

VI. Resources for Trainers

Introduction

This annotated list of online, print, and multimedia resources provides professional developers with both seminal professional development resources (e.g., California Adult Literacy Professional Development Project [CALPRO] and National Center for the Study of Adult Learning and Literacy [NCSALL] Study Circle guides) and materials specifically about teaching adult ESL (e.g., Public Broadcasting System [PBS] ESL/Civics Link and *Teaching Adult Second Language Learners*). In most cases, state and local trainers will judge what resources are appropriate for training by topic, content, objectives, time, and financial constraints. However, being familiar with available resources can help trainers plan and conduct workshops efficiently.

The online resources below have been roughly categorized as either *professional development* or *ESL content*, although the distinction between the two types is not always clear. The print and multimedia resources generally focus on teaching adult ESL or a related topic (e.g., language and K–12 ESL).

Resources—particularly Internet resources—change often, so this list is not exhaustive. CAELA staff members welcome trainers’ comments about the resources below as well as suggestions for others for training adult ESL teachers and administrators. Please contact CAELA at caela@cal.org or 202-362-0700, ext. 500.

As administrators and trainers decide what materials will best serve their needs, the following checklist for evaluating resources may be useful. The checklist provides content, format, and cost criteria to consider when selecting materials to use in training.

Evaluating Adult ESL Professional Development Materials

Selection Criteria	check √	Comment
Content		
Content is aligned with findings of practitioner needs assessment and reflects program and state goals (e.g., state standards).		
Goals and objectives are clear, challenging, and appropriate for the users.		
Content integrates educational theory and practice and reflects understanding of available evidence-based data.		
Underlying assumptions, materials, and processes are socially, culturally, and ethnically appropriate; are free of bias; and reflect diverse audiences.		
Instructional strategies reflect a variety of teaching and learning modes and incorporate principles of adult learning.		
Content includes evaluation that reflects the goals and objectives and allows users to assess their growth in knowledge and skill.		
Materials provide activities or suggestions for ongoing professional development.		
Format		
Materials and procedures can be replicated and adapted for use in a variety of instructional modes (e.g., mentoring, study circles, workshops, online).		
Content, processes, and ancillary materials (e.g., videos, software, Web design) are well written, well organized, and easy to understand and use.		
Cost		
Cost of content delivery, processes, and ancillary materials is commensurate with the amount of actual or potential benefit to adult ESL practitioners.		

Internet Resources for Professional Development

California Adult Literacy Professional Development Project (CALPRO)

www.calpro-online.org/default.asp

Although some parts of this Web site are specifically designed for California adult educators, much of the information available is of broad interest. The focus of the site is adult education and literacy, but some resources, such as the *ESL New Teacher Guide*, are geared toward ESL instructors. In addition, many seminal professional development guides posted on the site are available for downloading, including the following:

▶ *Adult Educators' Guide to Designing Instructor Mentoring*

Authors: Renee Sherman, Janet Voight, John Tibbetts, Dionne Dobbins, Arthur Evans, and Danielle Weidler

Publisher: American Institutes for Research, April 2000

www.calpro-online.org/pubs/Mentoring%20Guide.pdf

This guide outlines the steps that adult education programs need to take to plan, develop, and implement an instructor mentoring program. Topics covered include reasons for implementing mentoring, how programs can support mentoring, and steps for development and implementation of mentoring.

▶ *Evaluating Professional Development: A Framework for Adult Education*

Authors: Mark Kutner, Renee Sherman, John Tibbetts, and Larry Condelli

Publisher: American Institutes for Research, May 1997

www.calpro-online.org/pubs/evalmon.pdf

This guide offers advice on how to evaluate the impact of professional development, including strategies for assessing instructors and students and for evaluating program change. Though the guide is directed at adult basic education (ABE) programs, many of the strategies can be implemented in adult ESL programs as well.

▶ *Evaluating Professional Development Resources: Selection and Development Criteria*

Authors: Renee Sherman, Mike Dlott, Heather Bamford, Jennifer McGivern, and Marisa Cohn

Publisher: American Institutes for Research, August 2003

www.calpro-online.org/pubs/99.pdf

This guide presents a systematic approach to selecting professional development resources for adult educators. It includes a framework that programs can use to assess the feasibility and appropriateness of resources, as well as a guide for developing new professional development resources and a summary of key elements of quality professional development.

