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San Jose State University, 1993

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**ESL MATERIALS IN LIBRARIES:
AN OVERVIEW AND SELECTION GUIDELINES**

A Thesis

Presented to

The Faculty of

The Division of Library and Information Science

San Jose State University

In Partial Fulfillment

of the Requirements for the Degree

Master of Library Science

by

Susan Elizabeth Cohen

December, 1993

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ABSTRACT

ESL MATERIALS IN LIBRARIES: AN OVERVIEW AND SELECTION GUIDELINES

by Susan Elizabeth Cohen

Providing materials for library patrons who want to learn English as their second language (ESL) is an important part of multicultural services in libraries. Most ESL materials, however, are created for classroom use, not for the individual user in a library setting. Libraries (especially public libraries) need selection guidelines for acquiring ESL materials that are appropriate for self-study by adults. Such materials are wanted and needed by library patrons, but no selection guidelines currently exist.

This thesis provides background information on ESL materials and develops guidelines for determining what ESL resources are most appropriate for library collections. The selection guidelines have an ESL (rather than a literacy) focus and deal with the following topics: attributes of materials that are appropriate for self-study; consideration of ESL user characteristics and user interests; appropriate formats and types of materials; useful subject areas; and standards for evaluation.

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Luisa Paulino of Queens Borough Public Library had many interesting observations, based on her vast experience in the area of selecting ESL materials for libraries. Julie Winklestein was always willing to talk about her experience learning about and selecting ESL materials. Conversations with her were both helpful and validating, and many of her ideas and observations have been incorporated into this study.

Thanks must also go to Elinor Levine for several edits, technical help, and emotional support. Elizabeth Chafcouloff and Andrew Blasky had many suggestions from an ESL perspective, and also served as ESL consultants.

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Finally, I want to dedicate this work to Francisca Schneider who first inspired me to seek a career as a librarian. Without her encouragement this thesis would surely never have been attempted.

CONTENTS

CHAPTER 1: INTRODUCTION	1
Multiculturalism	1
English as a Second Language Materials	3
CHAPTER 2: PROBLEM STATEMENT	6
CHAPTER 3: METHODOLOGY	8
CHAPTER 4: LITERATURE REVIEW	10
ESL-Related Topics in Library Literature	10
Community Analysis	
The Need for ESL Materials	
ESL Material Selection	
ESL and Literacy	
Lack of Reviews of ESL Materials in Library Literature	18
Difficulties in Selecting ESL Materials	19
CHAPTER 5: GENERAL BACKGROUND ON ESL	21
Methods of Teaching ESL	21
General Issues	22
All-English vs Bilingual	
American English vs British English	
Learning a Language Through Self-Study	
User Characteristics	24
Individual Differences in Learners	
Proficiency Levels	

CHAPTER 6: ESL MATERIALS	27
Skill Areas	28
Reading	
Writing	
Listening	
Speaking	
Grammar	
Formats	37
Books	
Book and Audio Tape Sets	
Video	
Computer Software	
Multimedia/Interactive Video	
Types of Materials	46
Dictionaries	
Test Preparation	
ESL Instruction through Learning about a Specific Subject	
Content Area Instruction	
English for Specific Purposes (ESP)	
Vocational English (VESL)	
American Culture	
Literacy	
Teacher Reference	
English Language Literature of Interest to Non-Native Speakers	
CHAPTER 7: SELECTION GUIDELINES	57
1. Appropriateness for Self-Study	57
2. Audience	59
3. General Characteristics	60
4. Print Materials	62
5. Audio/Visual Materials	63
6. Computer Programs	64
7. Subject Matter	65

CHAPTER 8: SUGGESTIONS FOR THE FUTURE	69
ESL Material Selection Aids	69
Lobbying Publishers	70
Other Issues	72
 BIBLIOGRAPHY	 74
 APPENDIX 1: LIST OF RECOMMENDED MATERIALS	 84
Books/Book and Tape Sets	85
Video	91
Videos Created to Teach ESL	
Commercial Videos with Accompanying Books	
Software	93
 APPENDIX 2: MANAGING THE COLLECTION	 95
Bibliographic Access	95
Physical Access	96
Programs, Services, and Community Relations	97
Staffing	98
 APPENDIX 3: EXTENSIVE READING FOR ESL PATRONS	 100
 APPENDIX 4: CHECKLIST FOR SELECTION OF ESL MATERIALS ..	 106

CHAPTER 1: INTRODUCTION

Multiculturalism

Multiculturalism is an important issue for libraries today. Demographics indicate that a substantial and increasing part of the population of the United States in general, and California in particular, is non-white and/or non-English speaking. Librarians must find ways to serve all parts of their communities, including culturally diverse patrons. In an attempt to meet this challenge, the central mission of public and academic libraries often includes developing multicultural programs and collections (Quezada 1992; Trujillo and Cuesta 1989).

A large proportion of the population of California (32 percent according to the 1990 census, up from 23 percent in 1980) consists of people whose first language is not English. They speak English as a second language, if at all. The demographic shift in the non-English speaking segment of the population is impressive. Since 1980, foreign-born immigrants, most of them speaking English as their second language, have made up about 75 percent of all new California residents (Wood 1991).

In the 1980s, California's Hispanic population grew by more than 70 percent and the Asian American population grew by 118 percent. These dramatic population shifts are paralleled in other regions of the country (Quezada 1992).

In Los Angeles alone 25 percent of the population, about 2.3 million people, are immigrants (Kershner 1993) and 40 percent are Latino (Usdansky 1993).

Projections suggest that by the year 2040, Los Angeles will be 70 percent Latino and only about 12 percent white non-Latino (Armstrong 1993).

There are widespread concerns as to how so many non-English speakers can be integrated into society, especially in these times of declining resources for education (Kershner 1993). Libraries are pursuing a variety of strategies to provide the services this underserved group wants and needs (Trujillo and Cuesta 1989).

One of the primary goals in serving non-native speakers of English is developing multicultural collections that include materials of interest to them. This is usually defined as providing native language materials. Now that public libraries have been working toward this end for some time, there are a number of sources that can be of assistance. For example, Developing Library Collections for California's Emerging Majority: A Manual of Resources for Ethnic Collection Development (Scarborough 1990) lists hundreds of resources - both general and for specific groups. Baker and Taylor, one of the largest wholesalers of books to libraries, created a one-time specialized catalog, The Multicultural Catalog 1991-1992, to help meet this need. Annual American Library Association conferences have had numerous presentations on this topic (Moses 1990), and the library literature contains many articles listing resources and providing advice on how to create multicultural collections.

English as a Second Language Materials

Non-English speaking communities also require materials to help them learn English, usually called ESL (English as a Second Language) materials. Such materials can be utilized by many ethnic and linguistic groups and are always a very popular part of multicultural collections. English language skills are necessary to obtain good jobs and to function successfully in American society. For example, U.S. census studies show that non-English speaking Latinos in California earn only one-third to one-half of what is earned by Latinos who do speak English (McLeod 1993). Most non-native speakers are well aware of the reasons to improve their English. The ALA Multilingual Materials Subcommittee, in "Guidelines for Multicultural Materials Collection and Development and Library Services", state that "libraries should provide materials to aid in learning English as a second language" (p. 269) as an integral part of providing materials for patrons whose native language is not English.

While numerous schools, including adult schools, offer English classes, many non-native speakers are not able to attend, as evidenced by their huge numbers. The 1990 census found that 31.8 million Americans, 14 percent of the population age five and over, are non-native speakers, speaking a language other than English at home. In California, approximately 8.6 million people speak English as a second language. Of this group, 28 percent (about 2.4 million people) told the census that they speak English poorly, including more than

800,000 who speak no English at all (United States Department of Commerce 1992). It is highly unlikely that all of these people could find the time and funds required to take English classes. In addition, current budget problems in education mean that there are not always classes available even for those who would like to take them (Quezada 1991).

Historically, a major purpose of, and justification for, public libraries has been their role as educational institutions. They have especially served as a source of self education (Evans 1987, 115), fulfilling a "traditional role as 'the people's university'" (Hereld 1987-1988, 9-12). According to Judith Payne (1988, 8), "Studies show that low-income minorities are more likely than other users to use public libraries for education, rather than recreation."

New waves of immigrants and refugees . . . [are] straining the ability of communities to meet the ever increasing demand for instruction in ESL and survival skills. Therefore, libraries are called upon to help communities keep pace with the needs of new and underserved community members for whom English is not the primary language (Quezada 1991, 1).

Services to ESL patrons not only fit into current trends in meeting the challenge of an increasingly multicultural society but also are compatible with the library's traditional role. However, selecting ESL materials may require a radical departure from standard collection development policies. William Katz, in his book on collection development, stresses the importance of modifying materials selection policies to adapt to the needs of various ethnic groups. "Rules should be broken," he states, "and basic textbooks (otherwise not acceptable in many libraries) should be considered" if the need warrants (Katz 1980, 37). It is crucial

that libraries provide help for people who want to learn English on their own, without taking English classes, even if this requires the acquisition of non-traditional materials.

A major theme emerges from an analysis of services to ESL patrons as reported in the library literature: although there is agreement that ESL materials are an important part of a multicultural collection, there is a lack of appropriate selection criteria and selection aids for these materials. Because of this, librarians are not able to respond fully to the acknowledged needs of non-native English speakers in their communities. Many patrons would like to use libraries as an educational aid in learning English. This study was developed to help provide the guidance librarians need so they can provide suitable ESL materials that meet the needs of their patrons.

CHAPTER 2: PROBLEM STATEMENT

Providing materials for library patrons who want to learn English as their second language (ESL) is an important part of multicultural services in libraries. Most ESL materials, however, are created for classroom use, not for the individual user in a library setting. Libraries need selection guidelines for acquiring ESL materials that are appropriate for self-study by adults. Such materials are wanted and needed by library patrons, but no selection guidelines currently exist.

The focus of this thesis is on self-study materials for adults. Most children who need to learn English are in school, and thus have their needs for English instruction filled in a classroom environment.

The purpose of this study is to identify available library research related to ESL and to use this research as a starting point in creating effective ESL selection guidelines. This thesis will provide background information on ESL materials and develop guidelines for determining what ESL resources are most appropriate for library collections. The selection guidelines have an ESL (rather than a literacy) focus and will deal with the following topics: attributes of materials that are appropriate for self-study; consideration of ESL user characteristics and user interests; appropriate formats and types of materials; useful subject areas; and standards for evaluation. The guidelines are based on an extensive literature search, interviews with librarians involved in ESL selection, and expertise

developed by the author as a result of master's level studies and teaching experience in the field of ESL.

The selection guidelines presented in this thesis are intended to be appropriate for ESL patrons who are adults, literate in their own language, and desirous of working independently on their English language skills. These guidelines may be useful to different types of libraries because, while such patrons primarily use public libraries, they may also use community college or academic libraries.

CHAPTER 3: METHODOLOGY

Development of selection criteria requires a broad understanding of ESL theory and practice and their application to library collections. In order to develop this overview, a three-pronged methodology was developed. First, library literature was thoroughly searched. DIALINDEX was used to find all related files on Dialog, with special focus on ERIC, Library and Information Science Abstracts (LISA), Information Science Abstracts, and Dissertation Abstracts Online. Library Literature from Wilsonline and Expanded Academic Index from Information Access were also searched. The library catalog of the University of California system, Melvyl, was searched extensively for related books and subject areas. Sources of information were located on the Internet including listservs such as TESL-L, which is aimed at ESL teachers. CARL UnCover, Choice book reviews, and full text ERIC Digests were also searched on the Internet.

Second, interviews were held with librarians noted for their expertise in ESL material selection. One highly developed library ESL program, that of Queens Borough Public Library, was identified in the literature search. Several interviews were conducted with librarians there. The most productive of these was with Luisa Paulino, manager of the Steinway Center. The Steinway Center is an Adult Learning Center, a specialized mini-library located in a separate section of a branch library and dedicated to ESL. Ms. Paulino and her staff are trained in ESL and provide extensive evaluation of, and guidance for, patrons. This level

of reference service is not practical for most libraries, but helps the Steinway Center's staff refine their collection. Ms. Paulino had many perceptive suggestions and observations about the selection of ESL materials and their usefulness for library patrons.

Julie Winklestein of the Alameda County Public Library, was also interviewed. Ms. Winklestein had a grant-funded position that required her to acquire about \$30,000 worth of ESL materials for the Alameda County system. Ms. Winklestein's library background includes literacy and prison services, but not ESL. She has thoroughly and enthusiastically explored existing ESL library collections and services in the Bay Area and has examined hundreds of books and audio and video tapes. Many of her ideas and observations have been incorporated into this study and the resulting selection criteria. In addition, many of the suggestions for particular materials appropriate for self-study were based on her work.

Third, this author's master's level studies in English as a Second Language and several years of teaching experience provided a background in language learning theory and expertise in English language teaching and ESL materials. This experience was enhanced by the author's work in, and observation of, the Berkeley Public Library, an institution committed to serving its diverse community and to developing an ESL collection.

CHAPTER 4: LITERATURE REVIEW

ESL-Related Topics in Library Literature

ESL material selection is touched on only superficially in library literature. There are a number of articles, however, that deal with other topics related to ESL, such as services and programs aimed at the ESL population. Most articles that mention the importance of collecting ESL materials do so in very general terms.

Although the focus in the library literature that deals with ESL is not on ESL material selection, a few key points do emerge. The usefulness of doing a community analysis and the need to include ESL materials as part of a multi-cultural collection are both topics that are well covered in the literature. The way the library community treats ESL as though it were a subset of literacy is shown clearly in a review of the literature. In fact, the few articles that deal directly with ESL material selection do so from a literacy perspective. The total lack of reviews of ESL materials in any of the major journals that librarians use for collection development highlights the lack of guidance available to librarians who wish to include ESL materials in their collections.

Community Analysis

A basic tenet of collection development is the need for a community analysis in order to determine which materials and services would best serve patrons and attract non-patrons to the library (Evans 1987; Katz 1980; Scarborough 1990). Merely noting the existence of non-native speakers in the community is not an adequate library response, because the attributes of the local non-English speakers can vary so much. It is necessary to identify characteristics of the major ethnic and linguistic groups in the community in order to find appropriate ways of serving their needs. Characteristics that impact on the needs of ESL patrons include their native language (American Library Association 1990; Collins 1990), their educational or literacy level (Dionne 1992; Ignash 1992; Collins 1990), and their interests and information needs (Tjoumas 1987; Craver 1991; Trujillo and Cuesta 1989).

Immigrants from a particular country or speakers of the same language often "tend to settle in predictable geographic patterns," that is, in areas where they have friends and relations. Communities may therefore have concentrations of groups with similar backgrounds, making it "easier to develop profiles of [the] local ESL population" (Ignash 1992, 1).

