner proficiency

Visual clues prompt the use of new vocabulary on 10 themes at four levels of difficulty. Each of the themes introduces 20 words for practice in eight different combinations. A word list supplements the pictures in all but the last two combinations of each theme, which can be given as a test. Detachable puzzle pages which can be used as duplicating masters are a unique feature of this book.

Mollica, A. (Ed.) (1988). *A touch of . . . class!: Practical teaching tips for second language teachers*, 1st collection. Welland, Ont.: The Canadian Modern Language Review. 149 pages.

teacher reference; instruction & curriculum; multi-lingual; illustrations

Hundreds of classroom activities are briefly explained by the teachers who found them to be useful and stimulating for language learning. These compile all contributions (since 1977) to the "A Touch of . . . Class!" section of the *CMLR*. Most activities are created for French or English as a second language.

Mollica, A. & Yalden, J. (1984). *English and French as second languages in Canadian teacher-education institutions*. Welland, Ont.: The Canadian Modern Language Review. 127 pages.

professional reference; teacher education programs; appendices

ESL and FSL teacher-education programs in Canada were surveyed for information on degrees offered, program requirements, length of program, courses offered, admission, tuition, and special activities. Submissions appear in both French and English. Additional sections describe research centres, relevant resources, professional associations, and publishers. Lists of relevant journals and professional references are included.

Newsham, G., & Acheson, P. (n.d.). *English as a second language in Canada*. Montreal: TESL Centre, Concordia University. 170 pages (English) + 147 pages (French).

professional reference; school, adult, & teacher preparation programs; survey research; tables; bibliography; appendices

Reporting on a comprehensive survey of publicly funded ESL programs in Canada, this volume tallies results from questionnaires sent to 966 institutions in 1977-78. The results describe information collected on student populations, program characteristics, and teacher qualifications for ESL programs at schools, colleges, and universities, as well as on teacher preparation programs for TESL. Appendices list government programs, relevant agencies and organizations, and the institutions surveyed.

Olynyk, M., with Holunga, S., & Paulauskas, S. (1987, 1988). *Ticket to English 3*, Textbook, Activity Book. 186 + 156 pages. Holunga, S., Paulauskas, S., with Seright, L. (1988). *Ticket to English 3*, Pedagogical notes, & Evaluation guidebook. 446 + 284 pages. (1988, 1989). *Ticket to English 4*, Textbook, Activity book, Pedagogical notes, & Evaluation guide. 183 + 171 + 555 + 243 pages. Montreal: Les Editions HRW.

secondary school classroom study; language & content; secondary; colour illustrations; figures; audiotapes; answer key

These student textbooks are organized by theme (Adventure, Entertainment, Science, and Ideas) with grammar sections. *Ticket to English 4* adds a "Reading for Pleasure" section. The teacher's pedagogical notes have reproductions of student books, transcripts of taped activities, and descriptions of activities with options for weak and strong students. The evaluation guide includes unit and course tests and student answer sheets, as well as an answer key. Two audiotapes are included, one for classroom activities and one for tests. Parts of the teacher's guides are in French; students' books are entirely in English.

Ontario Ministry of Citizenship. (rev. ed. 1987). *Adult ESL: An annotated list of useful ESL books for teachers of adults*. Toronto: Ontario Ministry of Citizenship. 60 pages.

teacher reference; adult ESL; bibliography; publishers list

Recommendations by teachers and by staff of the Citizenship Development Branch shaped this list of books for adult ESL. The annotated entries are organized by theme into 18 categories including professional development, class texts, a variety of skills, literacy, songs, films, TOEFL, kits, and computers. Annotations are brief, focussing on purpose and scope of the materials, and include 1987 prices. Selections are listed in alphabetical order by title within each category.

Ontario Ministry of Citizenship. (1987). *Themes and tools for ESL: How to choose them and how to use them*. Toronto: Ontario Ministry of Citizenship. 41 pages.

teacher guide; adult curriculum & instruction; illustrations

This booklet helps teachers to identify content that is relevant and meaningful to adult ESL students. Ideas are listed for choosing themes and involving students in creating and using tools. The FIGS principle (familiar, involves, generates, social setting) guides selection of themes and learning tools.

Ontario Ministry of Citizenship. (1988). *Materials and Services*. Toronto: Ontario Ministry of Citizenship. 49 pages.

teacher reference; adult curriculum & instruction; resources

This booklet lists resources produced, collected, and distributed by the Ontario Ministry of Citizenship for ESL teachers, learners, and programs. Most entries are annotated. Information about associations, government offices, and grants is included. Instructions for buying or borrowing the materials are given.

Ontario Ministry of Citizenship. (1988). *Towards participation: A sample citizenship lesson plan*. Toronto: Ontario Ministry of Citizenship. 48 pages.

teacher guide; citizenship; curriculum & instruction

Adults in citizenship courses are taught "how to beat city hall" in this sample lesson plan based on an actual news article. A series of activities introduce vocabulary and explore the issue, relating it to personal experiences. Materials, grouping, processes, outcomes, and time frames of each activity are described; additional comments clarify aspects of the activities. Sample class handouts are included.

Pagurek, J. (1984). *Writing workshop: Paragraph and sentence practice*. Rowley, Mass.: Newbury House Publishers. 118 pages.

adult or secondary school classroom study; writing skills; intermediate to native-like proficiency; illustrations; charts; graphs; teacher's guide; answer key

The 10 chapters in this workbook focus on writing short paragraphs for specific audiences and purposes. After an introductory chapter on discourse markers, types of sentences, and organization, subsequent chapters discuss rhetorical patterns, such as enumeration, comparison, definition, and cause and result. Chapters follow a three part structure: sentences, paragraphs, and exam-type questions. Writing topics include the environment, computers, the economy, and sociological changes. Exercises integrate reading and other skills with writing tasks, focussing on short answer questions, interpretation of graphs and charts, class compositions, guided writing, as well as paragraph writing.

Pagurek, J., & Fitzgerald, B. (& Gagne, A. (Ed.)). (1987, 1988). *Alternatives*. (1988). *More alternatives*. (1989). *Even more alternatives*. Ville LaSalle, Que.: Didier.

high school or adult classroom study; comprehensive skills; intermediate proficiency; series; audiotapes; module lessons with teacher's guide and student books for each theme

The 9 modules at each level are organized by theme, offering activities at two levels of difficulty, covering aural/oral and literate skills. Modules are grouped in 3, any one of which a teacher can select for classroom study before going on to a module in the next group. Themes include: marketing strategies, lifestyles, the magic of movies, remarkable people, terralune, designathon, interact, and take a stand. Self-evaluation activities are provided, as well as

oral evaluations and end-of-module tests. Objectives follow the Quebec Ministry of Education guidelines for intermediate English. Sections are coded to indicate levels of difficulty, number of participants, and skill groups. Charts in the teacher's guide to each module allocate the time to be spent on each skill group, level of difficulty, objectives, text characteristics, and the guide provides procedural suggestions, answers, evaluation information, and tapescripts.

