



Annotated Bibliography

Adler, J. (2000, September/October). A quarter century of progress in the United States. *ESL Magazine*. Available: www.eslmag.com/modules.php?name=News&file=article&sid=33

This report outlines the 25-year resettlement and education of the Hmong, an ethnicity from Laos and Thailand. Adler explores the pedagogical consequences of teaching Hmong learners, who are largely pre-literate and were raised in an oral tradition. She identifies prominent learning styles and discusses the experience of these mainly concrete, cooperative, purposeful learners in a mainly abstract, individual, print-based U.S. education system. Adler offers advice for bridging the academic gap, integrating language and content objectives, and collaborating within the school.

Arthur, J. (2003). 'Baro afkaaga hooyo!' A case study of Somali literacy teaching in Liverpool. *International Journal of Bilingual Education and Bilingualism*, 6(3-4), 253-266.

A study was conducted in a Somali community in Liverpool, involving literacy lessons in Somali for young girls who were already literate in English. The researchers particularly observed when the girls chose to use Somali versus English, and what their attitudes were about the two languages, as indicators of linguistic and cultural identity.

Auerbach, E. R., & Paxton, D. (1997). "It's not the English thing": Bringing reading research into the ESL classroom. *TESOL Quarterly*, 31(2), 237-261.

This paper describes research done in an advanced level ESL reading course in which the students themselves were trained in reading strategies theories and methods, and invited to research their own use of these and subsequent progress, including an increased sense of control and confidence. This study seems to support previous work demonstrating that "L2 readers can compensate for a lack of English proficiency by invoking interactive strategies, utilizing prior knowledge, and becoming aware of their strategy choices."

Biber, D., & Hared, M. (1991). Literacy in Somali: Linguistic consequences. *Annual Review of Applied Linguistics*, 12, 260-282.

This paper describes a research study examining the linguistic changes a language may undergo through the process of literacy development. The researchers find that in Somalia, which underwent an intensive planned literacy campaign starting around 1972/3, the added range of stylistic/discourse written registers also led to an expansion of these patterns in oral language.

Bigelow, M. & Tarone, E. (2004). The role of literacy level in second language acquisition: Doesn't who we study determine what we know? *TESOL Quarterly*, 38 (4), 689-700.

This commentary from Tarone and Bigelow is a call to action for ESL researchers. They argue that there is much work to be done within immigrant and refugee populations, especially those with limited literacy, a largely understudied population within ESL research circles. In particular, the authors examine the impact of L1 literacy on a learner, and literacy's "transformative power" as it impacts a learner's thought processes, metalinguistic awareness, and L2 processing. The authors advocate more attention and research on L2 learners with limited L1 literacy, arguing that such research will contribute to SLA theory.

Bigelow, M., Delmas, R., Hansen, K., & Tarone, E. (2006). Literacy and the processing of oral recasts in SLA. *TESOL Quarterly*, 40 (40), 665-689.

In this study of Somali speakers with limited formal schooling, the researchers examined whether the ability to recall a recast is related to the learner's alphabetic print literacy level. They found that the literacy level of the learner was a significant factor in the participants' ability to recall recasts. These findings suggest that less literate learners may be less able to recall certain linguistic forms in oral corrective feedback and that literacy may improve learners' ability to use visual lexical representations to process corrective feedback. The researchers call for the replication of the study as well as the examination of other aspects of SLA with populations with limited literacy.

Burt, M., Peyton, J.K. & Van Duzer, C. (2005, March). How should adult ESL instruction differ from ABE reading instruction? *Center for Applied Linguistics, Center for Adult English Language Acquisition.*

This brief report summarizes the key research on adult reading instruction, much of which is based on native-speaking readers, and outlines issues that arise when applying this research to English language learners. The authors offer suggestions for teaching reading to adult non-native speakers. Topics include alphabets, word analysis, and reading comprehension.

Condelli, L., & Wrigley, H.S. (2005). Instruction, language, and literacy: What works study for adult ESL literacy students. In van de Craats, Kurvers, & Young-Scholten (Eds.) *Low-educated adult second language and literacy acquisition*, Proceedings of the Inaugural Symposium – Tilburg 05. LOT, Netherlands Graduate School of Linguistics.