The library literature contains many suggestions for gathering information about the local non-English speaking community. Dionne (1992) describes how a community survey/needs assessment helped the Lawrence Public Library redirect its resources to better serve its changing community. Lawrence Public Library's

response to community needs included providing programs and materials for employment, ESL, and literacy. Peggy Goodwin (Peggy Goodwin: LJ Librarian of the Year, 1988) visited community businesses and churches, distributed questionnaires, and developed relationships with ESL teachers in order to determine what library services were most needed by community members. As a result, her library has sponsored ESL classes, with childcare provided; created collections of multi-lingual and ESL materials; and sponsored programs aimed at community needs and interests, such as citizenship, employment, and cross-cultural communication. Trejo and Kaye (1988) report on a public library workshop in which speakers representing six different cultures described libraries in their homelands and the resulting attitudes likely in people from those cultures. While the focus, in terms of materials, was on the need for collections in native languages, the demand for English language materials was also briefly discussed. Van Duyne and Jacobs (1992) report that library volunteers from the ESL population can serve as intermediaries between the library and their communities, making suggestions for items to purchase as well as bringing others into the library.

The Need for ESL Materials

Many articles, especially those aimed at public libraries, speak in general terms of the need for or usefulness of ESL materials. Craver reviews a number of articles that suggest library programs and services appropriate for immigrant

populations. In her review, she emphasizes that "providing materials to facilitate learning English ... has been a constant objective of most library immigrant programs." However, none of the articles mentioned give guidelines or criteria to assist in the selection of such materials (Craver 1991, 127). Mulroy (1990) writes in general terms of soliciting suggestions for the purchase of multicultural materials, including ESL materials, from various community organizations. Tjoumas (1987) discusses the many services provided by Queens Borough Public Library for the local immigrant community, including foreign language materials, ESL materials and ESL classes.

Articles that discuss ESL materials often contain suggestions for the types of materials ESL collections should include. Singh and Haythornthwaite (1988) suggest materials for tutors, such as books on teaching techniques and on the field of ESL as well as materials with activities and exercises that can be used with students. For learners, their suggestions include readers at different levels; information about the culture of the host country; books with adult content and limited vocabulary; books set in home cultures of learners; audio and video tapes; workbooks; and bilingual material. Tjoumas (1987) lists the kinds of materials making up the excellent and wide-ranging Queens Borough collection, which includes books, records, tapes, software, textbooks, bilingual dictionaries, and a coping skills collection. Lavery (1992/1993) lists many types of materials collected by Toronto Public Library in its attempt to meet the needs of the local ESL population. These include materials on citizenship, various employment- related

topics, survival skills, preparation for TOEFL (the Test Of English as a Foreign Language, required for attendance at many colleges and universities) and other tests, grammar, idioms, pronunciation, oral communication, vocabulary and writing. Book and tape sets are especially recommended.

In an article in an ESL teacher's newsletter, Shanefield (1986) describes setting up an ESL "leisure-time reading" collection in a public library. While useful as far as it goes, a library collection of this type neglects language skills other than reading and leaves out the crucial audio-visual component needed for pronunciation or listening.

These articles emphasize the need for ESL materials and make helpful suggestions in terms of listing types of materials that may be appropriate in a library collection. However, their discussions tend to be very short (usually only a few sentences) and are too general to be used as guidance in the actual selection of these materials.

ESL Material Selection

The only articles that discuss ESL material selection tend to categorize ESL materials together with literacy materials. A recent article by Hansen, Barabino, and Floyd (1992) in Library Journal discusses collection development in ESL and includes a short bibliography of ESL materials, divided by proficiency level. These authors emphasize the need for librarians to meet with community groups to define what kind of ESL collection would be most appropriate for local

users. However, they consider ESL to be a part of library literacy programs, and most of the items listed are oriented toward a literacy population or toward students working with tutors. This article, which represents the first treatment of ESL material selection in such a widely circulated journal, may be a sign that there is growing awareness of the need for help in ESL selection.

Lavery (1992/1993, 1993) gives many valuable suggestions for criteria for ESL material selection in the EMIE Bulletin, the newsletter of EMIERT (the Ethnic Materials and Information Exchange Round Table, an interest section of the American Library Association). This two part series is excerpted from a publication of the Toronto Public Library (1991) which combined criteria for ESL and literacy materials. Much of the literacy orientation is still apparent although there is also information that is useful for developing ESL selection criteria.

Lavery focuses on the physical presentation of materials for self-study. She suggests that materials for self-study should have answer keys and be clearly and logically organized. Recommended organizational qualities include clearly marked titles and headings, tables of contents, indexes, glossaries and bibliographies (when appropriate to the material) that clarify contents and guide, rather than confuse, the user. Lavery emphasizes that content and illustrations should be non-stereotypical, culturally sensitive, and generally reflective of the multicultural reality of society. Materials should be of good quality, attractive, and appealing to adults. For text, a variety of type styles (but not all capital letters), generous amounts of white space, and larger type sizes are easier to read.

Illustrations are useful, and should make the text easier to understand (Kinsella [1993] also stresses the importance of all kinds of visual aids for contextualizing language). Audio materials should have good quality recordings of a variety of voices speaking at a moderate conversational pace. Tapes should have cues that make it easy for the listener to know where to look in the accompanying book. These guidelines, which concentrate on the format and design of materials, rather than their content, are useful in evaluating how accessible an item would be to a user.

Collins' bibliography (1990) is also primarily aimed at literacy, although ESL materials are covered as well. While the use of materials for self-study is not a primary focus, it is mentioned. Collins' work is most useful for the guidelines given for evaluation and selection of materials (although it deals only with books and does not include the audio-visual materials necessary for teaching English). Many of these are similar to guidelines given by Lavery, but some important additional points are made: the author and publisher of an item should, preferably, have some expertise in ESL; directions should be "clear, concise and simple to understand" (p. xiii); skills building should be sequential, so that learners are prepared for the next step; there should be "opportunit[ies] for individual practice, frequent check-ups on progress, reinforcement of newly learned skills, and a method of self-evaluation" (p. xiii); and there should be some activities that stimulate using or thinking in English.

All the books in the Collins bibliography are rated according to the ability level of prospective users, using the Gunning Fog Index, a standard readability index. Collins points out, however, that the Gunning Fog Index does not work well for ESL levels. For example, some single syllable words, such as "though" or "would" may be more difficult for an ESL learner than multiple syllable words, such as "hippopotamus," which could be understood using a picture. Therefore, Collins also ranks ESL books by ESL proficiency levels.

ESL and Literacy

While the last three works discussed (the Hansen, Barabino, and Floyd article, the two Lavery articles, and the Collins bibliography) made many useful points and were helpful in developing selection guidelines, they all had a literacy orientation. There is some overlap between these two areas, but they are by no means identical. Language learners may be highly literate and educated in their own language (Bush 1990). Many literacy materials are meant to be used with a tutor, while ESL patrons in libraries are likely to be looking for materials they can use on their own.

The field of teaching ESL is a highly developed academic discipline, with roots in linguistics and a large body of professional literature. From the point of view of this discipline, teaching English to learners with literacy problems is a subset of ESL teaching. Librarians, because they are more familiar with literacy, and because literacy services and programs, including material selection, are an

established area in libraries, have tended to consider ESL a subset of literacy (Metoyer-Duran 1993; Hansen, Barabino, and Floyd 1992). This approach, while perhaps useful for librarians, shortchanges the ESL population by not recognizing their diversity of needs and, therefore, often neglecting their needs altogether. Johnson, Robbins and Zweizig (1990) found that ESL programs were frequently not included in literacy programs, not because they were not needed, but for reasons more "closely associated with institutional characteristics . . . than community conditions" (p. 113).

Lack of Reviews of ESL Materials in Library Literature

There are no reviews of ESL materials from a library perspective. While many ESL materials are listed in Books in Print (which, in the Dialog file, includes reviews from such major collection development sources as Library Journal, School Library Journal, and Publishers Weekly) no listings of these materials included reviews. However, there are no reviews of ESL materials whatsoever. Nor were reviews of ESL materials found in such standard review sources as Choice or Booklist, or in databases such as Library Literature by Wilsonline or LISA or Information Science Abstracts on Dialog. There were, however, reviews of works on the English language, a few reviews of works for ESL or bilingual teachers (not students) and some articles about literacy videotapes that mention ESL videotapes (Lora 1989, 1206-1208; Lora 1990, 2004).

Similarly, Entin and Yaakov's Public Library Catalog, which lists a basic public library core collection, includes no ESL materials at all, although there are books on related topics (such as the English language, slang, and dialects of English) as well as books on learning other languages.

Both Current Contents and Infotrac's Expanded Academic Index include some education-oriented journals, such as Reading Teacher or Journal of Reading, that have some reviews of ESL materials, but not from a library perspective.

Difficulties in Selecting ESL Materials

Librarians generally use reviews as their primary source for selecting materials. Without reviews the selector must either personally examine items or rely on descriptions in vendor catalogs or recommendations from patrons or other librarians (Broadus 1981). Because the standard library review sources do not review ESL materials, librarians who want to add ESL materials to library collections do not receive the assistance available in other specialized fields. Vendor catalogs are limited as selection aids because their purpose is not to evaluate, but rather to sell the materials they include. In addition, they aim their materials at teachers and classroom use, and they do not consistently indicate what materials are most appropriate for libraries.

Selecting ESL materials appropriate for library collections is a difficult task to do well because most of these materials are created for groups in the classroom, rather than for self-study (Winklestein 1993). ESL materials, therefore, need to be carefully examined to be sure they are usable and appropriate for self-study. While materials that are appropriate for library patrons wishing to study independently do exist, they must be ferreted out from the multitude of inappropriate material. Materials developed for classroom use often presuppose the direction and feedback of a teacher. They may include activities meant to be done in pairs or groups that are unsuitable for a learner working alone, or they may assume the teacher's presence for correction or explanation, leaving the solitary user at a disadvantage.

Because the demand for ESL materials is so great, they tend to circulate, no matter how poorly they serve the needs of language learners. Therefore, it is unwise and inaccurate to rely exclusively on circulation statistics to evaluate the usefulness of a collection for self-study (Winklestein 1993).

Librarians are responsible for selecting the best and most appropriate materials available for their patrons. To do this, it is crucial to develop some knowledge of basic ESL concepts, an awareness of what materials are available, and an understanding of the usefulness of different kinds of materials to users.

CHAPTER 5:
GENERAL BACKGROUND ON ESL TEACHING AND LEARNING

Methods of Teaching ESL

Language teaching has evolved since the 19th century, when the mechanistic Grammar Translation Method was popular. Grammar Translation is still used in some parts of the world and some patrons may be interested in materials based on it. Over the years, a number of different methods have risen in popularity only to be replaced by new ones. The Audiolingual Method and Communicative Language Teaching or their variations are the major ones in use today. The Audiolingual Method, with its behaviorist focus on memorization and pattern drill, was the norm in the 1950s and 1960s (Richards and Rodgers 1986). The most widely accepted method today is Communicative Language Teaching, which is actually a group of communication-based approaches. These methods, which are learner-centered and focus on teaching "meaningful and authentic language use (rather than merely mechanical practice of language patterns)" (Richards and Rodgers 1986, 72), have been developed partly in reaction to previous methods. An interesting and readable discussion of the history of language teaching, with a special focus on how communicative approaches fit into current theories of second language acquisition, is found in The Natural

Approach: Language Acquisition in the Classroom, by Stephen D. Krashen and Tracy D. Terrell.

When selecting materials it is useful to be aware of the method being used to present language instruction. The collection should primarily contain materials that use a version of Communicative Language Teaching, which is currently considered the most successful method for teaching English (Cook 1985, 15-16). These materials will probably be copyrighted after 1980. Various methods, appropriate to different learning styles, should also be represented. Older materials may therefore be appropriate, especially if requested by a patron or local ESL teacher, or if they fill a particular need.

General Issues

All-English vs Bilingual

ESL materials that use only English are the most versatile and can be used by anyone regardless of native language. They are also considered the best pedagogically by most ESL teachers (although this is a matter of some controversy). However, many learners, especially those with few English language skills, prefer bilingual materials. In fact, instructions and explanations in the learner's native language are very helpful for people with lower level skills (Winklestein 1993). For this reason, materials that are bilingual in the languages most used in the local community should be included in an ESL collection.

Bilingual materials are often available from distributors of multicultural materials aimed at specific groups. Bilingual materials in certain common languages (for example, Spanish) are also available through publishers and distributors specializing in ESL. It is important to be especially careful in the selection of bilingual materials (especially those not produced in the U.S.) because they may have poor quality language instruction or binding (Paulino 1992). Sometimes, the English used is shockingly bad. These materials might almost be amusing were it not for the disservice done to users.

Materials geared toward a particular language group, whether bilingual or not, may focus on the problems these speakers are likely to have in English, such as difficulty with particular grammatical structures or pronunciation sounds (for example, native speakers of Japanese have trouble distinguishing the sound of "l" from that of "r".) These materials are available through vendors of foreign language materials, such as Spanish or Chinese. For patrons whose native language is not written in roman script (such as Chinese or Arabic), materials that will help them master the English alphabet will also be needed.

American English vs British English

Many British materials are well done and pedagogically sound, and can be quite attractive to the selector, but they are not really appropriate for self-study. In classroom use the teacher can serve as a mediator, pointing out the different

word use and pronunciation in British materials, but a learner working alone is likely to find the British usages confusing.

Exceptions to this general rule can be made if the British item is unique in some way, especially if it is aimed at lower level students. The differences in language are not as apparent at a very basic level. An example of a British item appropriate for an American library collection is The Lost Secret, a very popular and well done British video aimed at beginners.

Learning a Language Through Self-Study

Self-study implies a learner studying English alone. This is certainly not the ideal way to learn a language. Brown (1991, 128) points out that an "absolutely essential ingredient for language learning" is another person with whom to interact in the target language. However, many people find studying on their own the only practical way to improve their English. ESL learners in the United States do have the advantage of living in an English-speaking environment with many opportunities to practice what they learn.

User Characteristics

Individual Differences in Learners

ESL learners have in common their desire to improve their English skills, but they are otherwise an incredibly diverse group with varied needs, styles, and

interests. Their individual differences, which may or may not be related to their culture, will affect what materials are most appropriate for them.

Learners have different preferred learning styles based on psychological and personality differences. Some learn better by listening; others prefer visual stimulus. Some prefer structured lessons; others opt for more open ended materials. Materials with a variety of teaching approaches will help fit the needs of a variety of learners (Sheerin 1989).

Learners have different reasons for learning English and this influences the kind of materials they want. For example, some people need the English language background to help them find a job or put already existing job skills to use in the United States. Others wish to prepare for TOEFL or to learn about American culture. Popular types of materials are dealt with in more detail below.

Proficiency Levels

ESL materials are aimed at users according to the level of their language proficiency. A library collection needs to include a range of levels, e.g. beginning, intermediate, advanced, that coincide with the levels of members of the ESL community.

