ABSTRACT
                An annotated bibliography of 224 items drawn from the
literature on instruction in English as a second language (ESL)
includes citations from bibliographic databases (Educational
Resources Information Center, Bilingual Education Bibliographic
Abstracts, Bilingual Research On-Line, and Microcomputer Courseware
Resource On-Line), professional journals, and other publications in
the field. The items are listed in four categories: ESL instructional
approaches, ESL curriculum organization, ESL instructional materials,
and language learning theories. The items were selected according to
criteria of applicability to K-12 education, current use of the
approach in ESL classrooms in the United States, inclusion of the
approach in ESL teacher training curricula, and relevance to current
language learning theory. The citations contain information about the
title, author, source, publication date, publication type, length,
target grade levels, approach, theory, item content, student
characteristics addressed, teacher requirement for use, skill or
concept addressed, and proficiency level targeted. (MSE)

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# A REVIEW OF CURRENT LITERATURE
# ON ENGLISH AS A SECOND LANGUAGE

Anna Uhl Chamot

Gloria Stewner-Manzanares

InterAmerica Research Associates
1555 Wilson Boulevard, Suite 600
Rosslyn, Virginia  22209
(703) 522-0710

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SUBMITTED TO:

U.S. Department of Education
Office of Bilingual Education and
     Minority Languages Affairs
Room 421, Reporters Building
400 Maryland Avenue, S.W.
Washington, DC  20202

Attention:  Ms. Cynthia Ryan
            Government Project Officer

Contract Number:  300840166

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ON ENGLISH AS A SECOND LANGUAGE

InterAmerica Research Associates

SUBMITTED BY:

Anna Uhl Chamot, Ph.D.
InterAmerica Research Associates, Inc.
1555 Wilson Boulevard, Suite 600
Rosslyn, VA  22209

(703) 522-0710·

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## Overview

A bibliography of literature on English as a second language (ESL) was prepared as part of the "Review, Summary, and Synthesis of Literature on English as a Second Language," under Contract Number 300-84-0166 for the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.

The major tasks to be accomplished in this study are the following:

- Conduct a literature search on ESL instructional approaches, organizational patterns, materials, and language learning theories.

- Review and summarize literature identified through search.

- Prepare a narrative synthesis addressing educational policy issues.

The products resulting from this study will be a report containing an annotated bibliography of literature on ESL, a report summarizing the literature according to the characteristics of the information contained in each document, and a report synthesizing the information summarized and addressing educational policy issues for different age and grade levels of students receiving ESL instruction in public schools.

Policy issues to be discussed in the final report are the following:

a. instructional approaches used in ESL settings;

b. educational benefits of instructional approaches identified in (a);

c. language learning theories supporting instructional approaches identified in (a);

d.  organizational patterns followed in ESL instruction;

e.  circumstances under which organizational patterns are used;

f.  interaction of classroom composition and organizational patterns and its effect on second language learning within ESL setting;

g.  influence of cognitive, social, and affective learning styles on the acquisition of English in ESL settings;

h.  circumstances under which native language and culture are used in conjunction with ESL instruction;

i.  effects of student characteristics on second language learning in ESL settings; and

j.  appropriateness and compatibility of instructional materials for each of the various instructional approaches used in ESL settings.

## Purpose

The purpose of this report are to describe the process used to develop the annotated bibliography of ESL literature and to present the bibliographic citations divided into four major areas affecting the teaching and learning of ESL in grades K-12. The four areas are:

●  ESL Instructional Approaches

●  ESL Organizational Patterns

●  ESL Instructional Materials

●  Language Learning Theories Supporting Instructional Approaches

## Organization

The organization of this report includes introductory. information describing the literature searches conducted to identify current documents related to ESL instruction and programs, the selection process employed to

meet the project requirements of a bibliography to contain not more than 250 documents, and the development of a database to capture the significant information contained in the citations selected.

Following the introductory information, each of the four sections of the bibliogrphy are presented separately. Each section is prefaced by a description of the selection and development process utilized for the area searched: instructional approaches, organizational patterns, instructional materials, and language learning theories. After each preface, bibliographic citations are listed, arranged in alphabetical order by author.

## The Literature Search

The first major task of the study was to conduct a search of the literature on ESL. Literature searches of each area encompassed two phases. In the first, databases specializing in language learning issues and practices were searched for relevant documents. In the second phase, a manual search was conducted of recent professional journals and publications in the field of second language acquisition, learning, teaching, and organization in order to capture important recent information not yet accessed in bibliographic databases such as Educational Resources Information Center (ERIC), Bilingual Education Bibliographic Abstracts (BEBA), Bilingual Research On-Line (BROL), and Microcomputer Courseware Resource On-Line (MICRO).

In the first phase, an initial database search was conducted for the four areas described above. Because the objective of the study was to describe

the current situation of ESL in public schools, the search was limited to publications from 1978 to the present. Documents excluded were those relating specifically to English as a foreign language in other countries, English for foreign university students in the United States, ESL in adult and vocational education, and English for special purposes. This initial search of computerized databases produced 1601 citations, and abstracts of an additional 35 documents were identified by manual search of recent journals and publications.

In order to conform to the pre-established paramater of not more than 250 documents to be cited in the annotated bibliography, selection criteria to narrow the number of documents to those of greatest utility were developed and received. Selection criteria for each of the four areas are included in the introductions for each area. After evaluation of the 1636 documents, 336 were found to meet these initial selection criteria.

Abstracts of the 336 documents selected were sent to two ESL specialists, Dr. Sarah Hudelson and Dr. Carole Urzua, for review and further selection. These two consultants were asked to undertake the following tasks:

- Develop additional selection criteria for the bibliography;

- Select not more than 200 documents from the 336 reviewed;

- Suggest additional documents not included in the 336 abstracts received.

The documents selected by each consultant were compared, duplications were eliminated, and the two lists were consolidated to form the body of literature for the first step in establishing the ESL.

Following this initial step, the consultants' suggestions for 27 additional documents and 43 more documents discovered through the ongoing manual search were aggregated. These documents were added to the already established bibliography list forming a total set of 224 documents.

## Development of the ESLIT Database

The other major tasks of this study are to summarize the literature according to the characteristics of the information base, and to synthesize the literature according to the interaction of instructional approaches with: student characteristics; compatibility of instructional materials; influences of cognitive, social, and affective learning styles; interaction of classroom composition and organizational patterns; language learning theories supporting instructional approaches, and other variables affecting ESL instruction and learning.

In order to facilitate the identification of these relationships, a database rather than a traditional bibliography was developed to allow for searching of specific types of information within each document in the bibliography. A database containing not only bibliographic information, but also specific information about approach, theory, organizational pattern, type of material, student characteristics, teacher requirements, and information type, will facilitate the efficient preparation of both the Literature Summary and the Literature Synthesis. In addition, preparation of a database format and inputting of information, while initially time consuming, is more cost effective than word processing as well as being more versatile. Table 1 shows the data entry form designed for the documents in the bibliography. The information from each citation or

# TABLE 1

## ESLIT DATABASE DATA ENTRY FORM

| AN (ESLIT NUMBER): | ESL LITERATURE REVIEW BIBLIOGRAPHY |

**TI (TITLE):** _____

**AU (AUTHOR):** _____

**AV (AVAILABILITY):** _____

**YR (PUBLICATION DATE):**

**PT (TYPE OF MATERIAL):**

- ☐ Article
- ☐ Audiotape
- ☐ Basal Series
- ☐ CAI
- ☐ Curriculum
- ☐ Reader
- ☐ Report
- ☐ Software
- ☐ Supplementary Material
- ☐ Videotape
- ☐ [Other:] _____

**NT (NOTES):**

- ☐ _____ Pages
- ☐ Personal Interview
- ☐ Personal Communication
- ☐ [Other:] _____

**GL (GRADE LEVEL):**

- ☐ K-3
- ☐ 4-6
- ☐ 7-12
- ☐ Adult
- ☐ Unspecified

**IT (INFORMATION TYPE):**

- ☐ Applied Research
- ☐ Information from Practice
- ☐ Theoretical Research
- ☐ [Other:] _____

**AP (APPROACH):**

| [Communicative] | [Grammatical] |
|---|---|
| ☐ Community Language Learning | ☐ Audiolingual |
| ☐ Concurrent | ☐ Cognitive-Code |
| ☐ Confluent | ☐ Grammar-Translation |
| ☐ Content-Based | ☐ Silent Way |
| ☐ Drama | ☐ [Other:] _____ |
| ☐ Language Experience | |
| ☐ Natural | |
| ☐ Notional/Functional | |
| ☐ Suggestopedia | |
| ☐ Total Physical Response | ☐ Unspecified |

**TH (THEORY):**

| [Cognitive] | [Social-Affective] | [Linguistic] |
|---|---|---|
| ☐ Biological-Neurological | ☐ Acculturation | ☐ Acquisition Order |
| ☐ Creative Construction | ☐ Communicative Competence | ☐ Contrastive Analysis |
| ☐ Developmental | ☐ Discourse Analysis | ☐ Error Analysis |
| ☐ Interdependence | ☐ Optimal Distance | ☐ Interference |
| ☐ Metaset | ☐ Sociolinguistic | ☐ Interlanguage |
| ☐ Nativist | ☐ [Other:] _____ | ☐ [Other:] _____ |
| ☐ Transfer | | ☐ Unspecified |
| ☐ [Other:] _____ | | |

**AB (ABSTRACT):** _____

**OP (ORGANIZATIONAL PATTERN):**

- ☐ Bilingual
- ☐ MILT
- ☐ Immersion
- ☐ Pull-out
- ☐ [Other:] _____

**TR (TEACHER REQUIREMENTS):**

- ☐ B.A. in B.E.
- ☐ M.A. in B.E.
- ☐ B.A. in ESL
- ☐ M.A. in ESL
- ☐ Elem/Sec. Certification
- ☐ ESL Certification
- ☐ Content Certification
- ☐ L1 Proficiency
- ☐ L1 Culture Training
- ☐ Inservice Training
- ☐ [Other:] _____

**SC (STUDENT CHARACTERISTICS):**

| [L1-Ethnicity] | [Other Characteristics] |
|---|---|
| ☐ Arabic | ☐ _____ SES |
| ☐ Cambodian | [Learning Style:] |
| ☐ French | |
| ☐ German | ☐ Homogeneous Class |
| ☐ Haitian Creole | ☐ Mixed Class |
| ☐ Lao | ☐ _____ Years Schooling in L1 |
| ☐ Portuguese | ☐ [Other:] _____ |
| ☐ Spanish (Cuban) | |
| ☐ Spanish (Mexican American) | |
| ☐ Spanish (Puerto Rican) | |
| ☐ Spanish (Other) | |
| ☐ Vietnamese | |
| ☐ [Other:] _____ | ☐ Unspecified |

**SK (SKILL/CONCEPT):**

- ☐ Listening
- ☐ Reading
- ☐ Speaking
- ☐ Writing
- ☐ Vocabulary
- ☐ Grammar
- ☐ [Content/Other:]
- _____

**PL (PROFICIENCY LEVEL):**

- ☐ Beginning
- ☐ Intermediate
- ☐ Advanced
- ☐ Unspecified

**SN (SOURCE NUMBER):**

**BT (ENTRY DATE):**

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abstract entered on the data entry form was input into the computer for storage and retrieval. Table 2 shows a sample database printout of the various fields containing information about the citation. Although most of the field descriptors are self-explanatory, clarification is provided for the following:

- ESLIT (acronym for ESL Literature) Number: An internal identification number that indicates whether the citation refers to an approach (AP), an organizational pattern (OR), instructional materials (MA), or a language learning theory (TH).

- INFORMATION TYPE: Indicates whether the information results from Theoretical Research, Applied Research, Information from Practice, or other type of information.

- STUDENT CHARACTERISTICS: Any information about student characteristics included in the citation.

- TEACHER REQUIREMENTS: Any information about certification, non-English language proficiency, and other requirements included in the citation.

- SKILL/CONCEPT: Language and/or content areas addressed.

- PROFICIENCY ‣ LEVEL: beginning, intermediate, or advanced level of English proficiency.

- DATE: Date of completion or updating of data entry form.

In addition to the documents produced through the database and manual searches, the ESLIT database will also accomodate information gained from interviews with practitioners, researchers, and teacher trainers. Thus the analysis of the information obtained about current practices in ESL for limited English proficient (LEP) students in grades K-12 in public schools in the United States will not only be facilitated by will also be more precise in revealing relationships and discrepancies.

# TABLE 2

## ESLIT DATABASE SAMPLE PRINTOUT

```
        ESLIT NUMBER - OR0001
               TITLE - English-as-a-Second Language.  ECIA Chapter
                       1.  Evaluation Report, 1982-83.
              AUTHOR - Sullivan, Francis D.
        AVAILABILITY - Cleveland Public Schools, OH.  Dept. of
                       Research and Analysis. (BBS21747)
    PUBLICATION DATE - 1983
     TYPE OF MATERIAL - Report
    DESCRIPTIVE NOTES - 15 Pages
          GRADE LEVEL - K-3/4-6
     INFORMATION TYPE - Applied Research
             APPROACH - Audielingual
               THEORY - Unspecified
             ABSTRACT - This report describes a pull-out model in
                        which small groups of students are given
                        additional reading, language, and
                        acculturation instruction in a separate
                        classroom with audielingual equipment.
STUDENT CHARACTERISTICS - Immigrant Newly Arrived
   TEACHER REQUIREMENTS - Inservice training
        SKILL/CONCEPT - Listening/Reading/Speaking/Vocabulary/
                        Acculturation
    PROFICIENCY LEVEL - Beginning
SOURCE BEBA/ERIC NUMBER - ED237618
                 DATE - 08/23/84
```

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Bibliography of ESL Instructional Approaches

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# BIBLIOGRAPHY OF ESL INSTRUCTIONAL APPROACHES

A search of computer databases provided a total of 536 citations on the topic of ESL instructional approaches, or methodologies for teaching ESL, and additional abstracts were identified by manual search. The following selection criteria were applied to the information contained in each citation or abstract:

1. Is the approach relevant to the needs of language minority school children in the United States in grades K-12?

   Any approaches limited to adult ESL or to teaching ESL as a foreign language in other countries were rejected.

2. Is the approach currently used in ESL classrooms?

   Approaches of mainly historical interest were rejected. In cases in which the citation did not provide information about current use of an approach, the citation was included pending examination of the document itself.

3. Is the approach included in ESL methodology courses at major ESL training institutions?

   Approaches considered inappropriate for school age populations by bilingual and ESL teacher trainers interviewed were rejected unless they were found to be in current use in classrooms. An example of such an approach is the audiolingual method, which was not advocated by the teacher trainers interviewed but is still currently practiced in a number of school districts. This criterion will continue to be applied to the documents reviewed as additional information from teacher trainer interviews is obtained.

4. Is the approach based on current language learning theories?

   In many cases the citations did not provide information about language learning theories. In these cases, the application of this selection criterion was postponed until the complete document could be consulted.

As a result of the selection process, 93 citations on ESL instructional approaches were sent to the panel of consultants for review and additional selection.

The following additional selection criteria were used by the consultants:

- Is each major approach represented by at least one citation?

- Is the approach based on a consistent set of assumptions about language and learning?

- Does evidence exist for effectiveness of the approach from either sound assumptions or empirical evidence?

To the citations selected by the consultants were added their suggestions of additional documents and others found by manual search in current professional journals and publications, for a total of 71 bibliographic citations. The Bibliography of ESL Instructional Approaches, arranged alphabetically by author, appears on the following pages.

AN: AP0034
TI: Applied Psychology in the Junior High School: Teaching ESL Communicative Skills to Twelve-to-Fourteen-Year-Olds
AU: Adams-Smith, Diana E.
AV: EDRS PO 190, Arlington, VA
YR: 1978
PT: Paper
NT: 19 p.
GL: 7-12
IT: Theoretical Research
AP: Humanistic
TH: Developmental/Psychological
AB: Boy and girls in the early years of adolescence can best learn English as a second language (ESL) communicative skills if the instructor has an understanding of the main characteristics of early adolescence and an appreciation of the teaching techniques best adapted to them. Characteristics which should be taken into account when designing an ESL course include the following: (1) extreme swings of mood, emotional unbalance, and quickness to take offense when none is intended; (2) painful shyness and self-consciousness; (3) a need to conform and be accepted by the group; (4) the striving for independence; and (5) the search for identity. Many of these characteristics are especially pronounced in students in ESL classes who have been uprooted from their own cultures.
PL: Unspecified
SN: BE002613
DT: 09/05/84


AN: AP0014
TI: Subject-related ESL: An Experiment in Communication Language Teaching
AU: Allen, J.P.B./Howard, Joan
AV: Canadian Modern Language Review, v37 n3 p535-550 Mar 1981
YR: 1984
PT: Article
NT: 16 p.
GL: 7-12
IT: Theoretical Research
AP: Content-Based/Notional/Functional
TH: Communicative Competence
AB: A material development project for teaching communication subject-related English as a second language (ESL) is described. ESL modules were designed for 9th and 10th graders based on material from a Canadian studies program. The modules combined conceptual and language learning in a series of activities designed to develop subject-related communication skills. This development includes grammar, vocabulary, functional features of language related to the subject area, content information, concept development, and specialized skills such as map and chart preparation. The materials also provide exercises in reading comprehension, language use, information transfer, and guided writing and note taking. Examples are provided of each type of exercise. By linking the structural elements of second language learning with other subject areas, the ESL modules demonstrate the practical purpose of the language.
SC: Canadian
IX: Listening/Reading/Speaking/Writing/Vocabulary/Grammar/Content/

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Language Functions/Note Taking
PL: Unspecified
SN: BE007776
DT: 09/03/84


AN: AP0064
TI: Importance of Interaction in Classroom Language Learning
AU: Allwright, R.L.
AV: Applied Linguistics, v5 n2 p156-171 1984
YR: 1984
PT: Article
NT: 16 p.
GL: Unspecified
IT: Theoretical Research
AP: Communicative
TH: Discourse Analysis/Sociolinguistic/Psychological
AB: Argues that in order for lessons to take place, classroom
    interaction has to be managed by all present, not just by the
    teacher. Through the joint management of teaching language
    learning takes place.
SK: Speaking
PL: Unspecified
SN: none
DT: 09/07/84


AN: AP0090
TI: Learning Another Language through Actions: The Complete
    Teacher's Guidebook
AU: Asher, James J.
AV: Sky Oaks Production, Inc., Los Gatos, CA
YR: 1982
PT: Book
NT: 147 p.
GL: K-3/4-6/Adult
IT: Theoretical Research
AP: Total Physical Response
TH: Biological-Neurological
AB: This is a complete guidebook to teaching the Total Physical
    Response Approach.
SK: Listening/Reading/Speaking/Writing
PL: Beginning
DT: 10/16/84


AN: AP0037
TI: Teaching the Non-English-Speaking Child: Grades K-2. Language
    in Education: Theory and Practice, No. 45.
AU: Ashworth, Mary/Wakefield, Patricia
AV: EDRS, PD 190, Arlington VA
YR: 1982
PT: Article
NT: 59 p.
GL: K-3
IT: Information from Practice
AP: Language Experience/Total Physical Response/Audiolingual
TH: Unspecified
AB: Many teachers not trained in English as a second language (ESL)

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often feel at a disadvantage when they are working with children whose first language is not English. This book addresses this disadvantage by giving practical information and teaching aids. Oral fluency, reading, and writing acquisition are discussed and activities are proposed for the basic skills of listening, speaking, reading, and writing. Ways of fostering concept development are described and an outline of facts relating language learning to concept development, along with suggested applications is provided. Finally, a number of lesson plans are given as models and six steps are suggested for bridging the gap from ESL to the regular curriculum.

SK: Listening/Reading/Speaking/Writing
PL: Beginning
SN: ED217699
DT: 09/03/84


AN: AP0026
TI: Creative ESL Composition for the Bilingual Indian Student
AU: Bartelt, H. Guillermo
AV: Journal of American Indian Education, v19 n3 p8-10 May 1980
YR: 1980
PT: Article
NT: 3 p.
GL: Unspecified
IT: Theoretical Research
AP: Generative -
TH: Generative Grammar
AB: The behavioral and creative approaches to teaching English as a second language (ESL) methods are based on behavioral notions of second language acquisition. The behavioral approach involves the use of a model paragraph which bilingual students are expected to imitate in their own compositions. In contrast, the cognitive orientation of the generative rhetoric approach emphasizes the innate creative language abilities of the student. The generative approach is preferable for bilingual Indian students, as the behavioral approach fails to make use of their innate language competence.
SC: Native American
SK: Writing
PL: Unspecified
SN: BE004500
DT: 09/05/84


AN: AP0042
TI: Notions from the Field of Reading As They Apply to TESOL.
AU: Beatty, Ross.
AV: ITL Review Of Applied Linguistics, v56 p11-28 1982.
YR: 1982
PT: Article
NT: 18 p.
GL: Unspecified
IT: Theoretical Research
AP: Unspecified
TH: Developmental/Transfer
AB: During the past few years research in teaching English to speakers of other languages (TESOL) has indicated that reading is as important a skill as understanding, speaking, and writing.

