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TRANSITIONING ENGLISH LANGUAGE LEARNERS
ANNOTATED BIBLIOGRAPHY
ED CONTRACT # ED-04-CO-0025

JANUARY 22, 2009

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Contents

Introduction

On July 17, 2008 the U.S. Department of Education's Office of Vocational and Adult Education (OVAE) awarded a contract to the American Institutes for Research (AIR) to assist OVAE in conducting a descriptive study of instructional and programmatic practices that support the transition of English language learners (TELL) from English as a second language (ESL) programs to adult basic education (ABE) or adult secondary education (ASE) programs. A key component of the study, known as the TELL project, is a review of literature and critical annotated bibliography to provide an overview and critique of the research related to TELL. The review of literature focused on instructional practices and programs related to TELL, including teaching and learning processes, strategies to improve academic language learning, and instructional and programmatic strategies that support ELLs' transition to ABE and ASE programs.

AIR implemented a highly structured, methodical *literature management system* and conducted a systematic literature review to ensure consistency in the identification, analysis, and writing of the critical annotations. The search for literature included several interconnected and overlapping phases that resulted in the development of critical annotations designed to describe the literature and critique its value to TELL in general, and to this TELL project specifically. The search management process included a preliminary exploratory literature review to conceptualize research questions. These guiding questions were framed around eight a priori themes that emerged from the preliminary review of the literature, and the themes were used to create a framework with which to organize the literature found (See Exhibit 1). Following are the eight thematic questions that guided the literature search and review process.

Exhibit 1. Thematic Questions for Guiding Search

Themes (Search Types)[1]	Questions	Thematic Folder(s)[2]
International Models	What international models and programs exist that support the development of second language learning and literacy among adolescents and adults?	4
Learning Processes	What learning processes do adults use in acquiring proficiency in a second language, including literacy skills and academic language?	1, 2, 3, 4, 5, 6
Multi-contextual Strategies,[3] Curricula, & Academic Models	What instructional strategies, curricula, or academic models support English language learning and literacy acquisition for ESL students? And how might they support transition of ELLs into adult basic education/adult secondary education?	1 ,2, 3, 4, 5, 6
Professional Development & Teacher Training	What types of professional development and teacher training are needed to support ABE teachers with new ELL students, as well as to support ESL teachers to ensure their students are adequately prepared for academic transitions to ABE/ASE and postsecondary education?	5, 6

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[1] Themes were fleshed out for respective search terms and these terms were assigned to staff as different search types. Each staff member was responsible for conducting a grand-tour search of the terms assigned so that there was overlap in the results of the search, which helped in categorizing the results.

[2] See Exhibit 2.

[3] AIR uses this phrase to refer to instructional practices that occur in different contexts along a kindergarten-through-university continuum.

Themes (Search Types)[1]	Questions	Thematic Folder(s)[2]
Programmatic & Administrative Structures	What programmatic and administrative structures support English language learning and transitioning into adult basic education/adult secondary education?	2
Skills for Academic Success	What language and literacy skills are necessary for academic success among adult ESL students?	1, 2, 3
State and Local Policy	What state and local program policies support English language learning and transitioning into adult basic education/adult secondary education?	1, 2
Student Characteristics	What are the characteristics of ELLs who transition to ABE/ASE courses or postsecondary from adult ESL programs or from outside the adult education program?	1, 2, 3, 4, 5, 6

This preliminary groundwork set the stage for identifying issues and concerns related to ELL transition to ABE/ASE programs (e.g., learning processes, acquisition of academic language, instructional and programmatic strategies), and helped AIR to identify emergent trends that refined the research questions and shaped the parameters of a *grand tour* search—a broad-based search designed to find and examine literature both within and outside the "universe" of TELL literature. Themes were fleshed out for respective search terms and these terms were assigned to staff as different search types. Each staff member was responsible for conducting a grand-tour search of the terms assigned, so there was some overlap in the results of the search, which helped in categorizing the results.

Methodology and Literature Management

The *grand tour*[4] search was complemented by several key activities designed to systematize the review and management of the literature, and production of the annotated bibliography. These activities included: (a) identifying *search terms* and *sources* such as databases and Web sites; (b) using selection criteria for *sorting and sampling* of literature that related to the topic and aim of the literature review; (c) *distributing* the literature into a priori categories created before the search; (d) *reading* and constant comparison of the literature to identify meaning and create codes for concepts identified in the literature, and to facilitate thematic categorizations; (e) *analysis* and c*ategorization* of codes to develop larger emergent themes or categories, and (f) *writing, revision,* and *editing* of draft annotations.

Search Terms and Sources

AIR used the Internet and Reference Manager® to search several ESL-related corpora and numerous databases in the United States, UK, Canada, and Australia to identify literature related to TELLs. Search terms included permutations of "transitioning English language learners" and other complementary linguistic expressions related to TELL (e.g., ESL, English, Adult ESL, transitioning ELLs), ELL characteristics (e.g., native-born ESL, Generation 1.5, advanced ESL), transition models, literacy development, second language acquisition, academic language acquisition, vocabulary development, fluency development, reading comprehension development, writing development, basic skills development, ELL service providers, ELL adolescent literacy development, ELL instructional models, instructional practices, programmatic practices, and ELL teacher characteristics. (A more thorough list is included in Appendix B.)
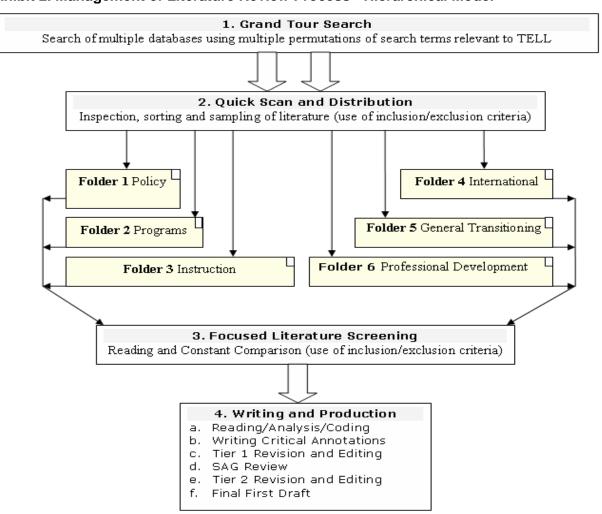
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[4] AIR searched the field of ABE-ESL as well as K-12, postsecondary, and international literature.

AIR considered lexical variations of TELL used in the international arena (e.g., English as an additional language–EAL, English for special purposes–ESP, culturally and linguistically diverse, ESL student advancement, ESL student progression, etc.) to ensure that the search was adequately contextualized and to enhance the yield of literature. AIR also collected research reports, journal articles, topical papers, and reports in adult education and relevant adolescent/secondary school literature through electronic keyword searches of databases and Web sites. The databases and Web sites researched are listed in Appendix D.

Sorting and Sampling of Literature

AIR used a hierarchical model for sorting and sampling the literature from the grand tour search to systematize the processes involved in the review of literature and in the production of the critical annotations. As Exhibit 2 shows, all literature identified from the grand tour underwent a preliminary inspection using inclusion/exclusion criteria and were placed in thematic folders that were distributed among project staff to read. In this process, researchers conducted a quick scan of the documents to identify their purpose and relevance and distributed each document in one of six thematic folders (general transitioning, instruction, program models, international models, professional development, and policy), which were related to the thematic questions.

Exhibit 2. Management of Literature Review Process - Hierarchical Model

1. **Grand Tour Search**
Search of multiple databases using multiple permutations of search terms relevant to TELL

2. **Quick Scan and Distribution**
Inspection, sorting and sampling of literature (use of inclusion/exclusion criteria)

Folder 1 Policy

Folder 4 International

Folder 2 Programs

Folder 5 General Transitioning

Folder 3 Instruction

Folder 6 Professional Development

3. **Focused Literature Screening**
Reading and Constant Comparison (use of inclusion/exclusion criteria)

4. **Writing and Production**
a. Reading/Analysis/Coding
b. Writing Critical Annotations
c. Tier 1 Revision and Editing
d. SAG Review
e. Tier 2 Revision and Editing
f. Final First Draft

During the **focused literature screening** process, researchers also used inclusion/exclusion criteria (See Appendix A) to make determinations about which literature should be included and excluded from the annotated bibliography. *Included* pieces were saved in a "screened to include" folder in the appropriate thematic folder. This additional use of criteria helped to refine the literature sample and resulted in the compilation of a purposeful sample of literature, which were either explicitly related to TELL, or were deemed complementary to TELL because of the topics they covered (e.g., general ESL reading, general ESL writing, prevailing instructional models and practices in other academic settings or countries, etc.). For the purposes of this review, the documents that showed an explicit relationship to TELL were categorized as "directly relevant" to TELL and those that were complementary to TELL were categorized as "somewhat relevant."

Reading and Analysis of Literature

The focused literature screening process also required staff to read the literature and utilize a *constant comparison* technique generally applied in grounded theory (including coding and memoing) to describe and analyze the content of each piece of literature. Each piece was considered a case, and two key processes were conducted during constant comparisons to standardize the literature reading process, since multiple staff were involved in the reading.

- **Case Orientation.** For the *case orientation,* project staff utilized the constant comparison technique to fully examine the literature. This is a technique that involves reading or conceptualizing cases in light of previous cases read in order to build a theory about all cases read, which can be grounded in the themes identified for all cases read. Thus, for this project, the task was to build hypotheses about the general nature of TELL literature.

- **Coding.** During case orientation readings, project staff coded emergent concepts and themes from the literature. In addition, staff wrote notes and memos about the cases, which helped aid final analysis. The constant practice of reading and coding the cases heightened reviewers' *theoretical sensitivity* to the topics and helped them maximize their ability to identify relationships between the cases and within each case. Also, coding helped staff to deconstruct the literature and reduce the volume of information staff members had to manage to write the annotations. All codes were categorized in terms of their frequency.

Codes were placed in ranking order, and the most frequent codes were identified as emergent *categories*. All singular codes were noted for analysis and further investigation to determine if they represented gaps in the literature[5]. Codes and memos were systematically stored in a Microsoft Access database to maximize literature management and to enhance systematic reviews and specific data outputs (e.g., categories of codes, references, annotations, etc.) staff might need for conceptualizing findings and for documenting promising practices.[6]

AIR also built on the relationships extracted from the coding process to analyze the information, and used techniques in content analysis to complement a full examination of the literature and to ensure data analysis integrity. Content analysis involved a close study of the content (presence, meaning and relationship of words, concepts, inferences, etc.) of the literature we gathered. This strategy enabled staff to systematically generate hypotheses about the state of literature related to TELL.

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[5] Knowledge of such information would be useful during analysis of data collected to document promising practices.
[6] Documenting promising practices is another task on the TELL project, which involves visiting TELL sites to describe programmatic and instructional practices. The culminating product is a summary report. The work from the annotated bibliography is expected to help conceptualize the findings from the site visits.

Critical annotations were written for each piece of literature to complete a first draft of the critical annotated bibliography. AIR organized the annotated bibliography topically by research question, and then within topics, alphabetically by author's last name and date of publication. The first draft was reviewed by the Senior Advisory Group (SAG).

Findings and Annotations

Findings illuminated a serious shortage of literature, including research on TELL. However, there is a vast corpus of general literature on ESL/ELL, mainly in K-12 and postsecondary. From more than 610 articles and reports identified in the literature search, only 146 were deemed pertinent or valuable to TELL, based on selection criteria (see Appendix A) and senior staff members' professional judgment. Out of the group of TELL-relevant documents, 68 involved research, research syntheses, or classroom or project evaluations. The majority of the research tended to be qualitative in nature; some included classroom experiments involving significant methodological flaws and limited transferability (e.g., a singular case study, teacher co-teaching and the ensuing discussion of their impressions, staff participation in a 2-day cross-departmental workshop, etc.). Exhibit 3 illustrates the types and relevance of the literature found.

Exhibit 3. Literature Types and Relevance

	Directly Relevant to TELL	*Somewhat* Relevant to TELL	*Total*
Research	26	42	*68*
Non-Research (concept or theoretical papers)	34	44	*78*
Total	*60*	*86*	*146*

Only six of these studies involved research on transitioning ELLs, and of that group only two focused on transitioning ELLs to ABE or academic reading and writing (Gardner Flores and Chulp 2005; and Greening and Williams 2007), both of which had methodological flaws that make them impossible to replicate and their findings valid only in the contexts in which they occurred.

The first group of results presented below consists of a list of critical annotations arranged alphabetically, with a column containing general themes extracted from the respective literature. Following that are general appendices, including appendices of annotations that are grouped thematically and then organized alphabetically by author and by relevance within each grouping. The literature is presented in this fashion to avoid the overlap between author and multiple themes, which expedites the review of results for the reader.

Directly Relevant Annotations

	Transitioning English Language Learners Annotated Bibliography	
#	**Emergent Themes**	**Directly Relevant Literature**
1	• Research/evaluation • ELLs • Academic language • Performance assessment • Middle school • Opportunities to learn models • Teacher capacity	Aguirre-Munoz, Zenaida, Christy Kim Boscardin, Barbara Jones, Jae-Eun Park, Marjorie Chinen, Hye Sook Shin, Janet Lee, Anastasia Aimee Amabisca, Aprile Benner. 2006. *Consequences and validity of performance assessment for English language learners: Integrating academic language and ELL instructional needs into opportunity to learn measures.* Los Angeles: National Center for Research on Evaluation, Standards, and Student Testing (CRESST). CSE 687. (May 9), http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1b/e0/dc.pdf. Aguirre-Munoz et al. report on a study that investigated different "opportunities to learn" (OTL) models at an urban middle school in California. Key research questions include the following: (a) To what extent and in what ways are students exposed to key OTL variables in classrooms? And (b), What is the impact of academic language and other OTL indicators on ELLs' and non-ELLs' performance on Language Arts Performance Assignment (LAPA)? The authors "operationalized academic language" within a theory of systemic functional linguistics[7] to examine the nature of achievement among English language learners. Focusing principally on the processes and content of opportunities available to ELLs that lead to academic success or failure, the authors examine disparities in ELL opportunities to learn and find that teachers vary significantly in the amount of feedback they provide to students, as well as in the variety of instructional strategies they use specifically to target ELLs. The findings indicate that adequate teacher capacity and explicit instruction on academic language are crucial to student success. Clearly, the study's subtext relative to ELL academic achievement relates not only to comprehensible input (Cummins 1991[8]) but also to educational input. Although the study focuses on younger ELLs than the population targeted for TELL, these findings, if properly examined and modified, may have value to TELL, especially given the characteristics of ESL teachers in TELL

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[7] The functional linguistic approach, which is inspired by the theory of functional grammar (Dik 1997a, 1997b), involves conceptions about how the function or use of different language elements (morphemes, words, sentences, etc.) helps shape linguistic meaning. Systemic functional linguistics theory views language as a social tool used by users to accomplish different tasks and to express and create meaning in context. See Dik, S.C., ed. Hengeveld, K. 1997a. The theory of functional grammar, part 1: The structure of the clause. Berlin: Mouton de Gruyter. See also, Dik, S.C., ed. Hengeveld, K. 1997b. The theory of functional grammar, part 2: Complex and derived constructions. Berlin: Mouton de Gruyter.

[8] Jim Cummins. 1991. Language Development and Academic Learning in Malave, L. and Duquette, G. Language, Culture and Cognition, 1991, Clevedon: Multilingual Matters.

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Annotated Bibliography

#	Emergent Themes	Directly Relevant Literature
		programs; many adult ESL teachers come from the K–12 setting (Pelavin 1994[9]) and are the primary source of importation of varied K–12 instructional strategies into the TELL arena. Teacher training and professional development in ways to effectively provide comprehensible input to adult TELLs are fundamental to student success and may help prevent some of the disparities in adult TELL student persistence, especially if the disparities are the result of decontextualized instructional techniques.
2	• Research • Performance assessment • ESL • Writing instruction • Opportunities to learn • Teacher expertise • Academic language	Aguirre-Munoz, Zenaida, Jae Eun Parks, Aprile Benner, Anastasia Amabisca, and Christy Kim Boscardin. 2006. *Consequences and validity of performance assessment for English language learners: Conceptualizing and developing teachers' expertise in academic language.* Los Angeles: National Center for Research on Evaluation, Standards, and Student Testing (CRESST). CSE 700. (September 18), http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/27/f6/13.pdf. Aguirre-Munoz et al. report on a two-phase research study that examined the importance of developing teachers' expertise in academic language. This report focuses on the results of a small-scale qualitative, exploratory investigation that involved teacher-training institutes designed to create the conditions under which varying levels of direct instruction in academic language occur. Another part of the study focuses on students' "opportunities to learn" (OTL). The training institute utilized modules designed to teach instructors to use the functional linguistic approach in creating instructional plans and evaluating student writing. The authors conclude that the program was successful in this regard and identify improvements that could be made in both the content and process of the training to make it even more effective. The study finds some evidence to support the effectiveness of the functional linguistic approach in ESL writing instruction, which the authors use as a rationale for promoting the approach. The evidence, however, is based primarily on pre-and post-institute surveys, pre- and post-tests, and teacher feedback, and not on student or classroom outcomes. As a result, the research serves its purpose to build "teachers' understanding of the key components of academic language to improve their instructional decision-making… and to provide teachers with tools for providing ELLs with direct instruction in academic language and thereby support their English language

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[9] Pelavin Associates, Inc. 1994. "Developing a plan for effective ABE/ESL staff development: Implications and recommendations from the study of ABE/ESL instructor training approaches." Washington, DC, San Francisco, CA, and Des Plaines, IL: Pelavin Associates, San Francisco State University, and Adult Learning Resource Center.

	Transitioning English Language Learners Annotated Bibliography	
#	**Emergent Themes**	**Directly Relevant Literature**
		development" (p. 6). An evaluation of these training modules that incorporate learner outcomes would add to evidence to potentially support their use.
3	• Concept/theoretical • Adult learners • Transition • Adolescent • Mainstream • Postsecondary • ELLs • Policies	Alamprese, Judy. 2005. *Helping adult learners make the transition to postsecondary education.* Adult Education Background Papers, pp. 11, Cambridge, MA: Abt Associates, Inc. In *Helping Adult Learners Make the Transition to Postsecondary Education*, Alamprese discusses "the challenges ABE programs must address in developing and implementing transition services, provides examples of emerging efforts, and discusses the implications of this transformation for policy and practice" (p. 1). Alamprese directs the reader to practices in helping transition ABE students into postsecondary education as an important aspect of growing the income and education of adult education students. She emphasizes a three-tiered approach that may also be applied to higher-level ESL students, including instruction in content areas at a level that mirrors the college experience, counseling that ranges from personal guidance to time management and other non-instructional skill development, and collaborations with other organizations, particularly community colleges. This approach is similar to that presented in other K–12 programs that attempt to mainstream adolescent ELLs. However, the learners who are the focus in this paper are those who have already reached higher levels in adult education and have the stated goal of postsecondary education, not the broader range of potential ELLs (including those who are low literate/pre-literate in their native language and/or have limited education in both their native language and in English). The focus of this paper is on the transition to postsecondary education, which is slightly different from transition from ESL to ABE. Its relevance to the TELL project, however, is not in the population it targets, but in the structural issues it describes, including helping students strengthen academic skills, develop study and time management skills, and navigate different aspects of college life. In addition, the challenges Alamprese identifies are common to other types of academic transitions, including the transition from ESL to ABE or other English-only instructional settings, especially for ESL programs based in community colleges.[10] Alamprese calls for policies to address these areas, specifically citing ways in which the U.S. Department of Education can contribute to student transition. She references transitioning programs in New

[10] These include aligning exit and entrance criteria, assessing and teaching of skills and content needed to transition, preparing students for the workload and structure of the target program, counseling students, providing financial aid, offering skills workshops, facilitating acculturation into the target program, mentoring, and forming partnerships with target programs.

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#	Emergent Themes	Directly Relevant Literature

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<tr><th>#</th><th>Emergent Themes</th><th>Directly Relevant Literature</th></tr>
<tr><td></td><td></td><td>England, Wyoming, and Oregon; however, the information gleaned from these programs is mostly anecdotal, and not systematically derived. She concludes with a call for changes in policy and practice without a corresponding call for additional research to dig deeper to investigate the apparent success of programs implementing aspects or all of the 3-tiered approach she summarizes. The paper's obvious limitations[11] do not hinder its overall value to the TELL project. Implications for next steps could include future research that uses control and experimental groups to examine the value of Alamprese's findings in an ABE-ESL context.</td></tr>
<tr><td>4</td><td>Description/ evaluation
Education provider consortium
Evaluation data
Transitional support
Adult learners
School district program</td><td>Arlington Public Schools. 1994. The Arlington adult learning system (AALS) Final Report, October 1992–December 1994. Arlington, VA: Arlington Public Schools.

This report summarizes the conception and implementation of a program that was designed to increase student matriculation rates by creating a system of learning that institutionalizes transitional support and reduces "internal" and "external" barriers to student achievement, such as low self-confidence and lack of institutional resources (p. 9). The report shows how data sharing and linkages within a consortium of local education providers can lead to enhanced pathways for students to achieve their educational goals, which is important for TELL as well as students transitioning from one program to another. The report provides detail about program design, challenges (e.g., scheduling of classes, support and understanding of the project, lack of a stable operating platform, lack of transition to academic study, and program design considerations), actions taken to address these challenges, and lessons learned. However, no information is provided on the costs associated with implementing a system-wide transition program or the level of staffing involved. Though limited, of particular interest to TELL is the student outcomes section. The report disaggregates achievement data by year to allow for basic longitudinal comparison, but does not present information about outcomes prior to implementation of this program model. In addition, supporting qualitative data is mostly anecdotal, and points to the need for ESL transitional programs in their early years to adopt program evaluation and data-oriented strategies for data collection that will allow for program improvement, evaluation, and replication. This report illuminates two critical issues: (a) the need to collect data so that information on transition is</td></tr>
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[11] Although the paper captures some important TELL-transferable topics, it contains generalizations based on unique instances. For example, the author makes generalized statements about the conditions of the field, based on anecdotes from discrete conversations with practitioners that haven't been systematically negotiated to weigh their value to a document like this one.

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#	**Emergent Themes**	**Directly Relevant Literature**
		available, and (b) the need to disaggregate data so we can see who succeeds and who does not (in terms of English proficiency, educational background, etc.).
5	• Concept/theoretical • School aged ELLs • Policies and practices • Transitioning • Cultural diversity • Writing, reading, speaking	August, Diane. 2002. *Transitional programs for English language learners: Contextual factors and effective programming*. Baltimore, MD: Center for Research on the Education of Students Placed At Risk. In this literature review, August reports on and synthesizes the available research on transitioning school-aged ELLs. August provides a list of practices and policies common to the successful transition programs covered in the literature. This list, which includes elements such as articulation; respect for cultural diversity; and the integration of reading, writing, and speaking skills, is consistent with later literature, such as Callahan's (2006) conclusion that reading intervention alone is not sufficient to prepare students for success in mainstream classes. August concludes by calling for more systematic research to investigate, individually, the impact of each of these strategies in both experimental laboratory and field research. This report is directly relevant to TELL and limited in its applicability only by the inclusion of research on primary school children and exclusion of research on adult students. The recommendations provided, however, are programmatic and in general not explicitly tied to any age group, and many are supported by the literature on adult transitioning.
6	• Research/evaluation • Sheltered instruction • Bridge program • Contextualized learning • Integrating ESL students with native speakers • Community college program	Austin Community College. 1993. English for specific purposes: Building a curricular bridge between English as a second language and vocational/business office systems. A Carl D. Perkins Improvement Grant. Final report. Austin, Texas: Texas Education Community Agency. This final report describes a project at Austin Community College (ACC), funded under the Carl D. Perkins Vocational and Applied Technology Program Improvement Grant, to develop and implement a curricular bridge between the academic English as a second language (ESL) area and the vocational-technical business/office systems area. ACC selected a language adjunct model in which students are enrolled concurrently in two linked courses, a language course and a content course, with the former providing sheltered instruction and the latter, integrating ESL students with native speakers. The report is significant in that this contextualized learning approach discusses the need for curriculum coordination and team teaching, professional development content, and strategies for teaching that may be applicable to ESL students transitioning to ABE programs. No data is provided on the outcomes of learning or retention for ESL students enrolled in

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		this course. Though not mentioned in the report, it is worth noting that ACC currently has a highly successful dental assistant program in place that links academic learning for LEP students with content classes in dentistry.
7	• Concept/theoretical • Adult learners • Transition to ABE • Theme based units • Community college program • GED tests • Community college	Borden, David, and Debbie Talavera. 2007. Creating a successful ESL to ABE transition class. *Literacy Links* 11, no. 1 (April 6), http://www-tcall.tamu.edu/newsletr/apr07/apr07e.html. Borden and Talavera describe a course divided into six theme-based units that were specifically designed to transition students from ESL to ABE at Austin Community College. They developed "a transition course for students who 'topped out' on the BEST Plus, but were not quite ready for ABE. Student progress was measured on the Test of Adult Basic Education (TABE), but class instruction is structured more like an ESL class than an ABE class" (p. 1). Features of the course include bridging the gap between ESL and ABE by introducing GED subject areas to students, teaching vocabulary needed for ABE classes, and teaching analytical and grammar skills. The authors state that, although the program is too new to provide longitudinal results, ABE teachers receiving students from the class have provided positive feedback. The authors present a description of a new class to help higher level ESL students transition to ABE that includes subject areas that are on the GED test as well as English language, vocabulary, and analytical skills instruction in "theme-based units" (p. 2). The transition class was set up for one year only, although students who tested above a certain level on the TABE assessment may leave sooner. Only anecdotal results were available from this project, which had been in effect for one year. Although no outcomes are available to assess the success of this transition class, the TELL project may note this instructional model as an example of an instructional practice option. The authors are instructors and curriculum developers at Austin Community College, where the class has been implemented. This article is printed in a quarterly publication mailed to literacy practitioners, and is directly relevant to TELL. However, the hesitation of the authors to provide detailed results and their reliance on anecdotal evidence suggest that the model has not been sufficiently evaluated to judge its merit.
8	• Research • Transition • Program • Community colleges • Adult ESL • Learner-centered	Chisman, Forrest P., and JoAnn Crandall. 2007. *Passing the Torch: Strategies for innovation in community college ESL.* New York: Council for Advancement of Adult Literacy. Chisman and Crandall report findings from a study of five

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#	**Emergent Themes**	**Directly Relevant Literature**
	curriculum • Co-enrollment models • Curriculum design • Assessment	exemplary community college adult ESL programs. Nomination of, and consultation with, adult education and ESL experts identified these programs. The researchers present detailed findings about these programs, including their efforts in professional development, transition, program and curriculum design, assessments, and efforts for innovation. These characteristics are compared and contrasted across programs to demonstrate what is common among the programs and what differs. Many of these findings concur with other literature on adult ESL, including evidence that the programs were intensive, that they used learner-centered curricula and co-enrollment models, and that they provided opportunities for teachers' professional development. Based on their observations, Chisman and Crandall make several recommendations to colleges, policymakers, researchers, and practitioners. Among these recommendations are calls for: schools to use research and assessment to improve their own programs; better sharing of ideas among schools; research on the effectiveness of specific strategies; and increased funding targeted at transition, assessment, and research. This study is indispensible to TELL, as it represents one of the few systematic, detailed studies specific to the topic. There is much in the report that policymakers, program administrators, and instructors can use or adapt. However, as is the case with much of the literature in adult education and ESL, its descriptive nature and its focus on only exemplary programs limits its generalizability.
9	• Research/evaluation • Partnerships between ESL and transitional studies • College program • Multiple agencies • Program information dissemination • Concurrent enrollment	City College of San Francisco, Office of Institutional Research, Planning and Grants. 1998. Non-Credit ESL and transitional studies plan. Findings and Planning Recommendations for Linkages between Non-Credit English as a Second Language, Transitional Studies, City College Programs and Outside Agencies. CA: City College of San Francisco. This document provides findings from a City College of San Francisco (CCSF) Planning Task Force that addressed the establishment and strengthening of linkages between non-credit programs, especially those in English as a second language and transitional studies,[12] and other CCSF and city programs. Focus groups with ESL students in non-credit courses at the college's various campuses provided feedback on the challenges students face in that particular school system, including lack of awareness about certain services, difficulty in transferring to other campuses, complex brochures that are inaccessible to students with low basic skills, and the need for

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[12] Transitional Studies include pre-college courses that prepare students for success in entry-level college courses and beyond.

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		more information through teaching staff and clear access to advisors. Findings highlight the need for (1) information dissemination at multiple levels (e.g., to ESL students about programs and services and to teachers about students language and basic skills background); (2) consistency of services for students such as intake processes; and (3) partnerships between ESL and transitional studies departments to facilitate the transfer and concurrent enrollment of ESL students who can benefit from instruction in adult basic education or are interested in pursuing a GED or high school diploma. The findings and recommendations are relevant to other institutions involved in facilitating and supporting smooth transitions from ESL to ABE programs.
10	• Concept/theoretical • Program profiles • ELLs • Transitioning • Student assessment • Outreach • Transitional curricula • Barriers • Outcomes	Crandall, JoAnn. 1995. *Model ESL transitional demonstration programs.* Washington DC: Adult Learning and Literacy Clearinghouse. This report provides profiles of three programs for transitioning ELLs. It is a valuable resource for TELL because it describes program partnerships, student assessment and monitoring, outreach and referral efforts, transitional curricula, barriers encountered, products produced by the programs, and learner and institutional outcomes. The claimed efficacy of these programs cannot be verified, however, because information on outcomes prior to their implementation is not provided. It is also valuable because it provides comprehensive information on different models of ESL transition programs, which can facilitate conceptualizations about the nature of transitioning programs.
11	• Research • Qualitative • Middle school • Teacher practices • Adolescents • Instructional practices • Mainstream teachers • ELLs	Curtin, Ellen. 2005. Teaching practices for ESL students. *Multicultural Education, 12(3):* 22–27. Curtin describes a qualitative study of the experiences of six ELLs in a middle school in Texas as they transitioned from ESL to mainstream classrooms. She argues that the instructional practices of the ESL teachers differ greatly from those of the mainstream teachers and are more appropriate for the ELLs. This is supported by observations from both types of classrooms and by interviews with the subjects. Although the students in this study are young adolescents, their experiences are relevant to TELL. Although the instructional practices may be different for ESL teachers than those of mainstream teachers, the information in this study would be informative to adult TELL teachers. In adult education, the two main issues related to transition of ELLs—preparing students adequately for the instructional practices of mainstream classes and providing PD to mainstream instructors to ensure they can support transitioning ELLs—are of great importance.
12	• Concept/theoretical	Edman, Linda. 1995. *Exploring the interface: ESL/ALBE team*

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#	Emergent Themes	Directly Relevant Literature
	• Project report • ESL • Team teaching • Collaboration • Adult literacy • Basic education • Professional development	*teaching project report*. Melbourne: Adult, Community, and Further Education Board and Council of Adult Education. This report describes a project to determine the value of team teaching as a professional development tool for ESL and Adult Literacy and Basic Education (ALBE) instructors. The team teaching was integrated with workshop sessions. From this project, the authors conclude that team teaching is a valuable professional development tool and that professional development needs to be implemented as an ongoing, coherent effort, rather than as a series of unconnected events. This project entailed collaboration among providers, because ESL and ALBE instruction may not necessarily occur in the same institution. This study's design and its conclusions have direct relevance to TELL, and the notion of team teaching is one that may have value for TELL programs. The study's authors conclude that learning about teaching techniques used in other programs enhances teachers' own repertoires; they also conclude that becoming familiar with other programs enables teachers to make better referrals and provide enhanced transition support.
13	• Concept/theoretical • Teacher training • State • ELL instruction • SIOP • Approaches to instruction • Professional development • K–12 • Language integration • Content • Transition	Fratt, Lisa. 2007. Professional development for the new century. *District Administration*, (June), http://findarticles.com/p/articles/mi_6938/is_6_43/ai_n2843494 0/pg_1?tag=artBody;col1. This article describes efforts in a Texas school district that began the "process of training content teachers, ESL specialists and principals in the Sheltered Instruction Observation Protocol (SIOP) model, one of a few professional development models that target ELLs" (p. 1). The author discusses the SIOP model as an approach for ELL instruction and for professional development. The author believes that there is a need for long-term ELL professional development because many teachers seem unprepared to help ELL students or to apply SIOP effectively to these students. Although SIOP is used primarily with K–12 students, it may have value to the adult ESL setting, particularly in areas of transitioning adult learners. Clearly, the fundamental principle underlying SIOP is the integration of language and content to help English language learners transition to a higher level of education. K–12 ESL students transition to mainstream classes, and adult ESL students transition to academic or ABE reading and writing, which makes the SIOP approach one that must be considered for the TELL context.
14	• Research • Survey • Professional	Gardner Flores, Lisa, and Dominique T. Chlup. 2005. TCALL Report: The transition from adult literacy ESL programs to academic reading and writing: Next steps for English language

#	Emergent Themes	Directly Relevant Literature
	development workshop • Instructional strategies • Support for transition from ESL to academic reading and writing	learners. *TCALL Literacy Links, 11*, no. 1, http://www-tcall.tamu.edu/research/flores05trans.html. This paper is based on the authors' participation in a two-day cross-departmental workshop in Washington State in which they recorded the events with an eye toward repeating this type of workshop in Texas. Workshop participants completed a 25-question survey that solicited their opinions about various aspects of teaching ELLs. It is difficult to extrapolate the results beyond this small group of 20 participants or this one site. While this paper does not offer strong research methodology, it is an example of how to conduct a collaborative cross-departmental professional development workshop to help teachers generate ideas and discussion of strategies to improve instruction and re-design curriculum, based on their practitioner wisdom. Since Gardner Flores was a TCALL fellow when she wrote this article and Chlup was TCALL director, they bring an understanding of research and practitioner wisdom from the field of adult ESL.
15	• Concept/theoretical • Program • Transition • College • ESL • Peer tutoring	Goldschmidt, Myra M., Norma Notzold, and Christine Ziemba 2003. ESL student transition to college: The 30-hour program. *Journal of Developmental Education 27*(2): 12–17. The authors describe an introduction to a college and tutoring summer program called "The 30-Hour Program" for Generation 1.5 ESL students entering college who are identified by the campus Learning Center upon entry. The 30-Hour Program provides student-developed and student-led peer tutoring on school preparedness, identification of skill strengths and weaknesses, and general student concerns. Reported outcomes include higher rates of retention, "positive changes in attitude" (p. 16), and at least an initial gain in GPA, in addition to less tangible results such as building peer/student relationships that last beyond the summer program, and a high number of students returning as tutors. The authors include a professor, an ESL instructor, and the director of the Learning Center, and their views are reflected in the presentation of outcomes data, guidance strategies, and descriptions of Generation 1.5 learners and their particular needs. The academic preparedness and peer support are reflected in additional literature for the ESL population, and speak directly to the needs of ELLs transitioning to an academically and socially challenging new environment, such as the ABE classroom.
16	• Concept/theoretical • College • Generation 1.5 • ELLs • Self assessment • Reading and writing	Goldschmidt, Myra, and Debbie Lamb Ousey. 2006. *Jump start to resolving developmental immigrant students' misconceptions about college.* Vol 22, issue 2, pp. 16–30. New York: Research & Teaching in Developmental Education, New York College Learning Skills Association.

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#	**Emergent Themes**	**Directly Relevant Literature**
	• Grammar • Time management • Transitioning	This paper describes a one-week Introduction to College class at Penn State. The class was added to the front end of a group of developmental education courses offered to Generation 1.5 students in their first year of college to orient them to the realities of the level of work and effort required in that new educational setting. The one-week class helps address the expectations of Generation 1.5 students while helping them self-assess their skill levels in reading, writing, grammar, pronunciation, and time management. ELLs transitioning from ESL to ABE classes in the adult education system may benefit from a similar orientation to address their move into a new school setting. The authors point out that "Generation 1.5 students enter college still learning English…their strong verbal skills often belie their weak academic skills…causing them problems in classes…[and] their own self confidence" (p. 14)—issues that the adult learner also faces when moving from ESL to ABE classes.
17	• Research • Cross-content teacher collaboration • Program design to increase transition • Adult learners	Greening, Jan, and Lee Williams. 2007. Building bridges to the next level—A successful experiment. *TCALL Literacy Links, Vol 11*, no. 1. The authors present information on a teacher exchange "experiment" they conducted at the Kyle Learning Center in Texas, in which the two ELL instructors and one GED instructor spent half an hour (increasing to one hour) in each others' classrooms once a week. The center found that ESL students were afraid of transitioning to the next-level ELL or GED classroom, so the teachers shared classes briefly each week to build a rapport with students. The result was a marked increase in student motivation to transition up. Teachers were initially resistant, but found there was little or no increase in planning time required and the program overall benefited from more openings in classes for new students. Although this "experiment" is not scientifically valid and the authors did not present any measurable results, it touches upon TELL issues of cross-content teacher collaboration, increasing student motivation, and program design to increase transitions of ELLs. The authors were two of the three instructors who participated in this programmatic change.
18	• Concept/theoretical • Bilingual • ESL • Schisms between mainstream and ESL teachers • Problems and remedies	Hamann, Edmund T. 2008. Meeting the needs of ELLs: Acknowledging the schism between ESL/bilingual and mainstream teachers and illustrating that problem's remedy. In *Inclusive pedagogy for English language learners: A handbook of research-informed practices*, ed. Lorrie Stoops Verplaetse and Naomi Migliacci, 305–16. New York: Lawrence Erlbaum Associates.

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#	**Emergent Themes**	**Directly Relevant Literature**
		This paper argues that teaching and school success of ELLs should be the concern of all teachers, including mainstream teachers, and not just certified ELL teachers. The author reflects on his experience in two different school districts that did not meet this goal. He uses observations from his own experience and from a separate study to discuss ways in which mainstream and ELL teachers can cooperate for the betterment of ELL students. The argument of the paper is clearly in line with TELL programs, which are trying to transition students from specialized ELL programs to mainstream higher academic programs. Thus, it is important that both types of teachers work with and show concern for TELL students. In addition, the idea of teacher collaboration is fundamentally necessary in TELL contexts. However, although the author does make some recommendations for closing the gap between mainstream and ELL teachers, these recommendations are general and vague. This paper appears as a chapter in a book for ELL teachers.
19	• Concept/theoretical • Program description • ESOL • Community college • ASE/GED • ABE • Transition	Harrington, Jeanne Belisle. 2000. *Transitioning GED and ESOL (ESL) students into community college.* Tempe: Rio Salado Community College. This report describes the Rio Salado Transition Program in the 1999–2000 academic year. The purpose of this program is to help ESOL students in transitioning from ESOL, ASE/GED, and ABE classes to community colleges. The author provides a description of the program, the student population, and results of the program for the 1999–2000 year, as well as goals for the following year. In this descriptive report, Harrington reflects on the Center's success in increasing the number of students transitioning to college and continuing at the college level. The transition program offers college preparation workshops, builds relationships with the community college staff, and advises students on college applications (including finance and career goals). This report offers data on increased student transition and achievement and describes the program model, funding, goals, challenges, and future plans. However, the Center does not offer transition classes for ESL students into ABE; rather, it refers those students to independent study programs at local colleges and thus requires a level of ability of ESL students that does not apply to the entire range of ELLs. An interesting result described in the report, however, is that "students who attend college for the first time do well by taking only one or two classes initially"; this relates directly to supporting the motivation of ESL students to continue taking classes. The program does demonstrate positive results in helping participants transition and be successful in their first semester of college. This report can serve as a guide to other TELL programs as an example of a successful transition program.

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		However, it is important to look at the long-term effects of the strategies used in this program. Although positive results were demonstrated for students' first semester of college, the outcomes of the rest of their college careers is unknown. It may be that the strategies provide only short-term success and may require modifications to keep students both enrolled in college and successful in the long term.
20	• Research • Program outcomes • Program evaluation • Pre-service; in-service • Sheltered language programs • Scaffolded language • Content model • GLAD program • ESL • Language • Literacy • Content knowledge • Curriculum	Hernandez, Anita. 2005. Curriculum enhancement: Language, literacy, and content knowledge in a second language. *International Journal of Learning* 12:105–14. This article presents the outcomes from a seminar in which pre-service and in-service teachers learned about two models of sheltered language programs: the scaffolded language and content model and the Guided Language Acquisition Design (GLAD) program. The author briefly discusses key components of second language acquisition, of learning content in a second language, and of several sheltered language programs. Results of the seminar demonstrate that the participating teachers expanded their knowledge about teaching ELLs and were able to use the techniques learned to help students. The seminar described in this article could be beneficial in helping TELL teachers to extend their teaching knowledge. However, the author does not mention or give explicit evidence of the impact that the models had on improving student success. Therefore, although this conference had a positive impact on teachers, the effect it will have on students is not clear.
21	• Research/evaluation • SIOP model • Lesson study approach • Professional development	Honigsfeld, Andrea, and Audrey Cohan. 2006. Lesson study meets SIOP: Linking two successful professional development models. Paper presented at the Annual Meeting of the American Educational Research Association, April 7–11, in San Francisco, CA. This paper describes a professional development project for ELL teachers that fuses the lesson study approach with the SIOP model. These two models were linked based on their shared trait of collaborative inquiry. The authors briefly describe the implementation of the fused professional development model and the resulting findings, which demonstrate the model to be successful in enhancing teaching and learning focused on ELLs. The model described in this paper could be a useful approach to the professional development of TELL teachers. However, the authors caution that this project may not be generalizable beyond the specific circumstances of the small cohort it was tested on. More work is needed to adapt the model to the specific needs of TELL teachers. Also, although this project attempts to link two separate professional development models that have each proven to be effective, the results demonstrate

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		that practitioners tended to use the SIOP model more heavily. Thus, it may be that there is no benefit to linking the two models. This paper was presented at an American Educational Research Association conference.
22	• Research review • Two-way immersion • ESL • Bilingualism • Programs • NES - native English speakers	Howard, Elizabeth R., Julie Sugarman, and Donna Christian. 2003. *Trends in two-way immersion education: A review of the research*. Report #23. Baltimore, MD: Center for Research on the Education of Students Placed At Risk (CRESPAR). This research review focuses on two-way immersion (TWI) in schools with native English speakers and ESL students. The TWI program involves teaching students in a variety of languages at the same time in the same classroom. TELL students can benefit from this if it is implemented in their classrooms, since this program has been shown to be effective. The problem with the program is in finding bilingual teachers, and it only considers two languages although some classrooms may have more.
23	• Concept/theoretical • International • Rhetorical strategies • Genre theory and analysis • Australia genre theories • Genre-based pedagogy • English for professional communication • English for academic purposes • Professional development • Teacher knowledge and capacity • L1 and L2 teaching • Multicontextual strategies	Hyon, Sunny. 1996. Genre in three traditions: Implications for ESL. *TESOL Quarterly*, 30: 693–722. Hyon provides "a map of current genre theories in teaching applications in three research areas where genre scholarship has taking specific different paths: (a) English for specific purposes; North American New Rhetoric studies, and (b) Australian systemic functional linguistics" (p. 693). The author examines the definition of "genre" from these three contexts in relation to an instructional framework for genre-based pedagogy, and concludes that the Australian model and ESP "provides ESL instructors with insight into linguistic features of written texts" (p. 693) and offers them guidance for implementing these features in their classrooms. This article opens a window of inquiry for TELL, because research on ABE-ESL writing is very limited, and is often subsumed under ESL reading as an instructional technique that requires students to complete writing as a perfunctory act. Literature available on ESL writing in the ABE context involves mostly concept papers that seldom focus on writing as a rhetorical process, and treat writing as an *end* to reading where students mechanically write in their journals or in their notebooks, or copy notes from a board or textbook. The fact is that writing is a critical feature of U.S. academic practice, and of upward mobility in U.S. culture. Students need adequate practice in writing as a rhetorical process as much as teachers need adequate training in *how* to teach writing. A teacher's knowledge of the different varieties or genres of writing will enable her/him to provide students with the analytical tools

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		they need to understand the rhetorical structure of the texts they read, and understand the form and function of different texts. Unfortunately, the ABE-ESL system is such that teacher capacity and performance with regard to teaching ESL are limited, and so is their knowledge of the types of pedagogies that will enable students to become fully literate and build capacity not just as academic readers, but also as academic writers. This is critical to the TELL population if they are to be adequately prepared to write for U.S. academic audiences. Clearly, ESL teachers need to consider students' developmental levels and capacity in English before introducing them to certain writing topics, but without adequate teacher training teachers may not have the appropriate skills.
24	• Research • Survey • State • ESL • Higher education • Children • Minorities • Task force • Non-English linguistic communities • Recent immigrants	Intersegmental Committee of Academic Senates (ICAS). 2006. *ESL students in California higher education task force report.* Sacramento, CA: ICAS. In California, where almost half of all children in the school system are minorities, with a growing presence in postsecondary education, the state invested in a task force to look at the challenges faced by ESL learners in postsecondary settings. This document shares the findings of a task force of ESL professionals assembled to report the status of ESL students attending public institutions of higher education in California, where ESL students comprise 40% of the K–12 population (p. 3). Through a survey of university and college staff and administration, the task force exposed several challenges to providing equitable learning opportunities to ELLs at the postsecondary level. The findings concerned (1) the identification of ESL students, (2) the variety of courses for ESL learners, and (3) the availability of support services specifically for ESL students. The task force called for the creation of valid assessment instruments, a review of the curriculum, and collaboration within and between institutions that deal with ESL students. Ironically, the introduction to this paper urges that educational institutions help non-native speakers of English find their voice (p. 11), yet no student voices were consulted by survey. For TELL the recommendations proposed here only reflect half of the story; it is important to contextualize these based on the feedback and self-reported needs of the actual learners. Similar to the TELL project, this task force differentiates among the three main groups of adult ESL learners: Generation 1.5 students, who may be immigrants or born in the U.S. but reside in non-English linguistic communities,[13] recent

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[13] This refers to places in the U.S. where a language other than English is the predominant language of the community.

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		immigrants with little or no education in their native language, and international students who are well educated in their native language. Each group requires support in the college setting, but has different needs. The survey explored supports offered through the California college system and found that assessment and placement of students were two of the greatest challenges because students reached college without the academic skills needed for success; other issues to address include peer tutor training, outreach to ESL learners in high school, and the differentiated needs of the three main types of ESL learner. All of these are issues that need to be addressed for transitioning ELLs.
25	• Concept/theoretical • Student characteristics • Bilingual immersion • Program types • K–12 • Student achievement	Lewelling, Vickie W. 1991. *Academic achievement in a second language*. Washington DC: ERIC Clearinghouse on Languages and Linguistics Center for Applied Linguistic Digest. Lewelling postulates that students who are at a higher level of cognitive maturity in their first language are better equipped for academic success in a second language. The cited research suggests that students in bilingual immersion programs do better academically than students in other types of programs. The comparatively higher achievement gains for these students are a result of continuous academic instruction in bilingual immersion programs—that is to say, academic instruction is not interrupted by learning English, because students are supported in using their native language to learn new concepts while also learning English. Though intended for K–12 audiences, this article draws attention to the need for students to be equipped with not just basic language skills, but cognitive skills to guide successful transitions to using the "context-reduced language" required of students as they advance in their education.
26	• Concept/theoretical • Transition • Workplace-based learning • ESOL • ABE	Liebowitz, Marty, Amy Robins, and Jerry Rubin. 2002. Rising to the literacy challenge: Building adult education systems in New England, pp. 1–48. Boston, MA: Jobs for the Future. This article discusses integrating adult basic education with job training, thus providing students with pathways to further education or work. The authors emphasize the need for a smooth transition to workplace-based learning, with expectations clearly defined. The article states that the ESOL student should have "a full continuum of services" (p. 29). Students who are transitioning to ABE from ESL would also benefit from a continuum of services. These services need to be articulated at recruitment and orientation to motivate and retain students in transitional programs.
27	• Concept/theoretical • Collaborative service	Mansoor, Inaam, and Suzanne Grant. 1995. *Linkages for learning: A handbook for collaborative service delivery*.

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#	**Emergent Themes**	**Directly Relevant Literature**
	• State • Adult education • Handbook • ESL • Limited English speaking adults • Collaborative delivery • ELL transition	Washington DC: U.S. Department of Education. In this handbook, Mansoor and Grant illustrate the process of collaborative service delivery used by the Arlington Adult Learning System (AALS), an alliance of adult education providers in Arlington. The "general goal of the AALS was to facilitate access to ESL instruction, job training, and higher education and design and implement a service delivery model which would enable limited English speaking adults to successfully transition from one program level to the next and one provider to the next as appropriate to their goals, aptitudes, and interests" (p. 26). The handbook provides a rationale for collaborative delivery of educational services, and describes the skills, knowledge, and techniques for engaging in this type of delivery, as well as the processes involved in replicating this type of education delivery. Because the transition of ELLs sometimes involves multi-level interfacing and integration of program staff and teachers, collaborative involvement (with a focus on team building) is required to facilitate successful transition. As a result, as a service delivery model, collaboration seems appropriate for building a strong programmatic infrastructure for transitioning students from ESL to academic courses.
28	• Concept/theoretical • ESL standards and measures • Transition standard • Adult education • State document • ESL • State	Maryland State Department of Education. 2000. *Maryland adult English as a second language program standards.* Baltimore, MD: Maryland State Department of Education, Adult Continuing Education Section. This document provides guidance from the state of Maryland to local service providers for designing effective adult education programs for ESL students. Each standard has sample measures. The standards in general are relevant to quality TELL programs. One of the standards within the Retention and Transition section focuses on transition. The transition standard identifies the need of programs to support learners' transition to the workplace or on to further education. The sample measures for this standard propose improving lesson plans to include transition-related skills, offering practice on assessments, and providing learners and instructors with information about educational programs. Program administrators will need to refer to other sources to determine how the standard is to be met. Though the section on transitioning is relatively brief, the state recognizes the importance of transition and the need for more attention to this topic; this might inspire other state policy makers to focus on issues of transition.
29	• Concept/theoretical • Transitioning	Mathews-Aydinli, Julie. 2006. *Supporting adult English language learners' transitions to postsecondary education.*

#	Emergent Themes	Directly Relevant Literature
	frameworks • Postsecondary education • ESL	Washington DC: Center for Adult English Language Acquisition. This brief paper presented by the Center for Adult English Language Acquisition (CAELA) considers a variety of research and conceptual frameworks that support the transition of adult ELLs into postsecondary and vocational education training from ESL programs. Mathews-Aydinli focuses on the findings of Rance-Roney (1995). The brief offers teachers in ESL classrooms ideas and strategies to address the language acquisition needs of learners; these include addressing accuracy in language use, improving reading and writing skills, developing academic vocabulary in preparation for postsecondary education, and developing conceptual and critical thinking skills. The paper also suggests programmatic features for program administrators, such as offering support services (e.g., child care, transportation), student orientation to postsecondary programs, content-based ESL instruction through integrated or paired classes, and building relationships with community colleges. The author, who provides a number of resources for research-based instruction to improve English language acquisition and program models for transitioning ELLs to postsecondary education, points out that it is important to encourage students to continue to postsecondary education to strengthen their chances of economic success.
30	• Research-based • Transition • Community colleges • Career pathways • Program • Policy • Programmatic • Industry associations • Instructional leadership • Economic and educational impact	Mazzeo, Christopher, Sara Rab, and Julian Alssid. 2003. *Building bridges to college and careers: Contextualized basic skills programs at community colleges.* Workforce Strategy Center. The focus of this article is on "career pathways": integration between education, training, and work for adults (including ESL students) to increase their chances of competing for high-wage and high-demand careers. Based on a literature review, the authors found that basic education programs were of low quality and lacked strong economic or educational impact. The literature review also revealed that those programs that assist students in finding advanced education opportunities or that focus on curriculum, instruction and student learning produce the best outcomes. Five community colleges were examined, and findings show that they all promoted context-based teaching. In addition, they all maintained relationships with industry associations and employers; developed instructional support to help faculty teach in a new way; financed these efforts; and guaranteed job placement for their students. Key policy and programmatic issues were: difficulty with engaging students or providing substantial content, promoting leadership among instructors, serving higher-skilled students rather than lower-skilled students to minimize negative scrutiny, lack of

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		long-term evaluation (five+ years), and serving a small portion of ESL and adult education students. The authors suggest providing resources for teachers to develop expertise and knowledge on bridging basic-skill students to college and/or careers, developing opportunities for instructional leadership by creating incentives, and developing funding to support further research and to influence more basic-skill students. The suggestions for improving "career pathways" are relevant for supporting students that are transitioning from ESL to ABE, postsecondary, or workplace programs. The findings also highlight the need for professional development for those instructors teaching transitioning students.
31	• Research • Bridges • Collaboration • ESL • LEP • Teacher training • Technology • Federal grant project • School district • Bilingual • Parents • Teacher pay; compensation • Classroom size	McNeely, Sharon L. 1998. *Title VII special alternative grant, BRIDGES: Collaborative teaching in bilingual and ESL*. Chicago, IL: Northeastern Illinois University. McNeely summarizes the findings of a special alternative federal grant funded project for the Cicero Public School District in Illinois, which attempted to increase English, math, and science literacy in limited English proficient (LEP) students. She finds that the school district encouraged collaboration between bilingual and ESL teachers. The project provided teachers and parents with materials and resources, including teacher and parent training. Teachers were trained for certification in bilingual and ESL education. The project involved parents, but McNeely points out that the district needs to involve local public libraries and increase technology use. McNeely also notes that classroom size and teacher pay are factors that interfere with progress, given that some teachers have trouble successfully working with large classes, yet continue to do so because it involves greater monetary compensation. The focus on collaborative teaching is useful to TELL and can be a critical element for effective transitions.
32	• Concept/theoretical • Language proficiency • Surface proficiency • Deep structure proficiency • Academic language • Second language literacy development • Student disabilities • L2 students • BICS and CALP • Disability	Medeiros Landurand, P. & Cloud, N. (May 1991). *How disability can affect language acquisition.* ERIC Excerpt. Washington, DC: ERIC Clearinghouse on Handicapped and Gifted Children. Reston, VA. In their discussion about how disability can affect language acquisition, the authors make an important distinction between two types of language proficiency: surface proficiency (basic communication) and deep structure (academic language). Students that are assumed to be fully proficient, based on their ability to communicate orally, may not have developed the cognitive skills necessary to be proficient in deep structure. These students may be promoted without receiving instruction in the skills they will later need to ensure their academic success. Additionally, the failure of these students to

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Annotated Bibliography</th><th></th></tr>
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<td>make adequate academic progress may be falsely attributed to a learning disability. Despite its title, the article focuses more on the stages of second language literacy development than disabilities. However, it serves as a reminder in TELL to consider how disabilities may impede L2 acquisition, the importance of critical reading and writing skills to transition, and how misconceptions about learning can negatively impact students' progress.</td>
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<td>33</td>
<td>• Concept/theoretical
• International
• EFL
• Social
• Cultural
• Linguistic
• Asian
• Language instruction</td>
<td>Mee, Cheah Yin, and Ng Seok Moi. eds. 1999. <i>Language instructional issues in Asian classrooms</i>. Newark, DE: International Reading Association.

This article examines seven essays and three short reports, and identifies social, cultural, and linguistic aspects of the teacher's instructional approach that could hinder the student's learning of another language. One of the problems identified was that the teachers relied heavily on textbook activities, which do not always reflect real-life examples. Successful teaching consisted of the use of a variety of activities in preparation, reading, and discussion stages. For students to be able to learn, teachers must reconcile their expectations of and assumptions about the students with the students themselves. The essays this article describes relate to classrooms in Asian countries, which may vary in context and characteristics from American ESL classrooms. Despite the focus of this article on English as a foreign language (EFL), certain EFL practices might be transferable to adult TELLs in the U.S., and should be examined more closely.</td>
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<td>34</td>
<td>• Research
• Quantitative
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• Reading behaviors
• Reading practice vs. performance
• Student attitudes and behaviors
• Adult education
• Multicontextual strategies in regard to assessment
• Student characteristics</td>
<td>Mellard, Daryl, Margaret Becker Patterson and Sara Prewett. 2007. Reading practices among adult education participants. <i>Reading Research Quarterly</i>, 42:188–213.

Mellard et al. report on "the relation between reading practices[14] and individual characteristics of participants in adult education who have low literacy skills" (p. 189). Two hundred and thirteen (213) participants from varied[15] demographic backgrounds in Kansas[16] adult education programs were surveyed and were administered two standardized assessments, which were used as summary measures of reading performance: CASAS (2001) and Woodcock Reading Mastery Test—Revised (WRMT-R) (1998).

Findings showed that all participants read an average of once per week, but as age group increased, learners had a tendency</td>
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[14] According to the authors, this means "an individual's reading frequency for different types of written materials."

[15] Age, employment status, gender, education level, reading level, and learning disability status.

[16] Statewide adult education programs in Kansas serve "40% English language learners." (p. 193)

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		to read more. Also, as reading practices increased, so did the scores. Among the findings is that "participants who were nonwhite, lacked a high school diploma or GED, or who had a self-reported learning disability tended to have low scores on the WRMT-R" (p. 198). The implications these findings have for TELL relate to the importance of student reading behaviors and the effect they can have on student educational progression or transition. Clearly, reading practices impact reading performance, and are key to student success in any literate society. In addition, although the authors focused on the reading practices of adult basic education, it is important to note that ABE is one of the transition targets on the TELL pathway to educational success, and because ABE programs in Kansas comprise 40% ELLs (Mellard et al. 2007), TELLS may have been involved in the study, though the authors didn't specify the student's linguistic backgrounds.
35	• Concept/theoretical • Literacy • Teacher training • Student needs • ESL • ELL • Classroom environment • Reading • Writing • Cultural norms • Content	Meltzer, Julie, and Edmund T. Hamann. 2006. Literacy for English learners and regular students, too. *Education Digest*, pp. 32–40. The authors of this article suggest that it is important to train teachers about the special needs of English language learners. Their special needs consist of learning reading strategies, having material related to their lives, and discussing reading and writing content in class. The classroom environment must be one that supports and expects student participation and encourages interaction not only with the text, but with other students as well. Teachers must be sensitive to cultural norms, according to the authors, who also believe that students should be allowed flexibility to use their native language to understand material presented in English. Teachers must pay close attention to content-area discourse, understanding text structures, and developing vocabulary. These suggestions are applicable to all teachers, including those who teach TELLs.
36	• Concept/theoretical • Special needs • Secondary school • ESL • ABE • Teacher training • Dialects • Concurrent enrollment	Merino, Barbara J., Fabian Samaniego, Henry Trueba, Evelyn Castaneda, and Chaudry, Lubna. 1993. Language minority native Spanish speakers at the secondary level and the role of the foreign language teacher. *Peabody Journal of Education 69*: 152–171. The authors examined the special needs of secondary ESL students. They found that Spanish-speaking students should be taught by Spanish-speaking teachers to meet the students' special needs. Teachers should be educated in dialect varieties to better assist the students. The study found that bilingual education is effective in promoting the achievement of students. These results suggest that ESL students that transition to ABE or postsecondary education may need to

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#	**Emergent Themes**	**Directly Relevant Literature**
		concurrently enroll in ESL classes to enhance their language development.
37	• Research • Mixed-method study • LEP • High school newcomers • Oral skills • Reading skills • Writing skills	Munoz, Marco, and Catherine Clavijo. 2000. *Working with limited English proficient students: Input from the field on a high school newcomer program.* Louisville, KY: Jefferson County Public Schools, Accountability, Research, and Planning Department. Munoz and Clavijo conducted a mixed-method study of a year-long transition class of a "Newcomer Program" in Jefferson County, Kentucky. The authors describe the learners, and share results of student focus groups as well as results of pre- and post-tests that show significant learner gains for oral, reading, and writing skills across levels of English-speaking ability. Importantly for TELL, the students ranged in their levels of English ability, and the authors report that all students benefited from the year-long transition class before entering the mainstream classroom; it is not clear whether all students were required to take the class. Of interest are student focus group results that show Spanish-speaking students were less likely to want to leave the transition class, while speakers of other languages looked forward to mainstreaming, possibly because the bilingual instructors or aides were Spanish-speaking or because different language/cultural groups have different needs (no sublevel analysis of data broken down by student background was done for this small student sample). Although the results show gains across the board, these gains were not adequate for many students to move into mainstream classes—after one year 48 percent of students remained at the lowest level of English-speaking ability. This may reflect a student population that included immigrants with low levels of English or native language skills and limited formal education in their native countries.
38	• Transition • Professional development • Post secondary education • Research-based • Program models	National College Transition Network. 2007. *The College Transition Toolkit.* Boston, Massachusetts: NCTN/World Education, Inc. This nine-chapter resource guide is designed to "to help adult educators and administrators plan for the needs of students interested in pursuing post secondary education" (p.1). After a brief introduction, which contextualizes research on challenges and opportunities related to postsecondary education and training for adults, the toolkit presents six chapters based on specific transition issues: (2) program models, (3) partnerships and collaborations, (4) recruitment, (5) assessment, (6) counseling, (7) curriculum and instruction, (8) planning, and (9) using data for program development. Critical to the TELL project is the discussion of program models in chapter 2,

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#	**Emergent Themes**	**Directly Relevant Literature**
		which involves a study involving a survey of 23 transition programs conducted by the National College Transition Network (NCTN) and New England Literacy Resource Center at World Education (Zafft et al. 2006). The NCTN Toolkit describes the strengths and limitations of five transition models, which is based on findings from these 23 programs: Advising Model, GED-Plus Model, ESOL Model, Career Pathway Model, and College Prep Model. The document is a resource for adult educators and administrators, and provides very valuable information and topics that are useful to TELL in general. However, it contains some limitations that somewhat limit its full value. Based on the descriptions in the NCTN Toolkit, the ESOL model seems to be based on findings from one transition program, the PACT program at Cape Cod Community College in Massachusetts. This raises questions about the applicability of the ESOL model. Namely, is the PACT program a representative form of ESOL transitioning programs nationwide? Is it a model of models? And if so what criteria support such generalization? In addition, the NCTN Toolkit illustrates four strengths and six limitations[17] of the ESOL model. It is hard to determine if the limitations identified are the authors' or the informants'. Because the criteria used for such generalization are not provided, the document seems to illuminate the author's preconceived[18] notions about what transitioning ESL program models "ought to be," and thus raises issues about the authors' subjectivity[19] in the research—how such biases may have influenced the value the authors place on some program

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[17] **ESOL Transition Model Strengths**: (a) Facilitates progress in postsecondary education through advanced ESOL courses that develop academic language skills for college; (b) May be closely aligned with credit-based ESOL or Introductory Composition courses; (c) Tends to have clear academic benchmarks for admittance to the transition-level classes, and (d) Tends to closely monitor student learning gains. **ESOL Transition Model Limitations**: (a) Limits academic skills development to language arts and tends not to include math; (b)Has high advisors' caseloads; (c) Ability to provide counseling and courses may be restricted by the host college to avoid competition with tuition-based classes and services; (d) Requires instructors to align their instruction with academic requirements of the postsecondary institution; (e) Graduates of the transition classes often still need more ESOL instruction in college and may use up financial aid for it, and (f) Linkages with the credit-based college programs are, in some cases, tenuous, e.g., here is very limited communication about students' needs and academic performance once the student has transitioned to credit–based courses.

[18] It is not clear why the authors identified the limitations they did or why some of the limitations are even considered limitations and not strengths of the model.

[19] Subjectivity is unavoidable in research, but the authors haven't provided descriptions about their assumptions prior to the research and it is unclear how their subjectivity may have influenced the outcomes and the findings.

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#	**Emergent Themes**	**Directly Relevant Literature**
		qualities versus others, and whether or not the research that supports this product is itself a self-fulfilling prophecy[20] (Merton 1948).
		A cross-check between the NCTN Toolkit and the Zafft et al. 2006 study shows that the limitations described in the NCTN Toolkit are more extensive than those identified in the study the NCTN Toolkit is based on. It is also not clear why some limitations are considered limitations. For example, one of limitations of the ESOL model is stated as: "Requires instructors to align their instruction with academic requirements of the postsecondary institution." What the NCTN Toolkit considers a limitation may be easily considered an advantage by other program developers. Without more descriptions regarding the underlying framework for identifying strengths and limitations, it is hard to make sense of the value of the ESOL model the NCTN Toolkit identified. Despite the Toolkit's inherent limitations based on the research that informed it, it is a groundbreaking effort related to transitioning English language learning, and a valuable contribution to the field.
39	• Concept/theoretical • Collaboration • ESL Instructors • Instructional methods • Language proficiency • Transition • Programmatic • Teacher collaboration • Multi-lingual classrooms	O'Byrne, Barbara. 2001. Needed: A compass to navigate the multilingual English classroom. Journal of Adolescent & Adult Literacy 44:5.
		O'Byrne writes about her experience collaborating with ESL instructors and tapping into the knowledge of veteran English teachers to design a program to transition ESL students to mainstream English classes. She describes how teachers, working together, developed a transition model that redefined performance outcomes for ESL student, made use of L1 instructional methods, and adjusted the assessment schedule to allow second language students more time to develop the skills and demonstrate their level of proficiency. She doesn't talk about the success of the program in transitioning students; instead the article focuses more on the collaborative model used by teachers to solve the problem of providing appropriate instruction to ESL students.
40	• Concept/theoretical • Transition liaison staff • GED • College • Counseling • Capital idea • Advising model • GED • Postsecondary	Palacios, Christina M. 2007. Transitioning GED graduates into higher education at Del Mar college: Meeting the challenge. *Literacy Links* 11, no. 1 (April 7), http://www-tcall.tamu.edu/newsletr/apr07/apr07f.html.
		In this article, Palacios discusses the addition of a Transition Liaison (TL) to the staff of the Del Mar College GED program to counsel students seeking to transition to college. The program

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[20] Merton, Robert. K. (1948). The self-fulfilling prophecy. *Antioch Review*, 8, 193–210.

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#	**Emergent Themes**	**Directly Relevant Literature**
	• Student success • Transition	at Del Mar is modeled after the Austin Community College program, Capital Idea, and also closely aligns with the Advising Model for transition detailed in NCSALL's August 2006 Occasional Paper. Palacios does not offer any evidence that the addition of the TL has increased GED-to-postsecondary matriculation, although she believes the role of the TL is central to successful student transitions. The article does not address specific needs of ELL students transitioning to college, but it covers some of the general issues concerning student support interventions for college transition.
41	• Concept/theoretical • Professional development • Second language writing instruction • Foreign language instructors • Principles of L2 writing • BICS and CALP	Paulson, David L. 1992. *Second language writing. Workshop Series.* Illinois: University of Illinois at Urbana-Champaign. This document is a guide for writing instruction presented at a workshop for second language teachers. The guide begins by covering nine principles of second language writing, which the author believes are applicable to all levels of instruction. The principles essentially cover the integration of writing into other language arts activities and dynamic mechanisms for providing feedback to students. The guide includes a collection of writing activities for all levels with examples of student responses written in Spanish. The activities include a mix of writing assignments that are personal (e.g., journaling, pen pals) and assignments that are more academically oriented (e.g., short essays, note-taking). Research on TELL has shown that in order to transition from basic survival language skills students must acquire academic skills (Cummins 1991).[21] This article is geared toward foreign language instructors, but has applicability to TELL because of the parallels between developing writing and composition skills in a non-native language and the particular focus on writing for academic purposes.
42	• Concept/theoretical • Strategies for transitioning students • Academic English • GED • ESL learners • Academic programs	Rance-Roney, Judith. 1995. *Transitioning adult ESL learners to academic programs*. Washington DC: National Clearinghouse on Literacy Education. This article suggests strategies for transitioning students from adult ESL programs to academic English and GED programs. The author first highlights the differences between curricula for adult ESL literacy and for academic English and GED. After demonstrating the gap between these programs, she then offers a number of general strategies that can be employed by adult ESL and transitional programs to help students in bridging this gap. These strategies are clearly aimed at improving TELL programs. While the author does cite some sources that

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[21] Cummins, J. (1991) Language Development and Academic Learning Cummins, J in Malave, L. and Duquette, G. Language, Culture and Cognition Clevedon: Multilingual Matters

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#	**Emergent Themes**	**Directly Relevant Literature**
		support the strategies mentioned in this article, there is no evidence about their effectiveness. These strategies are general ones that are mentioned in the literature on ESL literacy, but they have not been tested or applied. The author describes the distinctions between adult ESL programs and academic programs and shows how transition programs are needed to close the knowledge gap between basic survival English programs and English for advanced education. She lists seven factors that should characterize a transition program: (1) promotion of learner self-confidence, (2) exposure to an academic community, (3) development of critical thinking skills, (4) feedback and correction of speech and writing, (5) integration of multiple skills, (6) instruction in academic vocabulary, and (7) use of the first language to complete difficult tasks, like note taking. Rance-Roney supports her recommendations with the research of others and her own prior work, but proposes that further research is needed to learn how to use the learner's first language to help students achieve academically in the second language.
43	• Research • Case studies • High school teachers • Teacher attitudes • Inclusion • Second language acquisition	Reeves, Jenelle R. 2006. Secondary teacher attitudes toward including English language learners in mainstream classrooms. Lincoln, Nebraska: University of Nebraska-Lincoln. The author summarizes her study of high school teachers' attitudes toward language inclusion program models.[22] The study used qualitative and quantitative data in the form of four case studies and a survey instrument, which was tested for content validity in a pilot study. Findings show that teachers are generally amenable to inclusion but not for students with low English proficiency. Teachers also did not express interest in receiving professional development related to English language learners. Reeves concludes that teachers have neutral to slightly positive attitudes toward inclusion of English language learners in mainstream classes, but that they also have misconceptions about second language acquisition (e.g., the length of time it takes students to gain proficiency in a second language). The author suggests that teachers' misconceptions about L2 acquisition may influence their attitudes about students' ability to achieve academically. If it is true that the teachers are generally misinformed about second language learning, then the survey reports may have been colored by these misconceptions as well, which the author does not address in her discussion. This article illuminates the need

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[22] This refers to programs such as SIOP, which seeks to help ESL students enhance language acquisition through meaningful opportunities for interaction in a mainstream setting. There are several language inclusion models, such as Bilingual Immersion, Developmental/Maintenance, Dual Language Immersion, English Language Development, Early-Exit Transitional, Late-Exit Transitional, Pull-out; Structured Immersion, and Submersion with Primary Language Support.

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		for professional development for ESL and ABE teachers to promote a better understanding of second language acquisition and to support transition from ESL to ABE programs. Eliminating misconceptions may help teachers acquire more positive attitudes, and thus enable teachers to be more open to learning and implementing instructional strategies that meet the needs of transitional students.
44	• Research • Teacher collaboration • Survey data • Bilingual/ESL • Mainstream • Teamwork • Peer teacher observations • In-service	Sakash, Karen, and Flora Rodriguez-Brown. 1995. *Teamworks: mainstream and bilingual/ESL teacher collaboration.* NCBE Program Information Guide, Series 24. Washington DC: National Clearinghouse for Bilingual Education. This descriptive report presents a professional development model for coordinating instruction among general education and bilingual/ESL instructors in a number of elementary schools in Chicago. Through survey data the study shows an increase in instructional competence and improved collaboration through activities such as ESL teaching strategies for general education teachers, teacher in-service on bilingual education practices, team teaching, peer teacher observations, shared class activities for students, and student tutoring across grade levels. Although the target population was elementary-age students, the study provides TELL with feasible options for professional development that could enhance collaboration between adult ABE and ESL teachers. These activities would require support from school administrators; they would also require additional resources, such as teacher time, workshops and training, ongoing technical assistance and support from a project team, and funding.
45	• Concept/theoretical • Generation 1.5 • Composition • Crossover students • High school graduates • Mainstream • College • English proficiency	Schwartz, Gwen Gary. 2004. Coming to terms: Generation 1.5 students in mainstream composition. *The Reading Matrix* 4:40–57. This paper develops a new characterization for a subset of generation 1.5 students: "cross-over" students. Cross-over students are those students who are high school graduates continuing to attain English proficiency and who are put into mainstream college composition classes. This paper argues that it is important for mainstream instructors to acknowledge and understand these students, and the paper describes the characteristics of these students that separate them from other ESL and mainstream students.
46	• Concept/description • ESL • GED • Postsecondary • Collaboration • ABE	Seibert, Connie. 2007. Transitioning: ESL to Pre-GED and GED to postsecondary. *Literacy Links* 11, no.1 (April 7), http://www.tcall.tamu.edu/newsletter/Apr07/Apr07.html. Connie Seibert, the Adult Education Coordinator for the Austin Learning Academy, offers strategies and policies to support ESL

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#	**Emergent Themes**	**Directly Relevant Literature**
	• Student motivation • Transition • Testing/assessment	students' transition to pre-GED and from GED to postsecondary education. Among the strategies implemented by her program are providing students with positive reinforcement, counseling students about moving to the next level, and collaborating with community colleges and businesses to effectively transition students. The program's policies on transition from ESL to ABE focus on test scores[23] and introducing students to the pre-GED classes. While the transition strategies do not focus on academic language proficiency, they offer ways of motivating students to achieve long-term goals. She reports that "from July 2006 to December 2006, 4% of ESL students have already transitioned to pre-GED classes, 35% of pre-GED students have transitioned to GED classes, and 3% of our GED graduates have enrolled in Austin Community College (ACC) for the spring semester" (p. 1). Seibert provides statistics in percentages[24] and not in absolute values, which can be misleading. Without a sense of the actual number of students Seibert refers to, it is difficult to draw conclusions about the success of her efforts.
47	• Research/literature review • Second language acquisition • ESL • Skills development • Student achievement • Diversity of learners • Teacher training • Professional development • Literacy	Sherow, Sheila. 2006. *Applying research to practice: Teaching & learning strategies, second language acquisition & English as a second language.* Pennsylvania Literacy Corps, Institute for the Study of Adult Literacy. University Park, PA: The Pennsylvania State University. This comprehensive review of the literature related to second language acquisition and English as a second language provides research-based guidelines for instruction in all areas of L2 learning, including speaking, listening, reading, and writing skills. Sherow also touches upon issues of learning motivation and learning strategies, including how to teach these strategies to support student achievement. She includes a lesson plan guide, sample lessons, and teacher tips. The thoroughness of the research covered in this document provides an outline for any successful ESL program, particularly a transition program, because the research touches on all types of learners, from preliterate to fully literate in L1. The study's format as a guide to instruction supports research-based teaching, training and professional development in working with different ELL populations using differentiated methods of instruction depending on the background of the learner. A small section

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[23] ESL students who score 65 on the Oral BEST or 541 on BEST Plus AND score 66 on BEST Literacy MUST transition to Pre-GED; registering students with 65 Oral BEST or 541 BEST Plus scores MAY NOT be enrolled in ESL classes. They MUST be referred to ALA Pre-GED class. Continuing students with scores of 65 Oral BEST or 541 BEST Plus and 66 on BEST Literacy MAY NOT continue in ESL classes. They MUST be referred to ALA Pre-GED class. Those who are reluctant to transition are encouraged to visit the Pre-GED class one morning at 9 am–12 noon before registration day. Children may remain in the same Early Childhood class.

[24] Percentages, when used without the actual numbers they quantify, can be misleading as they don't tell the reader if the writer is speaking about 1 person or 1 million people, for example.

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		reviews Rance-Roney and Wrigley's recommendation to ensure that purpose, content, and contextuality are considered in ESL literacy instruction programs.
48	• Concept/description • L1 reading strategies • ESL • Cognitive • Metacognitive • Affective • English for academic purposes • Comprehension • ESL reading • Reading strategies	Shih, Mary. 1992. Beyond comprehension exercises in the ESL academic reading class. *TESOL Quarterly,* Vol. 26, No. 2. Shih brings research on L1 reading strategies into the ESL context by introducing cognitive, metacognitive, and affective support strategies for developmental reading courses at the college level. The author focuses on English for academic purposes (EAP) programs and advocates the development and use of more "holistic, task- and text-specific, strategy-oriented approaches for reading instruction" (p. 1). In addition, Shih also advocates the promotion of learner independence and use of content reading strategies, which have value for ESL reading practice in general and instructional practices with TELLs specifically. Shih is both an assistant professor and ESL/TESL teacher with experience in developing curricula and materials for college ESL classes.
49	• Evaluation • Professional development • Sheltered instruction • Instructional practices • Content-based ESL • Teacher collaboration • Experiential teaching opportunities	Short, Deborah J., and Jana Echevarria. 1999. *The sheltered instruction observation protocol: A tool for teacher-research collaboration and professional development.* Educational Practice Report No. 3. Santa Cruz, CA: Center for Research on Education, Diversity and Excellence. The authors report on a professional development project to train teachers at two large urban middle schools on each coast on the use of the Sheltered Instruction Observation Protocol (SIOP) to strengthen their instructional practices. It included teachers of traditional ESL, content-based ESL, and sheltered content classes; the goal of the project was to create sustained teacher development. PD strategies used in this project included experiential teaching opportunities; teacher collaboration with peers and researchers; intensive training in the SIOP model for teaching students at beginning, intermediate, and advanced ESL levels; and teacher inquiry through ongoing discussions, shared experiences, and reflection. Results of the project after two years showed that teachers showed some growth in lesson planning, self-monitoring, and reflection; began to implement language learning in content classes; and acknowledged that change requires a time commitment and the support of colleagues. Educators transitioning ELLs may benefit from understanding PD models such as this one; a SIOP lesson planning checklist is included.
50	• Research/evaluation • Qualitative study • Professional	Smith, Cristine, Judy Hofer, Marilyn Gillespie, Marla Solomon, and Karen Rowe. 2003. *How teachers change: A study of professional development in adult education.* NCSALL Reports

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	development models • Teaching training • Learner persistence, motivation, and retention	#25a. Cambridge, MA: Harvard Graduate School of Education This is the full report of a multi-year qualitative study conducted with adult educators in Massachusetts, Connecticut, and Maine to compare the effectiveness—as measured by teacher change—of three models of professional development: multi-session workshops, mentor teacher groups, and practitioner research groups. Of the 106 teachers who participated in up to 18 hours of PD in one of the three models, 18 teachers were randomly assigned and the remainder chose the model they would participate in. In all PD models teachers focused on learner motivation, retention, and persistence. The results indicate that 28% of the teachers showed little or no change even after 18 hours of best-practice-designed PD, an amount of time significantly higher than the average annual PD for adult educators. The authors recommend that PD policy include involving teachers in decision making in their program, paying teachers to attend PD, increasing access to colleagues and directors before and after PD, and establishing the expectation that all teachers must continue to learn. These findings indirectly relate to TELL through the context of teacher training and how to guide teacher change to improve practice.
51	• Concept/theoretical • ESL • Mainstream teachers • College • Cross disciplinary • Instructional strategies	Smoke, Trudy. 1999. Preparing students for higher education. *ESL Magazine* 2:20–3. This article discusses the ways that ESL and mainstream teachers can help prepare ESL students for higher education. The strategies and suggestions in this article are aimed at helping students overcome the challenges of placement testing for colleges, and providing students with support across all disciplines and not just in ESL classes. Teachers in TELL programs may be able to adapt and use some of these strategies to help their ELL students prepare for further education.
52	• Research/literature review • Instructional strategies • Assessment • ESL learners • Literacy • Biliteracy	Solorzano, Ronald. W. 1994. *Instruction and assessment for limited-English proficient adult learners*. Philadelphia, PA: National Center on Adult Literacy. This report reviews the literature on instruction and assessment for adult ESL learners. In the section on instruction, the report reviews best practices in teaching not only oral language but *literacy* and cites seminal work in the area of biliteracy. This work can help transition teachers understand the relationship between first language and second language literacy. The implications for TELL are to provide research-based guidance on incorporating content-based and cognitively challenging instruction in English (not to solely teach oral language) that

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		can develop English language literacy for later academic success (although the report does not discuss transition). In the section on assessment, the report reviews commercially available tests for adult ESL and the author notes that language issues confound the underlying concepts being assessed, while writing skills and abilities are often not even tested. Program staff intending to efficiently transition ESL learners to ABE will need valid and reliable assessments.
53	• Concept/theoretical • ESOL/ESL • Pre-GED and GED • Curriculum • BICS and CALP • ABE • ESOL • High school diploma • Speaking, listening, reading, and writing skills development • Content area instruction • Competency based curriculum • Functional literacy	The School Board of Broward County, Florida. 1995. *English for speakers of other languages: Adult ESOL courses and special interest courses*. FL: Broward County Schools, Fort Lauderdale, Florida. This is a competency-based curriculum guide of an adult education ESL program offered by Broward County, Florida. It focuses on multiple levels of ESL instruction, including an ESOL Pre-GED curriculum, which is designed to help students make the transition from Basic Interpersonal Communication Skills (BICS) to developing Cognitive Academic Language Proficiency (CALP) by familiarizing students with terms, concepts, and skills needed to participate in a GED preparation program with native speakers. By using ESOL teaching strategies in a familiar ESOL classroom setting rather than an adult basic education classroom, the program is designed to help students develop the functional literacy[25] and academic language proficiency needed to complete a high school diploma or successfully complete the GED test. The skills (listening, speaking, reading, and writing) focus on content areas of literature, social studies, science, and mathematics. While the document provides no data on the effectiveness of the program in helping students achieve the goal of a high school diploma or GED, it may be a type of "transitional" bridge program worthy of further investigation.
54	• Research • Longitudinal study • International • Dutch and Turkish • Primary school children • Anaphoric reference • Text coherence • Inference • L1 & L2 reading • Interlingualism • Reading	Verhoeven, Ludo. 1990. Acquisition of Reading in a Second Language. *Reading Research Quarterly*, 25:90–114. Verhoeven reports on a longitudinal study that investigates the reading acquisition processes of "Dutch and Turkish children as they learned to read in Dutch during the first two grades of primary school in the Netherlands" (p.1). The children were given reading tasks to test their word recognition[26] efficiency and their comprehension processes.[27] The results show that although the Turkish children were found to be less efficient in various reading processes in Dutch than their monolingual

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[25] Related to useful life skills

[26] For words of varying familiarity and complexity

[27] Including text coherence, anaphoric reference, and inferences.