Levels are not firmly defined, and English proficiency within a level may vary. Batt (1988, 5) provides a useful overview of the levels. Beginners are commonly divided into three categories: true beginners, who have no use of the target language at all; low beginners, who may have a very basic understanding of

a few words and phrases, such as "how are you?"; and high beginners who can function in a very limited way in English. High beginners can use a few basic structures and vocabulary. Some beginners may be able to read English, but not speak or understand it. Intermediate students can make themselves understood and can understand most of what is said to them. However, they may make many mistakes in grammar and not be able to follow the language in some situations. Advanced students "can express themselves with little hesitation and with a good deal of fluency," although their language use may need polishing. Not all ESL learners are literate in their native languages and this complicates the determination of their proficiency level.

Materials aimed at a student of a particular level should include vocabulary and grammatical structures that can be understood by someone at that level (Toronto Public Library 1991). True beginners and low beginners are the most difficult levels to find materials for. These learners generally need help and feedback to get started in a new language, although there are materials that may be useful to them, such as picture dictionaries or films in their native languages with subtitles in English (Paulino 1992).

Library collections need materials in a range of levels and types in order to best serve patrons. Types of ESL materials are discussed more fully in the next chapter.

CHAPTER 6: ESL MATERIALS

ESL materials focus on different aspects of learning English. They may be aimed specifically at a particular skill which the learner wants to improve, such as pronunciation, or they may combine skills and focus on an area of interest, such as survival skills, American culture, or appropriate workplace behavior. Some materials work on developing basic communication skills, others on more specialized academic language proficiency. A library collection should include a cross section of types of materials, depending on the characteristics of the local ESL population.

In this chapter, ESL materials of different types are described, qualities to look for in evaluating them are identified, and examples of specific materials that are appropriate for library collections are given. All works cited are recommended, and bibliographic information is provided in Appendix 1 (List of Recommended Materials).

According to a survey conducted by Julie Winklestein (1993), the types of materials most requested by ESL learners for inclusion in library collections are: pronunciation and intonation; speaking and listening comprehension; idioms and American culture; grammar; survival skills; and reading.

Skill Areas

Some materials focus on only one of the skills students need in order to gain proficiency in English. These skills are generally divided into five basic categories - speaking, listening, reading, writing, and grammar. Of these, listening and reading are the receptive or passive ones, and speaking and writing are the productive or active ones. Grammar is often linked to writing but, of course, is integral to all the other skills.

Learners working on their own will do better with the receptive skills than the productive ones, which require some kind of feedback from another person. For example, when listening, you have an idea of how much you are understanding, but when speaking, you must be speaking to someone else. Feedback from another person is what lets you know if your attempt at communication has been successful.

In selecting materials that are appropriate for a library collection, it is easier to find items that teach receptive skills because those skills lend themselves to self-study. There are more limitations on materials that teach productive skills because they can't really be learned alone. However it is possible to break productive skills down into sub-skills, some of which can be self-taught (Sheerin 1989).

The following sections take each of the five skills (reading, writing, listening, speaking, and grammar), look at how the skill is generally taught,

analyze how it could be learned by a person working alone, and give examples of materials that could be used for self-study.

Reading

Reading is the easiest skill for which to find self-study materials. For lower and intermediate levels, texts teach the sub-skills of "intensive reading," such as previewing, getting the main idea, or figuring out words from their context. Usually there is a short reading selection, preceded and followed by exercises. Texts for higher levels may focus on "extensive reading," with longer reading selections and fewer exercises, perhaps only a few comprehension questions at the end (Sheerin 1989).

Many reading sub-skills, such as skimming or scanning, and techniques to build speed, such as timed readings, can be taught successfully with computer programs. Some highly recommended programs that include timed readings and also work on various reading skills are Versatext, for Macintosh or MS-DOS-based computers; Hopalong, for MS-DOS; and MacReader, for Macintoshes (Healey 1993).

Literacy reading materials can work well for ESL patrons if they can identify with the topics or story lines. One example is the Real-Life Reading series which uses life-coping skills, such as finding a job, as topics. In general, topics in reading texts must be clearly for adults, and not talk down to readers.

Vocabulary-building and idiom practice are popular topics which are often included in materials that teach reading. They may also be presented separately. Some examples of vocabulary books that are effective for self-study include Basic Vocabulary Builder and Practical Vocabulary Builder, which translate vocabulary words into six other languages, and Ways With Words: Vocabulary Puzzles and Activities, a workbook. These books, all for lower levels, teach vocabulary by topic. A Vocabulary Workbook focuses on prefixes, suffixes and roots, and is aimed at intermediate levels learners and above. Some recommended idiom books are All Clear! Idioms in Context for lower levels and Five Hundred Four Absolutely Essential Words for higher levels. Word Attack Plus is software for vocabulary practice. It works with Macintosh, Apple II, and MS-DOS.

Writing

The purpose of writing is to communicate, so it can't actually be learned without feedback on how well the attempt at communication is coming through. There are really no good techniques for learning writing through self-study. The best way to deal with this problem is to look for materials that break writing down into component parts. For example, some books teach writing on the sentence level, which is similar to grammar. This includes activities such as making sentences with the same pattern, but changing the subject or the verb.

Editing skills, such as checking one's writing for errors, can also be taught by self-study. Grammar Troublespots: An Editing Guide for ESL Students is a good example of a book that teaches editing.

Because word processing programs allow for easy revision, a crucial element for ESL writing, some people think that word processing encourages better writing in non-native speakers. Some studies have not shown improvement in student writing or use of revision when using word processors (Tone and Winchester, 1988), but others indicate that non-native learners believe their writing benefits from using word processing programs (Neu and Scarcella 1991).

Word processors can be used in various ways to help with writing. For example, the search function can be used to find over-used words or punctuation that is frequently used incorrectly by a particular learner. For this technique to work for self-study, the learner would need to already be aware of the problems in his or her writing without a teacher to point them out.

Grammar checkers such as Grammatik V, used with word processing programs, do not work well for ESL writing because the advice they give can be inappropriate. Such programs require a native speaker's intuition as to whether or not the suggestions make sense. However, they may motivate learners to look more closely at aspects of their writing. Perhaps in the future a grammar checker more useful to ESL learners will be created. Spell checkers, a common part of word processing programs, can be more helpful, but they do not catch correctly

spelled words that are used incorrectly. These programs have limited value because they do not involve creating meaning through writing.

Listening

Listening is a fairly easy skill to work on alone, but since it is aural, audio or video tapes are required. Like reading, listening can be taught with either intensive or extensive practice. Intensive listening, most appropriate for lower levels, involves short, simple texts and activities for which there is one correct answer. Listening sub-skills that are taught with intensive listening exercises include discriminating between individual sounds, often taught with pairs of words that are the same except for the target sound (e.g. ship/sheep or tree/three); listening for specific information, such as filling in the missing words in a script; and listening for comprehension, such as arranging pictures to reflect a spoken sequence of statements (Sheerin 1989). Some intensive listening book and audio tape sets that work well for self-study include In Touch and Tuning In to Spoken Messages: Basic Listening Strategies.

Because intensive practice is so controlled, it is helpful for working on sub-skills and building up confidence. However, it is not the way listening skills are generally used in the real world. Real world listening is more similar to extensive practice, which involves longer texts and a variety of possible responses. Suitable exercises for improving this kind of listening include questions that test general comprehension or that focus on the listener's response. Extensive listening is

appropriate for intermediate levels and above. Materials should include authentic language use, be of intrinsic interest, and be of manageable length (between five and twenty minutes per instructional segment). Authentic language use means that the same speed and pronunciation are used as for a native speaker audience (Sheerin 1989). Consider the Issues: Advanced Listening and Critical Thinking Skills, which uses news broadcasts from National Public Radio, and Stories from Lake Wobegon: Advanced Listening and Conversation Skills are book and audio tape sets for extensive listening. Film, TV, or radio programs can also be used to practice extensive listening.

Tapescripts (transcripts of all the language used on a tape) are useful for a number of reasons. Having a tapescript can build confidence by encouraging the learner to listen to material that might otherwise be considered too difficult. Learners with better reading than listening skills can use tapescripts to follow the spoken language and to compare the written and spoken word. They can use tapes for dictation practice, and then check themselves against the scripts. These materials also teach vocabulary by providing the written form of unknown words, which learners can then look up in a dictionary (Sheerin 1989).

Visual aids, such as pictures or diagrams, assist with listening comprehension by contextualizing the spoken information. Answer keys are helpful because the immediate feedback increases the learning value of listening exercises (Ur 1984).

While the most commonly used format for teaching listening is the book and audio tape set, other formats, such as video tapes or computer software, especially multimedia, can also be used successfully. Videos with story lines, such as Your Life Is in Your Hands and The Lost Secret, are excellent for listening, and teach other skills as well. Regular software on floppy disks, such as In the Print Shop (for the Macintosh) and AudioLab (for MS-DOS based computers), or multimedia software on CD-ROM, such as Dynamic English (for MS-DOS) and MacEnglish's INFORM (for Macintosh) teach listening and are appropriate for self-study. In general, software systems teach listening by enabling users to hear spoken language, respond to it, and get immediate feedback.

Listening and speaking are connected in normal language use, so component skills are transferable between them. For example, listening for stress and intonation, which carry meaning, can help make learners aware of their importance in speaking. Similarly, "active listening" requires verbal or non-verbal responses from the listener, which is part of the give and take of conversation. Traditional Ties: Cultural Awareness and Listening Skills is an example of a book and tape set that teaches these skills.

Speaking

While speaking requires feedback from a listener, and can therefore not be learned alone, a student can make progress on pronunciation sub-skills such as individual sounds, word stress and intonation, and sentence rhythm and intonation

(Sheerin 1989). Like listening, speaking requires audio or video tapes.

Multimedia computer programs that allow students to listen to spoken English, and then to record their own voices and compare the two provide an excellent way to work on pronunciation skills through self-study. MacEnglish's Pronunciation Plus for the Macintosh and DynEd International's Dynamic English for IBM compatibles both use this technique.

A good book and tape set for studying pronunciation and increasing awareness of intonation, stress, and rhythm is Clear Speech: Pronunciation and Listening Comprehension in American English by Judy Gilbert. Another set helpful for pronunciation, but with more focus on individual sounds, is Pronunciation Pairs: An Introductory Course for Students of English. Perfect English Pronunciation is a video with animation showing the proper mouth and tongue position and opportunity for pronunciation practice.

Many listening tapes have "repeat after me" segments that may be helpful with speaking. Because there is no explanation, real communication, or feedback, the usefulness of "repeat after me" segments is quite limited.

Grammar

There is an ongoing debate in collection development circles between selecting materials patrons want and selecting materials librarians feel are of superior quality. Grammar is a good example of this demand versus quality dichotomy as it applies to ESL. Generally, ESL teachers tend to prefer to teach

grammar in context and by integrating it with other skills, especially writing.

Despite its being boring, grammar is very popular with second language learners, who often seem to think that learning grammar and learning a language are the same thing. This is the theory behind the old Grammar Translation Method of language teaching (Sheerin 1989).

There are two basic types of grammar materials - those meant primarily for reference and those with exercises. Reference-type grammar books, which may include some exercises, give a more or less complete description of English grammar. These vary from quite academic tomes of more than 1,000 pages such as A Comprehensive Grammar of the English Language, which might be more useful for teachers, to books meant to be used by students at different levels. Grammar in Use: Reference and Practice for Intermediate Students of American English gives explanations and exercises on facing pages.

Exercise-type grammar books are useful for practice and explanation, but have the same problems as workbooks of any type (see discussion in "Books" section below). Some good examples for self-study include Grammar Exercises: Parts One and Two which have answer keys and are aimed at "false beginners" to intermediate. False beginners are students who have some English skills, but need to brush up on basic grammar. Understanding and Using English Grammar is for intermediate-to-advanced students.

Grammar can also be taught quite successfully using computer software. The Dalgish ESL Series has separate programs for topics such as subject-verb

agreement, prepositions, and articles. The series works with Apple II or MS-DOS computers, and is available as shareware. Grammar Mastery II also works on Apple II and MS-DOS. Both have a drill and practice type of format (Healey 1993).

Formats

Books alone are not adequate for an ESL collection, since certain skills - listening and speaking - require sound and cannot be learned from a book. However, books are the traditional library format, are relatively inexpensive and available, and are a good place to begin.

Books

Books are useful for teaching reading or for covering some of the many subject areas relevant to ESL. They are effective as aids to using such audio-visual materials as audio tapes (see below) and videos. They can provide exercises and activities for practicing a variety of skills. Books with exercises or activities for which there is one correct answer (as opposed to open-ended or opinion-type questions) should have answer keys, so that learners working on their own can get feedback about the correctness of their answers (Lavery 1993).

One problem with books of exercises is that many of them are in fact workbooks that are meant to be written in. Obviously, libraries don't want people

writing in their books, since this amounts to defacing them and limits their usefulness. Also, many librarians think that workbooks are instructional materials not appropriate for them to own. This is a problem because many excellent ESL texts are workbooks, and such materials provide valuable and necessary opportunities for practice.

Some libraries, such as Berkeley Public Library, paste notices in the front of such books asking users not to write in them. Luisa Paulino of Queens Borough Public Library (1992) said they know that workbooks won't last as long as other materials because people will write in them no matter what is done to prevent it. They just accept that fact because the materials are so valuable that without them their collection would be incomplete. Some libraries, such as Toronto Public Library (Toronto Public Library 1991), buy them only when the information is not available in another format. Others libraries choose not to buy them at all.

Book and Audio Tape Sets

Many books come with audio tapes, which greatly increases their usefulness in general and are essential for listening or pronunciation. Tapes can also be the focus of materials, although some kind of accompanying text is usually required. Sometimes the accompanying book with instructions is available in other languages, making it bilingual, even when the tape is all in English.

Book and tape sets are especially good for listening comprehension and for learning or improving pronunciation. They are among the most popular items for ESL learners (Lavery 1992/1993). Some books may not be useable without the accompanying tapes; in other cases tapes are optional. Sometimes the primary focus of the material is on the tapes themselves, and the accompanying material is only a short booklet, but rarely, if ever, do tapes stand alone. Tapes always increase the usefulness of books and should be purchased whenever possible.

Tapes should be clearly and crisply recorded and should utilize a variety of voices (male, female, young, old) and accents, with an American (not British) sound. A moderate conversational speed, like that of normal conversation, is best. Excessively slow speed and overly careful pronunciation do not prepare learners for real world listening, while very fast dialogue may be too difficult to understand (Lavery 1993). Tapescripts are useful for learners in a number of ways (see listening section) (Sheerin 1989). Aural markers, such as spoken page numbers on the tape, help learners connect the text to the tape and make tapes much easier to use (Winklestein 1993).