This article applies research notions from the field of native
language reading instruction to TESOL by way of a taxonomy
consisting of the following elements: (1) reading readiness (2)
language development, including syntactic, morphological, and
semantic development (3) word recognition skills (4) oral
reading skills (5) cognitive and affective comprehension (6)
locational skills (i.e. alphabetizing skills), using guide words
in a reference, and (7) the ability to match reading rate to
type of material.
SK: Reading/Vocabulary
PL: Unspecified
SN: BE011208
DT: 09/03/84


AN: AP0096
TI: Teaching English as a Second or Foreign Language
AU: Celce-Murcia, Marianne/McIntosh, Lois.
AV: Newbury House Publishers, Inc., Rowley, MA
YR: 1979
PT: Book
NT: 389 p.
GL: Unspecified
IT: Theoretical Research
AP: Communicative/Various
TH: Unspecified
AB: This is a compilation of articles by researchers and
    practitioners who offer a variety of methods and approaches for
    the ESL teacher.
SK: Listening/Reading/Speaking/Writing/Vocabulary/Grammar
PL: Unspecified
SN: BE003686
DT: 10/18/84


AN: AP0105
TI: Using Learning Strategies to Develop Skills in English as a
    Second Language
AU: Chamot, Anna Uhl/O'Malley, J. Michael
AV: Focus, National Clearinghouse for Bilingual Education n16, Sep
    1984
YR: 1984
PT: Applied Research
NT: 7 p.
GL: 7-12
IT: Applied Research
AP: Learning Strategies
TH: Cognitive
AB: This paper reviews the literature on research into application
    of learning strategies, then describes a study undertaken by the
    authors to show the effectiveness of a learning strategies
    approach to teaching listening and speaking.
OP: HILT
SK: Listening/Speaking/Writing
PL: Intermediate
SN: None
DT: 01/02/85

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AN: AP0016
TI: 'Role of Literature in the Teaching of English as a Second
    Language or Dialect.
AU: Charlesworth, Roberta A.
AV: English Quarterly, v11 n2 p157-77 Sum 1978.
YR: 1978
PT: Article
NT: 21 p.
GL: K-3/4-6
IT: Information from Practice
AP: Content-Based
TH: Unspecified
AB: Literature should be an integral part of programs that teach
    English as a second language by considering six reasons for
    studing poetry in language classes. Illustrates those reasons
    with poetic works from around the world.
SK: Reading/Literature/Poetry
PL: Unspecified
SN: EJ192216
DT: 09/03/84


AN: AP0019
TI: Teaching a Second Language to Indochinese Refugees When No
    Program Exists.
AU: Deem, James M./Marshall, W.J.
AV: Journal of Reading, v23 n7 p601-05 Apr 1980.
YR: 1980
PT: Article
NT: 5 p.
GL: Unspecified
IT: Information from Practice
AP: Language Experience
TH: Unspecified
AB: Discusses some of the inherent problems of teaching Indochinese
    refugees in schools without ESL (English as a Second Language)
    programs. Considers the strengths and weaknesses of using the
    (Language Experience Approach) with Indochinese refugees.
SC: Indochinese/Refugees
SK: Reading
PL: Unspecified
SN: EJ227593
DT: 09/03/84


AN: AP0017
TI: Reading Instruction for the Language Minority Child
AU: Degler, Lois Sauer
AV: EDRS, P.O 190, Arlington, VA
YR: 1979
PT: Article
NT: 15 p.
GL: K-3/4-6
IT: Information from Practice
AP: Language Experience
TH: Unspecified
AB: In Nashville, Tennessee, there are children representing 24
    different non-English language groups. While teachers need to
    learn about the students' culture, children should be developing

oral English first. An adoption of the Language Experience
Approach may be helpful. A directed reading activity procedure
is useful with a basal approach since many concepts and
grammatical patterns in basals are rather difficult and will
need explaining. A decoding approach to reading instructions for
nonnative speaking children is not recommended initially. A
survival reading curriculum is important since the child will
need to read many out-of-school materials. When evaluating oral
reading the teacher must be careful not to confuse native
language interference with decoding errors.
SK: Reading
PL: Beginning
SN: ED186876
DT: 09/03/84


AN: AP0107
TI: Bilingual Immersion Progam Handbook. Native Language Cognitive
    Development Component
AU: Department for Curriculum and Staff Development, El Paso
    Independent School School District
AV: El Paso Independent School District
YR: 1984
PT: Curriculum
NT: 88
GL: 4-6
IT: Applied Research
AP: Language Experience/Notional/Functional/Whole Language Approach
TH: Developmental/Communicative Competence/Sociolinguistic
AB: This Native Language Cognitive Development (NLCD) portion of a
    program that includes English Language Arts and content area
    intruction in English, focuses on the whole child in order to
    develop critical thinking and communication skills.
OP: Bilingual/Immersion
SC: Spanish
TR: Insertive Training
SK: Listening/Reading/Speaking/Writing/Vocabulary
PL: Beginning/Intermediate/Advanced
DT: 02/13/85


AN: AP0108
TI: Bilingual Immersion Program Handbook. English Language Arts
    Component
AU: Department for Curriculum and Staff Development, El Paso
    Independent School District.
AV: El Paso Independent School District.
YR: 1984
PT: Curriculum
NT: 177 Pages
GL: 4-6
IT: Applied Research
AP: Language Experience/Natural/Total Physical Response/Whole
    Language Approach
TH: Developmental/Monitor
AB: This component is independent of but complementary to the Native
    Language Cognitive Development portion of this Bilingual
    Immersion Program. It is a comprehension-central program that
    encourages development of thinking in a stress free environment

responsive to the varying stages of development and modes of
learning.
OP: Bilingual/Immersion
SC: Spanish
SK: Listening/Reading/Speaking/Writing
PL: Beginning/Intermediate/Advanced
DT: 02/19/85


AN: AP0029
TI: From Literature to Discourse: Interaction with Texts in the
ESL/EFL Classroom
AU: Di Pietro, Robert J.
AV: Canadian Modern Language Review v40 n1 p44-50 Oct 1983
YR: 1983
PT: Article
NT: 7 p.
GL: Adult
IT: Theoretical Research
AP: Communicative/Strategic Interaction
TH: Discourse Analysis/Sociolinguistic
AB: Proposes using literary texts as written records of natural
discourse to be used to generate verbal interaction among
students.
SK: Listening/Reading/Speaking/Writing
PL: Unspecified
DT: 09/05/84


AN: AP0081
TI: Open-ended Scenario: A New Approach to Conversation
AU: Di Pietro, Robert J.
AV: TESOL  Quarterly, v16 n1 15-20 Mar 1982
YR: 1982
PT: Article
NT: 6 p.
GL: Unspecified
IT: Theoretical Research
AP: Strategic Interaction
TH: Discourse Analysis/Sociolinguistic
AB: This article examines how conversation.can be taught via the
strategic interactional approach.
SK: Speaking
PL: Unspecified
SN: None
DT: 10/15/84


AN: AP0080
TI: Discourse and Real-Life Roles in the ESL Classroom
AU: Di Pietro, Robert J.
AV: TESOL Quarterly, v15 n1 27-33 Mar 1981
YR: 1981
PT: Article
NT: 7 p.
GL: Unspecified
IT: Theoretical Research
AP: Strategic Interaction
TH: Discourse Analysis/Sociolinguistic

AB: This article gives an overview of the Strategic Interaction Approach.
SK: Listening/Speaking/Reading/Writing
PL: Unspecified
SN: None
DT: 10/15/84


AN: AP0045
TI: Applying the Monitor Model to the Editing of Compositions.
AU: Dicker, Susan J.
AV: EDRS, PO 190, Arlington Va
YR: 1981
PT: Article
NT: 17 p.
GL: 7-12/Adult
IT: Theoretical Research
AP: Self-Evaluation
TH: Monitor Model
AB: An approach to promote student editing of their own
compositions, to be used in intermediate English as a second
language classes, is discussed. It is suggested that before
teachers can expect students to apply a rule to their writing,
they must ascertain that the students know how to apply it
correctly in a discrete-point task. Then, it is necessary to
bring the rule out into the students' consciousness (and,
perhaps, convince them of the importance of applying the rule to
their own writing). The teacher can elicit the rule by asking
the student to state the rule and write it down for future
reference, and by stating the rule directly. Editing of
compositions by students at the end of a writing session may
make the actual writing process easier for the student. The
editing time could be divided into two sessions, the first for
improving communicative accuracy and the second for improving
grammatical accuracy.
SK: Writing
PL: Unspecified
SN: ED209925
DT: 0y/03/84


AN: AP0025
TI: Teaching Conversation Skills in ESL
AU: Eckard, Ronald D./Kearny, Mary Ann
AV: Center for Applied Linguistics, Washington, DC
YR: 1982
PT: Article
NT: 55 p.
GL: Unspecified
IT: Theoretical Research
AP: Communicative
TH: Discourse Analysis
AB: Approaches for teaching English as a second language students
and the ability to converse naturally with native speakers are
discussed. Discourse analysis can provide many clues to the
skills second language learners need to converse with native
speakers. Pre-conversational activities such as directed
listening provide transition for those who wish to move from a
teacher centered approach to a group centered approach

emphasizing conversation as a classroom activity.

SK: Speaking
PL: Unspecified
SN: BE009959
DT: 09/05/84

AN: AP0063
TI: Help for the Reading Teacher; Dealing with the Limited English
    Proficient (LEP) Child in the Elementary Classroom.
AU: Feeley, Joan T.
AV: The Reading Teacher, v36 n7 p650-55 1983
YR: 1983
PT: Article
NT: 6 p.
GL: K-3/4-6
IT: Theoretical Research
AP: Language Experience
TH: Unspecified
AB: When working with LEP children who have been mainstreamed into
    heterogeneous elementary school classrooms, teachers must first
    help students build up a store of knowledge about English. It
    is not necessary to wait until they can speak English fluently
    before introducing reading and writing. First reading materials
    should be the first oral dialogues learned and LEA stories
    developed through real classroom experiences.
OP: Mainstreaming
SK: Listening/Reading/Speaking/Writing
PL: Beginning
SN: None
DT: 09/07/84

AN: AP0007
TI: Functional Language Objectives in a Competency Based ESL
    Curriculum
AU: Findley, Charles A./Nathan, Lynn A.
AV: TESOL Quarterly, v14 n2 p221-231
YR: 1980
PT: Article
NT: 11 p.
GL: Unspecified
IT: Theoretical Research
AP: Notional/Functional/Criterion-Referenced
TH: Unspecified
AB: Mandated accountability achieved through measurable performance
    objectives, and stress on functional language use rather than
    purely structural or grammatical instruction are two colateral
    movements having direct influence on English as a second
    language (ESL) instruction at all levels. Of basic language
    functions, identified by the Council of Europe for threshold
    level performance, can be transformed into measurable
    performance objectives for use in a criterion referenced,
    competency based curriculum. Needs assessment, identification
    of objectives, training procedures, and evaluation procedures
    are four stages in the development of competency based education
    in ESL.
PL: Beginning
SN: BE006020

AB: Teaching for the 3 goals of self reflection, interpersonal
    dialog, and skills mastery is confluent language education.
    This article reviews the processes involved in the approach and
    reviews empirical research studies that indicate that students
    taught by this approach score higher on tests of communicative
    competence.

AB: The developments of literacy in multilingual countries must be
    based on understanding of linguistic realities in specific
    locations and must be in tune with political, economic, and
    cultural realities.  The range of possibilities in the school's
    responses to bilingual or multilingual realities and the kind of
    literacy program each alternative requires are presented.  The
    series of alternatives focuses on maintenance, transitional, and
    English as a second language programs.  Three common assumptions
    that have dominated curricular suggestions in bilingual literacy
    programs are discussed, and the range of ways to attend to
    reading issues in schools with bilingual pupils are examined.
    Teaching methods, instructional materials, and program
    evaluation for reading instruction in a bilingual, biliterate
    curriculum are covered.

Limited English-Speaking Students from Spanish-Speaking
Backgrounds
AU: Gunther, Vicki
AV: Northwestern University
YR: 1979
PT: Dissertation
NT: 246 p.
GL: K-3/4-6
IT: Applied Research
AP: Concurrent/Native Language Approach/Direct Method
TH: Interdependence/Contrastive Analysis
AB: Two hypotheses were tested regarding the acquisition of oral
    language and reading skills among limited-English speakers. The
    first related to performance differences among groups based on
    the following instructional approaches:  (1) native language
    approach with initial reading instruction in Spanish, (2)
    concurrent approach with reading instruction in Spanish and
    English, and (3) direct method with reading instruction
    exclusively in English.  The second hypothesis related to the
    identification of sociological, instructional, and linguistic
    variables associated with the acquisition of skills.
SC: Spanish/Bilingual/Sex
SK: Reading/Speaking
PL: Unspecified
SN: BE003525
DT: 09/03/84


AN: AP0002
TI: Suggestopedia:  An Update for Second Language Teaching.
AU: Hammerman, Myrna Lynn.
AV: EDRS, PO 190, Arlington, VA
YR: 1979
PT: Article
NT: 34 p.
GL: Unspecified
IT: Information from Practice
AP: Suggestopedia
TH: Unspecified
AB: The suggestopedic technique of second languge instruction is
    sketched.  Recent efforts to adopt the technique in parts of the
    American West are reviewed.  It is concluded that although
    suggestopedia is complicated and hard to implement, it
    nonetheless has some promising aspects which still require more
    empirical evidence over an extended period of time to establish
    whether the benefits are worth the effort.
PL: Unspecified
SN: ED181740
DT: 08/29/84


AN: AP0001
TI: Suggestopedia to SALT and a New Awareness in Education.
AU: Herr, Kay U.
AV: EDRS, PO 190, Arlington VA
YR: 1978
PT: Article
NT: 20 p.
GL: K-3/4-6/7-12/Adult

IT: Information from Practice
AP: Suggestopedia
TH: Unspecified
AB: SALT, suggestive-accelerative learning and teaching, is the
    Americanized version of pedagogy developed in Bulgaria. This
    document applies the method to ESL classes. The teacher uses
    formalized relaxation techniques along with both direct and
    indirect suggestion such as body language to lessen physical
    tension, create a positive, relaxed atmosphere and enhance
    student learning.
PL: Unspecified
SN: ED159909
DT: 08/29/84


AN: AP0109
TI: Letting Children Talk
AU: Hewlett-Gomez, Michele
AV: TESOL Newsletter, Vol. XVIII, No. 5, October 1984.
YR: 1984
PT: Article
NT: 2 Pages
GL: Unspecified
IT: Applied Research
AP: Natural
TH: Developmental/Monitor Model/Communicative Competence/
    Sociolinguistic
AB: The author examines ways that three areas (teachers as a
    Language Model, teacher talk and student talk) can be used to
    encourage children to speak more in the ESL classroom.
SC: Unspecified
SK: Speaking
PL: Unspecified
DT: 02/20/85


AN: AP0039
TI: Content Area Instruction for Students with Limited English
    Proficiency
AU: Illinois State Board of Education
AV: EDRS, PO 190, Arlington VA
YR: 1979
PT: Article
NT: 47 p.
GL: K-3/4-6/7-12
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: This handbook for teachers of Asian immigrants at the elementary
    and secondary level presents in a straight forward manner, in
    outline form, information of use to teachers who must work with
    limited-English-speaking children from an Asian cultural
    background. Methodology and specific strategies for teaching
    English as a second language (ESL) are outlined.
SC: Asian American/Immigrant
SK: Vocabulary/Content
PL: Unspecified
SN: ED192590
DT: 09/03/84

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AN: AP0012
TI: Intersentential Codeswitching: An Educationally Justifiable
    Strategy
AU: Jacobson, Rodolfo
AV: EDRS, PO 190, Arlington, VA
YR: 1983
PT: Article
NT: 29 p.
GL: K-3/4-6
IT: Applied Research
AP: Concurrent/Conventional/Structural
TH: Discourse Analysis

AB: The language separation approach to bilingual teaching is
    compared to three kinds of language alternation approaches,
    "flipflopping," "concurrent translation," and the "New
    Concurrent Apprach" (NCA). The approaches are categorized as
    conventional, unstructured, and structured, respectively. The
    effectiveness of the NCA is compared favorably to the other
    approaches in terms of San Antonio's Title VII demonstration
    project in bilingual methodology. Five NCA class segments are
    analyzed with special emphasis on description of corpus, teacher
    talk, and student talk. Transcriptions of teacher-student
    dialogs are included. The discussion stresses that through
    sufficiently long speech samples in each language the child
    develops the languages simultaneously. This is demonstrated by
    the grammaticality of almost all child responses.
OP: Bilingual
SC: Spanish (Mexican American)/Spanish
SK: Speaking
PL: Unspecified
SN: ED231221
DT: 09/03/84


AN: AP0072
TI: Implementation of a Bilingual Instruction Model: The NEW
    Concurrent Approach.
AU: Jacobson, Rodolfo
AV: In Ethnoperspectives in Bilingual Education Research: Bilingual
    Education Technology, Raymond V. Padilla, ed.
YR: 1981
PT: Article
NT: 16 p.
GL: K-3/4-6
IT: Theoretical Research
AP: Concurrent
TH: Sociolinguistic/Code-Switching

AB: This paper describes the author's work done in a South Texas
    school district. This specifies and describes the components of
    the concurrent approach and reviews evidence for the
    effectiveness of its use.
OP: Bilingual
PL: Beginning/Intermediate
SN: None
DT: 09/10/84


AN: AP0041
TI: Mechanical, Meaningful, and Communicative Framework for ESL

Sentence Combining Exercises.
AU: Kameen, Patrick T.
AV: TESOL Quarterly, v12 n4 p395-401 Dec 1978
YR: 1978
PT: Article
NT: 7 p.
GL: Unspecified
IT: Theoretical Research
AP: Sentence Combining/Communicative
TH: Unspecified
AB: Discusses the theoretical foundation for sentence combining exercises for intermediate and advanced students in English as a second language (ESL) composition classes. A description is given of a three-stage sequencing of exercises, each successive stage corresponding to a less-controlled level within Paulston's framework of mechanical meaningful, and communicative exercises.
SK: Writing/Grammar
PL: Intermediate/Advanced
SN: EJ192633
DT: 09/03/84


AN: AP0082
TI: Discourse Analysis and Second Language Teaching
AU: Kramsch, Claire J.
AV: Center for Applied Linguistics, Washington, D.C.
YR: 1981
PT: Book
NT: 97 p.
GL: 7-12/Adult
IT: Theoretical Research
AP: Communicative
TH: Discourse Analysis/Sociolinguistic
AB: This book describes classroom discourse and offers applications of discourse analysis to classroom activities. Sections include "developing conversational readiness," "learning conversational management", debates and discussions". Examples from English speakers learning French and German are provided.
SK: Listening/Speaking
PL: Unspecified
SN: BE009995
DT: 10/15/84


AN: AP0074
TI: Natural Approach: Language Acquisition in the Classroom.
AU: Krashen, Stephen D./Terrell, Tracy D.
AV: Alemany Press, Hayward, CA
YR: 1983
PT: Book
NT: 191 p.
GL: Unspecified
IT: Theoretical Research
AP: Natural
TH: Monitor Model/Acquisition Order
AB: This book serves as an introduction to the Monitor Theory and as a handbook for instructors who wish to use a communication-based approach in the classroom.
PL: Unspecified

SN: None
DT: 09/10/84

AN: AP0020
TI: Teaching Reading and Writing to Limited and Non-English Speakers
    in Secondary Schools.
AU: Levenson, Stanley.
AV: English Journal, v68 n8 p38-42 Nov 1979.
YR: 1979
PT: Article
NT: 5 p.
GL: 7-12
IT: Theoretical Research
AP: Language Experience/Audiovisual/Individualized/Small Group
TH: Unspecified
AB: The problems of teaching reading and writing to
    non-English-speaking and limited-English-speaking students at
    the secondary level are numerous.  One promising method of
    instilling these skills, however, is the language experience
    approach to teaching.  This approach takes advantage of the
    variation in students' native language and English speaking
    abilities and can be used at any level of the instructional
    spectrum.  Students are encouraged to express themselves
    verbally, or through creative projects, using their native
    language and vocabulary.  Teachers record the student's stories,
    feelings, and personal experiences for later use as beginning
    reading materials.  Language skills development continues in
    whatever language is most comfortable for the student, preparing
    the way for writing skills to develop.  Multisensory activities
    continue to reinforce reading and writing skills, and small
    groups are formed as needed for remedial work in comprehension,
    vocabulary, and spelling.
SK: Reading/Writing/Vocabulary/Science/Social Studies/Math/Spelling
PL: Unspecified
SN: BE001883
DT: 09/03/84

AN: AP0091
TI: Discourse Analysis in the Reading Class
AU: Lezberg, Amy/Hilferty, Ann
AV: TESOL Quarterly, v12 n1 47-55 Mar 1978
YR: 1978
PT: Article
NT: 8 p.
GL: 7-12
IT: Theoretical Research
AP: Communicative
TH: Discourse Analysis/Sociolinguistic
AB: This paper describes specific applications of discourse analysis
    as a tool for the teacher and for the student.  Discourse
    analysis is particularly  applicable in refining teacher/student
    interaction, in teaching the ability to participate in
    discourse, and in analyzing discourse in writing.
SK: Reading/Speaking/Writing
PL: Intermediate/Advanced
SN: None
DT: 10/17/84

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AN: AP0030
TI: Communicative Language Teaching
AU: Littlewood, William
AV: Cambridge University Press, Cambridge, England
YR: 1981
PT: Book
NT: 108 p.
GL: Unspecified
IT: Theoretical Research
AP: Communicative
TH: Unspecified
AB: Gives guidelines for communicative activities, functional
    communicative activities, listening activities, and the
    communicative approach.
SK: Listening/Speaking
PL: Unspecified
DT: 09/05/84


AN: AP0044
TI: Analysing And Counteracting Interference Errors
AU: Lott, David
AV: ELT Journal, v37 n3 p566-261 Jul 1983
YR: 1983
PT: Article
NT: 6 p.
GL: Unspecified
IT: Applied Research
AP: Cognitive-Code/Guided Discovery
TH: Transfer/Contrastive Analysis/Error Analysis/Interference/
    Interlanguage
AB: Since researchers commonly attribute about 50 percent of errors
    to interference, it is recommended that teachers concentrate
    initially on interference errors. Research with
    Italian-Speaking students of English indicated that certain
    methods are useful in combatting these types of errors. Since
    overextension of analogy errors are a result of shared features
    between an item in the native language and one in the target
    language, exercises were designed to help the Italian students
    see distinguishing factors in both languages more easily. To
    counteract transfer of structure errors, caused by a contrast of
    rules in the native and target languages, teachers made direct
    comparisons to Italian, pointed out unacceptable constructions,
    asked students to suggest alternatives, and helped them develop
    hypotheses to explain the differences.
SC: Italian
PL: Unspecified
SN: BE013479
DT: 09/03/84


AN: AP0052
TI: Reading in-a-Second Language:  Hypothesis, Organization, and
    Practice
AU: Mackay  Ronald, ed./Barkman, Bruce, ed./Jordan, R.R., ed.
AV: Newbury House Publishers, Inc. Rowley, MS
YR: 1979
PT: Book
NT: 208 p.

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GL: Unspecified
IT: Theoretical Research
AP: Various
TH: Unspecified.
AB: This volume examines how language, in particular the reading
    skill, is learned and looks at the material and techniques that
    encourage this learning process. An overview of current thought
    and practice in the teaching of reading in ESL is provided.
SK: Reading
PL: Unspecified
SN: BE003556
DT: 09/03/84


AN: AP0043
TI: Reading Skills for Basic Literacy.
AU: McGee, Donna.
AV: TESL Talk, v9 n1 p53-8 1978
YR: 1978
PT: Article
NT: 6 p.
GL: K-3/4-6/7-12
IT: Information from Practice
AP: Sight Method/Literacy
TH: Unspecified
AB: Some English as a second language students are not literate in
    their own language and require special instruction. Teaching
    procedures and activities are outlined for reinforcing the
    following reading skills:  phonetic analysis, structural
    analysis, sight words, use of context clues, and comprehension.
SK: Reading
PL: Unspecified
SN: EJ179309
DT: 09/03/84


AN: AP0018
TI: Towards Independent Oral and Written Performance. CATESOL
    Occasional Papers, No. 4.
AU: Meeker, Sharon K.
AV: EDRS, PO 190. Arlington, VA
YR: 1978
PT: Article
NT: 7 p.
GL: Unspecified
IT: Information from Practice
AP: Language Experience
TH: Communicative Competence
AB: This paper describes a technique for opportunity to talk on a
    regular basis. The four steps involved in the technique
    include: eliciting questions; small groups or pairs of students
    asking and answering questions; writing only the answers in a
    paragraph, like a story; and formal reading or speaking of
    corrected papers by students.
SK: Listening/Reading/Speaking/Writing/Vocabulary/Grammar
PL: Beginning
SN: ED165495
DT: 09/03/84

AN: AP0035
TI: Teaching the Speaking Skill
AU: Mockridge-Fong, Susan .
AV: In Teaching English as a Second or Foreign Language, Newbury
    House Publishers, Inc., Rowley, MS
YR: 1979
PT: Article
NT: 11 p.
GL: Unspecified
IT: Theoretical Research
AP: Communicative
TH: Communicative Competence

AB: A review of recent literature on the problem of teaching
    speaking skills in English as a second language (ESL) classes
    indicated increasing concern that students are not learning to
    communicate effectively in English. Many articles stress the
    need for greater emphasis on contextualization, early
    integration of receptive and  productive skills and student
    experimentation in language use. In order for students to learn
    communicative skills the amount of speaking the teacher does
    should be minimal and student-student interaction should be
    increased.