Parry, C. (1987). *Let's celebrate!: Canada's special days*. Toronto: Kids Can Press. 256 pages.

elementary school study; culture; intermediate to native-like proficiency; illustrations; index

This calendar of birthdays, and religious and ethnic holidays is introduced by background information on different types of celebrations and calendars. The celebrations are arranged by season and date, with descriptions of why and how they take place. Marginal notes highlight textual information with historical information or explanations of things to make or do on different holidays.

Phillips, C. (1985). *Keeping up with the Joneses: A soap opera for adult ESL students*. Toronto: OISE Press. 202 pages.

adult classroom study; comprehensive skills; intermediate to native-like proficiency; audiotapes

The continuing story of a young couple, their family, work and friends, provides the framework for language learning activities. Taped and transcribed conversations between 2 or 3 people begin each unit and are followed by exercises in story comprehension, grammar or communication, vocabulary, idioms, discussion, and composition. The grammar and communication exercises, vocabulary, and idioms are listed and cross-referenced by unit. There is a suggested five-day plan for using one unit in the classroom.

Pierce, K. (1984). *Insurance: An English as a second language workbook for beginners*. Community Survival Skills Series. Vancouver: Vancouver Community College. 84 pages.

adult classroom or independent study; survival skills; beginner proficiency; illustrations

The vocabulary and purposes for property, life, and car insurance are outlined and introduced in picture stories, dialogues, and exercises. Some references to ICBC (in B.C.) appear in the car insurance section.

Pinton, R., & Strong, I. (1984). *Let's get on with the job: A job search manual for the ESL classroom*. Vancouver: Vancouver Community College. 341 pages.

adult classroom or independent study; survival skills; beginner to intermediate proficiency; annotated bibliography; illustrations

Five modules on job search skills (self-assessment, preparing a resume, methods of finding jobs, application forms, and preparing for the interview) are divided into several lessons. Each module begins with notes to the teacher. Translations of vocabulary from application forms appear in 14 languages, and

of vocabulary from the want-ads in 11 languages. An annotated bibliography of pre-vocational resources is included.

Pitton, C. (1988). *Find out: An interaction book for adults who are learning to speak English*. Vancouver: Canada Language Centre. 81 pages.

adult classroom study; communication, vocabulary, & grammar skills; beginner to intermediate proficiency; illustrations

Twenty-five units on a variety of situations, structures, vocabulary, and functions are graded according to language ability and focus on social interaction among students in adult ESL classes. Topics include jobs, prepositions, future (going to), household items and rooms, time expressions, and general mixers, among others. Each exercise allows students to review previously studied vocabulary and structures while mingling with other class members. Activities emphasize "finding someone who . . ." does, likes, or has a certain thing. Teaching and follow-up suggestions, reductions for overhead transparencies, and student activity pages are included.

Podoliak, E. (Ed.). (1988). *Canadian ESL materials*. Special issue of *TESL Talk*, 18(1). Toronto: Ontario Ministry of Citizenship. 236 pages.

professional reference; instructional materials; edited collection; figures; photographs; bibliographies; appendix

This volume offers 24 brief papers describing diverse aspects of ESL materials prepared recently in Canada, including: reports on the use and development of exemplary materials; advice for teachers in creating materials related to their students' needs and experiences; the processes of getting materials published; simplification of reading texts; use of community resources; annotated bibliographies; distance education materials. An appendix lists the addresses of commercial ESL publishers and distributors in Canada.

Pratt, S. (Ed.). (1982). *English in the workplace*. Special issue of *TESL Talk*, 13(4). Toronto: Ontario Ministry of Citizenship. 67 pages.

professional reference; English in the workplace; adult curriculum organization; edited collection; figures; photographs

Most of the 14 papers in this collection report on specific projects (in Toronto, Vancouver, Hamilton, London, Red Lake, Calgary, and Edmonton) which offered innovative programs of ESL instruction to immigrant workers at their work-sites in relation to job functions or college preparation for employment. Curriculum, administrative, language, and learning, assessment, union, and socio-political issues are addressed. Papers by R. Adams and B. Mohan discuss these public policy and curriculum concerns in relation to international trends.

Rabinowitz, M. (1983). *Sewing: An English as a second language workbook for beginners*. Community Survival Skills Series. Vancouver: Vancouver Community College. 58 pages.

adult classroom study; survival skills; beginner proficiency; illustrations

Vocabulary associated with the sewing trade is introduced through picture stories, dialogues, and short reading passages.

Rabinowitz, M. (1986). *Having an operation: An ESL workbook*. Community Survival Skills Series. Vancouver: Vancouver Community College. 67 pages.

adult classroom study; survival skills; beginner proficiency; illustrations

Vocabulary for describing one's health, filling in hospital forms, and understanding what doctors and nurses are doing and saying in the hospital during pre- and post-surgery is given in dialogues and in sentence completion, short answer, and matching exercises.

Raymond, P. (1987). *CANread: Reading skills in ESL*. Teachers' guide. Scarborough, Ont.: Prentice-Hall. 80 pages.

adult classroom study; reading skills; intermediate to native-like proficiency; teacher's guide

Each of 10 chapters profiles a famous person or group in Canada. Pre-reading activities emphasize scanning, search reading, and skimming; post-reading activities focus on vocabulary and comprehension. A brief annotated reference for further reading ends each chapter.

Reid, G. (1988). *Learning English is fun*. Teacher's guide & Workbook. Montreal: Gu erin. 164 + 149 pages.

primary school classroom study; comprehensive skills; regional; beginner proficiency; colour illustrations

Topics for language learning are introduced by nursery rhymes, fairy tales, songs, and games. The teacher's guide includes a placement test, answers to exercises, lesson planning information, and instructions for making certain materials. This book was designed for French speaking students in Ontario.

Reid, L. (1985). *EWP: Improving communication in multicultural workplaces: Marketing programs and services: Identifying your target*. Toronto: Ontario Ministry of Citizenship.

professional reference; multiculturalism in the workplace; regional; tables; appendices

Targeting and marketing potential clients for English-in-the-workplace (EWP) classes is the focus of this booklet; EWP trainers are shown how to identify clients in their communities in Ontario. Business groups, entry-level workers, unions, educational institutions, and governments are identified, with specific reference to directories, contact addresses, and other resources and services available for each group. Brief lists of reports on funding policies and paid educational leave are included. Appendices include Ontario census information, Ministry of Industry and Trade database of company profiles, and tables of the employment profile of metropolitan Toronto.

Reid, J., Applebaum, S., Hom, K. L., Vane, J., & Yin, M. (n.d.). *Food and restaurant*. 35 pages. *Shopping*. 43 pages. *Transportation and community living*. 37 pages. Toronto: Toronto Board of Education.

adult classroom study; literacy skills; beginner proficiency; series; regional; illustrations; hand-lettered text

The exercises in these 3 booklets encourage development of reading and writing skills through tracing of letters, matching words to pictures, and language experience stories that create a "word bank". Exercises are organized by topic, not difficulty. The food and restaurant booklet focusses on names of food items and prices. The booklet on shopping introduces vocabulary and symbols, such as care labels on clothing and instructions on prescriptions, as well as numbers, days, and time. Exercises in the transportation and community living booklet focus on using public transportation in Toronto and area, and on other public services, such as the library and Ontario health services.