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	comprehension • Oral proficiency • Reading processes • Word recognition • Multicontextual strategies	Dutch peers, they relied on the same strategies as the Dutch with regard to word recognition and reading comprehension, and their oral proficiency in Dutch highly influenced their reading comprehension. Although this study focuses on reading processes in a different developmental and national context than TELL, it is important to TELL for two reasons: its primary focus is on *reading acquisition processes in a first and second language*, and it tests the outcomes of what can be considered "universal" reading principles and topics that are critical to reading comprehension for both L2 adults and children. A major outcome of the study is that reading comprehension, regardless of language background and capacity, is influenced by oral proficiency, which echoes Blanton's[28] (1990) argument that oral proficiency promotes literacy. In addition, "As argued by Cummins (1979), it is quite reasonable to assume that research data on the acquisition of reading in a context of second language immersion can be generalized to similar contexts" (Verhoeven 1990, 110). The author also argues that although there are obvious differences in the conduct of L2 practice in the U.S. when compared to the Netherlands, and in the demographic trends that can result in different language patterns, there are "similarities between the two countries in terms of the socioeconomic status and educational background of language minorities, which makes it possible to transfer some of the findings in this study to an ABE-ESL or TELL context in the United States. Given the dangerous paucity of TELL research in the U.S., it is important to identify research models (both national and international) for exploratory[29] replication in the U.S., and Verhoeven's work might be useful in this regard.
55	• Research/evaluation • ESL • I-Best program • Parallel services • Serial services • ABE	Washington State Board for Community and Technical Colleges. 2005. *I-BEST: A program integrating adult basic education and workforce training*. Research Report no. 05-2. Olympia, WA: Washington State Board for Community and Technical Colleges. This report describes the Integrated Basic Education and Skills Training (I-BEST) project, which combines ESL, ABE, and workplace training through the use of paired ESL/ABE and vocational instructors in each classroom. The curriculum integrates basic skills competencies with technical skills. Findings show that compared to traditional ESL students, students in I-BEST "earned five times more college credits and were 15 times more likely to complete workforce training"

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[28] See reference above. Also note that Blanton's audience was college-level teachers.

[29] In the sense of the type of research and the research paradigm.

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#	**Emergent Themes**	**Directly Relevant Literature**
		(p. 2). Similar to Prince and Jenkins (2005), these findings may help to guide the design of TELL programs The report focuses on the 10 most successful I-BEST implementations. Although the authors claim that students completing the I-BEST program will continue to need ESL services after completing the program, its success across the three types of education demonstrates that it is not necessary for a student to "complete" ESL before receiving other educational services. This suggests that transition may be as much about *parallel* services (as a superior model for students transitioning to academic or vocational programs) as it is about *serial* services. This integrated curriculum may prove to be a good model for transition programs in its support of ESL students as they learn academic content in ABE programs.
56	• Research/evaluation • Transition • Evaluation • Curriculum • Collaboration • Program model • ESL	Wrigley, Heide Spruck. 1994. *Meeting the challenges of transition: Perspectives on the REEP/AALS transition project*. Washington DC: Department of Education. This report was written as part of an external formative evaluation of the Arlington Adult Learning System (AALS) transition program. The program had established a partnership between the Arlington REEP adult school, Marymount University, and Hogar Hispano, a community-based organization located in Virginia. The program created and put into action a transition curriculum and set up transition classes to link the partner programs. Results from the first-year evaluation show promising practices and various program accomplishments. This report also provides a look at program challenges, student views, and recommendations for program improvement. Other TELL programs may be interested in establishing a transition model similar to the one AALS has employed. They may also be interested in the recommendations made in the evaluation. While these recommendations are aimed at improving this specific program, some of them might be applicable and adaptable to other TELL programs. It would be important to assess the long-term outcomes and effects of this program on learners and to determine whether any of the recommendations were adapted, and if so whether they were useful or not. A later version of this report focused on coordination, cohesion and continuity.
57	• Related to Wrigley (1994) • Research/evaluation • Transition • Evaluation • Curriculum • Collaboration • Program model • ESL	Wrigley, Heide Spruck. 1995. *Coordination, cohesion and continuity: Learner transition in Arlington*. Arlington: Arlington County Public Schools. This report, which is a later version of Wrigley (1994), describes a model used by the Arlington Adult Learning System (AALS) for transitioning adult ESL learners. The model is based on a collaborative arrangement among several service partners

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		that effectively links community-based organizations, adult schools, job training programs, and higher learning institutions into one coherent system for students to transition through seamlessly. Positive outcomes and impacts of the model on the service partners and on the learners were observed, and crucial elements for a successful collaboration model were identified, as well as challenges faced and implications of this model for the field of adult education. Other TELL programs may be able to replicate this model to form their own successful collaboration system; however, the model will need to be evaluated in different regions with different groups of service providers and ELL learners to determine its effectiveness outside this setting.
58	• Concept/theoretical • Transition • Assessment • Program models	Wrigley, Heide Spruck. Forrest P. Chisman, and Danielle T. Ewen. 1993. *Sparks of excellence: Program realities and promising practices in adult ESL*. Southport, CT. Southport Institute for Policy Analysis. This report, a supplement to ESL and the American Dream, a policy project funded by the Lila Wallace Foundation, describes the challenges faced, promising approaches being used, and strategies that can be used in transitioning students beyond ESL. It also speaks to issues related to testing and assessment, staffing, and meeting the needs and goals of adult ESL learners. The section of the report focused on transition will be of particular interest to TELL programs. It briefly describes several programs that show promise in reducing barriers and promoting transition and lists a number of general strategies to promote transition beyond ESL classes. While the information may still be useful, this report was written over a decade ago. Further investigation is needed to determine whether the promising approaches and programs described in the report still exist and what outcomes and impacts the programs and approaches have had over the last decade.
59	• Concept/description • ESL • Community college profiles • Program transition efforts	Zachry, Elizabeth M., Emily Dibble, Sharon Seymour, Suzanne Leibman, Sandy Ares, Beth Larson, and Pamela Ferguson. 2007. Torchlights in ESL: Five community college profiles. New York: Council for Advancement of Adult Literacy. This text is a companion to Chisman and Crandall's (2007)[30] Passing the Torch. It provides detailed profiles and statistics for each of the five institutions included in the study, including the types and scopes of programs offered and brief evaluations of their effectiveness. The profiles explicitly describe program efforts to transition learners within and among programs and

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[30] Chisman, F., & Crandall, J. (2007). Passing the torch: Strategies for innovation in community college ESL. New York: Council for Advancement of Adult Literacy. Retrieved December 7, 2007, from www.calusa.org/eslpassingtorch226.pdf

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#	**Emergent Themes**	**Directly Relevant Literature**
		institutions, and to evaluate the effectiveness of the programs by the numbers of students transitioned and their success in target programs within the same institution. This text is useful in providing detailed accounts of several transition systems, but it is most useful when read in conjunction with *Passing the Torch*, which synthesizes the information about the various programs and draws conclusions based on this synthesis.
60	• Research • Transition • College • ABE • GED • Career pathways • College prep • ESOL models	Zafft, Cynthia, Silja Kallenbach, and Jessica Spohn. 2006. *Transitioning adults to college: Adult basic education program models.* Cambridge, MA: National Center for the Study of Adult Learning and Literacy, Harvard Graduate School of Education. This paper presents the findings of a research study aiming to identify the various models for adult transition programs from ABE to college. The authors discovered five models: advising, GED-Plus, ESOL, Career Pathways, and College Preparatory. They describe each model, accounting for each one's strengths and limitations, and discuss how the models address common challenges, like providing counseling to students and closing the education gap. Though many of the program models include ESL students, the paper also deals with transition programs for this group separately. However, the discussion of the ESOL model is limited to transitions to postsecondary settings and does not discuss how this model helps students who want to immediately transition to the workplace. Based on findings from the small sample of programs examined, the authors conclude that the benefits of these programs to students and the communities which house the programs outweigh the tasks of implementation. States and institutions considering transition models will find this document to be a useful resource.

Somewhat Relevant Annotations

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#	**Emergent Themes**	**Somewhat Relevant Literature**
1	• Concept/theoretical • Immigrant ELLs • International • Australia • Adults • New language • Language proficiency • Learning pace • Labor adjustment programs • Policy • Competencies	Allender, Susan Chou. 1998. Australia's migrants and refugees: opening the door to lifelong learning. How adults learn a new language. A paper presented on *How Adults Learn*, an international conference held at Georgetown University Conference Center, Washington, DC, (April 6) http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/25/9c/6c.pdf. This report examines adult education for immigrants and refugees in Australia by looking at the nation's immigrant program and the challenges adult learners face. It also examines the policies, programs, and services related to adult second language learning. The author provides a breadth of information about the structure of the Australian adult education system for ELLs that is important for consideration in the further development of the American system for serving its ELL population. Unlike the U.S., Australia has a national curriculum, standards, assessments, and measures that allow learners to take ESL classes anywhere in the country. The learners are divided into three main categories: 1) language proficiency level (stage), 2) their learning pace (band), and 3) their needs and goals in learning English (learning goals). Within learning pace are further subdivisions into Band A learners, who have limited education or literacy in their native language, Band B learners, who have some learning strategies or literacy, and Band C learners, who have a high level of learning in their native language. Of particular note in the research reviewed by the author is the use of "Labour Adjustment Programs" (p. 8) in Australia, which retrained older adults with limited oral English ability and no literacy skills to read and write through year-round study of English and vocational skills. Additional research relevant to the American ELL population include the curricula, instructional strategies, and program models for the Band A learners (what the U.S. terms pre-literacy or low-level literacy learners), such as contextualized learning, a focus on the learners' experiences and cultural backgrounds, and the development of formal learning skills. Program models are based on "differentiation, flexibility and continuity" (p. 12), and policy at the national level allows free tuition for adult ESL classes for up to 3 years for immigrants; national benchmarks are under development (at the time of this writing) to measure not only learner progress, but also to measure achievement "more finely in terms of actual competencies gained" (p. 13).
1	• Concept/theoretical • Convention resolution • K–12	American Federation of Teachers. 2006. *Where we stand: English language learners.* Educational Issues Department, Washington DC, Item no. 39-0247, http://www.aft.org/pubs-

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#	Emergent Themes	Somewhat Relevant Literature
	• Generation 1.5 • ELLs • Immigrant youth • Collaboration • Teacher preparation • English-only	reports/downloads/teachers/ellwws.pdf. The American Federation of Teachers (AFT) provides a "convention resolution" adopted in July 2006 to address the specific needs of ELLs in the K–12 system. This document describes the current state of ELL learning, challenges, resources, research, answers to questions about this population of learners, and recommendations for practices to enhance learning. The AFT cites statistics, research, and its own collective knowledge base from its investigation of the issues. The paper offers a compilation of a broad swath of information to highlight the most salient issues around ELLs in the K–12 system and the challenges that must be addressed to meet their educational needs. The AFT provides insight into K–12 issues reflected in the needs of Generation 1.5 and immigrant youth ELLs that leave the K–12 system without the English language skills required to achieve life goals of learning and job obtainment. Some of those issues include placing ELLs into English-only classes too quickly, lack of credentialing for teachers of ELLs and lack of teacher preparation for this population generally, lack of collaboration between staff working with ELLs and the general school staff, insufficient support services, and over- and under-referrals of ELLs to special education settings. Except for the population it focuses on, all of the issues described in the document are relevant to adult TELL students transitioning to the adult high school arena.
2	• Concept/theoretical • Participatory curriculum development • Empowering students • Freirean • Poverty and literacy • Racism and literacy • Intralinguistic • Intracultural • Multilinguisic • Context-based curriculum • Conceptions about knowledge • ESL	Auerbach, Elsa. R. 1992. *Making meaning, making change: Participatory curriculum development for adult ESL literacy.* Washington, DC: Office of Educational Research and Improvement. *Making Meaning, Making Change: Participatory Curriculum Development for Adult ESL Literacy* is a curriculum development guide that utilizes Freirean[31] axioms about the nature of education and power to promote participatory curriculum development. Participatory curriculum development, in which students are involved in the development of curriculum, empowers students by positioning them to deal with curriculum issues once relegated to curriculum developers.[32] Obvious subtexts in the book are that each class is unique in its composition and needs and that curriculum should respond to, and be designed for, the unique characteristics of the class being taught. This perspective is

[31] Paolo Freire, revolutionary Brazilian educator whose work involved educating "oppressed people." See Freire, P. (1972). Pedagogy of the Oppressed, Harmondsworth: Penguin.
[32] This changes the perception of the knower and the known. Curriculum developers are generally considered "knowers" of curriculum development; here students are considered "knowers," which is a paradigm shift.

#	Emergent Themes	Somewhat Relevant Literature
		critical to TELL, because the context of transitional classes depends on the characteristics not only of the learners but also of the receiving programs to which the learners are transitioning. The theory Auerbach purports is similar to that of Corley's (2003)[33] in "Poverty, Racism, and Literacy" in that it emphasizes the needs and context of the particular students and their contributions to course content. However, there are several issues that must be considered before fully subscribing to the ideas Auerbach proposes, and these issues rest primarily on the ideologies that undergird her propositions. First, while context-based curriculum development is important, it may not be practical in the multicultural and multilinguistic context of U.S.-based adult ESL programs, where there is significant inter/intracultural and inter/intralinguistic variation among adult ELLs. Second, the success of the techniques Auerbach proposes requires considerable teacher preparation, including photocopying, transcribing, developing codes (dialogues about controversial issues such as racism, sexism, poverty, sexual harassment, etc.) and illustration, which, though beneficial, may turn off the typical underpaid adult ESL teacher. Finally, participatory practice is another way of expanding our conception of the nature of knowledge[34] and enacting more post-modern[35] forms of instructional approaches, which are often viewed as vehicles for social and educational change, and for empowering the disenfranchised (Freire 1970). Participatory practice favors dominated or oppressed people and contends with the more biased modernist approaches said to favor the "privileged white male." In this regard, given the characteristics of TELL students, Auerbach's ideas seem plausible. However, post-modern theory, upon which her book is based, involves some interesting contradictions that must be fully vetted to assess the degree to which potential contradictions reduce the value of her ideas.
3	• Concept/theoretical • English only • ESL education • Pedagogy • Racism • Political agenda	Auerbach, Elsa. R. 1993. Reexamining English only in the ESL classroom. *TESOL Quarterly, 27*(1): 9–32. Auerbach argues that English-only policies in ESL education reflect not well-founded pedagogy, but a repressive and racist hidden political agenda. This argument is couched in the belief

[33] See Corley, M. A. 2003. Poverty, racism and literacy. ERIC Digest. Retrieved on August 9, 2008 from http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED475392&ERICExtSearch_SearchType_0=no&accno

[34] This raises fundamental epistemological questions, namely: Who knows what? How best to assess what is known? Whose assessment of what is known is correct?

[35] A reaction to modern theories and truths; postmodern theory questions the truth of everything, and presents itself as an alternative to modernist science, which emphasizes the notion of truth. It calls for a humanization, as opposed to generalization of all social actions, including research. Postmodernists reject the idea that any truth or knowledge is generalizable, which is a fundamental generalization, and thus a contradiction.

#	Emergent Themes	Somewhat Relevant Literature

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	• Language and power • Language and race • Language dominance	that institutional language policies serve to maintain existing power structures by limiting access to jobs and wealth and that implicit acceptance of this political agenda is evident in the teacher-student interactions in English-only classrooms. Auerbach supports her argument by critically examining the research used to support English-only policies, by providing research to support bilingual education models, and by addressing teachers' concerns about using L1 in L2 education. Like Corley (2003), Auerbach recognizes that education cannot be separated from the ideological and political assumptions, both explicit and implicit, of its practitioners and that these assumptions enable L2 education to perpetuate existing power structures rather than provide opportunities for social and political advancement. Unlike Corley, however, Auerbach does not offer a specific ideology to supplant the one she criticizes. This essay is relevant to TELL in that successful transition to adult basic education might be facilitated by abandoning policies and practices that promote the dominance of English speakers over English learners.
4	• Concept/theoretical • Curriculum • Role of language and literacy • Vocational education • Numeracy • Context-based ESL • Workplace • Training model • English literacy	Australian National Training Authority. 1997. *Better training: Addressing English language, literacy, and numeracy in vocational education and training* [and] *A directory of professional development programs and resources*. Brisbane: Australian National Training Authority. This document is intended for trainers and curriculum developers, and emphasizes the roles of language, literacy, and numeracy in vocational education. The document is comprehensive, and uses examples from real workplace training manuals to illustrate techniques that are and are not appropriate for low-literacy trainees. Though the text describes language and literacy and addresses the needs of ELLs entering the workforce, this information is presented in the context of providing job training. This document might have some value for a TELL curriculum or program focusing on context-based ESL that combines workplace and academic literacy. As a training model, it may also benefit trainers who integrate English literacy and numeracy in TELL practice (or vice versa), given the role and importance of academic English in understanding mathematics.[36]
5	• Research • Survey • ESL instructors • Teacher perception	Batt, Ellen. G. 2008. Teachers' perceptions of ELL education: Potential solutions to overcome the greatest challenges. *Multicultural Education* Spring 2008:39–43.

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[36] Word problems may be hard to solve for students who are not sufficiently proficient in English. Also, issues regarding how certain practices should be implemented are of concern. For example, is it general practice to integrate English literacy and numeracy into TELL practice, or is TELL practice often integrated into English literacy and numeracy instruction? A lack of "system" within TELL blurs both issues.

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#	Emergent Themes	Somewhat Relevant Literature
	• ELLs • Poor skills and knowledge • Challenges • Professional development • Pre-service teacher training	Batt provides the results of a survey of ESL instructors in Idaho and offers recommendations for in-service professional development and pre-service teacher training to address the challenges identified. "The study sought to learn directly from the state's ELL educators what they perceived as the greatest challenges and needs for improvement of ELL education" (p. 2). Consistent with Dooley's (2004)[37] and Curtin's (2005)[38] findings that mainstream teachers do not adequately meet the needs of ELLs in their classes, ESL teachers in Batt's survey cited their mainstream colleagues' poor skills and knowledge in teaching ELLs as one of the greatest challenges in ESL education. Other concerns included understaffing in schools, having too many responsibilities, and the need for further professional development. Adult TELL teacher perception studies may be important to gauge teacher experiences and interests and to shape curriculum accordingly, and a perception study with a purposeful sample of adult TELL teachers will certainly add to the body of adult TELL research. However, Batt's study may not be the best model for examining teacher perception in that it presents an ambiguous methodology that might be difficult to replicate.
6	• Research/literature review • Literacy, numeracy and language education • Teacher skills • Program strategies • ESOL	Benseman, John, Alison Sutton, and Josie Lander. 2005. *Working in light of evidence, as well as aspiration: A literature review of the best available evidence about effective adult literacy, numeracy, and language teaching.* Auckland, New Zealand: Tertiary Education Learning Outcomes Policy Group.
		Benseman, Sutton, and Lander have compiled a literature review that collects, distills, and synthesizes the best research on literacy, numeracy, and language (LNL) education. They draw several conclusions from the studies they have included regarding the skills teachers need; the types of curricula that engender success; the structure, intensity, and amount of instruction needed to make gains; the assessment needs of LNL classes; and the programmatic strategies needed to recruit and retain students. These conclusions are strengthened by the inclusion criteria, which discriminated among over 500 articles by type of study, sample size, and rigor. The section on ESOL findings is particularly relevant to TELL, as it emphasizes the diversity of adults in ESOL programs and the features of effective ESOL programs and classes.
7	• Concept/theoretical • Literacy • Fluency • Writing • Comprehension	Blanton, Linda. 1990. *Talking adult ESL students into writing: Building on oral fluency to promote literacy.* Washington DC: Eric Digest, http://www.ericdigests.org/pre-9216/adult.htm.
		Blanton begins this brief with a description of the students who

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[37] In this annotated bibliography

[38] Curtin, Ellen. 2005. Teaching practices for ESL students. Multicultural Education v12 n3 p. 22-27

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#	Emergent Themes	Somewhat Relevant Literature
	• Reading • Developmental ESL • Proficiency • Transition	participate in developmental ESL classes at the college level, including how they approach literacy tasks. She then offers advice to teachers of these students to build on student strengths in oral proficiency while developing their reading, writing skills, and comprehension skills. Blanton has written on developing academic skills for development education courses at the college level for ESL and other students. This article only touches on topics relevant to the TELL population, although it does reinforce other concept papers that describe the ELL population and what they need to learn for transition purposes.
8	• Research • Writing skills • Developmental program • Student blogs • Generation 1.5	Bloch, Joel. June 2007. Abdullah's Blogging: A generation 1.5 student enters the blogosphere. *Language Learning & Technology*, 11, No. 2, pp. 128–141, http://llt.msu.edu/vol11num2/Bloch/default.html. The author presents one student's experience in a developmental composition class for ESL students at Ohio State University in blogging to developing critical writing skills as a portal for understanding the usefulness of blogs. The composition course was designed to include blogging for "vernacular literacy" (p. 2) and to support classroom writing for "more academic forms of writing" (p. 2). Rhetorical styles of students were analyzed by the instructors to determine the students' strengths and weaknesses, while the students learned content and spent considerable time reading, writing, and analyzing each other's arguments. This effort was geared specifically toward the Generation 1.5 student, who typically has stronger oral language skills but more varied writing skills and has little experience with academic or critical writing. Of interest for the TELL project is the description of Generation 1.5 students, who comprise a heterogeneous mix of languages, literacy, economic and social status, culture, family background, and number of years of education in the native country and the U.S., and how the blog environment can build bridges with students with diverse backgrounds. While this study is specific to one course and group of students and cannot be generalized to the broader Generation 1.5 population or other ELLs, the project exemplifies the flexibility available to ESL and content-area teaching staff to provide instruction in critical writing skills to students with a basic grasp of English, providing them opportunities for self-reflection, knowledge creation, and authorship through writing.
9	• Evaluation/research • Vocational education program • Previous learning experiences • Worker-centered curriculum	Boyter-Escalona, Margaret. 1995. *Enhancing workers' skills for the workplace and for life. Worker Education.* Program Final Report, May 1993—March 1995. Chicago: Northeastern Illinois University, Chicago Teachers Center. This report describes the outcomes of a vocational education program for LEP workers in Chicago. The report cites several

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#	**Emergent Themes**	**Somewhat Relevant Literature**
	• Participatory curriculum • Critical literacy • Learner-centered approaches	positive outcomes for the companies, union, and workers involved, including greater job competency, increased self-confidence, and better communication with management. This program was adapted to the participants' attitudes toward and experiences in education prior to entering. For example, workers reported that large class sizes had caused them to drop out of adult education in the past, so classes in the study program were limited to 15 students. A worker-centered approach was also evident in the curriculum, which was developed with input from workers and which included discussions of workers' "importance in the production of goods for market distribution and issues in the American work culture" (p. 29). These approaches are consistent with Auerbach's (1992) idea of participatory curriculum development and Corley's (2003) argument for critical literacy, in which students learn not only skills but also thinking styles that critically examine their roles in institutions and cultures. Though this program is not designed to transition students, the findings support the success of learner-centered approaches in achieving program and learner goals, and are therefore important elements to consider in designing TELL programs.
10	• Research • Career pathways • Low-skilled adults • Career • Access • Program strengths • Systematic challenges	Bragg, Deborah, Christine Bremer, Marisa Castellano, Catherine Kirby, Ann Mavis, Donna Schaad, and Judith Sunderman. 2007. *A Cross-case analysis of career pathway programs that link low-skilled adults to family-sustaining wage careers*. MN: National Research Center for Career and Technical Education. This report details a study of three career pathway programs designed to provide low-skilled adults access to careers. The methodology used is similar to that of TELL, beginning with a literature review, followed by the identification of programs in consultation with experts. Its findings are critical to understanding effective transitions for ELLs, given that ELLs make up a significant proportion of adults enrolled in these programs and given that the ability of these programs to transition adults within and among institutions is essential to their success. This report identifies the strengths of these programs in facilitating these transitions as well as the systemic challenges they face.
11	• Concept/theoretical • National and state • Staff development • ESL instructors • Staff development • Policies • Challenges	Burt, Miriam and Fran Keenan. 1998. *Trends in staff development for adult ESL instructors*. Washington, DC: National Clearinghouse for ESL Literacy Education. Burt and Keenan identify national and state initiatives to provide professional development in ESL instruction for teachers of adult education. They also identify a few constructs essential to ESL professional development and challenges faced in implementing policies to provide this service to teachers. The

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#	**Emergent Themes**	**Somewhat Relevant Literature**
		most significant drawback of this article is its age. Ten years after its publication, current trends may comprise a different set of initiatives, as at least some of those described by Burt and Keenan have since ended and more have been implemented in the last decade. Further limiting the usefulness of this piece to TELL is the lack of depth in the descriptions of the initiatives. No information is given regarding their effectiveness, and the URLs provided for more information generally no longer lead to the intended sites. This topic is pertinent to TELL, but more recent and more complete information would increase the usefulness of this type of document.
12	• Concept/theoretical • Book • ExC-ELL • ELLs • Lesson planning • Instructional strategies • Vocabulary • Comprehension • Reading • Content • Developing literacy skills • Teacher training and professional development	Calderón, Margarita. 2007. *Teaching reading to English language learners, grades 6–12: A framework for improving achievement in the content areas*. Thousand Oaks, CA: Corwin. This book is intended as a guide for professional development of ESL instructors in middle and high schools. It provides educators with an empirically tested framework for developing literacy skills and language development for Expediting Comprehension for English Language Learners (ExC-ELL). Calderón focuses the reader on an introduction to the ExC-ELL model by discussing issues related to literacy and English language learners. She then interweaves research-based lesson planning designs with instructional strategies for vocabulary development, comprehension and content, and reading, writing, and speaking in mathematics and science. In addition, a key part of Calderón's book focuses on teacher training and professional development, which relates to teaching content area literacy to ELLs. Although it focuses on grades 6–12, this book has value for adult TELL, especially for adult TELL teachers who need professional development in content area literacy so that they can provide students with comprehensible input.
13	• Research/intervention • Effects of reading • High school • Achievement test • English language development program • Readiness for transition • Academic reading and writing • Secondary education policy	Callahan, Rebecca M. 2006. The intersection of accountability and language: Can reading intervention replace English language development? *Bilingual Research Journal, 30*(1). This study examined the differential effects of a reading intervention program and an English language development program (ELD) on achievement test scores of ELLs attending a California high school. Students in the ELD cohort earned higher scores than students in the reading intervention program. This study provides evidence of the need to consider more than reading level in determining ELLs' readiness for transition and that instruction and academic language require writing, listening, and speaking components. The research is somewhat limited in its applicability to TELL, however, because of its emphasis on the context of California primary and

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#	Emergent Themes	Somewhat Relevant Literature
		secondary education policy. However, it might prove beneficial in a context of larger discussions about issues of accountability regarding the transition of adult ELLs to ABE or other academic reading and writing.
14	• Research/qualitative • Teacher perception • Language minority students • ESL teacher educators • ESL teachers • Pre-service education • In-service education • Context-dependent training • Approaches to education • Critical literacy	Clair, Nancy. 1993. ESL teacher educators and teachers: Insights from classroom teachers with language-minority students. Paper presented at Annual Meeting of the Teachers of English to Speakers of Other Languages, Atlanta (April 13–17).
		This qualitative study, presented at a professional conference, examined the beliefs and practices of three ESL instructors. From these cases, Clair concludes that (1) teachers are misinformed about ELL populations; (2) pre-service education does not adequately prepare teachers for ESL instruction; and (3) teachers do not sufficiently adapt practices to the ESL classroom. Based on these findings, Clair recommends that pre-service teacher education emphasize a critical approach to education, that in-service training be context dependent, and that teachers collaborate with each other and with parents and administrators. In this short paper, Clair does not address the evidence from her study that led to her conclusions; without this information, the validity of her conclusions cannot be judged relative to her presentation. That these conclusions are based on a sample of only three teachers further calls into question the generalizability of her findings. In addition, with such a paucity of evidence, Clair's conclusions are best evaluated in light of relevant literature. In particular, Corley's (2003)[39] call for teaching critical literacy echoes Clair's recommendation that pre-service education include critical approaches to education that consider its political, social, and economic implications. Another point of similarity is with Auerbach's (1992) participatory curriculum development, which, like Clair's recommendation for in-service training and collaboration, emphasizes context-dependent approaches. This sensitivity to context surprisingly does not prompt Clair to provide any information on the context of her study, such as the composition of the classrooms and full backgrounds on teachers. Of value to the TELL project are some points of contact with relevant literature, including literature about L2 teacher perception. Because the study uses a limited number of teachers (two elementary teachers and one high school teacher), and because of its somewhat flawed methodology, it can be applied only to the specific limited context it evaluated. Understanding teacher perception is important to the TELL project, but Clair's study doesn't provide an adequate

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[39] Corley, Mary Ann . 2003. Poverty, Racism and Literacy. ERIC Clearinghouse on Adult Career and Vocational Education. Retrieved June 26, 2004 from www.ericfacility.net/databases/ERIC_Digests/ed475392.html

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#	**Emergent Themes**	**Somewhat Relevant Literature**
		methodological model for undertaking such work in a TELL context, although it does provide concepts[40] that might be transferable to TELL.
15	• Concept/theoretical • Approaches to teaching • Adult ESL literacy • Instruction • ESL teachers	Crandall, JoAnn, and Joy. K. Peyton, eds. 1993. *Approaches to adult ESL literacy instruction*. McHenry, IL: Center for Applied Linguistics and Delta Systems. This book contains essays by experienced professionals on five approaches to teaching adult literacy. Each essay describes the theoretical and practical aspects of the specific approach. The five approaches are not presented as mutually exclusive or independent. Rather, readers are encouraged to learn from and incorporate all of them. K. Lynn Savage's contribution describes competency-based instruction. Pat Rigg and Francis E. Kazemak contribute a piece on whole language instruction. Marcia L. Taylor writes about the language experience approach. Joy Kreeft Peyton describes a writing and publishing approach. David Spencer describes the Freirean approach. These essays provide accessible overviews of their respective strategies, each of which has implications for TELL. The authors provide practical examples, which are useful in understanding how ESL teachers can apply the theories to instructional practice. However, no argument or evidence is provided related to the effects of the instructional approach on learner outcomes. The usefulness of each approach in facilitating transition is not addressed directly, but the overall themes have implicit connection to TELL. Given the date of publication, one might need to examine the book in light of recent research in adult ESL literacy to determine the relevance of the instructional models to current trends in adult ESL instructional practices.
16	• Concept/theoretical • Community college • Adult ESL • ESL programming in community colleges • Trends	Crandall, JoAnn, and Ken Sheppard. 2004. *Adult ESL and the community college*. CAAL Community College Series. New York: Council for Advancement of Adult Literacy. Crandall and Sheppard identify the types of adult ESL programs offered by community colleges and the challenges the schools face in implementing them. They conclude by calling for more research on the roles of community colleges in delivering these services. The paper is based on evidence obtained from existing data, interviews conducted by the authors, and meetings with specialists. The authors claim that "this paper is not a research paper as such, but rather a kind of primer that looks at some of the key issues in community college ESL programming" (p. 5). The report is useful in understanding

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[40] Sample Concepts → collaboration; experienced change agents; teacher leaders; critical conception of teaching; teacher implicit responsibilities

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		recent trends in TELL, given that it addresses learner and institutional characteristics, types of programs and services offered, and challenges in implementing effective programs. The authors offer examples of ways in which community colleges are addressing these challenges. An appendix contains detailed profiles of five community college ESL programs. Although this paper does not represent a systematic and extensive research effort, it is a preliminary report designed to inform future research, and it may well have some import for TELL-related issues.
17	• Concept/theoretical • Professionalization • Adult ESL instruction • In-service professional development • Workforce • Program models	Crandall, JoAnn. 1994. *Creating a professional workforce in adult ESL literacy*. Washington, DC: National Center for ESL Literacy Education. In this ERIC Digest, Crandall identifies the challenges to professionalization of the adult ESL workforce and proposes three models that can be adopted to overcome these obstacles—mentoring, in which experienced teachers participate in in-service professional development; applied science, which links practice with research; and inquiry, which trains teachers to reflect critically on their practice. Crandall provides examples of programs using each of these methods, but, as is standard with ERIC Digests, there is limited room to expound on their impact on instructors or students. Crandall contends that "The fundamental duty of a teacher of adult ESL is to facilitate the development of communication skills in English, either in a classroom setting or in a one-on-one tutoring structure" (p. 1). The discussion has implications for TELL practice, especially with regard to TELL teacher instructional conduct.
18	• Research • International • Learner-centered curricula • ESL literacy • Women	Cumming, Alister, and Gill Jaswinder. 1991. *Learning ESL literacy among Indo-Canadian women*. Final Report. Ottawa: Department of the Secretary of State, Multiculturalism Directorate. This report provides findings from a study of participation in an ESL literacy program by women from the Punjab state in India. Consistent with movements for learner-centered curricula, as emphasized by Auerbach (1992) and Savage (1993), curricula for this project were determined by instructors with input from students and from the researchers. The outcomes for the participants included increased English usage and literacy. While the study does not focus on transition to further education, and the sample size (13) is small, the findings support the use of a learner-centered approach for TELL programs.
19	• Research • Action research • Sheltered instruction	Deines, Janine S. 2005. *The impact of a sheltered English 9 class to teach district language arts curriculum to English language learners: An action research project presented to the*

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	• Transition • K–12	*Shawnee Mission Board of Education.* http://www.smsd.org/custom/curriculum/ActionResearch2005/ Deines.pdf.
		Deines's short report describes the differential outcomes of ELLs in standard and in sheltered-instruction classes in a Kansas high school. ELLs in the sheltered-instruction class achieved, on average, better grades each quarter than ELLs in standard English courses. This study bears directly on TELL, given that the sheltered instruction class was introduced specifically to ease the transition of ninth-grade ELLs into tenth-grade standard English classes. Although this report contributes to findings that ELLs fare better when given support, it is of limited use outside of the context of the school district in which the study was conducted. Because the report was prepared for an audience familiar with the project and the curricula being compared, Deines provides little information about particular instructional practices, curricula, tests, or students involved in the study. Without this information, it would be difficult to replicate the success of this program elsewhere or to isolate specific strategies that led to better outcomes for students in the sheltered instruction class.
20	• Concept/theoretical • Linguistically diverse • Culturally diverse • Incarcerated youth • Program characteristics • ELLs	DelliCarpini, Margo. 2003. *English language instruction for incarcerated youth.* Washington DC: National Center for ESL Literacy Education.
		This document describes the characteristics and needs of linguistically and culturally diverse incarcerated youth as well as the characteristics of effective educational programs for this population. Although the focus is on a young population, the document does address issues common to TELL literature, such as cultural exchange and English language instruction. The focus on incarcerated youth makes this piece narrow in scope; it has value to the project, but it does not provide information not already addressed in more TELL-focused literature.
21	• Research • Descriptive study • International • Secondary • Mainstream • Asian ESL	Dooley, Karen. 2004. Pedagogy in diverse secondary school classes: Legacies for higher education. *Higher Education, 48:* 231–252.
		Dooley presents a descriptive study of the constraints placed on Chinese Australian ESL students in secondary mainstream classes. Dooley finds evidence that teacher-centered pedagogy restricts the intellectual development of Asian ESL students in mainstream secondary classes. In observing mainstream instructors' interactions with non-Asian ELLs, Asian ELLs, and native-language speakers, Dooley finds that teachers' interactions with Asian ELLs differ qualitatively from their interactions with the other groups. Specifically, Asian ELLs are more likely to be witnesses to, rather than participants in,

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		classroom instruction, and to complete activities requiring lower-level intellectual engagement than their non-Asian peers. Dooley attempts to connect her observations from secondary schools to literature on postsecondary learning for Asian ELLs; however, her conclusions are conjecture and could be better established were she to extend her methodology to observing students in postsecondary as well as secondary classes. Dooley's findings have implications for TELL, because they suggest that students inadequately prepared for transition may be restricted in their achievement by the pedagogical approaches of instructors and that professional development to facilitate transition must include more than the ESL teachers. This coincides with Curtin's (2005) finding that the instructional practices of mainstream teachers may not be appropriate for ELLs.
22	• Concept/theoretical • Teacher portfolios • Faculty assessment • ESL • College	Ekbatani, Glayol, and Herbert Pierson. 1997. Teacher portfolios, vehicles of faculty assessment, reflection and growth. Paper presented at conference, annual meeting of the Teachers of English to Speakers of Other Languages, Orlando, FL (March 11–15).
		This paper describes the development of a portfolio method of teacher evaluation to complement classroom observations. The paper was presented at a conference of ESL professionals. The authors argue that teacher portfolios can promote enhanced reflective teacher practice, and that they enable administrators to gain a holistic view of teacher practice from the teacher's own perspective. Although the portfolio technique was piloted with ESL instructors in a college-level program, the paper does not address how this technique is particular to or influenced by ESL instruction. Further, the descriptions of the portfolios do not suggest that the instructors or their evaluators placed any emphasis on transition. As assessment tools for TELL teachers, portfolios may provide some benefit and add knowledge about the teacher's perception of his/her practice, but more contextualized research is needed regarding TELL and teacher portfolios in order to draw reasonable conclusions about the value of portfolio assessment to TELL students and to teacher change.
23	• Research • Self assessment • Professional development • Reflective practice • English language • Higher education	Ekbatani, Glayol, and Herbert. D. Pierson. 1998. Engaging ESL faculty in self-assessment. Paper presented at conference, annual meeting of the Teachers of English to Speakers of Other Languages, Seattle, WA, (March 17–21).
		Ekbatani and Pierson describe the development and piloting of a self-assessment questionnaire for ESL teachers. They argue

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		that self-assessment leads to reflection on institutional as well as personal practices.[41] This is supported by feedback from faculty members involved in piloting the questionnaire. This preliminary study, however, has several drawbacks. First, no attempt is made to address the psychometric properties of the questionnaire, which would enable the reader to validate claims made about the importance of reflection. Whether the instrument's validity and reliability were assessed is not mentioned in the paper. Further, although the paper does not directly address professional development, it relates to teacher development and change through self-assessment and reflection. A discussion of the value of professional development in the context of the faculty self-assessment would have strengthened this work; the authors fail to address the impact of the professional development effort on teaching, a criticism of professional development literature made by Eun and Heining-Boynton (2007). Ultimately, it is not enough that teachers reflect on their practices; they must use the insights gained through self-reflection to improve their instruction in the classroom and ultimately to effect lasting change. As a result, this work's benefit to TELL is mostly in the topic it discusses (self-reflection) and in the reader population it targets, namely TESOL teachers. In addition, ESL teacher reflective practice is critical to systemic change; further research on this topic might help shed light on this and other types of teacher metacognitive activities and could positively impact systemic changes in the TELL arena.
24	• Concept/theoretical • ESL writing • Historical overviews • Comparative analysis • Educational strategies • English as L2 • Literacy • Program Development • L2 instruction • L2 programs • Teacher role • Writing instruction	Elliott, Norbert, Jerry Paris, and Janet Bodner. 1990. *The teacher of writing in the ESL curriculum.* ERIC, ED3223762, http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/22/5a/80.pdf. Elliott, Paris, and Bodner connect writing instruction to ESL instruction through shared ideologies, supported by historical overviews of movements in both fields. The authors propose four levels of ESL competency based on levels of writing competency relevant to academia. These levels are useful in framing transition policies, as they proceed from basic to discipline-specific competencies. The authors claim that this approach has been successful at New Jersey Institute of Technology, but they do not provide any evidence of this success or describe what form it took (e.g., improved student GPA, higher student satisfaction, etc.). ESL writing is an important TELL topic, so knowledge of the proposed four levels of ESL competencies can help researchers conceptualize findings on ESL writing practices conducted in TELL programs.

[41] This is supported also in the literature on professional development—that self-reflection is the first step in personal change, and that this can lead to institutional change.

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25	• Research • Social cognitive theory • ESL professional development • Teacher self efficacy • Institutional support • Instructional strategies • ESL	Eun, Barohny, and Audrey L. Heining-Boynton. 2007. Impact of an English-as-a-second-language professional development program. *Journal of Educational Research, 101(1)*: 36–48. Eun and Heining-Boynton's study uses Bandura's[42] social cognitive theory to predict the classroom instructional impact of an ESL professional development program on teacher self-efficacy and institutional support. The authors find that self-efficacy and institutional support predict change in instructional strategies among teachers after controlling for years of service. This study has some relevance to TELL, because it emphasizes the need for institutional support in making ESL professional development effective. However, there are several important limitations. Foremost is that the study does not differentiate the effects of types of institutional support; instead, it uses a composite score from teachers' self reports. Schools or programs, therefore, might face difficulties in implementing meaningful institutional changes, including those the study describes, to increase the impact of professional development for their teachers.
26	• Concept/theoretical • State • ESL program standards • Adult ESL • Education goals • Vocational goals • Personal goals	Fadden, Holly. 2000. *Maryland adult English as a second language program standards*. Baltimore, MD: Maryland State Department of Education. The Maryland State Department of Education Adult Education and Literacy Services produced this document to outline the state's adult English as a second language (ESL) program standards. Its mission is to provide skills to students and to assist them in achieving educational, vocational, or personal goals. The document provides eight guidelines to improve the adult ESL program: program structure; administration and planning; curriculum, instruction, recruitment, intake, and orientation; retention and transition; assessment, evaluation and educational gains; staffing; professional development and staff evaluation; and support services. Program standards and instructional standards facilitate consistency in program operation. Such consistency can aid program evaluation efforts, especially those designed to assess practices to implement large-scale change or to ensure accountability. One limitation of program standards is that they sometimes promote the one-size-fits-all axiom, which can have implications for instructional practice and even student retention; this applies especially to states with geographic "pockets" of students from varied cultural, educational, and linguistic backgrounds, where students would be well served by more differentiated programming. This document has value to TELL, especially with

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[42] See Bandura, A. 1989. Social cognitive theory. In R. Vasta (Ed.), Annals of Child Development. Greenwich, CT: JAI Press.

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		regard to ESL program development.
27	• Concept/theoretical • Teacher reflective practice • Adult ESL	Florez, MaryAnn Cunningham. 2001. *Reflective teaching practice in adult ESL settings*. Washington DC: National Center for ESL Literacy Education.
		This article describes teacher reflective practice as an approach to professional development for adult ESL teachers. The author enumerates the key steps in the reflective process, including benefits and challenges. She suggests this approach as a practical option for programs with limited resources for training, but she cautions that this approach requires commitment and time because of the ongoing nature of the reflective process. Practitioners in TELL programs may find the reflective process useful in helping them expand their knowledge and refine their practice on an ongoing basis; however, Florez's article presents a limited view of reflective practice and utilizes a rhetorical style that blurs the line between a research report and a concept paper. For example, Florez describes, in four sentences, a decontextualized situation in which a person she calls "teacher A" participated in a workshop that fostered reflective teaching practice and began compiling a portfolio. Because Florez provides the reader with absolutely no other information about this situation, it is difficult to determine whether the situation Florez describes is a valid exemplification of concepts she tries to describe, namely reflective practice. Also, the value of the sources the author uses is limited in that they merely describe reflective practices, and she fails to mention the researcher who pioneered the notion of reflective practice in education (Schön 1983).[43] A full deliberation on the notion of reflective practice as a metacognitive activity would have provided greater depth for the reader as well as a context for conceptualizing reflective practice. This document can be used to show that there is prevailing support for reflective teaching practice but that more research is needed to clarify the effectiveness of reflective practice in an adult ESL context.
28	• Policy • Programmatic • State • ESL • Cooperative learning • Peer tutoring • Whole language • Instructional strategies • Skills assessment • Community college	Florida State Board of Community Colleges. 1996. *English as a second language program review report, 1–77*. Fort Lauderdale: Florida State Board of Community Colleges.
		The Florida State Board of Community Colleges examined 28 community colleges to determine the level of instruction for ESL students. They found (1) it was difficult to determine whether students were taking ESL/English Native Speaking courses along with their other courses, (2) there was inconsistency across the state in the implementation of instruments such as basic skills assessments, (3) there was a

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[43] Donald Schön. The Reflective Practitioner 1983.

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		lack of trained ESL instructors and trained counselors, and (4) there was a lack of funding. They also found "cooperative learning activities, peer tutoring, individualized instruction, and whole language approaches" (p. 58) to be very helpful instructional strategies. Findings relevant for TELL include the need to fully support transitional programs if they are to be effective, and to implement instructional practices such as cooperative learning, peer tutoring and individualized instruction to support ESL students transitioning to ABE programs.
29	• Research • Meta-analysis • Bilingual programs • English-only programs • Literacy • Second language learners • Principles	Francis, David J., Nonie Lesaux, and Diane August. 2006. Language of instruction. In *Developing Literacy in Second-language Learners*: *Report of the National Literacy Panel on Language Minority Children and Youth*, ed. Diane August and Timothy Shanahan, 365–414. Mahwah, NJ: Lawrence Erlbaum Associates. Francis, Lesaux, and August conducted a meta-analysis of literature comparing bilingual and English-only programs, and their findings favor bilingual over English-only programs. The oldest group of students included in the study is ninth-graders. The authors are careful to qualify their meta-analysis in light of the quality and quantity of research available and suggest that more careful, representative, and rigorous studies be conducted to arrive at a more accurate conclusion regarding the differential effects of language of instruction. The underlying principles the authors describe are valuable to TELL, but their applicability is limited because all but two of the studies included in the meta-analysis were conducted in primary education settings in which instructional strategies and learner characteristics differ from those in secondary and adult education. A similar study done with adult English language learners might benefit TELL. However, a paucity of adult ESL research limits the effectiveness of options available for research, including meta-analyses, in this field.
30	• Concept/theoretical • Policies • Programmatic • Teacher training • Assessment • Support services • State • Community college	Frodesen, Jan. 2006. *ESL students in California public higher education*, pp. 1–91. Sacramento, CA: California Community Colleges. The California Community College Board of Governors raised questions concerning ESL programs and the support they offer their students. They found inconsistencies in assessment, placement, available support services, counseling, and tutoring. They also found some students identified themselves as ESL learners, while others sometimes denied being ESL students to avoid being stigmatized. As a result, there were students who needed but were not receiving help. In addition, those who did receive help were not provided with the most adequate services due to a lack of understanding of students' needs and

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		a lack of funding. This report suggests examining the support being provided to ELLs in transitional programs and finding ways to improve it, providing instructors with education websites as resources for instruction, and developing the skills of ESL coordinators to assist students. The findings also reinforce the need for TELL programs to implement ongoing assessments of student needs and placements.
31	• Research • Instructional strategies • Thematic approach • K–12 students • Culture and language • Diverse students	Garcia, Eugene E. 1991. *The education of linguistically and culturally diverse students: Effective instructional practices*. NRCDSLL Educational Practice Report: 1. Santa Cruz, CA: National Center for Research on Cultural Diversity and Second Language Learning (NRCDSLL).
		The author provides a review of descriptive studies of K–12 students who are studying English and outlines the commonalities of successful classes with success measured as student progress. The findings he identifies from successful classes that may be transferable to the adult ESL instructional setting include: instruction of language and academic knowledge based around common themes, highly interactive settings for peer sharing, teachers as student advocates, and strong administrative support. The methodologies of the original studies are not provided and the vast majority of students are Spanish speaking. Since the majority of adult ESL learners are Spanish speakers as well, the report might provide some insights into how to take language issues specific to Spanish into account. However, the Spanish-speaking students benefited from bilingual teaching that may not have been available to other ESL learners, thus limiting the application of this study to other multilingual class settings. Nonetheless, the instructional strategies are worthy of further study.
32	• Research • Correlation study • Adult ESL • ABE • TABE • CELSA • ELSA • TELL • Assessment • Curriculum	Garreton, Rodrigo, and Dennis Terdy. 1991. *Correlation study of adult English as a second language (ESL) and adult basic education (ABE) reading tests*. Adult Learning Resource Center, Adult Education and Literacy Section, p. 86. Des Plaines, IL: Illinois State Board of Education, Springfield.
		In a comparison of test results for adult education ESL students on three different tests—ELSA (now called CELSA), ABLE, and TABE—the authors find that the TABE has a strong correlation to the CELSA, although not at the level of predictability. TELL may benefit from understanding which assessments best predict the ability of ESL students to learn in ABE classes based on their scores on tests approved for use in the adult education field; however, this study does not clearly show that an ABE test can be used in lieu of an ESL test,[44] and the tests do not

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[44] To be valid, a test needs to be normed on the population with which it will be used. This means that ABE tests should not be used for ESL students unless the ABE tests have been normed on ESL students.

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		address learning achievement for the lowest literacy learners. Nonetheless, the study's authors conclude that there is high enough correlation to suggest that the higher-level ESL students are potentially ready for ABE class work and that this calls for development of "parallel programs" that introduce the ABE curriculum to ESL students earlier in their coursework. This supports the need for TELL with clear routes of transitioning from ESL to ABE.
33	• Research synthesis • Concept/theoretical • Effective practices • Instructional practices • Multi-vocal approach • ESL • Learning environments • Professional workgroups	Gersten, Russell, and Scott Baker. 1999. *Effective instruction for English-language learners: A multi-vocal approach toward research synthesis.* Paper presented at the Annual Meeting of the American Educational Research Association, April 19–23, in Montreal, Quebec, Canada.
		This paper attempts to assess what is currently known about the effectiveness of instructional practices for ELLs. The authors examine eight intervention studies (only those with valid experimental designs), studies describing the learning environment, and professional work groups. The authors find little empirical evidence regarding the effectiveness of instructional practices. Their findings indicate, however, that a good English language development program should include three components, all of which are critical to TELL: (1) a focus on the development of fluency and proficiency in English; (2) a concern with more formal, grammatical aspects of English; and (3) an emphasis on learning new academic content.
34	• Research synthesis • Concept/theoretical • Flawed methodology • Controlled studies • Sheltered instruction • Student content learning • English language development • Instructional practices • English language learners	Gersten, Russell, and Scott Baker. 2001. *Practices for English-language learners.* The National Institute for Urban School Improvement. (October, 08) http://www.urbanschool.org/pdf/ts_eng.pdf?v_document_name=Topical%20Summaries%20English.
		This paper provides a brief overview of research and instructional practices for ELLs. The authors find most studies to be flawed methodologically and conceptually, and they call for smaller, more tightly controlled studies. Despite these problems, they find that research suggests the sheltered English approach could lead to improvement in students' content learning and English-language development. Based on this work, the authors provide a set of key components for best instructional practices. TELL programs can adopt the instructional approach recommended to increase content learning and English development for ELLs. However, the set of instructional principles recommended by these authors is based on expert opinion and research that the authors acknowledge to be somewhat flawed; therefore, caution should be used in accepting them as final. This paper is a topical summary aimed at teachers and administrators in urban schools.

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35	• Concept/theoretical • Book • Research-based • Teaching languages • ELLs • Comprehensible input • Nonverbal cues • L2 • Language acquisition strategies	Gersten, Russell, Scott K. Baker, and Susan U. Marks. 1998. *Teaching English-language learners with learning difficulties: Guiding principles and examples from research-based practice.* Eugene, Oregon: Eugene Research Institute. This book focuses on teaching languages to students with language difficulties, such as students with special needs and English language learners (ELL). The authors rely on comprehensible input, a theory presented by Stephen Krashen (1981), who argues ELLs best acquire language when they hear and understand target language messages that are at a higher level than their L2 level (Comprehensible Input +1). The aim of the teacher in this model is to increase the learner's L2 language comprehension by providing the necessary scaffolding. This puts the responsibility for learning on teachers. The strategies are relevant to TELL programs as they provide access to learning curricula by meeting the needs of diverse students. For example, teaching students how to read nonverbal cues early on and training teachers in how to use visual cues may aid students' learning.
36	• Concept/theoretical • Monograph • Academic integration • Occupational education • Community colleges • Tech-prep programs • Program administration • Workforce	Grubb, Norton, Norena Badway, Denise Bell, and Eileen Kraskouskas. 1996. *Community college innovations in workforce preparations: Curriculum integration and tech-prep.* Mission Viejo, CA: League Publications. This monograph describes the integration of academic and occupational education and the linking of high schools and community colleges through tech-prep programs. It examines the various approaches that have been taken within both of these innovations and the effects of these programs on the learners, teachers, and community college population. Benefits of these innovations include enhanced content of the curricula, better preparation for the workforce, and better preparation for higher education programs. TELL program administrator may be interested in seeing the various approaches that curriculum integration and institutional collaboration have taken. They may be able to adapt some of these approaches to suit the specific needs of ELLs since both innovations are versatile and adaptable to differing goals and local conditions.
37	• Research/evaluation • Project • CALP • ESL • Content-area instruction • Career exploration • CALA • Experiential learning • Content-based approaches	Guadalupe, Deana R. 1993. *Cognitive academic learning approaches through ESL content area instruction with career exploration strategies. (Project CALA): Final Evaluation Report, 1992–93.* Office of Educational Research (OER) Report, p. 43. Brooklyn, NY: New York City Board of Education. This evaluation report shares objectives and outcomes of low-performing high school students (grades 9–12) who are non-native English language learners. The report emphasizes experiential learning, a content-based approach to ESL, and

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		career education. Guadalupe blends cognitive academic learning approaches (CALA) with content area instruction (CAI), which has some relevance for TELL in terms of differentiating research methods to shed light on effective practices. Although results showed that ESL students had gains in English language learning and high rates of continuation to postsecondary education, there is little in the way of analysis (descriptive or otherwise) of the program to show how it met its objectives or whether these practices are transferable to other programs. The project implementing the program was funded through Title VII funds of the NY Office of Research, Evaluation and Assessment (OREA).
38	• Research study • Professional development • Assessment • Support services • Technology • Adult education program • Programmatic responses • Promising practice	Guth, Gloria J.A. and Heide Spruck Wrigley. 1992. *Adult ESL literacy programs and practices: A report on a national research study.* San Mateo: Aguirre International. This technical report is based on a national demonstration project focused on promising programmatic responses and promising practices in adult ESL literacy. Information was gathered from a variety of sources, including a literature review, but was based primarily on program visits and classroom observations of nine innovative programs that were selected from the project's nomination process. Promising practices were identified as those that were supported by the research literature on second language acquisition, literacy development, and adult learning. Principal findings and recommendations cover the areas of effective practices, program staffing, staff development, assessment, support services, technology, and funding. TELL programs may benefit from the findings of this report by becoming more familiar with innovative practices that speak directly to the needs of students with low levels of literacy in their native language. Although the report does not speak specifically to the issue of transition, several of the recommendations for building successful program models for this population could be adapted. It is important to note, however, that this report was written over a decade ago and new research may be available that discusses additional effective practices.
39	• Research • Attaining proficiency • BICS and CALP • School district • ELLs • K–12 • Policy implications	Hakuta, Kenji, Yuko Goto Butler, and Daria Witt. 2000. *How long does it take English learners to attain proficiency?* Santa Barbara, CA: The University of California Linguistic Minority Research Institute, http://repositories.cdlib.org/cgi/viewcontent.cgi?article=1001&context=lmri (accessed November 29, 2008). This paper focuses on the question of the length of time it takes for ELLs to gain oral English proficiency and academic English proficiency. The authors studied four different school districts to answer this question and then used their

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		conclusions to make policy implications. This work is beneficial to TELL in that it provides a framework for showing programs information about time frames for helping ELLs gain proficiency, and this can help refine programming policies. The authors caution, however, that the actual length of time may be longer than they estimate because of limitations of their data, which was collected from elementary and secondary schools. The length of time that adults require to gain language proficiency may differ from that of children, and this information is critical especially for adult ESL programs in K–12 school districts. This paper was prepared as a policy report and is likely intended for policymakers.
40	• Research/evaluation • Language camp • ESL • Receptive skills • Reading and writing • Content instruction • Motivation • Perception of improvement	Hashim, Fatimah, and Vishalache Balakrishnan. 2006. Language immersion for low proficiency ESL learners: The ALEMAC project. *The Reading Matrix*, no. 6 (September), http://www.readingmatrix.com/articles/hashim_balakrishnan/article.pdf. This paper describes a language camp designed to help improve the English language proficiency of ESL learners. The focus of the camp was on increasing learners' receptive skills for reading and writing and not on content instruction or grammatical perfection. Results from the camp reveal that it had a positive impact on learners' perception of their improvement and motivation. It also indicates a positive impact on teachers' understanding of ESL learners and their needs. This program demonstrates promising results in engaging the receptive skills of ESL learners. Although this program was developed and geared toward elementary students, it can be useful to TELL programs that deal with ELL learners who have an extremely low proficiency level. TELL programs for adults would need to modify and adapt the activities for adult learners, which may produce different results. This article appears in an international online professional journal geared toward educators.
41	• Concept/theoretical • GED • Postsecondary • Transitions • ESL	Joost, David. 2007. You can't push a chain: Dos and don'ts for successful postsecondary program GED completer transition. *Literacy Links* 11, no. 1 (April 2007), http://www-tcall.tamu.edu/newsletr/apr07/apr07c.html. According to David Joost, director of the largest provider of adult education in Texas, adult education programs should be student centered, and adult education providers can engage adult learners and help them transition to college by taking into account the unique characteristics of these learners. Joost provides a list of adult learner characteristics that are based not on research, but on professional wisdom gained from his 15 years in the field of adult education. His aim is "to educate 'the regular college' regarding the characteristics of adult

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		learners and how to more effectively facilitate their entry into college" (p. 6). Although his list may have some value to pre-service ESL teachers entrusted with the task of helping students transition from ESL to ABE or ASE, it may appear redundant for veteran ABE-ESL teachers who are familiar with the adult education/adult ESL context, but who might need some guidance in transitioning students into academic reading and writing. In addition, in assigning these characteristics, Joost assents to the "one-size-fits-all" generalized notion of the adult learner, ignoring potential implications of demographic differences (e.g., ethnicity, language, gender, age grouping). Overall, his article is a simple narrative of efforts in one state: Texas. Joost focuses on the peculiarities involved in transitioning students from one arena to the next, some of which may be transferable to TELL practice. However, what he offers are general suggestions for teacher consideration and potentially for institutional practice, with no specific guidance regarding how his suggestions might be incorporated into practice in the contexts he describes.
42	• Research • International • ESOL • Drop out • Tutors • Preventative measures • Curriculum • Research • International • Programmatic & administrative structures • Student characteristics • Retention • Advancement • Assessment • Placement • Curriculum	Kambouri, Maria, Inji Toutounji, and Hazel Francis. 1996 Where *next? Drop out and progression from ESOL provision*. London, England: Basic Skills Agency. This study, conducted in England and Wales, investigated dropout and progression in English for Speakers of Other Languages (ESOL). The authors found that students were more likely to dropout from non-intensive courses than intensive courses. Students who were interviewed and placed at the appropriate level were less likely to dropout. Reasons for dropping out included leaving the country, inconvenient class times, lack of motivation, difficulty in class, and personal reasons. Students' tutors were either not aware of the reasons students dropped out, or had inaccurate information. TELL teachers need to be aware of dropout reasons to take preventative measures. In addition, the study highlights the importance of appropriate placements and a rigorous curriculum for students in transitional programs.
43	• Research • Professional development • State • Adult ESL educators • Critical literacy • Participatory approaches • Assessment	Kessler, Carolyn, Barbara Cohen, and Rachel Walsh. 1996. Classroom interaction for adult literacy. Paper presented at the International Conference on Teacher Education, June 30–July 4, in Netanya, Israel. This paper presents the results of a study that assessed the effectiveness of professional development programs for adult ESL educators in Texas. These programs varied in format, but their content was in line with the Indicators of Program Quality adopted by the Texas State Plan for Adult Education and Literacy. The programs used the critical literacy and

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		participatory approaches. Results of the assessment indicate that participants found the programs to be very useful and that significant attitudinal changes took place in favor of a participatory approach in the classroom. The types of professional development programs discussed in this paper can be extended to educators in TELL programs interested in using critical literacy and participatory approaches. However, for these programs to be replicated elsewhere, specific program descriptions, which were not provided in this paper, would need to be obtained. Further, it would need to be tested to demonstrate whether these programs can be applied beyond the Texas population. Finally, the effect that this professional development has on the classroom and not just on the teachers would need to be examined.
44	• Research • Action research • Adult literacy • Teaching English • ABE • Structure of English • Learning process • Video tapes	Kuhne, Gary. 1999. *Action research monographs*. Pennsylvania: Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education. Gary Kuhne examines 23 monographs developed by the Pennsylvania Action Research Network to collect research information on teaching adult basic education and literacy. He finds that successful teaching consists of relating teaching material to the work place. The structure of the English language plays a key role in student understanding and knowledge of it makes the learning process quicker. Using video tapes is shown to be an effective measure to correct pronunciation, and helps students feel more comfortable practicing the language. An increase in vocabulary skills also impacts the students' comfort level with the language. Teachers find it helpful to work together in weekly meetings to gain a better understanding of their students. This document has value to the TELL project, although it focuses on the transitioned population (ABE) and not the transitioning ELL students. In addition to some of the findings being helpful to TELL instructors, action research may be an effective approach for professional development, particularly if research is conducted jointly by ESL and ABE teachers and is focused on transitioning ELLs.
45	• Concept/theoretical • Whole language • ESL • ELL • Natural approach • Methods • Motivation • Teacher strategies	Lems, Kristin. 1995. *Whole Language and the ESL/EFL Classroom*. Washington DC: U.S. Department of Education. This article discusses use of both the whole language approach as well as the natural approach for teaching adult English language learners (ELL) while learning a topic of interest. The discussion is supported by the research of Kenneth and Yetta Goodman. The natural approach, by Krashen and Terrell, is similar to the whole language approach and is also discussed in this article. In this approach, the student chooses a topic to learn and then reads and writes about it. Students can read

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		aloud, and can listen to each other. This method of learning is effective because the student is developing language arts skills while maintaining motivation. Teachers may utilize materials from outside of the classroom, such as prescription bottles or recipes, to teach reading, but the problem with these materials is that they are sometimes hard for teachers to provide. The article notes that this method of learning may be difficult for adults not used to this less-structured, unconventional method and that expectations may not be clearly defined. The National Reading Panel (NRP) report (2000) emphasizes five research-based components of reading that have proven to be more effective than the whole language approach.
46	• Research • Evaluation • K–12 • Middle school • State • Minority students • ESL • Program enhancements • Transitional bilingual • Mainstreaming • Staff development • Professional development	Liberty, Paul. Nov 1998. *Title VII reforms: Rethinking education for minority students. E*valuation report, 1997–98. Publication Number 97.19. Office of Program Evaluation. Austin, TX: Austin Independent School District. REFORMS project funding expanded the ESL program at a middle school in Austin, Texas, and this report analyzes findings from the first year of the two-year enhancement of the existing ESL program. Results of the enhancements are mixed. For example, students showed higher retention and GPAs, along with higher disciplinary action and greater retention compared with other students in the same grade. Gains on test scores for students were mixed by grade and content area, and it is unclear whether students were better prepared by the transitional bilingual classes for mainstreaming in the coming years. However, the participation rate of teachers in staff development opportunities is significant, including 92 percent ESL teacher certification and a large number of teachers involved in "Action Research" in the classroom. The PD model provided in this report offers an approach to teacher training for those working with ESL, minority, and general population students and may have some value to TELL if adequately modified for adult learning populations.
47	• Concept/theoretical • Composition studies • Second language writing • Division of labor • TESL	Matsuda, Paul Kei. 1998. Composition studies and second-language writing: A history of the disciplinary division of labor. Paper presented at the annual meeting of the Conference on College Composition and Communication, Chicago, IL. (April 1–4). Matsuda makes the case for having qualified teachers teach ESL students. He explains that ESL students must take composition courses, just as native speakers are, but are not provided with teachers qualified in meeting their special needs. He details the history of the division of labor between teaching English as a second language (TESL) and teaching in other disciplines and shows how the division of labor between composition teachers and ESL teachers became

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		institutionalized. This document focuses on instruction of ESL students and attempts to improve it, which has implications for TELL.
48	• Concept/theoretical • ESL • Speech programs • Oral practice • ESP/ESL • Glass ceiling • Video	Migliacci, Naomi. 2000. Ouch! Or ESL and the glass ceiling. Paper presented at the TESOL 34th Annual Convention, Vancouver, Canada, (March 16). The author discusses the lack of attention to the glass ceiling by ESP/ESL programs and courses. She suggests showing ESP/ESL students videos of how the glass ceiling can affect them. To better assist the students' understanding, she suggests having the appropriate speech modeled in the video, and including interactive lessons. She also suggests students speak up in oral presentations, class discussions, and group and paired work, as this will help them be prepared for post-graduation situations. She indicates that students need to be educated on how to confront the glass ceiling for minorities. Some of the strategies she suggests, such as using videos with interactive lessons and having students actively engaged in discussions, may be useful in TELL programs. Practicing the language may help students feel more comfortable in ABE classes and encourage them to ask questions when they do not understand the content.
49	• Research • K–12 education • ELL program models • Transitional bilingual education • Newcomer programs • Sheltered instruction • Bilingual education • Two-way immersion • National policy • Culture • Cultural pluralism	Mikow-Porto, Victoria, Stephanie Humphries, Paula Egelson, Debra O'Connel, and John Teague. 2004. *English language learners in the southeast: Research, policy & practice.* Greensboro, NC: SERVE Center at the University of North Carolina at Greensboro. This descriptive paper covers the history of national policy, current research, and examples of practice as they relate to quality education for elementary and secondary ELL students. Although focused on the school-age population, the report is relevant to the adult TELL programs, which require supportive policies at the national, state, and local level; instructional practices that are research-based; teacher training for high-quality instruction and ongoing professional development; assessments and accountability to ensure that learners are progressing; and clear processes for placing students in the ELL program and then transitioning them to mainstream classes. Additionally, the paper describes the different existing program models for ELLs, including transitional bilingual education, newcomer programs, sheltered instruction, ESL/ESOL, bilingual education, and two-way immersion. Research on the young ELL population points to bilingual programs as surpassing traditional ESL or English-only programs, but regardless of the type of program, students need years of continued education beyond what most elementary & secondary and adult systems currently provide. Although the research captured here is not

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		as thorough as in some other papers (see Sherow 2006) or geared toward the adult ELL population, it provides a snapshot of what the state of ELL instruction looks like across the U.S. today, especially in certain states.
50	• Research • Teachers • ESL • Culture • Bilingualism • Professional development • Teacher skills • Learning processes • Collaboration	Minaya-Rowe, Liliana. 2004. Training teachers of English language learners using their students' first language. *Journal of Latinos and Education* 3:3–24. The author studied ELL teachers' attempts to identify special needs or requirements that would enable teachers to better assist their students. She found teachers were having difficulty with the diversity of their classroom, and that they needed continuous professional development in skills, knowledge, and cultural awareness to be effective in a culturally dynamic, bilingual environment. The author reported teachers must be included in the teaching and learning process, and they must collaborate with one another to extend their understanding of diverse learners. The study identified several areas for professional development that may be of value to ESL and ABE teachers participating in transitional programs.
51	• Research • Linguistically diverse • Culturally diverse • Program practices • ESL • Instructional practices	Montone, Christopher L. 1994. *Teaching linguistically and culturally diverse learners: Effective programs and practices.* Presented at The National Center for Research on Cultural Diversity and Second Language Learning, Santa Cruz, CA, (June 28–30). This article summarizes the findings of a session in 1994 by The National Center for Research on Cultural Diversity and Second Language Learning. The author notes that teachers should be culturally responsive to their students' needs and present materials that are relevant to their lives. Instructional practices identified include: use of interactive journals, reading alone or with peers, listening to others read, and discussing written work. He also notes the need for student assessments to meet their individual needs, and for bilingual education to promote student understanding. As ESL students transition to ABE, GED and postsecondary education, it may be necessary for teachers in these programs to support students in a variety of ways. Understanding the students' individual cultural backgrounds will enhance teachers' support and should be a focus of professional development. The instructional practices identified in the article also may be of value to teachers.
52	• Concept/theoretical • Professional development • ESL • ESL instructors • Funding • Policy	National Center for ESL Literacy Education. 2002. *Professional development and adult English language instruction.* Washington DC: Office of Vocational and Adult Education (ED). This article discusses the need for professional development for adult ESL instructors and the challenges associated with implementing professional development, as well as some

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	• Effective practices	promising practices for increasing practitioner knowledge. The article presents the lack of funding for professional development as the major impediment to making it available for instructors, yet the brevity of the discussion on effective practices does not allow the reader to determine which professional development models are most effective or which populations of students and teachers or program models they are most useful for. For policy makers, administrators, and TELL practitioners concerned with professional development the article is a good starting point for determining the what, why, and how of professional development for programs focused on transitioning students beyond ESL.
53	• Concept/theoretical • Pre-service teacher training • Parent education • Toolkit • Instructional activities • Support systems • Adult ESL instruction • ELLs	National Center for Family Literacy and Center for Applied Linguistics. 2008. *Practitioner toolkit: Working with English language learners*. Louisville, KY and Washington DC: National Center for Family Literacy and Center for Applied Linguistics. This document is a comprehensive introduction to adult ESL instruction for pre-service teachers. The authors draw on surveys of ESL educators and a focus group that helped identify challenges in adult ESL education. The Toolkit offers information about the adult ELL population, instructional activities to use in the classroom, a section explicitly on parent education, suggestions for addressing common issues in adult ESL education, and resources for more information. Transition to postsecondary education is identified as an issue in adult ESL education. The support systems identified by the authors concur with those described in Alamprese's (2005) Helping Adult Learners Make the Transition to Postsecondary Education, including familiarization with entrance requirements of receiving institutions and building study and time management skills. The authors also give brief descriptions of transition programs identified in the February 2004 issue of Focus on Basics. Overall, the text is an excellent introduction to adult ESL education, and has a wide research base.
54	• Research • International • Older ESL students • Reading • Writing • Speaking • Listening	Nicholls, Mary, and Robyn Raleigh. 1998. *Understanding life in Australia: ESL for older learners. A resource for teachers*. Melbourne, Australia: Adult, Community, and Further Education Board. This document reports the findings of a research study designed to assess the needs of older ESL students (age 50 and older), and is intended as a guide for teachers of this population. The study is not focused on transitioning these learners, but rather teaching them basic reading, writing, speaking and listening skills in English. The authors report many findings, but for TELL the findings of relevance can be summarized as follows: (1) the needs and goals of the students must be reflected in the curriculum. Of note is that differences

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		between, and within, groups of learners mean that a rigid curriculum will not suit all students, and will hamper their progress and motivation to continue in the program. (2) The course must be accessible, meaning instructors must take into account the physical and cognitive restrictions of students and make learning aids available. Instructors must also allow for communication in the native language to help facilitate learning.
55	• Concept/theoretical • Program models • Parents • Bilingual students • Equity • Public schools • Psychology • Program models • ELLs • School-based consultants • Culturally sensitive practices	Ochoa, Salvador Hector, and Robert L. Rhodes. 2005. Assisting parents of bilingual students to achieve equity in public schools. *Journal of Educational and Psychological Consultation* 16 (1&2); 75–94. Ochoa and Rhodes, both school psychologists, present various program models for teaching English language learners and argue that school-based consultants must employ culturally sensitive practices to effectively engage and assist culturally and linguistically diverse students and their families. This article goes beyond serving as a resource for school-based consultants, the authors' intended audience, and provides strategies in cultural competency that can be used by instructors and administrators alike. The section on program models for non-native English speakers is well researched and a good primer for anyone interested in learning about the benefits and challenges of different instructional approaches; it also is of value to TELL. A failing of the article, which the authors acknowledge, is that the application of theories and practices is within a broader multicultural context and not specific to bilingual education, primarily because there is a dearth of research on consultative services in that area. The authors talk about use of qualitative skills, such as naturalistic interviewing, to get the students' back stories.[45] The importance of interviewing and "getting the back story" is also discussed in Panferov's (2000) case study.
56	• Concept/theoretical • Program issues • Discussion of particular program • Pathway project • Reading and writing • ESL	Olson Booth, Carol. 2007. *Making the invisible visible: Helping secondary English language learners access the cognitive strategies in their reader's and writer's tool kits.* The article discusses the Pathway Project, an adjunct program beginning in sixth grade and continuing through tenth, that aims to use explicit instruction in cognitive reading and writing strategies to help ESL students achieve academic literacy. The brief article provides very few examples of strategies employed, but does share data to show that Pathway students scored higher than their peers on standardized tests, including the California High School Exit Exam. Based on the content provided in the article it is hard to know which methods led to

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[45] This relates to antecedent actions or the story or stories behind the story being told.

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		the success of the program. The presented achievement data, however, are promising for TELL in that they affirm that student outcomes are improved when students are equipped with certain skills.
57	• Concept/theoretical • ESL students • ESL teachers • Survival English • Bilingual education • K–12 • Academic achievement • Explicit instruction • Academic writing • Academic reading • College	Panferov, Suzanne. 2000. One immigrant student's literacy journey to the university. Paper presented at the annual meeting of Teachers of English to Speakers of Other Languages, March, Vancouver, BC, Canada. Panferov, while investigating the development of her immigrant student's English literacy skills, discovers that ESL students who enter college through the American K–12 bilingual education system struggle academically because they are not prepared for academic achievement, which she believes is the result of lack of explicit instruction in academic writing and reading. For ESL instructors and for others who teach L2 learners at the college level, the story of Panferov's student can provide insight into how to work with ESL students to move beyond survival English and to develop academic English skills. While Panferov's first goal is achieved in telling the story of her student, her superficial discussion of the relevance of her student's experience to ESL pedagogy and recommendations for the field is lacking in substance. Her discussion on pedagogical implications presents issues that are not explored in the earlier portions of the article and do not appear to be substantiated by her own research or the findings of others.
58	• Concept/theoretical • International • Learner-centered instruction • Benchmark models • Assessment model • Adult learners	Pawlikowska-Smith, Grazyna. 2000. *Canadian language benchmarks: English as a second language for adults*. Ottawa, Ontario: Center for Canadian Language Benchmarks. This guide to Canadian Language Benchmarks summarizes level descriptors for adult English language learners in Canada across three levels of competence in the areas of writing, reading, listening, and speaking. The Canadian Language Benchmarks stress learner-centered instruction and a task-based syllabus that focuses on what students "can do" (p. VIII). The guide is intended for wide use by instructors, administrators, and policy-makers, though there is no documentation to justify associating particular abilities with each level. One perceived benefit of the Canadian benchmark model is that it mandates adjustment in instruction to fit the needs of individual students; however it provides little guidance on how individual students are to be assessed and how instruction is to be differentiated to meet diverse needs and respond to various proficiency levels. This holistic assessment model could be a useful resource for instructors interested in customizing their instruction to fit the specific learner goals because it emphasizes evaluations in context and allows for

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		flexibility in designing curricula and assessments that address academic skills needed for transitioning English language learners.
59	• Concept/theoretical • Freirean approach • Dialogue journals • Instructional practices • Writing instruction	Peyton, Joy Kreeft, and Jana Staton, eds. 1991. *Writing our lives: Reflections on dialogue journal writing with adults learning English*. Language in Education Series, 77. Washington DC: National Clearinghouse on Literacy Education.
		This is a collection of essays intended to orient teachers, tutors, and teacher educators in the use of dialogue journals in ESL education. Like other writing on instructional practices for adult ESL (see Artis et al. 2001, Crandall and Peyton 1993, and Corley 2003), this book is grounded in the Freirean approach, which views teachers and students as equals with different knowledge bases. The practice of using dialogue journals reinforces this relationship by making the teacher and student equal partners in a cooperative, dialogic endeavor that teaches writing skills. This volume provides a thorough introduction to the practice, with essays from instructors as well as researchers. Missing, however, are students' perspectives. The practitioners and theorists argue that this technique creates equality and partnership between teacher and student, but do not demonstrate that the students recognize, accept, or desire this equality. In teaching TELL students whose writing skills still need development, dialogue journals can present an alternative way to engage students in expressing their thoughts and ideas in print.
60	• Research • Bridge programs • Community college • Prior education	Prince, David, and Davis Jenkins. 2005. *Building pathways to success for low-skill adult students: Lessons for community college policy and practice from a longitudinal student tracking study*. New York: Community College Research Center, Teachers College, Columbia University.
		This brief reports the findings of a Washington State Community College study that showed that income earning potential for adult ESL students is a function of prior educational experience, gender, ethnicity, and availability of financial aid and developmental courses. The study's key finding is that "the higher students' educational attainment after five years, the higher the wages they earned on average" (p. 2). The authors efficiently distill the findings from the large report and add to the discussion of implications for the field by analysis of the data presented in the Washington State Community College study and other studies of the sort. In the Implications section the authors advocate for "bridge programs" aimed at increasing continued education (p. 3). They also discuss creating educational systems that allow students to exit and re-enter the program or change direction as needed, ensuring that there are many pathways for

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		students to advance. These implications may help to guide the design of TELL programs. The bridge programs may provide the needed support and motivation for ESL students to seek further education.[46]
61	• Concept/theoretical • Reading and writing • ESL instruction • Language experience approach • Literature-based program • Process writing	Rabideau, Dan. 1993. *Integrating reading and writing into adult ESL instruction*. Washington DC: National Clearinghouse on Literacy Education. This article discusses some of the core reading and writing activities being used in adult ESL programs. It describes the Language Experience Approach (LEA), literature-based programs, and process writing. This article is of value to TELL because it provides insight and options for reading and writing practices in the context of adult ESL. The author contends that "reading and writing, which are valid instructional activities in themselves, allow for more reflection and contemplation" (p. 2). This is certainly of value to TELL, given the project's interest in examining student transitions to academic reading and writing, but Rabideau uses limited research to support his claim. For example, he provides only two sources to support his claim, one of which is an unpublished manuscript. Further research is indicated in this area to contextualize Rabineau's thesis.
62	• Accountability • ESL • Policy • Program model • Professional development • Instructional methods	Rice, Jennifer King, and Michael Stavrianos. 1995. *Adult English as a second language programs: An overview of policies, participants and practices.* Washington DC: Mathematica Policy Research. This report synthesizes literature related to adult ESL programs. The authors address several topics, including: (1) the need and demand for ESL services; (2) administration, funding, and staffing issues; (3) curriculum and instructional approaches; (4) assessment, evaluation, and accountability; (5) evidence of effectiveness; and (6) directions for future research. While the report does not address transition issues specifically for ELLs, it does touch on ESL students' self-reported lack of adequate reading, writing, and mathematics skills—less than half of these learners progress to the next level. The authors recommend further research on instructional methods to effectively help students acquire skills needed for advancement from ESL to ABE or other transitions. The authors have a background in school reform, which may explain why this report is geared toward recommending research that informs policy, although the paucity of research limits policy recommendations.

[46] Note that the new model for Washington State uses a team teaching model where content teachers teach side by side with ESL teachers—it is similar to integrated instruction (ESL plus occupational skills) and embedded instruction in the UK and Australia.