SK: Speaking
PL: Unspecified
SN: BE003690
DT: 09/05/84


AN: AP0013
TI: Relating Language and Content Teaching
AU: Mohan, Bernard A.
AV: TESOL Quarterly, v13 n2 p171-182 Jun 1979
YR: 1979
PT: Article
NT: 12 p.
GL: K-3/4-6/7-12
IT: Theoretical Research
AP: Content-Based
TH: Developmental/Discourse Analysis

AB: Three cases of the relation between language teaching and
    content teaching are considered: (1) language teaching by
    content teaching, where there is a question of whether
    communication is automatically achieved; (2) language teaching
    content teaching, where there is difficulty in the combined
    gradation of language content; and (3) language teaching for
    content teaching, where there is a problem of unifying the
    approaches of English for special purposes, study skills, and
    reading in the content areas.

SK: Listening/Reading/Speaking/Content
PL: Unspecified
SN: BE003050
DT: 09/03/84


AN: AP0021
TI: Bridging the Gap Between the ESL Curriculum and the Reading
    Curriculum in the Elementary School
AU: Moustafa, Margaret
AV: EDRS, PO 190, Arlington VA

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YR: 1978
PT: Article
NT: 8 p.
GL: K-3/4-6
IT: Theoretical Research
AP: Language Experience/Bridge English
TH: Unspecified
AB: The basic classroom reading program and the English as second
    language (ESL) program in the elementary school are related, yet
    a gap exists between them. It is suggested that the gap can be
    bridged though bilingual education, with an individualized
    Language Experience Approach, or by a process called Bridge
    English. In the Bridge English approach, the ESL professional
    actively collaborates with the classroom teacher to restructure
    what is taught in ESL classes to meet the individual needs of a
    specific reader. The language of the target text in basal
    reading is analyzed and oral language lessons based on this text
    are developed in order to make this language meaningful to the
    child.
OP: Bilingual
SK: Reading/Speaking/Vocabulary
PL: Unspecified
SN: BE002019
DT: 09/03/84


AN: AP0033
TI: Identification of the Components Requisite for the Teaching of
    English to Primary School Navajo Students: Guidelines for
    English as a Second Language
AU: Murphy, Barbara J.
AV: University Microfilms International, Ann Arbor, MI.
YR: 1978
PT: Dissertation
NT: 161 p.
GL: K-3/4-6/7-12
IT: Applied Research
AP: Unspecified
TH: Unspecified
AB: This study explores the implications of recent research in
    second language (L2) learning for the teaching of English as a
    second language (ESL) to Navajo children.
OP: Bilingual
SC: Native American (Navajo)
PL: Unspecified
SN: BE002272
DT: 09/05/84


AN: AP0022
TI: Second Language Reading and Testing in Bilingual Education.
AU: Murphy, Barbara
AV: TESOL Quarterly, v14 n2 p189-197 1980.
YR: 1980
PT: Article
NT: 9 p.
GL: K-3/4-6
IT: Applied Research
AP: Language Experience

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TH: Unspecified
AB: Realist assumptions based on research in language acquisition
    and the reading process are cited to provide guidelines for
    teaching English as a second language (ESL) in bilingual
    elementary school settings. The guidelines stress the need for
    experiences in the second language which allow students to think
    in the language, and offer viable criteria for assessing
    progress without the use of standardized tests for
    English-speaking students. A 25-item bibliography and an
    annotated list of language experience approaches for teachers
    interested in examining such program are included.
OP: Bilingual
SK: Reading
PL: Unspecified
SN: BE006018
DT: 09/03/84


AN: AP0087
TI: Communicative Language Teaching: A New Metaphor
AU: Nattinger, James R.
AV: TESOL Quarterly, v18 n3 391-407 Sep 1984
YR: 1984
PT: Article
NT: 16 P.
GL: Unspecified
IT: Theoretical Research
AP: Communicative
TH: Communicative Competence
AB: This article describes communicative language teaching and how
    it guides classroom practice.
SK: Listening/Reading/Speaking/Writing
PL: Unspecified
SN: None
DT: 10/16/84


AN: AP0050
TI: Transformational Linguistics, Cognitive Psychology, and Teaching
    English as-a-Second Language
AU: Ney, James W.
AV: Cross Currents, v9 n1 p43-54 Spr 1982
YR: 1982
PT: Article
NT: 10 p.
GL: Unspecified
IT: Theoretical Research
AP: Community Language Learning/Audiolingual/Cognitive-Code/Grammar-
    Translation/Individualized/Direct Method
TH: Transformational Grammar
AB: Research in the transformational theories of language learning
    indicates that certain properties of natural language learning
    cannot be accounted for solely by conditioning. Yet most
    transformational theorists do allow for some conditioning. This
    suggests that an approach to language learning can combine the
    principal features of the direct method and the audiolingual
    method with those of the grammar translation method. Another
    response to the development of transformational theory includes
    the formulation of the cognitive code-learning theory for

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teaching foreign languages.
PL: Unspecified
SN: BE012064
DT: 09/03/84


AN: AP0086
TI: Methodology in Transition: The New Focus on Proficiency
AU: Omaggio, Alice C.
AV: Modern Language Journal, v67 n4 330-341 1983
YR: 1983
PT: Article
NT: 12 p.
GL: Unspecified
IT: Theoretical Research
AP: Proficiency-Based/Communicative Competence
TH: Communicative/Sociolinguistic/Affective
AB: This article proposes the use of language proficiency as an
    organizing principle in developing curricula and identifies key
    elements in the ACTFL proficiency descriptions that relate to
    language teaching.  It compares methods and approaches in terms
    of those elements and offers suggestions.
PL: Unspecified
SN: None
DT: 10/16/84


AN: AP0106
TI: Boston Public Schools English-as-a-Second Language. Curriculum
    Objectives Pilot Version 1984-1985.
AU: Parker, Robert C.
AV: Boston Public Schools. Boston, MA.
YR: 1985
PT: Curriculum
NT: 31 Pages
GL: K-3/4-6/7-12
IT: Applied Research
AP: Language Experience/Natural/Audiolingual/Cognitive-Code
TH: Interdependence/Monitor Model/Acculturation/Communicative
    Competence/Sociolinguistic
AB: This article presents Boston Public Schools' curriculum for
    ESL-- including theoretical framework, principles for
    instruction and class management, criteria for placement and
    promotion, and goals emphasis of instruction.
TR: ESL Certification/Inservice Training
SK: Listening/Reading/Speaking/Writing/Vocabulary/Grammar/Content
PL: Beginning/Intermediate/Advanced
DT: 02/11/85


AN: AP0051
TI: English as a Second Language
AU: Paulston, Christina Bratt
AV: NEA Order Department, West Haven, CT
YR: 1980
PT: Book
NT: 40 p.
GL: Unspecified
IT: Theoretical Research

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AP: Various
TH: Unspecified
AB: Current knowledge about the learning and teaching of English to
    speakers of other languages (TESOL) is discussed in this study,
    which deals with practical matters within the classroom rather
    than with linguistic theory. A historical outline of the major
    elements of TESOL is presented, with descriptions and
    comparisons of English as a second language (ESL), English as a
    foreign language (EFL), bilingual education and English to
    speakers of other dialects (ESOD). The main part of the text is
    concerned with the teachers and the subject matter they teach,
    with the students and what they learn, and with how effectively
    the entire process is carried out. Methods and techniques for
    TESOL teaching are described in an analysis of recent
    literature.
OP: EFL/ESOD
PL: Unspecified
SN: BE003843
DT: 09/03/84


AN: AP0046
TI: Teaching English as a Second Language. Revised Edition.
AU: Politzer, Robert Louis/Politzer, Frieda N.
AV: Robert E. Krieger Publishing Company, Inc., Malabar, FA
YR: 1981
PT: Book
NT: 243 p.
GL: 7-12/Adult
IT: Theoretical Research
AP: Audiolingual
TH: Interference
AB: Guidelines for the teaching of basic English skills to
    non-English speakers at the high school, university, or adult
    level are provided, with an emphasis on the application of
    linguistics.
SK: Speaking/Vocabulary/Grammar/Pronunciation
PL: Unspecified
SN: BE011704
DT: 08/03/84


AN: AP0048
TI: ESL Methodology and Student Language in Bilingual Elementary
    Schools.
AU: Ramirez, Arnulfo G./Stromquist, Nelly P.
AV: TESOL Quarterly, v13 n2 p145-58 Jun 1979.
YR: 1979
PT: Article
NT: 14 p.
GL: K-3/4-6/7-12
IT: Applied Research
AP: Audiolingual/Cognitive-Code
TH: Unspecified
AB: This study sought to investigate current ESL methodology in
    bilingual schools in order to identify teaching practices that
    promote language learning. A group of 18 experienced ESL
    teachers and their classes were observed across 4 lessons with
    similar content. Prior to the study, the ESL test for teachers

was administered to all the teachers to measure both their knowledge of applied linguistics and their attitudes toward ESL methodology. The 141 primary-level students observed were pretested and posttested over a 6-month period by 2 measures of language performance; oral comprehension tests of the lesson materials were given as well as the English Grammar Production Subtest of the CERAS Spanish/English Balance Tests. Through content analysis of videotaped teacher lessons, seven teaching behaviors were isolated. Of these behaviors, teaching guided questioning, correcting grammatical errors, and explaining vocabulary were found to influence student growth positively, while a rapid pace and an exaggerated use of modeling were found to produce negative effects. However, modeling was the most frequently used technique among the 18 teachers.

OP: Bilingual
SK: Listening/Grammar
PL: Beginning
SN: BE008915
DT: 09/03/84


AN: AP0097
TI: Theoretically Based Second Language Reading Strategies
AU: Renault, Louise
AV: Monographs in Language and Reading Studies: Reading English as a
    Second Language: Moving from Theory (Twyford/Diehl/Feathers,
    eds.)
YR: 1981
PT: Article
NT: 16 p.
GL: K-3/4-6/7-12
IT: Theoretical Research
AP: Cognitive Strategies
TH: Cognitive
AB: This paper presents a series of instructional strategies for
    reading a second language.
SK: Reading
PL: Unspecified
SN: None
DT: 10/19/84


AN: AP0098
TI: Beginning to Read in English the LEA Way.
AU: Rigg, Pat
AV: Monographs in Language and Reading Studies, Reading English as a
    Second Language: Moving from Theory (Twyford/Diehl/Feathers,
    eds.)
YR: 1981
PT: Article
NT: 9 p.
GL: K-3/4-6
IT: Theoretical Research
AP: Language Experience
TH: Cognitive
AB: This article presents ways in which LEA can be used with
    students who are beginning to read in English as a Second
    Language.
SK: Reading

PL: Beginning
SN: None
DT: 10/19/84


AN: AP0015
TI: ESL and Reading in the Content Areas: Misconceptions and
    Assumptions
AU: Riley, James D.
AV: TESL Talk, v9 n2 p22-6 Spr 1978.
YR: 1978
PT: Article
NT: 5 p.
GL: Unspecified
IT: Theoretical Research
AP: Content-Based
TH: Unspecified
AB: Discusses the assumptions underlying content-area reading
    instruction for native speakers of English, which also apply to
    students of English as a second language.  This includes the
    need for providing guidance for students acquiring the concepts
    inherent in the content.
SC: Native Speaker of English
SK: Reading
PL: Unspecified
SN: EJ183566
DT: 09/03/84


AN: AP0095
TI: Practical Guide to the Teaching of English as a Second or
    Foreign Language
AU: Rivers, Wilga M./Temperley, Mary S.
AV: Oxford University Press, New York, NY
YR: 1978
PT: Book
NT: 399 p.
GL: Unspecified
IT: Theoretical Research
AP: Audiolingual/Structured Interaction
TH: Contrastive Analysis/Error Analysis
AB: This guide covers principles and practice of speaking,
    listening, reading, and listening for the ESL teacher.
SK: Listening/Reading/Speaking/Writing/
DT: 10/19/84


AN: AP0006
TI: Teaching the Written Language Using a Functional Approach
AU: Sampson, Gloria Paulik
AV: TESL Talk, v11 n2 p38-44
YR: 1980
PT: Article
NT: 7 p.
GL: Unspecified
IT: Theoretical Research
AP: Notional/Functional/Individualized
TH: Unspecified
AB: Individualized reading and writing tasks are suggested for use

in a functional approach to teaching English as a second
language. The tasks, each of which has a product, an audience,
a functional, and a linguistic focus, are based on students'
communicative needs in various situations. Individualization
promotes language learning.
SK: Reading/Writing
PL: Unspecified
SN: EJ225556
DT: 09/03/84


AN: AP0085
TI: Initiatives in Communicative Language Teaching
AU: Savignon, Sandra/Berns, Margie S.
AV: Addison-Wesley Publishing Co., Reading MA
YR: 1984
PT: Book
NT: 243 p.
GL: Unspecified
IT: Theoretical Research
AP: Communicative
TH: Communicative Competence/Discourse Analysis/Sociolinguistic
AB: This is a resource book for classroom teachers and program
administrators who want to know details of communicative
teaching and how goals of communicative teaching are being met.
Sections include background, methods and materials, and
evaluations.
SK: Reading/Speaking/Writing/Vocabulary/Grammar
PL: Unspecified
SN: None
DT: 10/15/84


AN: AP0084
TI: Communicative Competence: Theory and Classroom Practice
AU: Savignon, Sandra J.
AV: Addison-Wesley Publishing Co., Reading, MA
YR: 1983
PT: Book
NT: 322 P.
GL: Unspecified
IT: Applied Research
AP: Drama/Communicative
TH: Communicative Competence/Discourse Analysis/Sociolinguistic
AB: This book gives background in second language acquisition
research that has led to notions of communicative competence.
The second half of the book is devoted to describing a
curriculum based on theories of communicative competence.
SK: Reading/Speaking/Writing/Vocabulary/Grammar
PL: Unspecified
SN: None
DT: 10/15/84


AN: AP0040
TI: Education of Immigrant Children
AU: Saville-Troike, Muriel
AV: TESL Talk, v9 n2 p3-10 Spr 1978.
YR: 1978

PT: Article
NT: 8 p.
GL: K-3/4-6
IT: Theoretical Research
AP: Unspecified
TH: Unspecified
AB: The complexity of the factors that influence the education of
    immigrant children are discussed, along with some of the ways in
    which to respond to the diversity of needs, attitudes, and
    circumstances with the resources of programs and practices in
    English as a second language.
OP: Bilingual
SC: Immigrant
PL: Beginning
SN: EJ183562
DT: 09/03/84


AN: AP0009
TI: Socio-Drama for Social Interaction.
AU: Scarcella, Robin C.
AV: TESOL Quarterly, v12 n1, p 41-6
YR: 1978
PT: Article
NT: 6 p.
GL: Unspecified
IT: Theoretical Research
AP: Communicative
TH: Communicative Competence
AB: Socio-drama can be used to develop communication skills for
    English as a second language students.  Students produce new
    sentences by participating in several enactments, and language
    use must be restructured according to the social context.
    Social interaction, a prerequisite for communication, is also
    promoted.
SK: Listening/Speaking/Social Interaction
PL: Unspecified
SN: EJ177878
DT: 09/03/84


AN: AP0062
TI: Integrated Language Strategy for Second Language Learners.
AU: Searfoss, Lyndon W./Smith, Christine C./Bean, Thomas W.
AV: TESOL Quarterly v15 n4 p383-389 Dec 1981
YR: 1981
PT: Article
NT: 7 p.
GL: Unspecified
IT: Theoretical Research
AP: Content-Based
TH: Unspecified
AB: The Guided Writing Procedure provides instruction and practice
    in basic communication skills by using oral language as a bridge
    to reading and writing.  It activates students' prior knowledge
    to furnish a framework for the acquisition of new concepts.
SK: Listening/Reading/Speaking/Writing/Vocabulary/Content
PL: Unspecified
SN: None

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DT: 09/07/84


AN: AP0073
TI: Teaching and Learning Languages.
AU: Stevick, Earl W.
AV: Cambridge University Press, New York, NY
YR: 1982
PT: Book
NT: 215 p.
GL: Unspecified
IT: Theoretical Research
AP: Audiolingual/Auditory Images
TH: Memory
AB: This is a basic book for beginning teachers.  Reviews evidence
    from studies in memory and applies this to practical suggestions
    for teaching languages.
PL: Unspecified
SN: None
DT: 09/10/84


AN: AP0053
TI: Teaching Languages: A Way and Ways
AU: Stevick, Earl W.
AV: Newbury House, Rowley, MA
YR: 1980
PT: Book
NT: 304 p.
GL: Unspecified
IT: Theoretical Research
AP: Community Language Learning/Suggestopedia/Total Physical
    Response/Silent Way
TH: Monitor Model
AB: Reviews Silent Way, CLL, Suggestopedia, Monitor Model, Levertov
    Machine, and offers own way.
PL: Unspecified
SN: none
DT: 09/10/84


AN: AP0027
TI: Breaking Down the Free Conversation Myth
AU: Taylor, Barry P./Wolfson, Nessa
AV: TESOL Quarterly, v12 n1 p31-9 Mar 1978
YR: 1978
PT: Article
NT: 8 p.
GL: Unspecified
IT: Applied Research
AP: Communicative/Notional/Functional
TH: Communicative Competence
AB: "Directed conversation" involving a functional approach and role
    playing is recommended for English as a second language  classes
    instead of unstructured conversation groups.  The student
    practices not only syntax and vocabulary but the specific
    sociolinguistic rules appropriate to the speech situation.
SK: Speaking
PL: Unspecified

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AN: AP0028
TI: Teaching ESL: Incorporating a Communicative Student-Centered
    Component
AU: Taylor, Barry P
AV: TESOL Quarterly, v17 n1 p69-88 Mar 1983
YR: 1983
PT: Article
NT: 20 p.
GL: Unspecified
IT: Theoretical Research
AP: Communicative
TH: Communicative Competence
AB: Reviews research supporting communicative component in language
    teaching.  Discusses five features of real communication and
    stresses importance of classroom atmosphere. Outlines principles
    for creating tasks which promote real communication.
PL: Unspecified
DT: 09/05/84


AN: AP0036
TI: In Search of Real Reality
AU: Taylor, Barry P.
AV: TESOL Quarterly, v16 n1 p29-42 Mar 1982.
YR: 1982
PT: Article
NT: 14 p.
GL: Unspecified
IT: Theoretical Research
AP: Unspecified
TH: Input
AB: A rationale is presented for basing English as a second language
    (ESL) instruction  on the notion of reality.  Research indicates
    that ESL instruction based on genuine communication enhances
    language acquisition more than grammatical or functional
    teaching approaches.  Both grammatical and functional approaches
    ignore the fact that language is a behavior which can not be
    systematized, and both have been unsuccessful in teaching the
    syntactic structure of language which is understood.  Moreover,
    these methods do not teach students how to use language
    appropriately.  A less structured approach to language teaching
    is proposed.  This new approach is supported by research related
    to the input hypothesis, the monitor model, and the nature of
    simple codes.
SK: Grammar
PL: Unspecified
SN: BE010878
DT: 09/05/84


AN: AP0003
TI: Silent Way:  Panacea or Pipedream.
AU: Varvel, Terry.
AV: TESOL Quarterly; v13 n4 p483-94 Dec 1979.
YR: 1979

PT: Article
NT: 12 p.
GL: Unspecified
IT: Theoretical Research
AP: Silent Way
TH: Unspecified
AB: Discusses an observation of a class in English as a second
    language in which the Silent way method Was used.  The focus is
    on some problems not thoroughly explored in the existing
    literature.
PL: Unspecified
SN: EJ214422
DT: 08/29/84


AN: AP0011
TI: TPR-Plus
AU: Vetter, Enid B.
AV: EDRS, PO 190, Arlington, VA
YR: 1983
PT: Article
NT: 12 -p.
GL: K-3/4-6/7-12
IT: Theoretical Research
AP: Total Physical Response/Formal English
TH: Unspecified
AB: In recent years progress has been made in facilitating the
    acquisition of interpersonal English language skills through the
    use of new approaches such as the Total Physical Response (TPR)
    method, which is based on the premise that second language
    learning involves the same stages as those evidenced in first
    language acquisiton.  TPR-Plus, an expanded version of the TPR
    approach, applies TPR not only to acquisition of interpersonal
    communication, but also to the more formal English of classroom
    instruction.  Based on the abilities and needs of limited
    English proficiency (LEP) students, the lessons are related to
    curriculum areas, with the focus on the communicative functions
    students need in order to succeed in a classroom.
SK: Speaking/Content
PL: Beginning
SN: ED230035
DT: 09/03/84


AN: AP0024
TI: Use and Abuse of Models in the ESL Writing Class
AU: Watson, Cynthia B.
AV: TESOL Quarterly, v16 n1 p5-14 Mar 1982
YR: 1982
PT: Article
NT: 10 p.
GL: Unspecified
IT: Theoretical Research
AP: Communicative
TH: Communicative Competence
AB: English as a second language (ESL) teachers continue to use
    model passages to teach writing to their students, despite
    recent criticism that model-based composition teaching focuses
    on the products, not the process of writing.  ESL teachers point

out that models can provide exposure to vocabulary, grammar, sentence structure, rhetorical organization, and stylistic variety to students learning English, if a learner-centered approach is used. This approach stresses communicative achievement rather than correctness.
SK: Writing
PL: Unspecified
SN: BE010877
DT: 09/05/84


AN: AP0010
TI: From Action to English: Reality in the Classroom.
AU: Zuern, Guenther.
AV: TESL Talk; v13 n1 p92-97 Win 1982.
YR: 1982
PT: Article
NT: 6 p.
GL: Unspecified
IT: Theoretical Research
AP: Total Physical Response
TH: Unspecified
A8: Describes use of total physical responses as a teaching strategy in English-as-a-second-language classes. Students act out commands from teacher with no initial emphasis on oral production. This approach makes a lesson more real to students and physically involving them makes for more successful learning.
SK: Speaking
PL: Beginning
SN: EJ258107
DT: 09/03/84

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# BIBLIOGRAPHY OF ESL ORGANIZATIONAL PATTERNS

A search of computer databases provided a total of 213 citations on the topic of ESL organizational patterns and types of programs found in local school districts. Additional abstracts were identified by manual search. The following selection criteria were applied to the information contained in each citation or abstract:

1.  Is the organizational pattern theoretical or has it been implemented in one or more school districts?

    Reports on program evaluations seemed a particularly rich source of information on organizational patterns in current use.