Reid, J., Taborek, E., & Leung, F. (n.d.). *My neighbourhood*. Toronto: Toronto Board of Education.

adult classroom study; beginner proficiency; survival skills; regional; illustrations; hand-lettered text

For adult students in a beginning English program, this booklet focusses on language used to describe various aspects of community life, organized into sections called: where do you live?, housing in my neighbourhood, people working in my community, and I go to these places. Brief notes to the instructor summarize the content of each section and suggest topics for discussion. Exercises and activities are based on residence in Toronto and area. Black and white photos and hand-drawn maps appear throughout.

Reid, J., Taborek, E., & Woo, D. (n.d.). *Holidays, wages, and the dental plan: Communication activities for the ESL in the workplace program*. Toronto: Toronto Board of Education. 61 pages.

adult classroom study; beginner proficiency; reading & speaking skills; ESL in the workplace; regional; appendices

Eighteen exercises are based on information about Ontario's labour laws and dental care coverage. Each exercise is prefaced by a list of objectives and notes to the instructor about method of presentation. Students' exercises include fill-in-the-blank conversations, reading comprehension questions, and discussion questions. Appendices give specific information about Ontario.

Reid, J., Taborek, E., & Woo, D. (n.d.). *Talking about transportation: Communication activities for the ESL classroom*. Toronto: Toronto Board of Education. 53 pages.

adult classroom study; beginner proficiency; speaking & reading skills; regional; illustrations; appendices

Focussing on signs in the Toronto subway system, as well as on hand-drawn maps and fare information, students learn how to use the subway. Black and white photos and language used in giving and receiving directions are key elements in the exercises. Each lesson is prefaced by a list of objectives as well as instructor notes on methods and discussion topics.

Sampson, G. (1978-1980). *New routes to English: Beginning skills/one*. Teacher's guide, student book, workbook. 256 + 128 + 80 pages. *Beginning skills/two*. Teacher guide, student book, workbook. 192 + 127 + 80 pages. *Intermediate*

*skills/one*. Teacher guide, student book, workbook. 146 + 128 + 80 pages. *Intermediate skills/two*. Teacher guide, student book, workbook. 131 + 127 + 80 pages. *Advanced skills/one*. Teacher guide, student book, workbook. 62 + 124 + 78 pages. *Advanced skills/two*. Teacher guide, student book, workbook. 96 + 128 + 79 pages. Don Mills, Ont.: Collier Macmillan Canada.

elementary & secondary school classroom study; beginner to native-like proficiency; speaking & listening, reading & writing skills; audiotapes; charts; illustrations; songs; poems; games; indexes; answer key

This school study series follows a "spiral" curriculum, in which structures are presented in several contexts, emphasizing fluency before accuracy. The beginning levels stress syntactic structures and sentence-level exercises. In the intermediate levels, sentences are given greater context through short, informal discourses, and songs, diary entries, or announcements. The advanced levels have longer readings and more formal units. There is a shift of emphasis from speaking/listening to reading/writing skills as students advance through the curriculum. Units in each of the intermediate and advanced books are divided into 4 themes, such as going to another country, music, games, a class publication, changes, leaders, technology, and love.

Samuda, R., Berry, J., Laferriere, M. (Eds.). (1984). *Multiculturalism in Canada: Social and educational perspectives*. Toronto: Allyn and Bacon. 446 pages.

professional reference; multiculturalism; educational policy & research; edited collection; bibliographies; index

The 31 papers in this collection were prepared by a range of Canadian experts in diverse disciplines for a 1981 symposium at Queen's University. Sections of the book address educational policy (historically and philosophically), biases and changes in public attitudes, language in ESL and minority education, students' and groups' adaptation processes, and assessment and counselling. An authoritative, comprehensive overview is aimed for—to define multiculturalism in Canadian education and to prompt teachers to accommodate ethnic and linguistic minorities effectively in schools.

Samuda, R., & Woods, S. (Eds.). (1983). *Perspectives in immigrant and minority education*. Lanham, MD: University Press of America. 378 pages.

professional reference; multicultural education, research & policies; edited collection; bibliographies

The 29 papers in this volume address issues concerning the accommodation of linguistically and culturally diverse students in North American schools. Canadian contributions (by Samuda, Wolfgang, Ijaz & Ijaz, Berry, Lambert & Taylor) discuss such topics as student assessment, placement, and counselling, cognitive styles, and language development.

Schneider, R. (1984). *A woods home: The story of a Canadian homestead*. 58 pages. *On the rocks with Richard*. 54 pages. *The wolf's last cry*. 56 pages. New York: McGraw-Hill.

school or adult classroom or independent study; graded readers; exercises; glossary; illustrations



These short stories are prepared for young adults, using a graded vocabulary (just over 1000 words). Additional words are defined in a glossary. Exercises on comprehension, vocabulary, and grammar, as well as suggestions for classroom activities, follow each chapter. Canadian settings are featured.

Selman, M. (1979). *An introduction to teaching English as a second language to adults*. Vancouver: Pampas Press. 51 pages.

teacher reference; teacher preparation for adult instruction; drawings; bibliography

This is a brief handbook to orient volunteer teachers or teachers in initial training to basic issues in adult learning, language analysis, and ESL instructional techniques. Selman outlines 12 general principles of adult learning, describes conventional features and functions of language and learners' language, and suggests how to organize ESL lessons on such skills as comprehension, language patterns, vocabulary, and spelling.

Selman, M., & Mrowicki, L. (1984). *A new start—Canada: A functional course in basic spoken English and survival literacy*. Teacher's book, student book, and 2 literacy workbooks. Agincourt, Ont.: Dominie Press & Heinemann Educational Books. 259 + 148 + 132 + 104 pages.

adult classroom study; listening, speaking, & literacy skills; beginner proficiency; 4 audiotapes; teacher's book; student book; 2 literacy workbooks; illustrations; appendices

Communicative skills are emphasized in these course materials for literate and non-literate adult students. Activities are organized by social functions, and divided into four sections. The first introduces basic skills that are expanded on in subsequent sections; a review and evaluation appears after each section. The teacher's book outlines objectives, materials, methods, and notes for alternative activities, including a transcription of recorded material for each unit. Appendices analyze the course content in chart form, illustrate the characters that interact in the activities, and list recommended visual aids, survival literacy vocabulary, and sound/symbol relationships.

Shapson, S. & D'Oyley, V. (Eds.). (1984). *Bilingual and multicultural education: Canadian perspectives*. Clevedon, Avon: Multilingual Matters. 170 pages.

professional reference; edited collection; index; chapter bibliographies

Language policy in Canada and the education of majority and minority language speakers are considered through analyses of schools' responses to bilingualism and multiculturalism. The 11 articles discuss French immersion, early vs. late immersion, opportunities for second language learning, long-term vs. short-term effects of bilingual programs, effects of minority language programs, goals of education in Canada, multicultural curricula, moral principles such as prejudice and racism, related situations internationally, and bureaucratic effects on French and English.

Siguan, M., & Mackey, W. (1987). *Education and bilingualism*. London: Kagan Page/UNESCO. 147 pages.

professional reference; research, theories, & policies on bilingual education; bibliography; appendix

Attempting to synthesize definitions, research, and policies on bilingual education internationally, this volume was prepared for UNESCO's International Bureau of Education. It reviews definitions of bilingual individuals and societies, types of bilingual education, psycho-social issues, the organization and operation of programs, research, and various kinds of evaluation. An extensive bibliography is followed by an appendix listing research and documentation centres throughout the world.