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63	• Concept/description • Critical pedagogy • Spanish speaking learners • Program model • Instructional strategy • Project-based learning • Student motivation • Native language use • Social action	Rivera, Klaudia M. 1999. Popular research and social transformation: A community-based approach to critical pedagogy. *TESOL Quarterly* 33, (3): 485–500. The author describes the implementation of a plan of instruction that promotes social action through project-based learning that includes the learner's personal experiences and native language in addition to English. Rivera was executive director and coordinator of educational programs during 1990–1996 at a community-based program called El Barrio Popular Education Program, located in Spanish Harlem in New York City. The program served women—mostly poor mothers from Puerto Rico, the Dominican Republic, Cuba, and Mexico. Anecdotal results for this instructional program show the transformation of marginalized women who set their own instructional agenda and as a result met their learning objectives, while producing a research project that was valued by their community and themselves. The report also touches on the use of native language (Spanish) literacy and the implementation of both an English and a Spanish GED program. There are no data to show the long-term effects of this program, or how it might be replicated in other sites or areas of the country. It does, however, provide another potential instructional strategy or program model for TELL programs to use to increase student motivation, retention, and persistence for learners with weak educational backgrounds but developed academic aspirations.
64	• Concept/description • Language development • Adult ESOL pre-service teachers • Immigrants • Critical pedagogy • Experiential learning • ESOL • Teacher training	Rymes, Betsy. 2002. Language in development in the United States: Supervising adult ESOL pre-service teachers in an immigrant community. *TESOL Quarterly* 36, no 3 (September 9), http://www.jstor.org/stable/3588420. From the perspective of critical pedagogy, Rymes presents a description of her academic community learning approach to teaching ESL teacher-students in an experiential method of learning within the Hispanic community near the University of Georgia, where the teacher-students are located. The pre-service teachers have an opportunity to teach in the homes of Hispanic families to develop ESOL curricula that reflect the learning needs of the students and that incorporate L1 as needed, with English presented as an opportunity for empowerment and not as a threat to the culture and linguistic independence of the students. Rymes presents the results in terms of teacher-students' personal transformation, changing pedagogical values, and the use of Spanish to teach English. One important result is that the teacher-students and Hispanic families created a shared sense of community through an understanding of the 'other,' and thus felt comfortable sharing control over instruction and curriculum development in the

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		learning environment. By understanding and acknowledging their students' sense of vulnerability, the teacher-students may become better educators and grow as individuals. Despite positive reports by teacher-students and by Rymes of personal transformation, there is no evidence offered that indicates long-term changes in teacher approaches to developing curriculum or conducting instruction, or in learning gains of the Hispanic students. The supervision of teachers who work with TELLs has implications for student achievement and for overall classroom and program management; it also has implications for teacher professional development.
65	• Research • Case studies • Hispanic youth • Dropout project • Trends in language education • English-only education • Anti-native language • Tutoring • Immigrant • Bilingualism • ESL	Schwartz, Wendy. 2000. New trends in language education for Hispanic students. NY: ERIC Clearinghouse on Urban Education. Schwartz provides a brief overview of a commissioned paper on case studies involving Hispanic youth education as well as highlights of the Hispanic Dropout Project (sponsored by the U.S. Department of Education in 1995). The results and recommendations point to strengthening bilingualism and proficiency in both English and Spanish for Hispanic youth; however, in this country in the past decade there has been a push toward English-only education at all levels, and an anti-native-language stance in the adult education classroom in places with large immigrant populations, such as California and Florida. Although the information is geared toward teaching Hispanic youth, the strategies presented here also apply to other immigrant groups and TELL programs. These strategies include the following: revision of teaching instruction and curriculum with an eye to continuous review of the research literature, individualized instruction, respect for immigrant culture and inclusion of those cultures in the curriculum, team teaching of ABE and ESL instructors, academic instruction in the native language to ensure mastery, native language instruction, and bilingual tutoring. Although these strategies are commonly in use and reported through case studies and anecdotally, there remains a need for thorough examination of which strategies work best in which settings. Schwartz has written a number of ERIC Digest briefs on a variety of education topics, such as family literacy, minorities, immigrants, low-income families, urban schooling, and health problems in the context of impact on educational achievement.
66	• Research/qualitative study • Second language learners (L2) • Qualitative research • Cantonese speakers • Reading instruction • Critical reading	Sengupta, Sima. 2000. Developing academic reading at tertiary level: A longitudinal study tracing conceptual change. *The Reading Matrix* 2, no. 1. This is a qualitative study of Cantonese college students. The study included thematic analysis of biweekly discussions of a small undergraduate class (25 L2 students) and interviews with nine randomly selected students both at the end of the course

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	• Longitudinal study • Academic reading • Tertiary level • Rhetorical consciousness • Process oriented approach • Interpretative framework	and 18 months later in their third year of study. Through the undergraduate first year course, the author as tutor provided biweekly instruction to help students who were Cantonese speakers with intermediate level English skills to move from literal word-by-word reading to a more process-oriented approach to interacting with the text and the writer through critical reading and constant comparison of text. Although in this one course students were able to develop critical reading skills, these skills were not found to transfer to other academic courses due to the students' concerns that other teachers would not welcome this active reading approach. However, by the third year, when students were preparing their dissertations, they were using a critical approach to reading and research. This study does not show whether the changes in students in the third year of undergraduate study were due to the explicit instruction from their first year, or a natural progression for all students; however, the study does highlight the importance of L2 learners' engaging in techniques that will help them glean meaning from the text, and the study followed a useful approach by including learners' voices through interviews and discussions. TELL learners may benefit from a similar "strategy related instruction" (p. 2) in the reading process and from active involvement as student researchers involved in their own reading processes; however, questions remain about how to make this learning sustainable unless other course instructors promote similar reading processes in their classes as well. In addition, the study uses a sample of only nine students, which makes it non-generalizable, although its findings may be transferable to TELL contexts having similar conditions. In addition, the author's methodology is questionable and ambiguously written, which will limit this study's replicability.
67	• Research • ESL • Teacher resistance • Transition • Teacher training • Hispanic population of learners • Asian population of learners • Native language literacy	Shoemaker, Connie L. 1996. Results of survey of community college ESL programs. Littleton, CO: Arapahoe Community College. This is a description of a study involving a survey of community college ESL programs. The author shares data from a cross-country survey conducted with community colleges offering ESL instruction. Out of 180 colleges contacted, 60 ESL programs responded with data that describe their student population, funding streams, number of students, and assessments used. Problems reported in the survey included difficulty in finding trained ESL teachers and the "unwillingness of non-ESL faculty to adapt instructional methods to meet ESL students' needs," (p. 2) with the latter 1) having implications for transition programs that require collaboration with non-ESL teaching staff, and 2) suggesting a need to provide ESL instructional training to transition teachers. Also of interest is

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		the finding that major ESL learner groups are comprised of Hispanic and Asian adult learners, but the report does not discuss whether these populations learn differently or have different learning strengths and weaknesses. The survey methodology is limited to only a small percentage (34%) of respondents and it is unclear how the colleges were selected or whether the respondents form a representative sample.
68	• Research (practitioner) • Second language learners (L2) • Strategy training • Reading strategies • Reading instruction • Learner motivation • Reading comprehension • Teaching and learning	Singhal, Meena. 1998. Reading comprehension in the second language classroom: A hands-on approach to teaching and learning reading strategies. ERIC, ED424748, http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED424748&ERICExtSearch_SearchType_0=no&accno=ED424748.
		This article describes approaches to L2 reading. The author describes general principles in reading for advanced adult ESL classes, and describes an instance where she utilized concepts and methods found mainly in L1 reading research and applied them to the L2 setting (e.g., students with higher levels of reading proficiency appear to use more reading strategies and to use them more effectively). Through her classroom application of this research and discussions with her students, she has identified seven reading strategies.[47] She provides examples of how these strategies were used in her classroom to improve comprehension. Her work highlights the importance of training in L2 reading, particularly in the use of reading strategies. She also emphasizes providing individual opportunities for practice with students, using text that is of interest to the learners. While the strategies are used with higher-level learners, they may be useful in the transition-to-ABE context with both native and non-native English speakers.
69	• Research synthesis • ELLs • Reading instruction • Debate • Bilingual models • Effective models	Slavin, Robert E., and Alan Cheung. 2003. *Effective reading programs for English language learners: A best-evidence synthesis.* Center for Research on the Education of Students Placed At Risk (CRESPAR), http://www.csos.jhu.edu/crespar/techReports/Report66.pdf.
		This report reviews the research and evidence on reading programs for ELLs in an attempt to identify effective reading instruction and standards. The authors looked at studies surrounding the debate about language of instruction, concluding that paired bilingual models seemed to be the most effective. The authors also looked at more specific and replicable reading programs used with ELLs. They were able to find and summarize a number of effective programs. This report may be useful to TELL programs in pointing to

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[47] Cognitive, compensation, memory, metacognitive, affective, social, and textual

#	Emergent Themes	Somewhat Relevant Literature
		research-based effective reading models and programs that could be adapted and applied to them. However, there are some limitations in the report, and the findings should be used cautiously. The report does not include qualitative studies; many of the studies are older and may not reflect current best practices. Further, the majority of the studies are based on elementary students. The fact that none of the studies are based on adult students may mean that the findings are not applicable to adult ELLs. The report is aimed at informing practitioners, policymakers, and researchers in the ELL field.
70	• Research/evaluation • Professional development • Teacher training • ABE	Smith, Cristine, and Marilyn Gillespie. 2007. Research on professional development and teacher change: Implications for adult basic education. *NCSALL Annual Review*, 205–244. This chapter presents the research that supports the fuller study (see Smith et al. 2003) conducted by NCSALL of teacher professional development. The authors review the current state of PD as well as the research behind best practices in adult professional development, mainly drawn from research conducted in K–12 education. The findings reflect high teacher attrition, a lack of initial teacher preparation in the adult education field and lack of content knowledge, and poor programmatic support and accountability for PD. Although the research is not focused on transition, these findings can have implications for teacher training regarding how to teach adults and how to prepare them for more academically challenging programs. The findings also have implications for developing effective transition programs for ELLs, given that the challenges in developing strong professional development for the adult education field will parallel those faced in training both ESL and ABE teachers in transition strategies.
71	• Book • ESL • Biliteracy • Reading and writing • Dialect reader • Teaching adults • Youth • Reading • Speaking • Writing styles	Spener, David. 1994. *Adult Biliteracy in the United States*. Washington DC: Center for Applied Linguistics and Delta Systems Co. This book features multiple authors discussing biliteracy (being literate in two languages) and teaching someone reading and writing in English when they are already literate in another language. Spener suggests teaching adults in a bilingual setting since it has been shown to be effective with youth. Arnulfo Ramirez supports this claim by stating that teaching students in their native language may be used to explain the English language. Walt Wolfram describes a dialect reader as "a text that incorporates the nonstandard grammatical forms typical of a vernacular-speaking community" (pp. 79–80) and admits that this form of teaching may be stigmatizing and patronizing. However, this writing style may be appealing to those who feel intimidated by typical writing styles, and it may be helpful for ESL students to learn how English is used outside of the school

		Transitioning English Language Learners Annotated Bibliography
#	**Emergent Themes**	**Somewhat Relevant Literature**
		setting. Catherine E. Walsh explains that some students find textbook writing styles hard to read even if they are able to speak and write in English. She also points out that secondary school teachers feel that students should already know the basics of reading and writing and it is not their job to teach this to them, a viewpoint which frustrates students and leads some to fall behind. This may not be appropriate for TELL students, who may become confused by the different writing styles and misunderstand when to use one versus the other.
72	• Research/evaluation • Qualitative research • ABE/ESL combined instructional models • Teacher training • Literacy • Vocational • Workplace • International	Suda, Liz. 2002. Discourses of greyness and diversity: Revisiting the ALBE and ESL interface. Melbourne, Australia: Adult Literacy and Numeracy Australian Research Consortium (ALNARC). This report speaks to the Australian practice[48] of integrating literacy, numeracy, and English as a second language and embedding vocational education into this mix. After reviewing the conceptual framework for literacy, numeracy, and language learning, the author describes the methodology and findings from 10 telephone surveys, two focus groups, and 12 individual interviews with teachers to gain an understanding of their perspectives on literacy, numeracy, and language learning and teaching. The Australian context is instructive in that adult education and training is increasingly administered and defined as a single effort with literacy, language, and vocational/workplace education being combined. Additionally, many adult literacy classes serve a mixed population of adults with low literacy skills (traditional adult literacy and basic education students) plus ESL students working on English literacy and content development, which is similar to some models of TELL. Results of the study showed that although teachers were knowledgeable about learner needs, ESL learner needs were not always met in the combined classroom. Given that Australian populations mirror American ESL learners in terms of the diversity of cultural and language backgrounds and literacy levels, further research into program models for mixed ABE/ESL populations may be instructive.
73	• Concept/theoretical • Cooperative learning • Instructional strategy • Academic achievement • Small groups • Building competency	Valdez-Pierce, L. 1992. *Cooperative learning for students from diverse cultural backgrounds.* Washington, DC: ERIC Clearinghouse on Languages and Linguistics Center for Applied Linguistic Digest. Valdez-Pierce proposes cooperative learning (students working in small groups to help each other complete tasks) as an

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[48] Note that there are three models; one model teaches reading and writing separately from oral skills and another integrates all four language skills plus numeracy. Then there's another set of models—the sequential model that focuses on transition from ESL to GED/ASE and then to vocational training or workplace literacy. The Australian model (like the UK one) tries to teach these skills in an integrated whole.

#	Emergent Themes	Somewhat Relevant Literature
	• Reading	instructional strategy that can improve academic achievement for students in heterogeneous language classrooms and prepare students for interactive work environments. Various cooperative learning structures, outlined in the article, help to develop cognitive, academic and social skills. The activities focus heavily on oral communication skills and provide little guidance on how to use the cooperative structures to build competency in reading and writing for academic purposes. It is not apparent from the article what level of language proficiency is needed for second language learners to benefit from this method of learning, however the author claims that working collaboratively can increase support for students and motivate students to stay in school. For TELL, the article shows that there are practical ways to instruct groups of students from diverse language backgrounds while providing them opportunities to develop communication skills that will help them to advance.
74	• Concept/description • Adult ESL • Student preparation • Promising practices • Professional development • Policy • ELLs	Van Duzer, Carol, and Mary Ann Cunningham Florez. 2003. *Adult English language instruction in the 21st century.* Issues in preparing adult English language learners for success series. Washington DC: Center for Applied Linguistics. The authors, with the National Center for ESL Literacy Education, operated by the Center for Applied Linguistics (CAL), provide an overview of the state of educating ELLs in the U.S., including trends, promising practices, and challenges to the field in the areas of program design and instructional practice, assessment, professional development, integration of research and practice, and technology. By pointing out both the inadequacy of resources and the potential for enhancing learning for the ELL population, the authors provide a jumping-off point for discussing how to proceed at the national and state levels. The paper addresses policy indirectly, while pointing out many issues at the classroom, state, and national levels that need to be addressed, ranging from the changing 'face' of the adult ESL learner, to the lack of research on how long a student needs in class to show proficiency, to the marginalizing of ESL teachers within adult education (shown by dollars spent per learner) and of adult education within the broader educational context of the country. The paper may be helpful to the TELL project in structuring its final report around the pertinent and cross-cutting issues for the field of adult ESL education.
75	• Concept/theoretical • K–12 • ELL programs • Instructional practices • Program models	Vialpando, Jacqueline, Jane Yedlin, Caroline Linse, Margaret Harrington, and Geraldine Cannon. 2005. *Educating English language learners: Implementing instructional practices.* Providence, RI: National Council of La Raza and The Education Alliance at Brown University.

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Annotated Bibliography

#	Emergent Themes	Somewhat Relevant Literature
	• Culture • Learning processes	This guide focuses on the implementation of K–12 ELL programs in charter schools. Contents include a brief review of research in second language acquisition; stages of language development; ELL program models; and instructional practices, strategies and techniques. It emphasizes the importance of culturally responsive teaching and the need for professional development to enhance ELL instruction. While focused on K–12 programs, it provides a good background on language acquisition for ABE instructors who are teaching ESL students who have transitioned to the ABE program. Several of the instructional strategies (e.g., graphic organizers) may help ESL students learn the content areas.
76	• Concept/theoretical • Toolkit • State • ELL • Adult learning • ESOL • Instructional approaches • Guidance • New ESL teachers • Assessment	Virginia Adult Learning Resource Center. 2002. *ESOL Starter Kit*. Richmond, VA: Virginia Commonwealth University. The Virginia Adult Learning Resource Center developed a comprehensive toolkit for the adult ESL instructor in the form of an ESOL Starter Kit, which covers the scope of instructor needs with background information and research where available to support practice, including sample forms, lists of materials, resources (text and electronic), and instructional approaches and guidance. The toolkit is a handy guide for new ESL teachers and provides an overview of the current state of adult ESL instruction. Although the toolkit is not designed specifically to address TELL issues, its general focus on language proficiency levels, assessment for adult ELLs with varied English skills, and curriculum selection are all pertinent to ensuring that ELLs reach their goals for further education or employment. The toolkit was originally developed in 1998 and updated in 2002; it involved the contributions of a number of adult education instructors, coordinators, volunteers, and program staff under the guidance of an ESOL specialist.
77	• Concept/theoretical • Adult literacy • NALS survey • Literacy instruction • Workforce literacy • ESL • Family literacy • Professionalization • Content standards • Technology • Motivation • Retention • K–12	Wagner, Daniel A., and Richard L. Venezky. 1999. Adult literacy: The next generation. *Educational Researcher* 28 (no. 1): 21–29. Wagner and Venezky provide an overview of the state of adult literacy in the 1990s. They include numerous references to the 1993 NALS survey that provided a comprehensive survey of adult literacy and information about the numbers in the lowest literacy populate groups in the country. The article reviews the status of aspects of the adult literacy field and provides helpful recommendations on how best to address issues of literacy instruction and measurement, workforce literacy and competitiveness, English as a second language, family literacy, professionalization of the field, content standards, and technology. Related to TELL, the article touches on issues of motivation and retention of adult learners, native language instruction, the need to develop policy about bilingualism in

		Transitioning English Language Learners **Annotated Bibliography**
#	**Emergent Themes**	**Somewhat Relevant Literature**
		adult literacy separately from the K–12 debate, curriculum specific to the learning processes of this population, support services (when ESL is provided within a family literacy program), proactive professional development, and measuring the success of learners through various types of assessments. Of note is the authors' suggestion to create a "consumer-oriented approach to adult learning" (p. 26).
78	• Concept/theoretical • College • Language barrier • Cultural conflict • Classroom problems • Listening comprehension • ESL • Teacher practices	Wark, Linda K., and Norv Wellsfry. 1990. *The ESL student: Strategies for meeting their needs. Taken from: Proceedings of the national conference on professional development of part-time occupational technical faculty.* Berkeley, CA: National Center for Research in Vocational Education. This article discusses how ESL students and their teachers at Sacramento City College found language barriers and "cultural conflict" to be primary problems. Initially, program administrators attempted to support only the students by providing tutoring and particular courses. Later they found the teachers needed support as well, so they provided them with workshop training teaching language and cultural barriers, and allowing teachers to discuss common problems in their classrooms. The teachers met throughout the school year and were provided with materials. Vocational ESL (VESL) courses were developed that focused on listening comprehension. Teachers continued to have problems when ESL students did not take prerequisite courses and skipped immediately to vocational courses. To address this problem, students were provided with an "expanded counseling/orientation/assessment program" (p. 228). TELLs should be provided with this type of help to make their transition a smooth one.
79	• Research synthesis • Effective teaching • ELLs • Cognitively guided instruction • Technology enriched instruction • Schema • Collaborative learning communities • Teaching practices • K–12	Waxman, Hersh C., and Kip Tellez. 2002. *Effective teaching practices for English language learners.* Philadelphia: Mid-Atlantic Laboratory for Student Success. This is a research synthesis focused on effective instructional practices for ELLs and determining best practices. Results of this work illuminate seven effective practices, which include: collaborative learning communities, providing multiple representations, building on prior knowledge, instructional conversation, culturally responsive instruction, cognitively guided instruction, and technology-enriched instruction. TELL programs may be able to learn more about, and implement, some of the instructional practices described in this paper. These practices, however, have not been widely used, so additional research needs to be conducted to adequately measure effectiveness. Also, the findings in this paper are based on research of K–12 students, not on adult learners, and therefore may not be applicable to TELL programs.

	Transitioning English Language Learners **Annotated Bibliography**	
#	**Emergent Themes**	**Somewhat Relevant Literature**
80	• Concept/description • Transition • Adult ESL • Access • Participation • Policy • ELLs • Promising practices • Teaching ESL	Wiley, Terrence G. 1993. *Access, participation, and transition in adult ESL: Implications for policy and practice.* Working paper from the Project on English as a Second Language. Washington DC: Southport Institute for Policy Analysis, Inc.
		This paper begins by assessing the assimilation history of the U.S. and ends with specific recommendations for policy and practice by reviewing research and reports of program practices and effective models for teaching English language learners. The author looks at promising practices and common barriers for ELLs and asks the important question "What does success mean to all involved?" (p. 12)—a question that affects the selection of program models, public policy, instructional content and delivery, assessments and accountability, community partnerships/interagency cooperation, and program design and delivery. Ultimately, the author suggests that successful programs will be based on the needs of the learners and the ELL community. Although the document references research and papers published prior to 1990, the author's points are still relevant today, particularly when he addresses the notion that transition for ELLs "requires a close articulation between the ESL and the GED components" (p. 17) and the need for the adult learner to "be involved in determining what type of program they will undertake" (p. 18). The author highlights several[49] projects, which, because of the date of the paper, will need to be investigated to determine whether they are still in place and have the qualities necessary to be eligible for inclusion in this study.
81	• Concept/theoretical • LEP • Accountability • Assessment • Policy • Generation 1.5 • K–12	Wright, Wayne E. 2005. English language learners left behind in Arizona: The nullification of accommodations in the intersection of federal and state policies. *Bilingual Research Journal* 29 (1): 1–29.
		This article analyzes policy implications of the enactment of three language and assessment policies in Arizona: AZ LEARNS, the graduation requirements testing; the No Child Left Behind federal law; and Proposition 203, which placed strong restrictions on programs for English language programs. The

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[49] California Human Development Corporation's Rural Workplace Literacy Project (RWLP) was successful in devising a model for providing on-site workplace literacy training to migrant and seasonal farm workers.

The Texas Higher Education Coordinating Board funded El Paso Community College to develop a model program that would provide technical assistance to postsecondary programs in integrating services related to the federal JOBs program.

The Barrio Education Project (BEP) in San Antonio, Texas was considered unique because the literacy curriculum was developed from the learner's self-identified needs. Reading was taught through discussion of the meaningful topics with personal and social relevance to the students. Following a Freirean approach, the model built on the learner's previous experiences and attempted to increase the learners' social and political awareness.

The Massachusetts Department of Education's Massachusetts English Literacy Demonstration (MELD) Project is promoting partnerships between three community-based organizations and three community colleges—target populations are Chinese and Haitian in urban settings and isolated rural populations on Cape Cod.

	Transitioning English Language Learners Annotated Bibliography	
#	Emergent Themes	Somewhat Relevant Literature
		article traces the interpretation and implementation of each of these policies on language teaching in the state, highlighting how flexibility and accommodations for LEP students were erased in school practice. In particular, the article reveals how the lack of LEP students' achievement has been masked by these policies and the reporting mechanisms that exclude them. The underreporting of LEP achievement is of grave consequence for students and programs because non-reporting or underreporting historically leads to a lack of accountability and program improvement—the very problem No Child Left Behind was designed to solve. The implications for TELL are somewhat limited, although it is clear that the children that are not served well by the Arizona public school system may not develop the skills needed to succeed, and may eventually find themselves in the adult education system as students in need of ESL and/or transition to ABE services. Therefore, successes or failures in ESL practice at the K–12 level have important implications for ABE practice, and can have implications for TELL.
82	• Concept/theoretical • National policy • Program funding • ESL • Policy deficits • Adult education	Wrigley, Heide Spruck, and Danielle T. Ewen. 1995. *A national language policy for ESL. Issues in ESL Education, 2.* Washington DC: Adjunct ERIC Clearinghouse for ESL Literacy Education and National ERIC Clearinghouse for ESL Literacy Education. In this paper, Wrigley and Ewen argue that a deficit in national-level policy leads to underserving of the adult population in need of ESL services. To support this argument, the authors cite statistics regarding adult education and job training enrollment and funding (e.g., 40 percent of enrollment in adult education is in ESL). Wrigley and Ewen advocate changing the formula for allocating funding for ABE and ESL, establishing an office to set ESL policy, and developing a system to build capacity among programs. They provide strong evidence that the current system is not working (e.g., the funding formula relies on numbers of adults without a high school degree, but this is not representative of the population needing services); however, they do not present adequate evidence that the policies they advocate will resolve the issues they identify. Comparisons to national policies in other countries or effective state policies in the U.S. would provide a stronger base on which to advocate these changes. TELL policies might benefit from a discussion of how funding might best be allocated to support learners who move from ESL to ASE and then to higher education or short-term job training programs.
83	• Research • ESL • Curriculum	Wrigley, Heide Spruck, and Gloria J. A. Guth. 1992. *Adult ESL literacy: State of the art 1990.* San Mateo: Aguirre

	Transitioning English Language Learners Annotated Bibliography	
#	**Emergent Themes**	**Somewhat Relevant Literature**
	• Instructional strategies • Reading and writing skills development • Language experience approach (LEA)	International. This is a descriptive report based on a two-year national study on promising practices in adult ESL literacy. It describes the context of adult ESL literacy. It focuses on elements of effective adult ESL literacy programs, orientations to ESL literacy curriculum, approaches and strategies for ESL reading and writing, issues and recommendations for ESL literacy assessment, biliteracy and Spanish literacy, and teaching a multilevel ESL literacy class. TELL programs working with low-literate, low-educated adults may be interested in successful ways to respond to adults with little experience in print literacy. However, this report was written over a decade ago. Additional effective approaches, strategies, and practices may have been developed and employed since this report was produced.
84	• Research • Generation 1.5 • Policy • ESL • Mainstream Education • LEP • Sheltered English instruction • Instructional strategies • Curriculum • Graduation requirements	Yan, Hua, and Wayne Murray. 2001. *Graduation requirements and course taking patterns of LEP students: How state and local regulations affect secondary LEP students' transition to the mainstream program*. Washington DC: Department of Education. This report focuses on the graduation requirements and course-taking patterns of limited English proficient students at the secondary school level. The authors analyze implications of state policy on LEP students' course-taking patterns and student achievement by comparing the recent history of service to LEP students in Dallas public schools before and after a 1997 state policy that encouraged school districts to integrate the ESL program with the mainstream education program and grant flexible learning arrangements for LEP students to be determined by the districts. Achievement data and course-taking data from LEP students show that staying in ESL programs for multiple years did not improve academic achievement and that the average exit[50] rate of students from the ESL program in Dallas public schools was 10%. Additionally, nearly half of the secondary students in ESL programs had been in ESL programs for multiple years and the majority of these students were U.S.-born. The poor achievement and high dropout rate for LEP students began to shift, however, as students were encouraged to take mainstream classes at the secondary level and as the new policy requiring all students to take English III and IV (either general education or sheltered English) in order to gain graduation credits took effect. This article shows a direct and positive impact on student achievement from enacted state policy. It speaks directly to a successful model of transitioning

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[50] From ESL to mainstream

Transitioning English Language Learners Annotated Bibliography		
#	Emergent Themes	Somewhat Relevant Literature
		secondary students out of segregated classes and tracts and to the possible success of offering more rigorous instruction in English for LEP students, which has implications for TELL programs to enhance instructional practices and curricula.
85	• Research/evaluation • Professional development • Needs assessment • Job Attainment/retention • Instructional materials • ABE teachers	Zane, Lawrence. 2000. *The adult basic education (ABE) teacher development project (July 1, 1999 to June 30, 2000).* Evaluation Report. Washington DC: Department of Education. This is a final evaluation report on a project offering professional development (PD) to adult educators in Hawai'i. The subject of the PD was determined by conducting a needs assessment of teachers. As a result, workshops were scheduled on two main topics: (1) preparing for and keeping jobs, and (2) using standards to choose and use ABE/ESL instructional materials. Of interest to the TELL project is the finding that ABE teachers were often not aware of and were not connected to professional organizations that could enrich their practice—such as TESOL. This implies that adult educators in this project did not have a high degree of identity as language teachers and were not therefore immersed or aware of the research and evidence that could inform their practice. Since many adult ESL teachers face similar circumstances this anticipates the challenges to TELL programs to bring ABE and ESL instructors together, upgrade their skills, and share instructional strategies to enhance the learning of students in both areas.

Appendices and Thematic Annotations

Appendix A - Inclusion/Exclusion Criteria

Inclusion Criteria—Documents were considered for inclusion if they were specifically or implicitly related to transitioning English language learners and were:

a. Published between January 1990 and August 2008
b. Original research studies (quantitative or qualitative), documents based on research studies and included reviews and meta-analyses, or peer-reviewed or non-peer reviewed theoretical or concept papers that
   - Presented findings on topics and issues relevant to transitioning English language learners, and/or
   - Related to the state of practice in assisting adult ELLs improve reading and writing skills so that they can complete a high school equivalency program, a GED, or terminal level ESL class and transition into ABE or developmental reading and writing at the postsecondary level.
   - Focused on one or more of the following topics that has been written about or has relevance to educational practices with English language learners:
     - Policy, program implementation issues, program descriptions, learner groups (e.g., issues and concerns particular to youth, low-educated adults, Spanish and non-Spanish speakers, high-educated adults, foreign-born or U.S.-born ELLs), PD (and implications for PD;, instruction (e.g., BICS and CALP, sheltered content instruction, literacy, numeracy), socio-cultural concerns, and assessment and testing.
   - Related to general topics in ESL reading and writing (e.g., instructional, programmatic, and teacher training strategies for helping students improve in reading and writing at the K-12, ABE, or developmental education levels).

Exclusion Criteria—All literature that did not meet the inclusion criteria described above was excluded from further consideration. The following simple coding system was used to sort literature from the "grand tour" search into a purposeful sample to be used for the annotated bibliography:
   - Yes = meets the inclusion criteria described above.
   - No = doesn't meet the inclusion criteria described above.

The *included* literature was then divided into two categories: **directly relevant** and **somewhat relevant** to TELL. The articles and literature that were specifically related to TELL were placed in the directly relevant category, and those that had some implicit relationship to TELL or to adult ESL reading and writing were placed in the somewhat relevant category.

Appendix B - Table of Acronyms

Table of Acronyms

Acronym	Meaning
ABE	Adult Basic Education
ASE	Adult Secondary Education
BICS	Basic Interpersonal Communication Skills
CALP	Cognitive Academic Language Proficiency
ELL(s)	English Language Learner(s)
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
GLAD	Guided Language Acquisition Design
PD	Professional Development
SIOP	Sheltered Instruction Observation Protocol
TELL(s)	Transitioning English Language Learner(s)

Appendix C - List of Search Terms

Search Terms—Transitioning English Language Learners (TELL)		
1. Academic language and literacy	36. ELL	71. Instructional practices
2. Adolescent literacy	37. ELL reading	72. International
3. Adolescent literacy and ESOL	38. ELL reading—comprehension	73. International ESL transitioning
4. Adolescent literacy and ELL	39. ELL reading—alphabetic principles	74. K-12
5. Adolescent literacy and ESL	40. ELL reading—fluency	75. L2 learners
6. Adult basic education	41. ELL reading—vocabulary	76. L2 transitions
7. ABE	42. ELL students	77. Limited English proficiency (LEP)
8. ABE– ESL	43. English as a second language	78. Literacy
9. ABE– GED	44. English as a second language students	79. Mainstream
10. Adult ELL	45. English language learners	80. Mainstreaming
11. Adult English as a second language	46. English for speakers of other languages	81. Models
12. Adult English language learners	47. ESL	82. Non-native speaker
13. Adult ESL	48. ESL immersion	83. Persistence
14. Adult ESOL	49. ESL language arts and writing	84. Postsecondary education
15. Adult secondary education	50. ESL program administrative practices	85. Professional development
16. After school	51. ESL programmatic structures	86. Programmatic practices
17. Alphabetic	52. ESL reading	87. Programs
18. Assessment practices	53. ESL reading—fluency'	88. Reading
19. Australia	54. ESL reading—alphabetic principles	89. Reading and writing
20. Basic ELL or ESL	55. ESL reading—comprehension	90. Reading comprehension
21. Basic Interpersonal Communication Skills (BICS)	56. ESL reading—vocabulary	91. Research
22. Benchmarking	57. ESL students	92. Second language acquisition
23. Bilingual education	58. ESL writing	93. Second language learners
24. CALL and ESL	59. ESOL	94. Sheltered English
25. CALL and ELL	60. ESOL reading—comprehension	95. Sheltered Instruction Observation Protocol (SIOP)
26. CALL and ESOL	61. ESOL reading—alphabetic principles	96. Students
27. Computer Assisted Language Learning (CALL)	62. ESOL reading—fluency	97. Supporting ESL learning
28. Canada	63. ESOL reading—vocabulary	98. Syntax
29. Cognitive Academic Language Proficiency (CALP)	64. ESOL students	99. Teacher training
30. Cognitive academic skills	65. Fluency	100. Transition
31. Community college	66. GED	101. Transitioning
32. Comprehension	67. General education	102. Types
33. Content standards	68. Generation 1.5 and ESL	103. UK
34. Content-based ESL instruction	69. Grammar	104. Vocabulary
35. Curriculum	70. Immigrant learner	105. Writing
		106. Self-regulated learning

Appendix D - Databases and Web Sites

Databases and Web Sites

1. Academic Search Premier
2. Adult Literacy and Numeracy Australian Research Consortium (ALNARC)
3. Association of Public Policy Analysis and Management
4. Australian Council for Adult Literacy (ACAL)
5. Campbell Collaboration
6. Center for Advancement of Adult Literacy
7. Center for Applied Linguistics
8. Centre for Canadian Language Benchmarks
9. CERUK
10. CERUK PLUS—http://195.194.2.38/starweb/ceruk/servlet.starweb?path=ceruk/CERUK.web
11. Dissertation Abstracts
12. EARLI—European Association for Research on Learning and Instruction
13. EBSCO
14. EPPI Centre—http://eppi.ioe.ac.uk/webdatabases/Intro.aspx?ID=6
15. ERIC
16. ESOL Research (in the Centre for Language Education Research)
17. ESRC—Economic and Social Research Council
18. Google—Google.com[51]
19. http://www.sfi.dk/sw28879.asp
20. Indigenous Learners and Language
21. Journal of Writing Research—http://www.jowr.org/
22. JSTOR
23. Migration Policy Institute (MPI)
24. National Adult Literacy Database Inc. (NALD)
25. National Association for Teaching English and other Community Languages to Adults (NATECLA)
26. National Center for Education Statistics (NCES)
27. National Center for ESL Literacy Education (NCLE)
28. National Center for the Study of Adult and Lifelong Learning (NCSALL)
29. National Center on Adult Literacy (NCAL)
30. National Centre for English Language Teaching & Research (NCELTR)
31. National Institute for Adult and Continuing Education
32. National Institute for Literacy (NIFL)
33. National Reporting System for Adult Education (NRS)/U.S. Department of Education.
34. National Research and Development Centre for Adult Literacy and Numeracy
35. OECD database
36. Proquest
37. SORO—Systematic Reviews from Other Relevant Organizations
38. Supporting Adult & Applied Learning & Teaching (SAALT)
39. The Campbell Library of Systematic Reviews— http://camp.ostfold.net/campbell_library/index.shtml
40. The Education Coordinating Group (ECG)

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[51] Several search engines were used, but deemed to duplicate results in Google, so the decision was made to focus on Google.

41. The European Research Network on Learning to Write Effectively"—http://www.sig-writing.org/
42. The European Science Foundation—http://www.esf.org/research-areas/social-sciences.html
43. The National Science Foundation—http://www.nsf.gov/
44. United Nations Educational, Scientific and Cultural Organization (UNESCO)

Appendix E - International Models

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Question: What international models and programs exist that support the development of second language learning and literacy among adolescents and adults?

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There are few international resources for transitioning ELLs that can be used in an American context. Countries that provided resources that were related to TELL included Australia (n=3), Canada (n=2), New Zealand (n=1), and the United Kingdom (n=2). In addition, one article examined Asian classrooms generally. Of these documents, five are qualitative research studies or literature reviews, and four are categorized as concept papers or other types of reports. Two of the papers speak to issues of policy related to ESL learners and immigrant groups, and others include overlapping topics that address instructional practices (n=3), curricula (n=2), learner-centered strategies (n=3), professional development (n=1), and assessment (n=3). Of particular interest is Allender's description of the Australian national system, including the author's breakdown of learner groups by language proficiency level, learning pace (which is further divided by years of education), and leaner needs/goals (Allender 1998). Benseman, Sutton and Lander's literature review offers insight into student characteristics, as well as effective ESOL programs and classes in New Zealand that may be transferable to American settings (Benseman, Sutton, and Lander 2005). In addition to the New Zealand literature review, Suda's (2002) report also has relevance to the U.S. with regard to the author's descriptions of the integration of literacy, numeracy, and ESL in a vocational context.

Directly Relevant

Transitioning English Language Learners Annotated Bibliography		
International Models		
#	**Emergent Themes**	***Directly* Relevant Literature**
1	• Concept/theoretical • International • EFL • Social • Cultural • Linguistic • Asian • Language instruction	Mee, Cheah Yin, and Ng Seok Moi. eds. 1999. *Language instructional issues in Asian classrooms*. Newark, DE: International Reading Association. This article examines seven essays and three short reports, and identifies social, cultural, and linguistic aspects of the teacher's instructional approach that could hinder the student's learning of another language. One of the problems identified was that the teachers relied heavily on textbook activities, which do not always reflect real-life examples. Successful teaching consisted of the use of a variety of activities in preparation, reading, and discussion stages. For students to be able to learn, teachers must reconcile their expectations of and assumptions about the students with the students themselves. The essays this article describes relate to classrooms in Asian countries, which may vary in context and characteristics from American ESL classrooms. Despite the focus of this article on English as a

Transitioning English Language Learners Annotated Bibliography		
International Models		
#	**Emergent Themes**	***Directly* Relevant Literature**
		foreign language (EFL), certain EFL practices might be transferable to adult TELLs in the U.S., and should be examined more closely.

Somewhat Relevant

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#	**Emergent Themes**	***Somewhat* Relevant Literature**
1	• Concept/theoretical • Immigrant ELLs • International • Australia • Adults • New language • Language proficiency • Learning pace • Labor adjustment programs • Policy • Competencies	Allender, Susan Chou. 1998. Australia's migrants and refugees: opening the door to lifelong learning. How adults learn a new language. A paper presented on *How Adults Learn*, an international conference held at Georgetown University Conference Center, Washington, DC, (April 6) http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage _01/0000019b/80/25/9c/6c.pdf. This report examines adult education for immigrants and refugees in Australia by looking at the nation's immigrant program and the challenges adult learners face. It also examines the policies, programs, and services related to adult second language learning. The author provides a breadth of information about the structure of the Australian adult education system for ELLs that is important for consideration in the further development of the American system for serving its ELL population. Unlike the U.S., Australia has a national curriculum, standards, assessments, and measures that allow learners to take ESL classes anywhere in the country. The learners are divided into three main categories: 1) language proficiency level (stage), 2) their learning pace (band), and 3) their needs and goals in learning English (learning goals). Within learning pace are further subdivisions into Band A learners, who have limited education or literacy in their native language, Band B learners, who have some learning strategies or literacy, and Band C learners, who have a high level of learning in their native language. Of particular note in the research reviewed by the author is the use of "Labour Adjustment Programs" (p. 8) in Australia, which retrained older adults with limited oral English ability and no literacy skills to read and write through year-round study of English and vocational skills. Additional research relevant to the American ELL population include the curricula, instructional strategies, and program models for the Band A learners (what the U.S. terms pre-literacy or low-level literacy learners), such as contextualized learning, a focus on the learners' experiences and cultural backgrounds, and the development of formal learning skills. Program models are based on "differentiation, flexibility and continuity" (p. 12), and policy at the national level allows free tuition for adult ESL classes for up to 3 years for immigrants; national benchmarks are under development (at the time of this writing) to measure not only learner progress, but also to measure achievement "more finely in terms of actual competencies gained" (p. 13).
2	• Concept/theoretical • Curriculum	Australian National Training Authority. 1997. *Better training:*

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#	**Emergent Themes**	***Somewhat* Relevant Literature**
	• Role of language and literacy • Vocational education • Numeracy • Context-based ESL • Workplace • Training model • English literacy	*Addressing English language, literacy, and numeracy in vocational education and training* [and] *A directory of professional development programs and resources*. Brisbane: Australian National Training Authority. This document is intended for trainers and curriculum developers, and emphasizes the roles of language, literacy, and numeracy in vocational education. The document is comprehensive, and uses examples from real workplace training manuals to illustrate techniques that are and are not appropriate for low-literacy trainees. Though the text describes language and literacy and addresses the needs of ELLs entering the workforce, this information is presented in the context of providing job training. This document might have some value for a TELL curriculum or program focusing on context-based ESL that combines workplace and academic literacy. As a training model, it may also benefit trainers who integrate English literacy and numeracy in TELL practice (or vice versa), given the role and importance of academic English in understanding mathematics.[52]
3	• Research/literature review • Literacy, numeracy and language education • Teacher skills • Program strategies • ESOL	Benseman, John, Alison Sutton, and Josie Lander. 2005. *Working in light of evidence, as well as aspiration: A literature review of the best available evidence about effective adult literacy, numeracy, and language teaching.* Auckland, New Zealand: Tertiary Education Learning Outcomes Policy Group. Benseman, Sutton, and Lander have compiled a literature review that collects, distills, and synthesizes the best research on literacy, numeracy, and language (LNL) education. They draw several conclusions from the studies they have included regarding the skills teachers need; the types of curricula that engender success; the structure, intensity, and amount of instruction needed to make gains; the assessment needs of LNL classes; and the programmatic strategies needed to recruit and retain students. These conclusions are strengthened by the inclusion criteria, which discriminated among over 500 articles by type of study, sample size, and rigor. The section on ESOL findings is particularly relevant to TELL, as it emphasizes the diversity of adults in ESOL programs and the features of effective ESOL programs and classes.

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[52] Word problems may be hard to solve for students who are not sufficiently proficient in English. Also, issues regarding how certain practices should be implemented are of concern. For example, is it general practice to integrate English literacy and numeracy into TELL practice, <u>or</u> is TELL practice often integrated into English literacy and numeracy instruction? A lack of "system" within TELL blurs both issues.

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4	• Research • International • Learner-centered curricula • ESL literacy • Women	Cumming, Alister, and Gill Jaswinder. 1991. *Learning ESL literacy among Indo-Canadian women*. Final Report. Ottawa: Department of the Secretary of State, Multiculturalism Directorate. This report provides findings from a study of participation in an ESL literacy program by women from the Punjab state in India. Consistent with movements for learner-centered curricula, as emphasized by Auerbach (1992) and Savage (1993), curricula for this project were determined by instructors with input from students and from the researchers. The outcomes for the participants included increased English usage and literacy. While the study does not focus on transition to further education, and the sample size (13) is small, the findings support the use of a learner-centered approach for TELL programs.
5	• Research • Descriptive study • International • Secondary • Mainstream • Asian ESL	Dooley, Karen. 2004. Pedagogy in diverse secondary school classes: Legacies for higher education. *Higher Education, 48:* 231–252. Dooley presents a descriptive study of the constraints placed on Chinese Australian ESL students in secondary mainstream classes. Dooley finds evidence that teacher-centered pedagogy restricts the intellectual development of Asian ESL students in mainstream secondary classes. In observing mainstream instructors' interactions with non-Asian ELLs, Asian ELLs, and native-language speakers, Dooley finds that teachers' interactions with Asian ELLs differ qualitatively from their interactions with the other groups. Specifically, Asian ELLs are more likely to be witnesses to, rather than participants in, classroom instruction, and to complete activities requiring lower-level intellectual engagement than their non-Asian peers. Dooley attempts to connect her observations from secondary schools to literature on postsecondary learning for Asian ELLs; however, her conclusions are conjecture and could be better established were she to extend her methodology to observing students in postsecondary as well as secondary classes. Dooley's findings have implications for TELL, because they suggest that students inadequately prepared for transition may be restricted in their achievement by the pedagogical approaches of instructors and that professional development to facilitate transition must include more than the ESL teachers. This coincides with Curtin's (2005) finding that the instructional practices of mainstream teachers may not be appropriate for ELLs.
6	• Research • International • ESOL	Kambouri, Maria, Inji Toutounji, and Hazel Francis. 1996 Where *next? Drop out and progression from ESOL provision*. London, England: Basic Skills Agency.

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#	**Emergent Themes**	***Somewhat* Relevant Literature**
	• Drop out • Tutors • Preventative measures • Curriculum • Research • International • Programmatic & administrative structures • Student characteristics • Retention • Advancement • Assessment • Placement • Curriculum	This study, conducted in England and Wales, investigated dropout and progression in English for Speakers of Other Languages (ESOL). The authors found that students were more likely to dropout from non-intensive courses than intensive courses. Students who were interviewed and placed at the appropriate level were less likely to dropout. Reasons for dropping out included leaving the country, inconvenient class times, lack of motivation, difficulty in class, and personal reasons. Students' tutors were either not aware of the reasons students dropped out, or had inaccurate information. TELL teachers need to be aware of dropout reasons to take preventative measures. In addition, the study highlights the importance of appropriate placements and a rigorous curriculum for students in transitional programs.
7	• Concept/theoretical • International • Learner-centered instruction • Benchmark models • Assessment model • Adult learners	Pawlikowska-Smith, Grazyna. 2000. *Canadian language benchmarks: English as a second language for adults*. Ottawa, Ontario: Center for Canadian Language Benchmarks. This guide to Canadian Language Benchmarks summarizes level descriptors for adult English language learners in Canada across three levels of competence in the areas of writing, reading, listening, and speaking. The Canadian Language Benchmarks stress learner-centered instruction and a task-based syllabus that focuses on what students "can do" (p. VIII). The guide is intended for wide use by instructors, administrators, and policy-makers, though there is no documentation to justify associating particular abilities with each level. One perceived benefit of the Canadian benchmark model is that it mandates adjustment in instruction to fit the needs of individual students; however it provides little guidance on how individual students are to be assessed and how instruction is to be differentiated to meet diverse needs and respond to various proficiency levels. This holistic assessment model could be a useful resource for instructors interested in customizing their instruction to fit the specific learner goals because it emphasizes evaluations in context and allows for flexibility in designing curricula and assessments that address academic skills needed for transitioning English language learners
8	• Research/evaluation • Qualitative research • ABE/ESL combined instructional models	Suda, Liz. 2002. Discourses of greyness and diversity: Revisiting the ALBE and ESL interface. Melbourne, Australia: Adult Literacy and Numeracy Australian Research Consortium

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#	Emergent Themes	*Somewhat* Relevant Literature
	• Teacher training • Literacy • Vocational • Workplace • International	(ALNARC). This report speaks to the Australian practice[53] of integrating literacy, numeracy, and English as a second language and embedding vocational education into this mix. After reviewing the conceptual framework for literacy, numeracy, and language learning, the author describes the methodology and findings from 10 telephone surveys, two focus groups, and 12 individual interviews with teachers to gain an understanding of their perspectives on literacy, numeracy, and language learning and teaching. The Australian context is instructive in that adult education and training is increasingly administered and defined as a single effort with literacy, language, and vocational/workplace education being combined. Additionally, many adult literacy classes serve a mixed population of adults with low literacy skills (traditional adult literacy and basic education students) plus ESL students working on English literacy and content development, which is similar to some models of TELL. Results of the study showed that although teachers were knowledgeable about learner needs, ESL learner needs were not always met in the combined classroom. Given that Australian populations mirror American ESL learners in terms of the diversity of cultural and language backgrounds and literacy levels, further research into program models for mixed ABE/ESL populations may be instructive.

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[53] Note that there are three models; one model teaches reading and writing separately from oral skills and another integrates all four language skills plus numeracy. Then there's another set of models—the sequential model that focuses on transition from ESL to GED/ASE and then to vocational training or workplace literacy. The Australian model (like the UK one) tries to teach these skills in an integrated whole.

Appendix F - Learning Processes

Question: What learning processes do adults use in acquiring proficiency in a second language, including literacy skills and academic language?

Of the documents reviewed for this annotated bibliography, 38 relate to the learning processes used by adults to acquire proficiency in a second language. Twenty are concept or theoretical pieces and 18 are research-based or evaluations. Although only 12 of the articles are *directly relevant* to TELL, the rest offer important information and topics that are critical to ESL in general. Specific learning approaches mentioned mainly in the *directly relevant* articles include sheltered instruction (Austin Community College 1993; Gersten & Baker 2001; Hernandez 2005), content-area instruction (Guadalupe 1993; Paulson 1992; Shih 1992; Solorzano 1994; The School Board of Broward County, Florida 1995), and use of L1 strategies to help L2 strategies (Medeiros Landurand & Cloud 1991; Singhal 1998; Solorzano 1994). Learning approaches mainly discussed in the *somewhat relevant* articles include contextualized learning (Allendar 1998; Austin Community College 1993; Boyter-Escalona 1995; Kuhne 1999; Nicholls 1998; Rymes 2002; Waxman 2002), cooperative learning (Florida State Board of Community Colleges 1996; Valdez-Pierce 1992; Waxman 2002), and the whole language approach (Florida State Board of Community Colleges 1996; Lems 1995).

Directly Relevant

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#	**Emergent Themes**	***Directly* Relevant Literature**
1	• Description/ evaluation • Education provider consortium • Evaluation data • Transitional support • Adult learners • School district program	Arlington Public Schools. 1994. The Arlington adult learning system (AALS) Final Report, October 1992–December 1994. Arlington, VA: Arlington Public Schools. This report summarizes the conception and implementation of a program that was designed to increase student matriculation rates by creating a system of learning that institutionalizes transitional support and reduces "internal" and "external" barriers to student achievement, such as low self-confidence and lack of institutional resources (p. 9). The report shows how data sharing and linkages within a consortium of local education providers can lead to enhanced pathways for students to achieve their educational goals, which is important for TELL as well as students transitioning from one program to another. The report provides detail about program design, challenges (e.g., scheduling of classes, support and understanding of the project, lack of a stable operating platform, lack of transition to academic study, and program design considerations), actions taken to

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#	**Emergent Themes**	***Directly* Relevant Literature**
		address these challenges, and lessons learned. However, no information is provided on the costs associated with implementing a system-wide transition program or the level of staffing involved. Though limited, of particular interest to TELL is the student outcomes section. The report disaggregates achievement data by year to allow for basic longitudinal comparison, but does not present information about outcomes prior to implementation of this program model. In addition, supporting qualitative data is mostly anecdotal, and points to the need for ESL transitional programs in their early years to adopt program evaluation and data-oriented strategies for data collection that will allow for program improvement, evaluation, and replication. This report illuminates two critical issues: (a) the need to collect data so that information on transition is available, and (b) the need to disaggregate data so we can see who succeeds and who does not (in terms of English proficiency, educational background, etc.).
2	• Research/evaluation • Sheltered instruction • Bridge program • Contextualized learning • Integrating ESL students with native speakers • Community college program	Austin Community College. 1993. English for specific purposes: Building a curricular bridge between English as a second language and vocational/business office systems. A Carl D. Perkins Improvement Grant. Final report. Austin, Texas: Texas Education Community Agency. This final report describes a project at Austin Community College (ACC), funded under the Carl D. Perkins Vocational and Applied Technology Program Improvement Grant, to develop and implement a curricular bridge between the academic English as a second language (ESL) area and the vocational-technical business/office systems area. ACC selected a language adjunct model in which students are enrolled concurrently in two linked courses, a language course and a content course, with the former providing sheltered instruction and the latter, integrating ESL students with native speakers. The report is significant in that this contextualized learning approach discusses the need for curriculum coordination and team teaching, professional development content, and strategies for teaching that may be applicable to ESL students transitioning to ABE programs. No data is provided on the outcomes of learning or retention for ESL students enrolled in this course. Though not mentioned in the report, it is worth noting that ACC currently has a highly successful dental assistant program in place that links academic learning for LEP students with content classes in dentistry.
3	• Concept/theoretical • College	Goldschmidt, Myra, and Debbie Lamb Ousey. 2006. *Jump*

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#	Emergent Themes	*Directly* Relevant Literature
	• Generation 1.5 • ELLs • Self assessment • Reading and writing • Grammar • Time management • Transitioning	*start to resolving developmental immigrant students' misconceptions about college.* Vol 22, issue 2, pp. 16–30. New York: Research & Teaching in Developmental Education, New York College Learning Skills Association. This paper describes a one-week Introduction to College class at Penn State. The class was added to the front end of a group of developmental education courses offered to Generation 1.5 students in their first year of college to orient them to the realities of the level of work and effort required in that new educational setting. The one-week class helps address the expectations of Generation 1.5 students while helping them self-assess their skill levels in reading, writing, grammar, pronunciation, and time management. ELLs transitioning from ESL to ABE classes in the adult education system may benefit from a similar orientation to address their move into a new school setting. The authors point out that "Generation 1.5 students enter college still learning English…their strong verbal skills often belie their weak academic skills…causing them problems in classes…[and] their own self confidence" (p. 14)—issues that the adult learner also faces when moving from ESL to ABE classes.
4	• Research • Program outcomes • Program evaluation • Pre-service; in-service • Sheltered language programs • Scaffolded language • Content model • GLAD program • ESL • Language • Literacy • Content knowledge • Curriculum	Hernandez, Anita. 2005. Curriculum enhancement: Language, literacy, and content knowledge in a second language. *International Journal of Learning* 12:105–14. This article presents the outcomes from a seminar in which pre-service and in-service teachers learned about two models of sheltered language programs: the scaffolded language and content model and the Guided Language Acquisition Design (GLAD) program. The author briefly discusses key components of second language acquisition, of learning content in a second language, and of several sheltered language programs. Results of the seminar demonstrate that the participating teachers expanded their knowledge about teaching ELLs and were able to use the techniques learned to help students. The seminar described in this article could be beneficial in helping TELL teachers to extend their teaching knowledge. However, the author does not mention or give explicit evidence of the impact that the models had on improving student success. Therefore, although this conference had a positive impact on teachers, the effect it will have on students is not clear.
5	• Concept/theoretical • Student characteristics • Bilingual immersion	Lewelling, Vickie W. 1991. *Academic achievement in a second language.* Washington DC: ERIC Clearinghouse on Languages and Linguistics Center for Applied Linguistic Digest.

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#	**Emergent Themes**	***Directly* Relevant Literature**
	• Program types • K–12 • Student achievement	Lewelling postulates that students who are at a higher level of cognitive maturity in their first language are better equipped for academic success in a second language. The cited research suggests that students in bilingual immersion programs do better academically than students in other types of programs. The comparatively higher achievement gains for these students are a result of continuous academic instruction in bilingual immersion programs—that is to say, academic instruction is not interrupted by learning English, because students are supported in using their native language to learn new concepts while also learning English. Though intended for K–12 audiences, this article draws attention to the need for students to be equipped with not just basic language skills, but cognitive skills to guide successful transitions to using the "context-reduced language" required of students as they advance in their education.
6	• Concept/theoretical • Language proficiency • Surface proficiency • Deep structure proficiency • Academic language • Second language literacy development • Student disabilities • L2 students • BICS and CALP • Disability	Medeiros Landurand, P. & Cloud, N. (May 1991). *How disability can affect language acquisition.* ERIC Excerpt. Washington, DC: ERIC Clearinghouse on Handicapped and Gifted Children. Reston, VA. In their discussion about how disability can affect language acquisition, the authors make an important distinction between two types of language proficiency: surface proficiency (basic communication) and deep structure (academic language). Students that are assumed to be fully proficient, based on their ability to communicate orally, may not have developed the cognitive skills necessary to be proficient in deep structure. These students may be promoted without receiving instruction in the skills they will later need to ensure their academic success. Additionally, the failure of these students to make adequate academic progress may be falsely attributed to a learning disability. Despite its title, the article focuses more on the stages of second language literacy development than disabilities. However, it serves as a reminder in TELL to consider how disabilities may impede L2 acquisition, the importance of critical reading and writing skills to transition, and how misconceptions about learning can negatively impact students' progress.
7	• Concept/theoretical • International • EFL • Social • Cultural • Linguistic • Asian	Mee, Cheah Yin, and Ng Seok Moi. eds. 1999. *Language instructional issues in Asian classrooms*. Newark, DE: International Reading Association. This article examines seven essays and three short reports, and identifies social, cultural, and linguistic aspects of the

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	• Language instruction	teacher's instructional approach that could hinder the student's learning of another language. One of the problems identified was that the teachers relied heavily on textbook activities, which do not always reflect real-life examples. Successful teaching consisted of the use of a variety of activities in preparation, reading, and discussion stages. For students to be able to learn, teachers must reconcile their expectations of and assumptions about the students with the students themselves. The essays this article describes relate to classrooms in Asian countries, which may vary in context and characteristics from American ESL classrooms. Despite the focus of this article on English as a foreign language (EFL), certain EFL practices might be transferable to adult TELLs in the U.S., and should be examined more closely.
8	• Concept/theoretical • Literacy • Teacher training • Student needs • ESL • ELL • Classroom environment • Reading • Writing • Cultural norms • Content	Meltzer, Julie, and Edmund T. Hamann. 2006. Literacy for English learners and regular students, too. *Education Digest*, pp. 32–40. The authors of this article suggest that it is important to train teachers about the special needs of English language learners. Their special needs consist of learning reading strategies, having material related to their lives, and discussing reading and writing content in class. The classroom environment must be one that supports and expects student participation and encourages interaction not only with the text, but with other students as well. Teachers must be sensitive to cultural norms, according to the authors, who also believe that students should be allowed flexibility to use their native language to understand material presented in English. Teachers must pay close attention to content-area discourse, understanding text structures, and developing vocabulary. These suggestions are applicable to all teachers, including those who teach TELLs.
9	• Concept/theoretical • Professional development • Second language writing instruction • Foreign language instructors • Principles of L2 writing • BICS and CALP	Paulson, David L. 1992. *Second language writing. Workshop Series.* Illinois: University of Illinois at Urbana-Champaign. This document is a guide for writing instruction presented at a workshop for second language teachers. The guide begins by covering nine principles of second language writing, which the author believes are applicable to all levels of instruction. The principles essentially cover the integration of writing into other language arts activities and dynamic mechanisms for providing feedback to students. The guide includes a collection of writing activities for all levels with examples of student responses written in Spanish. The activities include a mix of writing assignments that are personal (e.g., journaling,

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		pen pals) and assignments that are more academically oriented (e.g., short essays, note-taking). Research on TELL has shown that in order to transition from basic survival language skills students must acquire academic skills (Cummins 1991).[54] This article is geared toward foreign language instructors, but has applicability to TELL because of the parallels between developing writing and composition skills in a non-native language and the particular focus on writing for academic purposes.
10	• Research/literature review • Second language acquisition • ESL • Skills development • Student achievement • Diversity of learners • Teacher training • Professional development • Literacy	Sherow, Sheila. 2006. *Applying research to practice: Teaching & learning strategies, second language acquisition & English as a second language.* Pennsylvania Literacy Corps, Institute for the Study of Adult Literacy. University Park, PA: The Pennsylvania State University. This comprehensive review of the literature related to second language acquisition and English as a second language provides research-based guidelines for instruction in all areas of L2 learning, including speaking, listening, reading, and writing skills. Sherow also touches upon issues of learning motivation and learning strategies, including how to teach these strategies to support student achievement. She includes a lesson plan guide, sample lessons, and teacher tips. The thoroughness of the research covered in this document provides an outline for any successful ESL program, particularly a transition program, because the research touches on all types of learners, from preliterate to fully literate in L1. The study's format as a guide to instruction supports research-based teaching, training and professional development in working with different ELL populations using differentiated methods of instruction depending on the background of the learner. A small section reviews Rance-Roney and Wrigley's recommendation to ensure that purpose, content, and contextuality are considered in ESL literacy instruction programs.
11	• Concept/description • L1 reading strategies • ESL • Cognitive • Metacognitive • Affective • English for academic purposes • Comprehension	Shih, Mary. 1992. Beyond comprehension exercises in the ESL academic reading class. *TESOL Quarterly,* Vol. 26, No. 2. Shih brings research on L1 reading strategies into the ESL context by introducing cognitive, metacognitive, and affective support strategies for developmental reading courses at the college level. The author focuses on English for academic purposes (EAP) programs and advocates the development

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[54] Cummins, J. (1991) Language Development and Academic Learning Cummins, J in Malave, L. and Duquette, G. Language, Culture and Cognition Clevedon: Multilingual Matters

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#	Emergent Themes	*Directly* Relevant Literature
	• ESL reading • Reading strategies	and use of more "holistic, task- and text-specific, strategy-oriented approaches for reading instruction" (p. 1). In addition, Shih also advocates the promotion of learner independence and use of content reading strategies, which have value for ESL reading practice in general and instructional practices with TELLs specifically. Shih is both an assistant professor and ESL/TESL teacher with experience in developing curricula and materials for college ESL classes.
12	• Research/literature review • Instructional strategies • Assessment • ESL learners • Literacy • Biliteracy	Solorzano, Ronald. W. 1994. *Instruction and assessment for limited-English proficient adult learners*. Philadelphia, PA: National Center on Adult Literacy. This report reviews the literature on instruction and assessment for adult ESL learners. In the section on instruction, the report reviews best practices in teaching not only oral language but *literacy* and cites seminal work in the area of biliteracy. This work can help transition teachers understand the relationship between first language and second language literacy. The implications for TELL are to provide research-based guidance on incorporating content-based and cognitively challenging instruction in English (not to solely teach oral language) that can develop English language literacy for later academic success (although the report does not discuss transition). In the section on assessment, the report reviews commercially available tests for adult ESL and the author notes that language issues confound the underlying concepts being assessed, while writing skills and abilities are often not even tested. Program staff intending to efficiently transition ESL learners to ABE will need valid and reliable assessments.
13	• Concept/theoretical • ESOL/ESL • Pre-GED and GED • Curriculum • BICS and CALP • ABE • ESOL • High school diploma • Speaking, listening, reading, and writing skills development • Content area instruction • Competency based curriculum • Functional literacy	The School Board of Broward County, Florida. 1995. *English for speakers of other languages: Adult ESOL courses and special interest courses*. FL: Broward County Schools, Fort Lauderdale, Florida. This is a competency-based curriculum guide of an adult education ESL program offered by Broward County, Florida. It focuses on multiple levels of ESL instruction, including an ESOL Pre-GED curriculum, which is designed to help students make the transition from Basic Interpersonal Communication Skills (BICS) to developing Cognitive Academic Language Proficiency (CALP) by familiarizing students with terms, concepts, and skills needed to participate in a GED preparation program with native speakers. By using ESOL teaching strategies in a familiar ESOL classroom setting rather than an adult basic education classroom, the program

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		is designed to help students develop the functional literacy[55] and academic language proficiency needed to complete a high school diploma or successfully complete the GED test. The skills (listening, speaking, reading, and writing) focus on content areas of literature, social studies, science, and mathematics. While the document provides no data on the effectiveness of the program in helping students achieve the goal of a high school diploma or GED, it may be a type of "transitional" bridge program worthy of further investigation.

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[55] Related to useful life skills

Somewhat Relevant

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1	• Concept/theoretical • Immigrant ELLs • International • Australia • Adults • New language • Language proficiency • Learning pace • Labor adjustment programs • Policy • Competencies	Allender, Susan Chou. 1998. Australia's migrants and refugees: opening the door to lifelong learning. How adults learn a new language. A paper presented on *How Adults Learn*, an international conference held at Georgetown University Conference Center, Washington, DC, (April 6) http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/25/9c/6c.pdf. This report examines adult education for immigrants and refugees in Australia by looking at the nation's immigrant program and the challenges adult learners face. It also examines the policies, programs, and services related to adult second language learning. The author provides a breadth of information about the structure of the Australian adult education system for ELLs that is important for consideration in the further development of the American system for serving its ELL population. Unlike the U.S., Australia has a national curriculum, standards, assessments, and measures that allow learners to take ESL classes anywhere in the country. The learners are divided into three main categories: 1) language proficiency level (stage), 2) their learning pace (band), and 3) their needs and goals in learning English (learning goals). Within learning pace are further subdivisions into Band A learners, who have limited education or literacy in their native language, Band B learners, who have some learning strategies or literacy, and Band C learners, who have a high level of learning in their native language. Of particular note in the research reviewed by the author is the use of "Labour Adjustment Programs" (p. 8) in Australia, which retrained older adults with limited oral English ability and no literacy skills to read and write through year-round study of English and vocational skills. Additional research relevant to the American ELL population include the curricula, instructional strategies, and program models for the Band A learners (what the U.S. terms pre-literacy or low-level literacy learners), such as contextualized learning, a focus on the learners' experiences and cultural backgrounds, and the development of formal learning skills. Program models are based on "differentiation, flexibility and continuity" (p. 12), and policy at the national level allows free tuition for adult ESL classes for up to 3 years for immigrants; national benchmarks are under development (at the time of this writing) to measure not only learner progress, but also to measure achievement "more finely in terms of actual competencies gained" (p. 13).

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#	Emergent Themes	*Somewhat* Relevant Literature
2	• Concept/theoretical • Convention resolution • K−12 • Generation 1.5 • ELLs • Immigrant youth • Collaboration • Teacher preparation • English-only	American Federation of Teachers. 2006. *Where we stand: English language learners.* Educational Issues Department, Washington DC, Item no. 39-0247, http://www.aft.org/pubs-reports/downloads/teachers/ellwws.pdf. The American Federation of Teachers (AFT) provides a "convention resolution" adopted in July 2006 to address the specific needs of ELLs in the K−12 system. This document describes the current state of ELL learning, challenges, resources, research, answers to questions about this population of learners, and recommendations for practices to enhance learning. The AFT cites statistics, research, and its own collective knowledge base from its investigation of the issues. The paper offers a compilation of a broad swath of information to highlight the most salient issues around ELLs in the K−12 system and the challenges that must be addressed to meet their educational needs. The AFT provides insight into K−12 issues reflected in the needs of Generation 1.5 and immigrant youth ELLs that leave the K−12 system without the English language skills required to achieve life goals of learning and job obtainment. Some of those issues include placing ELLs into English-only classes too quickly, lack of credentialing for teachers of ELLs and lack of teacher preparation for this population generally, lack of collaboration between staff working with ELLs and the general school staff, insufficient support services, and over- and under-referrals of ELLs to special education settings. Except for the population it focuses on, all of the issues described in the document are relevant to adult TELL students transitioning to the adult high school arena.
3	• Evaluation/research • Vocational education program • Previous learning experiences • Worker-centered curriculum • Participatory curriculum • Critical literacy • Learner-centered approaches	Boyter-Escalona, Margaret. 1995. *Enhancing workers' skills for the workplace and for life. Worker Education.* Program Final Report, May 1993—March 1995. Chicago: Northeastern Illinois University, Chicago Teachers Center. This report describes the outcomes of a vocational education program for LEP workers in Chicago. The report cites several positive outcomes for the companies, union, and workers involved, including greater job competency, increased self-confidence, and better communication with management. This program was adapted to the participants' attitudes toward and experiences in education prior to entering. For example, workers reported that large class sizes had caused them to drop out of adult education in the past, so classes in the study program were limited to 15 students. A worker-centered approach was also evident in the curriculum, which was developed with input from workers and which included discussions of workers' "importance in the

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		production of goods for market distribution and issues in the American work culture" (p. 29). These approaches are consistent with Auerbach's (1992) idea of participatory curriculum development and Corley's (2003) argument for critical literacy, in which students learn not only skills but also thinking styles that critically examine their roles in institutions and cultures. Though this program is not designed to transition students, the findings support the success of learner-centered approaches in achieving program and learner goals, and are therefore important elements to consider in designing TELL programs.
4	• Research • Social cognitive theory • ESL professional development • Teacher self efficacy • Institutional support • Instructional strategies • ESL	Eun, Barohny, and Audrey L. Heining-Boynton. 2007. Impact of an English-as-a-second-language professional development program. *Journal of Educational Research, 101(1)*: 36–48. Eun and Heining-Boynton's study uses Bandura's[56] social cognitive theory to predict the classroom instructional impact of an ESL professional development program on teacher self-efficacy and institutional support. The authors find that self-efficacy and institutional support predict change in instructional strategies among teachers after controlling for years of service. This study has some relevance to TELL, because it emphasizes the need for institutional support in making ESL professional development effective. However, there are several important limitations. Foremost is that the study does not differentiate the effects of types of institutional support; instead, it uses a composite score from teachers' self reports. Schools or programs, therefore, might face difficulties in implementing meaningful institutional changes, including those the study describes, to increase the impact of professional development for their teachers.
5	• Concept/theoretical • Teacher reflective practice • Adult ESL	Florez, MaryAnn Cunningham. 2001. *Reflective teaching practice in adult ESL settings*. Washington DC: National Center for ESL Literacy Education. This article describes teacher reflective practice as an approach to professional development for adult ESL teachers. The author enumerates the key steps in the reflective process, including benefits and challenges. She suggests this approach as a practical option for programs with limited resources for training, but she cautions that this approach requires commitment and time because of the ongoing nature of the reflective process. Practitioners in TELL programs may find the reflective process useful in helping them expand their knowledge and refine their practice on an ongoing basis;

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[56] See Bandura, A. 1989. Social cognitive theory. In R. Vasta (Ed.), Annals of Child Development. Greenwich, CT: JAI Press.

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		however, Florez's article presents a limited view of reflective practice and utilizes a rhetorical style that blurs the line between a research report and a concept paper. For example, Florez describes, in four sentences, a decontextualized situation in which a person she calls "teacher A" participated in a workshop that fostered reflective teaching practice and began compiling a portfolio. Because Florez provides the reader with absolutely no other information about this situation, it is difficult to determine whether the situation Florez describes is a valid exemplification of concepts she tries to describe, namely reflective practice. Also, the value of the sources the author uses is limited in that they merely describe reflective practices, and she fails to mention the researcher who pioneered the notion of reflective practice in education (Schön 1983).[57] A full deliberation on the notion of reflective practice as a metacognitive activity would have provided greater depth for the reader as well as a context for conceptualizing reflective practice. This document can be used to show that there is prevailing support for reflective teaching practice but that more research is needed to clarify the effectiveness of reflective practice in an adult ESL context.
6	• Policy • Programmatic • State • ESL • Cooperative learning • Peer tutoring • Whole language • Instructional strategies • Skills assessment • Community college	Florida State Board of Community Colleges. 1996. *English as a second language program review report, 1–77. Fort Lauderdale*: Florida State Board of Community Colleges. The Florida State Board of Community Colleges examined 28 community colleges to determine the level of instruction for ESL students. They found (1) it was difficult to determine whether students were taking ESL/English Native Speaking courses along with their other courses, (2) there was inconsistency across the state in the implementation of instruments such as basic skills assessments, (3) there was a lack of trained ESL instructors and trained counselors, and (4) there was a lack of funding. They also found "cooperative learning activities, peer tutoring, individualized instruction, and whole language approaches" (p. 58) to be very helpful instructional strategies. Findings relevant for TELL include the need to fully support transitional programs if they are to be effective, and to implement instructional practices such as cooperative learning, peer tutoring and individualized instruction to support ESL students transitioning to ABE programs.
7	• Research synthesis • Concept/theoretical • Flawed methodology	Gersten, Russell, and Scott Baker. 2001. *Practices for English-language learners*. The National Institute for Urban

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[57] Donald Schön. The Reflective Practitioner 1983.

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	• Controlled studies • Sheltered instruction • Student content learning • English language development • Instructional practices • English language learners	School Improvement. (October, 08) http://www.urbanschool.org/pdf/ts_eng.pdf?v_document_name=Topical%20Summaries%20English. This paper provides a brief overview of research and instructional practices for ELLs. The authors find most studies to be flawed methodologically and conceptually, and they call for smaller, more tightly controlled studies. Despite these problems, they find that research suggests the sheltered English approach could lead to improvement in students' content learning and English-language development. Based on this work, the authors provide a set of key components for best instructional practices. TELL programs can adopt the instructional approach recommended to increase content learning and English development for ELLs. However, the set of instructional principles recommended by these authors is based on expert opinion and research that the authors acknowledge to be somewhat flawed; therefore, caution should be used in accepting them as final. This paper is a topical summary aimed at teachers and administrators in urban schools.
8	• Concept/theoretical • Book • Research-based • Teaching languages • ELLs • Comprehensible input • Nonverbal cues • L2 • Language acquisition strategies	Gersten, Russell, Scott K. Baker, and Susan U. Marks. 1998. *Teaching English-language learners with learning difficulties: Guiding principles and examples from research-based practice.* Eugene, Oregon: Eugene Research Institute. This book focuses on teaching languages to students with language difficulties, such as students with special needs and English language learners (ELL). The authors rely on comprehensible input, a theory presented by Stephen Krashen (1981), who argues ELLs best acquire language when they hear and understand target language messages that are at a higher level than their L2 level (Comprehensible Input +1). The aim of the teacher in this model is to increase the learner's L2 language comprehension by providing the necessary scaffolding. This puts the responsibility for learning on teachers. The strategies are relevant to TELL programs as they provide access to learning curricula by meeting the needs of diverse students. For example, teaching students how to read nonverbal cues early on and training teachers in how to use visual cues may aid students' learning.
9	• Research/evaluation • Project • CALP • ESL • Content-area instruction • Career exploration • CALA	Guadalupe, Deana R. 1993. *Cognitive academic learning approaches through ESL content area instruction with career exploration strategies. (Project CALA): Final Evaluation Report, 1992–93.* Office of Educational Research (OER) Report, p. 43. Brooklyn, NY: New York City Board of Education.

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	• Experiential learning • Content-based approaches	This evaluation report shares objectives and outcomes of low-performing high school students (grades 9–12) who are non-native English language learners. The report emphasizes experiential learning, a content-based approach to ESL, and career education. Guadalupe blends cognitive academic learning approaches (CALA) with content area instruction (CAI), which has some relevance for TELL in terms of differentiating research methods to shed light on effective practices. Although results showed that ESL students had gains in English language learning and high rates of continuation to postsecondary education, there is little in the way of analysis (descriptive or otherwise) of the program to show how it met its objectives or whether these practices are transferable to other programs. The project implementing the program was funded through Title VII funds of the NY Office of Research, Evaluation and Assessment (OREA).
10	• Research • Attaining proficiency • BICS and CALP • School district • ELLs • K–12 • Policy implications	Hakuta, Kenji, Yuko Goto Butler, and Daria Witt. 2000. *How long does it take English learners to attain proficiency?* Santa Barbara, CA: The University of California Linguistic Minority Research Institute, http://repositories.cdlib.org/cgi/viewcontent.cgi?article=1001&context=lmri (accessed November 29, 2008). This paper focuses on the question of the length of time it takes for ELLs to gain oral English proficiency and academic English proficiency. The authors studied four different school districts to answer this question and then used their conclusions to make policy implications. This work is beneficial to TELL in that it provides a framework for showing programs information about time frames for helping ELLs gain proficiency, and this can help refine programming policies. The authors caution, however, that the actual length of time may be longer than they estimate because of limitations of their data, which was collected from elementary and secondary schools. The length of time that adults require to gain language proficiency may differ from that of children, and this information is critical especially for adult ESL programs in K–12 school districts. This paper was prepared as a policy report and is likely intended for policymakers
11	• Research • Action research • Adult literacy • Teaching English • ABE • Structure of English • Learning process • Video tapes	Kuhne, Gary. 1999. *Action research monographs*. Pennsylvania: Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education. Gary Kuhne examines 23 monographs developed by the Pennsylvania Action Research Network to collect research information on teaching adult basic education and literacy. He finds that successful teaching consists of relating teaching material to the work place. The structure of the English

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		language plays a key role in student understanding and knowledge of it makes the learning process quicker. Using video tapes is shown to be an effective measure to correct pronunciation, and helps students feel more comfortable practicing the language. An increase in vocabulary skills also impacts the students' comfort level with the language. Teachers find it helpful to work together in weekly meetings to gain a better understanding of their students. This document has value to the TELL project, although it focuses on the transitioned population (ABE) and not the transitioning ELL students. In addition to some of the findings being helpful to TELL instructors, action research may be an effective approach for professional development, particularly if research is conducted jointly by ESL and ABE teachers and is focused on transitioning ELLs.
12	• Concept/theoretical • Whole language • ESL • ELL • Natural approach • Methods • Motivation • Teacher strategies	Lems, Kristin. 1995. *Whole Language and the ESL/EFL Classroom*. Washington DC: U.S. Department of Education. This article discusses use of both the whole language approach as well as the natural approach for teaching adult English language learners (ELL) while learning a topic of interest. The discussion is supported by the research of Kenneth and Yetta Goodman. The natural approach, by Krashen and Terrell, is similar to the whole language approach and is also discussed in this article. In this approach, the student chooses a topic to learn and then reads and writes about it. Students can read aloud, and can listen to each other. This method of learning is effective because the student is developing language arts skills while maintaining motivation. Teachers may utilize materials from outside of the classroom, such as prescription bottles or recipes, to teach reading, but the problem with these materials is that they are sometimes hard for teachers to provide. The article notes that this method of learning may be difficult for adults not used to this less-structured, unconventional method and that expectations may not be clearly defined. The National Reading Panel (NRP) report (2000) emphasizes five research-based components of reading that have proven to be more effective than the whole language approach.
13	• Research • Evaluation • K–12 • Middle school • State • Minority students • ESL • Program	Liberty, Paul. Nov 1998. *Title VII reforms: Rethinking education for minority students. E*valuation report, 1997–98. Publication Number 97.19. Office of Program Evaluation. Austin, TX: Austin Independent School District. REFORMS project funding expanded the ESL program at a middle school in Austin, Texas, and this report analyzes findings from the first year of the two-year enhancement of

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	enhancements • Transitional bilingual • Mainstreaming • Staff development • Professional development	the existing ESL program. Results of the enhancements are mixed. For example, students showed higher retention and GPAs, along with higher disciplinary action and greater retention compared with other students in the same grade. Gains on test scores for students were mixed by grade and content area, and it is unclear whether students were better prepared by the transitional bilingual classes for mainstreaming in the coming years. However, the participation rate of teachers in staff development opportunities is significant, including 92 percent ESL teacher certification and a large number of teachers involved in "Action Research" in the classroom. The PD model provided in this report offers an approach to teacher training for those working with ESL, minority, and general population students and may have some value to TELL if adequately modified for adult learning populations.
14	• Concept/theoretical • ESL • Speech programs • Oral practice • ESP/ESL • Glass ceiling • Video	Migliacci, Naomi. 2000. Ouch! Or ESL and the glass ceiling. Paper presented at the TESOL 34th Annual Convention, Vancouver, Canada, (March 16). The author discusses the lack of attention to the glass ceiling by ESP/ESL programs and courses. She suggests showing ESP/ESL students videos of how the glass ceiling can affect them. To better assist the students' understanding, she suggests having the appropriate speech modeled in the video, and including interactive lessons. She also suggests students speak up in oral presentations, class discussions, and group and paired work, as this will help them be prepared for post-graduation situations. She indicates that students need to be educated on how to confront the glass ceiling for minorities. Some of the strategies she suggests, such as using videos with interactive lessons and having students actively engaged in discussions, may be useful in TELL programs. Practicing the language may help students feel more comfortable in ABE classes and encourage them to ask questions when they do not understand the content.
15	• Research • International • Older ESL students • Reading • Writing • Speaking • Listening	Nicholls, Mary, and Robyn Raleigh. 1998. *Understanding life in Australia: ESL for older learners. A resource for teachers.* Melbourne, Australia: Adult, Community, and Further Education Board. This document reports the findings of a research study designed to assess the needs of older ESL students (age 50 and older), and is intended as a guide for teachers of this population. The study is not focused on transitioning these learners, but rather teaching them basic reading, writing, speaking and listening skills in English. The authors report many findings, but for TELL the findings of relevance can be

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		summarized as follows: (1) the needs and goals of the students must be reflected in the curriculum. Of note is that differences between, and within, groups of learners mean that a rigid curriculum will not suit all students, and will hamper their progress and motivation to continue in the program. (2) The course must be accessible, meaning instructors must take into account the physical and cognitive restrictions of students and make learning aids available. Instructors must also allow for communication in the native language to help facilitate learning.
16	• Concept/description • Language development • Adult ESOL pre-service teachers • Immigrants • Critical pedagogy • Experiential learning • ESOL • Teacher training	Rymes, Betsy. 2002. Language in development in the United States: Supervising adult ESOL pre-service teachers in an immigrant community. *TESOL Quarterly* 36, no 3 (September 9), http://www.jstor.org/stable/3588420. From the perspective of critical pedagogy, Rymes presents a description of her academic community learning approach to teaching ESL teacher-students in an experiential method of learning within the Hispanic community near the University of Georgia, where the teacher-students are located. The pre-service teachers have an opportunity to teach in the homes of Hispanic families to develop ESOL curricula that reflect the learning needs of the students and that incorporate L1 as needed, with English presented as an opportunity for empowerment and not as a threat to the culture and linguistic independence of the students. Rymes presents the results in terms of teacher-students' personal transformation, changing pedagogical values, and the use of Spanish to teach English. One important result is that the teacher-students and Hispanic families created a shared sense of community through an understanding of the 'other,' and thus felt comfortable sharing control over instruction and curriculum development in the learning environment. By understanding and acknowledging their students' sense of vulnerability, the teacher-students may become better educators and grow as individuals. Despite positive reports by teacher-students and by Rymes of personal transformation, there is no evidence offered that indicates long-term changes in teacher approaches to developing curriculum or conducting instruction, or in learning gains of the Hispanic students. The supervision of teachers who work with TELLs has implications for student achievement and for overall classroom and program management; it also has implications for teacher professional development.
17	• Research/qualitative study • Second language	Sengupta, Sima. 2000. Developing academic reading at tertiary level: A longitudinal study tracing conceptual change. *The Reading Matrix* 2, no. 1.