There are several practical problems involved in including book and tape sets in a library collection. Tapes are quite expensive and add considerably to the cost of these materials. For example, a listening text, Tuning in to Spoken Messages, costs \$11.95, but the three cassettes that must be used with it cost \$36.95. A guide to pronunciation, Clear Speech, costs \$10.95, while the two required cassettes cost \$27.95. Talk Radio, another listening set, costs \$16.00 for

the book and an additional \$43.50 for the nine required cassettes. While in this last case the cost per cassette is reasonable, the cost of the entire package is quite high. A related problem is that many publishers will only sell tapes as sets, and will not provide replacement tapes. If only one tape of a larger set is damaged or missing, it becomes necessary to buy another copy of the entire set. Librarians should insist on marketing practices consistent with their needs.

Care must be taken to control the circulation of sets with two or more parts. Special plastic bags can be used to circulate the books and tapes as a unit, and all items can be clearly marked as being part of a set. The bags need to be purchased separately from library suppliers since they aren't provided by ESL publishers. Some sets come with plastic cases that hold book and tape together. These cases are easier to handle, display, and shelve. NTC Publishing Group, one of the few publishers that markets ESL materials to libraries, uses this form of presentation. Such cases may also be available from suppliers. Whatever the method chosen to keep sets together, staff must be aware when circulating these materials that there are two or more pieces.

Video

Visual aids are useful in learning a language because they provide context that helps the learner figure out meaning (Kinsella 1993). Video is especially good for providing context since it includes everything from sound to setting to

body language. It is used to teach listening, pronunciation, vocabulary, and other skills. It is also useful for cultural explanations and a variety of popular topics.

Videos that may be in a library's regular collection can also be used for language learning. For example, films that are based on novels can make the novels themselves easier to read and are often used by teachers as a pre-reading activity. Libraries could circulate the book and video together or handouts listing book/video combinations could be provided. Some examples of video/book combinations that have been used successfully with ESL students are To Kill a Mockingbird (book by Harper Lee), The Godfather (book by Mario Puzo), Coal Miner's Daughter (book by Loretta Lynn), and Murder on the Orient Express (book by Agatha Christie) (Tillyer 1992). Videos that portray modern society are full of cultural information, enabling "students to observe the dress, food, climate, and gestures of the target culture" (Willets 1992, 2).

Videos with subtitles in English, whether the videos themselves are in English or in native languages common to ESL patrons, are useful for language learners. English subtitles on foreign language films give loose translations of language learners already understand. For example, Spanish speakers watching a Spanish language film may use English subtitles to enhance their understanding of English vocabulary and idioms.

Closed captions, or subtitles, in English language videos can help learners connect spoken and written language. Closed captions were originally developed so that people with hearing impairments could take full advantage of television

and video. Many videos have built-in closed captions, but special equipment is required to display them. The technology needed to display the captions is still expensive, costing from \$130 to \$240 for a decoder. As of July 1, 1993, however, manufacturers are required to build decoders into all new television sets, so it will soon be standard equipment, useful for television programs as well as video. Part of the impetus for this requirement was to aid both people learning English (including deaf people) and people working on their literacy (Yant 1993, 8[F]).

There are two problems associated with using video. First, it requires expensive home equipment, although so many people have VCRs that this may not be an important issue. The second is that many ESL videos are extremely expensive. For example, Family Album, U.S.A. is a video set with four levels. Each level has three video tapes which cost \$318. It could therefore be a very serious problem for patrons if they damage or lose these videos. Libraries must decide for themselves how big a consideration cost will be in making decisions about what to purchase.

Computer Software

There is a lot of good software for teaching ESL, as well as software for native speakers that is also helpful for learning language skills. (Examples of software useful for self-study are given in the sections dealing with the particular skill or topic the software teaches.) Software could be used more effectively if patrons could take a diagnostic test that would indicate the skills on which they

needed to work. This, however, does not presently exist (Healey 1993). Good software does exist for working on skills such as reading and vocabulary, grammar, and writing. Speaking and listening work best with CD-ROM or another form of multimedia. There are some materials useful for improving listening available for the Macintosh (The House, At the Zoo, and In the Print Shop) and for MS-DOS (although AudioLab requires a special sound board and its companion SongLab comes with an audio cassette or CD-ROM) (Healey 1993). These tend to be text based, however, and are much like reading aloud.

Much software aimed at ESL users is in a behaviorist mode, where the computer controls "the nature and order of events (e.g., drills, quizzes, exercises, tests, and programmed learning)" (Higgins 1988, 1). While this sort of drill and practice can be useful "in reinforcing the learning of discrete language skills [such as] specific grammar points and vocabulary items" there is also a move within the field of computer assisted language learning (CALL) toward a less controlled and more communicative approach (Huss 1990, 1). Ruschoff (1988) suggests a progression of modules within a software package, beginning with very controlled lessons and moving gradually toward giving the learner more control and more ability to experiment. A library collection should contain materials using a variety of approaches to meet the differing needs of language learners.

Rich (1986) gives some suggestions for evaluating the usefulness of software for ESL users. Like all ESL materials aimed at adults, the content and general appearance should be adult. This is important because much educational

software is aimed at children and may not be suitable for adult users. The programs should include branching, so that users are quickly led to materials suitable for their level of language proficiency. Instructions should be clear, concise, and understandable to users at the level for which the program is intended. They should contain enough information to enable someone to start using the program without needing individual instruction from staff. The program should be easy to navigate, with accessible menus and help screens. It should accommodate to the learner's educational desires and time schedule by making it possible to easily leave the program at any point, without having completed any given part. Manuals should be readable and easy to understand. Software producers should provide technical assistance, preferably with a toll-free number. They should allow librarians to preview the software, to be sure it meets patrons needs.

Many libraries already have public access computers so ESL resources would be easy to add. The same problems will exist as for other public access computer usage - how much time and attention can library staff devote to helping users with the software, both in starting on it and with the inevitable problems that come up?

Many programs are authorable, which means that the original content can be changed and additional content added to make programs more versatile. The authoring capability is especially useful for teachers, but could also help librarians

gear the materials toward their patrons' needs. Once again, there is the question of what commitment of staff time and effort the library can make.

Multimedia/Interactive Video

Multimedia is a still developing software technology that uses the greater memory of CD-ROM, videodisc, or both to add audio and/or video components to computers. Therefore, for teaching speaking and listening, multimedia can go beyond computer software based on floppy disks. CD sound quality is completely natural. CD-ROM has high quality graphics, including some animation, but is presently very limited in its use of video (although this may change soon). Full screen, full motion video currently requires videodiscs. Graphics work well to underscore the meaning of language when it is first introduced or as reinforcement. In Dynamic English, in addition to graphics, there are comprehension aids available on demand, including text, vocabulary help, and translations. Instruction is individualized by tracking the responses of the user, and adjusting the language and structures taught to the needs of the individual (Blasky 1993).

Multimedia offers great possibilities for self-study. It is still expensive for most libraries, but technology is changing so rapidly that it may soon be within reach. However, it does require special hardware - CD-ROM or laser disc players, as well as very expensive software.

Types of Materials

One thing to keep in mind in selecting materials is that the ESL population, although united by the desire to improve their English skills, are otherwise a highly diverse group. While there are particular subject areas generally of interest to ESL patrons, the characteristics of the local population will determine the level of collection intensity required.

Dictionaries

All-English (as opposed to bilingual) student dictionaries are produced especially for ESL learners. They include more grammar explanation; more complete and contextualized definitions; and more aids for language learners than ordinary dictionaries. A few also have workbooks that guide students in their use. Some good ones are Longman Dictionary of American English: A Dictionary for Learners of English (plus workbook) for intermediate students and Collins COBUILD English Language Dictionary for more advanced learners.

Picture dictionaries work well for beginners because they give visual cues that make the language easier to understand. Both The New Oxford Picture Dictionary and the Longman Photo Dictionary come in all-English or bilingual versions and have workbooks.

In general, all-English dictionaries are considered better for learners than bilingual ones because the all-English ones give more complete definitions and

encourage users to think in English, rather than translating from their native language. Bilingual dictionaries are also good to have in the collection because they are very popular with users, especially those with few English skills. Sometimes a bilingual dictionary, in providing a translation, will give learners information they cannot figure out, or are not qualified to figure out, from all-English dictionaries.

There are also specialized dictionaries for ESL. Specialized dictionaries cover areas such as Business English (Collins Business English Dictionary) or Technical English (Nelson's Technical Dictionary) or, more commonly, they may be of idioms (Essential American Idioms), two-word verbs (Dictionary of Two-Word Verbs for Students of English), etc.

These types of dictionaries should all circulate. Patrons may want them for a specific need, such as help in reading a novel, or they may want to try out different dictionaries before buying one. In addition, one copy of the most useful (or most inclusive) dictionaries should be library reference.

Test Preparation

There are primarily three tests for which ESL patrons will want to prepare (as well as civil service and other tests, for which their needs are the same as native English speaking patrons): TOEFL, GED, and citizenship tests.

The TOEFL (Test of English as a Foreign Language) is a standardized test put out by Educational Testing Service (ETS), which also produces the SAT and

GRE tests. TOEFL is required by many universities and colleges as a way of determining the level of English skills of prospective students (Lavery 1992/1993).

Preparing for TOEFL is a minor industry, and many publishers have TOEFL study materials. Those acquired by libraries should include tapes, because the listening portion of the test is very difficult, and many people have trouble with it. TOEFL materials should also include sample tests. Building Skills for the TOEFL, Longman Preparation Course for TOEFL, and The Best TOEFL Test Book are all sets that have practice exercises, test taking strategies, tapes, and sample tests. The best sample tests are actual TOEFL tests used in the past, published by ETS. ETS also publishes materials to help students prepare for TOEFL.

The GED (General Education Development test) is a high school equivalency test. The GED, and the materials to study for it, are aimed primarily at native English speakers, but it is also often taken by second language speakers (Hereld 1988). The Pre-GED Skills Series is a six book series that provides practice with reading, math, and writing skills aimed at preparing learners for the GED.

Patrons also need to prepare for citizenship tests, used by the U.S. government before granting citizenship to immigrants (Craver 1991). Voices of Freedom, a two-part book and cassette set, is useful; it covers topics in government and history, and helps learners prepare for the INS interview.

ESL Instruction through Learning about a Specific Subject

Content-based materials "promote second language development through a natural, subconscious process in which the focus is not on language, but on communicating per se the concepts, processes, and applications" of a subject area (Reilly 1988, 2). They not only teach English, they also teach about an area that is of interest to the learner, for academic, professional, or vocational reasons. Four types of content-based materials are described below; these include materials based on content area instruction, English for specific purposes, vocational English, and American culture.

Content Area Instruction

Materials focused on academic subjects, such as mathematics, science, or social science, attempt to teach not only the subjects themselves, but also cognitive skills inherent in these disciplines, such as critical thinking. They also teach academic language, which is different from that required for informal situations, as well as study skills required of students (Reilly 1988). In a library collection, these materials provide academic preparation for patrons wishing to pursue a higher education.

Material on American history is useful for study for citizenship tests. A good example for self-study is From the Beginning: A First Reader in American History.

English for Specific Purposes (ESP)

ESP focuses on the vocabulary and skills needed for specific occupations, such as Medical English, Technical English, or Business English. To be useful, it must be based on authentic language as actually used in the given profession (Robinson 1991).

Business English is one of the most popular areas of ESP. Some texts in this area are very general, with a broad audience of both business people and business students; others are aimed at particular skills, such as writing business letters. The Prentice Hall Series of Bilingual Handbooks of Business Correspondence and Communication cover basic business skills in Spanish and English, as well as English and three other European languages.

Vocational English (VESL)

Vocational English materials "teach the language required for successful ... job performance," in a combination of language and job-specific skills (Buchanan 1990). VESL topics may include workplace communication skills, such as how to ask for clarification; cross-cultural training, such as how to relate to supervisors without appearing impolite or too deferential; and survival skills, such as using the phone. VESL materials are often geared toward language and communication skills needed in specific occupations, such as carpentry or health services.

Materials for VESL should be very practical, based in realistic job situations, and should deal with language as it is actually used. They should

"weave English language skills into vocational subject areas" (Ignash 1992, 2). The text should identify and discuss problems that people with limited English proficiency might face, especially those based in language or cultural differences.

Finding a Job in the United States and It's Up to You: Language Skills and Strategies for Getting a Job are both books that give good practical advice for all kinds of non-native English speaking job seekers.

American Culture

Materials in different formats explain aspects of American culture, from politeness strategies to attitudes toward time or gender to nonverbal communication. Included in the general category of American culture are survival skills, such as money and banking, filling out forms, etc. These topics can be very confusing to immigrants and the explanations can be quite illuminating (Singh and Haythornthwaite 1988). Explanations of American culture aid learners in "making [the] needed cultural adjustments to U.S. society" required to function successfully (Ignash 1992, 2). Such explanations often form the content portion of a reading or listening text. Meet the U.S.: People and Places in the United States is a good reading text for self-study. A useful listening book and tape set, How to Survive in the U.S.A.: English for Travelers and Newcomers, focuses on basic survival skills. An Indispensable Guide to Dangerous English for Language Learners and Others is an "adults only" book, explaining colorful language, slang, and euphemisms for parts and functions of the human body.

Versatext, a software program described in the reading section, includes many reading lessons that use culture as their topic. Video is especially good for learning about American culture because the visual component includes nonverbal behavior and helps develop cultural sensitivity. Family Album, U.S.A. is a video set that uses cultural topics to teach language skills. It comes with Viewer's Guides, to be used by learners working independently. Another excellent video set, also meant to be used independently, is Learning English, which focuses on cultural information from the perspective of developing coping skills and comes with a text.

Cultural materials should be realistic, up-to-date, and represent modern life. They should not embrace any particular value structure, political or moral, and should not belittle other cultures. Cultural descriptions should aid learners in correctly interpreting what is happening in social situations, so they can behave and use language in an appropriate manner (Cunningsworth 1984).

Literacy

Overlap exists between Basic Education-type literacy materials and ESL materials because both deal with many of the same skills. Many second language learners have limited vocabularies, but are still looking for the adult topics which literacy materials often provide.

Literacy high-interest low-vocabulary reading materials may be appropriate for teaching and improving reading. Because readers look for people or situations

they can identify with, stories that focus on such topics as immigrants getting accustomed to a new culture or generational cultural differences would be most appealing to ESL patrons.

Materials that teach basic writing skills, such as the alphabet or punctuation, are especially good for people whose native language is written with a non-roman alphabet, such as Chinese or Arabic. Also useful to immigrants would be materials that teach life or survival skills, such as how to write a check or how to read a bill.

Teacher Reference

It is important for librarians to develop relationships with ESL teachers as a way of better serving both ESL students and the ESL community at large. ESL teachers can provide information about the different parts of the ESL community, facilitate the introduction of their students to the library, and recommend materials.

While library ESL collections should focus on serving students working alone, this doesn't mean that teachers should be completely ignored. ESL teachers and tutors are also patrons, and their needs should also be considered (Filson 1992).