Skutnabb-Kangas, T., & Cummins, J. (Eds.). (1988). *Minority education: From shame to struggle*. Clevedon, Avon: Multilingual Matters. 410 pages.

professional reference; educational policy; minority languages & cultures; comparative education; edited collection; index; figures

This volume gathers 19 papers documenting and critically analyzing progressive efforts to develop more relevant, empowering education for minority language children. Diverse school and social contexts in North America, Europe, and the South Pacific are assessed by authors who themselves represent the minority groups for whom they act as advocates. Many papers propose political actions, documenting local situations and arguing against liberal ideals of multiculturalism. Cummins' chapter assesses programs in Ontario schools, urging educators to reassess numerous practices and policies.

Smith, I. (1982). *Teaching English as a second language with the aid of selected films*. Montreal: National Film Board of Canada. 146 pages.

teacher guide; high school or adult film study; graded lesson plans; all proficiency levels; sample exercises; indexes

This resource book provides teachers with lesson plans and ESL exercises for 20 NFB films, as well as content summaries of an additional 40 films available from the National Film Board. Exercises focus on comprehension, grammatical patterns, vocabulary, and classroom activities, such as skits. Verbatim transcripts of sound tracks from certain films are included. Indexes cross-reference grammar points cited in the exercises, recommended levels of ESL proficiency for each film, and themes in the various films. Addresses of NFB offices in Canadian cities are appended.

Smith, M. (1981). *Myself and forms: Putting my writing skills to use to fill in forms: A handbook for English as a second language*. Saskatoon. 76 pages.

adult classroom study; reading & forms; regional; reproduced of forms; illustrations

Three sections of this handbook lead students through filling in forms, from simple (social insurance card, library card) to more complex (application for a driver's licence, banking), providing background information about health and social services, and other situations that require forms. Reproductions of forms used in Saskatchewan are included as examples and for practice.

Spears, R., Schinke-Llano, L., Kirkpatrick, B., & Fongemie, N. (Eds.) (1984). *Everyday Canadian English dictionary: A basic dictionary for English language learning*. 394 pages. Schinke-Llano, L., Spears, R. A. & Fongemie, N. (1985). *Everyday Canadian English dictionary: Workbook and Answer key*. 40 pages. Toronto: Copp Clark Pitman.

school student reference; vocabulary; beginner to intermediate proficiency; tables

The organization and content of this dictionary have been simplified for use by ESL learners. Basic dictionary information is stressed. There are separate entries for irregular past tenses, past participles, and contractions. Simple grammatical and lexical information and Canadiana are included. The workbook introduces dictionary skills, reinforcing their use through a variety of exercises.

St. Lawrence, I., et al. (1989). *Aging together: An exploration of attitudes toward aging in multicultural Ontario*. Toronto: Ontario Advisory Council on Senior Citizens. 138 pages.

professional reference; seniors; multicultural education & policy; appendices; bibliography; English & French translation

This report surveys legislation, research, and attitudes relating to senior citizens of diverse ethnicity in Ontario. Recommendations address immigration, second language educators, social services, family and community support, professional and multicultural associations, and seniors themselves. Appendices review relevant research and include demographics, interview and survey data collected for the report, and bibliographic references.

Steinberg, J. (1983). *Games language people play*. Agincourt, Ont.: Dominic Press. 120 pages.

teacher reference; games; all proficiency levels; illustrations; index

The 110 games in this book are organized by proficiency level and coded for language skills to be practiced. Optimal group size, objectives, materials, and rules are given for each game, as are adaptations and suggestions. Games were selected for inclusion if they were easy to explain, inexpensive, uncomplicated, and versatile. Instructors are encouraged to adapt the games to the needs of their specific classes.

Stern, H. (1983). *Fundamental concepts of language teaching*. Toronto: Oxford University Press. 582 pages.

professional reference; educational theory; applied linguistics; bibliography; index; figures

Stern presents an extensive, authoritative synthesis of the theories, research, and ideas informing second language education. The book's general framework identifies major historical, linguistic, sociological, psychological, and educational concepts related to language instruction. The framework emphasizes the integration of knowledge from foundation disciplines, applied linguistics, educational organization and classroom practices. Teachers (and others working in language education) are encouraged to use the framework to establish and

evaluate their own views on basic issues relevant to their professional practices, policies, and development.

Sutton, M., & Jones, C. (1984). *Read Canada!: Intermediate.* 59 pages. Sutton, M. (1985). *Read Canada!: Intermediate plus.* 87 pages. Hull, Que.: Supply and Services.

adult classroom study; reading skills; culture; intermediate to native-like proficiency; illustrations; charts; graphs; answer key

Passages on Canadian history, events, people, resources, literature, inventions, geography, and immigration, among others, are framed by pre-reading questions and follow-up questions, reading comprehension questions, and suggestions for further activities. Skimming, scanning, comprehension, and critical reading skills are emphasized. Photos, drawings, charts, graphs, and maps provide visual support for the written texts.

Tappay, R., & Weber, K. (1985). *Math counts*, 190 pages. & (1986). *More math counts*, 187 pages. Toronto: Globe/Modern Curriculum Press.

adult classroom study; mathematics; intermediate to native-like proficiency; illustrations; answer key; chart; index

The 80 two-page units on math skills in these two books each begin with a cartoon to illustrate the focus of the lesson, then include exercises to put the math problem into a real-life context. Each unit in the first book ends with a list of jobs that rely on the type of math skill practiced. Each unit in the second book ends with a list of tasks at home and on the job that require the particular math skill. Both books have a section on calculator basics and a review.

Tennant, S., & Yildiz, N. (1980). *Tea and talk party contact manual: Teacher's guide.* Vancouver: Vancouver Community College. 129 pages.

teacher guide; conversation skills; beginner to intermediate proficiency; bibliography; video-tape locally available

Preparation for a visit to a Canadian family's home is the focus of this guidebook; it extends the concept of language learning through natural encounters with native-speakers developed in Loughrey & Smith (1979). In-class activities, including viewing a typical situation on a videotape and role-playing, are described. The student information is translated into Japanese. A flow-chart of activities introduces the guide; page numbers and activities are cross-referenced throughout.

Teophil, V. (1983). *Idiomatic English*, rev. ed. Montreal: Centre Educatif et Culturel Inc. 113 pages.

adult classroom study; vocabulary & idioms; intermediate to native-like proficiency; illustrations; index

Idioms are introduced in the context of comic strips. In 47 chapters focussing on different situations, related idioms are grouped and explained, along with notes on grammatical structures. Comprehension exercises follow, including

discussion questions, sentence completions, and ideas for projects and assignments. The last chapter reviews idioms using “make”, “do”, “get”, “have”, and “take”, introducing new meanings and cross-referencing expressions that had been introduced in previous lessons.