This article outlines an extensive study of low-literacy adults across the United States. Learners were assessed in several ways, including literacy interviews with bilingual translators, and then their ESL classes were regularly observed for 9 months by trained research liaisons who coded the classroom and activities to keep track of exactly what learners were doing during class. They were assessed again three months into the study and again six months later. A number of important insights were gained from this study about who exactly literacy-level students are and what classroom activities appear to be the most effective. Three classroom practices surface as particularly useful in literacy development of emergent readers: connection to the outside world, use of the student's native language for clarification in instruction, and varied practice and interaction.

Cunningham, P. & Cunningham, J. (2002). Chapter 5: What we know about how to teach phonics. In A.E. Farstrup, S. Samuels & S. Jay (Eds.) *What research has to say about reading instruction*, 3rd ed. (pp.87-109). Newark, DE: International Reading Association.

This chapter on phonics instruction, while focused on children, provides a valuable reminder of the place of phonics in a larger curriculum. The authors advocate a highly engaging, purposeful approach that keeps learners aware of the process and goals of instruction. They provide several specific activity examples for practitioners as well. The article concludes with an important reminder, that “all instruction, including phonics instruction, must help learners develop cognitive clarity and become engaged with what they are learning...[it] must also be as multifaceted and multilevel as possible.”

Hamayan, E. V. (1994). Language development of low-literacy students. In F. Genesee (Ed.), *Educating second language children* (pp. 278-300). Cambridge: Cambridge University Press.

This excellent chapter, while it refers to children at all grade levels who enter school with little exposure to literacy, is a fine summary of many principles and promising practices related to our adult literacy level learners. The author describes characteristics that make this population unique in their approach to reading and writing, and argues convincingly for a teaching approach that combines both form (phonics) and function (whole language,) with the form always presented in a relevant meaning-based context.

Harklau, L. (1999). The ESL learning environment in secondary school. In C. J. Faltis & P. Wolfe (Eds.), *So much to say* (pp. 42-60). New York: Teacher's College Press.

The author studied about 100 ESL/LEP students in a suburban high school in northern California over 3 years, comparing their experiences in mainstream content classes and ESL classes. She suggests that tracking of ESL learners into low-track content classes can have serious long-term negative educational and occupational consequences, and recommends much greater interaction between mainstream and ESL teachers.

Hvitfeldt, C. (1985). Picture perception and interpretation among preliterate adults. *Passage: A Journal of Refugee Education* 1(1), 27-30.

This article explores how learners from pre-literate societies perceive and interpret drawings, pictures, and symbols differently from people from modern, literate societies. Since adult ESL programs so often rely on visual support in the classroom, the author reminds us of some of the difficulties that may arise from this common practice. She argues that sometimes the pictures teachers use “may in fact be as abstract as the print itself and may only serve to complicate an already difficult task.”

Kolinsky, R., Cary, L. & Morais, J. (1987). Awareness of words as phonological entities: The role of literacy. *Applied Psycholinguistics*, 8, 223-232.

The authors describe their study of phonological awareness in illiterate adults near Lisbon, Portugal. They conducted two experiments concerning recognition of words and word length. Their findings indicate that uneducated, illiterate adults, when shown printed words, tend to focus on the meanings of the words and not the formal, printed aspect of the words. For example, when told two words orally and asked which one is longer, they chose the word that represents the larger object. The results suggest that learning to read, though not strictly necessary, plays a decisive role in the development of the ability of many individuals to focus on phonological length. This article indicates that illiterate adults can increase their phonological awareness with training and coursework, and that perhaps there is no critical period for reading.

Long, L. & Gillespie, M. (1992). Chapter 9: Phonics in context: Using grapho/phonemic cues in a learner-centered ESL literacy classroom. In G.J. Guth, & H. Wrigley (Eds.), *Bringing literacy to life*. San Mateo, CA: Aguirre International.