2.  Does the organizational pattern specify what student, teacher, and community characteristics it is designed to serve?

    Although in some cases this information was included in the citation, in many cases it was not. In these cases, the application of this selection criterion was postponed until the complete document could be consulted.

3.  Are staffing needs required by a particular organizational pattern indicated?

    Little information about staffing patterns appeared in the citations. As the complete documents are reviewed and as additional information is obtained from interviews with local school districts and Bilingual Education Multifunctional Support Centers, this criterion will be applied.

As a result of the selection process, 40 citations on ESL organizational patterns were sent to the panel of consultants for review and additional selection.

The following additional selection criterion was used by the consultants:

- Does the report cited give sufficient attention to a description of the organizational patterns, or does it only provide statistical data and test results?

To the citations selected by the consultants were added their suggestions of additional documents and others found by manual search in current professional journals and publications, for a total of 25 bibliographic citations. The Bibliography of ESL Organizational Patterns, arranged alphabetically by author, appears on the following pages.

AN: OR0040
TI: Integrated Bilingual Curriculum Model
AU: Brisk, Maria/Wurzel, Jaime
AV: NABE Journal, v3 n2 39-51 1979
YR: 1979
PT: Article
NT: 12 p.
GL: K-3
IT: Theoretical Research
AP: Unspecified
TH: Cognitive/Acculturation/Attitude
AB: This paper offers an integrated curriculum model for bilingual
    education at the kindergarten level.  It offers a framework
    based on research in language learning attitudes, bilingualism,
    and cognition.
OP: Bilingual
PL: Unspecified
SN: BE002073
DT: 10/18/84


AN: OR0042
TI: Case Studies in Bilingual Education
AU: California State Department of Education, Office of Bilingual
    Bicultural Education
AV: California State Department of Education, Office of Bilingual
    Bicultural Education
YR: 1984
PT: Article
NT: 6 p.
GL: K-3/4-6
IT: Applied Research
AP: Unspecified
TH: Unspecified
AB: With the goal of promoting proficiency in English language and
    academic skills for LEP students, the authors, in conjunction
    with California school personnel and parents, are carrying out a
    series of case studies.
OP: Bilingual/Transfer Curriculum/Sheltered Classes
SC: Spanish
TR: B.A. in B.E.
PL: Beginning/Intermediate/Advanced
DT: 02/19/85


AN: OR0008
TI: Implications of Structured Immersion for the ESL Elementary
    Curriculum.
AU: Chamot, Anna Uhl.
AV: EDRS, P.O 190, Arlington VA
YR: 1983
PT: Article
NT: 22 p.
GL: K-3/4-6
IT: Theoretical Research
AP: Unspecified
TH: Transfer/Input
AB: Structured immersion, or transfer instruction, is proposed as a
    bridging program between English as a second language or

bilingual programs and the all-English medium classroom. The
theoretical background underlying the transfer of knowledge and
skills form a child's first language to English is reviewed. A
model for transfer instruction designed to help children
transfer to English the concepts and skills they have acquired
in their first language is described. Finally, applications of
the transfer instruction curriculum model to content subjects
and to the teaching of study skills and learning strategies are
discussed,and suggestions for simplification of instructional
materials are presented.
OP: Bilingual/Immersion/Structured Transfer
SK: Content
PL: Unspecified
SN: ED230038
DT: 09/04/84


AN: OR0041
TI: How To Plan a Transfer Curriculum From Bilingual to Mainstream
    Instruction
AU: Chamot, Anna Uhl
AV: National Clearinghouse for Bilingual Education, Arlington, VA
YR: 1983
PT: Article
NT: 7 p.
GL: K-3/4-6
IT: Theoretical Research
AP: Unspecified
TH: Interdependence/Transfer
AB: The transferability of conceptual knowledge from children's
    first language (L1) to their second language (L2) is the main
    theoretical assumption of bilingual education. This paper
    presents some of the research background underlying transfer of
    cognitive academic skills acquired in one language to equivalent
    skills in another language, and then proposes an elementary
    curriculum model for tranferring these skills from L1 to L2.
    Finally, some practical applications for transferring basic
    skills from a child's home language to English in the elementary
    school content areas of reading and language arts, Math,
    Science, and Social Studies are suggested.
OP: Bilingual/Mainstreaming
SC: Listening/Reading/Speaking/Writing/Vocabulary/Grammar/Content
PL: Beginning
SN: BE013722
DT: 09/02/84


AN: OR0021
TI: Learning in Two Languages: Ten Local Bilingual Programs
AU: Deluca, Sally/Swartzloff, Jane
AV: National Clearinghouse for Bilingual Education, Arlington, VA
YR: 1984
PT: Article
NT: 11 p./FOCUS Series, n13
GL: K-3/4-6/7-12/Adult
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: This is a compilation of ten reports that describe local

bilingual education programs, Title VII and non-Title VII-funded.
OP: Bilingual/Immersion/Pull-out/Tutorial
PL: Unspecified
SN: None
DT: 10/15/84


AN: OR0007
TI: Pennsylvania Guide to Bilingual and English as a Second Language Education: University and Resource Training Programs and K-12 Instructional Programs
AU: Ebel, Carolyn, ed./Dash, Janice/Blanck, Carol
AV: BESL Center, Lancaster-Lebanon Intermediate Unit 13
YR: 1980
PT: Report
NT: 40 p.
GL: K-3/4-6/7-12/Adult
IT: Program Description
AP: Unspecified
TH: Unspecified
AB: This guide presents information on university and resource training programs, K-12 instructional programs, and resource centers for bilingual and English as a second language (ESL) education. The 15 kindergarten through grade 12 bilingual and ESL programs contain information on school district, contact person staffing, number of students involved, grade levels, language groups, and provide program objectives and descriptions. Unit 13, contains textbooks, handouts, and audiovisual materials and equipment for use by bilingual teachers and school personnel. The materials cover most areas of bilingual education, with the handout addressing five specific areas: (1) the BESL Center, (2) bibliographies, (3) language and culture of the Vietnamese, Puerto Ricans, and other Asians and Hispanics, (4) language and culture of the Pennsylvania Germans, (5) curriculum, (6)instructional tips, (7) programs and materials for bilingual education, and (8) BESL reporters.
OP: Bilingual
SC: Asian/Spanish
TR: Bilingual
PL: Unspecified
SN: BE004454
DT: 09/04/84


AN: OR0006
TI: Methods of Organizing Individualized ESL Instruction
AU: Helgesen, Marc E.
AV: TESL Talk, v14 n3 p67-76 Sum 1983
YR: 1983
PT: Article
NT: 10 p.
GL: K-3/4-6/7-12
IT: Theoretical Research
AP: Individualized
TH: Unspecified
AB: Discusses grouping as the method by which ESL classes can be individualized, while at the same time serving to encourage

student communication. Identifies three categories of grouping,
along with the skill areas for which each is most effective.
Also presents four classroom management models and discusses the
strengths and weaknesses of each.
OP: Grouping
PL: Unspecified
SN: EJ290013
DT: 09/04/84


AN: OR0025
TI: Inadequacy of English Immersion Education as an Educational
    Approach for Language Minority Students in the United States
AU: Hernandez-Chavez, Eduardo
AV: Studies on Immersion Education, California State Dept. of
    Education, Sacramento, CA
YR: 1984
PT: Article
NT: 40 p.
GL: K-3/4-6/7-12
IT: Theoretical Research
AP: Unspecified
TH: Sociolinguistic/Cultural
AB: This article gives an overview of historical approaches to
    language minority education, current immersion programs in
    Canada and the U.S, and psycholinguistic and sociolinguistic
    factors, and offers a view of an ideal immersion program.
OP: Immersion
PL: Unspecified
SN: None
DT: 10/18/84


AN: OR0011
TI: Instructional Models for Spanish/Bilingual Classrooms
AU: Hewlett-Gomez, Michele/Rawson, Anne/Bailey, Mona H./Crosbie,
    Keith/Arambul, Omar
AV: Office of the State Superintendent of Public Instruction,
    Olympia, WA
YR: 1980
PT: Article
NT: 37 p.
GL: K-3/4-6/7-12
IT: Theoretical Research
AP: Unspecified
TH: Unspecified
AB: A guide to the development of instructional models for the
    Spanish-English bilingual classroom is presented for use by
    teachers and administrators. Determination of student needs,
    student linguistic classification, curriculum components,
    classroom models, staffing patterns, and instructional
    techniques are discussed. A flow chart for instructional models,
    a list of curriculum material resources, a publisher's list, and
    a glossary are provided.
OP: Bilingual
SC: Spanish
TR: Bilingual
PL: Unspecified
SN: BE009788

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AB: This longitudinal study investigates the effect of five
    different program models on both acquisition and maintenance of
    Spanish by native Spanish-speaking kindergarten children.  The
    models are: traditional kindergarten, traditional with daily
    ESL, bilingual with concurrent translation, bilingual with
    alternate immersion, bilingual with concurrent translation and
    daily ESL.
AB: The bilingual program at Columbus school in Norwalk,
    Connecticut, employs the "bilingual pairing mode" whereby
    students are taught half the day in English language arts, art,
    and music by their English-dominant teacher, and the other half
    in all subject matters by a native Spanish-speaking teacher.
    The underlying principle of the model is that the Anglo
    instructor teaches only the concepts and vocabulary that the
    children already know in their native language.  They begin to
    read formally in English only after they are reading well in
    Spanish.  The program is supplemented with activities successful
    in developing oral language skills, seven of which are
    described: (1) acting out stories, (2) using puppets and masks,
    (3) following daily routines, (4) measuring words, (5) creative
    drawing, (6) scribble writing, and (7) unit ideas.

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AN: OR0012
TI: Immersion and the Language Minority Student Revised Version.
    Assistance Center
AU: Met, Myriam
AV: EDRS, PO #190, Arlington VA
YR: 1984
PT: Article
NT: 27 p.
GL: K-3/4-6
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: Immersion as an instructional strategy can be incorporated into
    existing programs in which language minority students are
    exposed to content area instruction in English. Some effective
    components of programs for language minority students are
    complementary native language conversation during the school day
    to alleviate stress and promote language pride, rewards for
    successful communication, limited pressure for linguistic
    accuracy, and consideration of group cultural and linguistic
    differences in program design.
OP: Bilingual/Immersion
SC: Immigrant
SK: Content
PL: Unspecified
SN: ED240835
DT: 09/04/84


AN: OR0017
TI: Bilingual Program Project SELL. Final Report.
AU: Neidich, Robert
AV: EDRS, PO 190, Arlington, VA
YR: 1980
PT: Report
NT: 21 p.
GL: 4-6/7-12
IT: Program Evaluation
AP: Role Models
TH: Unspecified
AB: Project SELL (Spanish/English Language Learning) served 344
    limited English speaking (LEP) and 40 non-limited English
    speaking (non-LEP) students from intermediate and junior high
    schools in Queens, New York. Non-LEP students acted as role
    models for LEP students to assist in the improvement of English
    language skills while LEP students acted as role models in
    Spanish language and culture classes. LEP students who achieved
    proficiency in English were transferred out of the program while
    receiving additional academic support services. LEP students
    were mainstreamed in all subject areas.
OP: Bilingual/Mainstreaming
SC: Spanish/Mixed Class
SK: Listening/Reading/Speaking/Writing/Vocabulary/Grammar/Spanish
    Language and Culture

AN: OR0015
TI: Project Trabajo and Individual Bilingual Education for Children
    with Retarded Mental Development. E.S.E.A. Title VII (and)
    Annual Evaluation
AU: New York City Board of Education
AV: EDRS, PO 190, Arlington, VA
YR: 1981
PT: Report
NT: 45 p.
GL: K-3/4-6/7-12
IT: Program Evaluation
AP: Individualized
TH: Unspecified
AB: Project TRABAJO (an academic and job program) and the
    Individualized Bilingual Education for Children with Retarded
    Mental Development are two programs which provide supplementary
    and instructional support for 150 mildly and moderately mentally
    retarded New York City school students with limited English
    proficiency.  Project TRABAJO is designed to serve intermediate,
    junior, and senior high school students, while Chapter 720
    serves the same population and elementary school students as
    well.  Both programs encourage staff development, curriculum and
    materials development, and parental involvement.
OP: Bilingual/Career
SC: Spanish/Learning Disabled
SK: Reading/Speaking/Math
PL: Beginning/Intermediate/Advanced

AN: OR0016
TI: William H. Taft High School Project Adelante. E.S.E.A. Title
    VII.  Final Evaluation Report, 1980-1981.
AU: New York City Board of Education, Brooklyn, N.Y. Office of
    Educational Evaluation.
AV: EDRS, PO 190, Arlington, VA.
YR: 1981
PT: Report
NT: 68 p.
GL: 7-12
IT: Program Evaluation
AP: Unspecified
TH: Unspecified
AB: This report presents a description and the results of evaluation
    of Project Adelante at William H. Taft High School in New York
    City during 1980-81.  The project, which was funded under Title
    VII of the Elementary Secondary Education Act, provided
    instruction in English as a Second Language, Spanish language
    skills, and bilingual instruction in science, mathematics, and
    social studies to high school students of limited English
    Proficiency.  Included in the report are descriptions of the
    ethnic composition, population characteristics, and
    socioeconomic conditions of the area in which the school is

located§ an enumeration of student characteristics; and
discussions of program philosophy, organization, funding,
goals/objectives, students placement procedures, instructional
offerings, curriculum and materials, supportive services, staff
development, and parental involvement.
OP: Bilingual
SC: Spanish
SK: Listening/Reading/Speaking/Writing
PL: Unspecified
SN: ED215068
DT: 09/04/84


AN: OROGO4
TI: Starting an English-as-a-Second-Language Program
AU: Placer-Barber, Venus/Luna, Rosendo, Jr., ed.
AV: Superintendent of Public Instruction, Washington
YR: 1981
PT: Article
NT: 30 p.
GL: K-3/4-6/7-12
IT: Information from Practice
AP: Unspecified
TH: Unspecified
A8: Guidelines for implementing English as a second language (ESL)
    programs are offered. Components of ESL program design include
    identification of non-English-speaking students, a language
    assessment instrument, an ESL teacher, and ESL materials.
    Identification methods, desirable teacher characteristics,
    approved language assessment tests, and commonly used ESL
    textbooks are listed.  Suggestions are provided for: scheduling
    and grouping of ESL students at the elementary and scondary
    levels; ESL instruction in the regular classroom; elementary and
    secondary lesson plans; listening comprehension, speaking,
    reading, and writing activities; and mainstreaming criteria.
OP: Mainstreaming
SK: Listening/Reading/Speaking/Writing
PL: Unspecified
SN: BE009779
DT: 09/04/84


AN: OR0019
TI: Evaluation Report for the District 30, Queens, N.Y.
AU: Rex, Buck R.
AV: EDRS, PO 190, Arlington, VA
YR: 1981
PT: Report
NT: 42 p.
GL: K-3/4-6/7-12
IT: Program Evaluation
AP: Unspecified
TH: Unspecified
A8: This is an Evaluation report on a Title VII bilingual program
    that was conducted in Community School District 30, Queens, in
    New York City during 1980-81.  The report states that the
    program served pupils of limited English capacity whose native
    languages were Greek, Chinese, Italian, and Spanish.  The
    program's goals, activities and structure are described, and the

texts used for each language group are listed. Program
objectives which are evaluated include progress in oral language
proficiency in English, native language proficiency, and
mathematics, science, and social studies proficiency.
OP: Bilingual
SC: Chinese/Greek/Spanish/Italian
SK: Speaking/Content/L1 Proficiency
PL: Unspecified
SN: ED206782
DT: 09/04/84


AN: ORO013
TI: Comparative Study of the Effects of Use of a
    Diagnostic/Prescriptive Approach Versus a Tutorial Approach to
    the Teaching of English to Non-English...
AU: Scudder, Bonnie Elizabeth Todd
AV: University Microfilms International, Ann Arbor, MI
YR: 1979
PT: Dissertation
NT: 229 p.
GL: K-3/4-6
IT: Applied Research
AP: Unspecified
TH: Unspecified
AB: The oral English proficiency and academic achievement of two
    groups of non-English-speaking children in grades K-6 were
    compared to determine the effects to two English as a second
    language (ESL) programs in the Denver, Colorado, public school
    system. The first group, containing 187 children, received ESL
    instruction from specially trained, experienced, and certified
    teachers in the Diagnostic Non-English-Speaking Program (DNESP),
    funded under ESEA.
OP: Prescriptive/Tutorial
SC: Spanish
TR: Elem-Sec Certification/ESL Certification
SK: Reading/Speaking
PL: Unspecified
SN: BE005326
DT: 09/04/84


AN: ORO018
TI: South Bronx High School Bilingual Basic Skills Program.
    E.S.E.A. Title VII Final Evaluation Report. 1980-81.
AU: Shore, Rima, ed.
AV: New York City Board of Education, Brooklyn, NY
YR: 1981
PT: Report
NT: 117 p.
GL: 7-12
IT: Program Evaluation
AP: Unspecified
TH: Unspecified
AB: This report describes, presents demographic data for, and
    evaluates the effectiveness of a bilingual education program for
    344 Hispanic students in South Bronx High School, New York. The
    program's goals include improvement of students' English and
    Spanish language skills, reinforcement of Hispanic cultural

values and knowledge, enhancement of self esteem, and
orientation to the culture and values that students confront in
the United States. The instructional component of the program
stresses early and gradual transition to a mainstream, English
language program. This objective is pursued through intensive
English as a second language instruction, as well as bilingual
classes in science, mathematics, and social studies.
OP: Bilingual/Transitional
SC: Spanish
SK: Listening/Reading/Speaking/Writing/Vocabulary/Grammar/Content
PL: Unspecified
SN: ED218409
DT: 09/04/84


AN: OR0010
TI: How Schools are Helping Kids Who Can't Speak English
AU: Thompson, Margery
AV: American School Board Journal, v167 n4 p35-39 Apr 1980
YR: 1980
PT: Article
NT: 5 p.
GL: K-3/4-6/7-12
IT: Program Description
AP: Unspecified
TH: Unspecified
AB: This article briefly reviews the history of bilingual education
in the United States, and describes five programs implemented
throughout the country that have managed to accommodate and
teach non-English-Speaking Children: (1) the Marshalltown (Iowa)
English as a second language (ESL) program; (2) the Muscogee
County (Georgia) ESL program; (3) the Fairfax County (Virginia)
ESL program; (4) the Boulder (Colorado) transitional program;
and (5) the Okaloosa County (Florida) transitional program.
OP: Bilingual
PL: Unspecified
SN: FE003965
DT: 09/04/84


AN: OR0009
TI: English as a Second Language and Bilingual Education
AU: Virginia State Dept. of Education, Richmond
AV: Foreign Language Service, Department of Education, Richmond, VA
YR: 1981
PT: Report
NT: 33 p.
GL: K-3/4-6/7-12
IT: Program Description
AP: Unspecified
TH: Unspecified
AB: Guidelines for the provision of bilingual education and English
as a second language (ESL) instruction in Virginia schools are
presented. The guidelines address such topics as definition,
the law, student identification and placement, student
orientation, a tutorial approach to instruction, a cluster
approach to instruction, classroom ESL instruction in the
students' home school, high intensity language training,
bilingual instruction, curriculum, instructional methodology and

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          teaching materials and resources.
OP: Bilingual/HILT/Cluster/Tutorial
PL: Unspecified
SN: BE010332
DT: 09/04/84


AN: OR0003
TI: Rock Point Community School:  An Example of a Navajo-English
    Bilingual Elementary School Program
AU: Vorih, Lillian/Rosier, Paul
AV: TESOL Quarterly, v12 n3 p263-269 Sep 1978
YR: 1978
PT: Article
NT: 6 p.
GL: K-3/4-6
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: The paper discusses tne details of a Navajo-English bilingual
    program:  the current bilingual curriculum, the roles of the
    Navajo and the English language teachers, the problems of
    teacher training and materials development, the effect on the
    students' cognitive and affective development, community
    participation, and results on standardized tests.
OP: Bilingual
SC: Native American (Navajo)
PL: Unspecified
SN: EJ186962
DT: 08/29/84


AN: OR0002
TI: English Learning Centres: An Alternative.
AU: Wakefield, Pat/Yeung, Eileen.
AV: TESL Talk v9 n1 p.71-75 Win 1978.
YR: 1978
PT: Article
NT: 5 p.
GL: K-3/4-6/7-12
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: An alternative to a classroom for English as a second language
    students is the English learning center.  A detailed definition
    and guidelines for planning learning centers are provided.
OP: Learning Centers
PL: Unspecified
SN: EJ179312
DT: 08/29/84


AN: OR0001
TI: Evaluation of an English as a Second Language Program for
    Southeast Asian Students
AU: Weslander, Darrell/Stephany, Gene V.
AV: TESOL Quarterly, v17 n3 p473-80 Sep 1983
YR: 1983
PT: Article
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NT: 8 p.
GL: K-3/4-6/7-12
IT: Program Evaluation
AP: Unspecified
TH: Unspecified
AB: An evaluation of a Des Moines program, in which the relationship
    of student background and program achievement was examined, is
    summarized. It was found that more instruction in English was
    beneficial in the first year of schooling, but had diminishing
    effects during the second and third years. Implications for
    similar programs are discussed.
SC: Asian (Southeast)/Immigrant
PL: Unspecified
SN: EJ286748
DT: 08/29/84


AN: OR0014
TI: ESEA Title VII Chinese Bilingual Program. Community School
    District One. Final Evaluation Report, 1979-1980.
AU: Young, John/Driscoll, Berle M.
AV: EDRS, PO 190, Arlington, VA.
YR: 1980
PT: Report
NT: 27 p.
GL: K-3/4-6/7-12
IT: Program Evaluation
AP: Unspecified
TH: Unspecified
AB: This report examines the progress and achievements of a Title
    VII Chinese Bilingual Program conducted in New York in
    1979-1980. The bilingual program's instructional scheme is
    examined in terms of class organization and curriculum
    instruction. Materials and techniques used in various
    curriculum instruction. Materials and techniques used in
    various content areas are described in a grade by grade
    breakdown that covers grades 1 through 9. Content areas
    include: (1) English language activities; (2) Chinese reading
    and language arts; (3) reading; (4) mathematics; (5) activities
    related to culture; and (6) the use of educational and cultural
    resources.
OP: Bilingual
SC: Chinese
SK: Reading/Speaking/Math/Culture
PL: Unspecified
SN: ED200697
DT: 09/04/84

BIBLIOGRAPHY OF ESL INSTRUCTIONAL MATERIALS ·

A search of computer databases provided a total of 313 citations on the topic of ESL instructional materials and textbooks, and additional abstracts were identified by manual search. The following selection criteria were applied to the information contained in each citation or abstract:

1. Are the materials recent?

    Materials published from 1978 to the present were included initially in the bibliography. As state and school district lists of approved materials are studied, some instructional materials published prior to 1978 may be included if they are found to be in current widespread use.