Materials for teachers fall into two major categories. First, there are materials dealing with theory, such as materials on language learning or applied linguistics. These may also be of interest to some English learners, although only

to those with a fairly high reading level. Some examples are An Introduction to Second Language Acquisition Research, Language and Culture in Conflict: Problem-Posing in the ESL Classroom, and Teaching Listening Comprehension. These examples give an idea of the range of reference materials aimed at teachers. Once contact has been made with local ESL teachers, they can be asked for suggestions of materials most of interest to them.

Second, practical materials with suggestions for classroom activities are useful for teachers or tutors but not for students. Recipes for Tired Teachers: Well Seasoned Activities for the ESOL Classroom and Communication Starters and Other Activities for the Classroom are examples of practical books for teachers. Books which are primarily theoretical may also contain activities and practical suggestions (Singh and Haythornthwaite 1988).

English Language Literature of Interest to Non-Native Speakers

Any library's collection already contains much that would be of interest to and useful for ESL patrons. It is helpful, therefore, for the staff to be aware of this. A World of Books: An Annotated Reading List for ESL/EFL Students lists fiction and nonfiction English language books that would be appropriate for language learners. Introducing Public Library Services to ESL Students has two annotated reading lists for ESL students as appendices. The handout created for Dina Tanners' presentation at TESOL, a major conference for ESL teachers, on

appropriate materials for extensive reading by ESL students is included as Appendix 3.

Books for young adults on high-interest low-vocabulary reading lists, such as High Interest Easy Reading: A Booklist for Junior and Senior High School Students or High/Low Handbook: Encouraging Literacy in the 1990s would be good for adults who have limited vocabulary in English (Van Duyne and Jacobs 1992). Books written for young adults are especially appropriate for ESL patrons because they often provide basic introductory information on a variety of topics and thus are easier to understand, while books aimed at adult patrons may assume more prior knowledge (Toronto Public Library 1991).

Certain topics are likely to be of interest to adult non-native patrons. Learners are interested in reading about their native culture in English (Craver 1991). Materials with descriptions of food, geography, and history of patrons' native countries belong in the collection. World literature translated into English, which people may have already read in their native language, or literature about other cultures written originally in English, would have topics or story lines of interest to non-native speakers. Some literature is available in bilingual editions that have two languages (for example, Spanish and English) on facing pages.

Books on language learning or what makes a successful language learner could be helpful to ESL patrons. Some books of this type include How to Be a More Successful Language Learner by Joan Rubin and Irene Thompson, The Whole World Guide to Language Learning by Terry Marshall, and Breaking the

Language Barrier by H. Douglas Brown. Brown is also the author of Principles of Language Learning and Teaching, a major work that gives a technical overview of language learning and is often used in ESL teacher training.

The guide to selecting ESL and literacy materials from Toronto Public Library (1991) makes a number of suggestions about materials in public library general collections that are appropriate for ESL patrons. For example, profusely illustrated books, such as picture biographies or photographic documentaries, give background information that makes the text easier to understand. How-to books, illustrated with diagrams or charts, give readers the opportunity to use their previous knowledge to make the English describing a familiar topic understandable. Song books can provide words to songs that are already known to users or, together with audio tapes, introduce them to new songs. Poetry collections and anthologies "offer readers the chance to explore meaningful ideas in simple and direct language which is accessible to them" (p. 39).

This overview of the various types of ESL materials is the basis for the selection guidelines given in the next chapter.

CHAPTER 7: SELECTION GUIDELINES

In this chapter, criteria that librarians can use to guide their selection choices are given. The guidelines are based on suggestions gleaned from library literature, on theories of how English can most effectively be taught and learned, and on characteristics of the various types and formats of ESL materials. While given here in a pared-down form, all points have been discussed more fully in previous chapters.

These guidelines should assist librarians in determining what materials are suitable for use by patrons working on their own. The characteristics of the local ESL population which will impact the choice of materials are delineated. Qualities to look for in evaluating ESL materials of various formats and on a variety of subjects are described.

1. Appropriateness for Self-Study

- 1.1. Materials should have few, if any, classroom-oriented exercises and activities.
- 1.2. There should be a variety of types of exercises and activities, giving learners an opportunity to practice skills or test comprehension.

1.2.1. Some activities should encourage thinking in English or using English in a non-programmed manner.

1.3. Materials should provide feedback so learners can evaluate their proficiency.

1.4. Instructions and explanations must be clear and self explanatory so materials can be used without an intermediary.

1.4.1. Well-chosen examples help users understand how to do tasks.

1.4.2. Bilingual instructions or instructions in learners' native languages, when available, are best for beginners.

1.5. The vocabulary and structure should be understandable at the learner's level (e.g. beginning, intermediate, etc.).

1.6. The organization should be straight forward, logical and simple to understand so learners can easily find their way through the material.

1.6.1. Lessons should build on each other, reinforcing newly learned skills.

1.7. Receptive skills (reading and listening) are more appropriate for self-study than productive ones (writing and speaking).

1.7.1. Materials that teach writing or speaking skills require more intensive evaluation in order to insure they can be used by someone working alone.

1.7.2. Pronunciation, a sub-skill of speaking, can be worked on alone.

1.8. Listening or pronunciation materials must have an audio portion.

1.9. Materials using British English are not usually appropriate for self-study.

1.9.1. Exceptions can be made if the British item is unique in some way, especially for materials at a basic level.

2. Audience

The library will need to survey the community to determine the characteristics of local non-native speakers of English, including both those who are and are not currently patrons.

2.1. Contact should be made with local ESL teachers who can provide insight into the needs of the ESL community as well as access to students.

2.2. The native language of the local ESL population will determine language choices for bilingual materials.

2.2.1. All English materials aimed at members of a specific language group may focus on the kind of problems they are likely to have in learning

English and should, therefore, be included. These are often found in the language learning section of catalogs of materials in a given language.

2.3. The range of levels of materials (e.g. beginning, intermediate, advanced) should coincide with the levels of intended users.

2.4. The needs of the local community should be reflected in the subject matter of materials.

2.4.1. The educational or literacy level of community members will influence choice of materials. For example, highly educated people, such as scholars or their families, will have different interests than people who are not literate in their own language.

3. General Characteristics

3.1. The same standards of quality and attractiveness should apply to ESL materials as to any other material in the library collection.

3.1.1. Materials should have an adult appearance.

3.2. Visual aids of all kind -- videos, graphics in computer programs and illustrations in books -- are important because they provide information that makes the language more understandable.

3.2.1. People of both genders and of different races, ethnic groups, and ages should be pictured in non-stereotypical roles and settings.

3.3. A variety of formats are needed. Print and audio tapes are both required. Video tapes and computer software are both optional, in decreasing order of importance.

3.4. The language (vocabulary and sentence structure) used in dialogues and conversations should sound natural, not stilted.

3.4.1. The level of formality and politeness should reflect the way native speakers might sound in the situation being depicted.

3.5. Bilingual materials, especially materials produced in other countries, may have incorrect grammar and vocabulary choice and should be carefully examined.

4. Print Materials

4.1. Print is used to teach reading, grammar and sentence-level writing; as an adjunct to listening and pronunciation; and for a variety of topics and subject areas.

4.2. An answer key, which serves as a source of feedback, is strongly recommended.

4.3. Appearance

4.3.1. Paper, binding and printing should be of good quality.

4.3.2. Text layout

4.3.2.1. There should be a variety of type styles such as underlining or **boldface**, but not all capital letters.

4.3.2.2. Plenty of white space around the text gives an uncluttered appearance.

4.3.2.3. For beginners, 12 to 18 point type size enhances readability.

4.4. The text should have a logical, well organized presentation.

4.4.1. A table of contents and index, when appropriate, helps users find their way through the text.

4.4.2. A glossary aids in understanding and remembering new vocabulary.

5. Audio/Visual Materials

5.1. Audio tapes

5.1.1 While audio tapes are often expensive, they are an indispensable part of an ESL collection.

5.1.1.1. An audio portion is required for listening and pronunciation.

5.1.2. Audio tapes generally come with books or pamphlets.

5.1.2.1. Scripts for tapes, while not required, help the learner clarify difficult passages.

5.1.3. Note if publishers will provide replacement tapes. Buying individual replacements is more economical than buying complete sets. It is often necessary to replace tapes because of the way they are used in libraries.

5.2. Video Tapes

5.2.1. Video tapes are frequently expensive but they should be included if at all possible. They are both popular and very useful, providing more powerful visual aids than is possible in any other format.

5.3. Technical characteristics

5.3.1. Tapes should have clear, well-recorded sound.

5.3.2. There should be a variety of voices and accents.

5.3.3. Speakers should use a moderate conversational speed.

5.3.4. Words should be pronounced normally. Overly clear and careful pronunciation leads to distortion.

5.3.5. For book and tape sets, tapes should guide the listener through the text with markers that indicate which page is being referred to, when to turn the page, and so on.

6. Computer Programs

6.1. Computer software and multimedia necessitate expensive equipment as well as staff time and expertise. They add an interactive element that is advantageous for self-study, but libraries must decide if they can make the financial commitment required.

6.2. Computer programs work well for teaching all the skills because they can provide feedback.

6.2.1. Computer or multimedia programs should let learners know if their answer is incorrect. Ideally, they should lead users to the correct answer.

6.3. Evaluation

6.3.1. Content and graphics should be suitable for adults.

6.3.2. The program should include branching, to allow learners to find materials most suitable to their level.

6.3.3. Instructions should be clear, concise, and at a reading level appropriate to users.

6.3.3.1. Instructions should give enough information to allow users to work on their own, without needing outside help.

6.3.3.2. There should be easily accessible help screens.

6.3.3.3. The manual should be readable and easy to understand.

6.3.4. Menus should be clear and easy to return to.

6.3.4.1. It should be possible to leave the program at any point.

6.3.5. Producers should provide technical assistance.

6.3.5.1. There should be a toll-free number.

6.3.5.2. It should be possible to preview software.

6.4. Authoring systems, included in some programs, allow teachers or librarians to create new activities.

7. Subject Matter

Materials in all the following subject areas should be included in any ESL collection. Levels of collecting intensity in each area will be determined by the needs of the local community.

7.1. Both materials focusing on one skill area and materials that combine skills should be included.

7.2. Items covering such popular areas as pronunciation and intonation, listening, idioms, and vocabulary should be included.

7.3. Dictionaries

7.3.1. All English learners dictionaries are the most versatile.

7.3.1.1. Some dictionaries come with workbooks.

7.3.3. Bilingual dictionaries and picture dictionaries are needed by beginners.

7.3.4. Specialized dictionaries should be included as warranted by the interests of local ESL learners.

7.4. Test Preparation

7.4.1. TOEFL study materials must include tapes with tape scripts and sample tests with answer keys.

7.4.2. GED and citizenship test study materials are also needed.

7.5. Grammar

7.5.1. Reference-type grammar books are needed.

7.5.2. Workbooks to practice skills are also required.

7.5.3. Computer software works well for grammar teaching and practice.

7.6. ESL can be taught through instruction in a particular subject.

7.6.1. Content Area Instruction teaches academic language and study skills as well as the academic course content for subjects such as mathematics, science or social sciences.

7.6.1.1. Materials should build on learners' prior knowledge about the subject.

7.6.1.2. Visual aids should be included in texts.

7.6.2. English for Specific Purposes (ESP) focuses on particular occupations.

7.6.2.1. Look for authentic materials, preferably taken from real life situations, that are meaningful and challenging.

7.6.3. Vocational English (VESL) materials focus on survival skills, finding a job, workplace behavior and so on.

7.6.3.1. Materials should be based on realistic situations, and should include portrayals of potential problems.

7.6.4. American culture may be the content portion of a reading or listening text.

7.6.4.1. Materials should be realistic, current, and not biased for or against a particular moral or political point of view.

7.6.4.2. All cultures and groups should be treated respectfully.

7.7. Reference for teachers includes materials dealing with both theoretical and practical topics.

7.8. Be aware of materials that are either already in the collection or available through existing library channels and sources that may also be of interest to ESL patrons.

7.8.1. Information on language learning in general and on how to be a successful language learner gives a useful overview of the process.

CHAPTER 8: SUGGESTIONS FOR THE FUTURE

ESL Material Selection Aids

The selection of ESL materials in libraries is not adequately dealt with by existing selection aids despite the importance of these materials to the lives of patrons whose first language is not English (especially in light of the English Only movement). Since much material selection is done by using reviews, the complete lack of reviews of ESL material in standard library review sources makes selection difficult. Not only are there no reviews, but there are no guides to selection that focus on the specific needs of ESL patrons. This results in ESL materials either not being bought at all or being bought with little idea as to how well they will serve the needs of patrons.

There are signs that the lack of guidance in this important area may be slowly changing. Since 1992, there have been two articles dealing with this topic, albeit from a literacy perspective: an article in Library Journal (Hansen, Barbarino and Floyd 1992) and a two-part series in the EMIE Bulletin (Lavery 1992/1993; Lavery 1993).

More remains to be done. A serious lobbying and consciousness raising effort is called for if librarians are to fulfill their obligation to the many Americans who want to learn or improve their English. There should be reviews of ESL materials suitable for library collections in major library review sources.

A committee focusing on ESL services and collection development could be formed as part of EMIERT (Ethnic Materials and Information Exchange Round Table, an interest section of the American Library Association) to promote the needs of non-native speakers of English. Reviews of ESL materials and selection tools, like those for individual ethnic groups, could be included in the EMIE Bulletin (the EMIERT newsletter). Librarians with expertise in this specialized area should be encouraged and given funding to create bibliographies of materials appropriate for self-study, to supplement existing bibliographies for teachers or tutors. A newsletter with reviews of ESL materials and guidelines for their selection could be created. Vendors and publishers could be lobbied to meet the need for materials appropriate for libraries.

Lobbying Publishers

Publishers of ESL materials (with the notable exception of NTC) generally do not aim their products at the library market. Materials are aimed at classroom teachers, who buy class sets or who require each student to buy a book. At an ESL conference, sales representatives were extremely uncooperative when asked to point out items that might be useful for self-study. If librarians mobilized and used their buying power to lobby for what they need, ESL publishers would be more responsive to the need for self-study materials.

Many currently available ESL materials are, in fact, useable for self-study. However, publishers and vendors do not emphasize this fact. For example, many catalogs indicate the prospective audience of particular materials (e.g. adult education, pre-university, etc). They could easily indicate what would be appropriate for a learner working alone. Alternatively, publishers could produce catalogs specifically aimed at libraries, where all materials would be clearly marked as appropriate for self-study or tutors.

Certain qualities make materials more useful for independent language learners, such as including an answer key or tapescript. Publishers should be encouraged to provide answer keys for materials otherwise appropriate for self-study, preferably bound in books and manuals. Perhaps they could produce special library editions if the features that librarians want would make a given work less attractive to the classroom market.

Audio tapes are sold in a way that reflects their primary use in the classroom, where there are many books but only the teacher has a set of tapes. Most publishers refuse to sell replacement tapes because this is not a need of the classroom market. Librarians must let them know that replacements are needed by the library market. Because libraries purchase a set of tapes for each book, they are used differently and are more likely to be lost or damaged.