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	learners (L2) • Qualitative research • Cantonese speakers • Reading instruction • Critical reading • Longitudinal study • Academic reading • Tertiary level • Rhetorical consciousness • Process oriented approach • Interpretative framework	This is a qualitative study of Cantonese college students. The study included thematic analysis of biweekly discussions of a small undergraduate class (25 L2 students) and interviews with nine randomly selected students both at the end of the course and 18 months later in their third year of study. Through the undergraduate first year course, the author as tutor provided biweekly instruction to help students who were Cantonese speakers with intermediate level English skills to move from literal word-by-word reading to a more process-oriented approach to interacting with the text and the writer through critical reading and constant comparison of text. Although in this one course students were able to develop critical reading skills, these skills were not found to transfer to other academic courses due to the students' concerns that other teachers would not welcome this active reading approach. However, by the third year, when students were preparing their dissertations, they were using a critical approach to reading and research. This study does not show whether the changes in students in the third year of undergraduate study were due to the explicit instruction from their first year, or a natural progression for all students; however, the study does highlight the importance of L2 learners' engaging in techniques that will help them glean meaning from the text, and the study followed a useful approach by including learners' voices through interviews and discussions. TELL learners may benefit from a similar "strategy related instruction" (p. 2) in the reading process and from active involvement as student researchers involved in their own reading processes; however, questions remain about how to make this learning sustainable unless other course instructors promote similar reading processes in their classes as well. In addition, the study uses a sample of only nine students, which makes it non-generalizable, although its findings may be transferable to TELL contexts having similar conditions. In addition, the author's methodology is questionable and ambiguously written, which will limit this study's replicability.
18	• Research • ESL • Teacher resistance • Transition • Teacher training • Hispanic population of learners • Asian population of learners • Native language literacy	Shoemaker, Connie L. 1996. Results of survey of community college ESL programs. Littleton, CO: Arapahoe Community College. This is a description of a study involving a survey of community college ESL programs. The author shares data from a cross-country survey conducted with community colleges offering ESL instruction. Out of 180 colleges contacted, 60 ESL programs responded with data that describe their student population, funding streams, number of students, and assessments used. Problems reported in the

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		survey included difficulty in finding trained ESL teachers and the "unwillingness of non-ESL faculty to adapt instructional methods to meet ESL students' needs," (p. 2) with the latter 1) having implications for transition programs that require collaboration with non-ESL teaching staff, and 2) suggesting a need to provide ESL instructional training to transition teachers. Also of interest is the finding that major ESL learner groups are comprised of Hispanic and Asian adult learners, but the report does not discuss whether these populations learn differently or have different learning strengths and weaknesses. The survey methodology is limited to only a small percentage (34%) of respondents and it is unclear how the colleges were selected or whether the respondents form a representative sample.
19	• Research (practitioner) • Second language learners (L2) • Strategy training • Reading strategies • Reading instruction • Learner motivation • Reading comprehension • Teaching and learning	Singhal, Meena. 1998. Reading comprehension in the second language classroom: A hands-on approach to teaching and learning reading strategies. ERIC, ED424748, http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED424748&ERICExtSearch_SearchType_0=no&accno=ED424748. This article describes approaches to L2 reading. The author describes general principles in reading for advanced adult ESL classes, and describes an instance where she utilized concepts and methods found mainly in L1 reading research and applied them to the L2 setting (e.g., students with higher levels of reading proficiency appear to use more reading strategies and to use them more effectively). Through her classroom application of this research and discussions with her students, she has identified seven reading strategies.[58] She provides examples of how these strategies were used in her classroom to improve comprehension. Her work highlights the importance of training in L2 reading, particularly in the use of reading strategies. She also emphasizes providing individual opportunities for practice with students, using text that is of interest to the learners. While the strategies are used with higher-level learners, they may be useful in the transition-to-ABE context with both native and non-native English speakers.
20	• Book • ESL • Biliteracy • Reading and writing • Dialect reader • Teaching adults	Spener, David. 1994. *Adult Biliteracy in the United States*. Washington DC: Center for Applied Linguistics and Delta Systems Co. This book features multiple authors discussing biliteracy (being literate in two languages) and teaching someone

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[58] Cognitive, compensation, memory, metacognitive, affective, social, and textual

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#	**Emergent Themes**	**_Somewhat_ Relevant Literature**
	• Youth • Reading • Speaking • Writing styles	reading and writing in English when they are already literate in another language. Spener suggests teaching adults in a bilingual setting since it has been shown to be effective with youth. Arnulfo Ramirez supports this claim by stating that teaching students in their native language may be used to explain the English language. Walt Wolfram describes a dialect reader as "a text that incorporates the nonstandard grammatical forms typical of a vernacular-speaking community" (pp. 79–80) and admits that this form of teaching may be stigmatizing and patronizing. However, this writing style may be appealing to those who feel intimidated by typical writing styles, and it may be helpful for ESL students to learn how English is used outside of the school setting. Catherine E. Walsh explains that some students find textbook writing styles hard to read even if they are able to speak and write in English. She also points out that secondary school teachers feel that students should already know the basics of reading and writing and it is not their job to teach this to them, a viewpoint which frustrates students and leads some to fall behind. This may not be appropriate for TELL students, who may become confused by the different writing styles and misunderstand when to use one versus the other.
21	• Concept/theoretical • Cooperative learning • Instructional strategy • Academic achievement • Small groups • Building competency • Reading	Valdez–Pierce, L. 1992. _Cooperative learning for students from diverse cultural backgrounds._ Washington, DC: ERIC Clearinghouse on Languages and Linguistics Center for Applied Linguistic Digest. Valdez-Pierce proposes cooperative learning (students working in small groups to help each other complete tasks) as an instructional strategy that can improve academic achievement for students in heterogeneous language classrooms and prepare students for interactive work environments. Various cooperative learning structures, outlined in the article, help to develop cognitive, academic and social skills. The activities focus heavily on oral communication skills and provide little guidance on how to use the cooperative structures to build competency in reading and writing for academic purposes. It is not apparent from the article what level of language proficiency is needed for second language learners to benefit from this method of learning, however the author claims that working collaboratively can increase support for students and motivate students to stay in school. For TELL, the article shows that there are practical ways to instruct groups of students from diverse language backgrounds while providing them opportunities to develop communication skills that will help them to advance.

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#	**Emergent Themes**	***Somewhat* Relevant Literature**
22	• Concept/description • Adult ESL • Student preparation • Promising practices • Professional development • Policy • ELLs	Van Duzer, Carol, and Mary Ann Cunningham Florez. 2003. *Adult English language instruction in the 21st century.* Issues in preparing adult English language learners for success series. Washington DC: Center for Applied Linguistics. The authors, with the National Center for ESL Literacy Education, operated by the Center for Applied Linguistics (CAL), provide an overview of the state of educating ELLs in the U.S., including trends, promising practices, and challenges to the field in the areas of program design and instructional practice, assessment, professional development, integration of research and practice, and technology. By pointing out both the inadequacy of resources and the potential for enhancing learning for the ELL population, the authors provide a jumping-off point for discussing how to proceed at the national and state levels. The paper addresses policy indirectly, while pointing out many issues at the classroom, state, and national levels that need to be addressed, ranging from the changing 'face' of the adult ESL learner, to the lack of research on how long a student needs in class to show proficiency, to the marginalizing of ESL teachers within adult education (shown by dollars spent per learner) and of adult education within the broader educational context of the country. The paper may be helpful to the TELL project in structuring its final report around the pertinent and cross-cutting issues for the field of adult ESL education.
23	• Concept/theoretical • K–12 • ELL programs • Instructional practices • Program models • Culture • Learning processes	Vialpando, Jacqueline, Jane Yedlin, Caroline Linse, Margaret Harrington, and Geraldine Cannon. 2005. *Educating English language learners: Implementing instructional practices.* Providence, RI: National Council of La Raza and The Education Alliance at Brown University. This guide focuses on the implementation of K–12 ELL programs in charter schools. Contents include a brief review of research in second language acquisition; stages of language development; ELL program models; and instructional practices, strategies and techniques. It emphasizes the importance of culturally responsive teaching and the need for professional development to enhance ELL instruction. While focused on K–12 programs, it provides a good background on language acquisition for ABE instructors who are teaching ESL students who have transitioned to the ABE program. Several of the instructional strategies (e.g., graphic organizers) may help ESL students learn the content areas.
24	• Concept/theoretical • Adult literacy • NALS survey • Literacy instruction	Wagner, Daniel A., and Richard L. Venezky. 1999. Adult literacy: The next generation. *Educational Researcher* 28 (no. 1): 21–29.

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#	**Emergent Themes**	***Somewhat* Relevant Literature**
	• Workforce literacy • ESL • Family literacy • Professionalization • Content standards • Technology • Motivation • Retention • K–12	Wagner and Venezky provide an overview of the state of adult literacy in the 1990s. They include numerous references to the 1993 NALS survey that provided a comprehensive survey of adult literacy and information about the numbers in the lowest literacy populate groups in the country. The article reviews the status of aspects of the adult literacy field and provides helpful recommendations on how best to address issues of literacy instruction and measurement, workforce literacy and competitiveness, English as a second language, family literacy, professionalization of the field, content standards, and technology. Related to TELL, the article touches on issues of motivation and retention of adult learners, native language instruction, the need to develop policy about bilingualism in adult literacy separately from the K–12 debate, curriculum specific to the learning processes of this population, support services (when ESL is provided within a family literacy program), proactive professional development, and measuring the success of learners through various types of assessments. Of note is the authors' suggestion to create a "consumer-oriented approach to adult learning" (p. 26).
25	• Research synthesis • Effective teaching • ELLs • Cognitively guided instruction • Technology enriched instruction • Schema • Collaborative learning communities • Teaching practices • K–12	Waxman, Hersh C., and Kip Tellez. 2002. *Effective teaching practices for English language learners*. Philadelphia: Mid-Atlantic Laboratory for Student Success. This is a research synthesis focused on effective instructional practices for ELLs and determining best practices. Results of this work illuminate seven effective practices, which include: collaborative learning communities, providing multiple representations, building on prior knowledge, instructional conversation, culturally responsive instruction, cognitively guided instruction, and technology-enriched instruction. TELL programs may be able to learn more about, and implement, some of the instructional practices described in this paper. These practices, however, have not been widely used, so additional research needs to be conducted to adequately measure effectiveness. Also, the findings in this paper are based on research of K–12 students, not on adult learners, and therefore may not be applicable to TELL programs.

Appendix G - Multi-contextual Strategies, Curricula, & Models

Question: What instructional strategies, curricula, and academic models support English language learning and literacy acquisition for ESL students? And how might they support transition of ELLs into adult basic education/adult secondary education?

The annotated bibliography includes 98 documents that cover multi-contextual strategies, curricula, and academic models. Of these documents, 41 are original research or literature reviews, and 54 are concept or theoretical papers. Major themes emerging from this literature include assessment (n=14), professional development and teacher training (n=28), career or vocational education (n=10), curriculum (n=16), content-based instruction (n=11), cultural sensitivity and context-based instruction (n=14), reading (n=18), literacy (n=21), and policy (n=9). Of the 98 documents, 39 are *directly relevant* to TELL, including Aguirre-Munoz et al. 2006; Notzold, & Ziemba Miller 2003; Hernandez 2005; Honigsfield & Cohan 2006; Wrigley 1994). Among those *directly relevant*, nearly half (n=16) have been published since 2005. The *somewhat relevant* documents cover instruction of ELLs without regard to transition; instruction of K-12 ELLs; and instruction of special populations, such as incarcerated youth, gifted and talented ELLs, and ELLs with learning disabilities. Of particular interest is Wrigley's (1994) *Meeting the challenges of transition: Perspectives on the REEP/AALS transition project*, which identifies and evaluates practices from a TELL program.
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Directly Relevant

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#	**Emergent Themes**	***Directly* Relevant Literature**
1	• Research/evaluation • ELLs • Academic language • Performance assessment • Middle school • Opportunities to learn models • Teacher capacity	Aguirre-Munoz, Zenaida, Christy Kim Boscardin, Barbara Jones, Jae-Eun Park, Marjorie Chinen, Hye Sook Shin, Janet Lee, Anastasia Aimee Amabisca, Aprile Benner. 2006. *Consequences and validity of performance assessment for English language learners: Integrating academic language and ELL instructional needs into opportunity to learn measures.* Los Angeles: National Center for Research on Evaluation, Standards, and Student Testing (CRESST). CSE 687. (May 9), http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1b/e0/dc.pdf. Aguirre-Munoz et al. report on a study that investigated different "opportunities to learn" (OTL) models at an urban middle school in California. Key research questions include the following: (a) To what extent and in what ways are students

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		exposed to key OTL variables in classrooms? And (b), What is the impact of academic language and other OTL indicators on ELLs' and non-ELLs' performance on Language Arts Performance Assignment (LAPA)? The authors "operationalized academic language" within a theory of systemic functional linguistics[59] to examine the nature of achievement among English language learners. Focusing principally on the processes and content of opportunities available to ELLs that lead to academic success or failure, the authors examine disparities in ELL opportunities to learn and find that teachers vary significantly in the amount of feedback they provide to students, as well as in the variety of instructional strategies they use specifically to target ELLs. The findings indicate that adequate teacher capacity and explicit instruction on academic language are crucial to student success. Clearly, the study's subtext relative to ELL academic achievement relates not only to comprehensible input (Cummins 1991[60]) but also to educational input. Although the study focuses on younger ELLs than the population targeted for TELL, these findings, if properly examined and modified, may have value to TELL, especially given the characteristics of ESL teachers in TELL programs; many adult ESL teachers come from the K–12 setting (Pelavin 1994[61]) and are the primary source of importation of varied K–12 instructional strategies into the TELL arena. Teacher training and professional development in ways to effectively provide comprehensible input to adult TELLs are fundamental to student success and may help prevent some of the disparities in adult TELL student persistence, especially if the disparities are the result of decontextualized instructional techniques.
2	• Research • Performance assessment • ESL • Writing instruction • Opportunities to learn	Aguirre-Munoz, Zenaida, Jae Eun Parks, Aprile Benner, Anastasia Amabisca, and Christy Kim Boscardin. 2006. *Consequences and validity of performance assessment for English language learners: Conceptualizing and developing teachers' expertise in academic language.* Los Angeles: National Center for Research on Evaluation, Standards, and

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[59] The functional linguistic approach, which is inspired by the theory of functional grammar (Dik 1997a, 1997b), involves conceptions about how the function or use of different language elements (morphemes, words, sentences, etc.) helps shape linguistic meaning. Systemic functional linguistics theory views language as a social tool used by users to accomplish different tasks and to express and create meaning in context. See Dik, S.C., ed. Hengeveld, K. 1997a. The theory of functional grammar, part 1: The structure of the clause. Berlin: Mouton de Gruyter. See also, Dik, S.C., ed. Hengeveld, K. 1997b. The theory of functional grammar, part 2: Complex and derived constructions. Berlin: Mouton de Gruyter.

[60] Jim Cummins. 1991. Language Development and Academic Learning in Malave, L. and Duquette, G. Language, Culture and Cognition, 1991, Clevedon: Multilingual Matters.

[61] Pelavin Associates, Inc. 1994. "Developing a plan for effective ABE/ESL staff development: Implications and recommendations from the study of ABE/ESL instructor training approaches." Washington, DC, San Francisco, CA, and Des Plaines, IL: Pelavin Associates, San Francisco State University, and Adult Learning Resource Center.

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	• Teacher expertise • Academic language	Student Testing (CRESST). CSE 700. (September 18), http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/27/f6/13.pdf. Aguirre-Munoz et al. report on a two-phase research study that examined the importance of developing teachers' expertise in academic language. This report focuses on the results of a small-scale qualitative, exploratory investigation that involved teacher-training institutes designed to create the conditions under which varying levels of direct instruction in academic language occur. Another part of the study focuses on students' "opportunities to learn" (OTL). The training institute utilized modules designed to teach instructors to use the functional linguistic approach in creating instructional plans and evaluating student writing. The authors conclude that the program was successful in this regard and identify improvements that could be made in both the content and process of the training to make it even more effective. The study finds some evidence to support the effectiveness of the functional linguistic approach in ESL writing instruction, which the authors use as a rationale for promoting the approach. The evidence, however, is based primarily on pre-and post-institute surveys, pre- and post-tests, and teacher feedback, and not on student or classroom outcomes. As a result, the research serves its purpose to build "teachers' understanding of the key components of academic language to improve their instructional decision-making… and to provide teachers with tools for providing ELLs with direct instruction in academic language and thereby support their English language development" (p. 6). An evaluation of these training modules that incorporate learner outcomes would add to evidence to potentially support their use.
3	• Concept/theoretical • Adult learners • Transition • Adolescent • Mainstream • Postsecondary • ELLs • Policies	Alamprese, Judy. 2005. *Helping adult learners make the transition to postsecondary education.* Adult Education Background Papers, pp. 11, Cambridge, MA: Abt Associates, Inc. In *Helping Adult Learners Make the Transition to Postsecondary Education*, Alamprese discusses "the challenges ABE programs must address in developing and implementing transition services, provides examples of emerging efforts, and discusses the implications of this transformation for policy and practice" (p. 1). Alamprese directs the reader to practices in helping transition ABE students into postsecondary education as an important aspect of growing the income and education of adult education students. She emphasizes a three-tiered approach that may also be applied to higher-level ESL students,

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		including instruction in content areas at a level that mirrors the college experience, counseling that ranges from personal guidance to time management and other non-instructional skill development, and collaborations with other organizations, particularly community colleges. This approach is similar to that presented in other K–12 programs that attempt to mainstream adolescent ELLs. However, the learners who are the focus in this paper are those who have already reached higher levels in adult education and have the stated goal of postsecondary education, not the broader range of potential ELLs (including those who are low literate/pre-literate in their native language and/or have limited education in both their native language and in English). The focus of this paper is on the transition to postsecondary education, which is slightly different from transition from ESL to ABE. Its relevance to the TELL project, however, is not in the population it targets, but in the structural issues it describes, including helping students strengthen academic skills, develop study and time management skills, and navigate different aspects of college life. In addition, the challenges Alamprese identifies are common to other types of academic transitions, including the transition from ESL to ABE or other English-only instructional settings, especially for ESL programs based in community colleges.[62] Alamprese calls for policies to address these areas, specifically citing ways in which the U.S. Department of Education can contribute to student transition. She references transitioning programs in New England, Wyoming, and Oregon; however, the information gleaned from these programs is mostly anecdotal, and not systematically derived. She concludes with a call for changes in policy and practice without a corresponding call for additional research to dig deeper to investigate the apparent success of programs implementing aspects or all of the 3-tiered approach she summarizes. The paper's obvious limitations[63] do not hinder its overall value to the TELL project. Implications for next steps could include future research that uses control and experimental groups to examine the value of Alamprese's findings in an ABE-ESL context.
4	• Description/ evaluation	Arlington Public Schools. 1994. The Arlington adult learning system (AALS) Final Report, October 1992–December

[62] These include aligning exit and entrance criteria, assessing and teaching of skills and content needed to transition, preparing students for the workload and structure of the target program, counseling students, providing financial aid, offering skills workshops, facilitating acculturation into the target program, mentoring, and forming partnerships with target programs.

[63] Although the paper captures some important TELL-transferable topics, it contains generalizations based on unique instances. For example, the author makes generalized statements about the conditions of the field, based on anecdotes from discrete conversations with practitioners that haven't been systematically negotiated to weigh their value to a document like this one.

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	• Education provider consortium • Evaluation data • Transitional support • Adult learners • School district program	1994. Arlington, VA: Arlington Public Schools. This report summarizes the conception and implementation of a program that was designed to increase student matriculation rates by creating a system of learning that institutionalizes transitional support and reduces "internal" and "external" barriers to student achievement, such as low self-confidence and lack of institutional resources (p. 9). The report shows how data sharing and linkages within a consortium of local education providers can lead to enhanced pathways for students to achieve their educational goals, which is important for TELL as well as students transitioning from one program to another. The report provides detail about program design, challenges (e.g., scheduling of classes, support and understanding of the project, lack of a stable operating platform, lack of transition to academic study, and program design considerations), actions taken to address these challenges, and lessons learned. However, no information is provided on the costs associated with implementing a system-wide transition program or the level of staffing involved. Though limited, of particular interest to TELL is the student outcomes section. The report disaggregates achievement data by year to allow for basic longitudinal comparison, but does not present information about outcomes prior to implementation of this program model. In addition, supporting qualitative data is mostly anecdotal, and points to the need for ESL transitional programs in their early years to adopt program evaluation and data-oriented strategies for data collection that will allow for program improvement, evaluation, and replication. This report illuminates two critical issues: (a) the need to collect data so that information on transition is available, and (b) the need to disaggregate data so we can see who succeeds and who does not (in terms of English proficiency, educational background, etc.).
5	• Research/evaluation • Sheltered instruction • Bridge program • Contextualized learning • Integrating ESL students with native speakers • Community college program	Austin Community College. 1993. English for specific purposes: Building a curricular bridge between English as a second language and vocational/business office systems. A Carl D. Perkins Improvement Grant. Final report. Austin, Texas: Texas Education Community Agency. This final report describes a project at Austin Community College (ACC), funded under the Carl D. Perkins Vocational and Applied Technology Program Improvement Grant, to develop and implement a curricular bridge between the academic English as a second language (ESL) area and the vocational-technical business/office systems area. ACC selected a language adjunct model in which students are

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		enrolled concurrently in two linked courses, a language course and a content course, with the former providing sheltered instruction and the latter, integrating ESL students with native speakers. The report is significant in that this contextualized learning approach discusses the need for curriculum coordination and team teaching, professional development content, and strategies for teaching that may be applicable to ESL students transitioning to ABE programs. No data is provided on the outcomes of learning or retention for ESL students enrolled in this course. Though not mentioned in the report, it is worth noting that ACC currently has a highly successful dental assistant program in place that links academic learning for LEP students with content classes in dentistry.
6	• Research • Transition • Program • Community colleges • Adult ESL • Learner-centered curriculum • Co-enrollment models • Curriculum design • Assessment	Chisman, Forrest P., and JoAnn Crandall. 2007. *Passing the Torch: Strategies for innovation in community college ESL.* New York: Council for Advancement of Adult Literacy. Chisman and Crandall report findings from a study of five exemplary community college adult ESL programs. Nomination of, and consultation with, adult education and ESL experts identified these programs. The researchers present detailed findings about these programs, including their efforts in professional development, transition, program and curriculum design, assessments, and efforts for innovation. These characteristics are compared and contrasted across programs to demonstrate what is common among the programs and what differs. Many of these findings concur with other literature on adult ESL, including evidence that the programs were intensive, that they used learner-centered curricula and co-enrollment models, and that they provided opportunities for teachers' professional development. Based on their observations, Chisman and Crandall make several recommendations to colleges, policymakers, researchers, and practitioners. Among these recommendations are calls for: schools to use research and assessment to improve their own programs; better sharing of ideas among schools; research on the effectiveness of specific strategies; and increased funding targeted at transition, assessment, and research. This study is indispensible to TELL, as it represents one of the few systematic, detailed studies specific to the topic. There is much in the report that policymakers, program administrators, and instructors can use or adapt. However, as is the case with much of the literature in adult education and ESL, its descriptive nature and its focus on only exemplary programs limits its generalizability.

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7	• Concept/theoretical • Program profiles • ELLs • Transitioning • Student assessment • Outreach • Transitional curricula • Barriers • Outcomes	Crandall, JoAnn. 1995. *Model ESL transitional demonstration programs.* Washington DC: Adult Learning and Literacy Clearinghouse. This report provides profiles of three programs for transitioning ELLs. It is a valuable resource for TELL because it describes program partnerships, student assessment and monitoring, outreach and referral efforts, transitional curricula, barriers encountered, products produced by the programs, and learner and institutional outcomes. The claimed efficacy of these programs cannot be verified, however, because information on outcomes prior to their implementation is not provided. It is also valuable because it provides comprehensive information on different models of ESL transition programs, which can facilitate conceptualizations about the nature of transitioning programs.
8	• Research • Qualitative • Middle school • Teacher practices • Adolescents • Instructional practices • Mainstream teachers • ELLs	Curtin, Ellen. 2005. Teaching practices for ESL students. *Multicultural Education, 12(3):* 22–27. Curtin describes a qualitative study of the experiences of six ELLs in a middle school in Texas as they transitioned from ESL to mainstream classrooms. She argues that the instructional practices of the ESL teachers differ greatly from those of the mainstream teachers and are more appropriate for the ELLs. This is supported by observations from both types of classrooms and by interviews with the subjects. Although the students in this study are young adolescents, their experiences are relevant to TELL. Although the instructional practices may be different for ESL teachers than those of mainstream teachers, the information in this study would be informative to adult TELL teachers. In adult education, the two main issues related to transition of ELLs—preparing students adequately for the instructional practices of mainstream classes and providing PD to mainstream instructors to ensure they can support transitioning ELLs—are of great importance.
9	• Concept/theoretical • Teacher training • State • ELL instruction • SIOP • Approaches to instruction • Professional development • K–12 • Language integration • Content • Transition	Fratt, Lisa. 2007. Professional development for the new century. *District Administration*, (June), http://findarticles.com/p/articles/mi_6938/is_6_43/ai_n28434940/pg_1?tag=artBody;col1. This article describes efforts in a Texas school district that began the "process of training content teachers, ESL specialists and principals in the Sheltered Instruction Observation Protocol (SIOP) model, one of a few professional development models that target ELLs" (p. 1). The author discusses the SIOP model as an approach for ELL instruction and for professional

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		development. The author believes that there is a need for long-term ELL professional development because many teachers seem unprepared to help ELL students or to apply SIOP effectively to these students. Although SIOP is used primarily with K–12 students, it may have value to the adult ESL setting, particularly in areas of transitioning adult learners. Clearly, the fundamental principle underlying SIOP is the integration of language and content to help English language learners transition to a higher level of education. K–12 ESL students transition to mainstream classes, and adult ESL students transition to academic or ABE reading and writing, which makes the SIOP approach one that must be considered for the TELL context.
10	• Research • Survey • Professional development workshop • Instructional strategies • Support for transition from ESL to academic reading and writing	Gardner Flores, Lisa, and Dominique T. Chlup. 2005. TCALL Report: The transition from adult literacy ESL programs to academic reading and writing: Next steps for English language learners. *TCALL Literacy Links, 11*, no. 1, http://www-tcall.tamu.edu/research/flores05trans.html. This paper is based on the authors' participation in a two-day cross-departmental workshop in Washington State in which they recorded the events with an eye toward repeating this type of workshop in Texas. Workshop participants completed a 25-question survey that solicited their opinions about various aspects of teaching ELLs. It is difficult to extrapolate the results beyond this small group of 20 participants or this one site. While this paper does not offer strong research methodology, it is an example of how to conduct a collaborative cross-departmental professional development workshop to help teachers generate ideas and discussion of strategies to improve instruction and re-design curriculum, based on their practitioner wisdom. Since Gardner Flores was a TCALL fellow when she wrote this article and Chlup was TCALL director, they bring an understanding of research and practitioner wisdom from the field of adult ESL.
11	• Concept/theoretical • Program • Transition • College • ESL • Peer tutoring	Goldschmidt, Myra M., Norma Notzold, and Christine Ziemba 2003. ESL student transition to college: The 30-hour program. *Journal of Developmental Education 27*(2): 12–17. The authors describe an introduction to a college and tutoring summer program called "The 30-Hour Program" for Generation 1.5 ESL students entering college who are identified by the campus Learning Center upon entry. The 30-Hour Program provides student-developed and student-led peer tutoring on school preparedness, identification of skill strengths and weaknesses, and general student concerns. Reported

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		outcomes include higher rates of retention, "positive changes in attitude" (p. 16), and at least an initial gain in GPA, in addition to less tangible results such as building peer/student relationships that last beyond the summer program, and a high number of students returning as tutors. The authors include a professor, an ESL instructor, and the director of the Learning Center, and their views are reflected in the presentation of outcomes data, guidance strategies, and descriptions of Generation 1.5 learners and their particular needs. The academic preparedness and peer support are reflected in additional literature for the ESL population, and speak directly to the needs of ELLs transitioning to an academically and socially challenging new environment, such as the ABE classroom.
12	• Concept/theoretical • College • Generation 1.5 • ELLs • Self assessment • Reading and writing • Grammar • Time management • Transitioning	Goldschmidt, Myra, and Debbie Lamb Ousey. 2006. *Jump start to resolving developmental immigrant students' misconceptions about college.* Vol 22, issue 2, pp. 16–30. New York: Research & Teaching in Developmental Education, New York College Learning Skills Association. This paper describes a one-week Introduction to College class at Penn State. The class was added to the front end of a group of developmental education courses offered to Generation 1.5 students in their first year of college to orient them to the realities of the level of work and effort required in that new educational setting. The one-week class helps address the expectations of Generation 1.5 students while helping them self-assess their skill levels in reading, writing, grammar, pronunciation, and time management. ELLs transitioning from ESL to ABE classes in the adult education system may benefit from a similar orientation to address their move into a new school setting. The authors point out that "Generation 1.5 students enter college still learning English…their strong verbal skills often belie their weak academic skills…causing them problems in classes…[and] their own self confidence" (p. 14)—issues that the adult learner also faces when moving from ESL to ABE classes.

13	• Research
	• Program outcomes
	• Program evaluation
	• Pre-service;
	  in-service
	• Sheltered language
	  programs
	• Scaffolded language
	• Content model
	• GLAD program
	• ESL
		Hernandez, Anita. 2005. Curriculum enhancement: Language, literacy, and content knowledge in a second language. *International Journal of Learning* 12:105–14.
		
		This article presents the outcomes from a seminar in which pre-service and in-service teachers learned about two models of sheltered language programs: the scaffolded language and content model and the Guided Language Acquisition Design (GLAD) program. The author briefly discusses key components

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	• Language • Literacy • Content knowledge • Curriculum	of second language acquisition, of learning content in a second language, and of several sheltered language programs. Results of the seminar demonstrate that the participating teachers expanded their knowledge about teaching ELLs and were able to use the techniques learned to help students. The seminar described in this article could be beneficial in helping TELL teachers to extend their teaching knowledge. However, the author does not mention or give explicit evidence of the impact that the models had on improving student success. Therefore, although this conference had a positive impact on teachers, the effect it will have on students is not clear.
14	• Research/evaluation • SIOP model • Lesson study approach • Professional development	Honigsfeld, Andrea, and Audrey Cohan. 2006. Lesson study meets SIOP: Linking two successful professional development models. Paper presented at the Annual Meeting of the American Educational Research Association, April 7–11, in San Francisco, CA. This paper describes a professional development project for ELL teachers that fuses the lesson study approach with the SIOP model. These two models were linked based on their shared trait of collaborative inquiry. The authors briefly describe the implementation of the fused professional development model and the resulting findings, which demonstrate the model to be successful in enhancing teaching and learning focused on ELLs. The model described in this paper could be a useful approach to the professional development of TELL teachers. However, the authors caution that this project may not be generalizable beyond the specific circumstances of the small cohort it was tested on. More work is needed to adapt the model to the specific needs of TELL teachers. Also, although this project attempts to link two separate professional development models that have each proven to be effective, the results demonstrate that practitioners tended to use the SIOP model more heavily. Thus, it may be that there is no benefit to linking the two models. This paper was presented at an American Educational Research Association conference.
15	• Research review • Two-way immersion • ESL • Bilingualism • Programs • NES - native English speakers	Howard, Elizabeth R., Julie Sugarman, and Donna Christian. 2003. *Trends in two-way immersion education: A review of the research*. Report #23. Baltimore, MD: Center for Research on the Education of Students Placed At Risk (CRESPAR). This research review focuses on two-way immersion (TWI) in schools with native English speakers and ESL students. The TWI program involves teaching students in a variety of languages at the same time in the same classroom. TELL

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		students can benefit from this if it is implemented in their classrooms, since this program has been shown to be effective. The problem with the program is in finding bilingual teachers, and it only considers two languages although some classrooms may have more.
16	• Concept/theoretical • International • Rhetorical strategies • Genre theory and analysis • Australia genre theories • Genre-based pedagogy • English for professional communication • English for academic purposes • Professional development • Teacher knowledge and capacity • L1 and L2 teaching • Multicontextual strategies	Hyon, Sunny. 1996. Genre in three traditions: Implications for ESL. *TESOL Quarterly*, 30: 693–722. Hyon provides "a map of current genre theories in teaching applications in three research areas where genre scholarship has taking specific different paths: (a) English for specific purposes; North American New Rhetoric studies, and (b) Australian systemic functional linguistics" (p. 693). The author examines the definition of "genre" from these three contexts in relation to an instructional framework for genre-based pedagogy, and concludes that the Australian model and ESP "provides ESL instructors with insight into linguistic features of written texts" (p. 693) and offers them guidance for implementing these features in their classrooms. This article opens a window of inquiry for TELL, because research on ABE-ESL writing is very limited, and is often subsumed under ESL reading as an instructional technique that requires students to complete writing as a perfunctory act. Literature available on ESL writing in the ABE context involves mostly concept papers that seldom focus on writing as a rhetorical process, and treat writing as an *end* to reading where students mechanically write in their journals or in their notebooks, or copy notes from a board or textbook. The fact is that writing is a critical feature of U.S. academic practice, and of upward mobility in U.S. culture. Students need adequate practice in writing as a rhetorical process as much as teachers need adequate training in *how* to teach writing. A teacher's knowledge of the different varieties or genres of writing will enable her/him to provide students with the analytical tools they need to understand the rhetorical structure of the texts they read, and understand the form and function of different texts. Unfortunately, the ABE-ESL system is such that teacher capacity and performance with regard to teaching ESL are limited, and so is their knowledge of the types of pedagogies that will enable students to become fully literate and build capacity not just as academic readers, but also as academic writers. This is critical to the TELL population if they are to be adequately prepared to write for U.S. academic audiences. Clearly, ESL teachers need to consider students' developmental levels and capacity in English before introducing them to certain writing topics, but without adequate teacher training

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		teachers may not have the appropriate skills.
17	• Research-based • Transition • Community colleges • Career pathways • Program • Policy • Programmatic • Industry associations • Instructional leadership • Economic and educational impact	Mazzeo, Christopher, Sara Rab, and Julian Alssid. 2003. *Building bridges to college and careers: Contextualized basic skills programs at community colleges.* Workforce Strategy Center. The focus of this article is on "career pathways": integration between education, training, and work for adults (including ESL students) to increase their chances of competing for high-wage and high-demand careers. Based on a literature review, the authors found that basic education programs were of low quality and lacked strong economic or educational impact. The literature review also revealed that those programs that assist students in finding advanced education opportunities or that focus on curriculum, instruction and student learning produce the best outcomes. Five community colleges were examined, and findings show that they all promoted context-based teaching. In addition, they all maintained relationships with industry associations and employers; developed instructional support to help faculty teach in a new way; financed these efforts; and guaranteed job placement for their students. Key policy and programmatic issues were: difficulty with engaging students or providing substantial content, promoting leadership among instructors, serving higher-skilled students rather than lower-skilled students to minimize negative scrutiny, lack of long-term evaluation (five+ years), and serving a small portion of ESL and adult education students. The authors suggest providing resources for teachers to develop expertise and knowledge on bridging basic-skill students to college and/or careers, developing opportunities for instructional leadership by creating incentives, and developing funding to support further research and to influence more basic-skill students. The suggestions for improving "career pathways" are relevant for supporting students that are transitioning from ESL to ABE, postsecondary, or workplace programs. The findings also highlight the need for professional development for those instructors teaching transitioning students.
18	• Concept/theoretical • Language proficiency • Surface proficiency • Deep structure proficiency • Academic language • Second language literacy development • Student disabilities • L2 students • BICS and CALP	Medeiros Landurand, P. & Cloud, N. (May 1991). *How disability can affect language acquisition.* ERIC Excerpt. Washington, DC: ERIC Clearinghouse on Handicapped and Gifted Children. Reston, VA. In their discussion about how disability can affect language acquisition, the authors make an important distinction between two types of language proficiency: surface proficiency (basic communication) and deep structure (academic language).

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	• Disability	Students that are assumed to be fully proficient, based on their ability to communicate orally, may not have developed the cognitive skills necessary to be proficient in deep structure. These students may be promoted without receiving instruction in the skills they will later need to ensure their academic success. Additionally, the failure of these students to make adequate academic progress may be falsely attributed to a learning disability. Despite its title, the article focuses more on the stages of second language literacy development than disabilities. However, it serves as a reminder in TELL to consider how disabilities may impede L2 acquisition, the importance of critical reading and writing skills to transition, and how misconceptions about learning can negatively impact students' progress.
19	• Concept/theoretical • International • EFL • Social • Cultural • Linguistic • Asian • Language instruction	Mee, Cheah Yin, and Ng Seok Moi. eds. 1999. *Language instructional issues in Asian classrooms*. Newark, DE: International Reading Association. This article examines seven essays and three short reports, and identifies social, cultural, and linguistic aspects of the teacher's instructional approach that could hinder the student's learning of another language. One of the problems identified was that the teachers relied heavily on textbook activities, which do not always reflect real-life examples. Successful teaching consisted of the use of a variety of activities in preparation, reading, and discussion stages. For students to be able to learn, teachers must reconcile their expectations of and assumptions about the students with the students themselves. The essays this article describes relate to classrooms in Asian countries, which may vary in context and characteristics from American ESL classrooms. Despite the focus of this article on English as a foreign language (EFL), certain EFL practices might be transferable to adult TELLs in the U.S., and should be examined more closely.
20	• Research • Quantitative • Survey/questionnaire • Reading practices • State - Kansas • Reading behaviors • Reading practice vs. performance • Student attitudes and behaviors	Mellard, Daryl, Margaret Becker Patterson and Sara Prewett. 2007. Reading practices among adult education participants. *Reading Research Quarterly*, 42:188–213. Mellard et al. report on "the relation between reading practices[64] and individual characteristics of participants in adult education who have low literacy skills" (p. 189). Two hundred and thirteen (213) participants from varied[65] demographic backgrounds in Kansas[66] adult education programs were

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[64] According to the authors, this means "an individual's reading frequency for different types of written materials."
[65] Age, employment status, gender, education level, reading level, and learning disability status.
[66] Statewide adult education programs in Kansas serve "40% English language learners." (p. 193)

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	• Adult education • Multicontextual strategies in regard to assessment • Student characteristics	surveyed and were administered two standardized assessments, which were used as summary measures of reading performance: CASAS (2001) and Woodcock Reading Mastery Test—Revised (WRMT-R) (1998). Findings showed that all participants read an average of once per week, but as age group increased, learners had a tendency to read more. Also, as reading practices increased, so did the scores. Among the findings is that "participants who were nonwhite, lacked a high school diploma or GED, or who had a self-reported learning disability tended to have low scores on the WRMT-R" (p. 198). The implications these findings have for TELL relate to the importance of student reading behaviors and the effect they can have on student educational progression or transition. Clearly, reading practices impact reading performance, and are key to student success in any literate society. In addition, although the authors focused on the reading practices of adult basic education, it is important to note that ABE is one of the transition targets on the TELL pathway to educational success, and because ABE programs in Kansas comprise 40% ELLs (Mellard et al. 2007), TELLS may have been involved in the study, though the authors didn't specify the student's linguistic backgrounds.
21	• Concept/theoretical • Literacy • Teacher training • Student needs • ESL • ELL • Classroom environment • Reading • Writing • Cultural norms • Content	Meltzer, Julie, and Edmund T. Hamann. 2006. Literacy for English learners and regular students, too. *Education Digest*, pp. 32–40. The authors of this article suggest that it is important to train teachers about the special needs of English language learners. Their special needs consist of learning reading strategies, having material related to their lives, and discussing reading and writing content in class. The classroom environment must be one that supports and expects student participation and encourages interaction not only with the text, but with other students as well. Teachers must be sensitive to cultural norms, according to the authors, who also believe that students should be allowed flexibility to use their native language to understand material presented in English. Teachers must pay close attention to content-area discourse, understanding text structures, and developing vocabulary. These suggestions are applicable to all teachers, including those who teach TELLs.
22	• Transition • Professional development • Post secondary education • Research-based	National College Transition Network. 2007. *The College Transition Toolkit*. Boston, Massachusetts: NCTN/World Education, Inc. This nine-chapter resource guide is designed to "to help adult educators and administrators plan for the needs of students

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# **Emergent Themes**	**_Directly_ Relevant Literature**
• Program models	interested in pursuing post secondary education" (p.1). After a brief introduction, which contextualizes research on challenges and opportunities related to postsecondary education and training for adults, the toolkit presents six chapters based on specific transition issues: (2) program models, (3) partnerships and collaborations, (4) recruitment, (5) assessment, (6) counseling, (7) curriculum and instruction, (8) planning, and (9) using data for program development. Critical to the TELL project is the discussion of program models in chapter 2, which involves a study involving a survey of 23 transition programs conducted by the National College Transition Network (NCTN) and New England Literacy Resource Center at World Education (Zafft et al. 2006). The NCTN Toolkit describes the strengths and limitations of five transition models, which is based on findings from these 23 programs: Advising Model, GED-Plus Model, ESOL Model, Career Pathway Model, and College Prep Model. The document is a resource for adult educators and administrators, and provides very valuable information and topics that are useful to TELL in general. However, it contains some limitations that somewhat limit its full value. Based on the descriptions in the NCTN Toolkit, the ESOL model seems to be based on findings from one transition program, the PACT program at Cape Cod Community College in Massachusetts. This raises questions about the applicability of the ESOL model. Namely, is the PACT program a representative form of ESOL transitioning programs nationwide? Is it a model of models? And if so what criteria support such generalization? In addition, the NCTN Toolkit illustrates four strengths and six limitations[67] of the ESOL model. It is hard to determine if the limitations identified are the authors' or the informants'. Because the criteria used for such generalization are not

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[67] **ESOL Transition Model Strengths**: (a) Facilitates progress in postsecondary education through advanced ESOL courses that develop academic language skills for college; (b) May be closely aligned with credit-based ESOL or Introductory Composition courses; (c) Tends to have clear academic benchmarks for admittance to the transition-level classes, and (d) Tends to closely monitor student learning gains. **ESOL Transition Model Limitations**: (a) Limits academic skills development to language arts and tends not to include math; (b)Has high advisors' caseloads; (c) Ability to provide counseling and courses may be restricted by the host college to avoid competition with tuition-based classes and services; (d) Requires instructors to align their instruction with academic requirements of the postsecondary institution; (e) Graduates of the transition classes often still need more ESOL instruction in college and may use up financial aid for it, and (f) Linkages with the credit-based college programs are, in some cases, tenuous, e.g., here is very limited communication about students' needs and academic performance once the student has transitioned to credit–based courses.

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		provided, the document seems to illuminate the author's preconceived[68] notions about what transitioning ESL program models "ought to be," and thus raises issues about the authors' subjectivity[69] in the research—how such biases may have influenced the value the authors place on some program qualities versus others, and whether or not the research that supports this product is itself a self-fulfilling prophecy[70] (Merton 1948). A cross-check between the NCTN Toolkit and the Zafft et al. 2006 study shows that the limitations described in the NCTN Toolkit are more extensive than those identified in the study the NCTN Toolkit is based on. It is also not clear why some limitations are considered limitations. For example, one of limitations of the ESOL model is stated as: "Requires instructors to align their instruction with academic requirements of the postsecondary institution." What the NCTN Toolkit considers a limitation may be easily considered an advantage by other program developers. Without more descriptions regarding the underlying framework for identifying strengths and limitations, it is hard to make sense of the value of the ESOL model the NCTN Toolkit identified. Despite the Toolkit's inherent limitations based on the research that informed it, it is a groundbreaking effort related to transitioning English language learning, and a valuable contribution to the field.
23	• Concept/theoretical • Collaboration • ESL Instructors • Instructional methods • Language proficiency • Transition • Programmatic • Teacher collaboration • Multi-lingual classrooms	O'Byrne, Barbara. 2001. Needed: A compass to navigate the multilingual English classroom. Journal of Adolescent & Adult Literacy 44:5. O'Byrne writes about her experience collaborating with ESL instructors and tapping into the knowledge of veteran English teachers to design a program to transition ESL students to mainstream English classes. She describes how teachers, working together, developed a transition model that redefined performance outcomes for ESL student, made use of L1 instructional methods, and adjusted the assessment schedule to allow second language students more time to develop the skills and demonstrate their level of proficiency. She doesn't talk about the success of the program in transitioning students; instead the article focuses more on the collaborative

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[68] It is not clear why the authors identified the limitations they did or why some of the limitations are even considered limitations and not strengths of the model.

[69] Subjectivity is unavoidable in research, but the authors haven't provided descriptions about their assumptions prior to the research and it is unclear how their subjectivity may have influenced the outcomes and the findings.

[70] Merton, Robert. K. (1948). The self-fulfilling prophecy. *Antioch Review*, 8, 193–210.

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		model used by teachers to solve the problem of providing appropriate instruction to ESL students.
24	• Concept/theoretical • Strategies for transitioning students • Academic English • GED • ESL learners • Academic programs	Rance-Roney, Judith. 1995. *Transitioning adult ESL learners to academic programs*. Washington DC: National Clearinghouse on Literacy Education. This article suggests strategies for transitioning students from adult ESL programs to academic English and GED programs. The author first highlights the differences between curricula for adult ESL literacy and for academic English and GED. After demonstrating the gap between these programs, she then offers a number of general strategies that can be employed by adult ESL and transitional programs to help students in bridging this gap. These strategies are clearly aimed at improving TELL programs. While the author does cite some sources that support the strategies mentioned in this article, there is no evidence about their effectiveness. These strategies are general ones that are mentioned in the literature on ESL literacy, but they have not been tested or applied. The author describes the distinctions between adult ESL programs and academic programs and shows how transition programs are needed to close the knowledge gap between basic survival English programs and English for advanced education. She lists seven factors that should characterize a transition program: (1) promotion of learner self-confidence, (2) exposure to an academic community, (3) development of critical thinking skills, (4) feedback and correction of speech and writing, (5) integration of multiple skills, (6) instruction in academic vocabulary, and (7) use of the first language to complete difficult tasks, like note taking. Rance-Roney supports her recommendations with the research of others and her own prior work, but proposes that further research is needed to learn how to use the learner's first language to help students achieve academically in the second language.
25	• Research • Case studies • High school teachers • Teacher attitudes • Inclusion • Second language acquisition	Reeves, Jenelle R. 2006. Secondary teacher attitudes toward including English language learners in mainstream classrooms. Lincoln, Nebraska: University of Nebraska-Lincoln. The author summarizes her study of high school teachers' attitudes toward language inclusion program models.[71] The study used qualitative and quantitative data in the form of four

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[71] This refers to programs such as SIOP, which seeks to help ESL students enhance language acquisition through meaningful opportunities for interaction in a mainstream setting. There are several language inclusion models, such as Bilingual Immersion, Developmental/Maintenance, Dual Language Immersion, English Language Development, Early-Exit Transitional, Late-Exit Transitional, Pull-out; Structured Immersion, and Submersion with Primary Language Support.

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		case studies and a survey instrument, which was tested for content validity in a pilot study. Findings show that teachers are generally amenable to inclusion but not for students with low English proficiency. Teachers also did not express interest in receiving professional development related to English language learners. Reeves concludes that teachers have neutral to slightly positive attitudes toward inclusion of English language learners in mainstream classes, but that they also have misconceptions about second language acquisition (e.g., the length of time it takes students to gain proficiency in a second language). The author suggests that teachers' misconceptions about L2 acquisition may influence their attitudes about students' ability to achieve academically. If it is true that the teachers are generally misinformed about second language learning, then the survey reports may have been colored by these misconceptions as well, which the author does not address in her discussion. This article illuminates the need for professional development for ESL and ABE teachers to promote a better understanding of second language acquisition and to support transition from ESL to ABE programs. Eliminating misconceptions may help teachers acquire more positive attitudes, and thus enable teachers to be more open to learning and implementing instructional strategies that meet the needs of transitional students.
26	• Research • Teacher collaboration • Survey data • Bilingual/ESL • Mainstream • Teamwork • Peer teacher observations • In-service	Sakash, Karen, and Flora Rodriguez-Brown. 1995. *Teamworks: mainstream and bilingual/ESL teacher collaboration.* NCBE Program Information Guide, Series 24. Washington DC: National Clearinghouse for Bilingual Education. This descriptive report presents a professional development model for coordinating instruction among general education and bilingual/ESL instructors in a number of elementary schools in Chicago. Through survey data the study shows an increase in instructional competence and improved collaboration through activities such as ESL teaching strategies for general education teachers, teacher in-service on bilingual education practices, team teaching, peer teacher observations, shared class activities for students, and student tutoring across grade levels. Although the target population was elementary-age students, the study provides TELL with feasible options for professional development that could enhance collaboration between adult ABE and ESL teachers. These activities would require support from school administrators; they would also require additional resources, such as teacher time, workshops and training, ongoing technical assistance and support from a project team, and funding.

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#	**Emergent Themes**	***Directly* Relevant Literature**
27	• Concept/theoretical • Generation 1.5 • Composition • Crossover students • High school graduates • Mainstream • College • English proficiency	Schwartz, Gwen Gary. 2004. Coming to terms: Generation 1.5 students in mainstream composition. *The Reading Matrix* 4:40–57. This paper develops a new characterization for a subset of generation 1.5 students: "cross-over" students. Cross-over students are those students who are high school graduates continuing to attain English proficiency and who are put into mainstream college composition classes. This paper argues that it is important for mainstream instructors to acknowledge and understand these students, and the paper describes the characteristics of these students that separate them from other ESL and mainstream students.
28	• Concept/description • ESL • GED • Postsecondary • Collaboration • ABE • Student motivation • Transition • Testing/assessment	Seibert, Connie. 2007. Transitioning: ESL to Pre-GED and GED to postsecondary. *Literacy Links* 11, no.1 (April 7), http://www.tcall.tamu.edu/newsletter/Apr07/Apr07.html. Connie Seibert, the Adult Education Coordinator for the Austin Learning Academy, offers strategies and policies to support ESL students' transition to pre-GED and from GED to postsecondary education. Among the strategies implemented by her program are providing students with positive reinforcement, counseling students about moving to the next level, and collaborating with community colleges and businesses to effectively transition students. The program's policies on transition from ESL to ABE focus on test scores[72] and introducing students to the pre-GED classes. While the transition strategies do not focus on academic language proficiency, they offer ways of motivating students to achieve long-term goals. She reports that "from July 2006 to December 2006, 4% of ESL students have already transitioned to pre-GED classes, 35% of pre-GED students have transitioned to GED classes, and 3% of our GED graduates have enrolled in Austin Community College (ACC) for the spring semester" (p. 1). Seibert provides statistics in percentages[73] and not in absolute values, which can be misleading. Without a sense of the actual number of students Seibert refers to, it is difficult to draw conclusions about the success of her efforts.

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[72] ESL students who score 65 on the Oral BEST or 541 on BEST Plus AND score 66 on BEST Literacy MUST transition to Pre-GED; registering students with 65 Oral BEST or 541 BEST Plus scores MAY NOT be enrolled in ESL classes. They MUST be referred to ALA Pre-GED class. Continuing students with scores of 65 Oral BEST or 541 BEST Plus and 66 on BEST Literacy MAY NOT continue in ESL classes. They MUST be referred to ALA Pre-GED class. Those who are reluctant to transition are encouraged to visit the Pre-GED class one morning at 9 am–12 noon before registration day. Children may remain in the same Early Childhood class.

[73] Percentages, when used without the actual numbers they quantify, can be misleading as they don't tell the reader if the writer is speaking about 1 person or 1 million people, for example.

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#	Emergent Themes	*Directly* Relevant Literature
29	• Research/literature review • Second language acquisition • ESL • Skills development • Student achievement • Diversity of learners • Teacher training • Professional development • Literacy	Sherow, Sheila. 2006. *Applying research to practice: Teaching & learning strategies, second language acquisition & English as a second language.* Pennsylvania Literacy Corps, Institute for the Study of Adult Literacy. University Park, PA: The Pennsylvania State University. This comprehensive review of the literature related to second language acquisition and English as a second language provides research-based guidelines for instruction in all areas of L2 learning, including speaking, listening, reading, and writing skills. Sherow also touches upon issues of learning motivation and learning strategies, including how to teach these strategies to support student achievement. She includes a lesson plan guide, sample lessons, and teacher tips. The thoroughness of the research covered in this document provides an outline for any successful ESL program, particularly a transition program, because the research touches on all types of learners, from preliterate to fully literate in L1. The study's format as a guide to instruction supports research-based teaching, training and professional development in working with different ELL populations using differentiated methods of instruction depending on the background of the learner. A small section reviews Rance-Roney and Wrigley's recommendation to ensure that purpose, content, and contextuality are considered in ESL literacy instruction programs.
30	• Concept/description • L1 reading strategies • ESL • Cognitive • Metacognitive • Affective • English for academic purposes • Comprehension • ESL reading • Reading strategies	Shih, Mary. 1992. Beyond comprehension exercises in the ESL academic reading class. *TESOL Quarterly,* Vol. 26, No. 2. Shih brings research on L1 reading strategies into the ESL context by introducing cognitive, metacognitive, and affective support strategies for developmental reading courses at the college level. The author focuses on English for academic purposes (EAP) programs and advocates the development and use of more "holistic, task- and text-specific, strategy-oriented approaches for reading instruction" (p. 1). In addition, Shih also advocates the promotion of learner independence and use of content reading strategies, which have value for ESL reading practice in general and instructional practices with TELLs specifically. Shih is both an assistant professor and ESL/TESL teacher with experience in developing curricula and materials for college ESL classes.
31	• Evaluation • Professional development • Sheltered instruction • Instructional	Short, Deborah J., and Jana Echevarria. 1999. *The sheltered instruction observation protocol: A tool for teacher-research collaboration and professional development.* Educational Practice Report No. 3. Santa Cruz, CA: Center for Research on

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#	**Emergent Themes**	***Directly* Relevant Literature**
	practices • Content-based ESL • Teacher collaboration • Experiential teaching opportunities	Education, Diversity and Excellence. The authors report on a professional development project to train teachers at two large urban middle schools on each coast on the use of the Sheltered Instruction Observation Protocol (SIOP) to strengthen their instructional practices. It included teachers of traditional ESL, content-based ESL, and sheltered content classes; the goal of the project was to create sustained teacher development. PD strategies used in this project included experiential teaching opportunities; teacher collaboration with peers and researchers; intensive training in the SIOP model for teaching students at beginning, intermediate, and advanced ESL levels; and teacher inquiry through ongoing discussions, shared experiences, and reflection. Results of the project after two years showed that teachers showed some growth in lesson planning, self-monitoring, and reflection; began to implement language learning in content classes; and acknowledged that change requires a time commitment and the support of colleagues. Educators transitioning ELLs may benefit from understanding PD models such as this one; a SIOP lesson planning checklist is included.
32	• Concept/theoretical • ESL • Mainstream teachers • College • Cross disciplinary • Instructional strategies	Smoke, Trudy. 1999. Preparing students for higher education. *ESL Magazine* 2:20–3. This article discusses the ways that ESL and mainstream teachers can help prepare ESL students for higher education. The strategies and suggestions in this article are aimed at helping students overcome the challenges of placement testing for colleges, and providing students with support across all disciplines and not just in ESL classes. Teachers in TELL programs may be able to adapt and use some of these strategies to help their ELL students prepare for further education.
33	• Research/literature review • Instructional strategies • Assessment • ESL learners • Literacy • Biliteracy	Solorzano, Ronald. W. 1994. *Instruction and assessment for limited-English proficient adult learners*. Philadelphia, PA: National Center on Adult Literacy. This report reviews the literature on instruction and assessment for adult ESL learners. In the section on instruction, the report reviews best practices in teaching not only oral language but *literacy* and cites seminal work in the area of biliteracy. This work can help transition teachers understand the relationship between first language and second language literacy. The implications for TELL are to provide research-based guidance on incorporating content-based and

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#	**Emergent Themes**	**_Directly_ Relevant Literature**
		cognitively challenging instruction in English (not to solely teach oral language) that can develop English language literacy for later academic success (although the report does not discuss transition). In the section on assessment, the report reviews commercially available tests for adult ESL and the author notes that language issues confound the underlying concepts being assessed, while writing skills and abilities are often not even tested. Program staff intending to efficiently transition ESL learners to ABE will need valid and reliable assessments.
34	• Concept/theoretical • ESOL/ESL • Pre-GED and GED • Curriculum • BICS and CALP • ABE • ESOL • High school diploma • Speaking, listening, reading, and writing skills development • Content area instruction • Competency based curriculum • Functional literacy	The School Board of Broward County, Florida. 1995. _English for speakers of other languages: Adult ESOL courses and special interest courses_. FL: Broward County Schools, Fort Lauderdale, Florida. This is a competency-based curriculum guide of an adult education ESL program offered by Broward County, Florida. It focuses on multiple levels of ESL instruction, including an ESOL Pre-GED curriculum, which is designed to help students make the transition from Basic Interpersonal Communication Skills (BICS) to developing Cognitive Academic Language Proficiency (CALP) by familiarizing students with terms, concepts, and skills needed to participate in a GED preparation program with native speakers. By using ESOL teaching strategies in a familiar ESOL classroom setting rather than an adult basic education classroom, the program is designed to help students develop the functional literacy[74] and academic language proficiency needed to complete a high school diploma or successfully complete the GED test. The skills (listening, speaking, reading, and writing) focus on content areas of literature, social studies, science, and mathematics. While the document provides no data on the effectiveness of the program in helping students achieve the goal of a high school diploma or GED, it may be a type of "transitional" bridge program worthy of further investigation.
35	• Research • Longitudinal study • International • Dutch and Turkish • Primary school children • Anaphoric reference • Text coherence	Verhoeven, Ludo. 1990. Acquisition of Reading in a Second Language. _Reading Research Quarterly_, 25:90–114. Verhoeven reports on a longitudinal study that investigates the reading acquisition processes of "Dutch and Turkish children as they learned to read in Dutch during the first two grades of primary school in the Netherlands" (p.1). The children were given reading tasks to test their word recognition[75] efficiency

[74] Related to useful life skills
[75] For words of varying familiarity and complexity

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<table>
<tr><td colspan="3" style="text-align:center">Multi-contextual Strategies, Curricula, & Models</td></tr>
<tr><td>#</td><td>Emergent Themes</td><td>Directly Relevant Literature</td></tr>
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Inference
L1 & L2 reading
Interlingualism
Reading comprehension
Oral proficiency
Reading processes
Word recognition
Multicontextual strategies

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and their comprehension processes.[76] The results show that although the Turkish children were found to be less efficient in various reading processes in Dutch than their monolingual Dutch peers, they relied on the same strategies as the Dutch with regard to word recognition and reading comprehension, and their oral proficiency in Dutch highly influenced their reading comprehension.

Although this study focuses on reading processes in a different developmental and national context than TELL, it is important to TELL for two reasons: its primary focus is on reading acquisition processes in a first and second language, and it tests the outcomes of what can be considered "universal" reading principles and topics that are critical to reading comprehension for both L2 adults and children. A major outcome of the study is that reading comprehension, regardless of language background and capacity, is influenced by oral proficiency, which echoes Blanton's[77] (1990) argument that oral proficiency promotes literacy. In addition, "As argued by Cummins (1979), it is quite reasonable to assume that research data on the acquisition of reading in a context of second language immersion can be generalized to similar contexts" (Verhoeven 1990, 110). The author also argues that although there are obvious differences in the conduct of L2 practice in the U.S. when compared to the Netherlands, and in the demographic trends that can result in different language patterns, there are "similarities between the two countries in terms of the socioeconomic status and educational background of language minorities, which makes it possible to transfer some of the findings in this study to an ABE-ESL or TELL context in the United States. Given the dangerous paucity of TELL research in the U.S., it is important to identify research models (both national and international) for exploratory[78] replication in the U.S., and Verhoeven's work might be useful in this regard.
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Research/evaluation
ESL
I-Best program
Parallel services
Serial services
ABE

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Washington State Board for Community and Technical Colleges. 2005. I-BEST: A program integrating adult basic education and workforce training. Research Report no. 05-2. Olympia, WA: Washington State Board for Community and Technical Colleges.

This report describes the Integrated Basic Education and Skills Training (I-BEST) project, which combines ESL, ABE, and
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[76] Including text coherence, anaphoric reference, and inferences.

[77] See reference above. Also note that Blanton's audience was college-level teachers.

[78] In the sense of the type of research and the research paradigm.

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		workplace training through the use of paired ESL/ABE and vocational instructors in each classroom. The curriculum integrates basic skills competencies with technical skills. Findings show that compared to traditional ESL students, students in I-BEST "earned five times more college credits and were 15 times more likely to complete workforce training" (p. 2). Similar to Prince and Jenkins (2005), these findings may help to guide the design of TELL programs The report focuses on the 10 most successful I-BEST implementations. Although the authors claim that students completing the I-BEST program will continue to need ESL services after completing the program, its success across the three types of education demonstrates that it is not necessary for a student to "complete" ESL before receiving other educational services. This suggests that transition may be as much about *parallel* services (as a superior model for students transitioning to academic or vocational programs) as it is about *serial* services. This integrated curriculum may prove to be a good model for transition programs in its support of ESL students as they learn academic content in ABE programs.
37	• Research/evaluation • Transition • Evaluation • Curriculum • Collaboration • Program model • ESL	Wrigley, Heide Spruck. 1994. *Meeting the challenges of transition: Perspectives on the REEP/AALS transition project*. Washington DC: Department of Education. This report was written as part of an external formative evaluation of the Arlington Adult Learning System (AALS) transition program. The program had established a partnership between the Arlington REEP adult school, Marymount University, and Hogar Hispano, a community-based organization located in Virginia. The program created and put into action a transition curriculum and set up transition classes to link the partner programs. Results from the first-year evaluation show promising practices and various program accomplishments. This report also provides a look at program challenges, student views, and recommendations for program improvement. Other TELL programs may be interested in establishing a transition model similar to the one AALS has employed. They may also be interested in the recommendations made in the evaluation. While these recommendations are aimed at improving this specific program, some of them might be applicable and adaptable to other TELL programs. It would be important to assess the long-term outcomes and effects of this program on learners and to determine whether any of the recommendations were adapted, and if so whether they were useful or not. A later version of this report focused on coordination, cohesion and continuity.

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38	• Related to Wrigley (1994) • Research/evaluation • Transition • Evaluation • Curriculum • Collaboration • Program model • ESL	Wrigley, Heide Spruck. 1995. *Coordination, cohesion and continuity: Learner transition in Arlington*. Arlington: Arlington County Public Schools. This report, which is a later version of Wrigley (1994), describes a model used by the Arlington Adult Learning System (AALS) for transitioning adult ESL learners. The model is based on a collaborative arrangement among several service partners that effectively links community-based organizations, adult schools, job training programs, and higher learning institutions into one coherent system for students to transition through seamlessly. Positive outcomes and impacts of the model on the service partners and on the learners were observed, and crucial elements for a successful collaboration model were identified, as well as challenges faced and implications of this model for the field of adult education. Other TELL programs may be able to replicate this model to form their own successful collaboration system; however, the model will need to be evaluated in different regions with different groups of service providers and ELL learners to determine its effectiveness outside this setting.
39	• Concept/theoretical • Transition • Assessment • Program models	Wrigley, Heide Spruck. Forrest P. Chisman, and Danielle T. Ewen. 1993. *Sparks of excellence: Program realities and promising practices in adult ESL*. Southport, CT. Southport Institute for Policy Analysis. This report, a supplement to ESL and the American Dream, a policy project funded by the Lila Wallace Foundation, describes the challenges faced, promising approaches being used, and strategies that can be used in transitioning students beyond ESL. It also speaks to issues related to testing and assessment, staffing, and meeting the needs and goals of adult ESL learners. The section of the report focused on transition will be of particular interest to TELL programs. It briefly describes several programs that show promise in reducing barriers and promoting transition and lists a number of general strategies to promote transition beyond ESL classes. While the information may still be useful, this report was written over a decade ago. Further investigation is needed to determine whether the promising approaches and programs described in the report still exist and what outcomes and impacts the programs and approaches have had over the last decade.

Somewhat Relevant

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#	Emergent Themes	*Somewhat* Relevant Literature
1	• Concept/theoretical • Immigrant ELLs • International • Australia • Adults • New language • Language proficiency • Learning pace • Labor adjustment programs • Policy • Competencies	Allender, Susan Chou. 1998. Australia's migrants and refugees: opening the door to lifelong learning. How adults learn a new language. A paper presented on *How Adults Learn*, an international conference held at Georgetown University Conference Center, Washington, DC, (April 6) http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/25/9c/6c.pdf. This report examines adult education for immigrants and refugees in Australia by looking at the nation's immigrant program and the challenges adult learners face. It also examines the policies, programs, and services related to adult second language learning. The author provides a breadth of information about the structure of the Australian adult education system for ELLs that is important for consideration in the further development of the American system for serving its ELL population. Unlike the U.S., Australia has a national curriculum, standards, assessments, and measures that allow learners to take ESL classes anywhere in the country. The learners are divided into three main categories: 1) language proficiency level (stage), 2) their learning pace (band), and 3) their needs and goals in learning English (learning goals). Within learning pace are further subdivisions into Band A learners, who have limited education or literacy in their native language, Band B learners, who have some learning strategies or literacy, and Band C learners, who have a high level of learning in their native language. Of particular note in the research reviewed by the author is the use of "Labour Adjustment Programs" (p. 8) in Australia, which retrained older adults with limited oral English ability and no literacy skills to read and write through year-round study of English and vocational skills. Additional research relevant to the American ELL population include the curricula, instructional strategies, and program models for the Band A learners (what the U.S. terms pre-literacy or low-level literacy learners), such as contextualized learning, a focus on the learners' experiences and cultural backgrounds, and the development of formal learning skills. Program models are based on "differentiation, flexibility and continuity" (p. 12), and policy at the national level allows free tuition for adult ESL classes for up to 3 years for immigrants; national benchmarks are under development (at the time of this writing) to measure not only learner progress, but also to measure achievement "more finely in terms of actual competencies gained" (p. 13).
2	• Concept/theoretical • Participatory	Auerbach, Elsa. R. 1992. *Making meaning, making change:*

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	curriculum development • Empowering students • Freirean • Poverty and literacy • Racism and literacy • Intralinguistic • Intracultural • Multilinguisic • Context-based curriculum • Conceptions about knowledge • ESL	*Participatory curriculum development for adult ESL literacy.* Washington, DC: Office of Educational Research and Improvement.
		Making Meaning, Making Change: Participatory Curriculum Development for Adult ESL Literacy is a curriculum development guide that utilizes Freirean[79] axioms about the nature of education and power to promote participatory curriculum development. Participatory curriculum development, in which students are involved in the development of curriculum, empowers students by positioning them to deal with curriculum issues once relegated to curriculum developers.[80] Obvious subtexts in the book are that each class is unique in its composition and needs and that curriculum should respond to, and be designed for, the unique characteristics of the class being taught. This perspective is critical to TELL, because the context of transitional classes depends on the characteristics not only of the learners but also of the receiving programs to which the learners are transitioning. The theory Auerbach purports is similar to that of Corley's (2003)[81] in "Poverty, Racism, and Literacy" in that it emphasizes the needs and context of the particular students and their contributions to course content. However, there are several issues that must be considered before fully subscribing to the ideas Auerbach proposes, and these issues rest primarily on the ideologies that undergird her propositions. First, while context-based curriculum development is important, it may not be practical in the multicultural and multilinguistic context of U.S.-based adult ESL programs, where there is significant inter/intracultural and inter/intralinguistic variation among adult ELLs. Second, the success of the techniques Auerbach proposes requires considerable teacher preparation, including photocopying, transcribing, developing codes (dialogues about controversial issues such as racism, sexism, poverty, sexual harassment, etc.) and illustration, which, though beneficial, may turn off the typical underpaid adult ESL teacher. Finally, participatory practice is another way of expanding our conception of the nature of knowledge[82] and enacting more

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[79] Paolo Freire, revolutionary Brazilian educator whose work involved educating "oppressed people." See Freire, P. (1972). Pedagogy of the Oppressed, Harmondsworth: Penguin.

[80] This changes the perception of the knower and the known. Curriculum developers are generally considered "knowers" of curriculum development; here students are considered "knowers," which is a paradigm shift.

[81] See Corley, M. A. 2003. Poverty, racism and literacy. ERIC Digest. Retrieved on August 9, 2008 from http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED475392&ERICExtSearch_SearchType_0=no&accno

[82] This raises fundamental epistemological questions, namely: Who knows what? How best to assess what is known? Whose assessment of what is known is correct?

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#	**Emergent Themes**	***Somewhat* Relevant Literature**
		post-modern[83] forms of instructional approaches, which are often viewed as vehicles for social and educational change, and for empowering the disenfranchised (Freire 1970). Participatory practice favors dominated or oppressed people and contends with the more biased modernist approaches said to favor the "privileged white male." In this regard, given the characteristics of TELL students, Auerbach's ideas seem plausible. However, post-modern theory, upon which her book is based, involves some interesting contradictions that must be fully vetted to assess the degree to which potential contradictions reduce the value of her ideas.
3	• Concept/theoretical • Curriculum • Role of language and literacy • Vocational education • Numeracy • Context-based ESL • Workplace • Training model • English literacy	Australian National Training Authority. 1997. *Better training: Addressing English language, literacy, and numeracy in vocational education and training* [and] *A directory of professional development programs and resources*. Brisbane: Australian National Training Authority. This document is intended for trainers and curriculum developers, and emphasizes the roles of language, literacy, and numeracy in vocational education. The document is comprehensive, and uses examples from real workplace training manuals to illustrate techniques that are and are not appropriate for low-literacy trainees. Though the text describes language and literacy and addresses the needs of ELLs entering the workforce, this information is presented in the context of providing job training. This document might have some value for a TELL curriculum or program focusing on context-based ESL that combines workplace and academic literacy. As a training model, it may also benefit trainers who integrate English literacy and numeracy in TELL practice (or vice versa), given the role and importance of academic English in understanding mathematics.[84]
4	• Research/literature review • Literacy, numeracy and language education • Teacher skills • Program strategies	Benseman, John, Alison Sutton, and Josie Lander. 2005. *Working in light of evidence, as well as aspiration: A literature review of the best available evidence about effective adult literacy, numeracy, and language teaching.* Auckland, New Zealand: Tertiary Education Learning Outcomes Policy Group. Benseman, Sutton, and Lander have compiled a literature

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[83] A reaction to modern theories and truths; postmodern theory questions the truth of everything, and presents itself as an alternative to modernist science, which emphasizes the notion of truth. It calls for a humanization, as opposed to generalization of all social actions, including research. Postmodernists reject the idea that any truth or knowledge is generalizable, which is a fundamental generalization, and thus a contradiction.

[84] Word problems may be hard to solve for students who are not sufficiently proficient in English. Also, issues regarding how certain practices should be implemented are of concern. For example, is it general practice to integrate English literacy and numeracy into TELL practice, or is TELL practice often integrated into English literacy and numeracy instruction? A lack of "system" within TELL blurs both issues.

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#	**Emergent Themes**	***Somewhat* Relevant Literature**
	• ESOL	review that collects, distills, and synthesizes the best research on literacy, numeracy, and language (LNL) education. They draw several conclusions from the studies they have included regarding the skills teachers need; the types of curricula that engender success; the structure, intensity, and amount of instruction needed to make gains; the assessment needs of LNL classes; and the programmatic strategies needed to recruit and retain students. These conclusions are strengthened by the inclusion criteria, which discriminated among over 500 articles by type of study, sample size, and rigor. The section on ESOL findings is particularly relevant to TELL, as it emphasizes the diversity of adults in ESOL programs and the features of effective ESOL programs and classes.
5	• Concept/theoretical • Literacy • Fluency • Writing • Comprehension • Reading • Developmental ESL • Proficiency • Transition	Blanton, Linda. 1990. *Talking adult ESL students into writing: Building on oral fluency to promote literacy.* Washington DC: Eric Digest, http://www.ericdigests.org/pre-9216/adult.htm. Blanton begins this brief with a description of the students who participate in developmental ESL classes at the college level, including how they approach literacy tasks. She then offers advice to teachers of these students to build on student strengths in oral proficiency while developing their reading, writing skills, and comprehension skills. Blanton has written on developing academic skills for development education courses at the college level for ESL and other students. This article only touches on topics relevant to the TELL population, although it does reinforce other concept papers that describe the ELL population and what they need to learn for transition purposes.
6	• Evaluation/research • Vocational education program • Previous learning experiences • Worker-centered curriculum • Participatory curriculum • Critical literacy • Learner-centered approaches	Boyter-Escalona, Margaret. 1995. *Enhancing workers' skills for the workplace and for life. Worker Education.* Program Final Report, May 1993—March 1995. Chicago: Northeastern Illinois University, Chicago Teachers Center. This report describes the outcomes of a vocational education program for LEP workers in Chicago. The report cites several positive outcomes for the companies, union, and workers involved, including greater job competency, increased self-confidence, and better communication with management. This program was adapted to the participants' attitudes toward and experiences in education prior to entering. For example, workers reported that large class sizes had caused them to drop out of adult education in the past, so classes in the study program were limited to 15 students. A worker-centered approach was also evident in the curriculum, which was developed with input from workers and which included discussions of workers' "importance in the production of goods for market distribution and issues in the

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		American work culture" (p. 29). These approaches are consistent with Auerbach's (1992) idea of participatory curriculum development and Corley's (2003) argument for critical literacy, in which students learn not only skills but also thinking styles that critically examine their roles in institutions and cultures. Though this program is not designed to transition students, the findings support the success of learner-centered approaches in achieving program and learner goals, and are therefore important elements to consider in designing TELL programs.
7	• Concept/theoretical • Book • ExC-ELL • ELLs • Lesson planning • Instructional strategies • Vocabulary • Comprehension • Reading • Content • Developing literacy skills • Teacher training and professional development	Calderón, Margarita. 2007. *Teaching reading to English language learners, grades 6–12: A framework for improving achievement in the content areas*. Thousand Oaks, CA: Corwin. This book is intended as a guide for professional development of ESL instructors in middle and high schools. It provides educators with an empirically tested framework for developing literacy skills and language development for Expediting Comprehension for English Language Learners (ExC-ELL). Calderón focuses the reader on an introduction to the ExC-ELL model by discussing issues related to literacy and English language learners. She then interweaves research-based lesson planning designs with instructional strategies for vocabulary development, comprehension and content, and reading, writing, and speaking in mathematics and science. In addition, a key part of Calderón's book focuses on teacher training and professional development, which relates to teaching content area literacy to ELLs. Although it focuses on grades 6–12, this book has value for adult TELL, especially for adult TELL teachers who need professional development in content area literacy so that they can provide students with comprehensible input.
8	• Research/qualitative • Teacher perception • Language minority students • ESL teacher educators • ESL teachers • Pre-service education • In-service education • Context-dependent training • Approaches to education • Critical literacy	Clair, Nancy. 1993. ESL teacher educators and teachers: Insights from classroom teachers with language-minority students. Paper presented at Annual Meeting of the Teachers of English to Speakers of Other Languages, Atlanta (April 13–17). This qualitative study, presented at a professional conference, examined the beliefs and practices of three ESL instructors. From these cases, Clair concludes that (1) teachers are misinformed about ELL populations; (2) pre-service education does not adequately prepare teachers for ESL instruction; and (3) teachers do not sufficiently adapt practices to the ESL classroom. Based on these findings, Clair recommends that pre-service teacher education emphasize a critical approach to education, that in-service training be context dependent, and that teachers collaborate with each other and with parents and

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		administrators. In this short paper, Clair does not address the evidence from her study that led to her conclusions; without this information, the validity of her conclusions cannot be judged relative to her presentation. That these conclusions are based on a sample of only three teachers further calls into question the generalizability of her findings. In addition, with such a paucity of evidence, Clair's conclusions are best evaluated in light of relevant literature. In particular, Corley's (2003)[85] call for teaching critical literacy echoes Clair's recommendation that pre-service education include critical approaches to education that consider its political, social, and economic implications. Another point of similarity is with Auerbach's (1992) participatory curriculum development, which, like Clair's recommendation for in-service training and collaboration, emphasizes context-dependent approaches. This sensitivity to context surprisingly does not prompt Clair to provide any information on the context of her study, such as the composition of the classrooms and full backgrounds on teachers. Of value to the TELL project are some points of contact with relevant literature, including literature about L2 teacher perception. Because the study uses a limited number of teachers (two elementary teachers and one high school teacher), and because of its somewhat flawed methodology, it can be applied only to the specific limited context it evaluated. Understanding teacher perception is important to the TELL project, but Clair's study doesn't provide an adequate methodological model for undertaking such work in a TELL context, although it does provide concepts[86] that might be transferable to TELL.
9	• Concept/theoretical • Approaches to teaching • Adult ESL literacy • Instruction • ESL teachers	Crandall, JoAnn, and Joy. K. Peyton, eds. 1993. *Approaches to adult ESL literacy instruction*. McHenry, IL: Center for Applied Linguistics and Delta Systems. This book contains essays by experienced professionals on five approaches to teaching adult literacy. Each essay describes the theoretical and practical aspects of the specific approach. The five approaches are not presented as mutually exclusive or independent. Rather, readers are encouraged to learn from and incorporate all of them. K. Lynn Savage's contribution describes competency-based instruction. Pat Rigg and Francis E. Kazemak contribute a piece on whole language instruction.

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[85] Corley, Mary Ann . 2003. Poverty, Racism and Literacy. ERIC Clearinghouse on Adult Career and Vocational Education. Retrieved June 26, 2004 from www.ericfacility.net/databases/ERIC_Digests/ed475392.html

[86] Sample Concepts → collaboration; experienced change agents; teacher leaders; critical conception of teaching; teacher implicit responsibilities

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		Marcia L. Taylor writes about the language experience approach. Joy Kreeft Peyton describes a writing and publishing approach. David Spencer describes the Freirean approach. These essays provide accessible overviews of their respective strategies, each of which has implications for TELL. The authors provide practical examples, which are useful in understanding how ESL teachers can apply the theories to instructional practice. However, no argument or evidence is provided related to the effects of the instructional approach on learner outcomes. The usefulness of each approach in facilitating transition is not addressed directly, but the overall themes have implicit connection to TELL. Given the date of publication, one might need to examine the book in light of recent research in adult ESL literacy to determine the relevance of the instructional models to current trends in adult ESL instructional practices.
10	• Concept/theoretical • Professionalization • Adult ESL instruction • In-service professional development • Workforce • Program models	Crandall, JoAnn. 1994. *Creating a professional workforce in adult ESL literacy*. Washington, DC: National Center for ESL Literacy Education.
		In this ERIC Digest, Crandall identifies the challenges to professionalization of the adult ESL workforce and proposes three models that can be adopted to overcome these obstacles—mentoring, in which experienced teachers participate in in-service professional development; applied science, which links practice with research; and inquiry, which trains teachers to reflect critically on their practice. Crandall provides examples of programs using each of these methods, but, as is standard with ERIC Digests, there is limited room to expound on their impact on instructors or students. Crandall contends that "The fundamental duty of a teacher of adult ESL is to facilitate the development of communication skills in English, either in a classroom setting or in a one-on-one tutoring structure" (p. 1). The discussion has implications for TELL practice, especially with regard to TELL teacher instructional conduct.
11	• Research • International • Learner-centered curricula • ESL literacy • Women	Cumming, Alister, and Gill Jaswinder. 1991. *Learning ESL literacy among Indo-Canadian women*. Final Report. Ottawa: Department of the Secretary of State, Multiculturalism Directorate.
		This report provides findings from a study of participation in an ESL literacy program by women from the Punjab state in India. Consistent with movements for learner-centered curricula, as emphasized by Auerbach (1992) and Savage (1993), curricula for this project were determined by instructors with input from students and from the researchers. The outcomes for the participants included

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		increased English usage and literacy. While the study does not focus on transition to further education, and the sample size (13) is small, the findings support the use of a learner-centered approach for TELL programs.
12	• Research • Action research • Sheltered instruction • Transition • K–12	Deines, Janine S. 2005. *The impact of a sheltered English 9 class to teach district language arts curriculum to English language learners: An action research project presented to the Shawnee Mission Board of Education.* http://www.smsd.org/custom/curriculum/ActionResearch2005/Deines.pdf.
		Deines's short report describes the differential outcomes of ELLs in standard and in sheltered-instruction classes in a Kansas high school. ELLs in the sheltered-instruction class achieved, on average, better grades each quarter than ELLs in standard English courses. This study bears directly on TELL, given that the sheltered instruction class was introduced specifically to ease the transition of ninth-grade ELLs into tenth-grade standard English classes. Although this report contributes to findings that ELLs fare better when given support, it is of limited use outside of the context of the school district in which the study was conducted. Because the report was prepared for an audience familiar with the project and the curricula being compared, Deines provides little information about particular instructional practices, curricula, tests, or students involved in the study. Without this information, it would be difficult to replicate the success of this program elsewhere or to isolate specific strategies that led to better outcomes for students in the sheltered instruction class
13	• Research • Descriptive study • International • Secondary • Mainstream • Asian ESL	Dooley, Karen. 2004. Pedagogy in diverse secondary school classes: Legacies for higher education. *Higher Education, 48:* 231–252.
		Dooley presents a descriptive study of the constraints placed on Chinese Australian ESL students in secondary mainstream classes. Dooley finds evidence that teacher-centered pedagogy restricts the intellectual development of Asian ESL students in mainstream secondary classes. In observing mainstream instructors' interactions with non-Asian ELLs, Asian ELLs, and native-language speakers, Dooley finds that teachers' interactions with Asian ELLs differ qualitatively from their interactions with the other groups. Specifically, Asian ELLs are more likely to be witnesses to, rather than participants in, classroom instruction, and to complete activities requiring lower-level intellectual engagement than their non-Asian peers. Dooley attempts to connect her observations from secondary schools to literature on postsecondary learning for Asian ELLs; however, her conclusions are conjecture and could

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		be better established were she to extend her methodology to observing students in postsecondary as well as secondary classes. Dooley's findings have implications for TELL, because they suggest that students inadequately prepared for transition may be restricted in their achievement by the pedagogical approaches of instructors and that professional development to facilitate transition must include more than the ESL teachers. This coincides with Curtin's (2005) finding that the instructional practices of mainstream teachers may not be appropriate for ELLs.
14	• Concept/theoretical • Teacher portfolios • Faculty assessment • ESL • College	Ekbatani, Glayol, and Herbert Pierson. 1997. Teacher portfolios, vehicles of faculty assessment, reflection and growth. Paper presented at conference, annual meeting of the Teachers of English to Speakers of Other Languages, Orlando, FL (March 11–15).
		This paper describes the development of a portfolio method of teacher evaluation to complement classroom observations. The paper was presented at a conference of ESL professionals. The authors argue that teacher portfolios can promote enhanced reflective teacher practice, and that they enable administrators to gain a holistic view of teacher practice from the teacher's own perspective. Although the portfolio technique was piloted with ESL instructors in a college-level program, the paper does not address how this technique is particular to or influenced by ESL instruction. Further, the descriptions of the portfolios do not suggest that the instructors or their evaluators placed any emphasis on transition. As assessment tools for TELL teachers, portfolios may provide some benefit and add knowledge about the teacher's perception of his/her practice, but more contextualized research is needed regarding TELL and teacher portfolios in order to draw reasonable conclusions about the value of portfolio assessment to TELL students and to teacher change.
15	• Concept/theoretical • ESL writing • Historical overviews • Comparative analysis • Educational strategies • English as L2 • Literacy • Program Development • L2 instruction • L2 programs • Teacher role • Writing instruction	Elliott, Norbert, Jerry Paris, and Janet Bodner. 1990. *The teacher of writing in the ESL curriculum.* ERIC, ED3223762, http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/22/5a/80.pdf.
		Elliott, Paris, and Bodner connect writing instruction to ESL instruction through shared ideologies, supported by historical overviews of movements in both fields. The authors propose four levels of ESL competency based on levels of writing competency relevant to academia. These levels are useful in framing transition policies, as they proceed from basic to discipline-specific competencies. The authors claim that this approach has been successful at New Jersey Institute of

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		Technology, but they do not provide any evidence of this success or describe what form it took (e.g., improved student GPA, higher student satisfaction, etc.). ESL writing is an important TELL topic, so knowledge of the proposed four levels of ESL competencies can help researchers conceptualize findings on ESL writing practices conducted in TELL programs.
16	• Research • Social cognitive theory • ESL professional development • Teacher self efficacy • Institutional support • Instructional strategies • ESL	Eun, Barohny, and Audrey L. Heining-Boynton. 2007. Impact of an English-as-a-second-language professional development program. *Journal of Educational Research, 101(1)*: 36–48. Eun and Heining-Boynton's study uses Bandura's[87] social cognitive theory to predict the classroom instructional impact of an ESL professional development program on teacher self-efficacy and institutional support. The authors find that self-efficacy and institutional support predict change in instructional strategies among teachers after controlling for years of service. This study has some relevance to TELL, because it emphasizes the need for institutional support in making ESL professional development effective. However, there are several important limitations. Foremost is that the study does not differentiate the effects of types of institutional support; instead, it uses a composite score from teachers' self reports. Schools or programs, therefore, might face difficulties in implementing meaningful institutional changes, including those the study describes, to increase the impact of professional development for their teachers.
17	• Concept/theoretical • State • ESL program standards • Adult ESL • Education goals • Vocational goals • Personal goals	Fadden, Holly. 2000. *Maryland adult English as a second language program standards*. Baltimore, MD: Maryland State Department of Education. The Maryland State Department of Education Adult Education and Literacy Services produced this document to outline the state's adult English as a second language (ESL) program standards. Its mission is to provide skills to students and to assist them in achieving educational, vocational, or personal goals. The document provides eight guidelines to improve the adult ESL program: program structure; administration and planning; curriculum, instruction, recruitment, intake, and orientation; retention and transition; assessment, evaluation and educational gains; staffing; professional development and staff evaluation; and support services. Program standards and instructional standards facilitate consistency in program operation. Such consistency can aid program evaluation efforts, especially those designed to assess practices to implement large-scale change or to ensure accountability.