2. Were the materials designed for the age, grade level, and ethnic group(s) for which they are to be used?

    It was not always possible to apply this criterion, either because of lack of information in the citation or because many materials in current use in public schools were originally intended for teaching English as a foreign language in other countries.

3. Do the materials meet current guidelines for non-sexist, non-stereotypic textbooks?

    This criterion will be applied when the actual instructional materials are reviewed, as it is not apparent from database citations. In addition, this criterion in used by states with textbook adoption policies, so any instructional materials on these state lists can be assumed to be non-sexist and non-stereotypic.

As a result of the selection process, 89 citations on ESL ·instructional materials were sent to the panel of consultants for review and additional selection.

The following additional criteria were used by the consultants:

- Were the materials designed for a specific age population, or was the claim made that they could be used for all ages?

- Do the materials reflect at all what we know about second language acquisition and learning?

- Do the materials address a variety of skills or are they limited to supplementary use only?

To the citations selected by the consultants were added their suggestions of additional documents and others found by manual search in current professional journals and publications, for a total of 52 bibliographic citations. The Bibliography of ESL Instructional Materials, arranged alphabetically by author, appears on the following pages.

AN: MA0024
TI: Lau Curriculum Plan, Grades 6-12: English (Language Arts).
AU: Arnold, Andrea/Boesch, Susan/Hagan, Christine/Stoeckley, Fabiola
AV: Indochinese Materials Center, U.S. Department of Education,
    Kansas City, MO.
YR: 1980
PT: Curriculum/Supplementary Material
NT: 5 components
GL: 7-12
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: Designed for use by classroom teachers, Lau facilitators, or
    instructional aides, this language arts curriculum guide is part
    of a project intended to develop English language vocabulary and
    usage in limited-English-proficient (LEP) students sufficient
    for them to be mainstreamed into regular programs of
    instruction.
SK: Vocabulary/Grammar/Content
PL: Unspecified
SN: BE008558
DT: 09/05/84


AN: MA0007
TI: Tree or Three?  An Elementary Production Course.
AU: Baker, Ann/Marshall, Leslie, Ill.
AV: Cambridge University Press, New York, NY
YR: 1982
PT: Audiotape/Supplementary Material/Teacher's Guide
NT: 121 p./2 cassettes
GL: K-3
IT: Information from Practice
AP: Audiolingual
TH: Unspecified
AB: This pronunciation book is intended for elementary-level
    students and other beginning learners of English as a second
    language.  The book is divided into 46 separate sections.  Each
    section deals with a phonetic entity through several exercises:
    listen and repeat, sentence practice, and dialogs.
    Black-and-white drawings accompany the exercises, and two
    cassette tapes presenting the exercises accompany the book.  A
    teacher's guide is also available.
SK: Speaking/Prounciation
PL: Beginning
SN: BE013334
DT: 09/04/84


AN: MA0062
TI: IDEA Oral Language Program Kits
AU: Ballard, Wanda/Tighe, Phillis.
AV: Ballard and Tighe, Brea, CA
PT: Supplementary Material/Teacher's Guide
NT: 6 components
GL: K-3/4-6/7-12/Adult
IT: Information from Practice
AP: Unspecified
TH: Unspecified

AB: This program contains six skill areas (Vocabulary, Following
    Directions, Descriptive Words, Grammatic Structures,
    Articulation, Verbal Expression) and six levels of difficulty.
    Each level extends student's vocabulary, comprehension, and oral
    expression.
SK: Listening/Speaking/Vocabulary
PL: Beginning/Intermediate/Advanced
SN: none
DT: 09/04/84


AN: MA0035
TI: Connections: Communicative Listening and Speaking Activities
    (Teacher's Editor and Student Book)
AU: Boyd, John R./Boyd, Mary Ann
AV: Regents Publishing Company, New York, NY
YR: 1981
PT: Supplementary Material/Teacher's Guide
NT: 2 components
GL: 7-12/Adult
IT: Information from Practice
AP: Notional/Functional
TH: Unspecified
AB: An innovative approach to teaching listening skills to students
    of English as a second language (ESL). Employs one-sided
    telephone conversations, each focusing on a different function
    of discourse as well as on a different topic.
SK: Listening/Speaking
PL: Beginning/Intermediate/Advanced
SN: BE008152
DT: 09/05/84


AN: MA0001
TI: Welcome to English (Series)
AU: Chapman, John.
AV: Regents Publishing Company, Inc. New York, NY
YR: 1980
PT: Audiotape/Basal Series/Teacher's Guide/Supplementary Material
NT: 5 levels
GL: K-3/4-6
IT: Information from Practice
AP: Audiolingual
TH: Unspecified
AB: The series consists of readiness level text, textbooks 1-5, and
    teacher's manuals. A typical lesson would include new
    vocabulary, grammar, reading and writing activities, practice
    drills, repetition exercises, games, and common expressions. A
    section on teaching techniques includes discussion of methods
    appropriate for developing speaking, reading, and writing
    skills. A set of multivoiced cassettes accompanies the series
    and may be used in class for pronunciation and information
    practice.
SK: Reading/Speaking/Writing/Vocabulary/Grammar
PL: Beginning/Intermediate
SN: BE006368
DT: 08/29/84

AN: MA0029
TI: Curriculum Guide for Teaching English as a Second Language to
    Italian-Speaking Students.
AU: Chicago Board of Education, IL.  Dept. of Curriculum
AV: Chicago Board of Education, Department of Curriculum, Chicago,
    IL
YR: 1978
PT: Curriculum
NT: 376 p.
GL: K-3/4-6/7-12
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: Designed to supplement the Chicago Board of Education's
    Curriculum for Teaching English as a Second Language (ESL), this
    curriculum guide provides methodology and sample lesson plans
    designed to develop English language skills in native speakers
    of Italian at the primary, intermediate, and secondary school
    levels and at various levels of English proficiency.
SC: Italian
PL: Unspecified
SN: 8E008254
DT: 09/05/84


AN: MA0008
TI: ESL Activities Sourcebook, Beginning Level
AU: Chicago Board of Education, IL. Dept of Curriculum
AV: EDRS, PO 190, Arlington VA
YR: 1979
PT: Teacher's guide
NT: 127 p.
GL: 7-12/Adult
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: This sourcebook is a supplementary resource tool for teachers of
    English as a Second Language (ESL) and is appropriate for
    beginning level non-English-speaking learners.  It contains over
    60 objectives, each of which is accompanied by suggested
    language patterns as well as four or more learning activities.
    There is a cross reference index to facilitate use of the
    sourcebook with the "Curriculum Guide for English as a Second
    Language".
PL: Beginning
SN: ED203678
DT: 09/04/84


AN: MA0025
TI: Teaching the Spanish-Speaking Child: A Practical Guide.
AU: Crandall, Jo Ann/Dias, James/Gingras, Rosario C./Harris, Tracy
    K.
AV: Center for Applied Linguistics, Washington, D.C.
YR: 1981
PT: Teacher's Guide
NT: 74 p.
GL: K-3/4-6/7-12
IT: Applied Research

AP: Grammatical
TH: Contrastive Analysis/Error Analysis
AB: A question-and-answer format is employed in this guide for
    teachers of Spanish-speaking children.
SC: Spanish (Cuban)/Spanish (Mexican American)/Spanish (Puerto
    Rican)/Spanish
SK: Vocabulary/Grammar/Pronunciation
PL: Unspecified
SN: BE008094
DT: 09/05/84


AN: MA0010
TI: Teaching ESL through Science: Third Grade Unit on Sound
AU: Diaz, Martha/Gallegos, Brenda
AV: EDRS, PO 190, Arlington VA
YR: 1979
PT: Supplementary Material/Teacher's Guide
NT: 48 p.
GL: K-3
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: This guide to science instruction for third grade students of
    English as a second language encourages teachers to develop
    curriculum materials related to specific subject areas in
    teaching communication skills to Spanish-speaking children. A
    series of concepts to be imparted in the classroom is presented.
    For each concept, learning objectives, central activities,
    teaching materials, classroom procedures, and evaluation
    criteria are described. The concepts revolve around the
    phenomenon of sound.
OP: Bilingual
SC: Spanish
SK: Reading/Speaking/Science
PL: Beginning
SN: ED197590
DT: 09/04/84


AN: MA0066
TI: Reach Out, Books 1-5
AU: Donelly, Joan.
AV: Collier-Macmillan International, New York, NY
YR: 1982
PT: Audiotape/Basal Series/Supplementary Material/Teacher's Guide
NT: 5 components
GL: K-3
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: Elementary level basic course
SK: Listening/Reading/Speaking/Writing/Reading Readiness
PL: Unspecified
DT: 09/04/84


AN: MA0064
TI: Peabody Language Development Kits

AU: Dunn, L.
AV: American Guidance Service, Circle Pines, MN
YR: 1981
PT: Supplementary Material/Teacher's Guide
NT: 3 components
GL: K-3
IT: Information from Practice
AP: Unspecified
TH: Developmental
AB: Primary level kits to develop oral language through
    manipulatives and visual aids.
SK: Listening/Speaking
PL: Unspecified
DT: 09/04/84


AN: MA0016
TI: Communication Skills: A Practical View.  Teacher Edition
    (Applied Basic Curriculum Series)
AU: Evaluation, Dissemination and Assessment Center, Dallas
AV: Evaluation, Dissemination and Assessment Center, Dallas
    Independent School District, Dallas, TX
YR: 1982
PT: Basal Series/Supplementary Material/Teacher's Guide
NT: 3 volumes
GL: 4-6/7-12
IT: Information from Practice
AP: Notional/Functional
TH: Communicative Competence
AB: This consists of three volumes with communication activities
    intended for the intermediate grades.  Each of the three volumes
    of the series has three components which can be structured and
    combined to meet the needs of both students and teachers.  This
    series includes components linking language arts skills with the
    world of work, especially (1) public service careers, (2)
    careers related to transportation, and (3) health-related
    careers.  Student materials contains narratives, cartoons,
    games, and other projects of high interest and low readability.
    Exercises, worksheets, and evaluations are included along with a
    detailed procedure section to guide teacher in the
    implementation of the lesson career education.
SK: Listening/Reading/Speaking/Writing/Career Education
PL: Unspecified
SN: ED227710
DT: 09/04/84


AN: MA0028
TI: English as a Second Language: Guide for Secondary Teachers.
AU: Fairfax County Schools, Va.
AV: Fairfax County Public Schools, Annandale, VA
YR: 1981
PT: Teacher's Guide
NT: 20 p.
GL: 7-12
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: This teacher's guide provides suggestions on ways to work with

English as a second language (ESL) students at the secondary
level and offers information about ESL programs.
PL: Unspecified
SN: BE010694
DT: 09/05/84


AN: MA0002
TI: Learning English as a Second Language (Series).
AU: Finkel, Lawrence S./Krawitz, Ruth/Meneses, Luis, trans./Valdes,
    Omar, ill.
AV: Oceana Publications, Dobbs Ferry, NY
YR: 1979
PT: Basal Series/Supplementary Material
NT: 2 levels/2 documents
GL: K-3/4-6
IT: Information from Practice
AP: Audiolingual
TH: Unspecified
AB: These bilingual English-Spanish workbooks are designed for
    Hispanic American children learning English as a second language
    in elementary school.  The series emphasizes oral communication
    and audiolingual skills.  Each page of the workbooks contains a
    black-and-white illustration, a stated objective, teaching
    suggestions, and exercises intended to stimulate verbal
    exchange.
SC: Spanish
SK: Listening/Speaking
PL: Beginning/Intermediate
SN: BE005973
DT: 08/29/84


AN: MA0003
TI: I Like English (Series).
AU: Gay, Kathlyn/Sintetos, Lorre Hluchan
AV: Scott Foresman , Glenview, IL
YR: 1981
PT: Audiotape/Basal Series/Supplementary Material/Teacher's Guide
NT: 6 levels/14 components
GL: K-3/4-6
IT: Information from Practice
AP: Communicative
TH: Unspecified
AB: "I Like English" is a six-level program for teaching English as
    second language.  In book 2 the students begin to read English.
    In book 3, to write through systematic review and the careful
    introduction of additional vocabulary and structures, books 4-6
    are devoted to increasing the students' mastery of the four
    basic language skills.  New vocabulary is taught and practiced
    separately from new structures.  Then they are combined and
    practiced together.
SK: Listening/Reading/Speaking/Writing/Vocabulary/Grammar
PL: Beginning/Intermediate/Advanced
SN: BE012415
DT: 08/29/84


AN: MA0017

TI: Films in the ESL Classroom
AU: Gex, Judith Coppock
AV: EDRS, PO 190, Arlington VA
YR: 1982
PT: Article/Supplementary Material
NT: 18 p.
GL: 7-12/Adult
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: Techniques for using short films for listening comprehension,
    reading, writing, and vocabulary skills are presented as well as
    lists of films recommended for use in ESL classrooms.
SK: Listening/Reading/Writing/Vocabulary
PL: Unspecified
SN: ED217693
DT: 09/04/84


AN: MA0012
TI: English as a Second Language ESL Curriculum Guide, Secondary
    Level
AU: Gonzalez, Barbara/Thompson, Carla
AV: EDRS, PO 190, Arlington VA
YR: 1979
PT: Curriculum
NT: 86 p.
GL: 7-12
IT: Information from Practice
AP: Humanistic
TH: Unspecified
AB: The English as a second language curriculum outlined in this
    guide was developed to meet the needs of non-English-speaking
    secondary school students in Texas. Emphasis is laid on the
    development of survival language skills. Two levels of
    instruction are presented in which the teacher is asked to
    coordinate activities, materials, and evaluation procedures of
    his/her own choice around a number of skills objectives.
    Objectives are classified as general, structural (covering
    grammar), or content/life-functioning. Supplementing the
    outline of objectives are a sample calendar for a year's worth
    of subjects to be covered, a sample weekly overview of
    activities, and a sample daily lesson plan.
SK: Language Functions/Grammar
PL: Beginning/Intermediate
SN: ED179103
DT: 09/04/84


AN: MA0018
TI: Ming and David at the Chinese Restaurant: Teacher's Guide and
    Resource Book -- Chinese.
AU: Han, Mieko S./Ige, Susan Hsieh/Okeya, Peggy/Okumoto, Rose Dong
AV: National Asian Center for Bilingual Education, Los Angeles,
    Calif.
YR: 1978
PT: Teacher's Guide
NT: 39 p.
GL: K-3

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IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: This teacher's guide and resource book, written in English,
    accompanies the English and Chinese student readers.  The guide
    provides three 30-minute lessons for a third grade social
    studies/ethnic heritage class.
SC: Chinese
SK: Reading/Content
PL: Unspecified
SN: BE003296
DT: 09/05/84


AN: MA0060
TI: American Start with English.
AU: Howe, D.H.
AV: Oxford University Press, New York, NY.
YR: 1983
PT: Audiotape/Basal Series/Teacher's Guide
NT: 4 Components
GL: K-3/4-6
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: Elementary level basic course.
SK: Listening/Speaking/Writing
PL: Beginning/Intermediate
DT: 08/04/84


AN: MA0081
TI: World English, Books 1-6.
AU: Jovanovich, Peter, ed./Morris, Christopher, ed.
AV: Harcourt Brace Jovanovich, New York, NY.
YR: 1982
PT: Audiotape/Basal Series/Supplementary Material/Teacher's Guide
NT: 4 Components
GL: 7-12
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: Secondary basic course.
SK: Listening/Reading/Speaking/Writing
PL: Beginning/Intermediate/Advanced
DT: 09/04/84


AN: MA0067
TI: Steps to English, Books A-B, 1-4
AU: Kernan, Doris
AV: McGraw-Hill Book Company, New York, NY
YR: 1983
PT: Audiotape/Basal Series/Supplementary Material/Teacher's Guide
NT: 6 components
GL: K-3/4-6
IT: Information from Practice
AP: Unspecified
TH: Unspecified

AB: Revised edition of elementary basic course.
SK: Listening/Reading/Speaking/Writing/Reading Readiness
PL: Beginning/Intermediate
DT: 09/04/84


AN: MA0078
TI: Odyssey: Levels 1-4.
AU: Kimbrough, V./Palmer, M./Byrne, D.
AV: Longman, New York, NY.
YR: 1984
PT: Audiotape/Basal Series/Supplementary Material/Teacher's Guide
NT: 4 Components
GL: 7-12/Adult
IT: Information from Practice
AP: Content-Based
TH: Unspecified
AB: Content-based secondary and adult basic course.
SK: Listening/Reading/Speaking/Writing/Content
PL: Beginning/Intermediate
DT: 08/04/84


AN: MA0073
TI: Everyday English, Books 1-4.
AU: Krulik, David/Zaffran, Barbara.
AV: National Textbook Company, Lincolnwood, IL.
YR: 1980
PT: Basal Series/Teacher's Guide
NT: 2 Components
GL: 7-12/Adult
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: Secondary and Adult basic course.
SK: Listening/Reading/Speaking/Writing
PL: Beginning/Intermediate
DT: 09/04/84


AN: MA0075
TI: Milk and Honey, Books 1-5.
AU: Lanzano, M.R./Bodman, J.W.
AV: Harcourt Brace Jovanovich, New York, NY.
YR: 1981
PT: Basal Series/Supplementary Material
NT: 2 Components
GL: 7-12/Adult
IT: Information from Practice
AP: Notional/Functional
TH: Unspecified
AB: Secondary and adult basic course.
SK: Listening/Reading/Speaking/Writing/Language Functions
PL: Beginning/Intermediate/Advanced
DT: 09/04/84


AN: MA0071
TI: English Across the Curriculum: Preparing for the Other Subjects

in English: Books 1-3.
AU: Maggs, M.
AV: National Textbook Company, Lincolnwood, IL.
YR: 1983
PT: Basal Series/Teacher's Guide
NT: 2 Components
GL: 7-12/Adult
IT: Information from Practice
AP: Content-Based
TH: Unspecified
AB: Content-based secondary and adult basic course.
SK: Reading/Grammar/Content/Critical Thinking/Problem Solving/Study
    Skills/Test Preparation
PL: Beginning/Intermediate/Advanced
DT: 09/04/84


AN: MA0065
TI: Rainbow Collection: A Natural Approach to Teaching English as a
    Second Language
AU: Marino, E./Martini, M./Raley, C./Terrell, T.
AV: Santillana Publishing Company, Northvale, NJ
YR: 1984
PT: Supplementary Material/Teacher's Guide
NT: 4 components
GL: K-3/4-6
IT: Applied Research
AP: Natural
TH: Input
AB: A kit of activity cards, evaluation sheets, and proficiency
    tests to develop oral skills at the elementary level.
SK: Listening/Speaking
PL: Beginning/Intermediate
DT: 09/04/84


AN: MA0076
TI: New Horizons in English, Books 1-6, Second Edition.
AU: Mellgren, L./Walker, M.
AV: Addison-Wesley Publishing Company, Reading, MA.
YR: 1980
PT: Audiotape/Basal Series/Supplementary Material/Teacher's Guide
NT: 6 Components
GL: 7-12/Adult
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: Secondary and Adult basic course.
SK: Listening/Reading/Speaking/Writing/Vocabulary
PL: Beginning/Intermediate/Advanced
DT: 09/04/84


AN: MA0068
TI: Yes! Young English Series, Books 1-6, New Edition
AU: Mellgren, L./Walker, Michael
AV: Addison-Wesley Publishing Company, Reading, MA
YR: 1983
PT: Audiotape/Basal Series/Software/Supplementary Material

NT: 7 components
GL: K-3/4-6
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: Elementary level basic course.
SK: Listening/Reading/Speaking/Writing/Reading Readiness
PL: Beginning/Intermediate
DT: 09/04/84


AN: MAC080
TI: Side-By-Side: Levels 1-4.
AU: Molinsky, S./Bliss, B.
AV: Prentice-Hall, Englewood Cliffs, NJ.
YR: 1983
PT: Audiotape/Basal Series/Supplementary Material/Teacher's Guide
NT: 5 Components
GL: 7-12/Adult
IT: Information from Practice
AP: Notional/Functional
TH: Unspecified
AB: Secondary and adult basic course.
SK: Listening/Reading/Speaking/Writing/Language Functions
PL: Beginning/Intermediate
DT: 09/04/84


AN: MA0036
TI: ESL Operations: Techniques for Learning While Doing
AU: Nelson, Gayle/Winters, Thomas
AV: Newbury House Publishers, Rowley, MA
YR: 1980
PT: Teacher's Guide
NT: 2 components
GL: 7-12/Adult
IT: Information from Practice
AF  Unspecified
TH: Unspecified
AB: An "operation" is defined as a procedure for doing something
    using a natural sequence of events. The procedure can be as
    simple as touching one's toes or as complex as finding an
    apartment. No matter what the difficulty level of the procedure
    being learned, language is the medium that enables the student
    to complete the process; in turn, the process is a vehicle for
    learning the language.
SK: Vocabulary/Grammar/Language Functions
PL: Unspecified
SN: BE007153
DT: 09/05/84


AN: MA0069
TI: American Kernel Lessons: Beginning, Intermediate, Advanced.
AU: O'Neill, R.
AV: Longman, New York, NY
YR: 1980
PT: Audiotape/Basal Series/Supplementary Material/Teacher's Guide
NT: 5 components

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GL: 7-12/Adult
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: Secondary and adult basic course.
SK: Listening/Reading/Speaking/Writing
PL: Beginning/Intermediate/Advanced
DT: 09/04/84


AN: MA0009
TI: Follow the Leader.  English for Speakers of Other Languages.
    Test Supplement.
AU: Oklahoma State Dept. of Education, Oklahoma City
AV: EDRS, PO 190, Arlington, VA
YR: 1982
PT: Supplementary Material/Tests/Teacher's Guide
NT: Guide & Tests
GL: K-3/4-6/7-12
IT: Information from Practice
AP: Language Experience/Audiolingual/Ethno-Pedagogical
TH: Unspecified
AB: Teaching techniques, lessons, and activities for teaching
    English as a second language (ESL) in Grades K through 12 are
    suggested.  Cross-cultural suggestions, supportive
    ethno-pedagogical methods, and ideas for implementing the
    language experience approach to reading are provided within the
    framework of an activity-based program and an audiolingual
    approach to language learning.  Lessons and activities are
    organized around monthly themes for September through May in
    order to facilitate cross-cultural interaction.  Holiday and
    seasonal vocabulary items are built into the lessons.  Seven
    selected articles provide suggestions on teaching students from
    other language and cultural backgrounds.  They cover such topics
    as the English alphabet, teaching ESL reading and writing, and
    cultural differences which may influence learning and classroom
    communication.  A testing supplement is presented in a separate
    volume.
SK: Listening/Reading/Speaking/Writing/Vocabulary/Culture
PL: Unspecified
SN: ED225390
DT: 09/04/84


AN: MA0013
TI: Teaching English Pronunciation to Koreans.
AU: Robson, Barbara
AV: EDRS, PO 190, Arlington, VA
YR: 1979
PT: Teacher's Guide
NT: 37 p.
GL: K-3/4-6/7-12/Adult
IT: Information from Practice
AP: Audiolingual
TH: Contrastive Analysis/Error Analysis
AB: This guide provides teachers of Korean children and adults with
    information on the problems Koreans encounter in learning to
    pronounce English.  Principles of contrastive analysis and error
    analysis are used to give insight into these pronunciation
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        problems.
SC: Korean
SK: Speaking
PL: Beginning
SN: ED195229
DT: 09/04/84