Thompson, M. (Ed.). (1981). *Developing basic reading and writing skills: Beginner level* (rev. ed.). Vancouver: Vancouver Community College. 40 pages.

teacher guide; curriculum organization; reading & writing skills; beginner proficiency; illustrations

Phonics skills are the basis of this reading and writing program for adult beginners. Activities are organized by proficiency level and are prefaced by a suggested order for teaching. Teaching tips, descriptions of activities, and sample activity sheets are included.

Thompson, M., Jibodh, C., Smith, D., Johnson, T., & Allen, C. (Eds.). (1984). *Curriculum guide: English language training: Beginners and pre-intermediate level*. 42 pages. Kennedy, P., Allen, C., & Jibodh, C. (Eds.). (1984). *Curriculum guide: English language training: Intermediate level*. 15 pages. Thompson, M. (Ed.). (1980). *Lesson ideas: English language training: Beginners level*. 44 pages. Vancouver: Vancouver Community College.

teacher guide; adult classroom study; series; skills; beginner to intermediate proficiency

In the beginning level of this series, listening to and speaking everyday English are emphasized, while reading and writing receive attention at the pre-intermediate level. The communicative objectives at each level are organized by theme (i.e. Family/Self, Social needs, Consumer affairs). Structural objectives are stated in lists of parts of speech; writing and reading objectives are stated as lists of skills or tasks. The sections are colour-coded for reference among levels. Communicative objectives are cross-listed with suggested topics. Activities are described by objectives, procedures, materials, follow-up, and additional notes.

Thompson, M., & Williams, S. (1979). *Stories for beginners: Books 1, 3, 4*. 14 + 20 + 16 pages. Flack, G., Thompson, M., & Williams, S. (1979). *Stories for beginners: Book 2*. 15 pages. Thompson, M. (n.d.). *Stories for beginners . . . with related exercises*. 24 pages. Vancouver: Vancouver Community College.

adult classroom study; reading skills; beginner proficiency; illustrations

The first two books each follow one character through his and his family members' daily activities. The other books focus on several characters, members of an ESL class and their teacher, who tell of a personal event. The brief stories (5-10 sentences) are followed by word lists for vocabulary practice. The first book includes notes to the teacher on presenting vocabulary through flashcards, reading aloud, follow-up activities, and phonics. In *Stories for Beginners . . . With Related Exercises*, a list of new vocabulary, and exercises focussing on word structure, meaning, sound, and use follow each story.

Toffoli, G., & Allan, J. (n.d.). *Group guidance activities for ESL students*. Vancouver: Department of Counselling Psychology, Faculty of Education, University of British Columbia. 116 pages.

teacher guide; ESL counselling; secondary school instruction; writing & discussion skills; bibliography; appendices

Teachers are shown how to guide ESL secondary school students through visualizing, drawing, and writing about their experiences. Introductory sections focus on objectives and methodology, emphasizing development of language skills, shared experiences through writing and discussion, and integration of past and present realities. Examples of 16 activities are given, including objectives, rationale, preparatory discussion, and guided imagery for each. Topics such as "my family in \_\_\_\_\_", "my family in Vancouver", "the worst experience of my life", and "the best experience of my life" are covered. A summary of student responses and counselling insights, as well as appendices on sentence completion exercises are included.

Toronto Board of Education. (n.d.). *Advanced program: English as a second language/dialect, secondary school guidelines and programs*. Toronto: Toronto Board of Education. 51 pages.

teacher guide; secondary school curriculum; regional; appendix

Designed to be used for students with more advanced ESL proficiency than those in the reception and transition programs for ESL students in Toronto secondary schools, this guide shows how to prepare material around different skills. Textbooks and materials appropriate for use with listening and speaking, reading, and writing sections of a course are listed. A section features preparation for the Michigan and TOEFL examinations, and an appendix compares the two tests.

Toronto Board of Education. (n.d.). *Getting started: handbook for volunteer ESL instructors and their supervisors*. Toronto: Learnxs Press. 138 pages + appendices.

teacher guide; volunteer curriculum organization; instructor training; illustrations

Organized into separate sections for instructors and supervisors, this handbook outlines roles and responsibilities in a volunteer program. The instructor information focusses on the content and techniques of ESL teaching and lesson planning for adult learners. The supervisor section includes information on recruiting and selecting instructors, and on working with volunteers. Both sections have extensive annotated reference lists.

Toronto Board of Education. (1982). *English as a second language: Bilingual adult program: Curriculum guidelines*. Toronto: Toronto Board of Education. 126 pages.

teacher guide; adult curriculum; bibliography; regional; illustrations

The curriculum guidelines stress a functional approach to communicative language teaching and are organized by student needs, objectives, activities, lesson

plans, and community resources in Toronto. The objectives are organized by proficiency level (basic and intermediate) and are further defined by the general objectives, functional competence, and structural competence desired at each level. Specific activities are described within skill groups, emphasizing listening and speaking. Units of study and lesson plans are suggested for the two levels. A bibliography lists language texts and professional readings.

Toronto Board of Education. (1983). *The search for self: Thoughts and feelings of new Canadian teenagers*. Toronto: Toronto Board of Education. 173 pages.

secondary school student independent study; reading skills; illustrations

Written by new Canadians attending high school in Toronto, these stories address themes such as: adjusting to Canada, learning English, family, memories, a Vietnamese family, how I see myself, and the future. Students from many different countries recount personal experiences, opinions, and feelings.

Toronto Board of Education. (1984). *Our lives*. Toronto: Toronto Board of Education. 48 pages.

adult classroom study; reading & discussion skills; life stories; regional; beginner proficiency; illustrations

Portuguese women in adult ESL classes in Toronto dictated these stories to their teachers and used them in class to develop their English language proficiency. Topics centre on life in Canada, especially work and family, with an introductory section about Portugal. Following each reading passage are questions and exercises that expand on basic themes.

Toronto Board of Education. (1986). *English for the fashion industry Books 1 & 2*. Toronto: Toronto Board of Education. 80 + reference, 102 + reference pages.

adult study and instructor guide; English in the workplace; beginner proficiency; illustrations

These 2 books focus on the language used to work in the fashion industry, highlighting related language use in the community. Specific aspects of the daily work environment, as well as regulations of the ladies' dress and sportswear industry, shape the content of the program. The first book has units on the sewing machine, measurement, colours, materials, finished garments, signs and notices, personal stories, and human rights. The second book focusses on hours of work and overtime, job classifications, minimum wages, vacation pay, holidays, unemployment insurance, wage statement, maternity benefits, workers' compensation, and union issues.

Toronto Board of Education. (1987). *Past . . . present . . . future . . . : A collection of writings by adults learning English as a second language*. Toronto: Toronto Board of Education. 37 pages.

adult classroom study; writing & reading skills; illustrations

Adult students of Spanish heritage wrote stories about their lives before coming

to Canada and at the present time, and about their hopes for the future. Various levels of English proficiency are represented in the writing. Discussion questions follow almost all of the stories; language- and skill-related questions are also included.