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[87] See Bandura, A. 1989. Social cognitive theory. In R. Vasta (Ed.), Annals of Child Development. Greenwich, CT: JAI Press.

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		One limitation of program standards is that they sometimes promote the one-size-fits-all axiom, which can have implications for instructional practice and even student retention; this applies especially to states with geographic "pockets" of students from varied cultural, educational, and linguistic backgrounds, where students would be well served by more differentiated programming. This document has value to TELL, especially with regard to ESL program development.
18	• Concept/theoretical • Teacher reflective practice • Adult ESL	Florez, MaryAnn Cunningham. 2001. *Reflective teaching practice in adult ESL settings*. Washington DC: National Center for ESL Literacy Education. This article describes teacher reflective practice as an approach to professional development for adult ESL teachers. The author enumerates the key steps in the reflective process, including benefits and challenges. She suggests this approach as a practical option for programs with limited resources for training, but she cautions that this approach requires commitment and time because of the ongoing nature of the reflective process. Practitioners in TELL programs may find the reflective process useful in helping them expand their knowledge and refine their practice on an ongoing basis; however, Florez's article presents a limited view of reflective practice and utilizes a rhetorical style that blurs the line between a research report and a concept paper. For example, Florez describes, in four sentences, a decontextualized situation in which a person she calls "teacher A" participated in a workshop that fostered reflective teaching practice and began compiling a portfolio. Because Florez provides the reader with absolutely no other information about this situation, it is difficult to determine whether the situation Florez describes is a valid exemplification of concepts she tries to describe, namely reflective practice. Also, the value of the sources the author uses is limited in that they merely describe reflective practices, and she fails to mention the researcher who pioneered the notion of reflective practice in education (Schön 1983).[88] A full deliberation on the notion of reflective practice as a metacognitive activity would have provided greater depth for the reader as well as a context for conceptualizing reflective practice. This document can be used to show that there is prevailing support for reflective teaching practice but that more research is needed to clarify the effectiveness of reflective practice in an adult ESL context.
19	• Policy • Programmatic • State	Florida State Board of Community Colleges. 1996. *English as a second language program review report, 1–77. Fort*

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[88] Donald Schön. The Reflective Practitioner 1983.

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	• ESL • Cooperative learning • Peer tutoring • Whole language • Instructional strategies • Skills assessment • Community college	*Lauderdale*: Florida State Board of Community Colleges. The Florida State Board of Community Colleges examined 28 community colleges to determine the level of instruction for ESL students. They found (1) it was difficult to determine whether students were taking ESL/English Native Speaking courses along with their other courses, (2) there was inconsistency across the state in the implementation of instruments such as basic skills assessments, (3) there was a lack of trained ESL instructors and trained counselors, and (4) there was a lack of funding. They also found "cooperative learning activities, peer tutoring, individualized instruction, and whole language approaches" (p. 58) to be very helpful instructional strategies. Findings relevant for TELL include the need to fully support transitional programs if they are to be effective, and to implement instructional practices such as cooperative learning, peer tutoring and individualized instruction to support ESL students transitioning to ABE programs.
20	• Research • Meta-analysis • Bilingual programs • English-only programs • Literacy • Second language learners • Principles	Francis, David J., Nonie Lesaux, and Diane August. 2006. Language of instruction. In *Developing Literacy in Second-language Learners*: *Report of the National Literacy Panel on Language Minority Children and Youth*, ed. Diane August and Timothy Shanahan, 365–414. Mahwah, NJ: Lawrence Erlbaum Associates. Francis, Lesaux, and August conducted a meta-analysis of literature comparing bilingual and English-only programs, and their findings favor bilingual over English-only programs. The oldest group of students included in the study is ninth-graders. The authors are careful to qualify their meta-analysis in light of the quality and quantity of research available and suggest that more careful, representative, and rigorous studies be conducted to arrive at a more accurate conclusion regarding the differential effects of language of instruction. The underlying principles the authors describe are valuable to TELL, but their applicability is limited because all but two of the studies included in the meta-analysis were conducted in primary education settings in which instructional strategies and learner characteristics differ from those in secondary and adult education. A similar study done with adult English language learners might benefit TELL. However, a paucity of adult ESL research limits the effectiveness of options available for research, including meta-analyses, in this field.
21	• Research • Instructional strategies • Thematic approach • K–12 students	Garcia, Eugene E. 1991. *The education of linguistically and culturally diverse students: Effective instructional practices*. NRCDSLL Educational Practice Report: 1. Santa Cruz, CA: National Center for Research on Cultural Diversity and Second

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#	**Emergent Themes**	***Somewhat* Relevant Literature**
	• Culture and language • Diverse students	Language Learning (NRCDSLL). The author provides a review of descriptive studies of K–12 students who are studying English and outlines the commonalities of successful classes with success measured as student progress. The findings he identifies from successful classes that may be transferable to the adult ESL instructional setting include: instruction of language and academic knowledge based around common themes, highly interactive settings for peer sharing, teachers as student advocates, and strong administrative support. The methodologies of the original studies are not provided and the vast majority of students are Spanish speaking. Since the majority of adult ESL learners are Spanish speakers as well, the report might provide some insights into how to take language issues specific to Spanish into account. However, the Spanish-speaking students benefited from bilingual teaching that may not have been available to other ESL learners, thus limiting the application of this study to other multilingual class settings. Nonetheless, the instructional strategies are worthy of further study.
22	• Research • Correlation study • Adult ESL • ABE • TABE • CELSA • ELSA • TELL • Assessment • Curriculum	Garreton, Rodrigo, and Dennis Terdy. 1991. *Correlation study of adult English as a second language (ESL) and adult basic education (ABE) reading tests.* Adult Learning Resource Center, Adult Education and Literacy Section, p. 86. Des Plaines, IL: Illinois State Board of Education, Springfield. In a comparison of test results for adult education ESL students on three different tests—ELSA (now called CELSA), ABLE, and TABE—the authors find that the TABE has a strong correlation to the CELSA, although not at the level of predictability. TELL may benefit from understanding which assessments best predict the ability of ESL students to learn in ABE classes based on their scores on tests approved for use in the adult education field; however, this study does not clearly show that an ABE test can be used in lieu of an ESL test,[89] and the tests do not address learning achievement for the lowest literacy learners. Nonetheless, the study's authors conclude that there is high enough correlation to suggest that the higher-level ESL students are potentially ready for ABE class work and that this calls for development of "parallel programs" that introduce the ABE curriculum to ESL students earlier in their coursework. This supports the need for TELL with clear routes of transitioning from ESL to ABE.
23	• Research synthesis	Gersten, Russell, and Scott Baker. 1999. *Effective instruction*

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[89] To be valid, a test needs to be normed on the population with which it will be used. This means that ABE tests should not be used for ESL students unless the ABE tests have been normed on ESL students.

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	• Concept/theoretical • Effective practices • Instructional practices • Multi-vocal approach • ESL • Learning environments • Professional workgroups	*for English-language learners: A multi-vocal approach toward research synthesis.* Paper presented at the Annual Meeting of the American Educational Research Association, April 19–23, in Montreal, Quebec, Canada. This paper attempts to assess what is currently known about the effectiveness of instructional practices for ELLs. The authors examine eight intervention studies (only those with valid experimental designs), studies describing the learning environment, and professional work groups. The authors find little empirical evidence regarding the effectiveness of instructional practices. Their findings indicate, however, that a good English language development program should include three components, all of which are critical to TELL: (1) a focus on the development of fluency and proficiency in English; (2) a concern with more formal, grammatical aspects of English; and (3) an emphasis on learning new academic content.
24	• Research synthesis • Concept/theoretical • Flawed methodology • Controlled studies • Sheltered instruction • Student content learning • English language development • Instructional practices • English language learners	Gersten, Russell, and Scott Baker. 2001. *Practices for English-language learners.* The National Institute for Urban School Improvement. (October, 08) http://www.urbanschool.org/pdf/ts_eng.pdf?v_document_name=Topical%20Summaries%20English. This paper provides a brief overview of research and instructional practices for ELLs. The authors find most studies to be flawed methodologically and conceptually, and they call for smaller, more tightly controlled studies. Despite these problems, they find that research suggests the sheltered English approach could lead to improvement in students' content learning and English-language development. Based on this work, the authors provide a set of key components for best instructional practices. TELL programs can adopt the instructional approach recommended to increase content learning and English development for ELLs. However, the set of instructional principles recommended by these authors is based on expert opinion and research that the authors acknowledge to be somewhat flawed; therefore, caution should be used in accepting them as final. This paper is a topical summary aimed at teachers and administrators in urban schools.
25	• Concept/theoretical • Book • Research-based • Teaching languages • ELLs • Comprehensible input • Nonverbal cues • L2	Gersten, Russell, Scott K. Baker, and Susan U. Marks. 1998. *Teaching English-language learners with learning difficulties: Guiding principles and examples from research-based practice.* Eugene, Oregon: Eugene Research Institute. This book focuses on teaching languages to students with language difficulties, such as students with special needs and English language learners (ELL). The authors rely on

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	• Language acquisition strategies	comprehensible input, a theory presented by Stephen Krashen (1981), who argues ELLs best acquire language when they hear and understand target language messages that are at a higher level than their L2 level (Comprehensible Input +1). The aim of the teacher in this model is to increase the learner's L2 language comprehension by providing the necessary scaffolding. This puts the responsibility for learning on teachers. The strategies are relevant to TELL programs as they provide access to learning curricula by meeting the needs of diverse students. For example, teaching students how to read nonverbal cues early on and training teachers in how to use visual cues may aid students' learning.
26	• Research/evaluation • Project • CALP • ESL • Content-area instruction • Career exploration • CALA • Experiential learning • Content-based approaches	Guadalupe, Deana R. 1993. *Cognitive academic learning approaches through ESL content area instruction with career exploration strategies. (Project CALA): Final Evaluation Report, 1992–93.* Office of Educational Research (OER) Report, p. 43. Brooklyn, NY: New York City Board of Education. This evaluation report shares objectives and outcomes of low-performing high school students (grades 9–12) who are non-native English language learners. The report emphasizes experiential learning, a content-based approach to ESL, and career education. Guadalupe blends cognitive academic learning approaches (CALA) with content area instruction (CAI), which has some relevance for TELL in terms of differentiating research methods to shed light on effective practices. Although results showed that ESL students had gains in English language learning and high rates of continuation to postsecondary education, there is little in the way of analysis (descriptive or otherwise) of the program to show how it met its objectives or whether these practices are transferable to other programs. The project implementing the program was funded through Title VII funds of the NY Office of Research, Evaluation and Assessment (OREA).
27	• Research • International • ESOL • Drop out • Tutors • Preventative measures • Curriculum • Research • International • Programmatic & administrative structures • Student	Kambouri, Maria, Inji Toutounji, and Hazel Francis. 1996 Where *next? Drop out and progression from ESOL provision*. London, England: Basic Skills Agency. This study, conducted in England and Wales, investigated dropout and progression in English for Speakers of Other Languages (ESOL). The authors found that students were more likely to dropout from non-intensive courses than intensive courses. Students who were interviewed and placed at the appropriate level were less likely to dropout. Reasons for dropping out included leaving the country, inconvenient class times, lack of motivation, difficulty in class, and personal reasons. Students' tutors were either not aware of the reasons students dropped out, or had inaccurate information. TELL

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	characteristics • Retention • Advancement • Assessment • Placement • Curriculum	teachers need to be aware of dropout reasons to take preventative measures. In addition, the study highlights the importance of appropriate placements and a rigorous curriculum for students in transitional programs.
28	• Research • Professional development • State • Adult ESL educators • Critical literacy • Participatory approaches • Assessment	Kessler, Carolyn, Barbara Cohen, and Rachel Walsh. 1996. Classroom interaction for adult literacy. Paper presented at the International Conference on Teacher Education, June 30–July 4, in Netanya, Israel. This paper presents the results of a study that assessed the effectiveness of professional development programs for adult ESL educators in Texas. These programs varied in format, but their content was in line with the Indicators of Program Quality adopted by the Texas State Plan for Adult Education and Literacy. The programs used the critical literacy and participatory approaches. Results of the assessment indicate that participants found the programs to be very useful and that significant attitudinal changes took place in favor of a participatory approach in the classroom. The types of professional development programs discussed in this paper can be extended to educators in TELL programs interested in using critical literacy and participatory approaches. However, for these programs to be replicated elsewhere, specific program descriptions, which were not provided in this paper, would need to be obtained. Further, it would need to be tested to demonstrate whether these programs can be applied beyond the Texas population. Finally, the effect that this professional development has on the classroom and not just on the teachers would need to be examined.
29	• Concept/theoretical • Whole language • ESL • ELL • Natural approach • Methods • Motivation • Teacher strategies	Lems, Kristin. 1995. *Whole Language and the ESL/EFL Classroom*. Washington DC: U.S. Department of Education. This article discusses use of both the whole language approach as well as the natural approach for teaching adult English language learners (ELL) while learning a topic of interest. The discussion is supported by the research of Kenneth and Yetta Goodman. The natural approach, by Krashen and Terrell, is similar to the whole language approach and is also discussed in this article. In this approach, the student chooses a topic to learn and then reads and writes about it. Students can read aloud, and can listen to each other. This method of learning is effective because the student is developing language arts skills while maintaining motivation. Teachers may utilize materials from outside of the classroom, such as prescription bottles or recipes, to teach reading, but the problem with these materials is that they are sometimes hard for teachers to provide. The article notes that this method of learning may be difficult for

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		adults not used to this less-structured, unconventional method and that expectations may not be clearly defined. The National Reading Panel (NRP) report (2000) emphasizes five research-based components of reading that have proven to be more effective than the whole language approach.
30	• Concept/theoretical • Composition studies • Second language writing • Division of labor • TESL	Matsuda, Paul Kei. 1998. Composition studies and second-language writing: A history of the disciplinary division of labor. Paper presented at the annual meeting of the Conference on College Composition and Communication, Chicago, IL. (April 1–4). Matsuda makes the case for having qualified teachers teach ESL students. He explains that ESL students must take composition courses, just as native speakers are, but are not provided with teachers qualified in meeting their special needs. He details the history of the division of labor between teaching English as a second language (TESL) and teaching in other disciplines and shows how the division of labor between composition teachers and ESL teachers became institutionalized. This document focuses on instruction of ESL students and attempts to improve it, which has implications for TELL.
31	• Concept/theoretical • ESL • Speech programs • Oral practice • ESP/ESL • Glass ceiling • Video	Migliacci, Naomi. 2000. Ouch! Or ESL and the glass ceiling. Paper presented at the TESOL 34th Annual Convention, Vancouver, Canada, (March 16). The author discusses the lack of attention to the glass ceiling by ESP/ESL programs and courses. She suggests showing ESP/ESL students videos of how the glass ceiling can affect them. To better assist the students' understanding, she suggests having the appropriate speech modeled in the video, and including interactive lessons. She also suggests students speak up in oral presentations, class discussions, and group and paired work, as this will help them be prepared for post-graduation situations. She indicates that students need to be educated on how to confront the glass ceiling for minorities. Some of the strategies she suggests, such as using videos with interactive lessons and having students actively engaged in discussions, may be useful in TELL programs. Practicing the language may help students feel more comfortable in ABE classes and encourage them to ask questions when they do not understand the content.
32	• Research • K–12 education • ELL program models • Transitional bilingual education • Newcomer programs • Sheltered instruction	Mikow-Porto, Victoria, Stephanie Humphries, Paula Egelson, Debra O'Connel, and John Teague. 2004. *English language learners in the southeast: Research, policy & practice.* Greensboro, NC: SERVE Center at the University of North Carolina at Greensboro. This descriptive paper covers the history of national policy,

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	• Bilingual education • Two-way immersion • National policy • Culture • Cultural pluralism	current research, and examples of practice as they relate to quality education for elementary and secondary ELL students. Although focused on the school-age population, the report is relevant to the adult TELL programs, which require supportive policies at the national, state, and local level; instructional practices that are research-based; teacher training for high-quality instruction and ongoing professional development; assessments and accountability to ensure that learners are progressing; and clear processes for placing students in the ELL program and then transitioning them to mainstream classes. Additionally, the paper describes the different existing program models for ELLs, including transitional bilingual education, newcomer programs, sheltered instruction, ESL/ESOL, bilingual education, and two-way immersion. Research on the young ELL population points to bilingual programs as surpassing traditional ESL or English-only programs, but regardless of the type of program, students need years of continued education beyond what most elementary & secondary and adult systems currently provide. Although the research captured here is not as thorough as in some other papers (see Sherow 2006) or geared toward the adult ELL population, it provides a snapshot of what the state of ELL instruction looks like across the U.S. today, especially in certain states.
33	• Research • Teachers • ESL • Culture • Bilingualism • Professional development • Teacher skills • Learning processes • Collaboration	Minaya-Rowe, Liliana. 2004. Training teachers of English language learners using their students' first language. *Journal of Latinos and Education* 3:3–24. The author studied ELL teachers' attempts to identify special needs or requirements that would enable teachers to better assist their students. She found teachers were having difficulty with the diversity of their classroom, and that they needed continuous professional development in skills, knowledge, and cultural awareness to be effective in a culturally dynamic, bilingual environment. The author reported teachers must be included in the teaching and learning process, and they must collaborate with one another to extend their understanding of diverse learners. The study identified several areas for professional development that may be of value to ESL and ABE teachers participating in transitional programs.
34	• Research • Linguistically diverse • Culturally diverse • Program practices • ESL • Instructional practices	Montone, Christopher L. 1994. *Teaching linguistically and culturally diverse learners: Effective programs and practices*. Presented at The National Center for Research on Cultural Diversity and Second Language Learning, Santa Cruz, CA, (June 28–30). This article summarizes the findings of a session in 1994 by The National Center for Research on Cultural Diversity and

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		Second Language Learning. The author notes that teachers should be culturally responsive to their students' needs and present materials that are relevant to their lives. Instructional practices identified include: use of interactive journals, reading alone or with peers, listening to others read, and discussing written work. He also notes the need for student assessments to meet their individual needs, and for bilingual education to promote student understanding. As ESL students transition to ABE, GED and postsecondary education, it may be necessary for teachers in these programs to support students in a variety of ways. Understanding the students' individual cultural backgrounds will enhance teachers' support and should be a focus of professional development. The instructional practices identified in the article also may be of value to teachers.
35	• Concept/theoretical • Pre-service teacher training • Parent education • Toolkit • Instructional activities • Support systems • Adult ESL instruction • ELLs	National Center for Family Literacy and Center for Applied Linguistics. 2008. *Practitioner toolkit: Working with English language learners*. Louisville, KY and Washington DC: National Center for Family Literacy and Center for Applied Linguistics. This document is a comprehensive introduction to adult ESL instruction for pre-service teachers. The authors draw on surveys of ESL educators and a focus group that helped identify challenges in adult ESL education. The Toolkit offers information about the adult ELL population, instructional activities to use in the classroom, a section explicitly on parent education, suggestions for addressing common issues in adult ESL education, and resources for more information. Transition to postsecondary education is identified as an issue in adult ESL education. The support systems identified by the authors concur with those described in Alamprese's (2005) Helping Adult Learners Make the Transition to Postsecondary Education, including familiarization with entrance requirements of receiving institutions and building study and time management skills. The authors also give brief descriptions of transition programs identified in the February 2004 issue of Focus on Basics. Overall, the text is an excellent introduction to adult ESL education, and has a wide research base.
36	• Research • International • Older ESL students • Reading • Writing • Speaking • Listening	Nicholls, Mary, and Robyn Raleigh. 1998. *Understanding life in Australia: ESL for older learners. A resource for teachers.* Melbourne, Australia: Adult, Community, and Further Education Board. This document reports the findings of a research study designed to assess the needs of older ESL students (age 50 and older), and is intended as a guide for teachers of this population. The study is not focused on transitioning these learners, but rather teaching them basic reading, writing, speaking and listening skills in English. The authors report

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		many findings, but for TELL the findings of relevance can be summarized as follows: (1) the needs and goals of the students must be reflected in the curriculum. Of note is that differences between, and within, groups of learners mean that a rigid curriculum will not suit all students, and will hamper their progress and motivation to continue in the program. (2) The course must be accessible, meaning instructors must take into account the physical and cognitive restrictions of students and make learning aids available. Instructors must also allow for communication in the native language to help facilitate learning.
37	• Concept/theoretical • Program models • Parents • Bilingual students • Equity • Public schools • Psychology • Program models • ELLs • School-based consultants • Culturally sensitive practices	Ochoa, Salvador Hector, and Robert L. Rhodes. 2005. Assisting parents of bilingual students to achieve equity in public schools. *Journal of Educational and Psychological Consultation* 16 (1&2); 75–94. Ochoa and Rhodes, both school psychologists, present various program models for teaching English language learners and argue that school-based consultants must employ culturally sensitive practices to effectively engage and assist culturally and linguistically diverse students and their families. This article goes beyond serving as a resource for school-based consultants, the authors' intended audience, and provides strategies in cultural competency that can be used by instructors and administrators alike. The section on program models for non-native English speakers is well researched and a good primer for anyone interested in learning about the benefits and challenges of different instructional approaches; it also is of value to TELL. A failing of the article, which the authors acknowledge, is that the application of theories and practices is within a broader multicultural context and not specific to bilingual education, primarily because there is a dearth of research on consultative services in that area. The authors talk about use of qualitative skills, such as naturalistic interviewing, to get the students' back stories.[90] The importance of interviewing and "getting the back story" is also discussed in Panferov's (2000) case study.
38	• Concept/theoretical • International • Learner-centered instruction • Benchmark models • Assessment model • Adult learners	Pawlikowska-Smith, Grazyna. 2000. *Canadian language benchmarks: English as a second language for adults*. Ottawa, Ontario: Center for Canadian Language Benchmarks. This guide to Canadian Language Benchmarks summarizes level descriptors for adult English language learners in Canada across three levels of competence in the areas of writing, reading, listening, and speaking. The Canadian Language Benchmarks stress learner-centered instruction and a

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[90] This relates to antecedent actions or the story or stories behind the story being told.

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		task-based syllabus that focuses on what students "can do" (p. VIII). The guide is intended for wide use by instructors, administrators, and policy-makers, though there is no documentation to justify associating particular abilities with each level. One perceived benefit of the Canadian benchmark model is that it mandates adjustment in instruction to fit the needs of individual students; however it provides little guidance on how individual students are to be assessed and how instruction is to be differentiated to meet diverse needs and respond to various proficiency levels. This holistic assessment model could be a useful resource for instructors interested in customizing their instruction to fit the specific learner goals because it emphasizes evaluations in context and allows for flexibility in designing curricula and assessments that address academic skills needed for transitioning English language learners.
39	• Concept/theoretical • Freirean approach • Dialogue journals • Instructional practices • Writing instruction	Peyton, Joy Kreeft, and Jana Staton, eds. 1991. *Writing our lives: Reflections on dialogue journal writing with adults learning English*. Language in Education Series, 77. Washington DC: National Clearinghouse on Literacy Education. This is a collection of essays intended to orient teachers, tutors, and teacher educators in the use of dialogue journals in ESL education. Like other writing on instructional practices for adult ESL (see Artis et al. 2001, Crandall and Peyton 1993, and Corley 2003), this book is grounded in the Freirean approach, which views teachers and students as equals with different knowledge bases. The practice of using dialogue journals reinforces this relationship by making the teacher and student equal partners in a cooperative, dialogic endeavor that teaches writing skills. This volume provides a thorough introduction to the practice, with essays from instructors as well as researchers. Missing, however, are students' perspectives. The practitioners and theorists argue that this technique creates equality and partnership between teacher and student, but do not demonstrate that the students recognize, accept, or desire this equality. In teaching TELL students whose writing skills still need development, dialogue journals can present an alternative way to engage students in expressing their thoughts and ideas in print.
40	• Concept/theoretical • Reading and writing • ESL instruction • Language experience approach • Literature-based program • Process writing	Rabideau, Dan. 1993. *Integrating reading and writing into adult ESL instruction*. Washington DC: National Clearinghouse on Literacy Education. This article discusses some of the core reading and writing activities being used in adult ESL programs. It describes the Language Experience Approach (LEA), literature-based programs, and process writing. This article is of value to TELL

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		because it provides insight and options for reading and writing practices in the context of adult ESL. The author contends that "reading and writing, which are valid instructional activities in themselves, allow for more reflection and contemplation" (p. 2). This is certainly of value to TELL, given the project's interest in examining student transitions to academic reading and writing, but Rabideau uses limited research to support his claim. For example, he provides only two sources to support his claim, one of which is an unpublished manuscript. Further research is indicated in this area to contextualize Rabineau's thesis.
41	• Accountability • ESL • Policy • Program model • Professional development • Instructional methods	Rice, Jennifer King, and Michael Stavrianos. 1995. *Adult English as a second language programs: An overview of policies, participants and practices.* Washington DC: Mathematica Policy Research. This report synthesizes literature related to adult ESL programs. The authors address several topics, including: (1) the need and demand for ESL services; (2) administration, funding, and staffing issues; (3) curriculum and instructional approaches; (4) assessment, evaluation, and accountability; (5) evidence of effectiveness; and (6) directions for future research. While the report does not address transition issues specifically for ELLs, it does touch on ESL students' self-reported lack of adequate reading, writing, and mathematics skills—less than half of these learners progress to the next level. The authors recommend further research on instructional methods to effectively help students acquire skills needed for advancement from ESL to ABE or other transitions. The authors have a background in school reform, which may explain why this report is geared toward recommending research that informs policy, although the paucity of research limits policy recommendations.
42	• Concept/description • Critical pedagogy • Spanish speaking learners • Program model • Instructional strategy • Project-based learning • Student motivation • Native language use • Social action	Rivera, Klaudia M. 1999. Popular research and social transformation: A community-based approach to critical pedagogy. *TESOL Quarterly* 33, (3): 485–500. The author describes the implementation of a plan of instruction that promotes social action through project-based learning that includes the learner's personal experiences and native language in addition to English. Rivera was executive director and coordinator of educational programs during 1990–1996 at a community-based program called El Barrio Popular Education Program, located in Spanish Harlem in New York City. The program served women—mostly poor mothers from Puerto Rico, the Dominican Republic, Cuba, and Mexico. Anecdotal results for this instructional program show the transformation of marginalized women who set their own

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		instructional agenda and as a result met their learning objectives, while producing a research project that was valued by their community and themselves. The report also touches on the use of native language (Spanish) literacy and the implementation of both an English and a Spanish GED program. There are no data to show the long-term effects of this program, or how it might be replicated in other sites or areas of the country. It does, however, provide another potential instructional strategy or program model for TELL programs to use to increase student motivation, retention, and persistence for learners with weak educational backgrounds but developed academic aspirations.
43	• Concept/description • Language development • Adult ESOL pre-service teachers • Immigrants • Critical pedagogy • Experiential learning • ESOL • Teacher training	Rymes, Betsy. 2002. Language in development in the United States: Supervising adult ESOL pre-service teachers in an immigrant community. *TESOL Quarterly* 36, no 3 (September 9), http://www.jstor.org/stable/3588420. From the perspective of critical pedagogy, Rymes presents a description of her academic community learning approach to teaching ESL teacher-students in an experiential method of learning within the Hispanic community near the University of Georgia, where the teacher-students are located. The pre-service teachers have an opportunity to teach in the homes of Hispanic families to develop ESOL curricula that reflect the learning needs of the students and that incorporate L1 as needed, with English presented as an opportunity for empowerment and not as a threat to the culture and linguistic independence of the students. Rymes presents the results in terms of teacher-students' personal transformation, changing pedagogical values, and the use of Spanish to teach English. One important result is that the teacher-students and Hispanic families created a shared sense of community through an understanding of the 'other,' and thus felt comfortable sharing control over instruction and curriculum development in the learning environment. By understanding and acknowledging their students' sense of vulnerability, the teacher-students may become better educators and grow as individuals. Despite positive reports by teacher-students and by Rymes of personal transformation, there is no evidence offered that indicates long-term changes in teacher approaches to developing curriculum or conducting instruction, or in learning gains of the Hispanic students. The supervision of teachers who work with TELLs has implications for student achievement and for overall classroom and program management; it also has implications for teacher professional development.
44	• Research • Case studies	Schwartz, Wendy. 2000. New trends in language education for Hispanic students. NY: ERIC Clearinghouse on Urban

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#	**Emergent Themes**	***Somewhat* Relevant Literature**
	• Hispanic youth • Dropout project • Trends in language education • English-only education • Anti-native language • Tutoring • Immigrant • Bilingualism • ESL	Education. Schwartz provides a brief overview of a commissioned paper on case studies involving Hispanic youth education as well as highlights of the Hispanic Dropout Project (sponsored by the U.S. Department of Education in 1995). The results and recommendations point to strengthening bilingualism and proficiency in both English and Spanish for Hispanic youth; however, in this country in the past decade there has been a push toward English-only education at all levels, and an anti-native-language stance in the adult education classroom in places with large immigrant populations, such as California and Florida. Although the information is geared toward teaching Hispanic youth, the strategies presented here also apply to other immigrant groups and TELL programs. These strategies include the following: revision of teaching instruction and curriculum with an eye to continuous review of the research literature, individualized instruction, respect for immigrant culture and inclusion of those cultures in the curriculum, team teaching of ABE and ESL instructors, academic instruction in the native language to ensure mastery, native language instruction, and bilingual tutoring. Although these strategies are commonly in use and reported through case studies and anecdotally, there remains a need for thorough examination of which strategies work best in which settings. Schwartz has written a number of ERIC Digest briefs on a variety of education topics, such as family literacy, minorities, immigrants, low-income families, urban schooling, and health problems in the context of impact on educational achievement.

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45	• Research/qualitative study • Second language learners (L2) • Qualitative research • Cantonese speakers • Reading instruction • Critical reading • Longitudinal study • Academic reading • Tertiary level • Rhetorical consciousness • Process oriented approach • Interpretative framework	Sengupta, Sima. 2000. Developing academic reading at tertiary level: A longitudinal study tracing conceptual change. *The Reading Matrix* 2, no. 1. This is a qualitative study of Cantonese college students. The study included thematic analysis of biweekly discussions of a small undergraduate class (25 L2 students) and interviews with nine randomly selected students both at the end of the course and 18 months later in their third year of study. Through the undergraduate first year course, the author as tutor provided biweekly instruction to help students who were Cantonese speakers with intermediate level English skills to move from literal word-by-word reading to a more process-oriented approach to interacting with the text and the writer through critical reading and constant comparison of text. Although in this one course students were able to develop critical reading skills, these skills were not found to transfer to other academic courses due to the students' concerns that other teachers would not welcome this active reading approach. However, by the third year, when students were preparing their dissertations, they were using a critical approach to reading and research. This study does not show whether the changes in students in the third year of undergraduate study were due to the explicit instruction from their first year, or a natural progression for all students; however, the study does highlight the importance of L2 learners' engaging in techniques that will help them glean meaning from the text, and the study followed a useful approach by including learners' voices through interviews and discussions. TELL learners may benefit from a similar "strategy related instruction" (p. 2) in the reading process and from active involvement as student researchers involved in their own reading processes; however, questions remain about how to make this learning sustainable unless other course instructors promote similar reading processes in their classes as well. In addition, the study uses a sample of only nine students, which makes it non-generalizable, although its findings may be transferable to TELL contexts having similar conditions. In addition, the author's methodology is questionable and ambiguously written, which will limit this study's replicability.
46	• Research • ESL • Teacher resistance • Transition • Teacher training • Hispanic population of learners	Shoemaker, Connie L. 1996. Results of survey of community college ESL programs. Littleton, CO: Arapahoe Community College. This is a description of a study involving a survey of community college ESL programs. The author shares data from a cross-country survey conducted with community colleges offering ESL instruction. Out of 180 colleges contacted, 60 ESL

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#	**Emergent Themes**	***Somewhat* Relevant Literature**
	• Asian population of learners • Native language literacy	programs responded with data that describe their student population, funding streams, number of students, and assessments used. Problems reported in the survey included difficulty in finding trained ESL teachers and the "unwillingness of non-ESL faculty to adapt instructional methods to meet ESL students' needs," (p. 2) with the latter 1) having implications for transition programs that require collaboration with non-ESL teaching staff, and 2) suggesting a need to provide ESL instructional training to transition teachers. Also of interest is the finding that major ESL learner groups are comprised of Hispanic and Asian adult learners, but the report does not discuss whether these populations learn differently or have different learning strengths and weaknesses. The survey methodology is limited to only a small percentage (34%) of respondents and it is unclear how the colleges were selected or whether the respondents form a representative sample.
47	• Research (practitioner) • Second language learners (L2) • Strategy training • Reading strategies • Reading instruction • Learner motivation • Reading comprehension • Teaching and learning	Singhal, Meena. 1998. Reading comprehension in the second language classroom: A hands-on approach to teaching and learning reading strategies. ERIC, ED424748, http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED424748&ERICExtSearch_SearchType_0=no&accno=ED424748. This article describes approaches to L2 reading. The author describes general principles in reading for advanced adult ESL classes, and describes an instance where she utilized concepts and methods found mainly in L1 reading research and applied them to the L2 setting (e.g., students with higher levels of reading proficiency appear to use more reading strategies and to use them more effectively). Through her classroom application of this research and discussions with her students, she has identified seven reading strategies.[91] She provides examples of how these strategies were used in her classroom to improve comprehension. Her work highlights the importance of training in L2 reading, particularly in the use of reading strategies. She also emphasizes providing individual opportunities for practice with students, using text that is of interest to the learners. While the strategies are used with higher-level learners, they may be useful in the transition-to-ABE context with both native and non-native English speakers
48	• Book • ESL • Biliteracy • Reading and writing • Dialect reader	Spener, David. 1994. *Adult Biliteracy in the United States*. Washington DC: Center for Applied Linguistics and Delta Systems Co. This book features multiple authors discussing biliteracy (being

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[91] Cognitive, compensation, memory, metacognitive, affective, social, and textual

Multi-contextual Strategies, Curricula, & Models

#	Emergent Themes	*Somewhat* Relevant Literature
	• Teaching adults • Youth • Reading • Speaking • Writing styles	literate in two languages) and teaching someone reading and writing in English when they are already literate in another language. Spener suggests teaching adults in a bilingual setting since it has been shown to be effective with youth. Arnulfo Ramirez supports this claim by stating that teaching students in their native language may be used to explain the English language. Walt Wolfram describes a dialect reader as "a text that incorporates the nonstandard grammatical forms typical of a vernacular-speaking community" (pp. 79–80) and admits that this form of teaching may be stigmatizing and patronizing. However, this writing style may be appealing to those who feel intimidated by typical writing styles, and it may be helpful for ESL students to learn how English is used outside of the school setting. Catherine E. Walsh explains that some students find textbook writing styles hard to read even if they are able to speak and write in English. She also points out that secondary school teachers feel that students should already know the basics of reading and writing and it is not their job to teach this to them, a viewpoint which frustrates students and leads some to fall behind. This may not be appropriate for TELL students, who may become confused by the different writing styles and misunderstand when to use one versus the other.
49	• Research/evaluation • Qualitative research • ABE/ESL combined instructional models • Teacher training • Literacy • Vocational • Workplace • International	Suda, Liz. 2002. Discourses of greyness and diversity: Revisiting the ALBE and ESL interface. Melbourne, Australia: Adult Literacy and Numeracy Australian Research Consortium (ALNARC). This report speaks to the Australian practice[92] of integrating literacy, numeracy, and English as a second language and embedding vocational education into this mix. After reviewing the conceptual framework for literacy, numeracy, and language learning, the author describes the methodology and findings from 10 telephone surveys, two focus groups, and 12 individual interviews with teachers to gain an understanding of their perspectives on literacy, numeracy, and language learning and teaching. The Australian context is instructive in that adult education and training is increasingly administered and defined as a single effort with literacy, language, and vocational/workplace education being combined. Additionally, many adult literacy classes serve a mixed population of adults with low literacy skills (traditional adult literacy and basic education students) plus ESL students working on English literacy and content development, which is similar to some

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[92] Note that there are three models; one model teaches reading and writing separately from oral skills and another integrates all four language skills plus numeracy. Then there's another set of models—the sequential model that focuses on transition from ESL to GED/ASE and then to vocational training or workplace literacy. The Australian model (like the UK one) tries to teach these skills in an integrated whole.

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#	Emergent Themes	*Somewhat* Relevant Literature
		models of TELL. Results of the study showed that although teachers were knowledgeable about learner needs, ESL learner needs were not always met in the combined classroom. Given that Australian populations mirror American ESL learners in terms of the diversity of cultural and language backgrounds and literacy levels, further research into program models for mixed ABE/ESL populations may be instructive.
50	• Concept/description • Adult ESL • Student preparation • Promising practices • Professional development • Policy • ELLs	Van Duzer, Carol, and Mary Ann Cunningham Florez. 2003. *Adult English language instruction in the 21st century.* Issues in preparing adult English language learners for success series. Washington DC: Center for Applied Linguistics. The authors, with the National Center for ESL Literacy Education, operated by the Center for Applied Linguistics (CAL), provide an overview of the state of educating ELLs in the U.S., including trends, promising practices, and challenges to the field in the areas of program design and instructional practice, assessment, professional development, integration of research and practice, and technology. By pointing out both the inadequacy of resources and the potential for enhancing learning for the ELL population, the authors provide a jumping-off point for discussing how to proceed at the national and state levels. The paper addresses policy indirectly, while pointing out many issues at the classroom, state, and national levels that need to be addressed, ranging from the changing 'face' of the adult ESL learner, to the lack of research on how long a student needs in class to show proficiency, to the marginalizing of ESL teachers within adult education (shown by dollars spent per learner) and of adult education within the broader educational context of the country. The paper may be helpful to the TELL project in structuring its final report around the pertinent and cross-cutting issues for the field of adult ESL education.
51	• Concept/theoretical • K–12 • ELL programs • Instructional practices • Program models • Culture • Learning processes	Vialpando, Jacqueline, Jane Yedlin, Caroline Linse, Margaret Harrington, and Geraldine Cannon. 2005. *Educating English language learners: Implementing instructional practices.* Providence, RI: National Council of La Raza and The Education Alliance at Brown University. This guide focuses on the implementation of K–12 ELL programs in charter schools. Contents include a brief review of research in second language acquisition; stages of language development; ELL program models; and instructional practices, strategies and techniques. It emphasizes the importance of culturally responsive teaching and the need for professional development to enhance ELL instruction. While focused on K–12 programs, it provides a good background on language acquisition for ABE instructors who are teaching ESL students.

		Multi-contextual Strategies, Curricula, & Models
#	**Emergent Themes**	***Somewhat* Relevant Literature**
		who have transitioned to the ABE program. Several of the instructional strategies (e.g., graphic organizers) may help ESL students learn the content areas.
52	• Concept/theoretical • Toolkit • State • ELL • Adult learning • ESOL • Instructional approaches • Guidance • New ESL teachers • Assessment	Virginia Adult Learning Resource Center. 2002. *ESOL Starter Kit*. Richmond, VA: Virginia Commonwealth University. The Virginia Adult Learning Resource Center developed a comprehensive toolkit for the adult ESL instructor in the form of an ESOL Starter Kit, which covers the scope of instructor needs with background information and research where available to support practice, including sample forms, lists of materials, resources (text and electronic), and instructional approaches and guidance. The toolkit is a handy guide for new ESL teachers and provides an overview of the current state of adult ESL instruction. Although the toolkit is not designed specifically to address TELL issues, its general focus on language proficiency levels, assessment for adult ELLs with varied English skills, and curriculum selection are all pertinent to ensuring that ELLs reach their goals for further education or employment. The toolkit was originally developed in 1998 and updated in 2002; it involved the contributions of a number of adult education instructors, coordinators, volunteers, and program staff under the guidance of an ESOL specialist.
53	• Concept/theoretical • Adult literacy • NALS survey • Literacy instruction • Workforce literacy • ESL • Family literacy • Professionalization • Content standards • Technology • Motivation • Retention • K–12	Wagner, Daniel A., and Richard L. Venezky. 1999. Adult literacy: The next generation. *Educational Researcher* 28 (no. 1): 21–29. Wagner and Venezky provide an overview of the state of adult literacy in the 1990s. They include numerous references to the 1993 NALS survey that provided a comprehensive survey of adult literacy and information about the numbers in the lowest literacy populate groups in the country. The article reviews the status of aspects of the adult literacy field and provides helpful recommendations on how best to address issues of literacy instruction and measurement, workforce literacy and competitiveness, English as a second language, family literacy, professionalization of the field, content standards, and technology. Related to TELL, the article touches on issues of motivation and retention of adult learners, native language instruction, the need to develop policy about bilingualism in adult literacy separately from the K–12 debate, curriculum specific to the learning processes of this population, support services (when ESL is provided within a family literacy program), proactive professional development, and measuring the success of learners through various types of assessments. Of note is the authors' suggestion to create a "consumer-oriented approach to adult learning" (p. 26).
54	• Research synthesis	Waxman, Hersh C., and Kip Tellez. 2002. *Effective teaching*

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#	Emergent Themes	*Somewhat* Relevant Literature
	• Effective teaching • ELLs • Cognitively guided instruction • Technology enriched instruction • Schema • Collaborative learning communities • Teaching practices • K–12	*practices for English language learners*. Philadelphia: Mid-Atlantic Laboratory for Student Success. This is a research synthesis focused on effective instructional practices for ELLs and determining best practices. Results of this work illuminate seven effective practices, which include: collaborative learning communities, providing multiple representations, building on prior knowledge, instructional conversation, culturally responsive instruction, cognitively guided instruction, and technology-enriched instruction. TELL programs may be able to learn more about, and implement, some of the instructional practices described in this paper. These practices, however, have not been widely used, so additional research needs to be conducted to adequately measure effectiveness. Also, the findings in this paper are based on research of K–12 students, not on adult learners, and therefore may not be applicable to TELL programs.
55	• Concept/description • Transition • Adult ESL • Access • Participation • Policy • ELLs • Promising practices • Teaching ESL	Wiley, Terrence G. 1993. *Access, participation, and transition in adult ESL: Implications for policy and practice.* Working paper from the Project on English as a Second Language. Washington DC: Southport Institute for Policy Analysis, Inc. This paper begins by assessing the assimilation history of the U.S. and ends with specific recommendations for policy and practice by reviewing research and reports of program practices and effective models for teaching English language learners. The author looks at promising practices and common barriers for ELLs and asks the important question "What does success mean to all involved?" (p. 12)—a question that affects the selection of program models, public policy, instructional content and delivery, assessments and accountability, community partnerships/interagency cooperation, and program design and delivery. Ultimately, the author suggests that successful programs will be based on the needs of the learners and the ELL community. Although the document references research and papers published prior to 1990, the author's points are still relevant today, particularly when he addresses the notion that transition for ELLs "requires a close articulation between the ESL and the GED components" (p. 17) and the need for the adult learner to "be involved in determining what type of program they will undertake" (p. 18). The author highlights several[93] projects, which, because of the date of the

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[93] California Human Development Corporation's Rural Workplace Literacy Project (RWLP) was successful in devising a model for providing on-site workplace literacy training to migrant and seasonal farm workers.
The Texas Higher Education Coordinating Board funded El Paso Community College to develop a model program that would provide technical assistance to postsecondary programs in integrating services related to the federal JOBs program.

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#	Emergent Themes	*Somewhat* Relevant Literature
		paper, will need to be investigated to determine whether they are still in place and have the qualities necessary to be eligible for inclusion in this study.
56	• Concept/theoretical • LEP • Accountability • Assessment • Policy • Generation 1.5 • K–12	Wright, Wayne E. 2005. English language learners left behind in Arizona: The nullification of accommodations in the intersection of federal and state policies. *Bilingual Research Journal* 29 (1): 1–29.
		This article analyzes policy implications of the enactment of three language and assessment policies in Arizona: AZ LEARNS, the graduation requirements testing; the No Child Left Behind federal law; and Proposition 203, which placed strong restrictions on programs for English language programs. The article traces the interpretation and implementation of each of these policies on language teaching in the state, highlighting how flexibility and accommodations for LEP students were erased in school practice. In particular, the article reveals how the lack of LEP students' achievement has been masked by these policies and the reporting mechanisms that exclude them. The underreporting of LEP achievement is of grave consequence for students and programs because non-reporting or underreporting historically leads to a lack of accountability and program improvement—the very problem No Child Left Behind was designed to solve. The implications for TELL are somewhat limited, although it is clear that the children that are not served well by the Arizona public school system may not develop the skills needed to succeed, and may eventually find themselves in the adult education system as students in need of ESL and/or transition to ABE services. Therefore, successes or failures in ESL practice at the K–12 level have important implications for ABE practice, and can have implications for TELL.
57	• Research • ESL • Curriculum • Instructional strategies • Reading and writing skills development • Language experience approach (LEA)	Wrigley, Heide Spruck, and Gloria J. A. Guth. 1992. *Adult ESL literacy: State of the art 1990.* San Mateo: Aguirre International.
		This is a descriptive report based on a two-year national study on promising practices in adult ESL literacy. It describes the context of adult ESL literacy. It focuses on elements of effective adult ESL literacy programs, orientations to ESL literacy curriculum, approaches and strategies for ESL reading

The Barrio Education Project (BEP) in San Antonio, Texas was considered unique because the literacy curriculum was developed from the learner's self-identified needs. Reading was taught through discussion of the meaningful topics with personal and social relevance to the students. Following a Freirean approach, the model built on the learner's previous experiences and attempted to increase the learners' social and political awareness.

The Massachusetts Department of Education's Massachusetts English Literacy Demonstration (MELD) Project is promoting partnerships between three community-based organizations and three community colleges—target populations are Chinese and Haitian in urban settings and isolated rural populations on Cape Cod.

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		and writing, issues and recommendations for ESL literacy assessment, biliteracy and Spanish literacy, and teaching a multilevel ESL literacy class. TELL programs working with low-literate, low-educated adults may be interested in successful ways to respond to adults with little experience in print literacy. However, this report was written over a decade ago. Additional effective approaches, strategies, and practices may have been developed and employed since this report was produced.
58	• Research • Generation 1.5 • Policy • ESL • Mainstream Education • LEP • Sheltered English instruction • Instructional strategies • Curriculum • Graduation requirements	Yan, Hua, and Wayne Murray. 2001. *Graduation requirements and course taking patterns of LEP students: How state and local regulations affect secondary LEP students' transition to the mainstream program*. Washington DC: Department of Education. This report focuses on the graduation requirements and course-taking patterns of limited English proficient students at the secondary school level. The authors analyze implications of state policy on LEP students' course-taking patterns and student achievement by comparing the recent history of service to LEP students in Dallas public schools before and after a 1997 state policy that encouraged school districts to integrate the ESL program with the mainstream education program and grant flexible learning arrangements for LEP students to be determined by the districts. Achievement data and course-taking data from LEP students show that staying in ESL programs for multiple years did not improve academic achievement and that the average exit[94] rate of students from the ESL program in Dallas public schools was 10%. Additionally, nearly half of the secondary students in ESL programs had been in ESL programs for multiple years and the majority of these students were U.S.-born. The poor achievement and high dropout rate for LEP students began to shift, however, as students were encouraged to take mainstream classes at the secondary level and as the new policy requiring all students to take English III and IV (either general education or sheltered English) in order to gain graduation credits took effect. This article shows a direct and positive impact on student achievement from enacted state policy. It speaks directly to a successful model of transitioning secondary students out of segregated classes and tracts and to the possible success of offering more rigorous instruction in English for LEP students, which has implications for TELL programs to enhance instructional practices and curricula
59	• Research/evaluation	Zane, Lawrence. 2000. *The adult basic education (ABE)*

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[94] From ESL to mainstream

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#	**Emergent Themes**	***Somewhat* Relevant Literature**
	• Professional development • Needs assessment • Job Attainment/retention • Instructional materials • ABE teachers	*teacher development project (July 1, 1999 to June 30, 2000).* Evaluation Report. Washington DC: Department of Education. This is a final evaluation report on a project offering professional development (PD) to adult educators in Hawai'i. The subject of the PD was determined by conducting a needs assessment of teachers. As a result, workshops were scheduled on two main topics: (1) preparing for and keeping jobs, and (2) using standards to choose and use ABE/ESL instructional materials. Of interest to the TELL project is the finding that ABE teachers were often not aware of and were not connected to professional organizations that could enrich their practice—such as TESOL. This implies that adult educators in this project did not have a high degree of identity as language teachers and were not therefore immersed or aware of the research and evidence that could inform their practice. Since many adult ESL teachers face similar circumstances this anticipates the challenges to TELL programs to bring ABE and ESL instructors together, upgrade their skills, and share instructional strategies to enhance the learning of students in both areas.

Appendix H - Professional Development and Teacher Training

Question: What types of professional development and teacher training are needed to support ABE teachers with new ELL students as well as to support ESL teachers to ensure their students are adequately prepared for academic transitions to ABE/ASE and postsecondary education?

Fifty-three documents are included in the annotated bibliography that relate professional development to the area of TELL. Professional development has continued to be of steady interest since 1990. However, the publishing dates of the documents included in this annotated bibliography show an increased interest in professional development in the current decade, with more than half of the documents published in the last six years. This trend is also true of documents directly relevant to TELL, of which just over half (n=13) have been published since 2002. An equal number of research studies and concept papers or other literature have covered the topic of professional development, with one descriptive paper specifically about professional development within Washington State's I-BEST program—a well-known transition program from ESL/ABE to the workforce (Washington State Board for Community and Technical Colleges 2005). Despite the high number of qualitative studies in this bibliography, most of these studies have methodological flaws and thus have limited value beyond their own contexts.

Twenty-one of the documents included in this bibliography have *direct relevance* to TELL. In addition to the I-BEST review noted above, Fratt (2007), Greening & Williams (2007), and the National College Transition Network (2007) all address transition directly, in addition to another four items considered to be *somewhat relevant*. Of the directly relevant literature, several pieces focus on curriculum strategies and examples (Austin Community College 1993; Hernandez 2005; Paulson 1992; NCTN 2007); ESL instructor training (Mee & Ng 1999; Sherow 2006); and co-teaching and teaching differences in ESL, ABE, and mainstream classes (Curtin 2004; Edman 1995; Greening & Williams 2007; Hamann 2008; Honigsfeld & Cohan 2006; McNeely 1998; Reeves 2006; Sakash 1995). Several discuss specific instructional strategies such as sheltered instruction, ESL/ABE team teaching, bilingualism in the classroom, scaffolded language instruction, SIOP, writing strategies, co-teaching, and content-based ESL instruction (Aguirre-Munoz et al. 2006; Austin Community College 1993; Edman 1995; Hamann 2008; Hernandez 2005; Honigsfeld & Cohan 2006; Meltzer & Hamann 2006; Short & Echevarria 1999). Missing from the discussion is literature focusing on technology and professional development, including training teachers to utilize instructional technology to help students learn ESL.

Directly Relevant

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#	**Emergent Themes**	***Directly* Relevant Literature**
1	• Research/evaluation • ELLs • Academic language • Performance assessment • Middle school • Opportunities to learn models • Teacher capacity	Aguirre-Munoz, Zenaida, Christy Kim Boscardin, Barbara Jones, Jae-Eun Park, Marjorie Chinen, Hye Sook Shin, Janet Lee, Anastasia Aimee Amabisca, Aprile Benner. 2006. *Consequences and validity of performance assessment for English language learners: Integrating academic language and ELL instructional needs into opportunity to learn measures.* Los Angeles: National Center for Research on Evaluation, Standards, and Student Testing (CRESST). CSE 687. (May 9), http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1b/e0/dc.pdf. Aguirre-Munoz et al. report on a study that investigated different "opportunities to learn" (OTL) models at an urban middle school in California. Key research questions include the following: (a) To what extent and in what ways are students exposed to key OTL variables in classrooms? And (b), What is the impact of academic language and other OTL indicators on ELLs' and non-ELLs' performance on Language Arts Performance Assignment (LAPA)? The authors "operationalized academic language" within a theory of systemic functional linguistics[95] to examine the nature of achievement among English language learners. Focusing principally on the processes and content of opportunities available to ELLs that lead to academic success or failure, the authors examine disparities in ELL opportunities to learn and find that teachers vary significantly in the amount of feedback they provide to students, as well as in the variety of instructional strategies they use specifically to target ELLs. The findings indicate that adequate teacher capacity and explicit instruction on academic language are crucial to student success. Clearly, the study's subtext relative to ELL academic achievement relates not only to comprehensible input (Cummins 1991[96]) but also to educational input. Although the study focuses on younger ELLs than the population targeted for TELL, these findings, if properly examined and modified, may have value to TELL, especially given the characteristics of ESL teachers in TELL

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[95] The functional linguistic approach, which is inspired by the theory of functional grammar (Dik 1997a, 1997b), involves conceptions about how the function or use of different language elements (morphemes, words, sentences, etc.) helps shape linguistic meaning. Systemic functional linguistics theory views language as a social tool used by users to accomplish different tasks and to express and create meaning in context. See Dik, S.C., ed. Hengeveld, K. 1997a. The theory of functional grammar, part 1: The structure of the clause. Berlin: Mouton de Gruyter. See also, Dik, S.C., ed. Hengeveld, K. 1997b. The theory of functional grammar, part 2: Complex and derived constructions. Berlin: Mouton de Gruyter.

[96] Jim Cummins. 1991. Language Development and Academic Learning in Malave, L. and Duquette, G. Language, Culture and Cognition, 1991, Clevedon: Multilingual Matters.

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#	Emergent Themes	*Directly* Relevant Literature
		programs; many adult ESL teachers come from the K–12 setting (Pelavin 1994[97]) and are the primary source of importation of varied K–12 instructional strategies into the TELL arena. Teacher training and professional development in ways to effectively provide comprehensible input to adult TELLs are fundamental to student success and may help prevent some of the disparities in adult TELL student persistence, especially if the disparities are the result of decontextualized instructional techniques.
2	• Research/evaluation • Sheltered instruction • Bridge program • Contextualized learning • Integrating ESL students with native speakers • Community college program	Austin Community College. 1993. English for specific purposes: Building a curricular bridge between English as a second language and vocational/business office systems. A Carl D. Perkins Improvement Grant. Final report. Austin, Texas: Texas Education Community Agency. This final report describes a project at Austin Community College (ACC), funded under the Carl D. Perkins Vocational and Applied Technology Program Improvement Grant, to develop and implement a curricular bridge between the academic English as a second language (ESL) area and the vocational-technical business/office systems area. ACC selected a language adjunct model in which students are enrolled concurrently in two linked courses, a language course and a content course, with the former providing sheltered instruction and the latter, integrating ESL students with native speakers. The report is significant in that this contextualized learning approach discusses the need for curriculum coordination and team teaching, professional development content, and strategies for teaching that may be applicable to ESL students transitioning to ABE programs. No data is provided on the outcomes of learning or retention for ESL students enrolled in this course. Though not mentioned in the report, it is worth noting that ACC currently has a highly successful dental assistant program in place that links academic learning for LEP students with content classes in dentistry.
3	• Research • Qualitative • Middle school • Teacher practices • Adolescents • Instructional practices	Curtin, Ellen. 2005. Teaching practices for ESL students. *Multicultural Education, 12(3): 22–27.* Curtin describes a qualitative study of the experiences of six ELLs in a middle school in Texas as they transitioned from ESL to mainstream classrooms. She argues that the instructional practices of the ESL teachers differ greatly from those of the

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[97] Pelavin Associates, Inc. 1994. "Developing a plan for effective ABE/ESL staff development: Implications and recommendations from the study of ABE/ESL instructor training approaches." Washington, DC, San Francisco, CA, and Des Plaines, IL: Pelavin Associates, San Francisco State University, and Adult Learning Resource Center.

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#	**Emergent Themes**	***Directly* Relevant Literature**
	• Mainstream teachers • ELLs	mainstream teachers and are more appropriate for the ELLs. This is supported by observations from both types of classrooms and by interviews with the subjects. Although the students in this study are young adolescents, their experiences are relevant to TELL. Although the instructional practices may be different for ESL teachers than those of mainstream teachers, the information in this study would be informative to adult TELL teachers. In adult education, the two main issues related to transition of ELLs—preparing students adequately for the instructional practices of mainstream classes and providing PD to mainstream instructors to ensure they can support transitioning ELLs—are of great importance.
4	• Concept/theoretical • Project report • ESL • Team teaching • Collaboration • Adult literacy • Basic education • Professional development	Edman, Linda. 1995. *Exploring the interface: ESL/ALBE team teaching project report*. Melbourne: Adult, Community, and Further Education Board and Council of Adult Education. This report describes a project to determine the value of team teaching as a professional development tool for ESL and Adult Literacy and Basic Education (ALBE) instructors. The team teaching was integrated with workshop sessions. From this project, the authors conclude that team teaching is a valuable professional development tool and that professional development needs to be implemented as an ongoing, coherent effort, rather than as a series of unconnected events. This project entailed collaboration among providers, because ESL and ALBE instruction may not necessarily occur in the same institution. This study's design and its conclusions have direct relevance to TELL, and the notion of team teaching is one that may have value for TELL programs. The study's authors conclude that learning about teaching techniques used in other programs enhances teachers' own repertoires; they also conclude that becoming familiar with other programs enables teachers to make better referrals and provide enhanced transition support.
5	• Concept/theoretical • Teacher training • State • ELL instruction • SIOP • Approaches to instruction • Professional development • K–12 • Language integration • Content • Transition	Fratt, Lisa. 2007. Professional development for the new century. *District Administration*, (June), http://findarticles.com/p/articles/mi_6938/is_6_43/ai_n28434 940/pg_1?tag=artBody;col1. This article describes efforts in a Texas school district that began the "process of training content teachers, ESL specialists and principals in the Sheltered Instruction Observation Protocol (SIOP) model, one of a few professional development models that target ELLs" (p. 1). The author discusses the SIOP model as an approach for ELL instruction and for professional development. The author believes that there is a need for

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#	Emergent Themes	*Directly* Relevant Literature
		long-term ELL professional development because many teachers seem unprepared to help ELL students or to apply SIOP effectively to these students. Although SIOP is used primarily with K–12 students, it may have value to the adult ESL setting, particularly in areas of transitioning adult learners. Clearly, the fundamental principle underlying SIOP is the integration of language and content to help English language learners transition to a higher level of education. K–12 ESL students transition to mainstream classes, and adult ESL students transition to academic or ABE reading and writing, which makes the SIOP approach one that must be considered for the TELL context.
6	• Research • Survey • Professional development workshop • Instructional strategies • Support for transition from ESL to academic reading and writing	Gardner Flores, Lisa, and Dominique T. Chlup. 2005. TCALL Report: The transition from adult literacy ESL programs to academic reading and writing: Next steps for English language learners. *TCALL Literacy Links, 11*, no. 1, http://www-tcall.tamu.edu/research/flores05trans.html. This paper is based on the authors' participation in a two-day cross-departmental workshop in Washington State in which they recorded the events with an eye toward repeating this type of workshop in Texas. Workshop participants completed a 25-question survey that solicited their opinions about various aspects of teaching ELLs. It is difficult to extrapolate the results beyond this small group of 20 participants or this one site. While this paper does not offer strong research methodology, it is an example of how to conduct a collaborative cross-departmental professional development workshop to help teachers generate ideas and discussion of strategies to improve instruction and re-design curriculum, based on their practitioner wisdom. Since Gardner Flores was a TCALL fellow when she wrote this article and Chlup was TCALL director, they bring an understanding of research and practitioner wisdom from the field of adult ESL.
7	• Research • Cross-content teacher collaboration • Program design to increase transition • Adult learners	Greening, Jan, and Lee Williams. 2007. Building bridges to the next level—A successful experiment. *TCALL Literacy Links, Vol 11*, no. 1. The authors present information on a teacher exchange "experiment" they conducted at the Kyle Learning Center in Texas, in which the two ELL instructors and one GED instructor spent half an hour (increasing to one hour) in each others' classrooms once a week. The center found that ESL students were afraid of transitioning to the next-level ELL or GED classroom, so the teachers shared classes briefly each week to build a rapport with students. The result was a marked

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#	**Emergent Themes**	***Directly* Relevant Literature**
		increase in student motivation to transition up. Teachers were initially resistant, but found there was little or no increase in planning time required and the program overall benefited from more openings in classes for new students. Although this "experiment" is not scientifically valid and the authors did not present any measurable results, it touches upon TELL issues of cross-content teacher collaboration, increasing student motivation, and program design to increase transitions of ELLs. The authors were two of the three instructors who participated in this programmatic change.
8	• Concept/theoretical • Bilingual • ESL • Schisms between mainstream and ESL teachers • Problems and remedies	Hamann, Edmund T. 2008. Meeting the needs of ELLs: Acknowledging the schism between ESL/bilingual and mainstream teachers and illustrating that problem's remedy. In *Inclusive pedagogy for English language learners: A handbook of research-informed practices*, ed. Lorrie Stoops Verplaetse and Naomi Migliacci, 305-16. New York: Lawrence Erlbaum Associates. This paper argues that teaching and school success of ELLs should be the concern of all teachers, including mainstream teachers, and not just certified ELL teachers. The author reflects on his experience in two different school districts that did not meet this goal. He uses observations from his own experience and from a separate study to discuss ways in which mainstream and ELL teachers can cooperate for the betterment of ELL students. The argument of the paper is clearly in line with TELL programs, which are trying to transition students from specialized ELL programs to mainstream higher academic programs. Thus, it is important that both types of teachers work with and show concern for TELL students. In addition, the idea of teacher collaboration is fundamentally necessary in TELL contexts. However, although the author does make some recommendations for closing the gap between mainstream and ELL teachers, these recommendations are general and vague. This paper appears as a chapter in a book for ELL teachers.
9	• Research • Program outcomes • Program evaluation • Pre-service; in-service • Sheltered language programs • Scaffolded language • Content model • GLAD program • ESL • Language • Literacy	Hernandez, Anita. 2005. Curriculum enhancement: Language, literacy, and content knowledge in a second language. *International Journal of Learning* 12:105–14. This article presents the outcomes from a seminar in which pre-service and in-service teachers learned about two models of sheltered language programs: the scaffolded language and content model and the Guided Language Acquisition Design (GLAD) program. The author briefly discusses key components of second language acquisition, of learning content in a second language, and of several sheltered language programs. Results

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	• Content knowledge • Curriculum	of the seminar demonstrate that the participating teachers expanded their knowledge about teaching ELLs and were able to use the techniques learned to help students. The seminar described in this article could be beneficial in helping TELL teachers to extend their teaching knowledge. However, the author does not mention or give explicit evidence of the impact that the models had on improving student success. Therefore, although this conference had a positive impact on teachers, the effect it will have on students is not clear.
10	• Research/evaluation • SIOP model • Lesson study approach • Professional development	Honigsfeld, Andrea, and Audrey Cohan. 2006. Lesson study meets SIOP: Linking two successful professional development models. Paper presented at the Annual Meeting of the American Educational Research Association, April 7–11, in San Francisco, CA. This paper describes a professional development project for ELL teachers that fuses the lesson study approach with the SIOP model. These two models were linked based on their shared trait of collaborative inquiry. The authors briefly describe the implementation of the fused professional development model and the resulting findings, which demonstrate the model to be successful in enhancing teaching and learning focused on ELLs. The model described in this paper could be a useful approach to the professional development of TELL teachers. However, the authors caution that this project may not be generalizable beyond the specific circumstances of the small cohort it was tested on. More work is needed to adapt the model to the specific needs of TELL teachers. Also, although this project attempts to link two separate professional development models that have each proven to be effective, the results demonstrate that practitioners tended to use the SIOP model more heavily. Thus, it may be that there is no benefit to linking the two models. This paper was presented at an American Educational Research Association conference.
11	• Research • Bridges • Collaboration • ESL • LEP • Teacher training • Technology • Federal grant project • School district • Bilingual • Parents • Teacher pay; compensation	McNeely, Sharon L. 1998. *Title VII special alternative grant, BRIDGES: Collaborative teaching in bilingual and ESL*. Chicago, IL: Northeastern Illinois University. McNeely summarizes the findings of a special alternative federal grant funded project for the Cicero Public School District in Illinois, which attempted to increase English, math, and science literacy in limited English proficient (LEP) students. She finds that the school district encouraged collaboration between bilingual and ESL teachers. The project provided teachers and parents with materials and resources, including

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	• Classroom size	teacher and parent training. Teachers were trained for certification in bilingual and ESL education. The project involved parents, but McNeely points out that the district needs to involve local public libraries and increase technology use. McNeely also notes that classroom size and teacher pay are factors that interfere with progress, given that some teachers have trouble successfully working with large classes, yet continue to do so because it involves greater monetary compensation. The focus on collaborative teaching is useful to TELL and can be a critical element for effective transitions.
12	• Concept/theoretical • International • EFL • Social • Cultural • Linguistic • Asian • Language instruction	Mee, Cheah Yin, and Ng Seok Moi. eds. 1999. *Language instructional issues in Asian classrooms*. Newark, DE: International Reading Association. This article examines seven essays and three short reports, and identifies social, cultural, and linguistic aspects of the teacher's instructional approach that could hinder the student's learning of another language. One of the problems identified was that the teachers relied heavily on textbook activities, which do not always reflect real-life examples. Successful teaching consisted of the use of a variety of activities in preparation, reading, and discussion stages. For students to be able to learn, teachers must reconcile their expectations of and assumptions about the students with the students themselves. The essays this article describes relate to classrooms in Asian countries, which may vary in context and characteristics from American ESL classrooms. Despite the focus of this article on English as a foreign language (EFL), certain EFL practices might be transferable to adult TELLs in the U.S., and should be examined more closely.
13	• Concept/theoretical • Literacy • Teacher training • Student needs • ESL • ELL • Classroom environment • Reading • Writing • Cultural norms • Content	Meltzer, Julie, and Edmund T. Hamann. 2006. Literacy for English learners and regular students, too. *Education Digest*, pp. 32–40. The authors of this article suggest that it is important to train teachers about the special needs of English language learners. Their special needs consist of learning reading strategies, having material related to their lives, and discussing reading and writing content in class. The classroom environment must be one that supports and expects student participation and encourages interaction not only with the text, but with other students as well. Teachers must be sensitive to cultural norms, according to the authors, who also believe that students should be allowed flexibility to use their native language to understand material presented in English. Teachers must pay close attention to content-area discourse, understanding text

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		structures, and developing vocabulary. These suggestions are applicable to all teachers, including those who teach TELLs.
14	• Transition • Professional development • Post secondary education • Research-based • Program models	National College Transition Network. 2007. *The College Transition Toolkit*. Boston, Massachusetts: NCTN/World Education, Inc. This nine-chapter resource guide is designed to "to help adult educators and administrators plan for the needs of students interested in pursuing post secondary education" (p.1). After a brief introduction, which contextualizes research on challenges and opportunities related to postsecondary education and training for adults, the toolkit presents six chapters based on specific transition issues: (2) program models, (3) partnerships and collaborations, (4) recruitment, (5) assessment, (6) counseling, (7) curriculum and instruction, (8) planning, and (9) using data for program development. Critical to the TELL project is the discussion of program models in chapter 2, which involves a study involving a survey of 23 transition programs conducted by the National College Transition Network (NCTN) and New England Literacy Resource Center at World Education (Zafft et al. 2006). The NCTN Toolkit describes the strengths and limitations of five transition models, which is based on findings from these 23 programs: Advising Model, GED-Plus Model, ESOL Model, Career Pathway Model, and College Prep Model. The document is a resource for adult educators and administrators, and provides very valuable information and topics that are useful to TELL in general. However, it contains some limitations that somewhat limit its full value. Based on the descriptions in the NCTN Toolkit, the ESOL model seems to be based on findings from one transition program, the PACT program at Cape Cod Community College in Massachusetts. This raises questions about the applicability of the ESOL model. Namely, is the PACT program a representative form of ESOL transitioning programs nationwide? Is it a model of models? And if so what criteria support such generalization? In addition, the NCTN Toolkit illustrates four strengths and six limitations[98] of the ESOL model. It is hard to determine if the

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[98] **ESOL Transition Model Strengths**: (a) Facilitates progress in postsecondary education through advanced ESOL courses that develop academic language skills for college; (b) May be closely aligned with credit-based ESOL or Introductory Composition courses; (c) Tends to have clear academic benchmarks for admittance to the transition-level classes, and (d) Tends to closely monitor student learning gains. **ESOL Transition Model Limitations**: (a) Limits academic skills development to language arts and tends not to include math; (b)Has high advisors' caseloads; (c) Ability to provide counseling and courses may be restricted by the host college to avoid competition with tuition-based classes

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		limitations identified are the authors' or the informants'. Because the criteria used for such generalization are not provided, the document seems to illuminate the author's preconceived[99] notions about what transitioning ESL program models "ought to be," and thus raises issues about the authors' subjectivity[100] in the research—how such biases may have influenced the value the authors place on some program qualities versus others, and whether or not the research that supports this product is itself a self-fulfilling prophecy[101] (Merton 1948). A cross-check between the NCTN Toolkit and the Zafft et al. 2006 study shows that the limitations described in the NCTN Toolkit are more extensive than those identified in the study the NCTN Toolkit is based on. It is also not clear why some limitations are considered limitations. For example, one of limitations of the ESOL model is stated as: "Requires instructors to align their instruction with academic requirements of the postsecondary institution." What the NCTN Toolkit considers a limitation may be easily considered an advantage by other program developers. Without more descriptions regarding the underlying framework for identifying strengths and limitations, it is hard to make sense of the value of the ESOL model the NCTN Toolkit identified. Despite the Toolkit's inherent limitations based on the research that informed it, it is a groundbreaking effort related to transitioning English language learning, and a valuable contribution to the field.
15	• Concept/theoretical • Professional development • Second language writing instruction • Foreign language instructors • Principles of L2 writing	Paulson, David L. 1992. *Second language writing. Workshop Series.* Illinois: University of Illinois at Urbana-Champaign. This document is a guide for writing instruction presented at a workshop for second language teachers. The guide begins by covering nine principles of second language writing, which the author believes are applicable to all levels of instruction. The principles essentially cover the integration of writing into other

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	• BICS and CALP	language arts activities and dynamic mechanisms for providing feedback to students. The guide includes a collection of writing activities for all levels with examples of student responses written in Spanish. The activities include a mix of writing assignments that are personal (e.g., journaling, pen pals) and assignments that are more academically oriented (e.g., short essays, note-taking). Research on TELL has shown that in order to transition from basic survival language skills students must acquire academic skills (Cummins 1991).[102] This article is geared toward foreign language instructors, but has applicability to TELL because of the parallels between developing writing and composition skills in a non-native language and the particular focus on writing for academic purposes.
16	• Research • Case studies • High school teachers • Teacher attitudes • Inclusion • Second language acquisition	Reeves, Jenelle R. 2006. Secondary teacher attitudes toward including English language learners in mainstream classrooms. Lincoln, Nebraska: University of Nebraska-Lincoln. The author summarizes her study of high school teachers' attitudes toward language inclusion program models.[103] The study used qualitative and quantitative data in the form of four case studies and a survey instrument, which was tested for content validity in a pilot study. Findings show that teachers are generally amenable to inclusion but not for students with low English proficiency. Teachers also did not express interest in receiving professional development related to English language learners. Reeves concludes that teachers have neutral to slightly positive attitudes toward inclusion of English language learners in mainstream classes, but that they also have misconceptions about second language acquisition (e.g., the length of time it takes students to gain proficiency in a second language). The author suggests that teachers' misconceptions about L2 acquisition may influence their attitudes about students' ability to achieve academically. If it is true that the teachers are generally misinformed about second language learning, then the survey reports may have been colored by these misconceptions as well, which the author does not address in her discussion. This article illuminates the need for professional development for ESL and ABE teachers to

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[102] Cummins, J. (1991) Language Development and Academic Learning Cummins, J in Malave, L. and Duquette, G. Language, Culture and Cognition Clevedon: Multilingual Matters

[103] This refers to programs such as SIOP, which seeks to help ESL students enhance language acquisition through meaningful opportunities for interaction in a mainstream setting. There are several language inclusion models, such as Bilingual Immersion, Developmental/Maintenance, Dual Language Immersion, English Language Development, Early-Exit Transitional, Late-Exit Transitional, Pull-out; Structured Immersion, and Submersion with Primary Language Support.

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		promote a better understanding of second language acquisition and to support transition from ESL to ABE programs. Eliminating misconceptions may help teachers acquire more positive attitudes, and thus enable teachers to be more open to learning and implementing instructional strategies that meet the needs of transitional students.
17	• Research • Teacher collaboration • Survey data • Bilingual/ESL • Mainstream • Teamwork • Peer teacher observations • In-service	Sakash, Karen, and Flora Rodriguez-Brown. 1995. *Teamworks: mainstream and bilingual/ESL teacher collaboration.* NCBE Program Information Guide, Series 24. Washington DC: National Clearinghouse for Bilingual Education. This descriptive report presents a professional development model for coordinating instruction among general education and bilingual/ESL instructors in a number of elementary schools in Chicago. Through survey data the study shows an increase in instructional competence and improved collaboration through activities such as ESL teaching strategies for general education teachers, teacher in-service on bilingual education practices, team teaching, peer teacher observations, shared class activities for students, and student tutoring across grade levels. Although the target population was elementary-age students, the study provides TELL with feasible options for professional development that could enhance collaboration between adult ABE and ESL teachers. These activities would require support from school administrators; they would also require additional resources, such as teacher time, workshops and training, ongoing technical assistance and support from a project team, and funding.
18	• Research/literature review • Second language acquisition • ESL • Skills development • Student achievement • Diversity of learners • Teacher training • Professional development • Literacy	Sherow, Sheila. 2006. *Applying research to practice: Teaching & learning strategies, second language acquisition & English as a second language.* Pennsylvania Literacy Corps, Institute for the Study of Adult Literacy. University Park, PA: The Pennsylvania State University. This comprehensive review of the literature related to second language acquisition and English as a second language provides research-based guidelines for instruction in all areas of L2 learning, including speaking, listening, reading, and writing skills. Sherow also touches upon issues of learning motivation and learning strategies, including how to teach these strategies to support student achievement. She includes a lesson plan guide, sample lessons, and teacher tips. The thoroughness of the research covered in this document provides an outline for any successful ESL program, particularly a transition program, because the research touches on all types of learners, from preliterate to fully literate in L1.

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		The study's format as a guide to instruction supports research-based teaching, training and professional development in working with different ELL populations using differentiated methods of instruction depending on the background of the learner. A small section reviews Rance-Roney and Wrigley's recommendation to ensure that purpose, content, and contextuality are considered in ESL literacy instruction programs.
19	• Evaluation • Professional development • Sheltered instruction • Instructional practices • Content-based ESL • Teacher collaboration • Experiential teaching opportunities	Short, Deborah J., and Jana Echevarria. 1999. *The sheltered instruction observation protocol: A tool for teacher-research collaboration and professional development.* Educational Practice Report No. 3. Santa Cruz, CA: Center for Research on Education, Diversity and Excellence. The authors report on a professional development project to train teachers at two large urban middle schools on each coast on the use of the Sheltered Instruction Observation Protocol (SIOP) to strengthen their instructional practices. It included teachers of traditional ESL, content-based ESL, and sheltered content classes; the goal of the project was to create sustained teacher development. PD strategies used in this project included experiential teaching opportunities; teacher collaboration with peers and researchers; intensive training in the SIOP model for teaching students at beginning, intermediate, and advanced ESL levels; and teacher inquiry through ongoing discussions, shared experiences, and reflection. Results of the project after two years showed that teachers showed some growth in lesson planning, self-monitoring, and reflection; began to implement language learning in content classes; and acknowledged that change requires a time commitment and the support of colleagues. Educators transitioning ELLs may benefit from understanding PD models such as this one; a SIOP lesson planning checklist is included.
20	• Research/evaluation • Qualitative study • Professional development models • Teaching training • Learner persistence, motivation, and retention	Smith, Cristine, Judy Hofer, Marilyn Gillespie, Marla Solomon, and Karen Rowe. 2003. *How teachers change: A study of professional development in adult education.* NCSALL Reports #25a. Cambridge, MA: Harvard Graduate School of Education This is the full report of a multi-year qualitative study conducted with adult educators in Massachusetts, Connecticut, and Maine to compare the effectiveness—as measured by teacher change—of three models of professional development: multi-session workshops, mentor teacher groups, and practitioner research groups. Of the 106 teachers who participated in up to 18 hours of PD in one of the three models,

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		18 teachers were randomly assigned and the remainder chose the model they would participate in. In all PD models teachers focused on learner motivation, retention, and persistence. The results indicate that 28% of the teachers showed little or no change even after 18 hours of best-practice-designed PD, an amount of time significantly higher than the average annual PD for adult educators. The authors recommend that PD policy include involving teachers in decision making in their program, paying teachers to attend PD, increasing access to colleagues and directors before and after PD, and establishing the expectation that all teachers must continue to learn. These findings indirectly relate to TELL through the context of teacher training and how to guide teacher change to improve practice.
21	• Research/evaluation • ESL • I-Best program • Parallel services • Serial services • ABE	Washington State Board for Community and Technical Colleges. 2005. *I-BEST: A program integrating adult basic education and workforce training*. Research Report no. 05-2. Olympia, WA: Washington State Board for Community and Technical Colleges. This report describes the Integrated Basic Education and Skills Training (I-BEST) project, which combines ESL, ABE, and workplace training through the use of paired ESL/ABE and vocational instructors in each classroom. The curriculum integrates basic skills competencies with technical skills. Findings show that compared to traditional ESL students, students in I-BEST "earned five times more college credits and were 15 times more likely to complete workforce training" (p. 2). Similar to Prince and Jenkins (2005), these findings may help to guide the design of TELL programs The report focuses on the 10 most successful I-BEST implementations. Although the authors claim that students completing the I-BEST program will continue to need ESL services after completing the program, its success across the three types of education demonstrates that it is not necessary for a student to "complete" ESL before receiving other educational services. This suggests that transition may be as much about *parallel* services (as a superior model for students transitioning to academic or vocational programs) as it is about *serial* services. This integrated curriculum may prove to be a good model for transition programs in its support of ESL students as they learn academic content in ABE programs.