AN: MA0004
TI: Keys to Communication:  English for Spanish Speakers.  Aguila
    Volante (Series)
AU: Rodriguez, Yolanda/Hodge, Marie/Calbaud, Gay/Thomas, Karen.
AV: National Dissemination and Assessment Center, Auston, Texas
YR: 1979
PT: Basal Series/Tests/Teacher's Guide
NT: 3 levels
GL: K-3/4-6/7-12
IT: Information from Practice
AP: Audiolingual/Sequential
TH: Unspecified
AB: This language skills text consist of a series of four levels
    sequenced as a continuum of language skills for the Spanish
    speaker of limited-English-speaking ability.  Levels 1 and 2
    emphasize development of oral language skills, and Levels 3 and
    4 emphasize development of written language skills.  Each level
    has a teacher text and student text.  This course of study in
    four levels can be used for the regular English program.  Since
    the series is sequenced in terms of language skills, use is not
    limited to grades 6-9 (for which it is designed) and the texts
    can be adapted to other grade levels.  The student text contains
    simple instructions written in Spanish and English.
SC: Spanish
SK: Listening/Reading/Speaking/Writing/Vocabulary/Grammar
PL: Beginning/Intermediate/Advanced
SN: 14708403
DT: 09/04/84


AN: MA0063
TI: New Routes to English, Books 1-6
AU: Sampson, Gloria P.
AV: Collier-Macmillan International, New York, NY
YR: 1980
PT: Audiotape/Basal Series/Supplementary Material/Teacher's Guide
NT: 5 components
GL: 4-6/4-6/7-12/Adult
IT: Information from Practice
AP: Notional/Functional
TH: Unspecified
AB: Upper elementary, secondary, and adult basic course.
SK: Listening/Reading/Speaking/Writing/Vocabulary/Language
    Functions/Pronunciation
PL: Beginning/Intermediate/Advanced
DT: 09/04/84


AN: MA0051
TI: Teaching English Through Action.
AU: Segal, Bertha
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AV: Berty Segal, Inc. Brea, CA
YR: 1981
PT: Teacher's Guide
NT: 159 p.
GL: K-3/4-6/7-12/
IT: Information from Practice
AP: Total Physical Response
TH: Unspecified
AB: A complete teaching guide is presented for teaching English as a
    second language (ESL) according to the Total Physical Response
    (TPR) approach. The 10 unit plans in this guide contain an
    overview of the vocabulary to be taught via commands, specific
    directions on what commands are to be presented, an oral review
    lesson, and grids for individual and small group record keeping.
    The guide is appropriate for teaching beginning and intermediate
    ESL on any age level.
SK: Listening/Reading/Speaking/Writing/Vocabulary
PL: Beginning
SN: ED224291
DT: 09/04/84


AN: MA0021
TI: English Language Arts Units: Teacher's Guide.
AU: Thompson, Jean/Perez, Carlos, ed.
AV: National dissemination and Assessment Center, Austin, Texas
YR: 1978
PT: Teacher's Guide
NT: 76 p.
GL: 4-6
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: This teacher's guide is designed to accompany the student's
    language arts unit and was developed for the bilingual
    multicultural upper elementary classroom, especially for the
    sixth grade.
OP: Bilincial
SC: Spanish
PL: Unspecified
SN: BE000111
DT: 09/05/84


AN: MA0061
TI: Discover English: 1-5
AU: Thonis, Eleanor W.
AV: Santillana Publishing Company, Northvale, NJ.
YR: 1984
PT: Basal Series/Teacher's Guide
NT: Components
GL: K-3/4-6
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: Elementary level basic course.
SK: Listening/Reading/Speaking/Writing/CALP
PL: Beginning/Intermediate
DT: 09/04/84

AN: MA0020
TI: Talking Purposefully, Volume 1
AU: Urzua, Carole/Hayes, Curtis W. Ed./Kessler, Carolyn, Ed.
AV: Institute of Modern Languages, Inc., Silver Spring, MD
YR: 1981
PT: Teacher's Guide
NT: 64 p.
GL: K-3
IT: Applied Research
AP: Language Experience/Communicative
TH: Communicative Competence/Discourse Analysis
AB: This teacher's guide emphasizes the use of language in a
    functional context. The suggested activities are organized
    within James Kinneavy's framework which defines four focuses for
    communication: focus on self, situation, language, and the
    receiver of the information.
SK: Speaking/Vocabulary/Grammar
PL: Beginning
SN: BE008600
DT: 09/07/84


AN: MA0014
TI: Guide to the Teaching of English as a Second Language in the
    Bilingual/Bicultural Education Programs of the Detroit Public
    Schools. Revised.
AU: Valbuena, Felix Mario.
AV: EDRS, PO 190, Arlington VA
YR: 1978
PT: Curriculum
NT: 113 p.
GL: K-3/4-6/7-12
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: Contained in the guide are sections on pronunciation, grammar,
    handwriting, and the special learning problems of specific
    language groups. Twelve teaching units that stress skill
    development in listening, speaking, reading, and writing English
    are provided. In addition, sample lesson plans and some
    suggestions for teaching reading are included.
OP: Bilingual
SK: Listening/Reading/Speaking/Writing/Grammar
PL: Unspecified
SN: ED210399
DT: 09/04/84


AN: MA0015
TI: English as a Second Language Activities Package.
AU: Vendrell, Shirley
AV: EDRS, PO 190, Arlington VA
YR: 1982
PT: Teacher's Guide
NT: 90 p.
GL: K-3/4-6/7-12
IT: Information from Practice
AP: Audiolingual/Direct Method
TH: Unspecified

AB: This package is designed to assist teachers in the
    implementation of the "ESL Lesson Guide," which has been
    incorporated into this document. The package provides ideas for
    activities that teachers can incorporate into ESL lessons with a
    minimum of preparation time and effort. Each of the 28 steps is
    to be conducted in the direct method. Each step introduces a
    different topic and suggests vocabulary words appropriate to the
    topic. Suggestions for teaching the vocabulary items are
    included. Five activities for each of three educational
    levels--primary (K-3), intermediate (4-6), and secondary
    (7-12)--are provided. Materials needed to carry out these
    suggested activities are also explained.
SK: Vocabulary
PL: Unspecified
SN: ED215563
DT: 09/04/84


AN: MA0026
TI: English as a Second Language Curriculum Guide.
AU: Waukegan Community Unit School District 60, IL.
AV: Waukegan Public Schools, Bilingual and English as a Second
    Language Program.
YR: 1979
PT: Curriculum/Supplementary Material
NT: 3 components
GL: K-3/4-6/7-12
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: This curriculum guide is an organized thematic approach to
    teaching knowledge areas, vocabulary, and structural patterns to
    English as a Second Language (ESL) studen.s at the elementary
    and secondary levels.
SK: Vocabulary/Grammar/Pronunciation
PL: Unspecified
SN: BE012108
DT: 09/05/84


AN: MA0019
TI: Teacher's Handbook for English for Living: A Set of Materials
    Designed to Teach Coping Skills and Language Skills to
    Adolescents for Whom English Is..
AU: Wellman, Laurie, ed./Lotano, Colette, ed., ad./Ward, Sandra, ed.
    , ad.
AV: New York State Education Dept., Albany, Bureau of Bilingual
    Education
YR: 1979
PT: Teacher's Guide
NT: 76 p.
GL: 7-12
IT: Information from Practice
AP: Unspecified
TH: Communicative Competence
AB: This guide provides techniques for teaching 20 units on survival
    skills in English as a second language (ESL). A brief general
    background of second Instruction is followed by teacher's notes
    for each 20 units of study

SK: Speaking
PL: Beginning
SN: BE012052
DT: 09/05/84


AN: MA0070
TI: Bridges to English, Books 1-6.
AU: Woodford, Protase E./Kernan, Doris
AV: McGraw-hill International, New York, NY
YR: 1981
PT: Audiotape/Basal Series/Supplementary Material/Teacher's Guide
NT: 6 components
GL: 7-12/Adult
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: Secondary and adult basic course.
SK: Listening/Reading/Speaking/Writing
PL: Beginning/Intermediate/Advanced
DT: 09/04/84


AN: MA0074
TI: New InterCom, Books 1-4.
AU: Yorkey, R./Barrutia, R./Chamot, A.
AV: Heinle and Heinle Publishers, Boston, MA.
YR: 1984
PT: Audiotape/Basal Series/Supplementary Material/Teacher's Guide
NT: 4 Components
GL: 7-12/Adult
IT: Information from Practice
AP: Notional/Functional
TH: Unspecified
AB: Secondary and adult basic course.
SK: Listening/Reading/Speaking/Writing/Language Functions/
    Pronunciation
PL: Beginning/Intermediate/Advanced
DT: 09/04/84


AN: MA0005
TI: English for International Communication Inter Com (Series)
AU: Yorkey, Richard C./Barrutia, Richard/Chamot, Anna Uhl/Rainey de
    Dias, Isobel/Goldman, Lorraine J./Gonzalez, Joan B./Henderson,
    Robert T./Ney, James
AV: Litton Educational Publishing International, New York, NY
YR: 1979
PT: Basal Series/Workbook
NT: 6 books
GL: 7-12/Adult
IT: Information from Practice
AP: Spiraling
TH: Unspecified
AB: This is a 6 book series that is based on spiraling and intended
    for secondary school and adult ESL students.
SK: Listening/Reading/Speaking/Writing/Vocabulary
PL: Beginning/Intermediate/Advanced
SN: 68748403

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DT: 09/04/84

AN: MA0079
TI: English for a Changing World, Levels 1-6
AV: Scott Foresman, Glenview, IL
YR: n/a
PT: Audiotape/Basal Series/Supplementary Material/Teacher's Guide
NT: 5 Components
GL: 4-6/7-12/Adult
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: Upper elementary, secondary, and adult basic course.
SK: Reading/Speaking/Grammar
PL: Intermediate/Advanced
DT: 09/04/84


AN: MA0072
TI: English Alfa, Books 1-6.
AV: Houghton Mifflin, Boston, MA.
YR: 1981
PT: Audiotape/Basal Series/Supplementary Material/Teacher's Guide
NT: 4 Components
GL: 7-12/Adult
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: Secondary and adult basic course.
SK: Listening/Reading/Speaking/Writing
PL: Beginning/Intermediate/Advanced
DT: 09/04/84


AN: MA0082
TI: Computer Aided Language Learning (CALL): Vocabulary; Structure.
AV: Bilingual Publications and Computer Services (BIPACS), Long
    Beach, NY
YR: None
PT: Software
NT: For Apple II Plus
GL: K-3/4-6/7-12/Adult
IT: Information from Practice
AP: Drill and Practice
TH: Unspecified
AB: Vocabulary program practices listening, speaking, reading, and
    writing 320 common words topically arranged into 10 vocabulary
    lessons of 32 words each. Structure program presents 10
    humorous dialogs in which a particular structure is used 6 to 12
    times. Student then drills in role-play fashion, taking part of
    each speaker in dialog. Uses color graphics and digitized
    voice.
SK: Listening/Reading/Speaking/Writing/Vocabulary/Grammar
PL: Beginning/Intermediate
SN: MC0029
DT: 09/10/84

AN: MA0083
TI: English as a Second Language.
AV: Dorsett Educational Systems, Inc., Norman, OK
YR: None
PT: Software
NT: For Atari 400;800
GL: 7-12/Adult
IT: Information from Practice
AP: Drill and Practice
TH: Unspecified
AB: Introductory series containing 32 programs accompanied by audio
    narration and designed to present and reinforce structured
    English as a second language lessons.  Largely compatible with
    materials of the Defense Language Institute.
SK: Grammar/Pronunciation
PL: Beginning
SN: MC0380
DT: 09/10/84


AN: MA0084
TI: English as a Second Language.
AV: Computer Curriculum Corporation (CCC), Palo Alto, CA
YR: None
PT: Software
NT: For CCC-17
GL: K-3/4-6/7-12/Adult
IT: Information from Practice
AP: Drill and Practice
TH: Unspecified
AB: Includes 500 units of course material divided into 15 strands,
    with material sufficient for two 25-minute sessions daily for 2
    years.  Audio and visual presentation of words, sentences,
    dialogs, and paragraphs in English; audio instructions and
    explanations in either Spanish and English or Mandarin Chinese
    and English.
SC: Spanish/Chinese
SK: Listening/Reading/Speaking/Writing/Vocabulary/Grammar
PL: Beginning/Intermediate
SN: MC0052
DT: 09/10/84


AN: MA0085
TI: Teachers' Friend.
AV: Soft Spot, Richardson, TX
YR: None
PT: Software
NT: For Apple II/Apple II Plus/Apple IIe/TRS-80 III
GL: 4-6/7-12/Adult
IT: Information from Practice
AP: Drill and Practice
TH: Unspecified
AB: Supplementary English as a second language (ESL) course
    consisting of 80 individual lessons designed to be used
    independently of one another to fit any ESL curriculum.  Lessons
    consist of brief video-text screens on language and grammar
    concepts, followed by 12-item nonpunitive, self-correcting drill
    and practice session.

SK: Vocabulary/Grammar/Pronunciation
PL: Intermediate
SN: MC0219

A search of computer databases provided a total of 539 citations on the topic of language learning theories, both theoretical and empirical, and a manual search provided additional abstracts. The following selection criterion was applied to the information contained in each citation or abstract:

- Does the theory support one or more of the instructional approaches identified?

  In some cases relationships between theory and approach were not clearly identified in the citation, and the application of the criterion was postponed pending review of the complete document.

As a result of the selection process, 116 citations on language learning theories were sent to the panel of consultants for review and additional selection.

The following additional criteria were used by the consultants:

- Is there evidence that the theory makes specific references to K-12 populations?

- In the case of multiple citations for a single theory, can some of them be deleted in order to include a wider variety of theories?

- Has the theory been or could it be empirically tested?

To the citations selected by the consultants were added their suggestions of additional documents and others found by manual search in current professional journals and publications, for a total of 76 bibliographic citations. The Bibliography of Language Learning Theories, arranged alphabetically by author, appears on the following pages.

AN: TH0027
TI: Bilingual Brain: Neuropsychological and Neurolinguistic Aspects
    of Bilingualism
AU: Albert, Martin L./Obler, Loraine K.
AV: Academic Press, New York, NY
YR: 1978
PT: Book
NT: 302 p.
GL: K-3
IT: Theoretical Research
AP: Unspecified
TH: Biological-Neurological/Transfer/Translation/Sociolinguistic/
    Code-Switching/Interference
AB: The linguistic psychological, and neuropsychological approaches
    to the study of bilingualism are considered. Psycholinguistic
    phenomena such as interference, transfer, and translation are
    examined as are sociolinguistic phenomena like age and manner of
    acquisition of the second language.  Neurological considerations
    include cerebral organization for the two language systems,
    potential switch mechanisms, and differential cerebral
    lateralization for language.  Neuropsychological and
    neurolinguistic evidence are synthesized to conclude that
    language in the brain of bilingual is organized differently from
    that of the monolingual.
SC: Bilingual
PL: Unspecified
SN: BE002398
DT: 08/29/84


AN: TH0050
TI: Acquisition and Use of Spanish and English as First and Second
    Languages
AU: Andersen, Roger W., ed.
AV: Teachers of English to Speakers of Other Languages (TESOL),
    Washington, DC
YR: 1979
PT: Book
NT: 181 p.
GL: K-3/4-6/7-12
IT: Theoretical Research
AP: Unspecified
TH: Transfer/Monitor Model/Acculturation/Code-Switching/Interference
AB: Three main subject areas divide the selections: (1) acquisition
    and use of English by Spanish speakers, (2) acquisition and use
    of Spanish by English speakers, and (3) Spanish and English in
    bilingual communities.  The seven articles in part 1 deal with
    aspects such as cognate transfer, second language
    overgeneralization, second language research methodology, order
    and strategies of English acquisition by children and the
    effects of instruction on second language learning. The two
    articles in part 2 are recent reports on the Culver City Spanish
    immersion program, where English-speaking children learn Spanish
    as a second language while receiving instruction through that
    language.  The last three articles deal with aspects of both
    Spanish and English in bilingual children, including monitoring,
    pidginization, language switching, and semantic development.
OP: Bilingual/Immersion
SC: Spanish/Bilingual

SK: Speaking
PL: Unspecified
SN: 8E006884
DT: 09/02/84


AN: TH0002
TI: Theoretical Model of Second Language Learning.
AU: Bialystok, Ellen.
AV: Language Learning: v28 n1 p69-83 Jun 1978.
YR: 1978
PT: Article
NT: 15 p.
GL: Unspecified
IT: Theoretical Research
AP: Unspecified
TH: Unspecified
AB: Proposes a model of second language learning that accounts for
    discrepancies both in individual achievement and achievement in
    different aspects of language learning.
PL: Unspecified
SN: EJ190670
DT: 08/29/84


AN: TH0134
TI: Optimal Distance Model of Second Language Acquisition
AU: Brown, H. Douglas
AV: TESOL Quarterly, v14 n2 157-167 Jun 1980
YR: 1980
PT: Article
NT: 7 p.
GL: Unspecified
IT: Theoretical Research
AP: Unspecified
TH: Acculturation/Optimal Distance
AB: This research reviews studies in acculturation, anomie, social
    distance, and perceived social distance to define a
    socioculturally determined critical period for successful second
    language acquisition.
PL: Unspecified
SN: None
DT: 10/17/84


AN: TH0005
TI: Theoretical Bases of Communicative Approaches to Second Language
    Teaching and Testing
AU: Canale, Michael/Swain, Merrill
AV: Applied Linguistics, v1 n1 p1-47 1980
YR: 1980
PT: Article
NT: 47 p.
GL: Unspecified
IT: Theoretical Research
AP: Communicative
TH: Nativist/Communicative Competence/Sociolinguistic
AB: Examines current principles of "communicative approaches" to
    second language pedagogy by determining the extent to which they

are grounded in theories of language, psycholinguistics, sociolinguistics, and other language-related disciplines. Offers guidelines along which communicative approaches to second language teaching methodologies and assessment instruments may be organized and developed.
PL: Unspecified
SN: None
DT: 08/30/84


AN: TH0102
TI: From Communication Competence to Communicative Language Pedagogy
AU: Canale, Michael
AV: In Language and Communication, Jack C. Richards and Richard W. Schmidt eds., Longman, New York, NY
YR: 1983
PT: Article
NT: 26 p.
GL: Unspecified
IT: Theoretical Research
AP: Communicative
TH: Communicative Competence
AB: Provides a theoretical framework for communicative competence and offers suggestions for communicative activities in a communicative approach.
PL: Unspecified
SN: None
DT: 09/10/84


AN: TH0016
TI: Conscious and Automatic Processes in Language Learning.
AU: Carroll, John B.
AV: Canadian Modern Language Review, v37 n3 p462-74 Mar 1981
YR: 1981
PT: Article
NT: 13 p.
GL: Unspecified
IT: Theoretical Research
AP: Unspecified
TH: Monitor Model/Cognitive
AB: Proposes theory that the learning processes of first- and second-language learners are fundamentally the same, differing only in kinds of information used by both kinds of learners and the degree of automatization attained. Suggests designing second-language learning processes to simulate those occurring in natural settings.
PL: Unspecified
SN: EJ247233
DT: 08/30/84


AN: TH0039
TI: Toward a Functional ESL Curriculum in the Elementary School
AU: Chamot, Anna Uhl.
AV: TESOL Quarterly, v17 n3 p459-71 Sep 1983.
YR: 1983
PT: Article
NT: 12 p.