► *The Professional Development Resource Guide for Adult Educators*

Authors: Renee Sherman and Mark Kutner

Publisher: American Institutes for Research, (n.d.)

www.calpro-online.org/pubs.asp

Available online in sections, this guide aims to promote professional development activities in adult education instruction. It presents different approaches to professional development; information about evaluating the impact of professional development; and a collection of resources, including sample needs assessments and professional development plans.

In addition, documents from the ERIC Clearinghouse on Adult, Career, and Vocational Education, such as ERIC Digests, Trends and Issues Alerts, Practice Application Briefs, and Major Clearinghouse Publications and Compilations, are archived at www.calpro-online.org/eric/index.asp. These documents can also be found at www.eric.ed.gov/.

National Center for the Study of Adult Learning and Literacy (NCSALL)

www.ncsall.net/

This Web site displays many professional development resources based on the research that NCSALL has conducted, as well as a link to *Focus on Basics: Connecting Research and Practice*. Pertinent research briefs include “How Teachers Change” at www.ncsall.net/fileadmin/resources/research/brief25.pdf and “The Characteristics and Concerns of Adult Basic Education Teachers” at www.ncsall.net/fileadmin/resources/research/brief26.pdf.

NCSALL teaching and training resources available online include several *NCSALL Study Circle Guides* (www.ncsall.net/index.php?id=25), which explain step by step how to organize, conduct, and evaluate study circles for adult education practitioners. A *Mentor Teacher Group Guide* (on adult multiple intelligences) is also available. While these guides are directed more generally at adult basic education, the careful explanations and processes can serve as models for specific adult ESL contexts.

Office of Vocational and Adult Education (OVAE)

www.ed.gov/about/offices/list/ovae/pi/AdultEd/aeprofdev.html

This section of OVAE’s Web site focuses on professional development. Although the primary focus is on adult basic education, many of the resources and Web sites listed are useful for adult ESL practitioners as well. The site features links to state-level Web sites from Massachusetts, Connecticut, and Texas that have resources of broad interest to ESL practitioners. It also includes links to NRS Online, the training site for the National Reporting System, and to Professional Development for Adult Education Instructors: State Policy Update, which provides useful background information on professional development in adult education.

Outreach and Technical Assistance Network (OTAN)

www.otan.dni.us/

OTAN provides a gateway to electronic resources and information on all aspects of adult education, including adult ESL. While the site was designed to support practitioners and others in California, the resources are of wide interest. Full-text documents, opportunities for online networking and training, and links to other Web-based resources are available. Users can register to be notified regularly of new materials related to their areas of interest. Adult ESL practitioners will be especially interested in OTAN's site for Teaching Tools and Resources (www.otan.us/browse/index.cfm?fuseaction=page&catid=10823). This page provides links to sample lesson plans and classroom activities and includes links to relevant articles and Web sites. It also features a publication from the Los Angeles Unified School District, "Tools for ESL Lesson Planning" (http://adultinstruction.org/teachers/instructional/esl_lpt2000.pdf). OTAN sites are free, but users are required to register.

Internet Resources With Adult ESL Content

Adult Education Content Standards Warehouse

www.adultedcontentstandards.ed.gov/

This Web site and the Adult Education Content Standards Warehouse project are being conducted by the American Institutes for Research (AIR) (www.air.org) for OVAE at the U.S. Department of Education. The goal of the site is to help adult educators develop, align, and implement content standards in English language acquisition (ELA), mathematics, and reading. Trainers can use this site to review and compare the nine sets of standards currently available to help their own state or program develop or enhance content standards.

Adult Literacy Education Wiki

http://wiki.literacytent.org/index.php/Main_Page

This relatively new Web site is a collection of information about various topics related to adult literacy education, including professional development and ESL. Other topics include public policy, participatory and emancipatory education, and learner persistence. The site is a volunteer effort that catalogs information posted by its more than 400 registered users. Some areas of the site are more developed than others, but new resources and information are added regularly.