Somewhat Relevant

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1	• Concept/theoretical • Convention resolution • K–12 • Generation 1.5 • ELLs • Immigrant youth • Collaboration • Teacher preparation • English-only	American Federation of Teachers. 2006. *Where we stand: English language learners.* Educational Issues Department, Washington DC, Item no. 39-0247, http://www.aft.org/pubs-reports/downloads/teachers/ellwws.pdf. The American Federation of Teachers (AFT) provides a "convention resolution" adopted in July 2006 to address the specific needs of ELLs in the K–12 system. This document describes the current state of ELL learning, challenges, resources, research, answers to questions about this population of learners, and recommendations for practices to enhance learning. The AFT cites statistics, research, and its own collective knowledge base from its investigation of the issues. The paper offers a compilation of a broad swath of information to highlight the most salient issues around ELLs in the K–12 system and the challenges that must be addressed to meet their educational needs. The AFT provides insight into K–12 issues reflected in the needs of Generation 1.5 and immigrant youth ELLs that leave the K–12 system without the English language skills required to achieve life goals of learning and job obtainment. Some of those issues include placing ELLs into English-only classes too quickly, lack of credentialing for teachers of ELLs and lack of teacher preparation for this population generally, lack of collaboration between staff working with ELLs and the general school staff, insufficient support services, and over- and under-referrals of ELLs to special education settings. Except for the population it focuses on, all of the issues described in the document are relevant to adult TELL students transitioning to the adult high school arena.
2	• Concept/theoretical • Curriculum • Role of language and literacy • Vocational education • Numeracy • Context-based ESL • Workplace • Training model • English literacy	Australian National Training Authority. 1997. *Better training: Addressing English language, literacy, and numeracy in vocational education and training* [and] *A directory of professional development programs and resources.* Brisbane: Australian National Training Authority. This document is intended for trainers and curriculum developers, and emphasizes the roles of language, literacy, and numeracy in vocational education. The document is comprehensive, and uses examples from real workplace training manuals to illustrate techniques that are and are not appropriate for low-literacy trainees. Though the text describes language and literacy and addresses the needs of ELLs entering the workforce, this information is presented in the context of providing job training. This document might have

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		some value for a TELL curriculum or program focusing on context-based ESL that combines workplace and academic literacy. As a training model, it may also benefit trainers who integrate English literacy and numeracy in TELL practice (or vice versa), given the role and importance of academic English in understanding mathematics.[104]
3	• Research/literature review • Literacy, numeracy and language education • Teacher skills • Program strategies • ESOL	Benseman, John, Alison Sutton, and Josie Lander. 2005. *Working in light of evidence, as well as aspiration: A literature review of the best available evidence about effective adult literacy, numeracy, and language teaching.* Auckland, New Zealand: Tertiary Education Learning Outcomes Policy Group.
		Benseman, Sutton, and Lander have compiled a literature review that collects, distills, and synthesizes the best research on literacy, numeracy, and language (LNL) education. They draw several conclusions from the studies they have included regarding the skills teachers need; the types of curricula that engender success; the structure, intensity, and amount of instruction needed to make gains; the assessment needs of LNL classes; and the programmatic strategies needed to recruit and retain students. These conclusions are strengthened by the inclusion criteria, which discriminated among over 500 articles by type of study, sample size, and rigor. The section on ESOL findings is particularly relevant to TELL, as it emphasizes the diversity of adults in ESOL programs and the features of effective ESOL programs and classes.
4	• Concept/theoretical • National and state • Staff development • ESL instructors • Staff development • Policies • Challenges	Burt, Miriam and Fran Keenan. 1998. *Trends in staff development for adult ESL instructors.* Washington, DC: National Clearinghouse for ESL Literacy Education.
		Burt and Keenan identify national and state initiatives to provide professional development in ESL instruction for teachers of adult education. They also identify a few constructs essential to ESL professional development and challenges faced in implementing policies to provide this service to teachers. The most significant drawback of this article is its age. Ten years after its publication, current trends may comprise a different set of initiatives, as at least some of those described by Burt and Keenan have since ended and more have been implemented in the last decade. Further limiting the usefulness of this piece to TELL is the lack of depth in the descriptions of the initiatives. No information is given regarding their effectiveness, and the URLs provided for more information

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[104] Word problems may be hard to solve for students who are not sufficiently proficient in English. Also, issues regarding how certain practices should be implemented are of concern. For example, is it general practice to integrate English literacy and numeracy into TELL practice, or is TELL practice often integrated into English literacy and numeracy instruction? A lack of "system" within TELL blurs both issues.

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		generally no longer lead to the intended sites. This topic is pertinent to TELL, but more recent and more complete information would increase the usefulness of this type of document.
5	• Concept/theoretical • Book • ExC-ELL • ELLs • Lesson planning • Instructional strategies • Vocabulary • Comprehension • Reading • Content • Developing literacy skills • Teacher training and professional development	Calderón, Margarita. 2007. *Teaching reading to English language learners, grades 6–12: A framework for improving achievement in the content areas*. Thousand Oaks, CA: Corwin. This book is intended as a guide for professional development of ESL instructors in middle and high schools. It provides educators with an empirically tested framework for developing literacy skills and language development for Expediting Comprehension for English Language Learners (ExC-ELL). Calderón focuses the reader on an introduction to the ExC-ELL model by discussing issues related to literacy and English language learners. She then interweaves research-based lesson planning designs with instructional strategies for vocabulary development, comprehension and content, and reading, writing, and speaking in mathematics and science. In addition, a key part of Calderón's book focuses on teacher training and professional development, which relates to teaching content area literacy to ELLs. Although it focuses on grades 6–12, this book has value for adult TELL, especially for adult TELL teachers who need professional development in content area literacy so that they can provide students with comprehensible input.
6	• Concept/theoretical • Approaches to teaching • Adult ESL literacy • Instruction • ESL teachers	Crandall, JoAnn, and Joy. K. Peyton, eds. 1993. *Approaches to adult ESL literacy instruction*. McHenry, IL: Center for Applied Linguistics and Delta Systems. This book contains essays by experienced professionals on five approaches to teaching adult literacy. Each essay describes the theoretical and practical aspects of the specific approach. The five approaches are not presented as mutually exclusive or independent. Rather, readers are encouraged to learn from and incorporate all of them. K. Lynn Savage's contribution describes competency-based instruction. Pat Rigg and Francis E. Kazemak contribute a piece on whole language instruction. Marcia L. Taylor writes about the language experience approach. Joy Kreeft Peyton describes a writing and publishing approach. David Spencer describes the Freirean approach. These essays provide accessible overviews of their respective strategies, each of which has implications for TELL. The authors provide practical examples, which are useful in understanding how ESL teachers can apply the theories to instructional practice. However, no argument or evidence is provided related to the effects of the instructional approach on

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		learner outcomes. The usefulness of each approach in facilitating transition is not addressed directly, but the overall themes have implicit connection to TELL. Given the date of publication, one might need to examine the book in light of recent research in adult ESL literacy to determine the relevance of the instructional models to current trends in adult ESL instructional practices.
7	• Concept/theoretical • Professionalization • Adult ESL instruction • In-service professional development • Workforce • Program models	Crandall, JoAnn. 1994. *Creating a professional workforce in adult ESL literacy*. Washington, DC: National Center for ESL Literacy Education.
		In this ERIC Digest, Crandall identifies the challenges to professionalization of the adult ESL workforce and proposes three models that can be adopted to overcome these obstacles—mentoring, in which experienced teachers participate in in-service professional development; applied science, which links practice with research; and inquiry, which trains teachers to reflect critically on their practice. Crandall provides examples of programs using each of these methods, but, as is standard with ERIC Digests, there is limited room to expound on their impact on instructors or students. Crandall contends that "The fundamental duty of a teacher of adult ESL is to facilitate the development of communication skills in English, either in a classroom setting or in a one-on-one tutoring structure" (p. 1). The discussion has implications for TELL practice, especially with regard to TELL teacher instructional conduct.
8	• Research • Descriptive study • International • Secondary • Mainstream • Asian ESL	Dooley, Karen. 2004. Pedagogy in diverse secondary school classes: Legacies for higher education. *Higher Education, 48:* 231–252.
		Dooley presents a descriptive study of the constraints placed on Chinese Australian ESL students in secondary mainstream classes. Dooley finds evidence that teacher-centered pedagogy restricts the intellectual development of Asian ESL students in mainstream secondary classes. In observing mainstream instructors' interactions with non-Asian ELLs, Asian ELLs, and native-language speakers, Dooley finds that teachers' interactions with Asian ELLs differ qualitatively from their interactions with the other groups. Specifically, Asian ELLs are more likely to be witnesses to, rather than participants in, classroom instruction, and to complete activities requiring lower-level intellectual engagement than their non-Asian peers. Dooley attempts to connect her observations from secondary schools to literature on postsecondary learning for Asian ELLs; however, her conclusions are conjecture and could be better established were she to extend her methodology to observing students in postsecondary as well as secondary classes.

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		Dooley's findings have implications for TELL, because they suggest that students inadequately prepared for transition may be restricted in their achievement by the pedagogical approaches of instructors and that professional development to facilitate transition must include more than the ESL teachers. This coincides with Curtin's (2005) finding that the instructional practices of mainstream teachers may not be appropriate for ELLs.
9	• Concept/theoretical • Teacher portfolios • Faculty assessment • ESL • College	Ekbatani, Glayol, and Herbert Pierson. 1997. Teacher portfolios, vehicles of faculty assessment, reflection and growth. Paper presented at conference, annual meeting of the Teachers of English to Speakers of Other Languages, Orlando, FL (March 11–15).
		This paper describes the development of a portfolio method of teacher evaluation to complement classroom observations. The paper was presented at a conference of ESL professionals. The authors argue that teacher portfolios can promote enhanced reflective teacher practice, and that they enable administrators to gain a holistic view of teacher practice from the teacher's own perspective. Although the portfolio technique was piloted with ESL instructors in a college-level program, the paper does not address how this technique is particular to or influenced by ESL instruction. Further, the descriptions of the portfolios do not suggest that the instructors or their evaluators placed any emphasis on transition. As assessment tools for TELL teachers, portfolios may provide some benefit and add knowledge about the teacher's perception of his/her practice, but more contextualized research is needed regarding TELL and teacher portfolios in order to draw reasonable conclusions about the value of portfolio assessment to TELL students and to teacher change.
10	• Research • Self assessment • Professional development • Reflective practice • English language • Higher education	Ekbatani, Glayol, and Herbert. D. Pierson. 1998. Engaging ESL faculty in self-assessment. Paper presented at conference, annual meeting of the Teachers of English to Speakers of Other Languages, Seattle, WA, (March 17–21).
		Ekbatani and Pierson describe the development and piloting of a self-assessment questionnaire for ESL teachers. They argue that self-assessment leads to reflection on institutional as well as personal practices.[105] This is supported by feedback from faculty members involved in piloting the questionnaire. This preliminary study, however, has several drawbacks. First, no attempt is made to address the psychometric properties of the

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[105] This is supported also in the literature on professional development—that self-reflection is the first step in personal change, and that this can lead to institutional change.

#	Emergent Themes	*Somewhat* Relevant Literature
		questionnaire, which would enable the reader to validate claims made about the importance of reflection. Whether the instrument's validity and reliability were assessed is not mentioned in the paper. Further, although the paper does not directly address professional development, it relates to teacher development and change through self-assessment and reflection. A discussion of the value of professional development in the context of the faculty self-assessment would have strengthened this work; the authors fail to address the impact of the professional development effort on teaching, a criticism of professional development literature made by Eun and Heining-Boynton (2007). Ultimately, it is not enough that teachers reflect on their practices; they must use the insights gained through self-reflection to improve their instruction in the classroom and ultimately to effect lasting change. As a result, this work's benefit to TELL is mostly in the topic it discusses (self-reflection) and in the reader population it targets, namely TESOL teachers. In addition, ESL teacher reflective practice is critical to systemic change; further research on this topic might help shed light on this and other types of teacher metacognitive activities and could positively impact systemic changes in the TELL arena.
11	• Concept/theoretical • ESL writing • Historical overviews • Comparative analysis • Educational strategies • English as L2 • Literacy • Program Development • L2 instruction • L2 programs • Teacher role • Writing instruction	Elliott, Norbert, Jerry Paris, and Janet Bodner. 1990. *The teacher of writing in the ESL curriculum.* ERIC, ED3223762, http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/22/5a/80.pdf. Elliott, Paris, and Bodner connect writing instruction to ESL instruction through shared ideologies, supported by historical overviews of movements in both fields. The authors propose four levels of ESL competency based on levels of writing competency relevant to academia. These levels are useful in framing transition policies, as they proceed from basic to discipline-specific competencies. The authors claim that this approach has been successful at New Jersey Institute of Technology, but they do not provide any evidence of this success or describe what form it took (e.g., improved student GPA, higher student satisfaction, etc.). ESL writing is an important TELL topic, so knowledge of the proposed four levels of ESL competencies can help researchers conceptualize findings on ESL writing practices conducted in TELL programs.
12	• Research • Social cognitive theory	Eun, Barohny, and Audrey L. Heining-Boynton. 2007. Impact of an English-as-a-second-language professional development

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#	**Emergent Themes**	***Somewhat* Relevant Literature**
	• ESL professional development • Teacher self efficacy • Institutional support • Instructional strategies • ESL	program. *Journal of Educational Research, 101(1)*: 36–48. Eun and Heining-Boynton's study uses Bandura's[106] social cognitive theory to predict the classroom instructional impact of an ESL professional development program on teacher self-efficacy and institutional support. The authors find that self-efficacy and institutional support predict change in instructional strategies among teachers after controlling for years of service. This study has some relevance to TELL, because it emphasizes the need for institutional support in making ESL professional development effective. However, there are several important limitations. Foremost is that the study does not differentiate the effects of types of institutional support; instead, it uses a composite score from teachers' self reports. Schools or programs, therefore, might face difficulties in implementing meaningful institutional changes, including those the study describes, to increase the impact of professional development for their teachers.
13	• Concept/theoretical • State • ESL program standards • Adult ESL • Education goals • Vocational goals • Personal goals	Fadden, Holly. 2000. *Maryland adult English as a second language program standards*. Baltimore, MD: Maryland State Department of Education. The Maryland State Department of Education Adult Education and Literacy Services produced this document to outline the state's adult English as a second language (ESL) program standards. Its mission is to provide skills to students and to assist them in achieving educational, vocational, or personal goals. The document provides eight guidelines to improve the adult ESL program: program structure; administration and planning; curriculum, instruction, recruitment, intake, and orientation; retention and transition; assessment, evaluation and educational gains; staffing; professional development and staff evaluation; and support services. Program standards and instructional standards facilitate consistency in program operation. Such consistency can aid program evaluation efforts, especially those designed to assess practices to implement large-scale change or to ensure accountability. One limitation of program standards is that they sometimes promote the one-size-fits-all axiom, which can have implications for instructional practice and even student retention; this applies especially to states with geographic "pockets" of students from varied cultural, educational, and linguistic backgrounds, where students would be well served by more differentiated programming. This document has value to TELL, especially with regard to ESL program development.

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[106] See Bandura, A. 1989. Social cognitive theory. In R. Vasta (Ed.), Annals of Child Development. Greenwich, CT: JAI Press.

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#	Emergent Themes	*Somewhat* Relevant Literature
14	• Concept/theoretical • Teacher reflective practice • Adult ESL	Florez, MaryAnn Cunningham. 2001. *Reflective teaching practice in adult ESL settings*. Washington DC: National Center for ESL Literacy Education.
		This article describes teacher reflective practice as an approach to professional development for adult ESL teachers. The author enumerates the key steps in the reflective process, including benefits and challenges. She suggests this approach as a practical option for programs with limited resources for training, but she cautions that this approach requires commitment and time because of the ongoing nature of the reflective process. Practitioners in TELL programs may find the reflective process useful in helping them expand their knowledge and refine their practice on an ongoing basis; however, Florez's article presents a limited view of reflective practice and utilizes a rhetorical style that blurs the line between a research report and a concept paper. For example, Florez describes, in four sentences, a decontextualized situation in which a person she calls "teacher A" participated in a workshop that fostered reflective teaching practice and began compiling a portfolio. Because Florez provides the reader with absolutely no other information about this situation, it is difficult to determine whether the situation Florez describes is a valid exemplification of concepts she tries to describe, namely reflective practice. Also, the value of the sources the author uses is limited in that they merely describe reflective practices, and she fails to mention the researcher who pioneered the notion of reflective practice in education (Schön 1983).[107] A full deliberation on the notion of reflective practice as a metacognitive activity would have provided greater depth for the reader as well as a context for conceptualizing reflective practice. This document can be used to show that there is prevailing support for reflective teaching practice but that more research is needed to clarify the effectiveness of reflective practice in an adult ESL context.
15	• Research study • Professional development • Assessment • Support services • Technology • Adult education program • Programmatic responses • Promising practice	Guth, Gloria J.A. and Heide Spruck Wrigley. 1992. *Adult ESL literacy programs and practices: A report on a national research study*. San Mateo: Aguirre International.
		This technical report is based on a national demonstration project focused on promising programmatic responses and promising practices in adult ESL literacy. Information was gathered from a variety of sources, including a literature review, but was based primarily on program visits and classroom observations of nine innovative programs that were selected from the project's nomination process. Promising

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[107] Donald Schön. The Reflective Practitioner 1983.

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		practices were identified as those that were supported by the research literature on second language acquisition, literacy development, and adult learning. Principal findings and recommendations cover the areas of effective practices, program staffing, staff development, assessment, support services, technology, and funding. TELL programs may benefit from the findings of this report by becoming more familiar with innovative practices that speak directly to the needs of students with low levels of literacy in their native language. Although the report does not speak specifically to the issue of transition, several of the recommendations for building successful program models for this population could be adapted. It is important to note, however, that this report was written over a decade ago and new research may be available that discusses additional effective practices.
16	• Research/evaluation • Language camp • ESL • Receptive skills • Reading and writing • Content instruction • Motivation • Perception of improvement	Hashim, Fatimah, and Vishalache Balakrishnan. 2006. Language immersion for low proficiency ESL learners: The ALEMAC project. *The Reading Matrix*, no. 6 (September), http://www.readingmatrix.com/articles/hashim_balakrishnan/article.pdf.
		This paper describes a language camp designed to help improve the English language proficiency of ESL learners. The focus of the camp was on increasing learners' receptive skills for reading and writing and not on content instruction or grammatical perfection. Results from the camp reveal that it had a positive impact on learners' perception of their improvement and motivation. It also indicates a positive impact on teachers' understanding of ESL learners and their needs. This program demonstrates promising results in engaging the receptive skills of ESL learners. Although this program was developed and geared toward elementary students, it can be useful to TELL programs that deal with ELL learners who have an extremely low proficiency level. TELL programs for adults would need to modify and adapt the activities for adult learners, which may produce different results. This article appears in an international online professional journal geared toward educators.
17	• Concept/theoretical • GED • Postsecondary • Transitions • ESL	Joost, David. 2007. You can't push a chain: Dos and don'ts for successful postsecondary program GED completer transition. *Literacy Links* 11, no. 1 (April 2007), http://www-tcall.tamu.edu/newsletr/apr07/apr07c.html.
		According to David Joost, director of the largest provider of adult education in Texas, adult education programs should be student centered, and adult education providers can engage adult learners and help them transition to college by taking into account the unique characteristics of those learners. Joost

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		provides a list of adult learner characteristics that are based not on research, but on professional wisdom gained from his 15 years in the field of adult education. His aim is "to educate 'the regular college' regarding the characteristics of adult learners and how to more effectively facilitate their entry into college" (p. 6). Although his list may have some value to pre-service ESL teachers entrusted with the task of helping students transition from ESL to ABE or ASE, it may appear redundant for veteran ABE-ESL teachers who are familiar with the adult education/adult ESL context, but who might need some guidance in transitioning students into academic reading and writing. In addition, in assigning these characteristics, Joost assents to the "one-size-fits-all" generalized notion of the adult learner, ignoring potential implications of demographic differences (e.g., ethnicity, language, gender, age grouping). Overall, his article is a simple narrative of efforts in one state: Texas. Joost focuses on the peculiarities involved in transitioning students from one arena to the next, some of which may be transferable to TELL practice. However, what he offers are general suggestions for teacher consideration and potentially for institutional practice, with no specific guidance regarding how his suggestions might be incorporated into practice in the contexts he describes.
18	• Research • Professional development • State • Adult ESL educators • Critical literacy • Participatory approaches • Assessment	Kessler, Carolyn, Barbara Cohen, and Rachel Walsh. 1996. Classroom interaction for adult literacy. Paper presented at the International Conference on Teacher Education, June 30–July 4, in Netanya, Israel.<hr>This paper presents the results of a study that assessed the effectiveness of professional development programs for adult ESL educators in Texas. These programs varied in format, but their content was in line with the Indicators of Program Quality adopted by the Texas State Plan for Adult Education and Literacy. The programs used the critical literacy and participatory approaches. Results of the assessment indicate that participants found the programs to be very useful and that significant attitudinal changes took place in favor of a participatory approach in the classroom. The types of professional development programs discussed in this paper can be extended to educators in TELL programs interested in using critical literacy and participatory approaches. However, for these programs to be replicated elsewhere, specific program descriptions, which were not provided in this paper, would need to be obtained. Further, it would need to be tested to demonstrate whether these programs can be applied beyond the Texas population. Finally, the effect that this professional development has on the classroom and not just on the teachers would need to be examined.

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#	Emergent Themes	*Somewhat* Relevant Literature
19	• Research • Evaluation • K–12 • Middle school • State • Minority students • ESL • Program enhancements • Transitional bilingual • Mainstreaming • Staff development • Professional development	Liberty, Paul. Nov 1998. *Title VII reforms: Rethinking education for minority students. E*valuation report, 1997–98. Publication Number 97.19. Office of Program Evaluation. Austin, TX: Austin Independent School District. REFORMS project funding expanded the ESL program at a middle school in Austin, Texas, and this report analyzes findings from the first year of the two-year enhancement of the existing ESL program. Results of the enhancements are mixed. For example, students showed higher retention and GPAs, along with higher disciplinary action and greater retention compared with other students in the same grade. Gains on test scores for students were mixed by grade and content area, and it is unclear whether students were better prepared by the transitional bilingual classes for mainstreaming in the coming years. However, the participation rate of teachers in staff development opportunities is significant, including 92 percent ESL teacher certification and a large number of teachers involved in "Action Research" in the classroom. The PD model provided in this report offers an approach to teacher training for those working with ESL, minority, and general population students and may have some value to TELL if adequately modified for adult learning populations.
20	• Research • K–12 education • ELL program models • Transitional bilingual education • Newcomer programs • Sheltered instruction • Bilingual education • Two-way immersion • National policy • Culture • Cultural pluralism	Mikow-Porto, Victoria, Stephanie Humphries, Paula Egelson, Debra O'Connel, and John Teague. 2004. *English language learners in the southeast: Research, policy & practice.* Greensboro, NC: SERVE Center at the University of North Carolina at Greensboro. This descriptive paper covers the history of national policy, current research, and examples of practice as they relate to quality education for elementary and secondary ELL students. Although focused on the school-age population, the report is relevant to the adult TELL programs, which require supportive policies at the national, state, and local level; instructional practices that are research-based; teacher training for high-quality instruction and ongoing professional development; assessments and accountability to ensure that learners are progressing; and clear processes for placing students in the ELL program and then transitioning them to mainstream classes. Additionally, the paper describes the different existing program models for ELLs, including transitional bilingual education, newcomer programs, sheltered instruction, ESL/ESOL, bilingual education, and two-way immersion. Research on the young ELL population points to bilingual programs as surpassing traditional ESL or English-only programs, but regardless of the type of program, students need years of continued education beyond what most elementary & secondary and adult systems currently provide.

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		Although the research captured here is not as thorough as in some other papers (see Sherow 2006) or geared toward the adult ELL population, it provides a snapshot of what the state of ELL instruction looks like across the U.S. today, especially in certain states.
21	• Concept/theoretical • Pre-service teacher training • Parent education • Toolkit • Instructional activities • Support systems • Adult ESL instruction • ELLs	National Center for Family Literacy and Center for Applied Linguistics. 2008. *Practitioner toolkit: Working with English language learners*. Louisville, KY and Washington DC: National Center for Family Literacy and Center for Applied Linguistics.
		This document is a comprehensive introduction to adult ESL instruction for pre-service teachers. The authors draw on surveys of ESL educators and a focus group that helped identify challenges in adult ESL education. The Toolkit offers information about the adult ELL population, instructional activities to use in the classroom, a section explicitly on parent education, suggestions for addressing common issues in adult ESL education, and resources for more information. Transition to postsecondary education is identified as an issue in adult ESL education. The support systems identified by the authors concur with those described in Alamprese's (2005) Helping Adult Learners Make the Transition to Postsecondary Education, including familiarization with entrance requirements of receiving institutions and building study and time management skills. The authors also give brief descriptions of transition programs identified in the February 2004 issue of Focus on Basics. Overall, the text is an excellent introduction to adult ESL education, and has a wide research base.
22	• Concept/theoretical • Professional development • ESL • ESL instructors • Funding • Policy • Effective practices	National Center for ESL Literacy Education. 2002. *Professional development and adult English language instruction*. Washington DC: Office of Vocational and Adult Education (ED).
		This article discusses the need for professional development for adult ESL instructors and the challenges associated with implementing professional development, as well as some promising practices for increasing practitioner knowledge. The article presents the lack of funding for professional development as the major impediment to making it available for instructors, yet the brevity of the discussion on effective practices does not allow the reader to determine which professional development models are most effective or which populations of students and teachers or program models they are most useful for. For policy makers, administrators, and TELL practitioners concerned with professional development the article is a good starting point for determining the what, why, and how of professional development for programs focused on transitioning students beyond ESL.
23	• Concept/theoretical	Peyton, Joy Kreeft, and Jana Staton, eds. 1991. *Writing our*

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#	**Emergent Themes**	***Somewhat* Relevant Literature**
	• Freirean approach • Dialogue journals • Instructional practices • Writing instruction	*lives: Reflections on dialogue journal writing with adults learning English*. Language in Education Series, 77. Washington DC: National Clearinghouse on Literacy Education. This is a collection of essays intended to orient teachers, tutors, and teacher educators in the use of dialogue journals in ESL education. Like other writing on instructional practices for adult ESL (see Artis et al. 2001, Crandall and Peyton 1993, and Corley 2003), this book is grounded in the Freirean approach, which views teachers and students as equals with different knowledge bases. The practice of using dialogue journals reinforces this relationship by making the teacher and student equal partners in a cooperative, dialogic endeavor that teaches writing skills. This volume provides a thorough introduction to the practice, with essays from instructors as well as researchers. Missing, however, are students' perspectives. The practitioners and theorists argue that this technique creates equality and partnership between teacher and student, but do not demonstrate that the students recognize, accept, or desire this equality. In teaching TELL students whose writing skills still need development, dialogue journals can present an alternative way to engage students in expressing their thoughts and ideas in print.
24	• Concept/description • Language development • Adult ESOL pre-service teachers • Immigrants • Critical pedagogy • Experiential learning • ESOL • Teacher training	Rymes, Betsy. 2002. Language in development in the United States: Supervising adult ESOL pre-service teachers in an immigrant community. *TESOL Quarterly* 36, no 3 (September 9), http://www.jstor.org/stable/3588420. From the perspective of critical pedagogy, Rymes presents a description of her academic community learning approach to teaching ESL teacher-students in an experiential method of learning within the Hispanic community near the University of Georgia, where the teacher-students are located. The pre-service teachers have an opportunity to teach in the homes of Hispanic families to develop ESOL curricula that reflect the learning needs of the students and that incorporate L1 as needed, with English presented as an opportunity for empowerment and not as a threat to the culture and linguistic independence of the students. Rymes presents the results in terms of teacher-students' personal transformation, changing pedagogical values, and the use of Spanish to teach English. One important result is that the teacher-students and Hispanic families created a shared sense of community through an understanding of the 'other,' and thus felt comfortable sharing control over instruction and curriculum development in the learning environment. By understanding and acknowledging their students' sense of vulnerability, the teacher-students may become better educators and grow as individuals. Despite

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		positive reports by teacher-students and by Rymes of personal transformation, there is no evidence offered that indicates long-term changes in teacher approaches to developing curriculum or conducting instruction, or in learning gains of the Hispanic students. The supervision of teachers who work with TELLs has implications for student achievement and for overall classroom and program management; it also has implications for teacher professional development.
25	• Research • ESL • Teacher resistance • Transition • Teacher training • Hispanic population of learners • Asian population of learners • Native language literacy	Shoemaker, Connie L. 1996. Results of survey of community college ESL programs. Littleton, CO: Arapahoe Community College. This is a description of a study involving a survey of community college ESL programs. The author shares data from a cross-country survey conducted with community colleges offering ESL instruction. Out of 180 colleges contacted, 60 ESL programs responded with data that describe their student population, funding streams, number of students, and assessments used. Problems reported in the survey included difficulty in finding trained ESL teachers and the "unwillingness of non-ESL faculty to adapt instructional methods to meet ESL students' needs," (p. 2) with the latter 1) having implications for transition programs that require collaboration with non-ESL teaching staff, and 2) suggesting a need to provide ESL instructional training to transition teachers. Also of interest is the finding that major ESL learner groups are comprised of Hispanic and Asian adult learners, but the report does not discuss whether these populations learn differently or have different learning strengths and weaknesses. The survey methodology is limited to only a small percentage (34%) of respondents and it is unclear how the colleges were selected or whether the respondents form a representative sample.
26	• Research (practitioner) • Second language learners (L2) • Strategy training • Reading strategies • Reading instruction • Learner motivation • Reading comprehension • Teaching and learning	Singhal, Meena. 1998. Reading comprehension in the second language classroom: A hands-on approach to teaching and learning reading strategies. ERIC, ED424748, http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED424748&ERICExtSearch_SearchType_0=no&accno=ED424748. This article describes approaches to L2 reading. The author describes general principles in reading for advanced adult ESL classes, and describes an instance where she utilized concepts and methods found mainly in L1 reading research and applied them to the L2 setting (e.g., students with higher levels of reading proficiency appear to use more reading strategies and to use them more effectively). Through her classroom application of this research and discussions with her students

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		she has identified seven reading strategies.[108] She provides examples of how these strategies were used in her classroom to improve comprehension. Her work highlights the importance of training in L2 reading, particularly in the use of reading strategies. She also emphasizes providing individual opportunities for practice with students, using text that is of interest to the learners. While the strategies are used with higher-level learners, they may be useful in the transition-to-ABE context with both native and non-native English speakers.
27	• Research/evaluation • Professional development • Teacher training • ABE	Smith, Cristine, and Marilyn Gillespie. 2007. Research on professional development and teacher change: Implications for adult basic education. *NCSALL Annual Review*, 205–244. This chapter presents the research that supports the fuller study (see Smith et al. 2003) conducted by NCSALL of teacher professional development. The authors review the current state of PD as well as the research behind best practices in adult professional development, mainly drawn from research conducted in K–12 education. The findings reflect high teacher attrition, a lack of initial teacher preparation in the adult education field and lack of content knowledge, and poor programmatic support and accountability for PD. Although the research is not focused on transition, these findings can have implications for teacher training regarding how to teach adults and how to prepare them for more academically challenging programs. The findings also have implications for developing effective transition programs for ELLs, given that the challenges in developing strong professional development for the adult education field will parallel those faced in training both ESL and ABE teachers in transition strategies.
28	• Research/evaluation • Qualitative research • ABE/ESL combined instructional models • Teacher training • Literacy • Vocational • Workplace • International	Suda, Liz. 2002. Discourses of greyness and diversity: Revisiting the ALBE and ESL interface. Melbourne, Australia: Adult Literacy and Numeracy Australian Research Consortium (ALNARC). This report speaks to the Australian practice[109] of integrating literacy, numeracy, and English as a second language and embedding vocational education into this mix. After reviewing the conceptual framework for literacy, numeracy, and language learning, the author describes the methodology and findings from 10 telephone surveys, two focus groups, and 12 individual interviews with teachers to gain an understanding

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[108] Cognitive, compensation, memory, metacognitive, affective, social, and textual

[109] Note that there are three models; one model teaches reading and writing separately from oral skills and another integrates all four language skills plus numeracy. Then there's another set of models—the sequential model that focuses on transition from ESL to GED/ASE and then to vocational training or workplace literacy. The Australian model (like the UK one) tries to teach these skills in an integrated whole.

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		of their perspectives on literacy, numeracy, and language learning and teaching. The Australian context is instructive in that adult education and training is increasingly administered and defined as a single effort with literacy, language, and vocational/workplace education being combined. Additionally, many adult literacy classes serve a mixed population of adults with low literacy skills (traditional adult literacy and basic education students) plus ESL students working on English literacy and content development, which is similar to some models of TELL. Results of the study showed that although teachers were knowledgeable about learner needs, ESL learner needs were not always met in the combined classroom. Given that Australian populations mirror American ESL learners in terms of the diversity of cultural and language backgrounds and literacy levels, further research into program models for mixed ABE/ESL populations may be instructive.
29	• Concept/description • Adult ESL • Student preparation • Promising practices • Professional development • Policy • ELLs	Van Duzer, Carol, and Mary Ann Cunningham Florez. 2003. *Adult English language instruction in the 21st century*. Issues in preparing adult English language learners for success series. Washington DC: Center for Applied Linguistics. The authors, with the National Center for ESL Literacy Education, operated by the Center for Applied Linguistics (CAL), provide an overview of the state of educating ELLs in the U.S., including trends, promising practices, and challenges to the field in the areas of program design and instructional practice, assessment, professional development, integration of research and practice, and technology. By pointing out both the inadequacy of resources and the potential for enhancing learning for the ELL population, the authors provide a jumping-off point for discussing how to proceed at the national and state levels. The paper addresses policy indirectly, while pointing out many issues at the classroom, state, and national levels that need to be addressed, ranging from the changing 'face' of the adult ESL learner, to the lack of research on how long a student needs in class to show proficiency, to the marginalizing of ESL teachers within adult education (shown by dollars spent per learner) and of adult education within the broader educational context of the country. The paper may be helpful to the TELL project in structuring its final report around the pertinent and cross-cutting issues for the field of adult ESL education.
30	• Concept/theoretical • Toolkit • State • ELL • Adult learning • ESOL	Virginia Adult Learning Resource Center. 2002. *ESOL Starter Kit*. Richmond, VA: Virginia Commonwealth University. The Virginia Adult Learning Resource Center developed a comprehensive toolkit for the adult ESL instructor in the form of an ESOL Starter Kit, which covers the scope of instructor

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	• Instructional approaches • Guidance • New ESL teachers • Assessment	needs with background information and research where available to support practice, including sample forms, lists of materials, resources (text and electronic), and instructional approaches and guidance. The toolkit is a handy guide for new ESL teachers and provides an overview of the current state of adult ESL instruction. Although the toolkit is not designed specifically to address TELL issues, its general focus on language proficiency levels, assessment for adult ELLs with varied English skills, and curriculum selection are all pertinent to ensuring that ELLs reach their goals for further education or employment. The toolkit was originally developed in 1998 and updated in 2002; it involved the contributions of a number of adult education instructors, coordinators, volunteers, and program staff under the guidance of an ESOL specialist.
31	• Concept/theoretical • Adult literacy • NALS survey • Literacy instruction • Workforce literacy • ESL • Family literacy • Professionalization • Content standards • Technology • Motivation • Retention • K–12	Wagner, Daniel A., and Richard L. Venezky. 1999. Adult literacy: The next generation. *Educational Researcher* 28 (no. 1): 21–29. Wagner and Venezky provide an overview of the state of adult literacy in the 1990s. They include numerous references to the 1993 NALS survey that provided a comprehensive survey of adult literacy and information about the numbers in the lowest literacy populate groups in the country. The article reviews the status of aspects of the adult literacy field and provides helpful recommendations on how best to address issues of literacy instruction and measurement, workforce literacy and competitiveness, English as a second language, family literacy, professionalization of the field, content standards, and technology. Related to TELL, the article touches on issues of motivation and retention of adult learners, native language instruction, the need to develop policy about bilingualism in adult literacy separately from the K–12 debate, curriculum specific to the learning processes of this population, support services (when ESL is provided within a family literacy program), proactive professional development, and measuring the success of learners through various types of assessments. Of note is the authors' suggestion to create a "consumer-oriented approach to adult learning" (p. 26).
32	• Research/evaluation • Professional development • Needs assessment • Job Attainment/retention • Instructional materials • ABE teachers	Zane, Lawrence. 2000. *The adult basic education (ABE) teacher development project (July 1, 1999 to June 30, 2000).* Evaluation Report. Washington DC: Department of Education. This is a final evaluation report on a project offering professional development (PD) to adult educators in Hawai'i. The subject of the PD was determined by conducting a needs assessment of teachers. As a result, workshops were scheduled on two main topics: (1) preparing for and keeping jobs, and (2) using standards to choose and use ABE/ESL instructional

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		materials. Of interest to the TELL project is the finding that ABE teachers were often not aware of and were not connected to professional organizations that could enrich their practice— such as TESOL. This implies that adult educators in this project did not have a high degree of identity as language teachers and were not therefore immersed or aware of the research and evidence that could inform their practice. Since many adult ESL teachers face similar circumstances this anticipates the challenges to TELL programs to bring ABE and ESL instructors together, upgrade their skills, and share instructional strategies to enhance the learning of students in both areas.

Appendix I - Programmatic and Administrative Structures

> **Question**: What programmatic and administrative structures support English language learning and transitioning into adult basic education/adult secondary education?

The annotated bibliography includes 81 documents that deal with programmatic and administrative structures. These include documents detailing research on program effectiveness, program evaluation reports, descriptions of programs, and concept or theoretical papers describing programmatic or administrative structures. Of these documents, 37 are original research or literature reviews, and 37 are concept or theoretical papers. Topics receiving broad coverage include assessment (n=8), bilingual education (n=9), curriculum (n=8), policy (n=11), teacher training or professional development (n=16), transition (n=29), and vocational education or career pathways (n=10). Of the 81 documents, 35 are directly relevant to TELL (e.g., Aguirre-Munoz, Parks, Benner, Amabisca, & Boscardin 2006; Alamprese 2005; Arlington Public Schools 1994; August 2002; Austin Community College 1993; Borden & Talavera 2007; Chisman & Crandall 2007; City College of San Francisco, Office of Institutional Research, Planning and Grants 1998; Crandall 1995; Merino, Samaniego, Trueba, Castaneda, & Chaudry 1993; Munoz & Clavijo 2000; O'Byrne 2001; Palacios 2007; Rance-Roney 1995; Reeves 2006; Sakash & Rodriguez-Brown 1995; Shih 1992; The School Board of Broward County, Florida 1995; Washington State Board for Community and Technical Colleges 2005; Wrigley 1993; Wrigley 1994; Zachry, et al. 2007; and Zafft, Kallenbach, & Spohn 2006). There is a trend toward increasing publication in this topic among documents directly relevant to TELL. Of the 35 directly relevant documents, nearly two-thirds (n=21) have been published since 2000, and more than one quarter (n=9) have been published since 2006. Chisman and Crandall's (2007) *Passing the Torch: Strategies for Innovation in Community College ESL* is of particular interest to TELL; it includes a lengthy section on transition efforts by exemplary adult ESL programs.

Directly Relevant

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#	**Emergent Themes**	**_Directly_ Relevant Literature**
1	• Research/evaluation • ELLs • Academic language • Performance assessment • Middle school • Opportunities to learn models • Teacher capacity	Aguirre-Munoz, Zenaida, Christy Kim Boscardin, Barbara Jones, Jae-Eun Park, Marjorie Chinen, Hye Sook Shin, Janet Lee, Anastasia Aimee Amabisca, Aprile Benner. 2006. *Consequences and validity of performance assessment for English language learners: Integrating academic language and ELL instructional needs into opportunity to learn measures.* Los Angeles: National Center for Research on Evaluation, Standards, and Student Testing (CRESST). CSE 687. (May 9), http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storag

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		e_01/0000019b/80/1b/e0/dc.pdf. Aguirre-Munoz et al. report on a study that investigated different "opportunities to learn" (OTL) models at an urban middle school in California. Key research questions include the following: (a) To what extent and in what ways are students exposed to key OTL variables in classrooms? And (b), What is the impact of academic language and other OTL indicators on ELLs' and non-ELLs' performance on Language Arts Performance Assignment (LAPA)? The authors "operationalized academic language" within a theory of systemic functional linguistics[110] to examine the nature of achievement among English language learners. Focusing principally on the processes and content of opportunities available to ELLs that lead to academic success or failure, the authors examine disparities in ELL opportunities to learn and find that teachers vary significantly in the amount of feedback they provide to students, as well as in the variety of instructional strategies they use specifically to target ELLs. The findings indicate that adequate teacher capacity and explicit instruction on academic language are crucial to student success. Clearly, the study's subtext relative to ELL academic achievement relates not only to comprehensible input (Cummins 1991[111]) but also to educational input. Although the study focuses on younger ELLs than the population targeted for TELL, these findings, if properly examined and modified, may have value to TELL, especially given the characteristics of ESL teachers in TELL programs; many adult ESL teachers come from the K–12 setting (Pelavin 1994[112]) and are the primary source of importation of varied K–12 instructional strategies into the TELL arena. Teacher training and professional development in ways to effectively provide comprehensible input to adult TELLs are fundamental to student success and may help prevent some of the disparities in adult TELL student persistence, especially if the disparities are the result of decontextualized instructional techniques.

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[110] The functional linguistic approach, which is inspired by the theory of functional grammar (Dik 1997a, 1997b), involves conceptions about how the function or use of different language elements (morphemes, words, sentences, etc.) helps shape linguistic meaning. Systemic functional linguistics theory views language as a social tool used by users to accomplish different tasks and to express and create meaning in context. See Dik, S.C., ed. Hengeveld, K. 1997a. The theory of functional grammar, part 1: The structure of the clause. Berlin: Mouton de Gruyter. See also, Dik, S.C., ed. Hengeveld, K. 1997b. The theory of functional grammar, part 2: Complex and derived constructions. Berlin: Mouton de Gruyter.

[111] Jim Cummins. 1991. Language Development and Academic Learning in Malave, L. and Duquette, G. Language, Culture and Cognition, 1991, Clevedon: Multilingual Matters.

[112] Pelavin Associates, Inc. 1994. "Developing a plan for effective ABE/ESL staff development: Implications and recommendations from the study of ABE/ESL instructor training approaches." Washington, DC, San Francisco, CA, and Des Plaines, IL: Pelavin Associates, San Francisco State University, and Adult Learning Resource Center.

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#	**Emergent Themes**	***Directly* Relevant Literature**
2	• Concept/theoretical • Adult learners • Transition • Adolescent • Mainstream • Postsecondary • ELLs • Policies	Alamprese, Judy. 2005. *Helping adult learners make the transition to postsecondary education.* Adult Education Background Papers, pp. 11, Cambridge, MA: Abt Associates, Inc. In *Helping Adult Learners Make the Transition to Postsecondary Education*, Alamprese discusses "the challenges ABE programs must address in developing and implementing transition services, provides examples of emerging efforts, and discusses the implications of this transformation for policy and practice" (p. 1). Alamprese directs the reader to practices in helping transition ABE students into postsecondary education as an important aspect of growing the income and education of adult education students. She emphasizes a three-tiered approach that may also be applied to higher-level ESL students, including instruction in content areas at a level that mirrors the college experience, counseling that ranges from personal guidance to time management and other non-instructional skill development, and collaborations with other organizations, particularly community colleges. This approach is similar to that presented in other K–12 programs that attempt to mainstream adolescent ELLs. However, the learners who are the focus in this paper are those who have already reached higher levels in adult education and have the stated goal of postsecondary education, not the broader range of potential ELLs (including those who are low literate/pre-literate in their native language and/or have limited education in both their native language and in English). The focus of this paper is on the transition to postsecondary education, which is slightly different from transition from ESL to ABE. Its relevance to the TELL project, however, is not in the population it targets, but in the structural issues it describes, including helping students strengthen academic skills, develop study and time management skills, and navigate different aspects of college life. In addition, the challenges Alamprese identifies are common to other types of academic transitions, including the transition from ESL to ABE or other English-only instructional settings, especially for ESL programs based in community colleges.[113] Alamprese calls for policies to address these areas, specifically citing ways in which the U.S. Department of Education can contribute to student transition. She references transitioning programs in New England, Wyoming, and Oregon; however, the information gleaned from these programs is

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[113] These include aligning exit and entrance criteria, assessing and teaching of skills and content needed to transition, preparing students for the workload and structure of the target program, counseling students, providing financial aid, offering skills workshops, facilitating acculturation into the target program, mentoring, and forming partnerships with target programs.

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		mostly anecdotal, and not systematically derived. She concludes with a call for changes in policy and practice without a corresponding call for additional research to dig deeper to investigate the apparent success of programs implementing aspects or all of the 3-tiered approach she summarizes. The paper's obvious limitations[114] do not hinder its overall value to the TELL project. Implications for next steps could include future research that uses control and experimental groups to examine the value of Alamprese's findings in an ABE-ESL context.
3	• Description/ evaluation • Education provider consortium • Evaluation data • Transitional support • Adult learners • School district program	Arlington Public Schools. 1994. The Arlington adult learning system (AALS) Final Report, October 1992–December 1994. Arlington, VA: Arlington Public Schools. This report summarizes the conception and implementation of a program that was designed to increase student matriculation rates by creating a system of learning that institutionalizes transitional support and reduces "internal" and "external" barriers to student achievement, such as low self-confidence and lack of institutional resources (p. 9). The report shows how data sharing and linkages within a consortium of local education providers can lead to enhanced pathways for students to achieve their educational goals, which is important for TELL as well as students transitioning from one program to another. The report provides detail about program design, challenges (e.g., scheduling of classes, support and understanding of the project, lack of a stable operating platform, lack of transition to academic study, and program design considerations), actions taken to address these challenges, and lessons learned. However, no information is provided on the costs associated with implementing a system-wide transition program or the level of staffing involved. Though limited, of particular interest to TELL is the student outcomes section. The report disaggregates achievement data by year to allow for basic longitudinal comparison, but does not present information about outcomes prior to implementation of this program model. In addition, supporting qualitative data is mostly anecdotal, and points to the need for ESL transitional programs in their early years to adopt program evaluation and data-oriented strategies for data collection that will allow for program improvement, evaluation, and replication. This report illuminates two critical issues: (a) the need to collect data so that information on transition is

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[114] Although the paper captures some important TELL-transferable topics, it contains generalizations based on unique instances. For example, the author makes generalized statements about the conditions of the field, based on anecdotes from discrete conversations with practitioners that haven't been systematically negotiated to weigh their value to a document like this one.

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		available, and (b) the need to disaggregate data so we can see who succeeds and who does not (in terms of English proficiency, educational background, etc.).
4	• Concept/theoretical • School aged ELLs • Policies and practices • Transitioning • Cultural diversity • Writing, reading, speaking	August, Diane. 2002. *Transitional programs for English language learners: Contextual factors and effective programming*. Baltimore, MD: Center for Research on the Education of Students Placed At Risk. In this literature review, August reports on and synthesizes the available research on transitioning school-aged ELLs. August provides a list of practices and policies common to the successful transition programs covered in the literature. This list, which includes elements such as articulation; respect for cultural diversity; and the integration of reading, writing, and speaking skills, is consistent with later literature, such as Callahan's (2006) conclusion that reading intervention alone is not sufficient to prepare students for success in mainstream classes. August concludes by calling for more systematic research to investigate, individually, the impact of each of these strategies in both experimental laboratory and field research. This report is directly relevant to TELL and limited in its applicability only by the inclusion of research on primary school children and exclusion of research on adult students. The recommendations provided, however, are programmatic and in general not explicitly tied to any age group, and many are supported by the literature on adult transitioning.
5	• Research/evaluation • Sheltered instruction • Bridge program • Contextualized learning • Integrating ESL students with native speakers • Community college program	Austin Community College. 1993. English for specific purposes: Building a curricular bridge between English as a second language and vocational/business office systems. A Carl D. Perkins Improvement Grant. Final report. Austin, Texas: Texas Education Community Agency. This final report describes a project at Austin Community College (ACC), funded under the Carl D. Perkins Vocational and Applied Technology Program Improvement Grant, to develop and implement a curricular bridge between the academic English as a second language (ESL) area and the vocational-technical business/office systems area. ACC selected a language adjunct model in which students are enrolled concurrently in two linked courses, a language course and a content course, with the former providing sheltered instruction and the latter, integrating ESL students with native speakers. The report is significant in that this contextualized learning approach discusses the need for curriculum coordination and team teaching, professional development content, and strategies for teaching that may be applicable to

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		ESL students transitioning to ABE programs. No data is provided on the outcomes of learning or retention for ESL students enrolled in this course. Though not mentioned in the report, it is worth noting that ACC currently has a highly successful dental assistant program in place that links academic learning for LEP students with content classes in dentistry.
6	• Concept/theoretical • Adult learners • Transition to ABE • Theme based units • Community college program • GED tests • Community college	Borden, David, and Debbie Talavera. 2007. Creating a successful ESL to ABE transition class. *Literacy Links* 11, no. 1 (April 6), http://www-tcall.tamu.edu/newsletr/apr07/apr07e.html. Borden and Talavera describe a course divided into six theme-based units that were specifically designed to transition students from ESL to ABE at Austin Community College. They developed "a transition course for students who 'topped out' on the BEST Plus, but were not quite ready for ABE. Student progress was measured on the Test of Adult Basic Education (TABE), but class instruction is structured more like an ESL class than an ABE class" (p. 1). Features of the course include bridging the gap between ESL and ABE by introducing GED subject areas to students, teaching vocabulary needed for ABE classes, and teaching analytical and grammar skills. The authors state that, although the program is too new to provide longitudinal results, ABE teachers receiving students from the class have provided positive feedback. The authors present a description of a new class to help higher level ESL students transition to ABE that includes subject areas that are on the GED test as well as English language, vocabulary, and analytical skills instruction in "theme-based units" (p. 2). The transition class was set up for one year only, although students who tested above a certain level on the TABE assessment may leave sooner. Only anecdotal results were available from this project, which had been in effect for one year. Although no outcomes are available to assess the success of this transition class, the TELL project may note this instructional model as an example of an instructional practice option. The authors are instructors and curriculum developers at Austin Community College, where the class has been implemented. This article is printed in a quarterly publication mailed to literacy practitioners, and is directly relevant to TELL. However, the hesitation of the authors to provide detailed results and their reliance on anecdotal evidence suggest that the model has not been sufficiently evaluated to judge its merit.

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7	• Research • Transition • Program • Community colleges • Adult ESL • Learner-centered curriculum • Co-enrollment models • Curriculum design • Assessment	Chisman, Forrest P., and JoAnn Crandall. 2007. *Passing the Torch: Strategies for innovation in community college ESL.* New York: Council for Advancement of Adult Literacy. Chisman and Crandall report findings from a study of five exemplary community college adult ESL programs. Nomination of, and consultation with, adult education and ESL experts identified these programs. The researchers present detailed findings about these programs, including their efforts in professional development, transition, program and curriculum design, assessments, and efforts for innovation. These characteristics are compared and contrasted across programs to demonstrate what is common among the programs and what differs. Many of these findings concur with other literature on adult ESL, including evidence that the programs were intensive, that they used learner-centered curricula and co-enrollment models, and that they provided opportunities for teachers' professional development. Based on their observations, Chisman and Crandall make several recommendations to colleges, policymakers, researchers, and practitioners. Among these recommendations are calls for: schools to use research and assessment to improve their own programs; better sharing of ideas among schools; research on the effectiveness of specific strategies; and increased funding targeted at transition, assessment, and research. This study is indispensible to TELL, as it represents one of the few systematic, detailed studies specific to the topic. There is much in the report that policymakers, program administrators, and instructors can use or adapt. However, as is the case with much of the literature in adult education and ESL, its descriptive nature and its focus on only exemplary programs limits its generalizability.	
8	• Research/evaluation • Partnerships between ESL and transitional studies • College program • Multiple agencies • Program information dissemination • Concurrent enrollment	City College of San Francisco, Office of Institutional Research, Planning and Grants. 1998. Non-Credit ESL and transitional studies plan. Findings and Planning Recommendations for Linkages between Non-Credit English as a Second Language, Transitional Studies, City College Programs and Outside Agencies. CA: City College of San Francisco. This document provides findings from a City College of San Francisco (CCSF) Planning Task Force that addressed the establishment and strengthening of linkages between non-credit programs, especially those in English as a second language and transitional studies,[115] and other CCSF and city	

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[115] Transitional Studies include pre-college courses that prepare students for success in entry-level college courses and beyond.

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		programs. Focus groups with ESL students in non-credit courses at the college's various campuses provided feedback on the challenges students face in that particular school system, including lack of awareness about certain services, difficulty in transferring to other campuses, complex brochures that are inaccessible to students with low basic skills, and the need for more information through teaching staff and clear access to advisors. Findings highlight the need for (1) information dissemination at multiple levels (e.g., to ESL students about programs and services and to teachers about students language and basic skills background); (2) consistency of services for students such as intake processes; and (3) partnerships between ESL and transitional studies departments to facilitate the transfer and concurrent enrollment of ESL students who can benefit from instruction in adult basic education or are interested in pursuing a GED or high school diploma. The findings and recommendations are relevant to other institutions involved in facilitating and supporting smooth transitions from ESL to ABE programs.
9	• Concept/theoretical • Program profiles • ELLs • Transitioning • Student assessment • Outreach • Transitional curricula • Barriers • Outcomes	Crandall, JoAnn. 1995. *Model ESL transitional demonstration programs.* Washington DC: Adult Learning and Literacy Clearinghouse. This report provides profiles of three programs for transitioning ELLs. It is a valuable resource for TELL because it describes program partnerships, student assessment and monitoring, outreach and referral efforts, transitional curricula, barriers encountered, products produced by the programs, and learner and institutional outcomes. The claimed efficacy of these programs cannot be verified, however, because information on outcomes prior to their implementation is not provided. It is also valuable because it provides comprehensive information on different models of ESL transition programs, which can facilitate conceptualizations about the nature of transitioning programs.
10	• Concept/theoretical • Program • Transition • College • ESL • Peer tutoring	Goldschmidt, Myra M., Norma Notzold, and Christine Ziemba 2003. ESL student transition to college: The 30-hour program. *Journal of Developmental Education 27*(2): 12–17. The authors describe an introduction to a college and tutoring summer program called "The 30-Hour Program" for Generation 1.5 ESL students entering college who are identified by the campus Learning Center upon entry. The 30-Hour Program provides student-developed and student-led peer tutoring on school preparedness, identification of skill strengths and weaknesses, and general student concerns. Reported

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		outcomes include higher rates of retention, "positive changes in attitude" (p. 16), and at least an initial gain in GPA, in addition to less tangible results such as building peer/student relationships that last beyond the summer program, and a high number of students returning as tutors. The authors include a professor, an ESL instructor, and the director of the Learning Center, and their views are reflected in the presentation of outcomes data, guidance strategies, and descriptions of Generation 1.5 learners and their particular needs. The academic preparedness and peer support are reflected in additional literature for the ESL population, and speak directly to the needs of ELLs transitioning to an academically and socially challenging new environment, such as the ABE classroom.
11	• Research • Cross-content teacher collaboration • Program design to increase transition • Adult learners	Greening, Jan, and Lee Williams. 2007. Building bridges to the next level—A successful experiment. *TCALL Literacy Links, Vol 11*, no. 1. The authors present information on a teacher exchange "experiment" they conducted at the Kyle Learning Center in Texas, in which the two ELL instructors and one GED instructor spent half an hour (increasing to one hour) in each others' classrooms once a week. The center found that ESL students were afraid of transitioning to the next-level ELL or GED classroom, so the teachers shared classes briefly each week to build a rapport with students. The result was a marked increase in student motivation to transition up. Teachers were initially resistant, but found there was little or no increase in planning time required and the program overall benefited from more openings in classes for new students. Although this "experiment" is not scientifically valid and the authors did not present any measurable results, it touches upon TELL issues of cross-content teacher collaboration, increasing student motivation, and program design to increase transitions of ELLs. The authors were two of the three instructors who participated in this programmatic change.
12	• Concept/theoretical • Bilingual • ESL • Schisms between mainstream and ESL teachers • Problems and remedies	Hamann, Edmund T. 2008. Meeting the needs of ELLs: Acknowledging the schism between ESL/bilingual and mainstream teachers and illustrating that problem's remedy. In *Inclusive pedagogy for English language learners: A handbook of research-informed practices*, ed. Lorrie Stoops Verplaetse and Naomi Migliacci, 305–16. New York: Lawrence Erlbaum Associates. This paper argues that teaching and school success of ELLs should be the concern of all teachers, including mainstream

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		teachers, and not just certified ELL teachers. The author reflects on his experience in two different school districts that did not meet this goal. He uses observations from his own experience and from a separate study to discuss ways in which mainstream and ELL teachers can cooperate for the betterment of ELL students. The argument of the paper is clearly in line with TELL programs, which are trying to transition students from specialized ELL programs to mainstream higher academic programs. Thus, it is important that both types of teachers work with and show concern for TELL students. In addition, the idea of teacher collaboration is fundamentally necessary in TELL contexts. However, although the author does make some recommendations for closing the gap between mainstream and ELL teachers, these recommendations are general and vague. This paper appears as a chapter in a book for ELL teachers.
13	• Concept/theoretical • Program description • ESOL • Community college • ASE/GED • ABE • Transition	Harrington, Jeanne Belisle. 2000. *Transitioning GED and ESOL (ESL) students into community college.* Tempe: Rio Salado Community College. This report describes the Rio Salado Transition Program in the 1999–2000 academic year. The purpose of this program is to help ESOL students in transitioning from ESOL, ASE/GED, and ABE classes to community colleges. The author provides a description of the program, the student population, and results of the program for the 1999–2000 year, as well as goals for the following year. In this descriptive report, Harrington reflects on the Center's success in increasing the number of students transitioning to college and continuing at the college level. The transition program offers college preparation workshops, builds relationships with the community college staff, and advises students on college applications (including finance and career goals). This report offers data on increased student transition and achievement and describes the program model, funding, goals, challenges, and future plans. However, the Center does not offer transition classes for ESL students into ABE; rather, it refers those students to independent study programs at local colleges and thus requires a level of ability of ESL students that does not apply to the entire range of ELLs. An interesting result described in the report, however, is that "students who attend college for the first time do well by taking only one or two classes initially"; this relates directly to supporting the motivation of ESL students to continue taking classes. The program does demonstrate positive results in helping participants transition and be successful in their first semester of college. This report can serve as a guide to other TELL programs as an example of a successful transition program. However, it is important to look at the long-term

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		effects of the strategies used in this program. Although positive results were demonstrated for students' first semester of college, the outcomes of the rest of their college careers is unknown. It may be that the strategies provide only short-term success and may require modifications to keep students both enrolled in college and successful in the long term.
14	• Research • Program outcomes • Program evaluation • Pre-service; in-service • Sheltered language programs • Scaffolded language • Content model • GLAD program • ESL • Language • Literacy • Content knowledge • Curriculum	Hernandez, Anita. 2005. Curriculum enhancement: Language, literacy, and content knowledge in a second language. *International Journal of Learning* 12:105–14. This article presents the outcomes from a seminar in which pre-service and in-service teachers learned about two models of sheltered language programs: the scaffolded language and content model and the Guided Language Acquisition Design (GLAD) program. The author briefly discusses key components of second language acquisition, of learning content in a second language, and of several sheltered language programs. Results of the seminar demonstrate that the participating teachers expanded their knowledge about teaching ELLs and were able to use the techniques learned to help students. The seminar described in this article could be beneficial in helping TELL teachers to extend their teaching knowledge. However, the author does not mention or give explicit evidence of the impact that the models had on improving student success. Therefore, although this conference had a positive impact on teachers, the effect it will have on students is not clear.
15	• Research review • Two-way immersion • ESL • Bilingualism • Programs • NES - native English speakers	Howard, Elizabeth R., Julie Sugarman, and Donna Christian. 2003. *Trends in two-way immersion education: A review of the research*. Report #23. Baltimore, MD: Center for Research on the Education of Students Placed At Risk (CRESPAR). This research review focuses on two-way immersion (TWI) in schools with native English speakers and ESL students. The TWI program involves teaching students in a variety of languages at the same time in the same classroom. TELL students can benefit from this if it is implemented in their classrooms, since this program has been shown to be effective. The problem with the program is in finding bilingual teachers, and it only considers two languages although some classrooms may have more.
16	• Concept/theoretical • Student characteristics • Bilingual immersion • Program types • K–12	Lewelling, Vickie W. 1991. *Academic achievement in a second language*. Washington DC: ERIC Clearinghouse on Languages and Linguistics Center for Applied Linguistic Digest. Lewelling postulates that students who are at a higher level of

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	• Student achievement	cognitive maturity in their first language are better equipped for academic success in a second language. The cited research suggests that students in bilingual immersion programs do better academically than students in other types of programs. The comparatively higher achievement gains for these students are a result of continuous academic instruction in bilingual immersion programs—that is to say, academic instruction is not interrupted by learning English, because students are supported in using their native language to learn new concepts while also learning English. Though intended for K–12 audiences, this article draws attention to the need for students to be equipped with not just basic language skills, but cognitive skills to guide successful transitions to using the "context-reduced language" required of students as they advance in their education.
17	• Concept/theoretical • Transition • Workplace-based learning • ESOL • ABE	Liebowitz, Marty, Amy Robins, and Jerry Rubin. 2002. Rising to the literacy challenge: Building adult education systems in New England, pp. 1–48. Boston, MA: Jobs for the Future. This article discusses integrating adult basic education with job training, thus providing students with pathways to further education or work. The authors emphasize the need for a smooth transition to workplace-based learning, with expectations clearly defined. The article states that the ESOL student should have "a full continuum of services" (p. 29). Students who are transitioning to ABE from ESL would also benefit from a continuum of services. These services need to be articulated at recruitment and orientation to motivate and retain students in transitional programs.
18	• Concept/theoretical • Collaborative service • State • Adult education • Handbook • ESL • Limited English speaking adults • Collaborative delivery • ELL transition	Mansoor, Inaam, and Suzanne Grant. 1995. *Linkages for learning: A handbook for collaborative service delivery*. Washington DC: U.S. Department of Education. In this handbook, Mansoor and Grant illustrate the process of collaborative service delivery used by the Arlington Adult Learning System (AALS), an alliance of adult education providers in Arlington. The "general goal of the AALS was to facilitate access to ESL instruction, job training, and higher education and design and implement a service delivery model which would enable limited English speaking adults to successfully transition from one program level to the next and one provider to the next as appropriate to their goals, aptitudes, and interests" (p. 26). The handbook provides a rationale for collaborative delivery of educational services, and describes the skills, knowledge, and techniques for engaging in this type of delivery, as well as the processes involved in

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		replicating this type of education delivery. Because the transition of ELLs sometimes involves multi-level interfacing and integration of program staff and teachers, collaborative involvement (with a focus on team building) is required to facilitate successful transition. As a result, as a service delivery model, collaboration seems appropriate for building a strong programmatic infrastructure for transitioning students from ESL to academic courses.
19	• Research-based • Transition • Community colleges • Career pathways • Program • Policy • Programmatic • Industry associations • Instructional leadership • Economic and educational impact	Mazzeo, Christopher, Sara Rab, and Julian Alssid. 2003. *Building bridges to college and careers: Contextualized basic skills programs at community colleges.* Workforce Strategy Center. The focus of this article is on "career pathways": integration between education, training, and work for adults (including ESL students) to increase their chances of competing for high-wage and high-demand careers. Based on a literature review, the authors found that basic education programs were of low quality and lacked strong economic or educational impact. The literature review also revealed that those programs that assist students in finding advanced education opportunities or that focus on curriculum, instruction and student learning produce the best outcomes. Five community colleges were examined, and findings show that they all promoted context-based teaching. In addition, they all maintained relationships with industry associations and employers; developed instructional support to help faculty teach in a new way; financed these efforts; and guaranteed job placement for their students. Key policy and programmatic issues were: difficulty with engaging students or providing substantial content, promoting leadership among instructors, serving higher-skilled students rather than lower-skilled students to minimize negative scrutiny, lack of long-term evaluation (five+ years), and serving a small portion of ESL and adult education students. The authors suggest providing resources for teachers to develop expertise and knowledge on bridging basic-skill students to college and/or careers, developing opportunities for instructional leadership by creating incentives, and developing funding to support further research and to influence more basic-skill students. The suggestions for improving "career pathways" are relevant for supporting students that are transitioning from ESL to ABE, postsecondary, or workplace programs. The findings also highlight the need for professional development for those instructors teaching transitioning students.
20	• Concept/theoretical • ESL standards and measures	Maryland State Department of Education. 2000. *Maryland adult English as a second language program standards.* Baltimore,

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#	Emergent Themes	*Directly* Relevant Literature
	• Transition standard • Adult education • State document • ESL • State	MD: Maryland State Department of Education, Adult Continuing Education Section. This document provides guidance from the state of Maryland to local service providers for designing effective adult education programs for ESL students. Each standard has sample measures. The standards in general are relevant to quality TELL programs. One of the standards within the Retention and Transition section focuses on transition. The transition standard identifies the need of programs to support learners' transition to the workplace or on to further education. The sample measures for this standard propose improving lesson plans to include transition-related skills, offering practice on assessments, and providing learners and instructors with information about educational programs. Program administrators will need to refer to other sources to determine how the standard is to be met. Though the section on transitioning is relatively brief, the state recognizes the importance of transition and the need for more attention to this topic; this might inspire other state policy makers to focus on issues of transition.
21	• Concept/theoretical • Special needs • Secondary school • ESL • ABE • Teacher training • Dialects • Concurrent enrollment	Merino, Barbara J., Fabian Samaniego, Henry Trueba, Evelyn Castaneda, and Chaudry, Lubna. 1993. Language minority native Spanish speakers at the secondary level and the role of the foreign language teacher. *Peabody Journal of Education* 69: 152–171. The authors examined the special needs of secondary ESL students. They found that Spanish-speaking students should be taught by Spanish-speaking teachers to meet the students' special needs. Teachers should be educated in dialect varieties to better assist the students. The study found that bilingual education is effective in promoting the achievement of students. These results suggest that ESL students that transition to ABE or postsecondary education may need to concurrently enroll in ESL classes to enhance their language development.
22	• Research • Mixed-method study • LEP • High school newcomers • Oral skills • Reading skills • Writing skills	Munoz, Marco, and Catherine Clavijo. 2000. *Working with limited English proficient students: Input from the field on a high school newcomer program.* Louisville, KY: Jefferson County Public Schools, Accountability, Research, and Planning Department. Munoz and Clavijo conducted a mixed-method study of a year-long transition class of a "Newcomer Program" in Jefferson County, Kentucky. The authors describe the learners,

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		and share results of student focus groups as well as results of pre- and post-tests that show significant learner gains for oral, reading, and writing skills across levels of English-speaking ability. Importantly for TELL, the students ranged in their levels of English ability, and the authors report that all students benefited from the year-long transition class before entering the mainstream classroom; it is not clear whether all students were required to take the class. Of interest are student focus group results that show Spanish-speaking students were less likely to want to leave the transition class, while speakers of other languages looked forward to mainstreaming, possibly because the bilingual instructors or aides were Spanish-speaking or because different language/cultural groups have different needs (no sublevel analysis of data broken down by student background was done for this small student sample). Although the results show gains across the board, these gains were not adequate for many students to move into mainstream classes—after one year 48 percent of students remained at the lowest level of English-speaking ability. This may reflect a student population that included immigrants with low levels of English or native language skills and limited formal education in their native countries.
23	• Concept/theoretical • Collaboration • ESL Instructors • Instructional methods • Language proficiency • Transition • Programmatic • Teacher collaboration • Multi-lingual classrooms	O'Byrne, Barbara. 2001. Needed: A compass to navigate the multilingual English classroom. Journal of Adolescent & Adult Literacy 44:5. O'Byrne writes about her experience collaborating with ESL instructors and tapping into the knowledge of veteran English teachers to design a program to transition ESL students to mainstream English classes. She describes how teachers, working together, developed a transition model that redefined performance outcomes for ESL student, made use of L1 instructional methods, and adjusted the assessment schedule to allow second language students more time to develop the skills and demonstrate their level of proficiency. She doesn't talk about the success of the program in transitioning students; instead the article focuses more on the collaborative model used by teachers to solve the problem of providing appropriate instruction to ESL students.
24	• Concept/theoretical • Transition liaison staff • GED • College • Counseling • Capital idea • Advising model	Palacios, Christina M. 2007. Transitioning GED graduates into higher education at Del Mar college: Meeting the challenge. *Literacy Links* 11, no. 1 (April 7), http://www-tcall.tamu.edu/newsletr/apr07/apr07f.html. In this article, Palacios discusses the addition of a Transition

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	• GED • Postsecondary • Student success • Transition	Liaison (TL) to the staff of the Del Mar College GED program to counsel students seeking to transition to college. The program at Del Mar is modeled after the Austin Community College program, Capital Idea, and also closely aligns with the Advising Model for transition detailed in NCSALL's August 2006 Occasional Paper. Palacios does not offer any evidence that the addition of the TL has increased GED-to-postsecondary matriculation, although she believes the role of the TL is central to successful student transitions. The article does not address specific needs of ELL students transitioning to college, but it covers some of the general issues concerning student support interventions for college transition.
25	• Concept/theoretical • Strategies for transitioning students • Academic English • GED • ESL learners • Academic programs	Rance-Roney, Judith. 1995. *Transitioning adult ESL learners to academic programs*. Washington DC: National Clearinghouse on Literacy Education. This article suggests strategies for transitioning students from adult ESL programs to academic English and GED programs. The author first highlights the differences between curricula for adult ESL literacy and for academic English and GED. After demonstrating the gap between these programs, she then offers a number of general strategies that can be employed by adult ESL and transitional programs to help students in bridging this gap. These strategies are clearly aimed at improving TELL programs. While the author does cite some sources that support the strategies mentioned in this article, there is no evidence about their effectiveness. These strategies are general ones that are mentioned in the literature on ESL literacy, but they have not been tested or applied. The author describes the distinctions between adult ESL programs and academic programs and shows how transition programs are needed to close the knowledge gap between basic survival English programs and English for advanced education. She lists seven factors that should characterize a transition program: (1) promotion of learner self-confidence, (2) exposure to an academic community, (3) development of critical thinking skills, (4) feedback and correction of speech and writing, (5) integration of multiple skills, (6) instruction in academic vocabulary, and (7) use of the first language to complete difficult tasks, like note taking. Rance-Roney supports her recommendations with the research of others and her own prior work, but proposes that further research is needed to learn how to use the learner's first language to help students achieve academically in the second language.
26	• Research • Case studies • High school teachers	Reeves, Jenelle R. 2006. Secondary teacher attitudes toward including English language learners in mainstream classrooms.

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	• Teacher attitudes • Inclusion • Second language acquisition	Lincoln, Nebraska: University of Nebraska-Lincoln. The author summarizes her study of high school teachers' attitudes toward language inclusion program models.[116] The study used qualitative and quantitative data in the form of four case studies and a survey instrument, which was tested for content validity in a pilot study. Findings show that teachers are generally amenable to inclusion but not for students with low English proficiency. Teachers also did not express interest in receiving professional development related to English language learners. Reeves concludes that teachers have neutral to slightly positive attitudes toward inclusion of English language learners in mainstream classes, but that they also have misconceptions about second language acquisition (e.g., the length of time it takes students to gain proficiency in a second language). The author suggests that teachers' misconceptions about L2 acquisition may influence their attitudes about students' ability to achieve academically. If it is true that the teachers are generally misinformed about second language learning, then the survey reports may have been colored by these misconceptions as well, which the author does not address in her discussion. This article illuminates the need for professional development for ESL and ABE teachers to promote a better understanding of second language acquisition and to support transition from ESL to ABE programs. Eliminating misconceptions may help teachers acquire more positive attitudes, and thus enable teachers to be more open to learning and implementing instructional strategies that meet the needs of transitional students.
27	• Research • Teacher collaboration • Survey data • Bilingual/ESL • Mainstream • Teamwork • Peer teacher observations • In-service	Sakash, Karen, and Flora Rodriguez-Brown. 1995. *Teamworks: mainstream and bilingual/ESL teacher collaboration*. NCBE Program Information Guide, Series 24. Washington DC: National Clearinghouse for Bilingual Education. This descriptive report presents a professional development model for coordinating instruction among general education and bilingual/ESL instructors in a number of elementary schools in Chicago. Through survey data the study shows an increase in instructional competence and improved collaboration through activities such as ESL teaching strategies for general education teachers, teacher in-service on bilingual

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[116] This refers to programs such as SIOP, which seeks to help ESL students enhance language acquisition through meaningful opportunities for interaction in a mainstream setting. There are several language inclusion models, such as Bilingual Immersion, Developmental/Maintenance, Dual Language Immersion, English Language Development, Early-Exit Transitional, Late-Exit Transitional, Pull-out; Structured Immersion, and Submersion with Primary Language Support.

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		education practices, team teaching, peer teacher observations, shared class activities for students, and student tutoring across grade levels. Although the target population was elementary-age students, the study provides TELL with feasible options for professional development that could enhance collaboration between adult ABE and ESL teachers. These activities would require support from school administrators; they would also require additional resources, such as teacher time, workshops and training, ongoing technical assistance and support from a project team, and funding.
28	• Concept/description • L1 reading strategies • ESL • Cognitive • Metacognitive • Affective • English for academic purposes • Comprehension • ESL reading • Reading strategies	Shih, Mary. 1992. Beyond comprehension exercises in the ESL academic reading class. *TESOL Quarterly,* Vol. 26, No. 2. Shih brings research on L1 reading strategies into the ESL context by introducing cognitive, metacognitive, and affective support strategies for developmental reading courses at the college level. The author focuses on English for academic purposes (EAP) programs and advocates the development and use of more "holistic, task- and text-specific, strategy-oriented approaches for reading instruction" (p. 1). In addition, Shih also advocates the promotion of learner independence and use of content reading strategies, which have value for ESL reading practice in general and instructional practices with TELLs specifically. Shih is both an assistant professor and ESL/TESL teacher with experience in developing curricula and materials for college ESL classes.
29	• Concept/theoretical • ESOL/ESL • Pre-GED and GED • Curriculum • BICS and CALP • ABE • ESOL • High school diploma • Speaking, listening, reading, and writing skills development • Content area instruction • Competency based curriculum • Functional literacy	The School Board of Broward County, Florida. 1995. *English for speakers of other languages: Adult ESOL courses and special interest courses*. FL: Broward County Schools, Fort Lauderdale, Florida. This is a competency-based curriculum guide of an adult education ESL program offered by Broward County, Florida. It focuses on multiple levels of ESL instruction, including an ESOL Pre-GED curriculum, which is designed to help students make the transition from Basic Interpersonal Communication Skills (BICS) to developing Cognitive Academic Language Proficiency (CALP) by familiarizing students with terms, concepts, and skills needed to participate in a GED preparation program with native speakers. By using ESOL teaching strategies in a familiar ESOL classroom setting rather than an adult basic education classroom, the program is designed to help students develop the functional literacy[117] and academic language proficiency needed to complete a high school diploma or

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[117] Related to useful life skills

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		successfully complete the GED test. The skills (listening, speaking, reading, and writing) focus on content areas of literature, social studies, science, and mathematics. While the document provides no data on the effectiveness of the program in helping students achieve the goal of a high school diploma or GED, it may be a type of "transitional" bridge program worthy of further investigation.
30	• Research/evaluation • ESL • I-Best program • Parallel services • Serial services • ABE	Washington State Board for Community and Technical Colleges. 2005. *I-BEST: A program integrating adult basic education and workforce training*. Research Report no. 05-2. Olympia, WA: Washington State Board for Community and Technical Colleges. This report describes the Integrated Basic Education and Skills Training (I-BEST) project, which combines ESL, ABE, and workplace training through the use of paired ESL/ABE and vocational instructors in each classroom. The curriculum integrates basic skills competencies with technical skills. Findings show that compared to traditional ESL students, students in I-BEST "earned five times more college credits and were 15 times more likely to complete workforce training" (p. 2). Similar to Prince and Jenkins (2005), these findings may help to guide the design of TELL programs The report focuses on the 10 most successful I-BEST implementations. Although the authors claim that students completing the I-BEST program will continue to need ESL services after completing the program, its success across the three types of education demonstrates that it is not necessary for a student to "complete" ESL before receiving other educational services. This suggests that transition may be as much about *parallel* services (as a superior model for students transitioning to academic or vocational programs) as it is about *serial* services. This integrated curriculum may prove to be a good model for transition programs in its support of ESL students as they learn academic content in ABE programs.
31	• Related to Wrigley (1994) • Research/evaluation • Transition • Evaluation • Curriculum • Collaboration • Program model • ESL	Wrigley, Heide Spruck. 1995. *Coordination, cohesion and continuity: Learner transition in Arlington*. Arlington: Arlington County Public Schools. This report, which is a later version of Wrigley (1994), describes a model used by the Arlington Adult Learning System (AALS) for transitioning adult ESL learners. The model is based on a collaborative arrangement among several service partners that effectively links community-based organizations, adult schools, job training programs, and higher learning institutions into one coherent system for students to transition through

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		seamlessly. Positive outcomes and impacts of the model on the service partners and on the learners were observed, and crucial elements for a successful collaboration model were identified, as well as challenges faced and implications of this model for the field of adult education. Other TELL programs may be able to replicate this model to form their own successful collaboration system; however, the model will need to be evaluated in different regions with different groups of service providers and ELL learners to determine its effectiveness outside this setting.
32	• Concept/theoretical • Transition • Assessment • Program models	Wrigley, Heide Spruck. Forrest P. Chisman, and Danielle T. Ewen. 1993. *Sparks of excellence: Program realities and promising practices in adult ESL*. Southport, CT. Southport Institute for Policy Analysis. This report, a supplement to ESL and the American Dream, a policy project funded by the Lila Wallace Foundation, describes the challenges faced, promising approaches being used, and strategies that can be used in transitioning students beyond ESL. It also speaks to issues related to testing and assessment, staffing, and meeting the needs and goals of adult ESL learners. The section of the report focused on transition will be of particular interest to TELL programs. It briefly describes several programs that show promise in reducing barriers and promoting transition and lists a number of general strategies to promote transition beyond ESL classes. While the information may still be useful, this report was written over a decade ago. Further investigation is needed to determine whether the promising approaches and programs described in the report still exist and what outcomes and impacts the programs and approaches have had over the last decade.
33	• Research/evaluation • Transition • Evaluation • Curriculum • Collaboration • Program model • ESL	Wrigley, Heide Spruck. 1994. *Meeting the challenges of transition: Perspectives on the REEP/AALS transition project*. Washington DC: Department of Education. This report was written as part of an external formative evaluation of the Arlington Adult Learning System (AALS) transition program. The program had established a partnership between the Arlington REEP adult school, Marymount University, and Hogar Hispano, a community-based organization located in Virginia. The program created and put into action a transition curriculum and set up transition classes to link the partner programs. Results from the first-year evaluation show promising practices and various program accomplishments. This report also provides a look at program challenges, student views, and recommendations for program

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		improvement. Other TELL programs may be interested in establishing a transition model similar to the one AALS has employed. They may also be interested in the recommendations made in the evaluation. While these recommendations are aimed at improving this specific program, some of them might be applicable and adaptable to other TELL programs. It would be important to assess the long-term outcomes and effects of this program on learners and to determine whether any of the recommendations were adapted, and if so whether they were useful or not. A later version of this report focused on coordination, cohesion and continuity.
34	• Concept/description • ESL • Community college profiles • Program transition efforts	Zachry, Elizabeth M., Emily Dibble, Sharon Seymour, Suzanne Leibman, Sandy Ares, Beth Larson, and Pamela Ferguson. 2007. Torchlights in ESL: Five community college profiles. New York: Council for Advancement of Adult Literacy. This text is a companion to Chisman and Crandall's (2007)[118] Passing the Torch. It provides detailed profiles and statistics for each of the five institutions included in the study, including the types and scopes of programs offered and brief evaluations of their effectiveness. The profiles explicitly describe program efforts to transition learners within and among programs and institutions, and to evaluate the effectiveness of the programs by the numbers of students transitioned and their success in target programs within the same institution. This text is useful in providing detailed accounts of several transition systems, but it is most useful when read in conjunction with *Passing the Torch*, which synthesizes the information about the various programs and draws conclusions based on this synthesis.
35	• Research • Transition • College • ABE • GED • Career pathways • College prep • ESOL models	Zafft, Cynthia, Silja Kallenbach, and Jessica Spohn. 2006. *Transitioning adults to college: Adult basic education program models.* Cambridge, MA: National Center for the Study of Adult Learning and Literacy, Harvard Graduate School of Education. This paper presents the findings of a research study aiming to identify the various models for adult transition programs from ABE to college. The authors discovered five models: advising, GED-Plus, ESOL, Career Pathways, and College Preparatory. They describe each model, accounting for each one's strengths and limitations, and discuss how the models address common challenges, like providing counseling to students and closing the education gap. Though many of the program models

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[118] Chisman, F., & Crandall, J. (2007). Passing the torch: Strategies for innovation in community college ESL. New York: Council for Advancement of Adult Literacy. Retrieved December 7, 2007, from www.calusa.org/eslpassingtorch226.pdf

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		include ESL students, the paper also deals with transition programs for this group separately. However, the discussion of the ESOL model is limited to transitions to postsecondary settings and does not discuss how this model helps students who want to immediately transition to the workplace. Based on findings from the small sample of programs examined, the authors conclude that the benefits of these programs to students and the communities which house the programs outweigh the tasks of implementation. States and institutions considering transition models will find this document to be a useful resource.