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GL: K-3/4-6
IT: Theoretical Research
AP: Notional/Functional
TH: Uevelopmental
AB: A language learning model based on cognitive developmental
    stages is proposed, and types of ESL learning activities
    corresponding to the model's levels are identified.  Guidelines
    are proposed for developing an ESL curriculum congruent with the
    regular elementary school curriculum, and a process for setting
    up a program scope and sequence is described.
PL: Unspecified
SN: EJ286747
DT: 08/30/84
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AN: TH0065
TI: Applications of Second Language Policy Acquisition Research to
    the Bilingual Classroom
AU: Chamot, Anna Uhl
AV: National Clearinghouse for Bilingual Education, Arlington,
    Virginia
YR: 1981
PT: Article
NT: 8 p.
GL: K-3/4-6
IT: Theoretical Research
AP: Unspecified
TH: Interdependence/Cognitive/Language Attitude/Input
AB: Research in second language learning is reviewed and criteria
    for applying major research findings to the bilingual classroom
    are proposed.  Four areas in current second language acquisition
    research are of great importance to language teachers: (1)
    comparison between first and second language learning, (2)
    individual differences in cognitive style and language attitudes
    (3) type of second language input, and (4) implications of Basic
    Interpersonal Communicative Skills (BICS) and Cognitive Academic
    Language Proficiency (CALP) for second language learning.  A
    second language learning model is presented comprising six
    cognitive levels, each dependent upon skills developed at lower
    levels.  The first levels--knowledge, comprehension, and
    application--represent processes that build the BICS that are
    necessary for social participation in the second language; the
    remaining levels--analysis, and evaluation--represent the skills
    that depend on the development of CALP, as postulated by
    Cummins.  Research shows that whereas LEP Children require about
    2 years to reach native speaker proficiency in BICS, it takes
    them 5-7 years to reach a CALP level comparable to that of the
    native speaker.
OP: Bilingual
SC: Individual Differences/Children
SK: BICS/CALP
PL: Unspecified
SN: BE009834
DT: 09/02/84
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AN: TH0139
TI: Influence of Teachers and Peers on Second Language Acquisition
    in Bilingual Preschool Programs
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AU: Chesterfield, Ray/Chesterfield, K.8./Hayes-Latimer, K./Chavez, Regina
AV: TESOL Quarterly, v17 n3 401-419 Sep 1983
YR: 1983
PT: Article
NT: 19 p.
GL: K-3
IT: Applied Research
AP: Unspecified
TH: Discourse Analysis/Sociolinguistic/Input
AB: The interactional patterns of 11 Spanish-speaking preschool children in two different bilingual programs were observed over the course of one year. In English majority classrooms, greater language proficiency was found for English related to the use of English with peers than with teachers.
SK: Speaking
PL: Unspecified
SN: None
DT: 10/18/84


AN: TH0119
TI: Language Proficiency and Academic Achievement
AU: Cummins, Jim
AV: Issues in Language Testing Research, John Oller, ed., Newbury House, Rowley, MA
YR: 1983
PT: Article
NT: 22 p.
GL: K-3/4-6/7-12
IT: Theoretical Research
AP: Unspecified
TH: Interdependence
AB: Cummins presents a theoretical framework consisting of continua of contextual support and cognitive demands for any given task. He attempts to describe language proficiency and offers applications of this framework for language testing.
DP: Bilingual
SK: Listening
PL: Unspecified
SN: None
DT: 10/16/84


AN: TH0144
TI: Bilingualism and Special Education: Issues in Assessment and Pedagogy
AU: Cummins, Jim
AV: Multilingual Matters, Ltd., Clevedon, England
YR: 1984
PT: Book
NT: 306 p.
GL: Unspecified
IT: Theoretical Research
AP: Unspecified
TH: Interdependence
AB: Cummins argues that much special education practice with respect to bilingual students is misdirected. He makes suggestions for changing the structure of special education services for

bilingual students.
OP: Bilingual
PL: Unspecified
SN: None
DT: 10/18/84

AN: TH0071
TI: Analysis-by-Rhetoric:   Reading the Text or the Reader's Own
    Projections?   A Reply to Edelsky et al.
AU: Cummins, Jim/Swain, Merrill.
AV: Applied Linguistics, v4 n1 p23-41 1983.
YR: 1983
PT: Article
NT: 19 p.
GL: K-3/4-6/7-12
IT: Theoretical Research
AP: Unspecified
TH: Interdependence
AB: This is a defense of the interdependence hypothesis.  Cummins
    shows how the hypothesis is not a deficit hypothesis.
OP: Bilingual
SK: CALP/BICS
PL: Unspecified
SN: None
DT: 09/07/84

AN: TH0022
TI: Silence and the ESL Child
AU: Day, Richard R.
AV: TESOL Quarterly, v15 n1 p35-39 Mar 1981
YR: 1981
PT: Article
NT: 5 p.
GL: K-3
IT: Theoretical Research
AP: Delayed Production
TH: Communicative Competence
AB: Five first-grade English as a Second Language children who had
    been labelled nonverbal were put in a more loosely structured,
    tension-free situation and were encouraged by the teacher to
    talk freely under a variety of circumstances.  The new
    conditions aided teachers in eliciting a great deal of speech
    from the students?
OP: Small Group
SC: Nonverbal
SK: Speaking
PL: Unspecified
SN: EJ244009
DT: 08/30/84

AN: TH0146
TI: Bilingualism, Cognitive Function and Language Minority Group
    .Membership
AU: De Avila, Edward A.
AV: Linguametrics Group, San Rafael, CA
YR: 1984

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PT: Article
NT: 23 p.
GL: K-3/4-6
IT: Applied Research
AP: Descubrimiento/Finding Out
TH: Metaset
AB: This paper explores the relationship between childhood
    bilingualism and various cognitive processes such as
    intellectual development and cognitive style.  The author
    refutes conclusions of prior research that suggest that the poor
    academic performance of language mnority children is due to
    bilingualism or cognitive style differences.  He describes
    research conducted with 253 second, third, and fourth graders
    participating in a bilingual science and math program called
    Finding Out/Descubrimiento, which focuses on concept learning
    through work in small groups which encourage student-student
    interaction.  Results suggest that students, to the extent that
    they are proficient bilinguals, experience a wide range of
    cognitive and social advantages over other students.
    Implications for "methods of instruction" are discussed.
OP: Bilingual
SC: Spanish (Mexican American)/Lower Middle/Mixed Class
SK: Math/Science
SN: None
DT: 01/02/84


AN: TH0001
TI: Bilingualism and the Metaset
AU: DeAvila, Edward A./Duncan, Sharon E.
AV: NABE Journal, v3 n2 p1-20 Win 1979
YR: 1979
PT: Article
NT: 21 p.
GL: Unspecified
IT: Theoretical Research
AP: Unspecified
TH: Metaset/Developmental/Learning
AB: This paper presents findings from a number of studies in child
    bilingualism in terms of a theory which integrates the
    theoretical position of Piagetian developmental psychology with
    the concept of the learning set proposed by Harlow.  This
    integrated theory, called the metaset, is offered as a new
    approach to explaining the effects of childhood bilingualism.
PL: Unspecified
SN: BE002071
DT: 08/29/84


AN: TH0024
TI: Language Two
AU: Dulay, Heidi/Burt, Marina/Krashen, Stephen
AV: Oxford University Press, New York, NY
YR: 1982
PT: Book
NT: 315 p.
GL: Unspecified
IT: Theoretical Research
AP: Unspecified

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TH: Biological-Neurological/Monitor Model/Personality
AB: Reviews research on effects of the language environment,
    personality and age, first language, and acquisition order on L2
    acquisition.  Offers implications for the teacher.
PL: Unspecified
DT: 08/30/84


AN: TH0045
TI: Writing in a Bilingual Program: The Relation of L1 and L2 Texts
AU: Edelsky, Carole.
AV: TESOL Quarterly, v16 n2 p211-228 Jun 1982.
YR: 1982
PT: Article
NT: 18 p.
GL: K-3
IT: Applied Research
AP: Unspecified
TH: Transfer/Code-Switching/Interference
AB: Classroom writing pieces were collected four times during the
    1980-81 school year from nine children enrolled in a primary
    level Spanish-English bilingual program in Phoenix, Arizona.
    Various features of the writing samples were analyzed: (1) code
    switching; (2) spelling inventions; (3) nonspelling conventions;
    (4) structural features; (5) other content features (such as
    stylistic devices, settings); and (6) raters' subjective
    impressions of attributes of quality in the content.  Texts
    written in Spanish and English by the same children demonstrate
    both similarities and differences in the written product.  The
    data support the conclusion that the basis of new hypotheses
    helps rather than interferes with writing in another language.
OP: Bilingual
SC: Spanish/Bilingual
SK: Writing
PL: Beginning
SN: BE011515
DT: 09/02/84


AN: TH0070
TI: Semilingualism and Language Deficit
AU: Edelsky, Carole/Hudelson, Sarah/Flores, Barbara/Barkin,
    Florence/Altwerger, Bess/Jilbert, Cristina
AV: Applied Linguistics, v4 n1 p1-41 1983
YR: 1983
PT: Article
NT: 42 p.
GL: K-3/4-6
IT: Theoretical Research
AP: Unspecified
TH: Interdependence
AB: Critical review of Cummins' interdependence hypothesis.
OP: Bilingual
SK: CALP/BICS
PL: Unspecified
SN: none
DT: 09/07/84

AN: TH0094
TI: Impact of Reading on Second Language Learning
AU: Elley, Warwick B./Mangubhai, Francis
AV: Reading Research Quarterly v19 n1 p53-67 Oct 1983
YR: 1983
PT: Article
NT: 15 p.
GL: 4-6
IT: Theoretical Research
AP: Unspecified
TH: Communicative Competence

AB: Five critical differences between first and second language
    learning were identified. It was hypothesized that the effect
    of these differences could be eliminated by means of a reading
    program. Posttest results showed that pupils exposed to many
    stories progressed in reading.and listening comprehension at
    twice the normal rate. After 20 months, the gains increased and
    spread to other language skills.
SK: Listening/Reading
PL: Unspecified
SN: None
DT: 09/07/84


AN: TH0093
TI: Role of Reading in Bilingual Contexts
AU: Elley, Warwick B.
AV: In Comprehension and Teaching: Research Reviews, Guthrie, John
    T. (Ed.). International Reading Association, Newark, DE.
YR: 1981
PT: Book
NT: 28 p.
GL: 4-6
IT: Applied Research
AP: Reading-Based/Delayed Production
TH: Transfer

AB: Presents results of a reading based program in South Pacific.
    Results indicate that learners profit from a multisensory
    approach and high interest materials.
OP: Bilingual
SK: Listening/Reading/Speaking/Writing
PL: Unspecified
SN: None
DT: 09/07/84


AN: TH0099
TI: Organization of Interaction in Elementary Classrooms
AU: Enright, D. Scott
AV: In On TESOL'83, TESOL, Washington, DC
YR: 1983
PT: Article
NT: 16 Pages
GL: K-3/4-6
IT: Applied Research
AP: Unspecified
TH: Discourse Analysis/Sociolinguistic
AB: Suggests an alternative conceptualization of the way in which
    second language instruction is organized, based on two

longitudinal studies of classrooms representing forms of
instruction found in bilingual education.
OP: Bilingual/Pull-out
SK: Speaking
PL: Unspecified
SN: None
DT: 09/09/84


AN: TH0072
TI: Language Minority Students and School Participation: What Kind
    of English Is Needed
AU: Fillmore, Lily Wong
AV: Journal of Education, v164 n2 p143-153 Spr 1982
YR: 1982
PT: Article
NT: 14 p.
GL: K-3/4-6
IT: Theoretical Research
AP: Literacy
TH: Communicative Competence
AB: Insights have been gained regarding the proficiency students
    must achieve in the use of language to be full participants in
    the classroom.  Specifically, it has been found that students
    need both social communication skills and skills that enable
    them to think and to read.
SK: Listening/Reading/Speaking/Writing
PL: Unspecified
SN: BE011201
DT: 09/02/84


AN: TH0088
TI: Research on Bilingual Instruction.
AU: Fillmore, Lily Wong/Valadez, Concepcion
AV: In Handbook of Research on Teaching. M.C. Wittrock, ed.,
    Macmillan, N.Y., in press.
YR: I/P
PT: Article
NT: 60 p.
GL: K-3/4-6/7-12
IT: Applied Research
AP: Various
TH: Various
AB: This is an overview of research in bilingual education.
    Sections include history of bilingual education, language use in
    bilingual education, cognitive, social, and affective factors.
OP: Bilingual/HILT/Immersion/Pull-out
PL: Unspecified
SN: None
DT: 09/09/84


AN: TH0150
TI: Child Second Language Development: Views from the Field on
    Theory and Research.
AU: Fillmore, Lily Wong/Swain, Merrill
AV: School of Education, University of California, Berkeley, CA
YR: 1984

PT: Article
NT: 28 p.
GL: K-3/4-6/7-12
IT: Theoretical Research
AP: Unspecified
TH: Cognitive/Communicative Competence/Linguistic
AB: The authors present a six component theory that includes the
    learner, the users of the target language, the linguistic
    environment, cognitive factors, linguistic factors, and
    socio-affective factors.
PL: Unspecified
SN: None
DT: 01/02/85


AN: TH0108
TI: Investigation of Language Classroom Processes.
AU: Gaies, Stephen J.
AV: TESOL Quarterly, v17 n2 p205-217 Jun 1983
YR: 1983
PT: Article
NT: 13 p.
GL: Unspecified
IT: Theoretical Research
AP: Unspecified
TH: Discourse Analysis/Sociolinguistic/Input/Error Analysis
AB: This article reviews research on the linguistic environment,
    patterns of participation, and error treatment in the classroom.
PL: Unspecified
SN: None
DT: 09/10/84


AN: TH0047
TI: Theories on First and Second Language Acquisition: Their
    Implications for Planning and Instruction
AU: Galang, Rosita G.
AV: In Theories of Language Acquisition: Their Application in the
    Bilingual Classrom, BABEL Inc. Oakland, CA
YR: 1979
PT: Article
NT: 21 p.
GL: K-3/4-6
IT: Theoretical Research
AP: Unspecified
TH: Creative Construction/Nativist/Transfer/Behaviorist/
    Interference/Interlanguage
AB: Trends in first and second language acquisition theories are
    discussed with their implications for language instruction
    planning. Most studies of language acquisition rest on
    assumptions characteristic either of empiricism/behaviorism,
    which views language acquisition as primarily imitation of adult
    speech, or of nativism/cognitivism, which maintains that the
    principles common to all languages are programed thus accounting
    for children's ability to process linguistic data. A question
    frequently askbe is whether the strategies employed in learning
    a first language parallel those in second language learning.
    Three positions may be held: (1) interference or the language
    transfer hypothesis, (2) identical processes or the creative

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language construction hypothesis, and (3) interlanguage or the
approximative system hypothesis. Early theories assumed that
second language learning was qualitatively different from first
language acquisition. Common differences in the two processes
are outlined, as well as similarities found in later research.
PL: Unspecified
SN: BE005648
DT: 09/02/84


AN: TH0091
TI: Convolutions of Second Language: A Theoretical Article with a
Critical Review and Some New Hypotheses Towards a
Neuropsychological Model of Bilingual
AU: Galloway, Linda M.
AV: Language Learning, v31 n2 p439-464 1981
YR: 1981
PT: Article
NT: 26 p.
GL: Unspecified
IT: Theoretical Research
AP: Unspecified
TH: Biological-Neurological
AB: Studies in the neuropsychology of bilingualism and second
language perfomance are reviewed and new hypotheses about the
nature of the organization of language in the brain is proposed.
Stage, manner, modality, environment and age of second language
acquisition, language specific and ethnic factors, and cognitive
style are discussed.
OP: Bilingual
SK: Listening/Speaking
PL: Unspecified
SN: None
DT: 09/09/84


AN: TH0046
TI: Transfer Nemesis in Bilingual Education
AU: Garcia, Eugene E./Madrid, Dennis
AV: In Theory in Bilingual Education, Bilingual Programs, Ypsilanti,
MI
YR: 1980
PT: Article
NT: 27 p.
GL: K-3
IT: Theoretical Research
AP: Unspecified
TH: Developmental/Transfer/Learning/Interference
AB: The influence of one language upon another during second
language acquisition is discussed in a critical review of
psychological, linguistic, and developmental theories of
bilingualism and language transfer. Two experiments
investigated the notion that the requirements imposed on a child
with respect to multilingual acquisition may lead to a general
linguistic lag compared to a child whose communicative skills
are centered on one distinct language. The results indicate
that the developmental character of the bilingual is not
significantly influenced by the simultaneous linguistic
development of two languages. The implications for early

childhood education are discussed.
OP: Bilingual
SC: Spanish/Bilingual
SK: Speaking
PL: Beginning
SN: BE006904
DT: 09/02/84


AN: TH0058
TI: Cognitive and Affective Variables in Foreign Language
    Acquisition.
AU: Gardner, R.C.
AV: Department of the Secretary of State, Ottawa (Ontario).
YR: 1978
PT: Report
NT: 15 p.
GL: K-3/4-6/7-12
IT: Theoretical Research
AP: Communicative
TH: Cognitive/Attitude/Motivation
AB: This is a discussion on the role that cognitive and affective
    variables play in second language learning. The variables under
    consideration are: (1) intelligence; (2) language aptitude; (3)
    motivation; and (4) anxiety. Specifically, this report focuses
    on the importance of attitudinal and motivational factors in
    achievement. Research is reviewed which supports the contention
    that the attitudinal/motivational dimension, or integrative
    motivation, bears an important relationship to achievement in
    the second language as well as to behavior in the language
    classroom.
PL: Unspecified
SN: ED155929
DT: 09/02/84


AN: TH0117
TI: Discourse Analysis: Implications for Language Teaching With
    Particular Reference to Casual Conversation
AU: Gardner, Roderick
AV: Language Teaching, v17 n2 102-117 1984
YR: 1984
PT: Article
NT: 16 p.
GL: Unspecified
IT: Theoretical Research
AP: Unspecified
TH: Discourse Analysis/Sociolinguistic
AB: This paper is a summary of the major findings of discourse
    analysis, and is concerned in particular with the implications
    they have for the second language teacher.
PL: Unspecified
SN: None
DT: 10/16/84


AN: TH0042
TI: Language Transfer in Language Learning. Issues in Second
    Language Research.

AU: Gass, Susan M., ed./Selinker, Larry, ed.
AV: Newbury House Publishers, Inc. Rowley, MA
YR: 1983
PT: Book
NT: 388 p.
GL: K-3/4-6
IT: Theoretical Research
AP: Unspecified
TH: Biological-Neurological/Transfer/Discourse Analysis/Error
    Analysis/Interference
AB: Essays on language transfer in language learning include:
    excerpts from "Linguistics across Cultures" (Robert Lado);
    "Language Transfer" (Larry Selinker), and "Goofing: An
    Indication of Children's Second Language Learning Strategies"
    (Heidi C. Dulay, Marina K. Burt).
PL: Unspecified
SN: ED239502
DT: 09/02/83


AN: TH0056
TI: Social Psychology of Second Language Learning: Another Point of
    View
AU: Genesee, Fred/Rogers, Pierre/Holobow, Naomi
AV: Language Learning, v33 n2 p209-224 1983
YR: 1983
PT: Article
NT: 16 p.
GL: Unspecified
IT: Applied Research
AP: Unspecified
TH: Optimal Distance/Social/Psychological/Motivation
AB: Motivational support for the target language group and the
    learner's own motivations for learning the language must be
    taken into account when predicting L2 achievement.  It was found
    the respondent's expectations of motivational support from the
    TL group emerged as significant predictors of L2 performance.
    Concludes that social psychological models of L2 learning need
    to consider the role of intergroup factors more seriously.
PL: Unspecified
SN: None
DT: 09/02/84


AN: TH0140
TI: Second Language Acquisition and Foreign Language Teaching
AU: Gingras, Rosario C., ed.
AV: Center for Applied Linguistics, Washington, DC
YR: 1978
PT: Book
NT: 107 p.
GL: Unspecified
IT: Theoretical Research
AP: Unspecified
TH: Monitor Model/Acculturation
AB: This book contains two major articles by Krashen and Schumann.
    Krashen offers the Monitor Model while Schumann looks at
    socio-affective factors to account for language learning.
SK: Listening/Speaking

PL: Unspecified
SN: None
DT: 10/18/84


AN: TH0069
TI: Utilization of Knowledge Acquired through the First Language in
    Comprehending a Second Language: Narrative Comprehension by
    Spanish-English Speakers
AU: Goldman, Susan R.
AV: EDRS, PD 190, Arlington, VA
YR: 1983
PT: Article
NT: 26 p.
GL: K-3/4-6
IT: Theoretical Research
AP: Unspecified
TH: Interdependence/Transfer
AB: Three issues were examined in a study of children's use of first
    language knowledge in acquiring a second language: (1)
    understanding of narratives, (2) the degree to which knowledge
    available in the child's first language is used in understanding
    second language input, and (3) the relationship between
    knowledge utilization in two languages as children become
    bilingual and acquire more literacy skills.
DP: Bilingual
SC: Spanish
SK: Listening/Reading/Speaking
PL: Beginning/Intermediate
SN: ED228847
DT: 09/02/84


AN: TH0138
TI: To Switch or Not to Switch: The Role of Code-Switching in the
    Elementary Bilingual Classroom
AU: Gonzalez, Gustavo/Maez, Lento F.
AV: Ethnoperspectives in Bilingual Education Research, Vol.II:
    Theory in Bilingual Education, Eastern Michigan University,
    Ypsilanti, MI
YR: 1980
PT: Article
NT: 11 p.
GL: K-3/4-6
IT: Theoretical Research
AP: Unspecified
TH: Sociolinguistic/Code-Switching
AB: This paper examines the role of code-switching in the bilingual
    classroom as a promoter/enhancer of learning.
SK: Speaking
PL: Unspecified
SN: BE006905
DT: 10/18/84


AN: TH0098
TI: Contrasts in Teachers' Language Use in a Chinese-English
    Bilingual Classrom
AU: Guthrie, Larry F.

AB: This study involved a detailed examination of the language use
    of two teachers of a group of Chinese-American First-graders.
    In the quantitative analysis, knowledge of students' first
    language appeared to be critically important.

A3: The importance of research demonstrating cross-language transfer
    of skills in bilingual education is emphasized for advocacy,
    curriculum design, and theory.

AB: This annotated reading list addresses the problem of the paucity
    of literature dealing specifically with the relationship between
    personality and language learning. There is no general
    theoretical model that encompasses personality theory, self
    concept, ego development, learning theory, motivation, and body
    image as they relate to psycholinguistics and linguistics.

Definitions of terms and problems in developing a theoretical
model are discussed, and an outline of two preliminary models,
the communicative and the intrapsychic, are presented.
PL: Unspecified
SN: ED157408
DT: 08/30/84


AN: TH0092
TI: Kan Yu Ret an Rayt en Ingles: Children Become Literate in
English as a Second Language
AU: Hudelson, Sarah
AV: TESOL Quarterly, v18 n2 p221-238 Jun 1984
YR: 1984
PT: Article
NT: 18 p.
GL: K-3/4-6
IT: Applied Research
AP: Reading-Based
TH: Transfer
AB: This article presents several general findings from recent
research on second language reading and writing development in
children. The findings suggest that ESL learners are able to
read English with only limited control over the oral system of
the language and that experiential and cultural background of
the reader has a strong effect on reading comprehension.
OP: Bilingual
SK: Reading
PL: Beginning
SN: None
DT: 09/07/84


AN: TH0009
TI: Natural Language Learning by Design: A classroom Experiment in
Social Interaction and Second Language Acquisition.
AU: Johnson, Donna, M.
AV: TESOL Quarterly; v17 n1 p55-68 Mar 1983
YR: 1983
PT: Article
NT: 14 p.
GL: K-3/4-6
IT: Applied Research
AP: Peer Teaching
TH: Unspecified
AB: Limited English speaking elementary students were provided a
structured opportunity for natural language practice with their
fluent peers. Limited effect on language proficiency was found.
However, the discussion emphasizes the importance of using
fluent students' language input, an often ignored resource in
designing ESL Programs.
SK: Speaking
PL: Beginning/Intermediate
SN: EJ278160
DT: 09/02/84


AN: TH0038
TI: Cognitive Considerations for Bilingual Education: Application

of the Research by Bruner, Gagne, and Piaget
AU: Juarez, Juan R.
AV: Education Building, University of Colorado, Boulder, CO
YR: 1980
PT: Article
NT: 33 p.
GL: Unspecified
IT: Theoretical Research
AP: Unspecified
TH: Developmental/Cognitive
AB: The cognitive learning theories of Bruner and Gagne and the developmental pschology of Piaget play a central role in the development of curriculum models and instructional strategies to botter serve the needs of bilingual or non-English-speaking children. The elements, strengths, and weaknesses of all three theoretical models are displayed in chart form.
SC: SES/Bilingual/Individual Differences
PL: Unspecified
SN: BE007361
DT: 08/30/84

AN: TH0107
TI: Recent Language Research and Some Language Teaching Principles
AU: Krahnke, Karl J./Christison, Mary Ann
AV: TESOL Quarterly, v17 n4 p625-649
YR: 1983
PT: Article
NT: 25 p.
GL: Unspecified
IT: Theoretical Research
AP: Unspecified
TH: Discourse Analysis/Sociolinguistic/Affective
AB: Review results of research in language acquisition, interactional analysis, pragmatics, repair, error, and social affective factors. Four teaching principles are then offered.
PL: Unspecified
SN: None
DT: 09/10/84

AN: TH0019
TI: Bilingual Education and Second Language Acquisition Theory
AU: Krashen, Stephen D.
AV: In Schooling and Language Minority Students: A Theoretical Framework, National Dissemination and Assessment Center, California State University, Los A
YR: 1981
PT: Article
NT: 29 p.
GL: K-3
IT: Theoretical Research
AP: Unspecified
TH: Monitor Model
AB: Current knowledge about second language acquisition is reviewed and the relative effectiveness of various instructional approaches in promoting the acquisition of English as a second language (ESL) is examined. A distinction is made between language acquisition and language learning environments: the

former leads to actual fluency while the latter leads to the development of a monitoring/editing function. The potential of ESL and bilingual education approaches, including immersion, transitional, and ideal, to meet the language and academic needs of minority students is analyzed. It is concluded that bilingual education does not retard ESL development, that comprehensible input is necessary to second language learning regardless of instructional approach, that the results of immersion programs in the United States are not encouraging, and that several bilingual education options have the potential to promote second language development if basic requirements are met.