Center for Adult English Language Acquisition (CAELA)

www.cal.org/caela

The CAELA Web site provides many resources for adult ESL practitioners. It includes more than 60 briefs, digests, and questions and answers on topics germane to adult ESL, frequently asked questions (FAQs) about adult ESL, and resource collections. Resource collections include *Assessment and Evaluation in Adult ESL*, *What Beginning Teachers and Tutors of Adult English Language Learners Need to Know*, *Civics Education for Adult English Language Learners*, *Learning Disabilities and Adult ESL*, and *Second Language Acquisition*.

In addition, CAELA staff have developed a searchable adult ESL Resource Database that will make searching for evidence-based documents easier and more efficient. Other pertinent resources on the CAELA Web site include teacher resources, statistics on adult English language learners, reference materials, and links to other sites useful to those working with adult English language learners. Practitioners are encouraged to contact CAELA (caela@cal.org) if they have questions about teaching or providing professional development to teachers related to adult ESL. Other resources on the CAELA Web site include the following:

- ▶ *Adult English Language Instruction in the 21st Century*
www.cal.org/caela/esl_resources/languageinstructionEng.pdf
- ▶ *Adult ESL Language and Literacy Instruction: A Vision and Action Agenda for the 21st Century*
www.cal.org/caela/esl_resources/vision.pdf
- ▶ *Research Agenda for Adult ESL*
www.cal.org/caela/esl-resources/agenda.pdf

Centre for Canadian Benchmarks

www.language.ca/display_page.asp?page_id=1

This bilingual (English/French) site supports the Canadian Language Benchmarks (CLB), a set of national performance standards for adult ESL instruction. Although specifically designed to serve Canadian teachers and adult learners, the benchmarks and related professional development tools provide practical information for teachers and trainers in the United States.

Cultural Orientation Resource Center

www.cal.org/co/

This extensive Web site, which was established to link overseas service providers of cultural orientation for refugees with service providers in domestic resettlement programs, offers a great deal of both background and up-to-date information about refugees and their concerns. The site includes questions frequently asked by refugees and cultural profiles that provide pertinent country and cultural background information about such groups as the Cubans, Haitians, Iraqi Kurds, Somalis, and Sudanese. Recent profiles have been written about Somali Bantu, Hmong, and Muslim refugees. A profile about Liberians is forthcoming. This site is maintained by the Center for Applied Linguistics (www.cal.org).

Cultural Profiles Project

<http://cp.settlement.org/english/>

This Web site, funded by Citizenship and Immigration Canada, contains profiles of more than 100 countries. Profiles include a basic introduction to each country and its people, with cultural information on such topics as family, food, work, literature and the arts, communication styles, holidays, and spirituality. Each profile also offers a bibliography for more in-depth study. This site may prove helpful to programs and states as new immigrant groups arrive in their areas.

Equipped for the Future (EFF) Portal

<http://eff.cls.utk.edu/default.htm>

This Web site, hosted by the EFF Center for Training and Technical Assistance at the Center for Literacy Studies, University of Tennessee, details the fundamentals of Equipped for the Future—an educational improvement initiative for adult basic education—and presents an ongoing eight-step process for learning and teaching. The site also contains a *Teaching/Learning Toolkit* for adult education practitioners, with sample lesson plans and teaching tools to support the lessons. Several lessons are directly related to adult ESL contexts.

ERIC Database

www.eric.ed.gov

The Education Resources Information Center (ERIC), sponsored by the Institute of Education Sciences (IES) of the U.S. Department of Education, offers a bibliographic database of journal and nonjournal articles going back to 1996. Professional developers could use search terms such as *professional development*, *English (second language)*, *limited English speaking*, *adult literacy*, and *adult basic education* to access many resources useful for training adult ESL teachers. Examples of full-text professional development resources available range from *An Introduction to ESL in the Workplace: A Professional Development Packet* (2002, ERIC No. ED472204, also available from the California Adult Literacy Professional Development Project Web site) to *Guide for Instructors of Adult ESOL: Quality Professional Development Project* (1999, ERIC No. ED439287).

Modern Language Centre

www.oise.utoronto.ca/MLC/index.htm

The Web site for this center at the University of Toronto provides links to faculty information, publications, research, and resources. The focus is on both theory and applied theory in language education, with links to works by well-known faculty members such as James Cummins, Alister Cumming, and Nina Spada.