Books and tapes are usually not packaged together, again because of how they are used in the classroom. However, there are problems in circulating book and tape sets that do not come packaged together. The plastic bags often used

for this purpose are not an ideal solution. Book and tape sets meant for libraries or bookstore sales, such as those sold by NTC (NTC Publishing Group, 4255 West Touhy Ave., Lincolnwood IL 60646-1975, 800-323-4900), come in attractive plastic cases. Publishers wishing to sell to the library market could do the same.

Ideally, more materials could be created specifically for independent learners. If librarians work to make publishers aware of what they need, this may happen. In the interim, publishers could take many steps that involve little or no additional investment that would make what is currently available more appropriate and more accessible for the library market.

Other Issues

Librarians need to develop more effective ways to gauge the usefulness of ESL collections to language learners. Evaluation techniques based solely on circulation are inadequate. Patrons are so eager for these materials that they tend to circulate regardless of quality or appropriateness to the needs of users (Winklestein 1993). How ESL collections stimulate or interrelate with literacy and ESL services also needs study and evaluation.

Grouping non-English speakers together with people who want to work on their literacy does a disservice to the ESL community. While there is overlap with materials and services aimed at a literacy population, these two groups are

not the same. Librarians must consider the needs of different segments of the community and not combine them for the sake of convenience.

Libraries and librarians have attempted to meet the challenge of serving an increasingly multicultural population. Changing demographics make clear that a large and rapidly growing proportion of the American public speaks English as a second language. Meeting the needs of this diverse group requires the provision not only of materials in native languages, but also of materials that can assist them in improving their English skills.

A review of the literature shows that there is an awareness of the need ESL patrons have for self-study materials. It is time that librarians receive assistance in filling this acknowledged need. The provision of ESL materials must be respected on its own merits: as an important part of multicultural services.

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APPENDIX 1: LIST OF RECOMMENDED MATERIALS

The following list is in title order to make it easier to locate items mentioned by title in the text. It is divided by format: first, books and book and tape sets, then videos, then software. Full bibliographic information was not available for all items. The guiding principle in creating this list was to assist someone wishing to acquire these materials. In all cases the information provided should be sufficient for that purpose.

ESL materials are often less expensive when purchased directly from the publisher. There are lists of ESL publishers in several works available on ERIC. These include Reader Development Bibliography by Vickie L. Collins (also available from New Readers Press), ESL Curriculum Guide by Karen Batt and others, and Adult Education ESL Selectors Guide by C. Ray Graham and others (also available from Literacy Volunteers of America). Full citations for these items are listed in the bibliography of works cited or consulted.

There are also two major distributors who have most of the items mentioned. They are: Alta Book Center, 14 Adrian Court, Burlingame, CA 94010, phone 800-ALTA/ESL, fax 415-692-4654; and Delta Systems Co., Inc., 1400 Miller Parkway, McHenry, IL 60050-7030, phone 800-323-8270, fax 815-36-FAXIT.

Books/Book and Tape Sets

All Clear: Idioms in Context by Helen K. Fragiadakis. 2nd ed. Boston: Heinle & Heinle, 1992. ISBN 0-8384-3966-7, book; 0-8384-4126-2, tape.

Basic Vocabulary Builder by Dorothy Gabel Liebowitz. Lincolnwood, IL: National Textbook Company, 1988. ISBN 0-8442-9017-3.

The Best TOEFL Test Book by Nancy Stanley. Revised edition. White Plains, NY: Addison-Wesley, 1988. ISBN 0-201-15422-6, text; 0-201-16472-8, tape 1; 0-201-16473-6, tape 2; 0-201-15421-8, text and 2 tapes.

Breaking the Language Barrier by H. Douglas Brown; with a forward by Paul Simon. Yarmouth, ME: Intercultural Press, 1991. ISBN 0-933662-91-2.

Building Skills for the TOEFL by Carol King and Nancy Stanley. 2nd ed. Boston: Heinle & Heinle, 1989. ISBN 0-17-555729-2, text; 0-17-555452-8, tapes (4); 0-17-555730-6, transcript and answer key. [Practice tests with tapes are also available.]

Clear Speech: Pronunciation & Listening Comprehension in American English by Judy B. Gilbert. New York: Cambridge University Press, 1984. ISBN 0-521-28790-1, text; 0-521-28791-X, teacher's manual (includes answer key); 0-521-24570-2, tapes (2). [A new second edition is also available.]

Collins Business English Dictionary edited by M.J. Wallace and P.J. Flynn. London: Collins, 1985. ISBN 0-00-370220-0. (Available through the Delta Systems catalog.)

Collins COBUILD English Language Dictionary edited by John Sinclair. New York: Harper Collins, 1989. ISBN 0-00-375021-3.

Communication-Starters & Other Activities for the ESL Classroom by Judy Winn Bell Olsen. Englewood Cliffs, NJ: Alemany Press, 1977. ISBN 0-13-155656-8.

A Comprehensive Grammar of the English Language by Randolph Quirk, Sidney Greenbaum, Geoffrey Leach, and Jan Svartvik. White Plains, NY: Longman, 1985. ISBN 0-582-51734-6. [This is a huge (1,779 pages) and expensive (\$129.95) book.]

Consider the Issues: Advanced Listening & Critical Thinking Skills by Carol Nunrich with National Public Radio. White Plains, NY: Longman, 1987. ISBN 0-582-90749-7, text; 0-582-90750-0, tapes (2); 0-8013-0137-8, text and tapes.

Dictionary of Two-Word Verbs for Students of English by Eugene J. Hall. New York: Minerva Books, 1982. ISBN 0-8056-0112-0.

Essential American Idioms by Richard Spears. Lincolnwood, IL: NTC Publishing Group, 1990. ISBN 0-8442-5153-4.

Finding a Job in the United States by Joan E. Friedenberg and Curtis H. 2nd ed. Lincolnwood, IL: NTC Publishing Group, 1992. ISBN 0-8442-4146-6.

Five Hundred Four Absolutely Essential Words by Murray Bromberg, Julius Liebb, and Arthur Traiger. 3rd ed. Woodbury, NY: Barron, 1988. ISBN 0-8120-3702-2.

From the Beginning: A First Reader in American History by Judith Bailey. Edited by Joan Ashkenas. Studio City, CA: Jag Publications, 1990. ISBN 0-943327-07-5.

Grammar Exercises: Part One by Arthur A. Burrows. Brattleboro, VT: Pro Lingua, 1992. ISBN 0-86647-011-5. [Elementary-Intermediate]

Grammar Exercises: Part Two by David Rein. Brattleboro, VT: Pro Lingua, 1986. ISBN 0-86647-014-X. [Intermediate]

Grammar in Use: Reference & Practice for Intermediate Students of American English by Raymond Murphy, with Roann Altman. New York: Cambridge University Press, 1989. ISBN 0-521-34843-9, text; 0-521-35701-2, answer key.

Grammar Troublespots: An Editing Guide for Students by Ann Raimes. 2nd ed. New York: St Martin's Press, 1992. ISBN 0-312-06518-3.

High Interest Easy Reading: A Booklist for Junior and Senior High School Students by the National Council of Teachers of English, Committee to Revise High Interest-Easy Reading, edited by William G. McBride. 6th ed. Urbana, IL: National Council of Teachers of English, 1990. ISBN 0-814-12097-0.

High/Low Handbook: Encouraging Literacy in the 1990s compiled and edited by Ellen V. LiBretto. 3rd ed. New York: Bowker, 1990. ISBN 0-8352-2804-5.

How to Be a More Successful Language Learner by Joan Rubin and Irene Thompson. Boston: Heinle & Heinle, 1982. ISBN 0-8384-1124-X.

How to Survive in the U. S. A.: English for Travelers & Newcomers by Nancy Church and Anne Moss. New York: Cambridge University Press, 1983. ISBN 0-521-27206-8, text; 0-521-25111-7, tape.

In Touch by Oscar Castro and Victoria Kimbrough. White Plains, NY: Longman, 1992. Three levels, each with a student book (sb), teacher's manual (tm), and two cassettes (c). Level 1 ISBN 0-8013-0918-2, sb; 0-8013-1026-1, tm; 0-582-79745-4, c. Level 2 ISBN 0-8013-0919-0, sb; 0-8013-1027-X, tm; 0-582-79749-7, c. Level 3 ISBN 0-8013-0920-4, sb; 0-8013-1028-8, tm; 0-582-79751-9, c.

An Indispensable Guide to Dangerous English for Language Learners and Others by Elizabeth Claire. 2nd ed. McHenry, IL: Delta Systems, 1990. ISBN 0-937364-47-3.

Introducing Public Library Services to ESL Students: Ready to Use Classroom Lessons for Teachers by the Library Awareness Project (1985-86) ESL/Library Subcommittee. San Jose, CA: South Bay Cooperative Library System, 1986. ERIC, ED 334 825.

An Introduction to Second Language Acquisition Research by Diane Larsen-Freeman and Michael H. Long. White Plains, NY: Longman, 1990. ISBN 0-582-55377-6.

It's Up to You: Language Skills and Strategies for Getting a Job by Joanne Dresner, Kenneth Beck, Clare Morgano, and Luise Custer. White Plains, NY: Longman, 1979. ISBN 0-582-79727-6, text; 0-582-79728-4, tape; 0-582-79771-3, text and tape.

Language & Culture in Conflict: Problem Posing in the ESL Classroom by Nina Wallerstein. White Plains, NY: Addison-Wesley, 1982. ISBN 0-201-08290-X.

Longman Dictionary of American English Workbook by Marjorie Fuchs. White Plains, NY: Longman, 1992. ISBN 0-8013-0840-2.

Longman Dictionary of American English: A Dictionary for Learners of English.
White Plains, NY: Longman, 1983. ISBN 0-582-90611-3, hardcover;
0-582-79797-7, paperback.

Longman Photo Dictionary by Marilyn S. Rosenthal, Daniel B. Freeman, Marjorie Fuchs, and John N. Rosenthal. White Plains, NY: Longman, 1987. ISBN 0-8013-0004-5. [Workbooks for beginners, intermediate, and pronunciation and spelling are available, as are five bilingual editions.]

Longman Preparation Course for the TOEFL by Deborah Phillips. White Plains, NY: Longman, 1988. ISBN 0-8013-0141-6, text; 0-8013-0212-9, tapescript and answer key; 0-8013-0031-2, tapes (2). [Practice tests with tapes are also available.]

Meet the U. S.: People & Places in the United States by Leslie J. Kagan, and Kay J. Westerfield. Englewood Cliffs, NJ: Prentice Hall, 1984. ISBN 0-13-573808-3.

Nelson Technical Dictionary. Available through the Delta Systems catalog.

New Oxford Picture Dictionary by E.C. Parnwell. New York: Oxford University Press, 1988. ISBN 0-19-434199-2. [Beginners and intermediate workbooks and bilingual editions in nine languages are also available.]

Practical Vocabulary Builder by Dorothy Gabel Liebowitz. Lincolnwood, IL: National Textbook Company, 1988. ISBN 0-8442-9018-1.

Pre-GED Skills Series. Columbus, OH: Glencoe. Includes: Mathematics Exercise Book A: Whole Numbers to Decimals, ISBN 0-673-24340-0; Mathematics Exercise Book B: Fractions to Geometry, ISBN 0-673-24341-9; Mathematics Skills, ISBN 0-673-24334-6; Reading Skills for Life and Literature, ISBN 0-673-24332-X; Reading Skills for Social Studies and Science, ISBN 0-673-24336-2; Writing Exercise Book, ISBN 0-673-24975-1; Writing Skills, ISBN 0-673-24330-3.

Prentice Hall Series of Bilingual Handbooks of Business Correspondence and Communication: English-Spanish, English-French, English-Italian, English-German by S. Davies, et al. Englewood Cliffs, NJ: Prentice Hall, 1989. ISBN 0-13-079575-5 English-Spanish; 0-13-079773-1 English-French; 0-13-079759-X English-Italian; 0-13-079567-4 English-German.

Principles of Language Learning & Teaching by H. Douglas Brown. 3rd ed. Englewood Cliffs, NJ: Prentice Hall, 1993. ISBN 0-13-191966-0.

Pronunciation Pairs: An Introductory Course for Students of English by Ann Baker and Sharon Goldstein. New York: Cambridge University Press, 1990. ISBN 0-521-34972-9, text; 0-521-34167-1, tapes (4).

Real-Life Reading Series. Austin, TX: Steck-Vaughn. Includes Consumer Issues, ISBN 0-811-4218-7; Everyday People, ISBN 0-811-4219-5; Finding a Job, ISBN 0-811-4220-9.

Recipes for Tired Teachers: Well-Seasoned Activities for the ESOL Classroom by Christopher Sion. White Plains, NY: Addison-Wesley, 1983. ISBN 0-201-06509-6.

Stories from Lake Wobegon: Advanced Listening & Conversation Skills by Frances Boyd and David Quinn. Stories by Garrison Keillor. White Plains, NY: Longman, 1990. ISBN 0-8013-0312-5, text; 0-8013-0492-X, tapes (2); 0-8013-0685-X, text and tapes.

Talk Radio by Edgar Sather and Catherine Sadow. White Plains, NY: Addison-Wesley, 1987. ISBN 0-201-16836-7, text; 0-201-16835-9, tapes; 0-201-16837-5, teacher's guide (has tapescripts and answer key).

Teaching Listening Comprehension by Penny Ur. Cambridge Handbooks for Language Teachers. New York: Cambridge University Press, 1984. ISBN 0-521-25509-0, hardcover; 0-521-28781-2, paperback.

TOEFL Test materials from ETS: TOEFL Sample Test; Understanding TOEFL, ISBN 0-446-39069-0; Listening to TOEFL, ISBN 0-446-39418-1; Reading for TOEFL, ISBN 0-446-39228-6. All are available from: TOEFL Publications, P.O. Box 6161, Princeton, NJ 08541-6161.

Traditional Ties: Cultural Awareness & Listening Skills by Silvia Begin, Philippa Blanco, and Ardiss Mackie. White Plains, NY: Longman, 1992. ISBN 0-8013-0816-X, text; 0-8013-0817-8, tapes (2); 0-8013-0922-0, text and tapes.

Tuning in to Spoken Messages: Basic Listening Strategies by Lila Blum. White Plains: Longman, 1990. ISBN 0-8013-0164-5, text; 0-8013-0165-3, tape; 0-8013-0922-0, text and tape.

Understanding & Using English Grammar by Betty Schramper Azar. 2nd ed. Englewood Cliffs, NJ: Prentice Hall, 1989. ISBN 0-13-943614-6, text; 0-13-928565-2, teacher's guide (includes answer key); 0-13-952839-3, workbook. [This text is quite large (432 pages). Also available split into two volumes, each with accompanying answer keys and workbooks.]