This chapter from Bringing Literacy to Life advocates a contextualized, learner-centered approach to teaching reading. Phonics lessons, the authors argue, should be pulled from meaningful, important themes from the learners. The teacher should be an “applied ethnographer” and actively listen for themes from students. Phonics-related activities within contexts are described and a variety of resources are annotated at the end of the chapter.

Moje, E. B., & Hinchman, K. (2004). Culturally responsive practices for youth literacy learning. In T. L. Jetton & J. A. Dole (Eds.), *Adolescent literacy research and practice* (pp. 320-350). New York: The Guilford Press.

Arguing for the importance of designing and enacting curriculum that includes culturally responsive practice (CRP,) the authors reiterate the primacy of a) being aware of the interests and needs of students as both people and as learners of new concepts, practices and skills, and b) the validity and value of students’ prior knowledge and experience, and the urgency of building bridges between that and the new content. Examples and principles of CRP are provided.

Olson, D. (2002). What writing does to the mind. In Eric Amsel & James P. Byrnes (Eds.), *Language, literacy, and cognitive development: The development and consequences of symbolic communication* (pp. 153-166). Mahwah, NJ: Lawrence Erlbaum Associates.

The author’s research involves the critical discovery that children make in their L1 that “their own and others’ more or less continuous speech may be thought of as a sequence of lexical items or ‘words.’” This has been shown to occur in young adults gaining L1 literacy for the first time as well. Olson believes this also leads individuals to new possibilities for thinking, knowledge and consciousness.

Shaughnessy, C. (2006). *Preliterate English as a second language learners: A Case study of Somali Bantu women*. Unpublished Master's thesis. University of Maryland, Baltimore County.

In this case study of a group of preliterate Somali Bantu women receiving ESL literacy instruction, the author examines her students' experiences and perceptions of their English language acquisition and literacy development. She also examines her own evolution as a teacher striving to develop effective culturally responsive teaching practices for literacy-level students. She shares her successes and challenges and includes the literacy-level curriculum she developed through her work with the participants of the study.

Trupke-Bastidas, J. & Poulos, A. (2007). Whole-to-parts instruction for low-level ESL learners. *MinneWITESOL Journal*. Available: www.minnewitesoljournal.org

This research focuses on effective practices for teaching reading to both adult ESL learners acquiring literacy for the first time in English and learners who are already literate in their L1, and finds that learners' phonemic awareness and decoding are improved when using a whole-part-whole instructional method that combines a focus on higher and lower-level skills. The method involves teaching whole words in a context, then examining particular words to practice a letter-sound or phonemic awareness skill, and then reading the whole words again later in a sentence or story context.

Wolf, Maryanne (2007). *Proust and the squid: The story and science of the reading brain*. New York: HarperCollins.

This fascinating (and highly skimmable) book explores issues from the history of the earliest writing systems, to very recent brain imaging research and what it shows about the process of learning to read. It does not directly address non-literate adults learning to read in a non-L1, but certainly has implications for this group, and indicates where current and future brain imaging research may be helpful for this group.

RESOURCES

Teacher Resources

Making it Real, by Alysian Croydon
www.literacynow.info/PDF/prelit.pdf

Picture Stories for Adult ESL Health Literacy
www.cal.org/caela/esl_resources/Health/healthindex.html

Burt, M. & Peyton, J.K., & Adams, R. (2003). *Reading and adult English language learners*. Washington, DC: CAL (Center for Applied Linguistics). Available:
<http://www.cal.org/CAELA/research/RAELL.pdf>

Curtis, M., & Kruidenier, J. (2005). *Teaching adults to read: A summary of scientifically based research principles*. National Institute for Literacy, Partnership for Reading. Available: <http://www.nifl.gov/partnershipforreading/publications>

Freeman, D. & Freeman, Y. (2002). *Closing the achievement gap: How to reach limited-formal-schooling and long-term English learners*. Portsmouth, NH: Heineman.

Kruidenier, J. (2002). *Research based principles for adult basic education reading instruction*. Washington, D.C.: National Institute for Literacy, Partnership for Reading. Available: <http://www.nifl.gov/partnershipforreading/publications>

Krygowski, N. & Elson, A. (2008). *The four components of reading*. TESOL Adult Interest Section Newsletter, March 2008.