- Tremblay, R., Massey, M., & Massey, S. (1984). *Connecting, level one: Doing things*, and Workbook. 39 + 63 pages. Teacher's guide: Introduction and Doing things. 77 pages. (1984). *Planning*, and Workbook. 40 + 59 pages. (1985). Teacher's guide. 69 pages. (1984). *Meeting people*, and (1985). Workbook. 39 + 77 pages. Teacher's guide. 83 pages. (1985). *On vacation*, Workbook, and Teacher's guide. 40 + 59 + 68 pages. (1986). *Connecting: Level two. Penny wise*, Workbook, and Teacher's guide. 40 + 64 + 75 pages. *Explorations*, Workbook, and Teacher's guide. 39 + 63 + 69 pages. *Search for the stars*, Workbook, and Teacher's guide. 40 + 78 + 90 pages. (1987). *After school*, Workbook, and (1986). Teacher's guide. 39 + 64 + 60 pages. Montreal: Centre Educatif et Culturel.

secondary school classroom study; intermediate proficiency; language & content; regional; audiotapes; colour illustrations

Featuring games, cartoon stories, characters, activities, and reproductions of authentic materials designed to appeal to an adolescent audience, the eight texts and workbooks in these 2 modules focus primarily on lifeskills, life experiences, and language functions. Reading and listening are stressed in the lifeskills and experiential sections, speaking is stressed in the lessons that focus on language functions, and writing and grammar are stressed in problem-solving activities, which invite comparisons with native-speakers' writing. Classification, through charts and other graphics, is used extensively to organize language learning. The last few sections of each book introduce functions of language, rather than themes. Activities are cross-referenced by page number between the workbook and the text; listening activities are indicated by a picture code. An introductory section called "Getting Started", to be done in the student's first language (assumed to be French in this text), prepares the students for the student-directed learning they will encounter in all of the modules. The objectives of the Ministry of Education in Quebec are followed in non-graded activities.

- Villarreal, L. (1989). *Intercultural orientation activities for international ESL students: 50 module lessons*. New Westminster, B.C.: Douglas College. 60 pages.

teacher guide; curriculum organization; culture; intermediate proficiency; regional; bibliography; answer key

Orientation activities for students are divided into 4 sections: an introduction to Douglas College, educational preparation (teaching and learning styles, strategies, personalities, expectations, and skills), host family (tactful interaction, health and safety), and social adaptation (cultural adjustments, community information, and making friends). The one-page modules introduce a problem or topic, give directions for the short answer, sentence and chart completion, and discussion exercises that follow, and assign a task or question for consideration.



Wall, N. (Ed.). (1985). *We make the clothes*. Toronto: Learnxs Press. 24 pages.

adult classroom study; English in the workplace; reading, vocabulary, & conversation skills; beginner proficiency; illustrations

A picture story follows the steps for producing an article of clothing in a garment factory in Toronto. The story is divided into sections that correspond to the division of labour in the factory: pattern-making, the computer room, the cutting room, the sample room, the shop floor, and the shipping room. Job-related vocabulary is used in context, describing the activities shown in the pictures.

Wardhaugh, R. (1983). *Language and nationhood: The Canadian experience*. Vancouver: New Star Books. 269 pages.

professional reference; bilingualism, multiculturalism; language policy; bibliography; index

Relations between French and English in Canada are analyzed, demonstrating how they are affected by multiculturalism, immigration, and other government policies. Wardhaugh uses information from Statistics Canada to question and dispel myths generated by mass media and political or economic leaders. The roles of religion and education in the maintenance and loss of ethnicity and language are assessed.

Wardhaugh, R. (1987). *Languages in competition: Dominance, diversity, and decline*. Oxford: Basil Blackwell in assoc. with Andre Deutsch. 280 pages.

professional reference; socio-linguistics; language policy; bibliography

This analysis of language spread and decline has a global focus, with an emphasis on the competition between French and English for language dominance in various parts of the world. Ten chapters emphasize the situation in different geographical areas. An objective account is given of certain historical and contemporary situations. Sections describe bilingualism and multiculturalism in Canada. Suggestions for further reading close each chapter.

Warren, C. (1986). *Vignettes of life: Experiences and self perceptions of new Canadian women*. Calgary: Detselig Enterprises. 128 pages.

teacher & student reference; immigrant women; life histories; adult education; bibliographies

The life stories of 17 women who have recently immigrated to Canada from different parts of the world are presented as brief narratives documenting their lives in their native countries, their lives in Canada, and their future plans. These vignettes are prepared from in-depth interviews with the individuals. An introductory chapter analyzes common themes in the life stories. Bibliographies cite related readings on women's issues, acculturation, self-concept, and media resources.

Watson, B. (Ed.). (1980-1983). *English language training: Night school department: Workshop series, Nos. 1-9*. Vancouver: Vancouver Community College.

teacher reference & guide; curriculum organization; series; unbound; video-tape available locally

The 9 workshops described in this series orient novice ESL teachers to: "Stress, intonation and other phonological problem areas", "Teaching techniques", "Faculty or instructional evaluation", "Pre-vocational English", "More teaching techniques", "Winging it", "Field trips", "Job search skills", and "Still more teaching activities". This series is practically-oriented, including exercises or activities and some class handouts. Vocabulary for specific purposes features in most exercises and activities.

Watson, B. (1983). *Drawing in the classroom: A handbook for teachers of English as a second language*. Vancouver: Vancouver Community College. 41 pages.

teacher guide; illustrations

Instructors can follow the steps in this guidebook to teach themselves how to draw human and animal figures, inanimate objects, and an accurate map of Canada. Speed is emphasized, and time limits are suggested for the three-step examples. A section on equipment and preparing for class is included.

Watson, B., & Killam, C. (& Mackasy, K. (Ed.)). (1983). *Thirteen language profiles: Practical application of contrastive analysis for teachers of English as a second language*. Vancouver: Vancouver Community College. 132 pages.

professional reference; bibliography; glossary

The phonology, potential phonological problem areas, borrowed vocabulary, grammar, potential grammatical problem areas, and culture of 13 languages are described: Arabic, Cantonese, Farsi, French, Italian, Japanese, Polish, Portuguese, Punjabi, Russian, Serbo-Croatian, Spanish, and Vietnamese. Examples of the script of each language are included, as well as appendices on Canadian English phonemic symbols, vowel contrasts, and consonant contrasts. The bibliography is organized by topic and language group; the glossary focuses on linguistic and grammatical terms.

Weber, K. (Ed.). (1978). *The globe modern dictionary*. Toronto: Globe/Modern Curriculum Press. 1267 pages.

student reference; vocabulary; appendices

This simplified dictionary, rather than using codes, symbols, or abbreviations, writes parts of speech in full, uses familiar language sounds in the pronunciation guide, not phonetic symbols, and gives examples to clarify idiomatic meanings. American spellings are used as headwords, with alternative spellings entered next. Following definitions and uses, a "word family" entry shows other forms of the word. Appendices include geographical and political information about Canada, the United States, and the world. The inside covers display and define the parts of the dictionary entries.

Weber, K. & Weber, C. (1987). *World of vocabulary Canada*, 128 pages. & (1988). *Challenge of vocabulary Canada*, 128 pages. Toronto: Globe/Modern Curriculum Press.

adult classroom study; reading & vocabulary skills; intermediate proficiency; illustrations; dictionary

Vocabulary and pronunciation are highlighted in 20 brief readings on Canadian people, places, animals, and events in each book. Following the reading passages there are exercises in reading comprehension, and selected aspects of the vocabulary, such as alphabetical order, definition, sentence completion, word games, story completion, and discussion or research. A vocabulary list with definitions is included.