A Vocabulary Workbook: Prefixes, Roots, and Suffixes for ESL Students by Anne Farid. Englewood Cliffs, NJ: Prentice Hall, 1985. ISBN 0-13-942913-1.

Voices of Freedom by Bill Bliss and Steve J. Molinsky. Englewood Cliffs, NJ: Prentice Hall, 1989. ISBN 0-13-944026-7, Book 1; 0-13-944034-8, Book 2; 0-13-946401-8, tape 1; 0-13-946427-1, tape 2. [A second edition (Voices of Freedom: English for Civics for the U.S. Citizenship Exam) is also available.]

Ways With Words: Vocabulary Puzzles and Activities by Elaine Kirn. New York: Holt, Rinehart and Winston, 1984. ISBN 0-03-069599-6.

Whole World Guide to Language Learning by Terry Marshall. Yarmouth, ME: Intercultural Press, 1990. ISBN 0-933662-75-0.

A World of Books: An Annotated Reading List for ESL/EFL Students by Dorothy S. Brown. 2nd ed. Washington, D.C.: Teachers of English to Speakers of Other Languages, 1987. ISBN 0-939791-32-3.

VIDEO

Videos Created to Teach ESL

Family Album, U.S.A. created by Alvin Cooperman and George Lefferts.
Columbus, OH: Macmillan/McGraw-Hill, distributed by Glencoe Division.
Four levels, each with three VHS video cassettes, can be purchased
separately. Two Viewer's Guides, each covering two levels, should also be
purchased.

Learning English created by Lori Howard, Norma Shapiro, and Elaine Sunoo.
Available through the Delta Systems catalog. Twenty VHS video cassettes,
each about 120 minutes. One book, with exercises for all twenty cassettes.

The Lost Secret created by Robert O'Neill and Martin Shovel. British
Broadcasting Corporation, distributed by Audio-Forum. Two VHS video
cassettes, 140 minutes, color. The student book, available in all English,
German-English, Japanese-English, or Spanish-English, should be
purchased. There is also a workbook and teacher's manual.

Perfect English Pronunciation created by Donald W. Novey and Eileen C. Cowin.
Northbrook, IL : Skills International, c1991. Available through the Delta
Systems catalog. Two VHS video cassettes, 116 minutes, color.

Your Life is in Your Hands created by Joseph J. Deliso. White Plains, NY:
Longman. Two levels, each with a VHS video cassette. Level 1, ISBN
0-582-90665-2; level 2, ISBN 0-582-90666-0. Student books are available
for each level: level 1, ISBN 0-582-90625-3; level 2, ISBN 0-582-90626-1.

Commercial Videos with Accompanying Books

Coal Miner's Daughter produced by Bernard Schwartz and directed by Michael
Apted. Universal Pictures, 1980. Distributed by MCA Home Video. One
VHS video cassette, 124 minutes, color. Accompanying book: Coal
Miner's Daughter by Loretta Lynn and George Vecsey. New York:
Warner Books, 1984. ISBN 0-446-32541-4 (out of print). Also abridged
version: Selected from Coal Miner's Daughter by Loretta Lynn, George

Vecsey, and Literacy Volunteers of New York City. New York: Literacy Volunteers of New York City, 1990. ISBN 0-929631-11-0.

The Godfather produced by Albert S. Ruddy and directed by Francis Ford Coppola. Paramount Pictures, 1972. Distributed by Films Incorporated Video. Two VHS video cassettes, 171 minutes, color. Accompanying book: The Godfather by Mario Puzo. New York: New American Library, 1983. ISBN 0-451-16771-6. Also abridged version: Selected from the Godfather by Mario Puzo and Literacy Volunteers of New York City. New York: Literacy Volunteers of New York City, 1991. ISBN 0-929631-22-6.

Murder On The Orient Express produced by John Brabourne and Richard Goodwin, directed by Sidney Lumet. Paramount Pictures, 1974. Distributed by Films Incorporated Video. One VHS video cassette, 128 minutes, color. Accompanying book: Murder on the Orient Express by Agatha Christie. New York: Harper Collins, 1991. ISBN 0-06-100274-7.

To Kill A Mockingbird produced by Alan Pakula and directed by Robert Mulligan. Universal Pictures, 1962. Distributed by MCA Home Video. One VHS video cassette, 129 minutes, black and white. Accompanying book: To Kill A Mockingbird by Harper Lee. New York : Warner Books, 1993. ISBN 0-446-31078-6.

SOFTWARE

Listings of most of the software recommended in the text, plus additional software products, may be found in the TESOL CALL Interest Section Software List 1991 and the TESOL CALL Interest Section Software List, Addendum for 1992. These publications, put out by the international organization of ESL teachers, are available from TESOL, Inc.; 1600 Cameron St., Suite 300; Alexandria, VA 22314; telephone 703-836-0774.

The software is listed in title order, followed by the name and address of producers or distributors. Some items may also be available through the Alta or Delta catalogs, or other educational software sources.

At the Zoo. Gessler Educational Software, 55 West 13th, New York, NY 10011. 800-456-5825, 212-627-0099.

AudioLab. ALA-American Language Academy, 1401 Rockville Pike, Suite 550, Rockville, MD 20852. 800-346-3469, 301-309-1400.

Dalgish ESL Series. This series includes 17 different disks and is shareware or public domain. Details about the topics are in the TESOL Software List. Disks are available by sending a mailer and formatted disk or \$4.00 per disk to Gerard Dalgish, Baruch College, CUNY, 17 Lexington Ave., New York NY 10010; (212) 387-1294 for Apple II or to Nancy Jones, WESL, Western Illinois University, Macomb IL 61455 for MS-DOS. Gerard Dalgish is the creator of this series.

Dynamic English. DynEd International, 989 E. Hillsdale Blvd., Suite 130, Foster City, CA 94404. 800-765-4375, 415-578-8067; fax 415-578-8069.

Grammar Mastery II. ALA-American Language Academy, 1401 Rockville Pike, Suite 550, Rockville, MD 20852. 800-346-3469, 301-309-1400. Also in the Alta Book Center and Delta Systems catalogs.

Grammatik V. WordPerfect Corporation, 1555 N. Technology Way, Orem UT 84057. 800-451-5151, 801-225-5000; fax 801-228-5377.

Hopalong. RDA Mind Builders, 10 Boulevard Ave., Greenlawn, NY 11740. 800-654-8715.

The House. Gessler Educational Software, 55 West 13th, New York, NY 10011. 800-456-5825, 212-627-0099.

In the Print Shop. Linguathec, 111 W. Evelyn Ave., Suite 306, Sunnyvale, CA 94086. 408-746-3901. Or from Athelstan, Mike Barlow, PO Box 8025. La Jolla, CA 92038-8025. 619-689-1757.

Inform. MacEnglish, distributed by DynEd International, 989 E. Hillsdale Blvd., Suite 130, Foster City, CA 94404. 800-765-4375, 415-578-8067; fax 415-578-8069.

MacReader. Gessler Educational Software, 55 West 13th, New York, NY 10011. 800-456-5825, 212-627-0099.

Pronunciation Plus. MacEnglish, distributed by DynEd International, 989 E. Hillsdale Blvd., Suite 130, Foster City, CA 94404. 800-765-4375, 415-578-8067; fax 415-578-8069.

SongLab. ALA-American Language Academy, 1401 Rockville Pike, Suite 550, Rockville, MD 20852. 800-346-3469, 301-309-1400.

Versatext. ICD (Innovative Courseware Design) Corporation, 750 N. Freedom Blvd., Suite 201A, Provo UT 84601. 800-658-8567, 801-373-3233. Also in the Alta Book Center catalog.

Word Attack Plus. Davidson & Associates Inc., 19840 Pioneer Ave., Torrance, CA 90503. 800-556-6141, 310-793-0600.

APPENDIX 2: MANAGING THE COLLECTION

Once a collection of ESL materials has been assembled, it must be made accessible to patrons by how it is cataloged and where it is located in the library. Contact should be made with potential users of the collection, so that they can be informed of the availability of ESL materials. Other services, in addition to the collection itself, may be offered to the ESL population. Staff must be prepared for the needs of patrons who will be using the collection. These management considerations, while slightly outside the topic of this thesis, are closely related to it.

Bibliographic Access

Since most ESL materials are in English, bibliographic access would be through a library's general catalog, identical to access for any other kind of material. It may be useful to also have access available separately, such as through a special card or printed catalog near the ESL collection (Pisano 1990). The Library of Congress subject heading under which most ESL materials are cataloged is rather awkward ("English language - Study and teaching - Foreign speakers"). A simpler heading could be used to gather all materials together as a subset of the main catalog, e.g., ESL books and tapes. Catalog records could

include location information, indicating that materials are in the ESL section, and may also include a cross reference to the separate ESL card catalog.

For bilingual materials, cataloging, including subject access, should also be in the non-English language (American Library Association 1990). This is important because patrons needing access will be attracted to materials described in their native language. Libraries must deal with a number of issues in cataloging in foreign languages, including the inclusion of diacritical marks and the use of non-Roman scripts (Pisano 1990).

Physical Access

The ESL collection should be in a separate section, clearly marked in both English and, if possible, native languages of patrons and local community members at whom the collection is aimed (Filson 1992). The collection should be placed in an area of high visibility so that patrons can easily find it. A separate collection encourages browsing, which is important for patrons who may not be comfortable using the catalog. Having the collection in its own area "serves to highlight and define it as a unique collection development effort. It can serve as a visual measure of the number of materials available as well as of usage patterns" (Pisano 1990, 72). Patrons interested in ESL may be shy about approaching the reference desk to ask for help because of language difficulties,

but would be able to locate a highly visible separate collection (Singh and Haythornthwaite 1988).

Whenever possible, ESL collections should be close to literacy or adult basic education collections. Because of the overlap in materials in these two areas, patrons interested in one should have easy access to the other.

Programs, Services, and Community Relations

While collecting appropriate materials is the focus of this thesis, there are many other methods, well covered in the literature, that can be used to increase services to ESL patrons, and to attract non-patrons to the library. It is important to first learn about the local ESL population by doing a community analysis. This will help the library offer the services that patrons really want. Appropriate services will vary according to the preferences of different groups. Torres (1990) stresses the need for librarians to first establish relationships within the target group by contacting community leaders and taking part in cultural activities. The resulting trust will make it easier to get meaningful responses to interviews or surveys from community members. She also suggests using the target group's native language in the survey.

Librarians could establish relationships with community gatekeepers, people who "link members of their ethnolinguistic communities to resources."

These gatekeepers often serve as the most effective intermediaries between the library and its target group of ESL learners (Metoyer-Duran 1993, 361).

There are many kinds of programs and services that could be offered, in addition to the provision of ESL materials. For example, since it is difficult to learn a language without any help at all, many libraries sponsor and/or provide space for ESL classes or tutor groups. Programs, including live performances, aimed at particular groups and publicized within their communities are also a good way to attract new patrons once collections are in place.

Staffing

There is a continuum of possible staff involvement in serving ESL patrons. At one end are services such as those offered by Queens Borough Public Library at the Steinway Adult Learning Center, where all staff are trained ESL teachers. Staff spend about one hour orienting each learner to the center (especially for computer use) and evaluating the learner's English to determine the skills on which he or she needs to work. Records are kept on users so that any member of the staff can give knowledgeable guidance. It is also possible to use the Center without going through this intake process (Paulino 1992). While the Steinway Center is a wonderful resource for its community, few libraries can provide this level of service.

At a minimum, some level of staff training will be required in dealing with patrons with few or no English language skills. Ideally, librarians should be prepared to provide reference help with ESL questions. Each library system will need to set its own criteria for what will be required of staff. Trujillo and Cuesta (1989) point out that successful programs include staff involvement in the community, as well as community involvement in planning and developing services. Staff members "with expertise in languages and cultures" of community members can be a valuable resource both in working directly with the local community and in sharing their expertise with other staff (American Library Association 1990, 270).

ESL materials themselves, especially book and tape sets, may require special handling to keep the parts of multi-part sets together and avoid erasing magnetic tapes. This also requires awareness on the part of staff.

APPENDIX 3: EXTENSIVE READING FOR ESL PATRONS

The following reading list was originally created as a handout for a presentation by Dina Tanners, its author, at TESOL, a conference for ESL teachers. It includes some individual titles, as well as categories of books appropriate for ESL patrons to read on their own. Book series from different publishers are also described. For the most part, these books are not published specifically for ESL learners. Reproduced with permission of the author.

Creating ESL Student Libraries: Creating Independent Readers

Presented at TESOL 1993
by Dina Tanners, Instructor
Gonzaga University
Spokane, Wa 99258

Research has shown that the primary way that students enlarge their vocabulary is through pleasure reading. Several key articles that support the research include:

Elley, Warwick B., and Mangubhai, Francis, "The Impact of Reading on Second Language Learning," Reading Research Quarterly, 19/1, Fall, 1983, 53-67.
Nagy, William, and Herman, Patricia, "Breadth and Depth of Vocabulary Knowledge: Implications for Acquisition and Instruction." In The Nature of Vocabulary Acquisition, edited by Margaret McKeown and Mary Curtis, 19-35. Hillside: 1987.
Saragi, T., Nation, I.S.P., Meister, G.F., "Vocabulary Learning and Reading." System, vol. 6, 1978, 70-78.

In order for ESL students to be successful English learners, they must read. It is very difficult for students, especially low and intermediate level students to find appropriate reading material. Therefore, we teachers must be responsible for helping them find material that is appropriate in terms of both context and the students' linguistic ability. Even higher level students will be frightened about choosing their own reading materials if they have never read a book outside of a classroom.

Three years ago we began a student ESL library at Gonzaga University in Spokane, WA. It has now grown to over 600 books. Many were purchased at public library used book sales. Others were bought new from ESL publishers, Hi-Lo publishers, children's book publishers, or children's book stores. This handout is a guide to some of the available books that are suitable for lower level ESL students. Almost all of the books that I list are paperbacks because most of us are on limited budgets. This handout also is a guide to publishers of such books. Good luck!

If you wish to reach me during the year, you can write to me at the above address or contact me via E-mail. My address is: in%tanners@gonzaga.edu. If any of you have books to suggest to me, I would appreciate your sending me such information.

Children's and Young Adult Books

Look for children's books which are not "childish." There are many available that are suitable for our students.

Fairy and folk tales are popular and easy for lower level ESL students to read. They include stories common to us and known universally such as Cinderella, Snow White, Ali Baba, the Three Pigs, Beauty and the Beast, Aladdin, and Pinocchio. Other international folk tales that are available include:

<u>The Crane Wife</u>	Frye Reading Level 4
<u>Liang and the Magic Paintbrush</u> by Demi.	Fry 2+
<u>A Grain of Rice</u> (from Bantam Skylark)	R.L. 4 (\$2.99) (Chinese tale)
<u>Llama and the Great Flood</u>	Frye 3
<u>The Brocaded Slippers & Other Vietnamese Tales</u>	
Dover Children's Thrift Classics (a little higher level, but a bargain at \$1!)	
<u>The Honey Drum: 7 Tales from Arab Lands</u>	
<u>Yeh-Shen</u> (a Chinese Cinderella)	Frye 3
(There is also a Korean and an Egyptian Cinderella in print.)	