OP: Bilingual/Immersion/Submersion
PL: Unspecified
SN: BE010549
DT: 08/30/84


AN: TH0018
TI: Second Language Acquisition and Second Language Learning
AU: Krashen, Stephen D.
AV: Pergamon Press Inc., Elmsford, NY
YR: 1981
PT: Book
NT: 151 p.
GL: Adult
IT: Theoretical Research
AP: Natural
TH: Biological-Neurological/Monitor Model/Sociolinguistic/Attitude/
    Acquisition Order
AB: The monitor theory of adult second language acquisition described here hypothesizes that adults have two independent systems for developing second language learning. Following a description of theory in the first chapter, subsequent chapters discuss individual variation in the use of the monitor; the relationships among language aptitude, language attitude, and second language achievement; the role of the formal and informal learning environment; research on acquisition order of morpheme structures; the role of the first language in second language acquisition; the usefulness of memorized routines and patterns in language learning; classroom applications and techniques; and the usefulness of simplified input for language acquisition.
SK: Grammar
PL: Unspecified
SN: BE011599
DT: 08/30/84


AN: TH0135
TI: Age, Rate, and Eventual Attainment in Second Language
    Acquisition
AU: Xrashen, Stephen D./Long, Michael H./Scarcella, Robin C.
AV: TESOL Quarterly, v13 n4, 573-582 Dec 1979
YR: 1979
PT: Article
NT: 10 p.
GL: K-3/4-6/7-12/Adult
IT: Theoretical Research
AP: Unspecified

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TH: Biological-Neurological/Developmental/Cognitive
AB: This paper provides evidence that adults proceed through early
    stages of syntactic and morphological development faster than
    children and that older children acquire faster than younger
    children.
SK: Speaking
PL: Unspecified
SN: None
DT: 10/17/84


AN: TH0141
TI: Principles and Practice in Second Language Acquisition
AU: Krashen, Stephen D.
AV: Pergamon Institute of English, New York, NY
YR: 1982
PT: Book
NT: 202 p.
GL: Unspecified
IT: Theoretical Research
AP: Natural/Suggestopedia/Total Physical Response/Audiolingual/
    Cognitive-Code/Grammar-Translation/Content-Based
TH: Monitor Model/Input
AB: Krashen reviews research supporting the Monitor Model and
    compares various teaching approaches for their communicative
    strengths.
PL: Unspecified
SN: BE013570
DT: 10/18/84


AN: TH0033
TI: Neurofunctional Basis of Pattern Practice
AU: Lamendella, John T.
AV: TESOL Quarterly; v13 n1 p5-19 Mar 1979
YR: 1979
PT: Article
NT: 15 p.
GL: Unspecified
IT: Theoretical Research
AP: Audiolingual
TH: Biological-Neurological/Information Processing
AB: Reexamines the question of why pattern practice fails by
    hypothesizing about the information processing activities that
    they entail.
PL: Unspecified
SN: EJ198166
DT: 08/30/84


AN: TH0110
TI: Effective Use of the Primary Language in the Classroom
AU: Legarreta-Marcaida, Dorothy
AV: Schooling and Language Minority Students: A Theoretical
    Framework, National Dissemination and Assessment Center,
    California State University, LA, CA
YR: 1981
PT: Article
NT: 34 p.

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GL: K-3/4-6
IT: Theoretical Research
AP: Unspecified
TH: Sociolinguistic
AB: This article offers evidence from recent research that effective
    use of the primary language in the classroom can lead to
    beneficial effects on school progress.
OP: Bilingual
SK: Listening/Speaking
PL: Unspecified
SN: BE010549
DT: 10/15/84


AN: TH0007
TI: On TESOL '82. Pacific Perspectives on Language Learning and
    Teaching. III: Conditions for Learning
AU: Lindfors, Judith
AV: Papers presented at the Annual Convention of Teachers of English
    to Speakers of Other Languages (16th, Honolulu, HI, May 1-6,
    1982)
YR: 1983
PT: Collection of Papers
NT: 8. p.
GL: Unspecified
IT: Theoretical Research
AP: Unspecified
TH: Communicative Competence/Discourse Analysis/Sociolinguistic
AB: The five papers in this section of the TESOL volume examine the
    nature of language learning, characteristics of different
    language learners, the nature of the supportive environment for
    language development, and the differences which exist between
    first and second language patterns of interaction. The
    following articles are included: (1) "Exploring In and Through
    Language" by J. Lindfors; (2) "The Language Learner as an
    Individual: Implications of Research on Individual Differences
    for the ESL Teacher," by L. W. Fillmore; (3) "Nutritional Needs
    of Language Learners," by J. Schachter; (4) "A Question of
    Universality: Conversational Principles and Implications," by J.
    Devine; and (5) "Native Speaker/Non-Native Speaker Conversation
    in the Second Language Classroom," by M. H. Long.
SC: Individual Differences
SK: Speaking
PL: Unspecified
SN: ED228893
DT: 08/30/84


AN: TH0015
TI: Does Second Language Instruction Make Difference? A review of
    Research
AU: Long, Michael H.
AV: TESOL Quarterly: v17 n3 p359-82 Sep 1983
YR: 1983
PT: Article
NT: 23 Pages
GL: K-3/4-6/7-12/Adult
IT: Theoretical Research
AP: Unspecified

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TH: Various
AB: A review of research finds considerable evidence that second
    language instruction is beneficial (1) for children as well as
    adults; (2) for beginning, intermediate, and advanced students;
    (3) on integrative as well as discrete-point tests, and (4) in
    acquisition-rich as well as acquisition-poor environments.
    Implications for theory and instruction are discussed.
PL: Beginning/Intermediate/Advanced
SN: EJ286742
DT: 08/30/84


AN: TH0064
TI: Language and Literacy Learning in Bilingual Instruction Study
AU: Mace-Matluck, Betty J./Dominguez, Domingo/Holtzman, Wayne, Jr./
    Hoover, Wesley/Cummins, Jim.
AV: Southwest Educational Development Lab. Austin, Tex.
YR: 1983
PT: Report
NT: 447 p./6 volumes
GL: K-3/4-6
IT: Applied Research
AP: Unspecified
TH: Interdependence
AB: As part of the research agenda mandated under title VII, Part C,
    of the education amendments of 1978, this study sought to
    provide educators and policymakers with information on bilingual
    instructional practices and how such practices are related to
    student and program outcomes. The study consisted of two
    strands of research: (1) descriptive studies of services
    delivered to three minority language groups in three regions of
    the country, and, (2) an investigation within one of the sites
    of selected student characteristics and bilingual instructional
    practices as they relate to English literacy skills. Data from
    the descriptive studies support the following and other
    conclusions: (1) no one model of bilingual education can serve
    all limited-English-proficient populations under all conditions
    equally well, (2) special language assistance programs are still
    needed for limited-English-proficient students from a variety of
    language groups, and (3) use of the non-English home language in
    the instructional program has benefits not only for
    minority-language groups but for society as a whole. The
    findings are consistent with the interdependence hypothesis.
OP: Bilingual
SC: Spanish/Asian/Native American (Navajo)
SK: Listening/Reading/Speaking
PL: Unspecified
SN: BE013668
DT: 09/02/84


AN: TH0004
TI: Second Language Learning: An Information-Processing Perspective
AU: McLaughlin, Barry/Rossman, Tammi/McLeod, Beverly
AV: Language Learning, v33 n2 p135-158 Jun 1983.
YR: 1983
PT: Article
NT: 24 p.
GL: K-3/Adult

IT: Theoretical Research
AP: Unspecified
TH: Information Processing
AB: An information processing approach to second language learning
    stresses the limited processing capacity of human learners, the
    use of various information-handling techniques to overcóme these
    limitations, and the integration of subskills in mastering
    complex skills, such as learning a second language. It is
    thought to involve the gradual integration of lower-level skills
    and their accumulation as automatic processes in long-term
    storage. As automaticity develops, controlled processing is
    bypassed and attentional limitations are overcome. Although
    children and adults approach language from different
    perspectives, two different sorts of controlled processing seem
    to be at work in their cognitive styles: children tend to
    operate through an inductive system, while adults tend to
    operate through a combined inductive and deductive system.
PL: Unspecified
SN: BE013511
DT: 08/29/84


AN: TH0036
TI: Second Language Acquisition in Childhood
AU: McLaughlin, Barry
AV: John Wiley and Sons, Inc., New York, NY.
YR: 1978
PT: Book
NT: 239 p.
GL: K-3/4-6/Adult
IT: Theoretical Research
AP: Unspecified
TH: Biological-Neurological/Developmental/Sociolinguistic/Code-
    Switching/Error Analysis/Interference
AB: Presents a comprehensive analysis of the literature on second
    language acquisition in childhood viewed in terms of
    contemporary process models. A general introduction to the topic
    of bilingualism in society emphasizes the functional and
    educational needs of an increasingly bilingual population. Six
    major sections are presented: first language acquisition,
    language acquisition of two languages in childhood, successive
    acquisition of two languages in childhood, second language
    programs in the elementary school and effects of bilingualism.
OP: Bilingual/Immersion/FLES
SC: Bilingual
PL: Unspecified
SN: BE003203
DT: 08/30/84


AN: TH0113
TI: Learning Lessons
AU: Mehan, Hugh
AV: Harvard University Press, Cambridge, MA
YR: 1979
PT: Book
NT: 227 p.
GL: K-3/4-6
IT: Theoretical Research

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AP: Unspecified
TH: Communicative Competence/Discourse Analysis/Sociolinguistic
AB: This is an in-depth look at the structure of classroom lessons.
Using discourse analysis, Mehan describes the communicative
tasks that both teacher and student achieve at the elementary
school level.
OP: Regular Classroom
SC: Homogeneous Class/Native Speaker of English
PL: Unspecified
SN: None
DT: 10/15/84


AN: TH0145
TI: Effects of L1 and L2 Instruction on the Metalinguistic Awareness
of Spanish Speaking Children
AU: Merino, Rene Alberto
AV: University Microfilms International, Ann Arbor, MI
YR: 1983
PT: Dissertation
NT: 109 p.
GL: K-3/4-6
IT: Applied Research
AP: Unspecified
TH: Interdependence
AB: This dissertation tests the validity of Cummins' CALP construct
by looking at the effects of L1 and L2 instruction on the
development of CALP.
OP: Bilingual/English Language
SC: Spanish
SK: Listening
PL: Unspecified
SN: BE014086
DT: 10/18/84


AN: TH0130
TI: Learning Strategy Applications with Students of English as a
Second Language
AU: O'Malley, J. Michael/Chamot, Anna U./Stewner-Manzanares, Gloria/
Russo, Rocco P./Kupper, Lisa
AV: TESOL Quarterly, v19 n3 1985
YR: 1985
PT: Article
NT: xxx
GL: 7-12
IT: Applied Research
AP: Learning Strategy
TH: Cognitive
AB: This paper describes a study conducted in two phases. First,
students and teachers were interviewed for their use of
strategies in second language learning. Second, students were
trained to use learning strategies on three critical academic
language tasks in English: vocabulary learning, listening to a
lecture, and making a brief oral presentation to other students.
Results and implications for the classroom are discussed.
SK: Listening/Speaking/Writing
PL: Intermediate
SN: None

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DT: 07/10/85

AN: TH0028
TI: Second Language Acquisition Research: Issues and Implications
AU: Ritchie, William C., ed.
AV: Academic Press, Inc., 111 Fifth Avenue, New York, NY
YR: 1978
PT: Book
NT: 221 p.
GL: K-3/Adult
IT: Theoretical Research
AP: Unspecified
TH: .iological-Neurological/Monitor Model/Discourse Analysis
AB: This volume brings together work in neurolinguistics, discourse
    analysis, the monitor model and delayed production.
SK: Listening/Speaking
PL: Unspecified
SN: BE002598
DT: 08/30/84


AN: TH0013
TI: Model for Second Language Learning.
AU: Sampson, Gloria Paulik.
AV: Canadian Modern Language Review, v34 n3 p442-5. Feb 78.
YR: 1978
PT: Article
NT: 4 p.
GL: K-3
IT: Theoretical Research
AP: Unspecified
TH: Creative Construction/Interlanguage/Approximate System
AB: A comparison of three models of language learning: the Creative
    Construction Hypothesis, the Interlanguage Hypothesis and the
    Approximate Systems Model.  Evidence is provided to support the
    hypothesis that the third model which incorporates both
    functional and linguistic analysis describes second language
    learning and explains why learners progress as they do.
PL: Unspecified
SN: EJ183533
DT: 08/30/84


AN: TH0073
TI: What Really Matters in Second Language Learning for Academic
    Achievement?
AU: Saville-Troike, Muriel
AV: TESOL Quarterly, v18 n2 p 199-219 Jun 1984
YR: 1984
PT: Article
NT: 21 p.
GL: K-3/4-6
IT: Applied Research
AP: Unspecified
TH: Interdependence
AB: This study examines the relationship between academic
    achievement and second language acquisition among nineteen
    children enrolled in a middle class elementary school in the

U.S. Concludes that vocabulary is the single most important area of second language competence when learning content through that language. The use of L 1 enhances conceptual development.
SC: SES
SK: Reading/Speaking/Vocabulary
PL: Unspecified
SN: None
DT: 09/07/84


AN: TH0090
TI: Input, Negotiation, and Age Differences in Second Language Acquisition
AU: Scarcella, Robin C./Higa, Corrine
AV: Language Learning, v31 n2 p409-437 1981
YR: 1981
PT: Article
NT: 29 p.
GL: K-3/4-6/7-12
IT: Theoretical Research
AP: Unspecified
TH: Input/Communicative Competence/Discourse Analysis/ Sociolinguistic
AB: This paper examines input and negotiation in child and adolescent second language acquisition. Two hypotheses are tested: that adult native speakers provide more simplified input to younger learners than to older learners, and that older learners use more conversational negotiation devices and techniques than younger learners.
SC: Spanish/Age
SK: Listening/Speaking
PL: Beginning
SN: None
DT: 09/09/84


AN: TH0112
TI: English Foreigner Talk in Content Classrooms
AU: Schinke, Linda Anne
AV: Dissertation for Northwestern University, Evanston, IL
YR: 1981
PT: Dissertation
NT: 123 p.
GL: 4-6
IT: Applied Research
AP: Unspecified
TH: Input
AB: This two phase study characterizes the language environment encountered by limited English proficient students in all-English content classes.
SK: Listening/Speaking/Content
PL: Unspecified
SN: None
DT: 10/15/84


AN: TH0021
TI: Modified Stage Hypothesis: Some Possible Implications.
AU: Schneiderman, Eta I.

AB: The modified stage hypothesis, which predicts the balance of
    right v. left hemisphere involvement in learning or acquisition
    of languages, is examined and an apparent contradiction is found
    between conclusions from experimental findings supporting the
    hypothesis and Krashen's Monitor Theory underlying it.

AB: Schumann presents a model of second language acquisition based
    on the social psychology of acculturation. He proposes that any
    learner can be placed on a continuum that ranges from social and
    psychological distance to social and psychological proximity
    with speakers of the target language, and that the learner will
    acquire the language only to the degree that he acculturates.

AB: Presents data on the past and present state of research on the
    interlanguage hypothesis, with specific attention to its
    extension to language acquisition--a macrobehavioral approach
    and a neurofunctional approach. Finally, problems for the
    interlangauge hypothesis are discussed.

TI: Current State of IL Studies:  An Attempted Critical Summary
AU: Selinker, Larry
AV: In Interlanguage, A. Davies, C. Criper, and A.P.R Howatt (eds.),
    Edinburgh University Press, Edinburgh, Scotland.
YR: 1984
PT: Article
NT: 24 p.
GL: Unspecified
IT: Theoretical Research
AP: Unspecified
TH: Transfer/Discourse Analysis/Sociolinguistic/Contrastive
    Analysis/Interference/Interlanguage
AB: The author summarizes the state of IL studies past and present.
    He examines the major tenets of the theory, indicating
    discrepancies of past research and ways to improve in future
    research.
SC: Unspecified
SK: Listening/Reading/Speaking/Writing
PL: Unspecified
DT: 02/13/85

TI: Examination of the Importance of Focus on Form
AU: Shuldberg, H. Kelly
AV: TESOL Papers ,Department of English, University of Wyoming,
    Laramie, WY
YR: 1981
PT: Article
NT: 7 p.
GL: Adult
IT: Theoretical Research
AP: Unspecified
TH: Monitor Model
AB: The hypothesis that acquisition is separate from learning has
    given rise to the Monitor Model, which states that not only are
    acquisition and learning separate and distinct, but they may
    interact, with learning serving as monitor for
    acquisition-governed production.  In order to determine whether
    extreme focus on form is necessary for the monitor to function,
    oral interviews were held with students studying English as a
    second language at the university level.  Results supported the
    prediction that more monitoring will occur with strong focus on
    form.  However, a significant degree of monitoring does occur
    with low focus on form, though not as great as with strong focus
    on form.  Furthermore, time contributes more to monitoring than
    does strong focus on form.  It is suggested that if monitoring
    significantly affects production, it can do so without there
    being a strong focus on form.
SC: University Level
PL: Unspecified
SN: BE008677
DT: 08/30/84

AN: TH0051
TI: Strategies, Language Transfer and the Simulation of the Second
    Language Learner's Mental Operations.
AU: Smith, Mike Sharwood.
AV: Language Learning, v29 n2 p345-361 Dec 1979
YR: 1979
PT: Article
NT: 17 p.
GL: Unspecified
IT: Theoretical Research
AP: Audiolingual
TH: Transfer/Cybernetics/Behaviorist/Cognitive

AB: Language transfer, the transfer of knowledge (positive or
    negative) from native language to target language, and various
    methods of investigating it are discussed.  Two theories
    accounting for language transfer are behaviorist/audiolingual
    theory and the theory set forth by Jordens and Kellerman.
    Behaviorists see transfer as an automatic process in which
    negative effects can only be overcome by the acquisition of new,
    stronger habits.  The cognitivist stance of Jordens and
    Kellerman, however, allows for hypotheses about underlying
    mental processes relating to human behavior.  Computer models
    can be an effective means of studying language transfer.  Such
    models are equipped to discover the type of knowledge required
    for a given behavior, and the number of steps involved in
    putting that knowledge into use.  The cybernetic approach, as
    used in artificial intelligence studies, can illuminate
    questions about second language performance and acquisition.
    Artificial intelligence techniques explain second language
    behavior as involving basic, hierarchically organized mental
    operations.
PL: Unspecified
SN: BE005582
DT: 09/02/84


AN: TH0085
TI: School-Age Second Language Learners' Access to Simplified
    Linguistic Input
AU: Snow, Catherine E./Hoefnagel-Hohle, Mirian
AV: Language Learning, v32 n2 p411-430 1983
YR: 1982
PT: Article
NT: 20 p.
GL: K-3/4-6/7-12
IT: Theoretical Research
AP: Unspecified
TH: Input

AB: The speech addressed to English-speaking children aged 3 to 18
    by their Dutch classmates and teachers was analyzed.  This
    speech was found to be simpler than speech addressed to native
    speakers of the same age, and was not characterized by mistakes
    or distortions.
OP: Immersion
SC: Native Speaker of English
SK: Listening/Speaking
PL: Beginning/Intermediate
SN: None
DT: 09/09/84

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AN: TH0142
TI: What Matters? The Relative Impact of Language Background and
    Socioeconomic Status on Reading Achievement
AU: So, Alvin G./Chan, Kenyon S.
AV: NABE Journal, v8 n3 27-41 1984
YR: 1984
PT: Article
NT: 14 p.
GL: 7-12/Adult
IT: Theoretical Research
AP: Unspecified
TH: Socioeconomic
AB: Analyzing the relationship among language, background,
    socioeconomic status, and ethnicity, the researchers found that
    these factors accounted for half of the variance found in
    reading achievement in the "High School and Beyond" data set.
OP: Bilingual
SK: Reading
PL: Unspecified
SN: BE014510
DT: 10/18/84


AN: TH0152
TI: Social Styles and the Second Language Acquisition of
    Spanish-Speaking Kindergartners
AU: Strong, Michael
AV: TESOL Quarterly, Vol. 17, No. 2, June 1983.
YR: 1983
PT: Article
NT: 17 Pages
GL: K-3
IT: Theoretical Research
AP: Unspecified
TH: Communicative Competence
AB: The author measured natural communicative language in order to
    assess the relationship between 7 personality factors and second
    language acquisition.  Faster learners were found to be more
    talkative, responsive and gregarious than slower learners.
OP: Bilingual
SC: Spanish/Mixed Class/0 Years Schooling in L1
SK: Speaking
PL: Beginning
DT: 02/19/85


AN: TH0116
TI: Student Functional Proficiency: Toward Specifying a
    Practitioners' Operation Model
AU: Tikunoff, William J.
AV: Center for Interactive Research and Development, San Francisco
    CA
YR: 1984
PT: Article
NT: 28 p.
GL: Unspecified
IT: Theoretical Research
AP: Unspecified
TH: Interdependence

AB: This article offers a framework to describe student functional
    proficiency. Cognitive and sociolinguistic factors are
    discussed and a model involving interactional, academic, and
    participative competence is described.
OP: Bilingual
PL: Unspecified
SN: None
DT: 10/15/84


AN: TH0097
TI: Monitor Model and Neurofunctional Theory:  An Integrated View
AU: Tollefson, James W./Jacobs, Bob/Selipsky, Elaine J.
AV: Studies in Second Language Acquisition, v6 n1 p1-16 Fall 1983
YR: 1983
PT: Article
NT: 17 p.
GL: Unspecified
IT: Theoretical Research
AP: Unspecified
TH: Biological-Neurological/Monitor Model
AB: It is argued that the Neurofunctional Theory and Monitor Model
    provide complementary accounts of different components of the
    SLA process with the Monitor Model employing the acquisition
    learning distinction in an analysis of input and perfomance, and
    Neurofunctional Theory using the distinction to describe the
    formation of linguistic knowledge.
PL: Unspecified
SN: None
DT: 09/07/84


AN: TH0096
TI: Language Learning Environment for All Children
AU: Urzua, Carole
AV: Language Arts, v57 n1 p38-44 Jan 1980
YR: 1980
PT: Article
NT: 7 p.
GL: K-3/4-6
IT: Theoretical Research
AP: Unspecified
TH: Communicative Competence/Discourse Analysis/Sociolinguistic/
    Psychological
AB: Since all children have similar expectations and insights for
    what language is and does, and for what other persons do within
    the language learning process, language arts environments should
    be the same for all children.
OP: Pull-out
PL: Unspecified
SN: None
DT: 09/07/84


AN: TH0100
TI: Conversations of Miguel and Maria:  How Children Learn a Second
    Language
AU: Ventriglia, Linda
AV: Addison-Wesley, Rowley, MA