Somewhat Relevant

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#	**Emergent Themes**	***Somewhat* Relevant Literature**
1	• Concept/theoretical • Immigrant ELLs • International • Australia • Adults • New language • Language proficiency • Learning pace • Labor adjustment programs • Policy • Competencies	Allender, Susan Chou. 1998. Australia's migrants and refugees: opening the door to lifelong learning. How adults learn a new language. A paper presented on *How Adults Learn*, an international conference held at Georgetown University Conference Center, Washington, DC, (April 6) http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/25/9c/6c.pdf. This report examines adult education for immigrants and refugees in Australia by looking at the nation's immigrant program and the challenges adult learners face. It also examines the policies, programs, and services related to adult second language learning. The author provides a breadth of information about the structure of the Australian adult education system for ELLs that is important for consideration in the further development of the American system for serving its ELL population. Unlike the U.S., Australia has a national curriculum, standards, assessments, and measures that allow learners to take ESL classes anywhere in the country. The learners are divided into three main categories: 1) language proficiency level (stage), 2) their learning pace (band), and 3) their needs and goals in learning English (learning goals). Within learning pace are further subdivisions into Band A learners, who have limited education or literacy in their native language, Band B learners, who have some learning strategies or literacy, and Band C learners, who have a high level of learning in their native language. Of particular note in the research reviewed by the author is the use of "Labour Adjustment Programs" (p. 8) in Australia, which retrained older adults with limited oral English ability and no literacy skills to read and write through year-round study of English and vocational skills. Additional research relevant to the American ELL population include the curricula, instructional strategies, and program models for the Band A learners (what the U.S. terms pre-literacy or low-level literacy learners), such as contextualized learning, a focus on the learners' experiences and cultural backgrounds, and the development of formal learning skills. Program models are based on "differentiation, flexibility and continuity" (p. 12), and policy at the national level allows free tuition for adult ESL classes for up to 3 years for immigrants; national benchmarks are under development (at the time of this writing) to measure not only learner progress, but also to measure achievement "more finely in terms of actual competencies gained" (p. 13).
2	• Concept/theoretical • Curriculum	Australian National Training Authority. 1997. *Better training:*

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#	**Emergent Themes**	***Somewhat* Relevant Literature**
	• Role of language and literacy • Vocational education • Numeracy • Context-based ESL • Workplace • Training model • English literacy	*Addressing English language, literacy, and numeracy in vocational education and training* [and] *A directory of professional development programs and resources*. Brisbane: Australian National Training Authority. This document is intended for trainers and curriculum developers, and emphasizes the roles of language, literacy, and numeracy in vocational education. The document is comprehensive, and uses examples from real workplace training manuals to illustrate techniques that are and are not appropriate for low-literacy trainees. Though the text describes language and literacy and addresses the needs of ELLs entering the workforce, this information is presented in the context of providing job training. This document might have some value for a TELL curriculum or program focusing on context-based ESL that combines workplace and academic literacy. As a training model, it may also benefit trainers who integrate English literacy and numeracy in TELL practice (or vice versa), given the role and importance of academic English in understanding mathematics.[119]
3	• Research/literature review • Literacy, numeracy and language education • Teacher skills • Program strategies • ESOL	Benseman, John, Alison Sutton, and Josie Lander. 2005. *Working in light of evidence, as well as aspiration: A literature review of the best available evidence about effective adult literacy, numeracy, and language teaching*. Auckland, New Zealand: Tertiary Education Learning Outcomes Policy Group. Benseman, Sutton, and Lander have compiled a literature review that collects, distills, and synthesizes the best research on literacy, numeracy, and language (LNL) education. They draw several conclusions from the studies they have included regarding the skills teachers need; the types of curricula that engender success; the structure, intensity, and amount of instruction needed to make gains; the assessment needs of LNL classes; and the programmatic strategies needed to recruit and retain students. These conclusions are strengthened by the inclusion criteria, which discriminated among over 500 articles by type of study, sample size, and rigor. The section on ESOL findings is particularly relevant to TELL, as it emphasizes the diversity of adults in ESOL programs and the features of effective ESOL programs and classes.

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[119] Word problems may be hard to solve for students who are not sufficiently proficient in English. Also, issues regarding how certain practices should be implemented are of concern. For example, is it general practice to integrate English literacy and numeracy into TELL practice, or is TELL practice often integrated into English literacy and numeracy instruction? A lack of "system" within TELL blurs both issues.

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4	• Research • Writing skills • Developmental program • Student blogs • Generation 1.5	Bloch, Joel. June 2007. Abdullah's Blogging: A generation 1.5 student enters the blogosphere. *Language Learning & Technology*, 11, No. 2, pp. 128–141, http://llt.msu.edu/vol11num2/Bloch/default.html.
		The author presents one student's experience in a developmental composition class for ESL students at Ohio State University in blogging to developing critical writing skills as a portal for understanding the usefulness of blogs. The composition course was designed to include blogging for "vernacular literacy" (p. 2) and to support classroom writing for "more academic forms of writing" (p. 2). Rhetorical styles of students were analyzed by the instructors to determine the students' strengths and weaknesses, while the students learned content and spent considerable time reading, writing, and analyzing each other's arguments. This effort was geared specifically toward the Generation 1.5 student, who typically has stronger oral language skills but more varied writing skills and has little experience with academic or critical writing. Of interest for the TELL project is the description of Generation 1.5 students, who comprise a heterogeneous mix of languages, literacy, economic and social status, culture, family background, and number of years of education in the native country and the U.S., and how the blog environment can build bridges with students with diverse backgrounds. While this study is specific to one course and group of students and cannot be generalized to the broader Generation 1.5 population or other ELLs, the project exemplifies the flexibility available to ESL and content-area teaching staff to provide instruction in critical writing skills to students with a basic grasp of English, providing them opportunities for self-reflection, knowledge creation, and authorship through writing
5	• Evaluation/research • Vocational education program • Previous learning experiences • Worker-centered curriculum • Participatory curriculum • Critical literacy • Learner-centered approaches	Boyter-Escalona, Margaret. 1995. *Enhancing workers' skills for the workplace and for life. Worker Education.* Program Final Report, May 1993—March 1995. Chicago: Northeastern Illinois University, Chicago Teachers Center.
		This report describes the outcomes of a vocational education program for LEP workers in Chicago. The report cites several positive outcomes for the companies, union, and workers involved, including greater job competency, increased self-confidence, and better communication with management. This program was adapted to the participants' attitudes toward and experiences in education prior to entering. For example, workers reported that large class sizes had caused them to drop out of adult education in the past, so classes in the study program were limited to 15 students. A worker-centered approach was also evident in the curriculum

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		which was developed with input from workers and which included discussions of workers' "importance in the production of goods for market distribution and issues in the American work culture" (p. 29). These approaches are consistent with Auerbach's (1992) idea of participatory curriculum development and Corley's (2003) argument for critical literacy, in which students learn not only skills but also thinking styles that critically examine their roles in institutions and cultures. Though this program is not designed to transition students, the findings support the success of learner-centered approaches in achieving program and learner goals, and are therefore important elements to consider in designing TELL programs.
6	• Research • Career pathways • Low-skilled adults • Career • Access • Program strengths • Systematic challenges	Bragg, Deborah, Christine Bremer, Marisa Castellano, Catherine Kirby, Ann Mavis, Donna Schaad, and Judith Sunderman. 2007. *A Cross-case analysis of career pathway programs that link low-skilled adults to family-sustaining wage careers*. MN: National Research Center for Career and Technical Education. This report details a study of three career pathway programs designed to provide low-skilled adults access to careers. The methodology used is similar to that of TELL, beginning with a literature review, followed by the identification of programs in consultation with experts. Its findings are critical to understanding effective transitions for ELLs, given that ELLs make up a significant proportion of adults enrolled in these programs and given that the ability of these programs to transition adults within and among institutions is essential to their success. This report identifies the strengths of these programs in facilitating these transitions as well as the systemic challenges they face.
7	• Research/intervention • Effects of reading • High school • Achievement test • English language development program • Readiness for transition • Academic reading and writing • Secondary education policy	Callahan, Rebecca M. 2006. The intersection of accountability and language: Can reading intervention replace English language development? *Bilingual Research Journal, 30*(1). This study examined the differential effects of a reading intervention program and an English language development program (ELD) on achievement test scores of ELLs attending a California high school. Students in the ELD cohort earned higher scores than students in the reading intervention program. This study provides evidence of the need to consider more than reading level in determining ELLs' readiness for transition and that instruction and academic language require writing, listening, and speaking components. The research is somewhat limited in its applicability to TELL, however, because of its emphasis on the context of California primary and secondary education policy. However, it might prove beneficial

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		in a context of larger discussions about issues of accountability regarding the transition of adult ELLs to ABE or other academic reading and writing.
8	• Concept/theoretical • Community college • Adult ESL • ESL programming in community colleges • Trends	Crandall, JoAnn, and Ken Sheppard. 2004. *Adult ESL and the community college*. CAAL Community College Series. New York: Council for Advancement of Adult Literacy.
		Crandall and Sheppard identify the types of adult ESL programs offered by community colleges and the challenges the schools face in implementing them. They conclude by calling for more research on the roles of community colleges in delivering these services. The paper is based on evidence obtained from existing data, interviews conducted by the authors, and meetings with specialists. The authors claim that "this paper is not a research paper as such, but rather a kind of primer that looks at some of the key issues in community college ESL programming" (p. 5). The report is useful in understanding recent trends in TELL, given that it addresses learner and institutional characteristics, types of programs and services offered, and challenges in implementing effective programs. The authors offer examples of ways in which community colleges are addressing these challenges. An appendix contains detailed profiles of five community college ESL programs. Although this paper does not represent a systematic and extensive research effort, it is a preliminary report designed to inform future research, and it may well have some import for TELL-related issues.
9	• Concept/theoretical • Professionalization • Adult ESL instruction • In-service professional development • Workforce • Program models	Crandall, JoAnn. 1994. *Creating a professional workforce in adult ESL literacy*. Washington, DC: National Center for ESL Literacy Education.
		In this ERIC Digest, Crandall identifies the challenges to professionalization of the adult ESL workforce and proposes three models that can be adopted to overcome these obstacles—mentoring, in which experienced teachers participate in in-service professional development; applied science, which links practice with research; and inquiry, which trains teachers to reflect critically on their practice. Crandall provides examples of programs using each of these methods, but, as is standard with ERIC Digests, there is limited room to expound on their impact on instructors or students. Crandall contends that "The fundamental duty of a teacher of adult ESL is to facilitate the development of communication skills in English, either in a classroom setting or in a one-on-one tutoring structure" (p. 1). The discussion has implications for TELL practice, especially with regard to TELL teacher instructional conduct.
10	• Research	Cumming, Alister, and Gill Jaswinder. 1991. *Learning ESL*

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	• International • Learner-centered curricula • ESL literacy • Women	*literacy among Indo-Canadian women*. Final Report. Ottawa: Department of the Secretary of State, Multiculturalism Directorate. This report provides findings from a study of participation in an ESL literacy program by women from the Punjab state in India. Consistent with movements for learner-centered curricula, as emphasized by Auerbach (1992) and Savage (1993), curricula for this project were determined by instructors with input from students and from the researchers. The outcomes for the participants included increased English usage and literacy. While the study does not focus on transition to further education, and the sample size (13) is small, the findings support the use of a learner-centered approach for TELL programs.
11	• Concept/theoretical • ESL writing • Historical overviews • Comparative analysis • Educational strategies • English as L2 • Literacy • Program Development • L2 instruction • L2 programs • Teacher role • Writing instruction	Elliott, Norbert, Jerry Paris, and Janet Bodner. 1990. *The teacher of writing in the ESL curriculum.* ERIC, ED3223762, http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/22/5a/80.pdf. Elliott, Paris, and Bodner connect writing instruction to ESL instruction through shared ideologies, supported by historical overviews of movements in both fields. The authors propose four levels of ESL competency based on levels of writing competency relevant to academia. These levels are useful in framing transition policies, as they proceed from basic to discipline-specific competencies. The authors claim that this approach has been successful at New Jersey Institute of Technology, but they do not provide any evidence of this success or describe what form it took (e.g., improved student GPA, higher student satisfaction, etc.). ESL writing is an important TELL topic, so knowledge of the proposed four levels of ESL competencies can help researchers conceptualize findings on ESL writing practices conducted in TELL programs.
12	• Concept/theoretical • State • ESL program standards • Adult ESL • Education goals • Vocational goals • Personal goals	Fadden, Holly. 2000. *Maryland adult English as a second language program standards*. Baltimore, MD: Maryland State Department of Education. The Maryland State Department of Education Adult Education and Literacy Services produced this document to outline the state's adult English as a second language (ESL) program standards. Its mission is to provide skills to students and to assist them in achieving educational, vocational, or personal goals. The document provides eight guidelines to improve the adult ESL program: program structure; administration and planning; curriculum, instruction, recruitment, intake, and orientation; retention and transition; assessment, evaluation and educational gains: staffing: professional development and

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		staff evaluation; and support services. Program standards and instructional standards facilitate consistency in program operation. Such consistency can aid program evaluation efforts, especially those designed to assess practices to implement large-scale change or to ensure accountability. One limitation of program standards is that they sometimes promote the one-size-fits-all axiom, which can have implications for instructional practice and even student retention; this applies especially to states with geographic "pockets" of students from varied cultural, educational, and linguistic backgrounds, where students would be well served by more differentiated programming. This document has value to TELL, especially with regard to ESL program development.
13	• Concept/theoretical • Teacher reflective practice • Adult ESL	Florez, MaryAnn Cunningham. 2001. *Reflective teaching practice in adult ESL settings*. Washington DC: National Center for ESL Literacy Education.
		This article describes teacher reflective practice as an approach to professional development for adult ESL teachers. The author enumerates the key steps in the reflective process, including benefits and challenges. She suggests this approach as a practical option for programs with limited resources for training, but she cautions that this approach requires commitment and time because of the ongoing nature of the reflective process. Practitioners in TELL programs may find the reflective process useful in helping them expand their knowledge and refine their practice on an ongoing basis; however, Florez's article presents a limited view of reflective practice and utilizes a rhetorical style that blurs the line between a research report and a concept paper. For example, Florez describes, in four sentences, a decontextualized situation in which a person she calls "teacher A" participated in a workshop that fostered reflective teaching practice and began compiling a portfolio. Because Florez provides the reader with absolutely no other information about this situation, it is difficult to determine whether the situation Florez describes is a valid exemplification of concepts she tries to describe, namely reflective practice. Also, the value of the sources the author uses is limited in that they merely describe reflective practices, and she fails to mention the researcher who pioneered the notion of reflective practice in education (Schön 1983).[120] A full deliberation on the notion of reflective practice as a metacognitive activity would have provided greater depth for the reader as well as a context for conceptualizing reflective practice. This document can be used to show that there is prevailing support for reflective teaching

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[120] Donald Schön. The Reflective Practitioner 1983.

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		practice but that more research is needed to clarify the effectiveness of reflective practice in an adult ESL context.
14	• Research • Meta-analysis • Bilingual programs • English-only programs • Literacy • Second language learners • Principles	Francis, David J., Nonie Lesaux, and Diane August. 2006. Language of instruction. In *Developing Literacy in Second-language Learners*: *Report of the National Literacy Panel on Language Minority Children and Youth*, ed. Diane August and Timothy Shanahan, 365–414. Mahwah, NJ: Lawrence Erlbaum Associates.
		Francis, Lesaux, and August conducted a meta-analysis of literature comparing bilingual and English-only programs, and their findings favor bilingual over English-only programs. The oldest group of students included in the study is ninth-graders. The authors are careful to qualify their meta-analysis in light of the quality and quantity of research available and suggest that more careful, representative, and rigorous studies be conducted to arrive at a more accurate conclusion regarding the differential effects of language of instruction. The underlying principles the authors describe are valuable to TELL, but their applicability is limited because all but two of the studies included in the meta-analysis were conducted in primary education settings in which instructional strategies and learner characteristics differ from those in secondary and adult education. A similar study done with adult English language learners might benefit TELL. However, a paucity of adult ESL research limits the effectiveness of options available for research, including meta-analyses, in this field.
15	• Concept/theoretical • Policies • Programmatic • Teacher training • Assessment • Support services • State • Community college	Frodesen, Jan. 2006. *ESL students in California public higher education*, pp. 1–91. Sacramento, CA: California Community Colleges.
		The California Community College Board of Governors raised questions concerning ESL programs and the support they offer their students. They found inconsistencies in assessment, placement, available support services, counseling, and tutoring. They also found some students identified themselves as ESL learners, while others sometimes denied being ESL students to avoid being stigmatized. As a result, there were students who needed but were not receiving help. In addition, those who did receive help were not provided with the most adequate services due to a lack of understanding of students' needs and a lack of funding. This report suggests examining the support being provided to ELLs in transitional programs and finding ways to improve it, providing instructors with education websites as resources for instruction, and developing the skills of ESL coordinators to assist students. The findings also reinforce the need for TELL programs to implement ongoing assessments of student needs and placements.

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#	Emergent Themes	*Somewhat* Relevant Literature
16	• Research • Correlation study • Adult ESL • ABE • TABE • CELSA • ELSA • TELL • Assessment • Curriculum	Garreton, Rodrigo, and Dennis Terdy. 1991. *Correlation study of adult English as a second language (ESL) and adult basic education (ABE) reading tests.* Adult Learning Resource Center, Adult Education and Literacy Section, p. 86. Des Plaines, IL: Illinois State Board of Education, Springfield. In a comparison of test results for adult education ESL students on three different tests—ELSA (now called CELSA), ABLE, and TABE—the authors find that the TABE has a strong correlation to the CELSA, although not at the level of predictability. TELL may benefit from understanding which assessments best predict the ability of ESL students to learn in ABE classes based on their scores on tests approved for use in the adult education field; however, this study does not clearly show that an ABE test can be used in lieu of an ESL test,[121] and the tests do not address learning achievement for the lowest literacy learners. Nonetheless, the study's authors conclude that there is high enough correlation to suggest that the higher-level ESL students are potentially ready for ABE class work and that this calls for development of "parallel programs" that introduce the ABE curriculum to ESL students earlier in their coursework. This supports the need for TELL with clear routes of transitioning from ESL to ABE.
17	• Research synthesis • Concept/theoretical • Effective practices • Instructional practices • Multi-vocal approach • ESL • Learning environments • Professional workgroups	Gersten, Russell, and Scott Baker. 1999. *Effective instruction for English-language learners: A multi-vocal approach toward research synthesis.* Paper presented at the Annual Meeting of the American Educational Research Association, April 19–23, in Montreal, Quebec, Canada. This paper attempts to assess what is currently known about the effectiveness of instructional practices for ELLs. The authors examine eight intervention studies (only those with valid experimental designs), studies describing the learning environment, and professional work groups. The authors find little empirical evidence regarding the effectiveness of instructional practices. Their findings indicate, however, that a good English language development program should include three components, all of which are critical to TELL: (1) a focus on the development of fluency and proficiency in English; (2) a concern with more formal, grammatical aspects of English; and (3) an emphasis on learning new academic content.
18	• Concept/theoretical • Monograph • Academic integration • Occupational	Grubb, Norton, Norena Badway, Denise Bell, and Eileen Kraskouskas. 1996. *Community college innovations in workforce preparations: Curriculum integration and tech-prep.* Mission Viejo, CA: League Publications.

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[121] To be valid, a test needs to be normed on the population with which it will be used. This means that ABE tests should not be used for ESL students unless the ABE tests have been normed on ESL students.

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#	Emergent Themes	*Somewhat* Relevant Literature
	education • Community colleges • Tech-prep programs • Program administration • Workforce	This monograph describes the integration of academic and occupational education and the linking of high schools and community colleges through tech-prep programs. It examines the various approaches that have been taken within both of these innovations and the effects of these programs on the learners, teachers, and community college population. Benefits of these innovations include enhanced content of the curricula, better preparation for the workforce, and better preparation for higher education programs. TELL program administrator may be interested in seeing the various approaches that curriculum integration and institutional collaboration have taken. They may be able to adapt some of these approaches to suit the specific needs of ELLs since both innovations are versatile and adaptable to differing goals and local conditions.
19	• Research/evaluation • Project • CALP • ESL • Content-area instruction • Career exploration • CALA • Experiential learning • Content-based approaches	Guadalupe, Deana R. 1993. *Cognitive academic learning approaches through ESL content area instruction with career exploration strategies. (Project CALA): Final Evaluation Report, 1992–93.* Office of Educational Research (OER) Report, p. 43. Brooklyn, NY: New York City Board of Education. This evaluation report shares objectives and outcomes of low-performing high school students (grades 9–12) who are non-native English language learners. The report emphasizes experiential learning, a content-based approach to ESL, and career education. Guadalupe blends cognitive academic learning approaches (CALA) with content area instruction (CAI), which has some relevance for TELL in terms of differentiating research methods to shed light on effective practices. Although results showed that ESL students had gains in English language learning and high rates of continuation to postsecondary education, there is little in the way of analysis (descriptive or otherwise) of the program to show how it met its objectives or whether these practices are transferable to other programs. The project implementing the program was funded through Title VII funds of the NY Office of Research, Evaluation and Assessment (OREA).
20	• Research study • Professional development • Assessment • Support services • Technology • Adult education program • Programmatic responses • Promising practice	Guth, Gloria J.A. and Heide Spruck Wrigley. 1992. *Adult ESL literacy programs and practices: A report on a national research study.* San Mateo: Aguirre International. This technical report is based on a national demonstration project focused on promising programmatic responses and promising practices in adult ESL literacy. Information was gathered from a variety of sources, including a literature review, but was based primarily on program visits and classroom observations of nine innovative programs that were selected from the project's nomination process. Promising practices were identified as those that were supported by the

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		research literature on second language acquisition, literacy development, and adult learning. Principal findings and recommendations cover the areas of effective practices, program staffing, staff development, assessment, support services, technology, and funding. TELL programs may benefit from the findings of this report by becoming more familiar with innovative practices that speak directly to the needs of students with low levels of literacy in their native language. Although the report does not speak specifically to the issue of transition, several of the recommendations for building successful program models for this population could be adapted. It is important to note, however, that this report was written over a decade ago and new research may be available that discusses additional effective practices.
21	• Research • Attaining proficiency • BICS and CALP • School district • ELLs • K–12 • Policy implications	Hakuta, Kenji, Yuko Goto Butler, and Daria Witt. 2000. *How long does it take English learners to attain proficiency?* Santa Barbara, CA: The University of California Linguistic Minority Research Institute, http://repositories.cdlib.org/cgi/viewcontent.cgi?article=1001&context=lmri (accessed November 29, 2008).
		This paper focuses on the question of the length of time it takes for ELLs to gain oral English proficiency and academic English proficiency. The authors studied four different school districts to answer this question and then used their conclusions to make policy implications. This work is beneficial to TELL in that it provides a framework for showing programs information about time frames for helping ELLs gain proficiency, and this can help refine programming policies. The authors caution, however, that the actual length of time may be longer than they estimate because of limitations of their data, which was collected from elementary and secondary schools. The length of time that adults require to gain language proficiency may differ from that of children, and this information is critical especially for adult ESL programs in K–12 school districts. This paper was prepared as a policy report and is likely intended for policymakers.
22	• Research/evaluation • Language camp • ESL • Receptive skills • Reading and writing • Content instruction • Motivation • Perception of improvement	Hashim, Fatimah, and Vishalache Balakrishnan. 2006. Language immersion for low proficiency ESL learners: The ALEMAC project. *The Reading Matrix*, no. 6 (September), http://www.readingmatrix.com/articles/hashim_balakrishnan/article.pdf.
		This paper describes a language camp designed to help improve the English language proficiency of ESL learners. The focus of the camp was on increasing learners' receptive skills for reading and writing and not on content instruction or grammatical perfection. Results from the camp reveal that it

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		had a positive impact on learners' perception of their improvement and motivation. It also indicates a positive impact on teachers' understanding of ESL learners and their needs. This program demonstrates promising results in engaging the receptive skills of ESL learners. Although this program was developed and geared toward elementary students, it can be useful to TELL programs that deal with ELL learners who have an extremely low proficiency level. TELL programs for adults would need to modify and adapt the activities for adult learners, which may produce different results. This article appears in an international online professional journal geared toward educators.
23	• Concept/theoretical • GED • Postsecondary • Transitions • ESL	Joost, David. 2007. You can't push a chain: Dos and don'ts for successful postsecondary program GED completer transition. *Literacy Links* 11, no. 1 (April 2007), http://www-tcall.tamu.edu/newsletr/apr07/apr07c.html.
		According to David Joost, director of the largest provider of adult education in Texas, adult education programs should be student centered, and adult education providers can engage adult learners and help them transition to college by taking into account the unique characteristics of these learners. Joost provides a list of adult learner characteristics that are based not on research, but on professional wisdom gained from his 15 years in the field of adult education. His aim is "to educate 'the regular college' regarding the characteristics of adult learners and how to more effectively facilitate their entry into college" (p. 6). Although his list may have some value to pre-service ESL teachers entrusted with the task of helping students transition from ESL to ABE or ASE, it may appear redundant for veteran ABE-ESL teachers who are familiar with the adult education/adult ESL context, but who might need some guidance in transitioning students into academic reading and writing. In addition, in assigning these characteristics, Joost assents to the "one-size-fits-all" generalized notion of the adult learner, ignoring potential implications of demographic differences (e.g., ethnicity, language, gender, age grouping). Overall, his article is a simple narrative of efforts in one state: Texas. Joost focuses on the peculiarities involved in transitioning students from one arena to the next, some of which may be transferable to TELL practice. However, what he offers are general suggestions for teacher consideration and potentially for institutional practice, with no specific guidance regarding how his suggestions might be incorporated into practice in the contexts he describes.
24	• Research • International • ESOL	Kambouri, Maria, Inji Toutounji, and Hazel Francis. 1996 Where *next? Drop out and progression from ESOL provision*.

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	• Drop out • Tutors • Preventative measures • Curriculum • Research • International • Programmatic & administrative structures • Student characteristics • Retention • Advancement • Assessment • Placement • Curriculum	London, England: Basic Skills Agency. This study, conducted in England and Wales, investigated dropout and progression in English for Speakers of Other Languages (ESOL). The authors found that students were more likely to dropout from non-intensive courses than intensive courses. Students who were interviewed and placed at the appropriate level were less likely to dropout. Reasons for dropping out included leaving the country, inconvenient class times, lack of motivation, difficulty in class, and personal reasons. Students' tutors were either not aware of the reasons students dropped out, or had inaccurate information. TELL teachers need to be aware of dropout reasons to take preventative measures. In addition, the study highlights the importance of appropriate placements and a rigorous curriculum for students in transitional programs.
25	• Research • Professional development • State • Adult ESL educators • Critical literacy • Participatory approaches • Assessment	Kessler, Carolyn, Barbara Cohen, and Rachel Walsh. 1996. Classroom interaction for adult literacy. Paper presented at the International Conference on Teacher Education, June 30–July 4, in Netanya, Israel. This paper presents the results of a study that assessed the effectiveness of professional development programs for adult ESL educators in Texas. These programs varied in format, but their content was in line with the Indicators of Program Quality adopted by the Texas State Plan for Adult Education and Literacy. The programs used the critical literacy and participatory approaches. Results of the assessment indicate that participants found the programs to be very useful and that significant attitudinal changes took place in favor of a participatory approach in the classroom. The types of professional development programs discussed in this paper can be extended to educators in TELL programs interested in using critical literacy and participatory approaches. However, for these programs to be replicated elsewhere, specific program descriptions, which were not provided in this paper, would need to be obtained. Further, it would need to be tested to demonstrate whether these programs can be applied beyond the Texas population. Finally, the effect that this professional development has on the classroom and not just on the teachers would need to be examined.
26	• Concept/theoretical • Whole language • ESL • ELL • Natural approach • Methods • Motivation • Teacher strategies	Lems, Kristin. 1995. *Whole Language and the ESL/EFL Classroom*. Washington DC: U.S. Department of Education. This article discusses use of both the whole language approach as well as the natural approach for teaching adult English language learners (ELL) while learning a topic of interest. The discussion is supported by the research of Kenneth and Yetta Goodman. The natural approach, by Krashen and Terrell, is

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		similar to the whole language approach and is also discussed in this article. In this approach, the student chooses a topic to learn and then reads and writes about it. Students can read aloud, and can listen to each other. This method of learning is effective because the student is developing language arts skills while maintaining motivation. Teachers may utilize materials from outside of the classroom, such as prescription bottles or recipes, to teach reading, but the problem with these materials is that they are sometimes hard for teachers to provide. The article notes that this method of learning may be difficult for adults not used to this less-structured, unconventional method and that expectations may not be clearly defined. The National Reading Panel (NRP) report (2000) emphasizes five research-based components of reading that have proven to be more effective than the whole language approach.
27	• Research • Evaluation • K–12 • Middle school • State • Minority students • ESL • Program enhancements • Transitional bilingual • Mainstreaming • Staff development • Professional development	Liberty, Paul. Nov 1998. *Title VII reforms: Rethinking education for minority students. E*valuation report, 1997–98. Publication Number 97.19. Office of Program Evaluation. Austin, TX: Austin Independent School District. REFORMS project funding expanded the ESL program at a middle school in Austin, Texas, and this report analyzes findings from the first year of the two-year enhancement of the existing ESL program. Results of the enhancements are mixed. For example, students showed higher retention and GPAs, along with higher disciplinary action and greater retention compared with other students in the same grade. Gains on test scores for students were mixed by grade and content area, and it is unclear whether students were better prepared by the transitional bilingual classes for mainstreaming in the coming years. However, the participation rate of teachers in staff development opportunities is significant, including 92 percent ESL teacher certification and a large number of teachers involved in "Action Research" in the classroom. The PD model provided in this report offers an approach to teacher training for those working with ESL, minority, and general population students and may have some value to TELL if adequately modified for adult learning populations.
28	• Concept/theoretical • ESL • Speech programs • Oral practice • ESP/ESL • Glass ceiling • Video	Migliacci, Naomi. 2000. Ouch! Or ESL and the glass ceiling. Paper presented at the TESOL 34th Annual Convention, Vancouver, Canada, (March 16). The author discusses the lack of attention to the glass ceiling by ESP/ESL programs and courses. She suggests showing ESP/ESL students videos of how the glass ceiling can affect them. To better assist the students' understanding, she suggests having the appropriate speech modeled in the video, and including interactive lessons. She also suggests students

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		speak up in oral presentations, class discussions, and group and paired work, as this will help them be prepared for post-graduation situations. She indicates that students need to be educated on how to confront the glass ceiling for minorities. Some of the strategies she suggests, such as using videos with interactive lessons and having students actively engaged in discussions, may be useful in TELL programs. Practicing the language may help students feel more comfortable in ABE classes and encourage them to ask questions when they do not understand the content.
29	• Research • K–12 education • ELL program models • Transitional bilingual education • Newcomer programs • Sheltered instruction • Bilingual education • Two-way immersion • National policy • Culture • Cultural pluralism	Mikow-Porto, Victoria, Stephanie Humphries, Paula Egelson, Debra O'Connel, and John Teague. 2004. *English language learners in the southeast: Research, policy & practice.* Greensboro, NC: SERVE Center at the University of North Carolina at Greensboro.
		This descriptive paper covers the history of national policy, current research, and examples of practice as they relate to quality education for elementary and secondary ELL students. Although focused on the school-age population, the report is relevant to the adult TELL programs, which require supportive policies at the national, state, and local level; instructional practices that are research-based; teacher training for high-quality instruction and ongoing professional development; assessments and accountability to ensure that learners are progressing; and clear processes for placing students in the ELL program and then transitioning them to mainstream classes. Additionally, the paper describes the different existing program models for ELLs, including transitional bilingual education, newcomer programs, sheltered instruction, ESL/ESOL, bilingual education, and two-way immersion. Research on the young ELL population points to bilingual programs as surpassing traditional ESL or English-only programs, but regardless of the type of program, students need years of continued education beyond what most elementary & secondary and adult systems currently provide. Although the research captured here is not as thorough as in some other papers (see Sherow 2006) or geared toward the adult ELL population, it provides a snapshot of what the state of ELL instruction looks like across the U.S. today, especially in certain states.

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30	• Research • Linguistically diverse • Culturally diverse • Program practices • ESL • Instructional practices	Montone, Christopher L. 1994. *Teaching linguistically and culturally diverse learners: Effective programs and practices*. Presented at The National Center for Research on Cultural Diversity and Second Language Learning, Santa Cruz, CA, (June 28–30).
		This article summarizes the findings of a session in 1994 by The National Center for Research on Cultural Diversity and Second Language Learning. The author notes that teachers should be culturally responsive to their students' needs and present materials that are relevant to their lives. Instructional practices identified include: use of interactive journals, reading alone or with peers, listening to others read, and discussing written work. He also notes the need for student assessments to meet their individual needs, and for bilingual education to promote student understanding. As ESL students transition to ABE, GED and postsecondary education, it may be necessary for teachers in these programs to support students in a variety of ways. Understanding the students' individual cultural backgrounds will enhance teachers' support and should be a focus of professional development. The instructional practices identified in the article also may be of value to teachers
31	• Concept/theoretical • Professional development • ESL • ESL instructors • Funding • Policy • Effective practices	National Center for ESL Literacy Education. 2002. *Professional development and adult English language instruction*. Washington DC: Office of Vocational and Adult Education (ED).
		This article discusses the need for professional development for adult ESL instructors and the challenges associated with implementing professional development, as well as some promising practices for increasing practitioner knowledge. The article presents the lack of funding for professional development as the major impediment to making it available for instructors, yet the brevity of the discussion on effective practices does not allow the reader to determine which professional development models are most effective or which populations of students and teachers or program models they are most useful for. For policy makers, administrators, and TELL practitioners concerned with professional development the article is a good starting point for determining the what, why, and how of professional development for programs focused on transitioning students beyond ESL
32	• Concept/theoretical • Program models • Parents • Bilingual students • Equity • Public schools • Psychology • Program models	Ochoa, Salvador Hector, and Robert L. Rhodes. 2005. Assisting parents of bilingual students to achieve equity in public schools. *Journal of Educational and Psychological Consultation* 16 (1&2); 75–94.
		Ochoa and Rhodes, both school psychologists, present various program models for teaching English language learners and argue that school-based consultants must employ culturally

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	• ELLs • School-based consultants • Culturally sensitive practices	sensitive practices to effectively engage and assist culturally and linguistically diverse students and their families. This article goes beyond serving as a resource for school-based consultants, the authors' intended audience, and provides strategies in cultural competency that can be used by instructors and administrators alike. The section on program models for non-native English speakers is well researched and a good primer for anyone interested in learning about the benefits and challenges of different instructional approaches; it also is of value to TELL. A failing of the article, which the authors acknowledge, is that the application of theories and practices is within a broader multicultural context and not specific to bilingual education, primarily because there is a dearth of research on consultative services in that area. The authors talk about use of qualitative skills, such as naturalistic interviewing, to get the students' back stories.[122] The importance of interviewing and "getting the back story" is also discussed in Panferov's (2000) case study.
33	• Concept/theoretical • Program issues • Discussion of particular program • Pathway project • Reading and writing • ESL	Olson Booth, Carol. 2007. *Making the invisible visible: Helping secondary English language learners access the cognitive strategies in their reader's and writer's tool kits.* The article discusses the Pathway Project, an adjunct program beginning in sixth grade and continuing through tenth, that aims to use explicit instruction in cognitive reading and writing strategies to help ESL students achieve academic literacy. The brief article provides very few examples of strategies employed, but does share data to show that Pathway students scored higher than their peers on standardized tests, including the California High School Exit Exam. Based on the content provided in the article it is hard to know which methods led to the success of the program. The presented achievement data, however, are promising for TELL in that they affirm that student outcomes are improved when students are equipped with certain skills.
34	• Research • Bridge programs • Community college • Prior education	Prince, David, and Davis Jenkins. 2005. *Building pathways to success for low-skill adult students: Lessons for community college policy and practice from a longitudinal student tracking study.* New York: Community College Research Center, Teachers College, Columbia University. This brief reports the findings of a Washington State Community College study that showed that income earning potential for adult ESL students is a function of prior educational experience, gender, ethnicity, and availability of

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[122] This relates to antecedent actions or the story or stories behind the story being told.

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		financial aid and developmental courses. The study's key finding is that "the higher students' educational attainment after five years, the higher the wages they earned on average" (p. 2). The authors efficiently distill the findings from the large report and add to the discussion of implications for the field by analysis of the data presented in the Washington State Community College study and other studies of the sort. In the Implications section the authors advocate for "bridge programs" aimed at increasing continued education (p. 3). They also discuss creating educational systems that allow students to exit and re-enter the program or change direction as needed, ensuring that there are many pathways for students to advance. These implications may help to guide the design of TELL programs. The bridge programs may provide the needed support and motivation for ESL students to seek further education.[123]
35	• Concept/theoretical • Reading and writing • ESL instruction • Language experience approach • Literature-based program • Process writing	Rabideau, Dan. 1993. *Integrating reading and writing into adult ESL instruction*. Washington DC: National Clearinghouse on Literacy Education. This article discusses some of the core reading and writing activities being used in adult ESL programs. It describes the Language Experience Approach (LEA), literature-based programs, and process writing. This article is of value to TELL because it provides insight and options for reading and writing practices in the context of adult ESL. The author contends that "reading and writing, which are valid instructional activities in themselves, allow for more reflection and contemplation" (p. 2). This is certainly of value to TELL, given the project's interest in examining student transitions to academic reading and writing, but Rabideau uses limited research to support his claim. For example, he provides only two sources to support his claim, one of which is an unpublished manuscript. Further research is indicated in this area to contextualize Rabineau's thesis.
36	• Accountability • ESL • Policy • Program model • Professional development • Instructional methods	Rice, Jennifer King, and Michael Stavrianos. 1995. *Adult English as a second language programs: An overview of policies, participants and practices.* Washington DC: Mathematica Policy Research. This report synthesizes literature related to adult ESL programs. The authors address several topics, including: (1) the need and demand for ESL services; (2) administration, funding, and staffing issues; (3) curriculum and instructional

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[123] Note that the new model for Washington State uses a team teaching model where content teachers teach side by side with ESL teachers—it is similar to integrated instruction (ESL plus occupational skills) and embedded instruction in the UK and Australia.

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#	Emergent Themes	*Somewhat* Relevant Literature
		approaches; (4) assessment, evaluation, and accountability; (5) evidence of effectiveness; and (6) directions for future research. While the report does not address transition issues specifically for ELLs, it does touch on ESL students' self-reported lack of adequate reading, writing, and mathematics skills—less than half of these learners progress to the next level. The authors recommend further research on instructional methods to effectively help students acquire skills needed for advancement from ESL to ABE or other transitions. The authors have a background in school reform, which may explain why this report is geared toward recommending research that informs policy, although the paucity of research limits policy recommendations.
37	• Concept/description • Critical pedagogy • Spanish speaking learners • Program model • Instructional strategy • Project-based learning • Student motivation • Native language use • Social action	Rivera, Klaudia M. 1999. Popular research and social transformation: A community-based approach to critical pedagogy. *TESOL Quarterly* 33, (3): 485–500. The author describes the implementation of a plan of instruction that promotes social action through project-based learning that includes the learner's personal experiences and native language in addition to English. Rivera was executive director and coordinator of educational programs during 1990–1996 at a community-based program called El Barrio Popular Education Program, located in Spanish Harlem in New York City. The program served women—mostly poor mothers from Puerto Rico, the Dominican Republic, Cuba, and Mexico. Anecdotal results for this instructional program show the transformation of marginalized women who set their own instructional agenda and as a result met their learning objectives, while producing a research project that was valued by their community and themselves. The report also touches on the use of native language (Spanish) literacy and the implementation of both an English and a Spanish GED program. There are no data to show the long-term effects of this program, or how it might be replicated in other sites or areas of the country. It does, however, provide another potential instructional strategy or program model for TELL programs to use to increase student motivation, retention, and persistence for learners with weak educational backgrounds but developed academic aspirations.
38	• Research • ESL • Teacher resistance • Transition • Teacher training • Hispanic population of learners • Asian population of	Shoemaker, Connie L. 1996. Results of survey of community college ESL programs. Littleton, CO: Arapahoe Community College. This is a description of a study involving a survey of community college ESL programs. The author shares data from a cross-country survey conducted with community colleges offering ESL instruction. Out of 180 colleges contacted, 60 ESL

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#	Emergent Themes	*Somewhat* Relevant Literature
	learners • Native language literacy	programs responded with data that describe their student population, funding streams, number of students, and assessments used. Problems reported in the survey included difficulty in finding trained ESL teachers and the "unwillingness of non-ESL faculty to adapt instructional methods to meet ESL students' needs," (p. 2) with the latter 1) having implications for transition programs that require collaboration with non-ESL teaching staff, and 2) suggesting a need to provide ESL instructional training to transition teachers. Also of interest is the finding that major ESL learner groups are comprised of Hispanic and Asian adult learners, but the report does not discuss whether these populations learn differently or have different learning strengths and weaknesses. The survey methodology is limited to only a small percentage (34%) of respondents and it is unclear how the colleges were selected or whether the respondents form a representative sample.
39	• Research synthesis • ELLs • Reading instruction • Debate • Bilingual models • Effective models	Slavin, Robert E., and Alan Cheung. 2003. *Effective reading programs for English language learners: A best-evidence synthesis.* Center for Research on the Education of Students Placed At Risk (CRESPAR), http://www.csos.jhu.edu/crespar/techReports/Report66.pdf. This report reviews the research and evidence on reading programs for ELLs in an attempt to identify effective reading instruction and standards. The authors looked at studies surrounding the debate about language of instruction, concluding that paired bilingual models seemed to be the most effective. The authors also looked at more specific and replicable reading programs used with ELLs. They were able to find and summarize a number of effective programs. This report may be useful to TELL programs in pointing to research-based effective reading models and programs that could be adapted and applied to them. However, there are some limitations in the report, and the findings should be used cautiously. The report does not include qualitative studies; many of the studies are older and may not reflect current best practices. Further, the majority of the studies are based on elementary students. The fact that none of the studies are based on adult students may mean that the findings are not applicable to adult ELLs. The report is aimed at informing practitioners, policymakers, and researchers in the ELL field
40	• Research/evaluation • Professional development • Teacher training • ABE	Smith, Cristine, and Marilyn Gillespie. 2007. Research on professional development and teacher change: Implications for adult basic education. *NCSALL Annual Review*, 205–244. This chapter presents the research that supports the fuller study (see Smith et al. 2003) conducted by NCSALL of teacher professional development. The authors review the current

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#	**Emergent Themes**	***Somewhat* Relevant Literature**
		state of PD as well as the research behind best practices in adult professional development, mainly drawn from research conducted in K–12 education. The findings reflect high teacher attrition, a lack of initial teacher preparation in the adult education field and lack of content knowledge, and poor programmatic support and accountability for PD. Although the research is not focused on transition, these findings can have implications for teacher training regarding how to teach adults and how to prepare them for more academically challenging programs. The findings also have implications for developing effective transition programs for ELLs, given that the challenges in developing strong professional development for the adult education field will parallel those faced in training both ESL and ABE teachers in transition strategies.
41	• Concept/description • Adult ESL • Student preparation • Promising practices • Professional development • Policy • ELLs	Van Duzer, Carol, and Mary Ann Cunningham Florez. 2003. *Adult English language instruction in the 21st century.* Issues in preparing adult English language learners for success series. Washington DC: Center for Applied Linguistics. The authors, with the National Center for ESL Literacy Education, operated by the Center for Applied Linguistics (CAL), provide an overview of the state of educating ELLs in the U.S., including trends, promising practices, and challenges to the field in the areas of program design and instructional practice, assessment, professional development, integration of research and practice, and technology. By pointing out both the inadequacy of resources and the potential for enhancing learning for the ELL population, the authors provide a jumping-off point for discussing how to proceed at the national and state levels. The paper addresses policy indirectly, while pointing out many issues at the classroom, state, and national levels that need to be addressed, ranging from the changing 'face' of the adult ESL learner, to the lack of research on how long a student needs in class to show proficiency, to the marginalizing of ESL teachers within adult education (shown by dollars spent per learner) and of adult education within the broader educational context of the country. The paper may be helpful to the TELL project in structuring its final report around the pertinent and cross-cutting issues for the field of adult ESL education.
42	• Concept/theoretical • K–12 • ELL programs • Instructional practices • Program models • Culture • Learning processes	Vialpando, Jacqueline, Jane Yedlin, Caroline Linse, Margaret Harrington, and Geraldine Cannon. 2005. *Educating English language learners: Implementing instructional practices.* Providence, RI: National Council of La Raza and The Education Alliance at Brown University. This guide focuses on the implementation of K–12 ELL programs in charter schools. Contents include a brief review of

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#	Emergent Themes	*Somewhat* Relevant Literature
		research in second language acquisition; stages of language development; ELL program models; and instructional practices, strategies and techniques. It emphasizes the importance of culturally responsive teaching and the need for professional development to enhance ELL instruction. While focused on K–12 programs, it provides a good background on language acquisition for ABE instructors who are teaching ESL students who have transitioned to the ABE program. Several of the instructional strategies (e.g., graphic organizers) may help ESL students learn the content areas.
43	• Concept/theoretical • College • Language barrier • Cultural conflict • Classroom problems • Listening comprehension • ESL • Teacher practices	Wark, Linda K., and Norv Wellsfry. 1990. *The ESL student: Strategies for meeting their needs. Taken from: Proceedings of the national conference on professional development of part-time occupational technical faculty.* Berkeley, CA: National Center for Research in Vocational Education. This article discusses how ESL students and their teachers at Sacramento City College found language barriers and "cultural conflict" to be primary problems. Initially, program administrators attempted to support only the students by providing tutoring and particular courses. Later they found the teachers needed support as well, so they provided them with workshop training teaching language and cultural barriers, and allowing teachers to discuss common problems in their classrooms. The teachers met throughout the school year and were provided with materials. Vocational ESL (VESL) courses were developed that focused on listening comprehension. Teachers continued to have problems when ESL students did not take prerequisite courses and skipped immediately to vocational courses. To address this problem, students were provided with an "expanded counseling/orientation/assessment program" (p. 228). TELLs should be provided with this type of help to make their transition a smooth one.
44	• Concept/description • Transition • Adult ESL • Access • Participation • Policy • ELLs • Promising practices • Teaching ESL	Wiley, Terrence G. 1993. *Access, participation, and transition in adult ESL: Implications for policy and practice.* Working paper from the Project on English as a Second Language. Washington DC: Southport Institute for Policy Analysis, Inc. This paper begins by assessing the assimilation history of the U.S. and ends with specific recommendations for policy and practice by reviewing research and reports of program practices and effective models for teaching English language learners. The author looks at promising practices and common barriers for ELLs and asks the important question "What does success mean to all involved?" (p. 12)—a question that affects the selection of program models, public policy, instructional content and delivery, assessments and accountability, community partnerships/interagency cooperation, and program

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		design and delivery. Ultimately, the author suggests that successful programs will be based on the needs of the learners and the ELL community. Although the document references research and papers published prior to 1990, the author's points are still relevant today, particularly when he addresses the notion that transition for ELLs "requires a close articulation between the ESL and the GED components" (p. 17) and the need for the adult learner to "be involved in determining what type of program they will undertake" (p. 18). The author highlights several[124] projects, which, because of the date of the paper, will need to be investigated to determine whether they are still in place and have the qualities necessary to be eligible for inclusion in this study.
45	• Research • ESL • Curriculum • Instructional strategies • Reading and writing skills development • Language experience approach (LEA)	Wrigley, Heide Spruck, and Gloria J. A. Guth. 1992. *Adult ESL literacy: State of the art 1990.* San Mateo: Aguirre International. This is a descriptive report based on a two-year national study on promising practices in adult ESL literacy. It describes the context of adult ESL literacy. It focuses on elements of effective adult ESL literacy programs, orientations to ESL literacy curriculum, approaches and strategies for ESL reading and writing, issues and recommendations for ESL literacy assessment, biliteracy and Spanish literacy, and teaching a multilevel ESL literacy class. TELL programs working with low-literate, low-educated adults may be interested in successful ways to respond to adults with little experience in print literacy. However, this report was written over a decade ago. Additional effective approaches, strategies, and practices may have been developed and employed since this report was produced.
46	• Research • Generation 1.5 • Policy • ESL • Mainstream Education	Yan, Hua, and Wayne Murray. 2001. *Graduation requirements and course taking patterns of LEP students: How state and local regulations affect secondary LEP students' transition to the mainstream program*. Washington DC: Department of Education.

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[124] California Human Development Corporation's Rural Workplace Literacy Project (RWLP) was successful in devising a model for providing on-site workplace literacy training to migrant and seasonal farm workers.

The Texas Higher Education Coordinating Board funded El Paso Community College to develop a model program that would provide technical assistance to postsecondary programs in integrating services related to the federal JOBs program.

The Barrio Education Project (BEP) in San Antonio, Texas was considered unique because the literacy curriculum was developed from the learner's self-identified needs. Reading was taught through discussion of the meaningful topics with personal and social relevance to the students. Following a Freirean approach, the model built on the learner's previous experiences and attempted to increase the learners' social and political awareness.

The Massachusetts Department of Education's Massachusetts English Literacy Demonstration (MELD) Project is promoting partnerships between three community-based organizations and three community colleges—target populations are Chinese and Haitian in urban settings and isolated rural populations on Cape Cod.

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#	**Emergent Themes**	***Somewhat* Relevant Literature**
	• LEP • Sheltered English instruction • Instructional strategies • Curriculum • Graduation requirements	This report focuses on the graduation requirements and course-taking patterns of limited English proficient students at the secondary school level. The authors analyze implications of state policy on LEP students' course-taking patterns and student achievement by comparing the recent history of service to LEP students in Dallas public schools before and after a 1997 state policy that encouraged school districts to integrate the ESL program with the mainstream education program and grant flexible learning arrangements for LEP students to be determined by the districts. Achievement data and course-taking data from LEP students show that staying in ESL programs for multiple years did not improve academic achievement and that the average exit[125] rate of students from the ESL program in Dallas public schools was 10%. Additionally, nearly half of the secondary students in ESL programs had been in ESL programs for multiple years and the majority of these students were U.S.-born. The poor achievement and high dropout rate for LEP students began to shift, however, as students were encouraged to take mainstream classes at the secondary level and as the new policy requiring all students to take English III and IV (either general education or sheltered English) in order to gain graduation credits took effect. This article shows a direct and positive impact on student achievement from enacted state policy. It speaks directly to a successful model of transitioning secondary students out of segregated classes and tracts and to the possible success of offering more rigorous instruction in English for LEP students, which has implications for TELL programs to enhance instructional practices and curricula.

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[125] From ESL to mainstream

Appendix J - Skills for Academic Success

> **Question**: What language and literacy skills are necessary for academic success among adult ESL students?

There are 49 documents in the annotated bibliography that relate to skills for academic success for TELLs. Twenty are *directly relevant* to TELL and 29 are *somewhat relevant*. Out of these documents, 20 are research, and 27 are concept or theoretical papers that discuss issues related to academic success. In addition, two pieces involve program evaluation, and another one discusses particularities of a program. From this group, 7 involve policy issues, 17 involve instructional techniques or strategies, 4 come from the international arena, 12 focus on professional development, and 10 involve discussions about student transition. Out of the documents that discuss student transition, nine are *directly relevant* to TELL (Alamprese 2005; August 2002; Borden & Talavera 2007; City College of San Francisco 1998; Goldschmidt & Ousey 2006; Mansoor & Grant 1995; Maryland State Department of Education 2000; Mathews-Aydinli 2006; Rance-Roney 1995). Eleven other documents (Intersegmental Committee of Academic Senates 2006; Mazzeo, Rab, & Alssid 2003; Medeiros Landurand & Cloud 1991; Munoz & Clavijo 2000; O'Byrne 2001; Paulson 1992; Sherow 2006; Smoke 1999; Solorzano 1994; The School Board of Broward County, Florida 1995; and Washington State Board for Community and Technical Colleges 2005) are also *directly relevant* to TELL.

Directly Relevant

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#	**Emergent Themes**	***Directly* Relevant Literature**
1	- Concept/theoretical - Adult learners - Transition - Adolescent - Mainstream - Postsecondary - ELLs - Policies	Alamprese, Judy. 2005. *Helping adult learners make the transition to postsecondary education.* Adult Education Background Papers, pp. 11, Cambridge, MA: Abt Associates, Inc. In *Helping Adult Learners Make the Transition to Postsecondary Education*, Alamprese discusses "the challenges ABE programs must address in developing and implementing transition services, provides examples of emerging efforts, and discusses the implications of this transformation for policy and practice" (p. 1). Alamprese directs the reader to practices in helping transition ABE students into postsecondary education as an important aspect of growing the income and education of adult education students. She emphasizes a three-tiered approach that may also be applied to higher-level ESL students, including instruction in content areas at a level that mirrors the college

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#	**Emergent Themes**	***Directly* Relevant Literature**
		experience, counseling that ranges from personal guidance to time management and other non-instructional skill development, and collaborations with other organizations, particularly community colleges. This approach is similar to that presented in other K–12 programs that attempt to mainstream adolescent ELLs. However, the learners who are the focus in this paper are those who have already reached higher levels in adult education and have the stated goal of postsecondary education, not the broader range of potential ELLs (including those who are low literate/pre-literate in their native language and/or have limited education in both their native language and in English). The focus of this paper is on the transition to postsecondary education, which is slightly different from transition from ESL to ABE. Its relevance to the TELL project, however, is not in the population it targets, but in the structural issues it describes, including helping students strengthen academic skills, develop study and time management skills, and navigate different aspects of college life. In addition, the challenges Alamprese identifies are common to other types of academic transitions, including the transition from ESL to ABE or other English-only instructional settings, especially for ESL programs based in community colleges.[126] Alamprese calls for policies to address these areas, specifically citing ways in which the U.S. Department of Education can contribute to student transition. She references transitioning programs in New England, Wyoming, and Oregon; however, the information gleaned from these programs is mostly anecdotal, and not systematically derived. She concludes with a call for changes in policy and practice without a corresponding call for additional research to dig deeper to investigate the apparent success of programs implementing aspects or all of the 3-tiered approach she summarizes. The paper's obvious limitations[127] do not hinder its overall value to the TELL project. Implications for next steps could include future research that uses control and experimental groups to examine the value of Alamprese's findings in an ABE-ESL context.
2	• Concept/theoretical • School aged ELLs • Policies and practices	August, Diane. 2002. *Transitional programs for English language learners: Contextual factors and effective programming*. Baltimore, MD: Center for Research on the

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[126] These include aligning exit and entrance criteria, assessing and teaching of skills and content needed to transition, preparing students for the workload and structure of the target program, counseling students, providing financial aid, offering skills workshops, facilitating acculturation into the target program, mentoring, and forming partnerships with target programs.

[127] Although the paper captures some important TELL-transferable topics, it contains generalizations based on unique instances. For example, the author makes generalized statements about the conditions of the field, based on anecdotes from discrete conversations with practitioners that haven't been systematically negotiated to weigh their value to a document like this one.

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#	Emergent Themes	*Directly* Relevant Literature
	• Transitioning • Cultural diversity • Writing, reading, speaking	Education of Students Placed At Risk. In this literature review, August reports on and synthesizes the available research on transitioning school-aged ELLs. August provides a list of practices and policies common to the successful transition programs covered in the literature. This list, which includes elements such as articulation; respect for cultural diversity; and the integration of reading, writing, and speaking skills, is consistent with later literature, such as Callahan's (2006) conclusion that reading intervention alone is not sufficient to prepare students for success in mainstream classes. August concludes by calling for more systematic research to investigate, individually, the impact of each of these strategies in both experimental laboratory and field research. This report is directly relevant to TELL and limited in its applicability only by the inclusion of research on primary school children and exclusion of research on adult students. The recommendations provided, however, are programmatic and in general not explicitly tied to any age group, and many are supported by the literature on adult transitioning.
3	• Concept/theoretical • Adult learners • Transition to ABE • Theme based units • Community college program • GED tests • Community college	Borden, David, and Debbie Talavera. 2007. Creating a successful ESL to ABE transition class. *Literacy Links* 11, no. 1 (April 6), http://www-tcall.tamu.edu/newsletr/apr07/apr07e.html. Borden and Talavera describe a course divided into six theme-based units that were specifically designed to transition students from ESL to ABE at Austin Community College. They developed "a transition course for students who 'topped out' on the BEST Plus, but were not quite ready for ABE. Student progress was measured on the Test of Adult Basic Education (TABE), but class instruction is structured more like an ESL class than an ABE class" (p. 1). Features of the course include bridging the gap between ESL and ABE by introducing GED subject areas to students, teaching vocabulary needed for ABE classes, and teaching analytical and grammar skills. The authors state that, although the program is too new to provide longitudinal results, ABE teachers receiving students from the class have provided positive feedback. The authors present a description of a new class to help higher level ESL students transition to ABE that includes subject areas that are on the GED test as well as English language, vocabulary, and analytical skills instruction in "theme-based units" (p. 2). The transition class was set up for one year only, although students who tested above a certain level on the TABE assessment may leave sooner. Only anecdotal results

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#	**Emergent Themes**	***Directly* Relevant Literature**
		were available from this project, which had been in effect for one year. Although no outcomes are available to assess the success of this transition class, the TELL project may note this instructional model as an example of an instructional practice option. The authors are instructors and curriculum developers at Austin Community College, where the class has been implemented. This article is printed in a quarterly publication mailed to literacy practitioners, and is directly relevant to TELL. However, the hesitation of the authors to provide detailed results and their reliance on anecdotal evidence suggest that the model has not been sufficiently evaluated to judge its merit.
4	• Research/evaluation • Partnerships between ESL and transitional studies • College program • Multiple agencies • Program information dissemination • Concurrent enrollment	City College of San Francisco, Office of Institutional Research, Planning and Grants. 1998. Non-Credit ESL and transitional studies plan. Findings and Planning Recommendations for Linkages between Non-Credit English as a Second Language, Transitional Studies, City College Programs and Outside Agencies. CA: City College of San Francisco. This document provides findings from a City College of San Francisco (CCSF) Planning Task Force that addressed the establishment and strengthening of linkages between non-credit programs, especially those in English as a second language and transitional studies,[128] and other CCSF and city programs. Focus groups with ESL students in non-credit courses at the college's various campuses provided feedback on the challenges students face in that particular school system, including lack of awareness about certain services, difficulty in transferring to other campuses, complex brochures that are inaccessible to students with low basic skills, and the need for more information through teaching staff and clear access to advisors. Findings highlight the need for (1) information dissemination at multiple levels (e.g., to ESL students about programs and services and to teachers about students language and basic skills background); (2) consistency of services for students such as intake processes; and (3) partnerships between ESL and transitional studies departments to facilitate the transfer and concurrent enrollment of ESL students who can benefit from instruction in adult basic education or are interested in pursuing a GED or high school diploma. The findings and recommendations are relevant to other institutions involved in facilitating and supporting smooth transitions from ESL to ABE programs.

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[128] Transitional Studies include pre-college courses that prepare students for success in entry-level college courses and beyond.

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#	**Emergent Themes**	***Directly* Relevant Literature**
5	• Concept/theoretical • College • Generation 1.5 • ELLs • Self assessment • Reading and writing • Grammar • Time management • Transitioning	Goldschmidt, Myra, and Debbie Lamb Ousey. 2006. *Jump start to resolving developmental immigrant students' misconceptions about college.* Vol 22, issue 2, pp. 16–30. New York: Research & Teaching in Developmental Education, New York College Learning Skills Association. This paper describes a one-week Introduction to College class at Penn State. The class was added to the front end of a group of developmental education courses offered to Generation 1.5 students in their first year of college to orient them to the realities of the level of work and effort required in that new educational setting. The one-week class helps address the expectations of Generation 1.5 students while helping them self-assess their skill levels in reading, writing, grammar, pronunciation, and time management. ELLs transitioning from ESL to ABE classes in the adult education system may benefit from a similar orientation to address their move into a new school setting. The authors point out that "Generation 1.5 students enter college still learning English…their strong verbal skills often belie their weak academic skills…causing them problems in classes…[and] their own self confidence" (p. 14)—issues that the adult learner also faces when moving from ESL to ABE classes.
6	• Research • Survey • State • ESL • Higher education • Children • Minorities • Task force • Non-English linguistic communities • Recent immigrants	Intersegmental Committee of Academic Senates (ICAS). 2006. *ESL students in California higher education task force report.* Sacramento, CA: ICAS. In California, where almost half of all children in the school system are minorities, with a growing presence in postsecondary education, the state invested in a task force to look at the challenges faced by ESL learners in postsecondary settings. This document shares the findings of a task force of ESL professionals assembled to report the status of ESL students attending public institutions of higher education in California, where ESL students comprise 40% of the K–12 population (p. 3). Through a survey of university and college staff and administration, the task force exposed several challenges to providing equitable learning opportunities to ELLs at the postsecondary level. The findings concerned (1) the identification of ESL students, (2) the variety of courses for ESL learners, and (3) the availability of support services specifically for ESL students. The task force called for the creation of valid assessment instruments, a review of the curriculum, and collaboration within and between institutions that deal with ESL students. Ironically, the introduction to this paper urges that educational institutions help non-native speakers of English find their voice (p. 11), yet no student voices were consulted by

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#	**Emergent Themes**	***Directly* Relevant Literature**
		survey. For TELL the recommendations proposed here only reflect half of the story; it is important to contextualize these based on the feedback and self-reported needs of the actual learners. Similar to the TELL project, this task force differentiates among the three main groups of adult ESL learners: Generation 1.5 students, who may be immigrants or born in the U.S. but reside in non-English linguistic communities,[129] recent immigrants with little or no education in their native language, and international students who are well educated in their native language. Each group requires support in the college setting, but has different needs. The survey explored supports offered through the California college system and found that assessment and placement of students were two of the greatest challenges because students reached college without the academic skills needed for success; other issues to address include peer tutor training, outreach to ESL learners in high school, and the differentiated needs of the three main types of ESL learner. All of these are issues that need to be addressed for transitioning ELLs.
7	• Concept/theoretical • Collaborative service • State • Adult education • Handbook • ESL • Limited English speaking adults • Collaborative delivery • ELL transition	Mansoor, Inaam, and Suzanne Grant. 1995. *Linkages for learning: A handbook for collaborative service delivery*. Washington DC: U.S. Department of Education. In this handbook, Mansoor and Grant illustrate the process of collaborative service delivery used by the Arlington Adult Learning System (AALS), an alliance of adult education providers in Arlington. The "general goal of the AALS was to facilitate access to ESL instruction, job training, and higher education and design and implement a service delivery model which would enable limited English speaking adults to successfully transition from one program level to the next and one provider to the next as appropriate to their goals, aptitudes, and interests" (p. 26). The handbook provides a rationale for collaborative delivery of educational services, and describes the skills, knowledge, and techniques for engaging in this type of delivery, as well as the processes involved in replicating this type of education delivery. Because the transition of ELLs sometimes involves multi-level interfacing and integration of program staff and teachers, collaborative involvement (with a focus on team building) is required to facilitate successful transition. As a result, as a service delivery model, collaboration seems appropriate for building a strong programmatic infrastructure for transitioning students from ESL

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[129] This refers to places in the U.S. where a language other than English is the predominant language of the community.

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#	**Emergent Themes**	***Directly* Relevant Literature**
		to academic courses.
8	• Concept/theoretical • ESL standards and measures • Transition standard • Adult education • State document • ESL • State	Maryland State Department of Education. 2000. *Maryland adult English as a second language program standards.* Baltimore, MD: Maryland State Department of Education, Adult Continuing Education Section. This document provides guidance from the state of Maryland to local service providers for designing effective adult education programs for ESL students. Each standard has sample measures. The standards in general are relevant to quality TELL programs. One of the standards within the Retention and Transition section focuses on transition. The transition standard identifies the need of programs to support learners' transition to the workplace or on to further education. The sample measures for this standard propose improving lesson plans to include transition-related skills, offering practice on assessments, and providing learners and instructors with information about educational programs. Program administrators will need to refer to other sources to determine how the standard is to be met. Though the section on transitioning is relatively brief, the state recognizes the importance of transition and the need for more attention to this topic; this might inspire other state policy makers to focus on issues of transition.
9	• Concept/theoretical • Transitioning frameworks • Postsecondary education • ESL	Mathews-Aydinli, Julie. 2006. *Supporting adult English language learners' transitions to postsecondary education.* Washington DC: Center for Adult English Language Acquisition. This brief paper presented by the Center for Adult English Language Acquisition (CAELA) considers a variety of research and conceptual frameworks that support the transition of adult ELLs into postsecondary and vocational education training from ESL programs. Mathews-Aydinli focuses on the findings of Rance-Roney (1995). The brief offers teachers in ESL classrooms ideas and strategies to address the language acquisition needs of learners; these include addressing accuracy in language use, improving reading and writing skills, developing academic vocabulary in preparation for postsecondary education, and developing conceptual and critical thinking skills. The paper also suggests programmatic features for program administrators, such as offering support services (e.g., child care, transportation), student orientation to postsecondary programs, content-based ESL instruction through integrated or paired classes, and building relationships with community colleges. The author, who provides a number of resources for research-based instruction to improve English

#	Emergent Themes	*Directly* Relevant Literature

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		language acquisition and program models for transitioning ELLs to postsecondary education, points out that it is important to encourage students to continue to postsecondary education to strengthen their chances of economic success.
10	• Research-based • Transition • Community colleges • Career pathways • Program • Policy • Programmatic • Industry associations • Instructional leadership • Economic and educational impact	Mazzeo, Christopher, Sara Rab, and Julian Alssid. 2003. *Building bridges to college and careers: Contextualized basic skills programs at community colleges.* Workforce Strategy Center. The focus of this article is on "career pathways": integration between education, training, and work for adults (including ESL students) to increase their chances of competing for high-wage and high-demand careers. Based on a literature review, the authors found that basic education programs were of low quality and lacked strong economic or educational impact. The literature review also revealed that those programs that assist students in finding advanced education opportunities or that focus on curriculum, instruction and student learning produce the best outcomes. Five community colleges were examined, and findings show that they all promoted context-based teaching. In addition, they all maintained relationships with industry associations and employers; developed instructional support to help faculty teach in a new way; financed these efforts; and guaranteed job placement for their students. Key policy and programmatic issues were: difficulty with engaging students or providing substantial content, promoting leadership among instructors, serving higher-skilled students rather than lower-skilled students to minimize negative scrutiny, lack of long-term evaluation (five+ years), and serving a small portion of ESL and adult education students. The authors suggest providing resources for teachers to develop expertise and knowledge on bridging basic-skill students to college and/or careers, developing opportunities for instructional leadership by creating incentives, and developing funding to support further research and to influence more basic-skill students. The suggestions for improving "career pathways" are relevant for supporting students that are transitioning from ESL to ABE, postsecondary, or workplace programs. The findings also highlight the need for professional development for those instructors teaching transitioning students.
11	• Concept/theoretical • Language proficiency • Surface proficiency • Deep structure proficiency • Academic language • Second language	Medeiros Landurand, P. & Cloud, N. (May 1991). *How disability can affect language acquisition.* ERIC Excerpt. Washington, DC: ERIC Clearinghouse on Handicapped and Gifted Children. Reston, VA. In their discussion about how disability can affect language

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#	Emergent Themes	*Directly* Relevant Literature
	literacy development • Student disabilities • L2 students • BICS and CALP • Disability	acquisition, the authors make an important distinction between two types of language proficiency: surface proficiency (basic communication) and deep structure (academic language). Students that are assumed to be fully proficient, based on their ability to communicate orally, may not have developed the cognitive skills necessary to be proficient in deep structure. These students may be promoted without receiving instruction in the skills they will later need to ensure their academic success. Additionally, the failure of these students to make adequate academic progress may be falsely attributed to a learning disability. Despite its title, the article focuses more on the stages of second language literacy development than disabilities. However, it serves as a reminder in TELL to consider how disabilities may impede L2 acquisition, the importance of critical reading and writing skills to transition, and how misconceptions about learning can negatively impact students' progress.
12	• Research • Mixed-method study • LEP • High school newcomers • Oral skills • Reading skills • Writing skills	Munoz, Marco, and Catherine Clavijo. 2000. *Working with limited English proficient students: Input from the field on a high school newcomer program.* Louisville, KY: Jefferson County Public Schools, Accountability, Research, and Planning Department. Munoz and Clavijo conducted a mixed-method study of a year-long transition class of a "Newcomer Program" in Jefferson County, Kentucky. The authors describe the learners, and share results of student focus groups as well as results of pre- and post-tests that show significant learner gains for oral, reading, and writing skills across levels of English-speaking ability. Importantly for TELL, the students ranged in their levels of English ability, and the authors report that all students benefited from the year-long transition class before entering the mainstream classroom; it is not clear whether all students were required to take the class. Of interest are student focus group results that show Spanish-speaking students were less likely to want to leave the transition class, while speakers of other languages looked forward to mainstreaming, possibly because the bilingual instructors or aides were Spanish-speaking or because different language/cultural groups have different needs (no sublevel analysis of data broken down by student background was done for this small student sample). Although the results show gains across the board, these gains were not adequate for many students to move into mainstream classes—after one year 48 percent of students remained at the lowest level of English-speaking ability. This may reflect a student population that included immigrants with low levels of English or native language skills

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#	**Emergent Themes**	***Directly* Relevant Literature**
		and limited formal education in their native countries.
13	• Concept/theoretical • Collaboration • ESL Instructors • Instructional methods • Language proficiency • Transition • Programmatic • Teacher collaboration • Multi-lingual classrooms	O'Byrne, Barbara. 2001. Needed: A compass to navigate the multilingual English classroom. Journal of Adolescent & Adult Literacy 44:5. O'Byrne writes about her experience collaborating with ESL instructors and tapping into the knowledge of veteran English teachers to design a program to transition ESL students to mainstream English classes. She describes how teachers, working together, developed a transition model that redefined performance outcomes for ESL student, made use of L1 instructional methods, and adjusted the assessment schedule to allow second language students more time to develop the skills and demonstrate their level of proficiency. She doesn't talk about the success of the program in transitioning students; instead the article focuses more on the collaborative model used by teachers to solve the problem of providing appropriate instruction to ESL students.
14	• Concept/theoretical • Professional development • Second language writing instruction • Foreign language instructors • Principles of L2 writing • BICS and CALP	Paulson, David L. 1992. *Second language writing. Workshop Series.* Illinois: University of Illinois at Urbana-Champaign. This document is a guide for writing instruction presented at a workshop for second language teachers. The guide begins by covering nine principles of second language writing, which the author believes are applicable to all levels of instruction. The principles essentially cover the integration of writing into other language arts activities and dynamic mechanisms for providing feedback to students. The guide includes a collection of writing activities for all levels with examples of student responses written in Spanish. The activities include a mix of writing assignments that are personal (e.g., journaling, pen pals) and assignments that are more academically oriented (e.g., short essays, note-taking). Research on TELL has shown that in order to transition from basic survival language skills students must acquire academic skills (Cummins 1991).[130] This article is geared toward foreign language instructors, but has applicability to TELL because of the parallels between developing writing and composition skills in a non-native language and the particular focus on writing for academic purposes.
15	• Concept/theoretical • Strategies for transitioning students • Academic English	Rance-Roney, Judith. 1995. *Transitioning adult ESL learners to academic programs*. Washington DC: National Clearinghouse on Literacy Education.

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[130] Cummins, J. (1991) Language Development and Academic Learning Cummins, J in Malave, L. and Duquette, G. Language, Culture and Cognition Clevedon: Multilingual Matters

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#	**Emergent Themes**	***Directly* Relevant Literature**
	• GED • ESL learners • Academic programs	This article suggests strategies for transitioning students from adult ESL programs to academic English and GED programs. The author first highlights the differences between curricula for adult ESL literacy and for academic English and GED. After demonstrating the gap between these programs, she then offers a number of general strategies that can be employed by adult ESL and transitional programs to help students in bridging this gap. These strategies are clearly aimed at improving TELL programs. While the author does cite some sources that support the strategies mentioned in this article, there is no evidence about their effectiveness. These strategies are general ones that are mentioned in the literature on ESL literacy, but they have not been tested or applied. The author describes the distinctions between adult ESL programs and academic programs and shows how transition programs are needed to close the knowledge gap between basic survival English programs and English for advanced education. She lists seven factors that should characterize a transition program: (1) promotion of learner self-confidence, (2) exposure to an academic community, (3) development of critical thinking skills, (4) feedback and correction of speech and writing, (5) integration of multiple skills, (6) instruction in academic vocabulary, and (7) use of the first language to complete difficult tasks, like note taking. Rance-Roney supports her recommendations with the research of others and her own prior work, but proposes that further research is needed to learn how to use the learner's first language to help students achieve academically in the second language.
16	• Research/literature review • Second language acquisition • ESL • Skills development • Student achievement • Diversity of learners • Teacher training • Professional development • Literacy	Sherow, Sheila. 2006. *Applying research to practice: Teaching & learning strategies, second language acquisition & English as a second language.* Pennsylvania Literacy Corps, Institute for the Study of Adult Literacy. University Park, PA: The Pennsylvania State University. This comprehensive review of the literature related to second language acquisition and English as a second language provides research-based guidelines for instruction in all areas of L2 learning, including speaking, listening, reading, and writing skills. Sherow also touches upon issues of learning motivation and learning strategies, including how to teach these strategies to support student achievement. She includes a lesson plan guide, sample lessons, and teacher tips. The thoroughness of the research covered in this document provides an outline for any successful ESL program, particularly a transition program, because the research touches on all types of learners, from preliterate to fully literate in L1. The study's

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		format as a guide to instruction supports research-based teaching, training and professional development in working with different ELL populations using differentiated methods of instruction depending on the background of the learner. A small section reviews Rance-Roney and Wrigley's recommendation to ensure that purpose, content, and contextuality are considered in ESL literacy instruction programs.
17	• Concept/theoretical • ESL • Mainstream teachers • College • Cross disciplinary • Instructional strategies	Smoke, Trudy. 1999. Preparing students for higher education. *ESL Magazine* 2:20–3. This article discusses the ways that ESL and mainstream teachers can help prepare ESL students for higher education. The strategies and suggestions in this article are aimed at helping students overcome the challenges of placement testing for colleges, and providing students with support across all disciplines and not just in ESL classes. Teachers in TELL programs may be able to adapt and use some of these strategies to help their ELL students prepare for further education.
18	• Research/literature review • Instructional strategies • Assessment • ESL learners • Literacy • Biliteracy	Solorzano, Ronald. W. 1994. *Instruction and assessment for limited-English proficient adult learners*. Philadelphia, PA: National Center on Adult Literacy. This report reviews the literature on instruction and assessment for adult ESL learners. In the section on instruction, the report reviews best practices in teaching not only oral language but *literacy* and cites seminal work in the area of biliteracy. This work can help transition teachers understand the relationship between first language and second language literacy. The implications for TELL are to provide research-based guidance on incorporating content-based and cognitively challenging instruction in English (not to solely teach oral language) that can develop English language literacy for later academic success (although the report does not discuss transition). In the section on assessment, the report reviews commercially available tests for adult ESL and the author notes that language issues confound the underlying concepts being assessed, while writing skills and abilities are often not even tested. Program staff intending to efficiently transition ESL learners to ABE will need valid and reliable assessments.
19	• Concept/theoretical • ESOL/ESL • Pre-GED and GED • Curriculum • BICS and CALP	The School Board of Broward County, Florida. 1995. *English for speakers of other languages: Adult ESOL courses and special interest courses*. FL: Broward County Schools, Fort Lauderdale, Florida.

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#	**Emergent Themes**	***Directly* Relevant Literature**
	• ABE • ESOL • High school diploma • Speaking, listening, reading, and writing skills development • Content area instruction • Competency based curriculum • Functional literacy	This is a competency-based curriculum guide of an adult education ESL program offered by Broward County, Florida. It focuses on multiple levels of ESL instruction, including an ESOL Pre-GED curriculum, which is designed to help students make the transition from Basic Interpersonal Communication Skills (BICS) to developing Cognitive Academic Language Proficiency (CALP) by familiarizing students with terms, concepts, and skills needed to participate in a GED preparation program with native speakers. By using ESOL teaching strategies in a familiar ESOL classroom setting rather than an adult basic education classroom, the program is designed to help students develop the functional literacy[131] and academic language proficiency needed to complete a high school diploma or successfully complete the GED test. The skills (listening, speaking, reading, and writing) focus on content areas of literature, social studies, science, and mathematics. While the document provides no data on the effectiveness of the program in helping students achieve the goal of a high school diploma or GED, it may be a type of "transitional" bridge program worthy of further investigation.
20	• Research/evaluation • ESL • I-Best program • Parallel services • Serial services • ABE	Washington State Board for Community and Technical Colleges. 2005. *I-BEST: A program integrating adult basic education and workforce training*. Research Report no. 05-2. Olympia, WA: Washington State Board for Community and Technical Colleges. This report describes the Integrated Basic Education and Skills Training (I-BEST) project, which combines ESL, ABE, and workplace training through the use of paired ESL/ABE and vocational instructors in each classroom. The curriculum integrates basic skills competencies with technical skills. Findings show that compared to traditional ESL students, students in I-BEST "earned five times more college credits and were 15 times more likely to complete workforce training" (p. 2). Similar to Prince and Jenkins (2005), these findings may help to guide the design of TELL programs The report focuses on the 10 most successful I-BEST implementations. Although the authors claim that students completing the I-BEST program will continue to need ESL services after completing the program, its success across the three types of education demonstrates that it is not necessary for a student to "complete" ESL before receiving other educational services. This suggests that transition may be as much about *parallel* services (as a superior model for students transitioning to academic or vocational programs) as it is about *serial* services.

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[131] Related to useful life skills

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#	**Emergent Themes**	***Directly* Relevant Literature**
		This integrated curriculum may prove to be a good model for transition programs in its support of ESL students as they learn academic content in ABE programs.

Somewhat Relevant

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#	Emergent Themes	*Somewhat* Relevant Literature
1	• Concept/theoretical • Immigrant ELLs • International • Australia • Adults • New language • Language proficiency • Learning pace • Labor adjustment programs • Policy • Competencies	Allender, Susan Chou. 1998. Australia's migrants and refugees: opening the door to lifelong learning. How adults learn a new language. A paper presented on *How Adults Learn*, an international conference held at Georgetown University Conference Center, Washington, DC, (April 6) http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/25/9c/6c.pdf. This report examines adult education for immigrants and refugees in Australia by looking at the nation's immigrant program and the challenges adult learners face. It also examines the policies, programs, and services related to adult second language learning. The author provides a breadth of information about the structure of the Australian adult education system for ELLs that is important for consideration in the further development of the American system for serving its ELL population. Unlike the U.S., Australia has a national curriculum, standards, assessments, and measures that allow learners to take ESL classes anywhere in the country. The learners are divided into three main categories: 1) language proficiency level (stage), 2) their learning pace (band), and 3) their needs and goals in learning English (learning goals). Within learning pace are further subdivisions into Band A learners, who have limited education or literacy in their native language, Band B learners, who have some learning strategies or literacy, and Band C learners, who have a high level of learning in their native language. Of particular note in the research reviewed by the author is the use of "Labour Adjustment Programs" (p. 8) in Australia, which retrained older adults with limited oral English ability and no literacy skills to read and write through year-round study of English and vocational skills. Additional research relevant to the American ELL population include the curricula, instructional strategies, and program models for the Band A learners (what the U.S. terms pre-literacy or low-level literacy learners), such as contextualized learning, a focus on the learners' experiences and cultural backgrounds, and the development of formal learning skills. Program models are based on "differentiation, flexibility and continuity" (p. 12), and policy at the national level allows free tuition for adult ESL classes for up to 3 years for immigrants; national benchmarks are under development (at the time of this writing) to measure not only learner progress, but also to measure achievement "more finely in terms of actual competencies gained" (p. 13).