Look at your local children's book store as well as national chain stores such as B. Dalton's for a variety of such books.

Another good publisher is Children's Press, a division of Grolier. That company publishes a wonderful series called "Cornerstones of Freedom." Books are about 32 pages long with lots of pictures on such diverse topics as the New York Stock Exchange, the Persian Gulf War, and the Women's Movement in America. The books cost \$3.95 and are at a fourth to fifth grade reading level. They also have "Rookie Biographies" (at a first to second grade reading level) and another series at a second to third grade reading level. Topics include Louis Pasteur and Barbara Jordan. Their address is: 5440 N. Cumberland Avenue
Chicago, IL 60656 Toll Free Call: 1-800-621-1115

Finally, Gareth Stevens Children's Books are more expensive because most are not available in paperback, but they are well worth investigating. They include some unusual biographies such as Lech Walesa, Mother Teresa and Nelson Mandela. For the catalog, write to: 1555 North RiverCenter Drive, Suite 201
Milwaukee, WI 53212 Toll Free Call: 1-800-3341-3569

Other longer children's books that you should consider at slightly higher reading levels include:

Sports books by Matt Christopher	R.L. 4-5
Nancy Drew and Hardy Boy books	R.L. 5-6
Sugar and Spice Young Adult Series	R.L. 5
Romantic historical fiction Sunfire series by Scholastic	
Sweet Valley Twins series by Bantam	

In addition, some of my students have enjoyed:

The Mrs. Figgle-Wiggle series
Some Judy Blume books including Freckle Juice or Superfudge
Some Beverly Cleary books

E.S.L. Readers

Several of the companies that publish ESL texts also publish readers for ESL students. Some are original books while others are simplified versions of classic works.

My favorite E.S.L. readers are published by OXFORD University Press which has many graded readers written in British English. The best series is called the BOOKWORM series which is written for beginning to intermediate readers. They cost about \$5 each and range from the 400 to 2,500 word level. The 400 and 700-word books are especially good. They are high interest, original books such as Love or Money, a mystery about a woman who is murdered by a relative who wants her money. Not all of the books are available through the U.S. catalog. For example, Love Story is not. It is worthwhile getting the British or Canadian catalog also. Some of the Graded Readers are also worthwhile including Heidi, Ali Baba, Black Beauty, and Little Women. My students have not been taken by the Progressive English Readers and neither have I. These books are adaptations of classic and popular works. For more information call 1-800-542-2442 or write to: 200 Madison Avenue
New York, NY 10016 OR Walton Street,
Oxford OX2 6DP, England

The LONGMAN company has many graded readers and different levels, mostly written in British English. The Longman Classics series comes in four stages from a 500 word to a 1,800 word vocabulary. Each book is about \$6.50, and there are over 36 books in the series. My one complaint is that there are few pictures in these books. Titles include The Three Musketeers, Dracula, and The Prince and the Pauper.

The New Method Supplementary Readers by Longman include over 55 titles in a simpler version than the Classics. Books are in five stages from a 450 word vocabulary to a 1,800 word vocabulary. The Longman American Structural Readers include ten books with 300 word vocabulary such as Pele: King of Soccer and Hamad the Diver.

Many more readers such as the Easy Starts series are available in the British Longman Catalogue. Bournemouth English Book Centre exports such readers. You can write them at:

International House
106 Piccadilly
London W1, England FAX 0800-262266

Aleman Press and Newbury House have published E.S.L. readers. Alemany has been taken over by Prentice Hall, so you may still be able to get some of the readers. Newbury House readers have disappeared, but you may still be able to get some old ones which are used.

HEINEMAN, a British company, has a series of readers called New Wave readers which are on a wide range of topics. They cost from \$5 to \$6 each and many have accompanying cassettes. They are available through:

Monarch Books
620 19th Street, Suite 1203
Niagara Falls, New York 14301

MACMILLAN also has a series of "Bookshelf" ESL readers. However, the layout is not particularly inviting. For information, write to:

Hurtubise HMH Ltd.
7360 Newman Boulevard
LaSalle, Quebec
H8N 2X2
Canada

David Hill and Helen Reid Thomas have written a review of seven series of graded readers. You can find it in ELT Journal, Volume 43/3, July, 1989.

High Interest--Low Ability Books

A number of publishers are currently specializing in printing "high-low" books, which are designed for high school or adult readers who read at a lower reading level than most other people. Many of these books are excellent for our high beginning and intermediate level ESL students. Local public libraries may have some of these books for review. A list of some of these publishers follows:

CAMBRIDGE ADULT EDUCATION, a division of Prentice Hall Regents, has created an adult literacy series. There are 23 books from the second to fifth grade reading level which cost \$2.40 to \$3 each. Books in the series include:

The Life of Lucy Fern, a young Indian woman
What is a Crime?
Stories from the Old Testament
Some Artists: Their Lives, Loves, and Luck

It may be difficult to get some of these books. Contact Prentice Hall for more information.

NEW READERS PRESS, a Division of Laubach Literacy International, has a variety of readers which are mostly under \$3. They include

<u>Becoming a Car Owner</u>	R.L. 5
<u>Love Letters</u> , a romance	R.L. 3
<u>The Other Side of Yellow</u> (suspenseful)	R.L. 3

Over ten pages in the Fall, 1992 catalog are devoted to readers. This company also puts out an excellent weekly newspaper geared to adults but written at about the fourth grade reading level. The company has also published a "fitting in" series, eight very short books at a second grade reading level dealing with the immigrant experience. Each has an accompanying cassette available. For more information, write to:

New Readers Press
Department 52
P. O. Box 888
Syracuse, New York 13210-0888

Toll Free Call: 1-800-448-8878

TURMAN publishes a series over about 20 small, 80-page books about famous stars. Each book is under \$3 and is written at the fourth grade level. Current titles include books about Cosby, Madonna, Prince, Magic Johnson, Whitney Houston, and Springsteen. Each book is full of photos and has a glossary of unfamiliar words at the end of each short chapter. This company also publishes duplicator workbooks with one-half to one page stories about famous people. New copies come out regularly. The stories range from a 2.5 to 6th grade reading level. For more information write to:

200 West Mercer
Seattle, Wa 98119 or call 1-800-334-2665

FEARON/JANUS publishes several series of high-low readers. It has over 100 small (4.5" by 5.5") novels in the "fastback" series that are 32 or 64 pages long. The topics include crime and detection, sports, horror, mystery, romance, science fiction, and spy stories. The books are at a third grade reading level and cost under \$3 each. My students have liked some of these including Deadly Rose. Choose them with care. The same company also has an "illustrated" (comic book-like) collection of biographies as well as Shakespeare.

For more information and a catalog, write: Fearon/Janus
500 Harbor Boulevard
Belmont, CA 94002 Call: 1-800-877-4283

STECK-VAUGHN also publishes a collection of books that are of interest to lower level ESL students. It sometimes is difficult to purchase individual books, however. The company has a series of biographical stories at a second and third grade reading level. It also has Native American and Hispanic biographies at a fourth and fifth grade reading level. My students have enjoyed the books in the Great Unsolved Mysteries series include Bigfoot and Bermuda Triangle. These books are at a fourth to sixth grade reading level, but have plenty of pictures. The company is continually coming out with new books, so it is worthwhile to be on its mailing list. For information, write to

Steck-Vaughn Company
P.O. Box 26015
Austin, Texas 78755

RAINTREE/STECK-VAUGHN also has a very diverse collection of Hi-Low readers. They are mostly hardback books and are priced from \$10 to \$15 with discounts for sets. Many are children's books, but they are quite usable for adult ESL students. Some have accompanying cassettes. Some special series include "Moments in American History," "World Cities" (R.L. 5), "History of the World" (R.L. 5-6), "World Disasters" (R.L. 5), "Read about Science" (R.L. 3 including a book on electricity), "Save Our Species" (R.L. 3), "Conserving Our World" (R.L. 4 with topics including "Acid Rain"), and "Drugs: The Complete Story" (R.L. 6).

Charles E. Tuttle Company has put out quite a few collections of international folktales that are under 100 pages each with black and white illustrations. They are at the fourth grade reading level and include:

Little One Inch and Other Japanese Children's Favorite Stories
Peach Boy and Other Japanese Children's Favorite Stories
Many Lands Many Stories (Higher reading level)

Troll also has a series called "Legends of the World." One book in the series is called Gift of the Nile: An Ancient Egyptian Legend. Troll's address is:

Troll/Educational Reading Services
100 Corporate Drive
Mahwah, NJ 07430 Toll Free Phone #: 1-800-526-5289

Troll also has a varied collection of biographies. Many are at the third to sixth grade reading level. Troll's books are inexpensive; many are under \$3. If you order more than 25 books, you will receive a discount.

SCHOLASTIC has many good books, so it is worthwhile to obtain their catalog. All books are 25% below retail when ordered from the catalog, and shipping is free with a minimum order. They have a wide variety of fiction and non-fiction which is grouped by grades. It often publishes new movies at simplified reading levels. We have Home Alone and Arachnophobia. Other popular books among our students include: Koko's Story, How My Parents Learned to Eat, Sadako and the 1,000 Paper Cranes, and The Secret Soldier. Scholastic is quite up-to-date on biographies, and I just bought one on President Clinton. The address for Scholastic is:

2931 East McCarty Street
P. O. Box 7502
Jefferson City, MO 65102-9968

RANDOM HOUSE publishes many good children's books that do not look childish. Two good series are "Step Up" paperbacks and "Step into Reading" books which are very popular among our students and are full of pictures and large print. They include:

<u>Meet Martin Luther King, Jr.</u>	R.L. 3
<u>Meet Christopher Columbus</u>	R.L. 3
<u>Meet George Washington</u>	R.L. 3
<u>Dracula</u>	R.L. 3
<u>Dr. Jekyll and Mr. Hyde</u>	R.L. 3
<u>Pompeii...Buried Alive</u>	R.L. 3
<u>Tut's Mummy: Lost and Found</u>	R.L. 3
<u>The First Thanksgiving</u>	R.L. 2
<u>The Trojan Horse: How the Greeks Won the War</u>	R.L. 4
<u>The Titanic: Lost and Found</u>	R.L. 4
<u>Who Shot the President</u>	R.L. 4
<u>Jackie Robinson</u>	R.L. 4
<u>Tarzan of the Apes</u>	R.L. 2.3
<u>Amazing Rescues</u>	R.L. 2.5

Landmark history books by Random House are also very popular. They are at a fifth to seventh grade reading level, however.

Other publishers of children's books include Dell, a division of Bantam-Doubleday. Dell Yearling biographies are at a third to fourth grade reading level and include books about Alexander Graham Bell, Pocahontas, and Junipero Serra. Bantam has some good books too including Born Different: The Amazing Stories of Some Very Special People and A Grain of Rice, a Bantam Skylark book set in fifteenth century China. Those books may be at a higher reading level. For information write to:

666 Fifth Avenue
New York, NY 10103 Toll Free: 1-800-223-6834

APPENDIX 4: CHECKLIST FOR SELECTION OF ESL MATERIALS

The following checklist and assessment form are reproduced from Changing Times, Changing Needs: A Guide to Selecting Literacy and ESL Materials for Adult Learners with permission of the author, Toronto Public Library.

CHECKLIST

VISUAL IMPACT AND DESIGN

- ☐ Does the material have an adult-like appearance?
- ☐ Does it have an attractive cover?
- ☐ If sample is instructional material, does it lie flat for easy use?
- ☐ Is type size suitable for adult literacy learners?
- ☐ Are different type styles used?
- ☐ Is text broken into short lines?
- ☐ Is there plenty of white space?
- ☐ Do paper and colours provide good contrast?
- ☐ Is material used?
- ☐ If so, is it appropriate for adult learners?
- ☐ Is it clear and relevant to the text?
- ☐ Is it accurate and current?
- ☐ Are captions accurate and informative?
- ☐ If sample is instructional or informational material, does it reflect the cultural and racial mix of Canadian society?
- ☐ Are non-white characters depicted as individuals with distinctive features?
- ☐ Are people portrayed in a variety of roles, neighbourhoods and settings?
- ☐ Are older adults, seniors or people with disabilities depicted?

Remarks:

ORGANIZATION OF TEXTUAL MATERIAL

- ☐ Does the table of contents clearly indicate subject areas?
- ☐ Do titles and headings clearly indicate the content of the text?
- ☐ Is information presented in a straightforward way?
- ☐ Is information organized clearly in the body of the text?
- ☐ If sample is instructional material, are directions clear?
- ☐ Do main idea, words or structures build on previous material?
- ☐ Are supporting details and examples given?
- ☐ Is sufficient space provided for answers in workbooks?
- ☐ Are critical words needed to complete exercises highlighted?
- ☐ Is an answer key provided?

Remarks:

WRITING STYLE

- ☐ Is the vocabulary used appropriate?
- ☐ Are simple sentence structures used?
- ☐ Are paragraphs and chapters short, making them suitable for new readers?
- ☐ Is the active voice used primarily?
- ☐ Does the text include use of direct speech or dialogue?
- ☐ Is the author's tone and use of language respectful of the reader?

Remarks:

CONTENT

- ☐ Are themes and topics relevant?
- ☐ Are they suitable for adults?
- ☐ If sample is instructional material, are language activities and exercises included to develop specific skills?
- ☐ Is language level indicated?
- ☐ Does it incorporate practical and relevant content with structured activities and exercises?
- ☐ Does it present exercises and activities in context?
- ☐ Are different types of text used?
- ☐ Do activities and exercises encourage active participation of learners?
- ☐ Does it reflect current educational philosophies and practices?
- ☐ Does the material have Canadian content?
- ☐ Is it up to date?
- ☐ Does it reflect a range of cultural and socioeconomic backgrounds?
- ☐ Does it reflect a range of perspectives or points of view?
- ☐ Are people and relationships portrayed in ways which respect their complexity and diversity?

Remarks:

ASSESSMENT FORM

Title:

Subject Category:

Author:

Publisher:

Price:

Distributor:

Format:

ISBN:

Number of elements (i.e cassettes, workbooks, etc.):

Overall, how would you rate the material?

1 — Appalling

2 — Poor

3 — So-So

4 — Good

5 —

Excellent

Visual Impact and Design:

1 2 3 4 5

Organization of Textual Material:

1 2 3 4 5

Writing Style:

1 2 3 4 5

Content:

1 2 3 4 5

Based on your assessment of the item, identify who the material would be suitable for:

Adults who are learning to read and write in English

Adults with limited literacy skills who are learning English as a second language

Adults who are learning to read and write in a language other than English.
Specify language:

Adults with well-developed literacy skills who are learning English as a second language