Wesche, M., Canale, M., Cray, E., Jones, S., Mendelsohn, D., Tumpane, M., Tyacke, M. (1987). *The Ontario test of English as a second language (OTESL): A report on the research*. Toronto: Ontario Ministry of Education, Ministry of Colleges and Universities. 21 + 23 pages.

professional reference; adult proficiency testing; academic preparation; regional; figures; tables; appendices; bibliography; user's manual available with authorization

This booklet reports on the rationale, development, and analyses of test batteries to assess the ESL performance of students at Ontario universities. A pre-admission test was developed to place students in intensive ESL programs. Two post-admission tests were developed to assess the language proficiency for academic purposes of ESL students already in either science or non-science programs. A "performance" approach was used, assessing students' uses of English to listen, read, write, and interact orally on simulated academic tasks. Administration, validation, and statistical information is provided, in addition to describing the test format, procedures, rating scales, feedback to students, and initial needs assessment informing the project.

Williams, E. (1988). *Pronunciation curriculum for beginning and intermediate students of English as a second language*. Vancouver: Vancouver Community College.

teacher guide; adult curriculum organization & classroom study; pronunciation; beginner to intermediate proficiency; audiotape

Five levels of student pronunciation exercises are colour-coded, and include two set of lessons at each proficiency level. Number and letter coding indicates the level, the lesson, and whether the material is new, review, or alternate. Aural/oral exercises are based on Canadian English using a simplified system of signs and symbols to represent sounds. Lessons incorporate spelling and dictionary skills where relevant. A list, audiotape, and examples of Canadian English vowels are included in the Instructor notes.

Wong, A. (1988). *Practical English for new Canadians*. Vancouver: Vancouver Community College. 78 pages.

adult classroom study; survival skills; vocabulary; beginner proficiency; videotape available locally

The 39 lessons include a brief dialogue on a specific theme of everyday life, followed by useful words and phrases, and a practical activity. Themes include

using the telephone, ordering meals, talking to teachers, doctors, dentists, and pharmacists, renting or buying a home, banking, and using community services and facilities.

Wong, L. (& Thompson, M. (Ed.)). (1987). *I remember. . . .* Vancouver: Vancouver Community College. 33 pages.

adult independent study; reading skills; beginner proficiency; illustrations

Wong reminisces about his childhood in Canton sixty years ago. Memories of his father and mother, his teachers and education, are told in straightforward English, concluding with a story of "the old man and the mountain", by which he lives his life.

Woods, H. (1983). *Vowel dimensions: Length, stress, and unstress*. Ottawa: Supply and Services Canada. 83 pages.

adult classroom study; pronunciation; intermediate to native-like proficiency; illustrations; charts; bibliography

Canadian vowel sounds, including diphthongs, semi-vowels, and consonantals, are presented visually and verbally through diagrams of tongue and lip position, spelling notes, lists of frequently used words, and charts showing vowel length and length of intonation. Exercises that focus on stress and on contrasting minimal pairs follow. Language groups that may find the sound difficult are cited, as are contrasts with American English. Sections on the schwa, spelling, and predicting pronunciation are also included.

Woods, H. (1987). *Syllable stress and unstress* (rev. by E. Pahlke with H. Woods). Ottawa: Supply and Services. 50 pages.

adult classroom study; pronunciation; intermediate to native-like proficiency; illustrations; answer key; audiotape

Hundreds of words of Anglo-saxon and foreign origin are grouped by syllables or suffixes and introduced by a graphic representation of stress patterns. A practice section has exercises and an audiotape that focus on aural, oral, and written identification of stress and unstress patterns. References to Francophones learning English are featured.

Woods, H., & Pahlke, E. (Eds.). Contact Canada Series. Sacco, M. (1976). *What do you do? What are you doing? The simple present and progressive present tense*. 38 pages & film/videotape. Sacco, M. (1979). *Has/had: The present perfect and the simple past*. 60 pages & film/videotape. Woods, H. (1976). *Sound production: H and the elimination of the "intrusive h"*. 25 pages. Woods, H. (1977). *Intonation*. 19 pages. Woods, H. (1978). *Rhythm & unstress*. 25 pages. Ottawa: Supply and Services.

adult classroom study & reference; grammar & pronunciation skills; Francophone learners; intermediate to native-like proficiency; exercises; bibliography (Woods); film/video (Sacco); illustrations; figures

Designed for adult Francophones learning English in the Public Service Commission of Canada, these booklets provide linguistic explanations (in lay terms)

and practice exercises on specific aspects of the language. The topics of each booklet represent general points of linguistic differences between French and English. Neatly arranged visual supports, such as diagrams, charts, and illustrations, are featured throughout.

Wurtele, B. (n.d.). *We just don't speak English*, 7 vols. Waterloo, Ont.: English in the Working Environment. 51 pages per vol.

adult reference; independent study; survival skills; beginner to intermediate proficiency; multi-lingual; illustrations

These handbooks introduce survival English for Canada. There is one volume in English and one volume in each of Laotian, Hmong, Chinese, Spanish, Vietnamese, and Portuguese. Topics include: Canadian geography and citizenship, transportation, telephoning, health, shopping, banking, school, work, accommodation, and law.

Yalden, J. (1981). *Communicative language teaching: Principles and practice*, Language and Literacy Series. Toronto: OISE Press. 40 pages.

professional reference; curriculum & instruction; communicative language teaching; bibliography; appendices

This orientation guide to communicative language teaching describes language as interpersonal communication, rather than separate skills. Learning a language is considered learning to communicate by meaning, not form. Examples of classroom communication activities describe role plays, simulations, problem-solving, information transfer, and interactive tasks. The role of the teacher as facilitator of communication is discussed, and sources of authentic material are appended.

Yalden, J. (1983). *The communicative syllabus: Evolution, design and implementation*. Oxford: Pergamon. 198 pages.

professional reference; curriculum; applied linguistics; communicative language teaching; appendices; bibliography; index; figures

Yalden reviews the development of ideas, organizational principles, and pedagogical orientations for designing curricula to foster communication in second languages. The book considers relevant research on language learning, alternative models for curriculum in second language instruction, then outlines conventional stages for syllabus design: needs surveys; rationale; choice of syllabus type; specification of content; pedagogical implementation. A "proportional approach" is advocated, emphasizing progressive attention to communicating in the second language as its linguistic code is mastered. Appendices include instruments for needs surveys, tracking learners' objectives, and specifying language functions and notions.

Yalden, J. (1986). *Principles of course design for language teaching*. Cambridge: Cambridge University Press. 207 pages.

professional reference; curriculum organization; applied linguistics; communicative language teaching; case studies; bibliography; index; figures

This book suggests how second language courses for adults can be systematically developed through informed negotiations between teachers, learners, and applied linguists. Yalden first identifies support for this position in research and theories on second language proficiency, discourse analysis, and learning. Next, teachers' functions in course design are considered, in view of alternative models for syllabus organization and instructional methodology. The closing half of the book provides detailed case studies of the planning and organization of curriculum frameworks and materials, applicable to various languages, for social communication, work-related tasks, and tourist encounters.