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#	**Emergent Themes**	***Somewhat* Relevant Literature**
2	• Concept/theoretical • Convention resolution • K–12 • Generation 1.5 • ELLs • Immigrant youth • Collaboration • Teacher preparation • English-only	American Federation of Teachers. 2006. *Where we stand: English language learners.* Educational Issues Department, Washington DC, Item no. 39-0247, http://www.aft.org/pubs-reports/downloads/teachers/ellwws.pdf. The American Federation of Teachers (AFT) provides a "convention resolution" adopted in July 2006 to address the specific needs of ELLs in the K–12 system. This document describes the current state of ELL learning, challenges, resources, research, answers to questions about this population of learners, and recommendations for practices to enhance learning. The AFT cites statistics, research, and its own collective knowledge base from its investigation of the issues. The paper offers a compilation of a broad swath of information to highlight the most salient issues around ELLs in the K–12 system and the challenges that must be addressed to meet their educational needs. The AFT provides insight into K–12 issues reflected in the needs of Generation 1.5 and immigrant youth ELLs that leave the K–12 system without the English language skills required to achieve life goals of learning and job obtainment. Some of those issues include placing ELLs into English-only classes too quickly, lack of credentialing for teachers of ELLs and lack of teacher preparation for this population generally, lack of collaboration between staff working with ELLs and the general school staff, insufficient support services, and over- and under-referrals of ELLs to special education settings. Except for the population it focuses on, all of the issues described in the document are relevant to adult TELL students transitioning to the adult high school arena.
3	• Concept/theoretical • English only • ESL education • Pedagogy • Racism • Political agenda • Language and power • Language and race • Language dominance	Auerbach, Elsa. R. 1993. Reexamining English only in the ESL classroom. *TESOL Quarterly, 27*(1): 9–32. Auerbach argues that English-only policies in ESL education reflect not well-founded pedagogy, but a repressive and racist hidden political agenda. This argument is couched in the belief that institutional language policies serve to maintain existing power structures by limiting access to jobs and wealth and that implicit acceptance of this political agenda is evident in the teacher-student interactions in English-only classrooms. Auerbach supports her argument by critically examining the research used to support English-only policies, by providing research to support bilingual education models, and by addressing teachers' concerns about using L1 in L2 education. Like Corley (2003), Auerbach recognizes that education cannot be separated from the ideological and political assumptions, both explicit and implicit, of its practitioners and that these assumptions enable L2 education to perpetuate existing power

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		structures rather than provide opportunities for social and political advancement. Unlike Corley, however, Auerbach does not offer a specific ideology to supplant the one she criticizes. This essay is relevant to TELL in that successful transition to adult basic education might be facilitated by abandoning policies and practices that promote the dominance of English speakers over English learners.
4	• Research • Survey • ESL instructors • Teacher perception • ELLs • Poor skills and knowledge • Challenges • Professional development • Pre-service teacher training	Batt, Ellen. G. 2008. Teachers' perceptions of ELL education: Potential solutions to overcome the greatest challenges. *Multicultural Education* Spring 2008:39–43. Batt provides the results of a survey of ESL instructors in Idaho and offers recommendations for in-service professional development and pre-service teacher training to address the challenges identified. "The study sought to learn directly from the state's ELL educators what they perceived as the greatest challenges and needs for improvement of ELL education" (p. 2). Consistent with Dooley's (2004)[132] and Curtin's (2005)[133] findings that mainstream teachers do not adequately meet the needs of ELLs in their classes, ESL teachers in Batt's survey cited their mainstream colleagues' poor skills and knowledge in teaching ELLs as one of the greatest challenges in ESL education. Other concerns included understaffing in schools, having too many responsibilities, and the need for further professional development. Adult TELL teacher perception studies may be important to gauge teacher experiences and interests and to shape curriculum accordingly, and a perception study with a purposeful sample of adult TELL teachers will certainly add to the body of adult TELL research. However, Batt's study may not be the best model for examining teacher perception in that it presents an ambiguous methodology that might be difficult to replicate.
5	• Research/literature review • Literacy, numeracy and language education • Teacher skills • Program strategies • ESOL	Benseman, John, Alison Sutton, and Josie Lander. 2005. *Working in light of evidence, as well as aspiration: A literature review of the best available evidence about effective adult literacy, numeracy, and language teaching.* Auckland, New Zealand: Tertiary Education Learning Outcomes Policy Group. Benseman, Sutton, and Lander have compiled a literature review that collects, distills, and synthesizes the best research on literacy, numeracy, and language (LNL) education. They draw several conclusions from the studies they have included regarding the skills teachers need; the types of curricula that engender success; the structure, intensity, and amount of instruction needed to make gains; the assessment needs of

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[132] In this annotated bibliography

[133] Curtin, Ellen. 2005. Teaching practices for ESL students. Multicultural Education v12 n3 p. 22-27

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#	Emergent Themes	*Somewhat* Relevant Literature
		LNL classes; and the programmatic strategies needed to recruit and retain students. These conclusions are strengthened by the inclusion criteria, which discriminated among over 500 articles by type of study, sample size, and rigor. The section on ESOL findings is particularly relevant to TELL, as it emphasizes the diversity of adults in ESOL programs and the features of effective ESOL programs and classes.
6	• Research • Writing skills • Developmental program • Student blogs • Generation 1.5	Bloch, Joel. June 2007. Abdullah's Blogging: A generation 1.5 student enters the blogosphere. *Language Learning & Technology*, 11, No. 2, pp. 128–141, http://llt.msu.edu/vol11num2/Bloch/default.html. The author presents one student's experience in a developmental composition class for ESL students at Ohio State University in blogging to developing critical writing skills as a portal for understanding the usefulness of blogs. The composition course was designed to include blogging for "vernacular literacy" (p. 2) and to support classroom writing for "more academic forms of writing" (p. 2). Rhetorical styles of students were analyzed by the instructors to determine the students' strengths and weaknesses, while the students learned content and spent considerable time reading, writing, and analyzing each other's arguments. This effort was geared specifically toward the Generation 1.5 student, who typically has stronger oral language skills but more varied writing skills and has little experience with academic or critical writing. Of interest for the TELL project is the description of Generation 1.5 students, who comprise a heterogeneous mix of languages, literacy, economic and social status, culture, family background, and number of years of education in the native country and the U.S., and how the blog environment can build bridges with students with diverse backgrounds. While this study is specific to one course and group of students and cannot be generalized to the broader Generation 1.5 population or other ELLs, the project exemplifies the flexibility available to ESL and content-area teaching staff to provide instruction in critical writing skills to students with a basic grasp of English, providing them opportunities for self-reflection, knowledge creation, and authorship through writing.

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#	Emergent Themes	*Somewhat* Relevant Literature
7	• Evaluation/research • Vocational education program • Previous learning experiences • Worker-centered curriculum • Participatory curriculum • Critical literacy • Learner-centered approaches	Boyter-Escalona, Margaret. 1995. *Enhancing workers' skills for the workplace and for life. Worker Education.* Program Final Report, May 1993—March 1995. Chicago: Northeastern Illinois University, Chicago Teachers Center. This report describes the outcomes of a vocational education program for LEP workers in Chicago. The report cites several positive outcomes for the companies, union, and workers involved, including greater job competency, increased self-confidence, and better communication with management. This program was adapted to the participants' attitudes toward and experiences in education prior to entering. For example, workers reported that large class sizes had caused them to drop out of adult education in the past, so classes in the study program were limited to 15 students. A worker-centered approach was also evident in the curriculum, which was developed with input from workers and which included discussions of workers' "importance in the production of goods for market distribution and issues in the American work culture" (p. 29). These approaches are consistent with Auerbach's (1992) idea of participatory curriculum development and Corley's (2003) argument for critical literacy, in which students learn not only skills but also thinking styles that critically examine their roles in institutions and cultures. Though this program is not designed to transition students, the findings support the success of learner-centered approaches in achieving program and learner goals, and are therefore important elements to consider in designing TELL programs
8	• Concept/theoretical • Book • ExC-ELL • ELLs • Lesson planning • Instructional strategies • Vocabulary • Comprehension • Reading • Content • Developing literacy skills • Teacher training and professional development	Calderón, Margarita. 2007. *Teaching reading to English language learners, grades 6–12: A framework for improving achievement in the content areas.* Thousand Oaks, CA: Corwin. This book is intended as a guide for professional development of ESL instructors in middle and high schools. It provides educators with an empirically tested framework for developing literacy skills and language development for Expediting Comprehension for English Language Learners (ExC-ELL). Calderón focuses the reader on an introduction to the ExC-ELL model by discussing issues related to literacy and English language learners. She then interweaves research-based lesson planning designs with instructional strategies for vocabulary development, comprehension and content, and reading, writing, and speaking in mathematics and science. In addition, a key part of Calderón's book focuses on teacher training and professional development, which relates to teaching content area literacy to ELLs. Although it focuses on grades 6–12, this book has value for adult TELL, especially for adult TELL teachers who need professional development in content area

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#	**Emergent Themes**	***Somewhat* Relevant Literature**
		literacy so that they can provide students with comprehensible input.
9	• Concept/theoretical • Professionalization • Adult ESL instruction • In-service professional development • Workforce • Program models	Crandall, JoAnn. 1994. *Creating a professional workforce in adult ESL literacy*. Washington, DC: National Center for ESL Literacy Education. In this ERIC Digest, Crandall identifies the challenges to professionalization of the adult ESL workforce and proposes three models that can be adopted to overcome these obstacles—mentoring, in which experienced teachers participate in in-service professional development; applied science, which links practice with research; and inquiry, which trains teachers to reflect critically on their practice. Crandall provides examples of programs using each of these methods, but, as is standard with ERIC Digests, there is limited room to expound on their impact on instructors or students. Crandall contends that "The fundamental duty of a teacher of adult ESL is to facilitate the development of communication skills in English, either in a classroom setting or in a one-on-one tutoring structure" (p. 1). The discussion has implications for TELL practice, especially with regard to TELL teacher instructional conduct.
10	• Concept/theoretical • State • ESL program standards • Adult ESL • Education goals • Vocational goals • Personal goals	Fadden, Holly. 2000. *Maryland adult English as a second language program standards*. Baltimore, MD: Maryland State Department of Education. The Maryland State Department of Education Adult Education and Literacy Services produced this document to outline the state's adult English as a second language (ESL) program standards. Its mission is to provide skills to students and to assist them in achieving educational, vocational, or personal goals. The document provides eight guidelines to improve the adult ESL program: program structure; administration and planning; curriculum, instruction, recruitment, intake, and orientation; retention and transition; assessment, evaluation and educational gains; staffing; professional development and staff evaluation; and support services. Program standards and instructional standards facilitate consistency in program operation. Such consistency can aid program evaluation efforts, especially those designed to assess practices to implement large-scale change or to ensure accountability. One limitation of program standards is that they sometimes promote the one-size-fits-all axiom, which can have implications for instructional practice and even student retention; this applies especially to states with geographic "pockets" of students from varied cultural, educational, and linguistic backgrounds, where students would be well served by more differentiated programming. This document has value to TELL, especially with

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#	Emergent Themes	*Somewhat* Relevant Literature
		regard to ESL program development.
11	• Concept/theoretical • Book • Research-based • Teaching languages • ELLs • Comprehensible input • Nonverbal cues • L2 • Language acquisition strategies	Gersten, Russell, Scott K. Baker, and Susan U. Marks. 1998. *Teaching English-language learners with learning difficulties: Guiding principles and examples from research-based practice.* Eugene, Oregon: Eugene Research Institute. This book focuses on teaching languages to students with language difficulties, such as students with special needs and English language learners (ELL). The authors rely on comprehensible input, a theory presented by Stephen Krashen (1981), who argues ELLs best acquire language when they hear and understand target language messages that are at a higher level than their L2 level (Comprehensible Input +1). The aim of the teacher in this model is to increase the learner's L2 language comprehension by providing the necessary scaffolding. This puts the responsibility for learning on teachers. The strategies are relevant to TELL programs as they provide access to learning curricula by meeting the needs of diverse students. For example, teaching students how to read nonverbal cues early on and training teachers in how to use visual cues may aid students' learning.
12	• Research • Attaining proficiency • BICS and CALP • School district • ELLs • K–12 • Policy implications	Hakuta, Kenji, Yuko Goto Butler, and Daria Witt. 2000. *How long does it take English learners to attain proficiency?* Santa Barbara, CA: The University of California Linguistic Minority Research Institute, http://repositories.cdlib.org/cgi/viewcontent.cgi?article=1001&context=lmri (accessed November 29, 2008). This paper focuses on the question of the length of time it takes for ELLs to gain oral English proficiency and academic English proficiency. The authors studied four different school districts to answer this question and then used their conclusions to make policy implications. This work is beneficial to TELL in that it provides a framework for showing programs information about time frames for helping ELLs gain proficiency, and this can help refine programming policies. The authors caution, however, that the actual length of time may be longer than they estimate because of limitations of their data, which was collected from elementary and secondary schools. The length of time that adults require to gain language proficiency may differ from that of children, and this information is critical especially for adult ESL programs in K–12 school districts. This paper was prepared as a policy report and is likely intended for policymakers.
13	• Research/evaluation • Language camp • ESL • Receptive skills	Hashim, Fatimah, and Vishalache Balakrishnan. 2006. Language immersion for low proficiency ESL learners: The ALEMAC project. *The Reading Matrix*, no. 6 (September),

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#	**Emergent Themes**	**_Somewhat_ Relevant Literature**
	• Reading and writing • Content instruction • Motivation • Perception of improvement	http://www.readingmatrix.com/articles/hashim_balakrishnan/article.pdf. This paper describes a language camp designed to help improve the English language proficiency of ESL learners. The focus of the camp was on increasing learners' receptive skills for reading and writing and not on content instruction or grammatical perfection. Results from the camp reveal that it had a positive impact on learners' perception of their improvement and motivation. It also indicates a positive impact on teachers' understanding of ESL learners and their needs. This program demonstrates promising results in engaging the receptive skills of ESL learners. Although this program was developed and geared toward elementary students, it can be useful to TELL programs that deal with ELL learners who have an extremely low proficiency level. TELL programs for adults would need to modify and adapt the activities for adult learners, which may produce different results. This article appears in an international online professional journal geared toward educators.
14	• Research • Action research • Adult literacy • Teaching English • ABE • Structure of English • Learning process • Video tapes	Kuhne, Gary. 1999. _Action research monographs_. Pennsylvania: Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education. Gary Kuhne examines 23 monographs developed by the Pennsylvania Action Research Network to collect research information on teaching adult basic education and literacy. He finds that successful teaching consists of relating teaching material to the work place. The structure of the English language plays a key role in student understanding and knowledge of it makes the learning process quicker. Using video tapes is shown to be an effective measure to correct pronunciation, and helps students feel more comfortable practicing the language. An increase in vocabulary skills also impacts the students' comfort level with the language. Teachers find it helpful to work together in weekly meetings to gain a better understanding of their students. This document has value to the TELL project, although it focuses on the transitioned population (ABE) and not the transitioning ELL students. In addition to some of the findings being helpful to TELL instructors, action research may be an effective approach for professional development, particularly if research is conducted jointly by ESL and ABE teachers and is focused on transitioning ELLs.
15	• Concept/theoretical • ESL • Speech programs • Oral practice • ESP/ESL	Migliacci, Naomi. 2000. Ouch! Or ESL and the glass ceiling. Paper presented at the TESOL 34th Annual Convention, Vancouver, Canada, (March 16). The author discusses the lack of attention to the glass ceiling

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#	Emergent Themes	*Somewhat* Relevant Literature
	• Glass ceiling • Video	by ESP/ESL programs and courses. She suggests showing ESP/ESL students videos of how the glass ceiling can affect them. To better assist the students' understanding, she suggests having the appropriate speech modeled in the video, and including interactive lessons. She also suggests students speak up in oral presentations, class discussions, and group and paired work, as this will help them be prepared for post-graduation situations. She indicates that students need to be educated on how to confront the glass ceiling for minorities. Some of the strategies she suggests, such as using videos with interactive lessons and having students actively engaged in discussions, may be useful in TELL programs. Practicing the language may help students feel more comfortable in ABE classes and encourage them to ask questions when they do not understand the content.
16	• Concept/theoretical • Pre-service teacher training • Parent education • Toolkit • Instructional activities • Support systems • Adult ESL instruction • ELLs	National Center for Family Literacy and Center for Applied Linguistics. 2008. *Practitioner toolkit: Working with English language learners*. Louisville, KY and Washington DC: National Center for Family Literacy and Center for Applied Linguistics. This document is a comprehensive introduction to adult ESL instruction for pre-service teachers. The authors draw on surveys of ESL educators and a focus group that helped identify challenges in adult ESL education. The Toolkit offers information about the adult ELL population, instructional activities to use in the classroom, a section explicitly on parent education, suggestions for addressing common issues in adult ESL education, and resources for more information. Transition to postsecondary education is identified as an issue in adult ESL education. The support systems identified by the authors concur with those described in Alamprese's (2005) Helping Adult Learners Make the Transition to Postsecondary Education, including familiarization with entrance requirements of receiving institutions and building study and time management skills. The authors also give brief descriptions of transition programs identified in the February 2004 issue of Focus on Basics. Overall, the text is an excellent introduction to adult ESL education, and has a wide research base.
17	• Research • International • Older ESL students • Reading • Writing • Speaking • Listening	Nicholls, Mary, and Robyn Raleigh. 1998. *Understanding life in Australia: ESL for older learners. A resource for teachers*. Melbourne, Australia: Adult, Community, and Further Education Board. This document reports the findings of a research study designed to assess the needs of older ESL students (age 50 and older), and is intended as a guide for teachers of this population. The study is not focused on transitioning these learners, but rather teaching them basic reading, writing

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		speaking and listening skills in English. The authors report many findings, but for TELL the findings of relevance can be summarized as follows: (1) the needs and goals of the students must be reflected in the curriculum. Of note is that differences between, and within, groups of learners mean that a rigid curriculum will not suit all students, and will hamper their progress and motivation to continue in the program. (2) The course must be accessible, meaning instructors must take into account the physical and cognitive restrictions of students and make learning aids available. Instructors must also allow for communication in the native language to help facilitate learning.
18	• Concept/theoretical • Program models • Parents • Bilingual students • Equity • Public schools • Psychology • Program models • ELLs • School-based consultants • Culturally sensitive practices	Ochoa, Salvador Hector, and Robert L. Rhodes. 2005. Assisting parents of bilingual students to achieve equity in public schools. *Journal of Educational and Psychological Consultation* 16 (1&2); 75–94. Ochoa and Rhodes, both school psychologists, present various program models for teaching English language learners and argue that school-based consultants must employ culturally sensitive practices to effectively engage and assist culturally and linguistically diverse students and their families. This article goes beyond serving as a resource for school-based consultants, the authors' intended audience, and provides strategies in cultural competency that can be used by instructors and administrators alike. The section on program models for non-native English speakers is well researched and a good primer for anyone interested in learning about the benefits and challenges of different instructional approaches; it also is of value to TELL. A failing of the article, which the authors acknowledge, is that the application of theories and practices is within a broader multicultural context and not specific to bilingual education, primarily because there is a dearth of research on consultative services in that area. The authors talk about use of qualitative skills, such as naturalistic interviewing, to get the students' back stories.[134] The importance of interviewing and "getting the back story" is also discussed in Panferov's (2000) case study.
19	• Concept/theoretical • Program issues • Discussion of particular program • Pathway project • Reading and writing • ESL	Olson Booth, Carol. 2007. *Making the invisible visible: Helping secondary English language learners access the cognitive strategies in their reader's and writer's tool kits.* The article discusses the Pathway Project, an adjunct program beginning in sixth grade and continuing through tenth, that aims to use explicit instruction in cognitive reading and writing strategies to help ESL students achieve academic literacy. The

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[134] This relates to antecedent actions or the story or stories behind the story being told.

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		brief article provides very few examples of strategies employed, but does share data to show that Pathway students scored higher than their peers on standardized tests, including the California High School Exit Exam. Based on the content provided in the article it is hard to know which methods led to the success of the program. The presented achievement data, however, are promising for TELL in that they affirm that student outcomes are improved when students are equipped with certain skills.
20	• Concept/theoretical • ESL students • ESL teachers • Survival English • Bilingual education • K–12 • Academic achievement • Explicit instruction • Academic writing • Academic reading • College	Panferov, Suzanne. 2000. One immigrant student's literacy journey to the university. Paper presented at the annual meeting of Teachers of English to Speakers of Other Languages, March, Vancouver, BC, Canada. Panferov, while investigating the development of her immigrant student's English literacy skills, discovers that ESL students who enter college through the American K–12 bilingual education system struggle academically because they are not prepared for academic achievement, which she believes is the result of lack of explicit instruction in academic writing and reading. For ESL instructors and for others who teach L2 learners at the college level, the story of Panferov's student can provide insight into how to work with ESL students to move beyond survival English and to develop academic English skills. While Panferov's first goal is achieved in telling the story of her student, her superficial discussion of the relevance of her student's experience to ESL pedagogy and recommendations for the field is lacking in substance. Her discussion on pedagogical implications presents issues that are not explored in the earlier portions of the article and do not appear to be substantiated by her own research or the findings of others.
21	• Concept/theoretical • International • Learner-centered instruction • Benchmark models • Assessment model • Adult learners	Pawlikowska-Smith, Grazyna. 2000. *Canadian language benchmarks: English as a second language for adults*. Ottawa, Ontario: Center for Canadian Language Benchmarks. This guide to Canadian Language Benchmarks summarizes level descriptors for adult English language learners in Canada across three levels of competence in the areas of writing, reading, listening, and speaking. The Canadian Language Benchmarks stress learner-centered instruction and a task-based syllabus that focuses on what students "can do" (p. VIII). The guide is intended for wide use by instructors, administrators, and policy-makers, though there is no documentation to justify associating particular abilities with each level. One perceived benefit of the Canadian benchmark model is that it mandates adjustment in instruction to fit the needs of individual students; however it provides little guidance on how individual students are to be assessed and how

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		instruction is to be differentiated to meet diverse needs and respond to various proficiency levels. This holistic assessment model could be a useful resource for instructors interested in customizing their instruction to fit the specific learner goals because it emphasizes evaluations in context and allows for flexibility in designing curricula and assessments that address academic skills needed for transitioning English language learners.
22	• Concept/theoretical • Freirean approach • Dialogue journals • Instructional practices • Writing instruction	Peyton, Joy Kreeft, and Jana Staton, eds. 1991. *Writing our lives: Reflections on dialogue journal writing with adults learning English*. Language in Education Series, 77. Washington DC: National Clearinghouse on Literacy Education.
		This is a collection of essays intended to orient teachers, tutors, and teacher educators in the use of dialogue journals in ESL education. Like other writing on instructional practices for adult ESL (see Artis et al. 2001, Crandall and Peyton 1993, and Corley 2003), this book is grounded in the Freirean approach, which views teachers and students as equals with different knowledge bases. The practice of using dialogue journals reinforces this relationship by making the teacher and student equal partners in a cooperative, dialogic endeavor that teaches writing skills. This volume provides a thorough introduction to the practice, with essays from instructors as well as researchers. Missing, however, are students' perspectives. The practitioners and theorists argue that this technique creates equality and partnership between teacher and student, but do not demonstrate that the students recognize, accept, or desire this equality. In teaching TELL students whose writing skills still need development, dialogue journals can present an alternative way to engage students in expressing their thoughts and ideas in print.
23	• Accountability • ESL • Policy • Program model • Professional development • Instructional methods	Rice, Jennifer King, and Michael Stavrianos. 1995. *Adult English as a second language programs: An overview of policies, participants and practices.* Washington DC: Mathematica Policy Research.
		This report synthesizes literature related to adult ESL programs. The authors address several topics, including: (1) the need and demand for ESL services; (2) administration, funding, and staffing issues; (3) curriculum and instructional approaches; (4) assessment, evaluation, and accountability; (5) evidence of effectiveness; and (6) directions for future research. While the report does not address transition issues specifically for ELLs, it does touch on ESL students' self-reported lack of adequate reading, writing, and mathematics skills—less than half of these learners progress to the next level. The authors recommend further research on

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#	**Emergent Themes**	***Somewhat* Relevant Literature**
		instructional methods to effectively help students acquire skills needed for advancement from ESL to ABE or other transitions. The authors have a background in school reform, which may explain why this report is geared toward recommending research that informs policy, although the paucity of research limits policy recommendations.
24	• Research/qualitative study • Second language learners (L2) • Qualitative research • Cantonese speakers • Reading instruction • Critical reading • Longitudinal study • Academic reading • Tertiary level • Rhetorical consciousness • Process oriented approach • Interpretative framework	Sengupta, Sima. 2000. Developing academic reading at tertiary level: A longitudinal study tracing conceptual change. *The Reading Matrix* 2, no. 1. This is a qualitative study of Cantonese college students. The study included thematic analysis of biweekly discussions of a small undergraduate class (25 L2 students) and interviews with nine randomly selected students both at the end of the course and 18 months later in their third year of study. Through the undergraduate first year course, the author as tutor provided biweekly instruction to help students who were Cantonese speakers with intermediate level English skills to move from literal word-by-word reading to a more process-oriented approach to interacting with the text and the writer through critical reading and constant comparison of text. Although in this one course students were able to develop critical reading skills, these skills were not found to transfer to other academic courses due to the students' concerns that other teachers would not welcome this active reading approach. However, by the third year, when students were preparing their dissertations, they were using a critical approach to reading and research. This study does not show whether the changes in students in the third year of undergraduate study were due to the explicit instruction from their first year, or a natural progression for all students; however, the study does highlight the importance of L2 learners' engaging in techniques that will help them glean meaning from the text, and the study followed a useful approach by including learners' voices through interviews and discussions. TELL learners may benefit from a similar "strategy related instruction" (p. 2) in the reading process and from active involvement as student researchers involved in their own reading processes; however, questions remain about how to make this learning sustainable unless other course instructors promote similar reading processes in their classes as well. In addition, the study uses a sample of only nine students, which makes it non-generalizable, although its findings may be transferable to TELL contexts having similar conditions. In addition, the author's methodology is questionable and ambiguously written, which will limit this study's replicability.

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#	Emergent Themes	*Somewhat* Relevant Literature
25	• Book • ESL • Biliteracy • Reading and writing • Dialect reader • Teaching adults • Youth • Reading • Speaking • Writing styles	Spener, David. 1994. *Adult Biliteracy in the United States*. Washington DC: Center for Applied Linguistics and Delta Systems Co. This book features multiple authors discussing biliteracy (being literate in two languages) and teaching someone reading and writing in English when they are already literate in another language. Spener suggests teaching adults in a bilingual setting since it has been shown to be effective with youth. Arnulfo Ramirez supports this claim by stating that teaching students in their native language may be used to explain the English language. Walt Wolfram describes a dialect reader as "a text that incorporates the nonstandard grammatical forms typical of a vernacular-speaking community" (pp. 79-80) and admits that this form of teaching may be stigmatizing and patronizing. However, this writing style may be appealing to those who feel intimidated by typical writing styles, and it may be helpful for ESL students to learn how English is used outside of the school setting. Catherine E. Walsh explains that some students find textbook writing styles hard to read even if they are able to speak and write in English. She also points out that secondary school teachers feel that students should already know the basics of reading and writing and it is not their job to teach this to them, a viewpoint which frustrates students and leads some to fall behind. This may not be appropriate for TELL students, who may become confused by the different writing styles and misunderstand when to use one versus the other.
26	• Research/evaluation • Qualitative research • ABE/ESL combined instructional models • Teacher training • Literacy • Vocational • Workplace • International	Suda, Liz. 2002. Discourses of greyness and diversity: Revisiting the ALBE and ESL interface. Melbourne, Australia: Adult Literacy and Numeracy Australian Research Consortium (ALNARC). This report speaks to the Australian practice[135] of integrating literacy, numeracy, and English as a second language and embedding vocational education into this mix. After reviewing the conceptual framework for literacy, numeracy, and language learning, the author describes the methodology and findings from 10 telephone surveys, two focus groups, and 12 individual interviews with teachers to gain an understanding of their perspectives on literacy, numeracy, and language learning and teaching. The Australian context is instructive in that adult education and training is increasingly administered and defined as a single effort with literacy, language, and vocational/workplace education being combined. Additionally

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[135] Note that there are three models; one model teaches reading and writing separately from oral skills and another integrates all four language skills plus numeracy. Then there's another set of models—the sequential model that focuses on transition from ESL to GED/ASE and then to vocational training or workplace literacy. The Australian model (like the UK one) tries to teach these skills in an integrated whole.

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#	**Emergent Themes**	***Somewhat* Relevant Literature**
		many adult literacy classes serve a mixed population of adults with low literacy skills (traditional adult literacy and basic education students) plus ESL students working on English literacy and content development, which is similar to some models of TELL. Results of the study showed that although teachers were knowledgeable about learner needs, ESL learner needs were not always met in the combined classroom. Given that Australian populations mirror American ESL learners in terms of the diversity of cultural and language backgrounds and literacy levels, further research into program models for mixed ABE/ESL populations may be instructive.
27	• Concept/theoretical • Toolkit • State • ELL • Adult learning • ESOL • Instructional approaches • Guidance • New ESL teachers • Assessment	Virginia Adult Learning Resource Center. 2002. *ESOL Starter Kit*. Richmond, VA: Virginia Commonwealth University. The Virginia Adult Learning Resource Center developed a comprehensive toolkit for the adult ESL instructor in the form of an ESOL Starter Kit, which covers the scope of instructor needs with background information and research where available to support practice, including sample forms, lists of materials, resources (text and electronic), and instructional approaches and guidance. The toolkit is a handy guide for new ESL teachers and provides an overview of the current state of adult ESL instruction. Although the toolkit is not designed specifically to address TELL issues, its general focus on language proficiency levels, assessment for adult ELLs with varied English skills, and curriculum selection are all pertinent to ensuring that ELLs reach their goals for further education or employment. The toolkit was originally developed in 1998 and updated in 2002; it involved the contributions of a number of adult education instructors, coordinators, volunteers, and program staff under the guidance of an ESOL specialist.
28	• Research • ESL • Curriculum • Instructional strategies • Reading and writing skills development • Language experience approach (LEA)	Wrigley, Heide Spruck, and Gloria J. A. Guth. 1992. *Adult ESL literacy: State of the art 1990*. San Mateo: Aguirre International. This is a descriptive report based on a two-year national study on promising practices in adult ESL literacy. It describes the context of adult ESL literacy. It focuses on elements of effective adult ESL literacy programs, orientations to ESL literacy curriculum, approaches and strategies for ESL reading and writing, issues and recommendations for ESL literacy assessment, biliteracy and Spanish literacy, and teaching a multilevel ESL literacy class. TELL programs working with low-literate, low-educated adults may be interested in successful ways to respond to adults with little experience in print literacy. However, this report was written over a decade ago. Additional effective approaches, strategies, and practices may have been developed and employed since this report was

#	Emergent Themes	*Somewhat* Relevant Literature
		produced.
29	• Research/evaluation • Professional development • Needs assessment • Job Attainment/retention • Instructional materials • ABE teachers	Zane, Lawrence. 2000. *The adult basic education (ABE) teacher development project (July 1, 1999 to June 30, 2000)*. Evaluation Report. Washington DC: Department of Education. This is a final evaluation report on a project offering professional development (PD) to adult educators in Hawai'i. The subject of the PD was determined by conducting a needs assessment of teachers. As a result, workshops were scheduled on two main topics: (1) preparing for and keeping jobs, and (2) using standards to choose and use ABE/ESL instructional materials. Of interest to the TELL project is the finding that ABE teachers were often not aware of and were not connected to professional organizations that could enrich their practice—such as TESOL. This implies that adult educators in this project did not have a high degree of identity as language teachers and were not therefore immersed or aware of the research and evidence that could inform their practice. Since many adult ESL teachers face similar circumstances this anticipates the challenges to TELL programs to bring ABE and ESL instructors together, upgrade their skills, and share instructional strategies to enhance the learning of students in both areas.

Appendix K - State and Local Policy

> **Question**: What state and local program policies support English language learning and transitioning into adult basic education/adult secondary education?

The following 17 documents are included in this category because their content addresses state and local policy concerning TELL. Most of the documents (n=11) are concept or theoretical pieces. Of the entire group, only four articles are *directly relevant* to TELL and all were written within the last decade, which suggests that TELL policy as a research area is a new venture for the field. Other articles are categorized as *somewhat relevant*, because they deal with issues such as professional development (n=7) and programmatic and administrative structures (n=4). Though limited in their treatment of the topic, Alamprese (2005); August (2002); Mazzeo, Rab, and Alssid (2003); and Smith, Hofer, Gillespie, Solomon, and Rowe (2003) focus on TELL primarily as the subject of their articles. When reviewed collectively the literature reveals wide knowledge gaps in the subject of transitioning adult English language learners and suggests a need for research efforts to advance knowledge about effective state and local policy, including programmatic and instructional practices that can facilitate student transition.

Directly Relevant

<table>
<tr><td colspan="3">Transitioning English Language Learners
Annotated Bibliography</td></tr>
<tr><td colspan="3">State and Local Policy</td></tr>
<tr><td>#</td><td>Emergent Themes</td><td>Directly Relevant Literature</td></tr>
<tr><td>1</td><td>
• Concept/theoretical
• Adult learners
• Transition
• Adolescent
• Mainstream
• Postsecondary
• ELLs
• Policies
</td><td>
Alamprese, Judy. 2005. Helping adult learners make the transition to postsecondary education. Adult Education Background Papers, pp. 11, Cambridge, MA: Abt Associates, Inc.

In Helping Adult Learners Make the Transition to Postsecondary Education, Alamprese discusses "the challenges ABE programs must address in developing and implementing transition services, provides examples of emerging efforts, and discusses the implications of this transformation for policy and practice" (p. 1). Alamprese directs the reader to practices in helping transition ABE students into postsecondary education as an important aspect of growing the income and education of adult education students. She emphasizes a three-tiered approach that may also be applied to higher-level ESL students, including instruction in content areas at a level that mirrors the college experience, counseling that ranges from personal guidance to time management and other non-instructional skill development, and collaborations with other organizations, particularly community colleges. This approach is similar to that presented in other K–12 programs that attempt to
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	State and Local Policy	
#	**Emergent Themes**	***Directly* Relevant Literature**
		mainstream adolescent ELLs. However, the learners who are the focus in this paper are those who have already reached higher levels in adult education and have the stated goal of postsecondary education, not the broader range of potential ELLs (including those who are low literate/pre-literate in their native language and/or have limited education in both their native language and in English). The focus of this paper is on the transition to postsecondary education, which is slightly different from transition from ESL to ABE. Its relevance to the TELL project, however, is not in the population it targets, but in the structural issues it describes, including helping students strengthen academic skills, develop study and time management skills, and navigate different aspects of college life. In addition, the challenges Alamprese identifies are common to other types of academic transitions, including the transition from ESL to ABE or other English-only instructional settings, especially for ESL programs based in community colleges.[136] Alamprese calls for policies to address these areas, specifically citing ways in which the U.S. Department of Education can contribute to student transition. She references transitioning programs in New England, Wyoming, and Oregon; however, the information gleaned from these programs is mostly anecdotal, and not systematically derived. She concludes with a call for changes in policy and practice without a corresponding call for additional research to dig deeper to investigate the apparent success of programs implementing aspects or all of the 3-tiered approach she summarizes. The paper's obvious limitations[137] do not hinder its overall value to the TELL project. Implications for next steps could include future research that uses control and experimental groups to examine the value of Alamprese's findings in an ABE-ESL context.
2	• Concept/theoretical • School aged ELLs • Policies and practices • Transitioning • Cultural diversity • Writing, reading, speaking	August, Diane. 2002. *Transitional programs for English language learners: Contextual factors and effective programming*. Baltimore, MD: Center for Research on the Education of Students Placed At Risk. In this literature review, August reports on and synthesizes the available research on transitioning school-aged ELLs. August provides a list of practices and policies common to the

[136] These include aligning exit and entrance criteria, assessing and teaching of skills and content needed to transition, preparing students for the workload and structure of the target program, counseling students, providing financial aid, offering skills workshops, facilitating acculturation into the target program, mentoring, and forming partnerships with target programs.

[137] Although the paper captures some important TELL-transferable topics, it contains generalizations based on unique instances. For example, the author makes generalized statements about the conditions of the field, based on anecdotes from discrete conversations with practitioners that haven't been systematically negotiated to weigh their value to a document like this one.

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#	**Emergent Themes**	***Directly* Relevant Literature**
		successful transition programs covered in the literature. This list, which includes elements such as articulation; respect for cultural diversity; and the integration of reading, writing, and speaking skills, is consistent with later literature, such as Callahan's (2006) conclusion that reading intervention alone is not sufficient to prepare students for success in mainstream classes. August concludes by calling for more systematic research to investigate, individually, the impact of each of these strategies in both experimental laboratory and field research. This report is directly relevant to TELL and limited in its applicability only by the inclusion of research on primary school children and exclusion of research on adult students. The recommendations provided, however, are programmatic and in general not explicitly tied to any age group, and many are supported by the literature on adult transitioning.
3	• Research-based • Transition • Community colleges • Career pathways • Program • Policy • Programmatic • Industry associations • Instructional leadership • Economic and educational impact	Mazzeo, Christopher, Sara Rab, and Julian Alssid. 2003. *Building bridges to college and careers: Contextualized basic skills programs at community colleges.* Workforce Strategy Center. The focus of this article is on "career pathways": integration between education, training, and work for adults (including ESL students) to increase their chances of competing for high-wage and high-demand careers. Based on a literature review, the authors found that basic education programs were of low quality and lacked strong economic or educational impact. The literature review also revealed that those programs that assist students in finding advanced education opportunities or that focus on curriculum, instruction and student learning produce the best outcomes. Five community colleges were examined, and findings show that they all promoted context-based teaching. In addition, they all maintained relationships with industry associations and employers; developed instructional support to help faculty teach in a new way; financed these efforts; and guaranteed job placement for their students. Key policy and programmatic issues were: difficulty with engaging students or providing substantial content, promoting leadership among instructors, serving higher-skilled students rather than lower-skilled students to minimize negative scrutiny, lack of long-term evaluation (five+ years), and serving a small portion of ESL and adult education students. The authors suggest providing resources for teachers to develop expertise and knowledge on bridging basic-skill students to college and/or careers, developing opportunities for instructional leadership by creating incentives, and developing funding to support further research and to influence more basic-skill students. The suggestions for improving "career pathways" are relevant for

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#	**Emergent Themes**	**_Directly_ Relevant Literature**
		supporting students that are transitioning from ESL to ABE, postsecondary, or workplace programs. The findings also highlight the need for professional development for those instructors teaching transitioning students.
4	• Research/evaluation • Qualitative study • Professional development models • Teaching training • Learner persistence, motivation, and retention	Smith, Cristine, Judy Hofer, Marilyn Gillespie, Marla Solomon, and Karen Rowe. 2003. _How teachers change: A study of professional development in adult education._ NCSALL Reports #25a. Cambridge, MA: Harvard Graduate School of Education This is the full report of a multi-year qualitative study conducted with adult educators in Massachusetts, Connecticut, and Maine to compare the effectiveness—as measured by teacher change—of three models of professional development: multi-session workshops, mentor teacher groups, and practitioner research groups. Of the 106 teachers who participated in up to 18 hours of PD in one of the three models, 18 teachers were randomly assigned and the remainder chose the model they would participate in. In all PD models teachers focused on learner motivation, retention, and persistence. The results indicate that 28% of the teachers showed little or no change even after 18 hours of best-practice-designed PD, an amount of time significantly higher than the average annual PD for adult educators. The authors recommend that PD policy include involving teachers in decision making in their program, paying teachers to attend PD, increasing access to colleagues and directors before and after PD, and establishing the expectation that all teachers must continue to learn. These findings indirectly relate to TELL through the context of teacher training and how to guide teacher change to improve practice.

Somewhat Relevant

Transitioning English Language Learners Annotated Bibliography		
State and Local Policy		
#	**Emergent Themes**	***Somewhat* Relevant Literature**
1	- Concept/theoretical - Immigrant ELLs - International - Australia - Adults - New language - Language proficiency - Learning pace - Labor adjustment programs - Policy - Competencies	Allender, Susan Chou. 1998. Australia's migrants and refugees: opening the door to lifelong learning. How adults learn a new language. A paper presented on *How Adults Learn*, an international conference held at Georgetown University Conference Center, Washington, DC, (April 6) http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/25/9c/6c.pdf.<hr>This report examines adult education for immigrants and refugees in Australia by looking at the nation's immigrant program and the challenges adult learners face. It also examines the policies, programs, and services related to adult second language learning. The author provides a breadth of information about the structure of the Australian adult education system for ELLs that is important for consideration in the further development of the American system for serving its ELL population. Unlike the U.S., Australia has a national curriculum, standards, assessments, and measures that allow learners to take ESL classes anywhere in the country. The learners are divided into three main categories: 1) language proficiency level (stage), 2) their learning pace (band), and 3) their needs and goals in learning English (learning goals). Within learning pace are further subdivisions into Band A learners, who have limited education or literacy in their native language, Band B learners, who have some learning strategies or literacy, and Band C learners, who have a high level of learning in their native language. Of particular note in the research reviewed by the author is the use of "Labour Adjustment Programs" (p. 8) in Australia, which retrained older adults with limited oral English ability and no literacy skills to read and write through year-round study of English and vocational skills. Additional research relevant to the American ELL population include the curricula, instructional strategies, and program models for the Band A learners (what the U.S. terms pre-literacy or low-level literacy learners), such as contextualized learning, a focus on the learners' experiences and cultural backgrounds, and the development of formal learning skills. Program models are based on "differentiation, flexibility and continuity" (p. 12), and policy at the national level allows free tuition for adult ESL classes for up to 3 years for immigrants; national benchmarks are under development (at the time of this writing) to measure not only learner progress, but also to measure achievement "more finely in terms of actual competencies gained" (p. 13).

Transitioning English Language Learners **Annotated Bibliography**		
State and Local Policy		
#	**Emergent Themes**	***Somewhat* Relevant Literature**
2	• Concept/theoretical • English only • ESL education • Pedagogy • Racism • Political agenda • Language and power • Language and race • Language dominance	Auerbach, Elsa. R. 1993. Reexamining English only in the ESL classroom. *TESOL Quarterly, 27*(1): 9–32. Auerbach argues that English-only policies in ESL education reflect not well-founded pedagogy, but a repressive and racist hidden political agenda. This argument is couched in the belief that institutional language policies serve to maintain existing power structures by limiting access to jobs and wealth and that implicit acceptance of this political agenda is evident in the teacher-student interactions in English-only classrooms. Auerbach supports her argument by critically examining the research used to support English-only policies, by providing research to support bilingual education models, and by addressing teachers' concerns about using L1 in L2 education. Like Corley (2003), Auerbach recognizes that education cannot be separated from the ideological and political assumptions, both explicit and implicit, of its practitioners and that these assumptions enable L2 education to perpetuate existing power structures rather than provide opportunities for social and political advancement. Unlike Corley, however, Auerbach does not offer a specific ideology to supplant the one she criticizes. This essay is relevant to TELL in that successful transition to adult basic education might be facilitated by abandoning policies and practices that promote the dominance of English speakers over English learners.
3	• Concept/theoretical • National and state • Staff development • ESL instructors • Staff development • Policies • Challenges	Burt, Miriam and Fran Keenan. 1998. *Trends in staff development for adult ESL instructors.* Washington, DC: National Clearinghouse for ESL Literacy Education. Burt and Keenan identify national and state initiatives to provide professional development in ESL instruction for teachers of adult education. They also identify a few constructs essential to ESL professional development and challenges faced in implementing policies to provide this service to teachers. The most significant drawback of this article is its age. Ten years after its publication, current trends may comprise a different set of initiatives, as at least some of those described by Burt and Keenan have since ended and more have been implemented in the last decade. Further limiting the usefulness of this piece to TELL is the lack of depth in the descriptions of the initiatives. No information is given regarding their effectiveness, and the URLs provided for more information generally no longer lead to the intended sites. This topic is pertinent to TELL, but more recent and more complete information would increase the usefulness of this type of document.

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#	**Emergent Themes**	***Somewhat* Relevant Literature**
4	• Concept/theoretical • ESL writing • Historical overviews • Comparative analysis • Educational strategies • English as L2 • Literacy • Program Development • L2 instruction • L2 programs • Teacher role • Writing instruction	Elliott, Norbert, Jerry Paris, and Janet Bodner. 1990. *The teacher of writing in the ESL curriculum.* ERIC, ED3223762, http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/22/5a/80.pdf. Elliott, Paris, and Bodner connect writing instruction to ESL instruction through shared ideologies, supported by historical overviews of movements in both fields. The authors propose four levels of ESL competency based on levels of writing competency relevant to academia. These levels are useful in framing transition policies, as they proceed from basic to discipline-specific competencies. The authors claim that this approach has been successful at New Jersey Institute of Technology, but they do not provide any evidence of this success or describe what form it took (e.g., improved student GPA, higher student satisfaction, etc.). ESL writing is an important TELL topic, so knowledge of the proposed four levels of ESL competencies can help researchers conceptualize findings on ESL writing practices conducted in TELL programs.
5	• Policy • Programmatic • State • ESL • Cooperative learning • Peer tutoring • Whole language • Instructional strategies • Skills assessment • Community college	Florida State Board of Community Colleges. 1996. *English as a second language program review report, 1–77. Fort Lauderdale*: Florida State Board of Community Colleges. The Florida State Board of Community Colleges examined 28 community colleges to determine the level of instruction for ESL students. They found (1) it was difficult to determine whether students were taking ESL/English Native Speaking courses along with their other courses, (2) there was inconsistency across the state in the implementation of instruments such as basic skills assessments, (3) there was a lack of trained ESL instructors and trained counselors, and (4) there was a lack of funding. They also found "cooperative learning activities, peer tutoring, individualized instruction, and whole language approaches" (p. 58) to be very helpful instructional strategies. Findings relevant for TELL include the need to fully support transitional programs if they are to be effective, and to implement instructional practices such as cooperative learning, peer tutoring and individualized instruction to support ESL students transitioning to ABE programs.
6	• Concept/theoretical • Policies • Programmatic • Teacher training • Assessment • Support services • State • Community college	Frodesen, Jan. 2006. *ESL students in California public higher education*, pp. 1–91. Sacramento, CA: California Community Colleges. The California Community College Board of Governors raised questions concerning ESL programs and the support they offer their students. They found inconsistencies in assessment, placement, available support services, counseling, and tutoring. They also found some students identified themselves

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#	**Emergent Themes**	***Somewhat* Relevant Literature**
		as ESL learners, while others sometimes denied being ESL students to avoid being stigmatized. As a result, there were students who needed but were not receiving help. In addition, those who did receive help were not provided with the most adequate services due to a lack of understanding of students' needs and a lack of funding. This report suggests examining the support being provided to ELLs in transitional programs and finding ways to improve it, providing instructors with education websites as resources for instruction, and developing the skills of ESL coordinators to assist students. The findings also reinforce the need for TELL programs to implement ongoing assessments of student needs and placements.
7	• Concept/theoretical • Monograph • Academic integration • Occupational education • Community colleges • Tech-prep programs • Program administration • Workforce	Grubb, Norton, Norena Badway, Denise Bell, and Eileen Kraskouskas. 1996. *Community college innovations in workforce preparations: Curriculum integration and tech-prep*. Mission Viejo, CA: League Publications. This monograph describes the integration of academic and occupational education and the linking of high schools and community colleges through tech-prep programs. It examines the various approaches that have been taken within both of these innovations and the effects of these programs on the learners, teachers, and community college population. Benefits of these innovations include enhanced content of the curricula, better preparation for the workforce, and better preparation for higher education programs. TELL program administrator may be interested in seeing the various approaches that curriculum integration and institutional collaboration have taken. They may be able to adapt some of these approaches to suit the specific needs of ELLs since both innovations are versatile and adaptable to differing goals and local conditions.
8	• Research • Attaining proficiency • BICS and CALP • School district • ELLs • K–12 • Policy implications	Hakuta, Kenji, Yuko Goto Butler, and Daria Witt. 2000. *How long does it take English learners to attain proficiency?* Santa Barbara, CA: The University of California Linguistic Minority Research Institute, http://repositories.cdlib.org/cgi/viewcontent.cgi?article=1001&context=lmri (accessed November 29, 2008). This paper focuses on the question of the length of time it takes for ELLs to gain oral English proficiency and academic English proficiency. The authors studied four different school districts to answer this question and then used their conclusions to make policy implications. This work is beneficial to TELL in that it provides a framework for showing programs information about time frames for helping ELLs gain proficiency, and this can help refine programming policies. The authors caution, however, that the actual length of time may be longer than they estimate because of limitations of their

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#	**Emergent Themes**	***Somewhat* Relevant Literature**
		data, which was collected from elementary and secondary schools. The length of time that adults require to gain language proficiency may differ from that of children, and this information is critical especially for adult ESL programs in K–12 school districts. This paper was prepared as a policy report and is likely intended for policymakers.
9	• Research • K–12 education • ELL program models • Transitional bilingual education • Newcomer programs • Sheltered instruction • Bilingual education • Two-way immersion • National policy • Culture • Cultural pluralism	Mikow-Porto, Victoria, Stephanie Humphries, Paula Egelson, Debra O'Connel, and John Teague. 2004. *English language learners in the southeast: Research, policy & practice.* Greensboro, NC: SERVE Center at the University of North Carolina at Greensboro.
		This descriptive paper covers the history of national policy, current research, and examples of practice as they relate to quality education for elementary and secondary ELL students. Although focused on the school-age population, the report is relevant to the adult TELL programs, which require supportive policies at the national, state, and local level; instructional practices that are research-based; teacher training for high-quality instruction and ongoing professional development; assessments and accountability to ensure that learners are progressing; and clear processes for placing students in the ELL program and then transitioning them to mainstream classes. Additionally, the paper describes the different existing program models for ELLs, including transitional bilingual education, newcomer programs, sheltered instruction, ESL/ESOL, bilingual education, and two-way immersion. Research on the young ELL population points to bilingual programs as surpassing traditional ESL or English-only programs, but regardless of the type of program, students need years of continued education beyond what most elementary & secondary and adult systems currently provide. Although the research captured here is not as thorough as in some other papers (see Sherow 2006) or geared toward the adult ELL population, it provides a snapshot of what the state of ELL instruction looks like across the U.S. today, especially in certain states.
10	• Accountability • ESL • Policy • Program model • Professional development • Instructional methods	Rice, Jennifer King, and Michael Stavrianos. 1995. *Adult English as a second language programs: An overview of policies, participants and practices.* Washington DC: Mathematica Policy Research.
		This report synthesizes literature related to adult ESL programs. The authors address several topics, including: (1) the need and demand for ESL services; (2) administration, funding, and staffing issues; (3) curriculum and instructional approaches; (4) assessment, evaluation, and accountability; (5) evidence of effectiveness; and (6) directions for future

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#	Emergent Themes	*Somewhat* Relevant Literature
		research. While the report does not address transition issues specifically for ELLs, it does touch on ESL students' self-reported lack of adequate reading, writing, and mathematics skills—less than half of these learners progress to the next level. The authors recommend further research on instructional methods to effectively help students acquire skills needed for advancement from ESL to ABE or other transitions. The authors have a background in school reform, which may explain why this report is geared toward recommending research that informs policy, although the paucity of research limits policy recommendations.
11	• Research • Case studies • Hispanic youth • Dropout project • Trends in language education • English-only education • Anti-native language • Tutoring • Immigrant • Bilingualism • ESL	Schwartz, Wendy. 2000. New trends in language education for Hispanic students. NY: ERIC Clearinghouse on Urban Education. Schwartz provides a brief overview of a commissioned paper on case studies involving Hispanic youth education as well as highlights of the Hispanic Dropout Project (sponsored by the U.S. Department of Education in 1995). The results and recommendations point to strengthening bilingualism and proficiency in both English and Spanish for Hispanic youth; however, in this country in the past decade there has been a push toward English-only education at all levels, and an anti-native-language stance in the adult education classroom in places with large immigrant populations, such as California and Florida. Although the information is geared toward teaching Hispanic youth, the strategies presented here also apply to other immigrant groups and TELL programs. These strategies include the following: revision of teaching instruction and curriculum with an eye to continuous review of the research literature, individualized instruction, respect for immigrant culture and inclusion of those cultures in the curriculum, team teaching of ABE and ESL instructors, academic instruction in the native language to ensure mastery, native language instruction, and bilingual tutoring. Although these strategies are commonly in use and reported through case studies and anecdotally, there remains a need for thorough examination of which strategies work best in which settings. Schwartz has written a number of ERIC Digest briefs on a variety of education topics, such as family literacy, minorities, immigrants, low-income families, urban schooling, and health problems in the context of impact on educational achievement
12	• Concept/theoretical • LEP • Accountability • Assessment • Policy • Generation 1.5	Wright, Wayne E. 2005. English language learners left behind in Arizona: The nullification of accommodations in the intersection of federal and state policies. *Bilingual Research Journal* 29 (1): 1–29. This article analyzes policy implications of the enactment of

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#	**Emergent Themes**	***Somewhat* Relevant Literature**
	• K–12	three language and assessment policies in Arizona: AZ LEARNS, the graduation requirements testing; the No Child Left Behind federal law; and Proposition 203, which placed strong restrictions on programs for English language programs. The article traces the interpretation and implementation of each of these policies on language teaching in the state, highlighting how flexibility and accommodations for LEP students were erased in school practice. In particular, the article reveals how the lack of LEP students' achievement has been masked by these policies and the reporting mechanisms that exclude them. The underreporting of LEP achievement is of grave consequence for students and programs because non-reporting or underreporting historically leads to a lack of accountability and program improvement—the very problem No Child Left Behind was designed to solve. The implications for TELL are somewhat limited, although it is clear that the children that are not served well by the Arizona public school system may not develop the skills needed to succeed, and may eventually find themselves in the adult education system as students in need of ESL and/or transition to ABE services. Therefore, successes or failures in ESL practice at the K–12 level have important implications for ABE practice, and can have implications for TELL.
13	• Concept/theoretical • National policy • Program funding • ESL • Policy deficits • Adult education	Wrigley, Heide Spruck, and Danielle T. Ewen. 1995. *A national language policy for ESL*. *Issues in ESL Education, 2*. Washington DC: Adjunct ERIC Clearinghouse for ESL Literacy Education and National ERIC Clearinghouse for ESL Literacy Education. In this paper, Wrigley and Ewen argue that a deficit in national-level policy leads to underserving of the adult population in need of ESL services. To support this argument, the authors cite statistics regarding adult education and job training enrollment and funding (e.g., 40 percent of enrollment in adult education is in ESL). Wrigley and Ewen advocate changing the formula for allocating funding for ABE and ESL, establishing an office to set ESL policy, and developing a system to build capacity among programs. They provide strong evidence that the current system is not working (e.g., the funding formula relies on numbers of adults without a high school degree, but this is not representative of the population needing services); however, they do not present adequate evidence that the policies they advocate will resolve the issues they identify. Comparisons to national policies in other countries or effective state policies in the U.S. would provide a stronger base on which to advocate these changes. TELL policies might benefit from a discussion of how funding might

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#	Emergent Themes	*Somewhat* Relevant Literature
		best be allocated to support learners who move from ESL to ASE and then to higher education or short-term job training programs.

Appendix L - Student Characteristics

> **Question**: What are the characteristics of ELLs who transition to ABE/ASE courses or postsecondary from adult ESL programs or from outside the adult education program?

A survey of the literature shows that more has been written related to student characteristics during the current decade (n=11) than from 1990–1999 (n=9). Student characteristics are discussed in the context of skills needed for transitioning through exploration of a wide range of issues addressed in the 20 documents which follow, particularly in the areas of professional development (n= 3), instructional methods (n=11), and in the description of programs (n=10). Topics such as student culture, student communities and socio-economic status are not prevalent in the authors' discussions While nearly a quarter of all of the articles discuss a particular program(s) (n=10), only Nicholls and Raleigh (1998) actually evaluate a program. Twelve of the 20 articles are directly related to TELL, and there are nearly twice as many concept papers (n= 13) as research papers (n=7).

Directly Relevant

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	Student Characteristics	
#	**Emergent Themes**	**_Directly_ Relevant Literature**
1	• Concept/theoretical • Adult learners • Transition • Adolescent • Mainstream • Postsecondary • ELLs • Policies	Alamprese, Judy. 2005. _Helping adult learners make the transition to postsecondary education._ Adult Education Background Papers, pp. 11, Cambridge, MA: Abt Associates, Inc. In _Helping Adult Learners Make the Transition to Postsecondary Education_, Alamprese discusses "the challenges ABE programs must address in developing and implementing transition services, provides examples of emerging efforts, and discusses the implications of this transformation for policy and practice" (p. 1). Alamprese directs the reader to practices in helping transition ABE students into postsecondary education as an important aspect of growing the income and education of adult education students. She emphasizes a three-tiered approach that may also be applied to higher-level ESL students, including instruction in content areas at a level that mirrors the college experience, counseling that ranges from personal guidance to time management and other non-instructional skill development, and collaborations with other organizations, particularly community colleges. This approach is similar to that presented in other K-12 programs that attempt to mainstream adolescent ELLs. However, the learners who are the focus in this paper are those who have already reached higher levels in adult education and have the stated goal of

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Student Characteristics		
#	**Emergent Themes**	***Directly* Relevant Literature**
		postsecondary education, not the broader range of potential ELLs (including those who are low literate/pre–literate in their native language and/or have limited education in both their native language and in English). The focus of this paper is on the transition to postsecondary education, which is slightly different from transition from ESL to ABE. Its relevance to the TELL project, however, is not in the population it targets, but in the structural issues it describes, including helping students strengthen academic skills, develop study and time management skills, and navigate different aspects of college life. In addition, the challenges Alamprese identifies are common to other types of academic transitions, including the transition from ESL to ABE or other English–only instructional settings, especially for ESL programs based in community colleges.[138] Alamprese calls for policies to address these areas, specifically citing ways in which the U.S. Department of Education can contribute to student transition. She references transitioning programs in New England, Wyoming, and Oregon; however, the information gleaned from these programs is mostly anecdotal, and not systematically derived. She concludes with a call for changes in policy and practice without a corresponding call for additional research to dig deeper to investigate the apparent success of programs implementing aspects or all of the 3–tiered approach she summarizes. The paper's obvious limitations[139] do not hinder its overall value to the TELL project. Implications for next steps could include future research that uses control and experimental groups to examine the value of Alamprese's findings in an ABE–ESL context.
2	• Concept/theoretical • Adult learners • Transition to ABE • Theme based units • Community college program • GED tests • Community college	Borden, David, and Debbie Talavera. 2007. Creating a successful ESL to ABE transition class. *Literacy Links* 11, no. 1 (April 6), http://www–tcall.tamu.edu/newsletr/apr07/apr07e.html. Borden and Talavera describe a course divided into six theme–based units that were specifically designed to transition students from ESL to ABE at Austin Community College. They developed "a transition course for students who 'topped out' on the BEST Plus, but were not quite ready for ABE. Student progress was measured on the Test of Adult Basic Education

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[138] These include aligning exit and entrance criteria, assessing and teaching of skills and content needed to transition, preparing students for the workload and structure of the target program, counseling students, providing financial aid, offering skills workshops, facilitating acculturation into the target program, mentoring, and forming partnerships with target programs.

[139] Although the paper captures some important TELL-transferable topics, it contains generalizations based on unique instances. For example, the author makes generalized statements about the conditions of the field, based on anecdotes from discrete conversations with practitioners that haven't been systematically negotiated to weigh their value to a document like this one.

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Student Characteristics		
#	**Emergent Themes**	***Directly* Relevant Literature**
		(TABE), but class instruction is structured more like an ESL class than an ABE class" (p. 1). Features of the course include bridging the gap between ESL and ABE by introducing GED subject areas to students, teaching vocabulary needed for ABE classes, and teaching analytical and grammar skills. The authors state that, although the program is too new to provide longitudinal results, ABE teachers receiving students from the class have provided positive feedback. The authors present a description of a new class to help higher level ESL students transition to ABE that includes subject areas that are on the GED test as well as English language, vocabulary, and analytical skills instruction in "theme-based units" (p. 2). The transition class was set up for one year only, although students who tested above a certain level on the TABE assessment may leave sooner. Only anecdotal results were available from this project, which had been in effect for one year. Although no outcomes are available to assess the success of this transition class, the TELL project may note this instructional model as an example of an instructional practice option. The authors are instructors and curriculum developers at Austin Community College, where the class has been implemented. This article is printed in a quarterly publication mailed to literacy practitioners, and is directly relevant to TELL. However, the hesitation of the authors to provide detailed results and their reliance on anecdotal evidence suggest that the model has not been sufficiently evaluated to judge its merit.
3	• Research • Survey • Professional development workshop • Instructional strategies • Support for transition from ESL to academic reading and writing	Gardner Flores, Lisa, and Dominique T. Chlup. 2005. TCALL Report: The transition from adult literacy ESL programs to academic reading and writing: Next steps for English language learners. *TCALL Literacy Links, 11*, no. 1, http://www-tcall.tamu.edu/research/flores05trans.html. This paper is based on the authors' participation in a two-day cross-departmental workshop in Washington State in which they recorded the events with an eye toward repeating this type of workshop in Texas. Workshop participants completed a 25-question survey that solicited their opinions about various aspects of teaching ELLs. It is difficult to extrapolate the results beyond this small group of 20 participants or this one site. While this paper does not offer strong research methodology, it is an example of how to conduct a collaborative cross-departmental professional development workshop to help teachers generate ideas and discussion of strategies to improve instruction and re-design curriculum, based on their practitioner wisdom. Since Gardner Flores was a TCALL fellow

Student Characteristics

#	Emergent Themes	*Directly* Relevant Literature
		when she wrote this article and Chlup was TCALL director, they bring an understanding of research and practitioner wisdom from the field of adult ESL.
4	• Research • Cross-content teacher collaboration • Program design to increase transition • Adult learners	Greening, Jan, and Lee Williams. 2007. Building bridges to the next level—A successful experiment. *TCALL Literacy Links, Vol 11*, no. 1. The authors present information on a teacher exchange "experiment" they conducted at the Kyle Learning Center in Texas, in which the two ELL instructors and one GED instructor spent half an hour (increasing to one hour) in each others' classrooms once a week. The center found that ESL students were afraid of transitioning to the next-level ELL or GED classroom, so the teachers shared classes briefly each week to build a rapport with students. The result was a marked increase in student motivation to transition up. Teachers were initially resistant, but found there was little or no increase in planning time required and the program overall benefited from more openings in classes for new students. Although this "experiment" is not scientifically valid and the authors did not present any measurable results, it touches upon TELL issues of cross-content teacher collaboration, increasing student motivation, and program design to increase transitions of ELLs. The authors were two of the three instructors who participated in this programmatic change.
5	• Concept/theoretical • Transitioning frameworks • Postsecondary education • ESL	Mathews-Aydinli, Julie. 2006. *Supporting adult English language learners' transitions to postsecondary education.* Washington DC: Center for Adult English Language Acquisition. This brief paper presented by the Center for Adult English Language Acquisition (CAELA) considers a variety of research and conceptual frameworks that support the transition of adult ELLs into postsecondary and vocational education training from ESL programs. Mathews-Aydinli focuses on the findings of Rance-Roney (1995). The brief offers teachers in ESL classrooms ideas and strategies to address the language acquisition needs of learners; these include addressing accuracy in language use, improving reading and writing skills, developing academic vocabulary in preparation for postsecondary education, and developing conceptual and critical thinking skills. The paper also suggests programmatic features for program administrators, such as offering support services (e.g., child care, transportation), student orientation to postsecondary programs, content-based ESL instruction through integrated or paired classes, and building relationships with community colleges. The author, who provides a number

Student Characteristics

#	Emergent Themes	*Directly* Relevant Literature
		of resources for research-based instruction to improve English language acquisition and program models for transitioning ELLs to postsecondary education, points out that it is important to encourage students to continue to postsecondary education to strengthen their chances of economic success.
6	• Concept/theoretical • International • EFL • Social • Cultural • Linguistic • Asian • Language instruction	Mee, Cheah Yin, and Ng Seok Moi. eds. 1999. *Language instructional issues in Asian classrooms*. Newark, DE: International Reading Association. This article examines seven essays and three short reports, and identifies social, cultural, and linguistic aspects of the teacher's instructional approach that could hinder the student's learning of another language. One of the problems identified was that the teachers relied heavily on textbook activities, which do not always reflect real-life examples. Successful teaching consisted of the use of a variety of activities in preparation, reading, and discussion stages. For students to be able to learn, teachers must reconcile their expectations of and assumptions about the students with the students themselves. The essays this article describes relate to classrooms in Asian countries, which may vary in context and characteristics from American ESL classrooms. Despite the focus of this article on English as a foreign language (EFL), certain EFL practices might be transferable to adult TELLs in the U.S., and should be examined more closely.
7	• Concept/theoretical • Literacy • Teacher training • Student needs • ESL • ELL • Classroom environment • Reading • Writing • Cultural norms • Content	Meltzer, Julie, and Edmund T. Hamann. 2006. Literacy for English learners and regular students, too. *Education Digest*, pp. 32–40. The authors of this article suggest that it is important to train teachers about the special needs of English language learners. Their special needs consist of learning reading strategies, having material related to their lives, and discussing reading and writing content in class. The classroom environment must be one that supports and expects student participation and encourages interaction not only with the text, but with other students as well. Teachers must be sensitive to cultural norms, according to the authors, who also believe that students should be allowed flexibility to use their native language to understand material presented in English. Teachers must pay close attention to content-area discourse, understanding text structures, and developing vocabulary. These suggestions are applicable to all teachers, including those who teach TELLs.
8	• Concept/theoretical • Strategies for transitioning students	Rance-Roney, Judith. 1995. *Transitioning adult ESL learners to academic programs*. Washington DC: National Clearinghouse on Literacy Education.

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Student Characteristics		
#	**Emergent Themes**	***Directly* Relevant Literature**
	• Academic English • GED • ESL learners • Academic programs	This article suggests strategies for transitioning students from adult ESL programs to academic English and GED programs. The author first highlights the differences between curricula for adult ESL literacy and for academic English and GED. After demonstrating the gap between these programs, she then offers a number of general strategies that can be employed by adult ESL and transitional programs to help students in bridging this gap. These strategies are clearly aimed at improving TELL programs. While the author does cite some sources that support the strategies mentioned in this article, there is no evidence about their effectiveness. These strategies are general ones that are mentioned in the literature on ESL literacy, but they have not been tested or applied. The author describes the distinctions between adult ESL programs and academic programs and shows how transition programs are needed to close the knowledge gap between basic survival English programs and English for advanced education. She lists seven factors that should characterize a transition program: (1) promotion of learner self-confidence, (2) exposure to an academic community, (3) development of critical thinking skills, (4) feedback and correction of speech and writing, (5) integration of multiple skills, (6) instruction in academic vocabulary, and (7) use of the first language to complete difficult tasks, like note taking. Rance-Roney supports her recommendations with the research of others and her own prior work, but proposes that further research is needed to learn how to use the learner's first language to help students achieve academically in the second language.
9	• Concept/theoretical • Generation 1.5 • Composition • Crossover students • High school graduates • Mainstream • College • English proficiency	Schwartz, Gwen Gary. 2004. Coming to terms: Generation 1.5 students in mainstream composition. *The Reading Matrix* 4:40–57. This paper develops a new characterization for a subset of generation 1.5 students: "cross-over" students. Cross-over students are those students who are high school graduates continuing to attain English proficiency and who are put into mainstream college composition classes. This paper argues that it is important for mainstream instructors to acknowledge and understand these students, and the paper describes the characteristics of these students that separate them from other ESL and mainstream students.
10	• Research/literature review • Second language acquisition • ESL	Sherow, Sheila. 2006. *Applying research to practice: Teaching & learning strategies, second language acquisition & English as a second language.* Pennsylvania Literacy Corps, Institute for the Study of Adult Literacy. University Park, PA: The

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#	**Emergent Themes**	***Directly* Relevant Literature**
	• Skills development • Student achievement • Diversity of learners • Teacher training • Professional development • Literacy	Pennsylvania State University. This comprehensive review of the literature related to second language acquisition and English as a second language provides research-based guidelines for instruction in all areas of L2 learning, including speaking, listening, reading, and writing skills. Sherow also touches upon issues of learning motivation and learning strategies, including how to teach these strategies to support student achievement. She includes a lesson plan guide, sample lessons, and teacher tips. The thoroughness of the research covered in this document provides an outline for any successful ESL program, particularly a transition program, because the research touches on all types of learners, from preliterate to fully literate in L1. The study's format as a guide to instruction supports research-based teaching, training and professional development in working with different ELL populations using differentiated methods of instruction depending on the background of the learner. A small section reviews Rance-Roney and Wrigley's recommendation to ensure that purpose, content, and contextuality are considered in ESL literacy instruction programs.
11	• Research/literature review • Instructional strategies • Assessment • ESL learners • Literacy • Biliteracy	Solorzano, Ronald. W. 1994. *Instruction and assessment for limited-English proficient adult learners*. Philadelphia, PA: National Center on Adult Literacy. This report reviews the literature on instruction and assessment for adult ESL learners. In the section on instruction, the report reviews best practices in teaching not only oral language but *literacy* and cites seminal work in the area of biliteracy. This work can help transition teachers understand the relationship between first language and second language literacy. The implications for TELL are to provide research-based guidance on incorporating content-based and cognitively challenging instruction in English (not to solely teach oral language) that can develop English language literacy for later academic success (although the report does not discuss transition). In the section on assessment, the report reviews commercially available tests for adult ESL and the author notes that language issues confound the underlying concepts being assessed, while writing skills and abilities are often not even tested. Program staff intending to efficiently transition ESL learners to ABE will need valid and reliable assessments.
12	• Concept/theoretical • Transition • Assessment	Wrigley, Heide Spruck. Forrest P. Chisman, and Danielle T. Ewen. 1993. *Sparks of excellence: Program realities and*

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#	**Emergent Themes**	***Directly* Relevant Literature**
	• Program models	*promising practices in adult ESL*. Southport, CT. Southport Institute for Policy Analysis. This report, a supplement to ESL and the American Dream, a policy project funded by the Lila Wallace Foundation, describes the challenges faced, promising approaches being used, and strategies that can be used in transitioning students beyond ESL. It also speaks to issues related to testing and assessment, staffing, and meeting the needs and goals of adult ESL learners. The section of the report focused on transition will be of particular interest to TELL programs. It briefly describes several programs that show promise in reducing barriers and promoting transition and lists a number of general strategies to promote transition beyond ESL classes. While the information may still be useful, this report was written over a decade ago. Further investigation is needed to determine whether the promising approaches and programs described in the report still exist and what outcomes and impacts the programs and approaches have had over the last decade.

Somewhat Relevant

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Student Characteristics		
#	Emergent Themes	*Somewhat* Relevant Literature
1	- Concept/theoretical - Immigrant ELLs - International - Australia - Adults - New language - Language proficiency - Learning pace - Labor adjustment programs - Policy - Competencies	Allender, Susan Chou. 1998. Australia's migrants and refugees: opening the door to lifelong learning. How adults learn a new language. A paper presented on *How Adults Learn*, an international conference held at Georgetown University Conference Center, Washington, DC, (April 6) http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/25/9c/6c.pdf. This report examines adult education for immigrants and refugees in Australia by looking at the nation's immigrant program and the challenges adult learners face. It also examines the policies, programs, and services related to adult second language learning. The author provides a breadth of information about the structure of the Australian adult education system for ELLs that is important for consideration in the further development of the American system for serving its ELL population. Unlike the U.S., Australia has a national curriculum, standards, assessments, and measures that allow learners to take ESL classes anywhere in the country. The learners are divided into three main categories: 1) language proficiency level (stage), 2) their learning pace (band), and 3) their needs and goals in learning English (learning goals). Within learning pace are further subdivisions into Band A learners, who have limited education or literacy in their native language, Band B learners, who have some learning strategies or literacy, and Band C learners, who have a high level of learning in their native language. Of particular note in the research reviewed by the author is the use of "Labour Adjustment Programs" (p. 8) in Australia, which retrained older adults with limited oral English ability and no literacy skills to read and write through year-round study of English and vocational skills. Additional research relevant to the American ELL population include the curricula, instructional strategies, and program models for the Band A learners (what the U.S. terms pre-literacy or low-level literacy learners), such as contextualized learning, a focus on the learners' experiences and cultural backgrounds, and the development of formal learning skills. Program models are based on "differentiation, flexibility and continuity" (p. 12), and policy at the national level allows free tuition for adult ESL classes for up to 3 years for immigrants; national benchmarks are under development (at the time of this writing) to measure not only learner progress, but also to measure achievement "more finely in terms of actual competencies gained" (p. 13).

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#	**Emergent Themes**	***Somewhat* Relevant Literature**
2	• Concept/theoretical • Participatory curriculum development • Empowering students • Freirean • Poverty and literacy • Racism and literacy • Intralinguistic • Intracultural • Multilinguisic • Context-based curriculum • Conceptions about knowledge • ESL	Auerbach, Elsa. R. 1992. *Making meaning, making change: Participatory curriculum development for adult ESL literacy.* Washington, DC: Office of Educational Research and Improvement. *Making Meaning, Making Change: Participatory Curriculum Development for Adult ESL Literacy* is a curriculum development guide that utilizes Freirean[140] axioms about the nature of education and power to promote participatory curriculum development. Participatory curriculum development, in which students are involved in the development of curriculum, empowers students by positioning them to deal with curriculum issues once relegated to curriculum developers.[141] Obvious subtexts in the book are that each class is unique in its composition and needs and that curriculum should respond to, and be designed for, the unique characteristics of the class being taught. This perspective is critical to TELL, because the context of transitional classes depends on the characteristics not only of the learners but also of the receiving programs to which the learners are transitioning. The theory Auerbach purports is similar to that of Corley's (2003)[142] in "Poverty, Racism, and Literacy" in that it emphasizes the needs and context of the particular students and their contributions to course content. However, there are several issues that must be considered before fully subscribing to the ideas Auerbach proposes, and these issues rest primarily on the ideologies that undergird her propositions. First, while context-based curriculum development is important, it may not be practical in the multicultural and multilinguistic context of U.S.-based adult ESL programs, where there is significant inter/intracultural and inter/intralinguistic variation among adult ELLs. Second, the success of the techniques Auerbach proposes requires considerable teacher preparation, including photocopying, transcribing, developing codes (dialogues about controversial issues such as racism, sexism, poverty, sexual harassment, etc.) and illustration, which, though beneficial, may turn off the typical underpaid adult ESL teacher. Finally, participatory practice is another way of expanding our

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[140] Paolo Freire, revolutionary Brazilian educator whose work involved educating "oppressed people." See Freire, P. (1972). Pedagogy of the Oppressed, Harmondsworth: Penguin.

[141] This changes the perception of the knower and the known. Curriculum developers are generally considered "knowers" of curriculum development; here students are considered "knowers," which is a paradigm shift.

[142] See Corley, M. A. 2003. Poverty, racism and literacy. ERIC Digest. Retrieved on August 9, 2008 from http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED475392&ERICExtSearch_SearchType_0=no&accno

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		conception of the nature of knowledge[143] and enacting more post-modern[144] forms of instructional approaches, which are often viewed as vehicles for social and educational change, and for empowering the disenfranchised (Freire 1970). Participatory practice favors dominated or oppressed people and contends with the more biased modernist approaches said to favor the "privileged white male." In this regard, given the characteristics of TELL students, Auerbach's ideas seem plausible. However, post-modern theory, upon which her book is based, involves some interesting contradictions that must be fully vetted to assess the degree to which potential contradictions reduce the value of her ideas.
3	• Concept/theoretical • Literacy • Fluency • Writing • Comprehension • Reading • Developmental ESL • Proficiency • Transition	Blanton, Linda. 1990. *Talking adult ESL students into writing: Building on oral fluency to promote literacy.* Washington DC: Eric Digest, http://www.ericdigests.org/pre-9216/adult.htm. Blanton begins this brief with a description of the students who participate in developmental ESL classes at the college level, including how they approach literacy tasks. She then offers advice to teachers of these students to build on student strengths in oral proficiency while developing their reading, writing skills, and comprehension skills. Blanton has written on developing academic skills for development education courses at the college level for ESL and other students. This article only touches on topics relevant to the TELL population, although it does reinforce other concept papers that describe the ELL population and what they need to learn for transition purposes.
4	• Concept/theoretical • Linguistically diverse • Culturally diverse • Incarcerated youth • Program characteristics • ELLs	DelliCarpini, Margo. 2003. *English language instruction for incarcerated youth.* Washington DC: National Center for ESL Literacy Education. This document describes the characteristics and needs of linguistically and culturally diverse incarcerated youth as well as the characteristics of effective educational programs for this population. Although the focus is on a young population, the document does address issues common to TELL literature, such as cultural exchange and English language instruction. The focus on incarcerated youth makes this piece narrow in scope; it has value to the project, but it does not provide information not already addressed in more TELL-focused literature.
5	• Research	Garreton, Rodrigo, and Dennis Terdy. 1991. *Correlation study*

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[143] This raises fundamental epistemological questions, namely: Who knows what? How best to assess what is known? Whose assessment of what is known is correct?

[144] A reaction to modern theories and truths; postmodern theory questions the truth of everything, and presents itself as an alternative to modernist science, which emphasizes the notion of truth. It calls for a humanization, as opposed to generalization of all social actions, including research. Postmodernists reject the idea that any truth or knowledge is generalizable, which is a fundamental generalization, and thus a contradiction.

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	• Correlation study • Adult ESL • ABE • TABE • CELSA • ELSA • TELL • Assessment • Curriculum	*of adult English as a second language (ESL) and adult basic education (ABE) reading tests.* Adult Learning Resource Center, Adult Education and Literacy Section, p. 86. Des Plaines, IL: Illinois State Board of Education, Springfield. In a comparison of test results for adult education ESL students on three different tests—ELSA (now called CELSA), ABLE, and TABE—the authors find that the TABE has a strong correlation to the CELSA, although not at the level of predictability. TELL may benefit from understanding which assessments best predict the ability of ESL students to learn in ABE classes based on their scores on tests approved for use in the adult education field; however, this study does not clearly show that an ABE test can be used in lieu of an ESL test,[145] and the tests do not address learning achievement for the lowest literacy learners. Nonetheless, the study's authors conclude that there is high enough correlation to suggest that the higher-level ESL students are potentially ready for ABE class work and that this calls for development of "parallel programs" that introduce the ABE curriculum to ESL students earlier in their coursework. This supports the need for TELL with clear routes of transitioning from ESL to ABE.
6	• Research synthesis • Concept/theoretical • Effective practices • Instructional practices • Multi-vocal approach • ESL • Learning environments • Professional workgroups	Gersten, Russell, and Scott Baker. 1999. *Effective instruction for English-language learners: A multi-vocal approach toward research synthesis.* Paper presented at the Annual Meeting of the American Educational Research Association, April 19-23, in Montreal, Quebec, Canada. This paper attempts to assess what is currently known about the effectiveness of instructional practices for ELLs. The authors examine eight intervention studies (only those with valid experimental designs), studies describing the learning environment, and professional work groups. The authors find little empirical evidence regarding the effectiveness of instructional practices. Their findings indicate, however, that a good English language development program should include three components, all of which are critical to TELL: (1) a focus on the development of fluency and proficiency in English; (2) a concern with more formal, grammatical aspects of English; and (3) an emphasis on learning new academic content.
7	• Research/evaluation • Language camp • ESL • Receptive skills • Reading and writing	Hashim, Fatimah, and Vishalache Balakrishnan. 2006. Language immersion for low proficiency ESL learners: The ALEMAC project. *The Reading Matrix*, no. 6 (September), http://www.readingmatrix.com/articles/hashim_balakrishnan/article.pdf.

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[145] To be valid, a test needs to be normed on the population with which it will be used. This means that ABE tests should not be used for ESL students unless the ABE tests have been normed on ESL students.

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#	**Emergent Themes**	***Somewhat* Relevant Literature**
	• Content instruction • Motivation • Perception of improvement	This paper describes a language camp designed to help improve the English language proficiency of ESL learners. The focus of the camp was on increasing learners' receptive skills for reading and writing and not on content instruction or grammatical perfection. Results from the camp reveal that it had a positive impact on learners' perception of their improvement and motivation. It also indicates a positive impact on teachers' understanding of ESL learners and their needs. This program demonstrates promising results in engaging the receptive skills of ESL learners. Although this program was developed and geared toward elementary students, it can be useful to TELL programs that deal with ELL learners who have an extremely low proficiency level. TELL programs for adults would need to modify and adapt the activities for adult learners, which may produce different results. This article appears in an international online professional journal geared toward educators
8	• Concept/theoretical • GED • Postsecondary • Transitions • ESL	Joost, David. 2007. You can't push a chain: Dos and don'ts for successful postsecondary program GED completer transition. *Literacy Links* 11, no. 1 (April 2007), http://www-tcall.tamu.edu/newsletr/apr07/apr07c.html. According to David Joost, director of the largest provider of adult education in Texas, adult education programs should be student centered, and adult education providers can engage adult learners and help them transition to college by taking into account the unique characteristics of these learners. Joost provides a list of adult learner characteristics that are based not on research, but on professional wisdom gained from his 15 years in the field of adult education. His aim is "to educate 'the regular college' regarding the characteristics of adult learners and how to more effectively facilitate their entry into college" (p. 6). Although his list may have some value to pre-service ESL teachers entrusted with the task of helping students transition from ESL to ABE or ASE, it may appear redundant for veteran ABE-ESL teachers who are familiar with the adult education/adult ESL context, but who might need some guidance in transitioning students into academic reading and writing. In addition, in assigning these characteristics, Joost assents to the "one-size-fits-all" generalized notion of the adult learner, ignoring potential implications of demographic differences (e.g., ethnicity, language, gender, age grouping). Overall, his article is a simple narrative of efforts in one state: Texas. Joost focuses on the peculiarities involved in transitioning students from one arena to the next, some of which may be transferable to TELL practice. However, what he offers are general suggestions for teacher consideration and

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		potentially for institutional practice, with no specific guidance regarding how his suggestions might be incorporated into practice in the contexts he describes.