PBS ESL/Civics Link

<http://civicslink.ket.org/login.xml>

ESL/Civics Link is a fee-based online professional development system for adult education ESL teachers. The Web site offers facilitated and nonfacilitated models, with units focusing on topics such as teaching citizenship, teaching approaches in ESL, integrating civics and English literacy, and meeting learner needs and goals. In addition, the site offers teachers opportunities to network with other teachers and a portfolio space to accumulate and store resources and save their own work.

REEP ESL Curriculum for Adults

www.arlington.k12.va.us/instruct/ctae/adult_ed/REEP/reepcurriculum/

This is the latest edition of the curriculum from the Arlington Education and Employment Program (REEP) in Arlington, Virginia. This curriculum includes information on adult ESL that any ESL teacher—whether a novice or a veteran classroom teacher—would find helpful. The curriculum is composed of the following units: learner needs assessment; learner evaluation; and instructional units from levels 100 (preliterate, no English ability) through 550 (high advanced English), with specific sections on ESL techniques, technology integration, and family literacy. The Web site includes links for learners and teachers as well as “Best of the Web” links for the life-skills topics used in the curriculum.

Virginia Adult Learning Resource Center

www.valrc.org/

Although this Web site is designed for adult education practitioners in Virginia, many of its resources are of broad interest. The site includes many useful resources for teachers and professional development trainers under the Publications and Resources links.

The online version of the resource center’s *ESOL Starter Kit* (www.aelweb.vcu.edu/publications/ESLKit/ESLKit_2002.pdf) provides an overview of the information most often needed for beginning adult ESL teachers. Sections provide information on such topics as intake, adult ESL resources, adult learning principles, second language teaching, the four language modes, and

curriculum development. Links to online resources and sample lesson plans for reading, writing, listening, and speaking are included. Other useful resources are the facilitator's guide for *Practitioner Research as Staff Development* (www.aelweb.vcu.edu/publications/research/), which outlines a step-by-step process for implementing professional development based on teacher inquiry, and the *Health Literacy Toolkit* (www.aelweb.vcu.edu/publications/healthlit/), which offers a model for addressing health literacy with adult learners.

Electronic Discussion Lists

Electronic discussion groups offer individual teachers and trainers a chance to listen to comments and concerns from other adult education or adult ESL teachers, to pose their own questions, and to review the archives to see how local questions and concerns about teaching ESL are reflected throughout the field.

The National Institute for Literacy hosts several discussion lists, including one specifically for adult ESL and for adult professional development. For more information, go to www.nifl.gov/lincs/discussions/discussions.html.

An ESL-specific list is supported by the City University of New York (CUNY). For more information, go to www.hunter.cuny.edu/~tesl-l/.

The American Association for Adult and Continuing Education (AAACE) supports the National Literacy Advocacy (NLA) list. For more information about this list, go to <http://lists.literacytent.org/mailman/listinfo/aaace-nla>.

Print and Multimedia Resources

Bell, J. S. (2004). *Teaching multilevel classes in ESL* (2nd ed.). Ontario, Canada: Pippin. Available from www.pippinpub.com/index.asp

The author describes a variety of features that make a class multilevel. They include differences in language proficiency, education experience, and situational factors. This book discusses the challenges of planning curriculum and teaching multilevel classes and offers strategies for classroom management, as well as practical activities and resources.

Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). White Plains, NY: Addison Wesley Longman, Inc.

This book discusses teaching practices that are grounded in principles of language learning. It is written for new teachers and covers topics such as the history of language teaching; cognitive, affective, and linguistic principles of language learning; designing and implementing classroom lessons; and assessing language skills.

Celce-Murcia, M. (Ed.). (2001). *Teaching English as a second or foreign language*. Boston: Heinle & Heinle.

This book gives a comprehensive overview of teaching English to speakers of other languages. It discusses research and practice. Each chapter is written by a specialist in the field and provides background information on a specific topic and suggestions for instruction.

Hess, N. (2001). *Teaching large multilevel classes*. New York: Cambridge University Press.

While this book is not specifically geared for adult ESL classes, it systematically deals with one of the perennial issues for teachers that teacher trainers must address—multilevel learning groups.