Yalden, J., Fitzgerald, B., & Pagurek, J. (1984). *Frameworks for communicative needs courses*. Introduction, 6 pages. Teacher's handbook, 35 pages. First step towards communication, 25 pages. Coping, 12 pages. Expressing basic concepts, 31 pages. Arriving at your destination, 18 pages. Getting around, 20 pages. At a hotel, 34 pages. Eating out, 22 pages. Shopping for food, 18 pages. Shopping (non-food), 22 pages. Using the telephone, 41 pages. Ottawa: Centre for Applied Language Studies, Carleton University.

teacher guide for adult classroom study; survival skills; functional spoken interaction & vocabulary; curriculum organization; beginner proficiency; teaching objectives, materials, & activities; illustrations; figures

These 12 booklets are designed to assist teachers to plan instruction for adults learning initial, functional communication in a second language. Each booklet specifies learning objectives, cultural considerations, kinds of spoken transaction, useful expressions, and classroom activities (information gathering, information-sharing, information-processing, and role plays) as a framework for preparing lessons appropriate to learning to interact socially in specific situations in a new language and culture. These frameworks form a basis for teaching *any* language at the initial stages, requiring a teacher to provide materials, speech, vocabulary, and cultural background to implement a curriculum to suit learners' needs and interests. Use of the new language to transact information and perform social functions is emphasized in the objectives and suggested teaching activities.

Yildiz, N., Warren, B., & Froese, M. (1981). *Let's communicate: An ESL curriculum guide for young Japanese students* (rev. ed.). 274 pages. Adams, K., & Yildiz, N. (1980, rev. ed. of Yildiz, N., & Tennant, S. (1979)). *Let's talk: Developing effective communication skills: An EFL curriculum guide for Japanese high school and university students*. 317 pages. Vancouver: Vancouver Community College.

teacher guide; curriculum; series; conversation skills; beginner to intermediate levels; bibliography; illustrations; games; regional; maps

Developed for an 8 to 10 day program for 8 to 15 year old Japanese students visiting Vancouver, *Let's Communicate* focusses on communicative English activities in and out of the classroom. In 8 topic areas (including Personal information/Social exchanges, Daily activities, Possible Problems, and Introduction to Canadian culture) the language objectives, materials, activities, and teaching points are described, with variations of activities given for 3 levels of

beginning proficiency. *Let's Talk* follows the same format and principles, but is designed for high school and university-aged students. Thematic units, such as Food, Shopping, and Living with a Canadian family are prefaced with a list of teaching objectives and activities. In both curriculum guides copies of handouts, workbook suggestions, and reduced copies of large aids are included. Pictorial stories about interesting people from B.C.'s past are featured.

Yorio, C., & Morse, L. (1981). *Who did it?: A crime reader for students of English*. Englewood Cliffs, N.J.: Prentice-Hall. 184 pages.

adult classroom study; reading and writing skills; native-like proficiency; annotated bibliography of exercises

The 8 original crime stories in this book are introduced by a short history of crime fiction; all chapters are followed by exercises (reading comprehension, vocabulary development, writing, and discussion), which inter-relate and overlap the skills being practiced. The introductory exercises focus on analysis of topic sentences and essay organization. Vocabulary is developed through synonyms and antonyms, word forms, multiple meanings, word choice, and cloze passages. Writing skills are emphasized in paraphrasing, summarizing, and sentence and paragraph completion exercises. Exercises for understanding and producing rhetorical devices, such as comparison, contrast, cause and effect, point of view, characterization, and figures of speech, are also included. Discussion exercises, based on both the story and personal opinion, close each chapter. A unique bibliography annotates and lists exercises by chapter.

Young, J. (Ed.). (1987). *Breaking the mosaic: Ethnic studies in Canadian schooling*. Toronto: Garamond Press. 302 pages.

professional reference; ethnic & curriculum studies; multiculturalism; edited collection; bibliography

Analyzing aspects of school curriculum which disadvantage minorities, the 16 papers in this volume discuss theories, curriculum materials, educational practices, and policies which support a "political economy of inequality". Though only papers by Martel and Aoki address language policies, other articles debate issues like race, ethnicity, gender, and culture which bear closely on second language schooling.

Young, L., & Fitzgerald, B. (1982). *Listening and learning: Lectures modules I-VII*. Module I: Engineering/Computer Science. 31 pages. Module II: Economics/Commerce. 28 pages. Module III: Political Science/Law. 31 pages. Module IV: Physics/Science. 31 pages. Module V: Psychology/Education. Module VI: Biology/Medicine. 34 pages. Module VII: Architecture/Urban Planning. 34 pages. Teacher's guide: Lectures modules I-VII. Rowley, Mass.: Newbury House.

adult classroom study; language & academic content; listening & note-taking skills; audiotapes; teacher's guide; answer key; transcripts; glossary; figures; charts

These lectures on academic topics feature authentic spoken discourse including

hesitations, redundancies, repetitions, and false starts. Most of the lectures have 2 readings: one that is segmented by content-related questions, and one that has no breaks. Each lecture has 6-9 pre-listening, listening, and follow-up activities, including advance organizers, note-taking and reconstruction of notes, information transfer, main idea, reference, discourse markers, and explanation. Each module is designed to take approximately 12 hours of class time. Student books include transcripts of lectures, answer keys, and glossaries, as well as detailed descriptions of activities including space for note-taking and other exercises.

Zuern, G. (1985). *Images: English for beginners*, Books 1 & 2, and Teacher's ed. Don Mills, Ont.: Addison-Wesley. 86 + 84 pages.

adult classroom study; conversation, grammar, & listening skills; beginner proficiency; teacher's manual; audiotape

Communicative use of new vocabulary and structures is demonstrated in black-and-white picture stories, followed by a variety of short-answer and listening exercises. Each book has a word list, an answer key, and a skills index. Lesson plans for each chapter appear in the teacher's manual. Canadian place names are used in the exercises.

Zuern, G. (Ed.). (1987). *The newcomers: Photo stories for learners of English*. Toronto: Ontario Ministry of Citizenship. 20 pages.

adult classroom study; reading & conversation skills; grammar; beginner to intermediate proficiency; newspaper format; illustrations; answer key

Six one-page photo stories show a Chinese family's adjustment to Canadian life; the facing page has fill-in-the-blank exercises based on the story. An activities section for each story suggests topics for small group discussions, and a review section ties the stories together. A reading section gives additional information about the topics introduced in each of the stories. An answer key and teacher's guide are included.

Zuern, G. (Ed.). (1987). *Sonia: Photo stories for learners of English as a second language*. Toronto: Ontario Ministry of Citizenship. 27 pages.

adult classroom study; reading & conversation skills; beginner to intermediate proficiency; newspaper format; illustrations; answer key

Nine photostories collected from the newspaper "Newcomer News" follow a new Canadian from South America and her family as she arrives in Canada, begins an English class, gets a job and an apartment, and goes Christmas shopping, among other activities. Instructions to the student appear in five languages: English, Italian, Portuguese, Spanish, and Chinese. Exercises in story comprehension, vocabulary, and sentence completion, as well as further information, follow each photo story. A review page and suggestions for use are included.