National Institute for Literacy. (2005). *Applying research in reading instruction for adults: First steps for teachers*. Available:
<http://www.nifl.gov/partnershipforreading/publications/adult.html>

Parrish, B. (2004). *Teaching adult ESL: A practical introduction*. New York: McGraw-Hill.

Van de Craats, I., Kurvers, J., & Young-Scholten, M. (2006). Research on low-educated second language and literacy acquisition. In I. van de Craats, J. Kurvers, & M. Young-Scholten (Eds.), *Low-educated second language and literacy acquisition*. Landelijke: Netherlands Graduate School of Linguistics.

Spiegel, M., & Sunderland, H. (2006). *A teachers' guide: Teaching basic literacy to ESOL learners*. London, England: LLU+ and London South Bank University. Available from Peppercorn Books at www.peppercornbooks.com/catalog.

Vinogradov, P. (2008). *Maestra! The letters speak. Learning to read for the first time: Best practices in emergent reading instruction.* MinneWITESOL Journal, vol. 25. Available: www.minnewitesoljournal.org.

Recommended Student Textbooks

Basic Oxford Picture Dictionary – Oxford University Press
Beginning Stories from the Heart – Linmore Publishing
Collaborations – Heinle & Heinle
English for Success – Dominie Press
First Words in English – Linmore Publishing
LifePrints – New Readers Press
Literacy in Lifeskills – Heinle & Heinle
Literacy Plus - Longman
Longman ESL Literacy – Longman
Longman Photo Dictionary of American English - Longman
More Picture Stories - Longman
Picture Stories - Longman
Sounds Easy! Phonics, Spelling, and Pronunciation – Alta Book Center Publishers
Starting to Read – Linmore Publishing
Survival English: English through Conversations – Prentice Hall Regents
Take Charge! – McGraw Hill
Very Easy True Stories - Longman

Decodable Textbooks

Sam and Pat—Heinle & Heinle
Talk of the Block— New Readers Press

Websites

CAELA- Center for Adult English Language Acquisition
www.cal.org/caela/
CAELA Resource Collection: *Working With Literacy-Level Adult English Language Learners*
www.cal.org/caela/esl_resources/collections/literacy.html

CAL- Center for Applied Linguistics

www.cal.org

Low Educated Second Language and Literacy Acquisition (LESLLA) for Adults

www.leslla.org

An international forum of researchers who share an interest in research on the development of second language skills by adult immigrants with little or no schooling prior to entering the country of entry. Find the agendas, materials and presentations from international LESLLA workshops as well as links to related publications, research, websites, and resources.

Marshall, Minnesota website with *Reading Skills for Today's Adults* stories:

www.marshalladulthoodeducation.org/stories1.htm

Minnesota Adult Education Research Briefs

A supplemental services project that promotes evidence-based practice in Minnesota ABE programs. One of the primary activities of this project has been to disseminate research briefs that summarize current research in adult basic education and second language education. These research briefs are now posted on the MDE-ABE website: http://mnabe.themlc.org/Research_Briefs.html.

Minnesota Literacy Council Educational Technology Curriculum Projects

www.themlc.org/techgrants

Each year Minnesota ABE educators create innovative educational technology curriculum projects through Department of Education funded mini-grants from the Minnesota Literacy Council. A number of these projects focus on materials for literacy-level learners.

NCSALL- National Center for the Study of Adult Learning and Literacy

www.ncsall.net

NIFL- National Institute for Literacy

www.nifl.gov

Story by Story Phonics Lessons now available free online.

www.mcedservices.com/phonics/phonics.html

These stories are part of a contextual phonics program created by Marn Frank M.Ed. with the support of LDA of Minnesota adapted for the web by Charles LaRue with the support of the Minnesota Literacy Council. The stories can be viewed a multi-media presentations and are followed by basic typing and listening dictation practice on the vowel or consonant sounds demonstrated in the story.

TESOL-Teaching English to Speakers of Other Languages

www.tesol.org