Kentucky Educational Television (KET). *English as a second language teleconferences*. Lexington, KY: KET. Available from KET at 800-354-9067 or email adulsted@ket.org

These five 90-minute videos are available individually or as a set. The titles are *ESL in Adult Education: Teaching Multi-Level Classes*; *Citizenship Preparation: The Making of New Americans*; *Connecting ESL to GED and Credit Courses*; *I Am, You Are, We Is: A Look at Teaching Grammar in Adult ESL Classes*; and *From Talk to Action: Problem Solving in Adult ESL Classes*.

McKay, H., & Tom, A. (1999). *Teaching adult second language learners*. New York: Cambridge University Press.

The authors focus specifically on adults learning English. This book provides a summary of the principles of teaching adults, a lengthy section on building community in the classroom, and a variety of activities organized by life-skill topics. Topics include personal identification, family, community, housing, work, and other typical adult ESL content. Within each of these sections, the authors provide several interactive activities, including purpose, time, level, preparation, step-by-step procedures, and follow-up. The overview of teaching adult ESL, as well as the structure and detail, make this book ideal for practitioners new to teaching adults learning English.

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

This introduction to teaching adult ESL presents the many complex facets involved in teaching adult ESL in a thoughtful and interactive manner. Chapters include “Working with Adult ESL Learners,” “Approaches and Program Options in Adult ESL,” “Managing ESL Classes,” “Selecting Instructional Materials and Resources,” “Assessing Learning and Teaching,” and “Standards and Accountability,” as well as chapters focused on teaching language skills. Because of its collegial tone, accessible format, and activities for readers to apply what they are learning, this book may be a natural for use in a peer-mentoring or study circle format.

Savage, K. L. (Series Ed.). (1992). *Teacher training through video: ESL techniques*. White Plains, NY: Pearson Longman. Available from Longman at 800-375-2375.

This series of 10 interactive teaching videos includes reproducible supporting materials and is organized into training goals and objectives, background information, video demonstration/classroom observation, guided practice, application, and appendix. Each of the 10 sets is designed to provide a minimum of 4 hours of formal training as well as 5 ½ to 9 hours outside the formal training. Used by teachers throughout the United States for many years, the series is somewhat dated. Even so, the detailed and logical presentation continue to be very effective in guiding teachers in such topics as lesson planning, early production, life-skills reading, and problem solving.

Smoke, T. (Ed.). (1998). *Adult ESL: Politics, pedagogy, and participation in classroom and community programs*. Mahwah, NJ: Lawrence Erlbaum Associates.

The articles in this book encourage teachers to consider more complex issues than daily classroom and instructional issues. Titles include “The Politics of Adult ESL Literacy,” “The Relationship Between Knowing Our Students’ Real Needs and Effective Teaching,” “The Politics of Pronunciation and the Adult Learner,” and “Building on Community Strengths: A Model for Training Literacy Instructors.” These provocative articles could lend themselves to study circle or peer mentoring activities.

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

This teachers’ guide outlines models for teaching reading and writing to basic literacy learners. The guide has ideas for beginning and experienced instructors, and it traces several approaches to literacy from a historic perspective. There is a practitioner’s chart for working one on one that outlines stage and purpose, activity and material needed, as well as a sample curriculum. The guide treats a broad range of topics, including learning styles, dyslexia, assessment, materials, planning, and managing courses and classrooms. Resources for teachers include materials, a glossary, and an extensive bibliography. The book is recommended by the authors to ESL teachers who are new to literacy levels, working on their ESL certifications, teaching EFL, or changing to a career in ESL. The book evolved from a need for theoretical and practical ESL background. LLU+ (formerly the London Language and Literacy Unit) and the authors discovered the gap in materials when they were developing ESL teacher training courses to be used throughout the United Kingdom.

Teachers of English to Speakers of Other Languages. (2003). *Standards for adult education programs*. Alexandria, VA: Author.

The standards described in this book were developed by the TESOL Task Force on Adult Education Program Standards. The book describes nine standards for program quality in nine areas, including curriculum and instructional materials, instruction, assessment and learner gains, and employment conditions and staffing. Because *Standards* includes core definitions, background information about learners and programs, and a program self-review instrument based on the standards, trainers could use this book to present a series of program-wide professional development workshops focused on one or more program standards.