

CONSORTIUM OF ACADEMIC & RESEARCH LIBRARIES IN ILLINOIS**PROPOSAL COVER SHEET
FY 2008**

PROJECT: **ESL Materials: Meeting the Educational Needs of Non-native English Speakers**

AMOUNT OF MONEY REQUESTED: **\$12,500**

HOST LIBRARY: **Northern Illinois University**

HOST LIBRARY INFORMATION:

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ESL Materials: Meeting the Educational Needs of Non-Native English Speakers

Introduction

The metaphoric vision of the United States of America as a “melting pot” of cultures, often attributed to Israel Zangwill’s popular drama *The Melting-Pot* (1908), has continued to gain historical actuality in the twenty-first century. According to the U.S. Bureau of the Census, between the years of 2000 and 2005 the number of foreign-born individuals residing in the country has increased from 31,107,889 (11.1% of the total population) to 35,689,842 (12.4%).¹ The state of Illinois has experienced a similar rise in diversity. While in 1990, the total of 922,086 individuals were counted as having been born outside the United States,² in 2000 this figure increased by 6.6% to 1,529,058.³

The partnership of four Illinois academic libraries—National-Louis University, Northern Illinois University, Olivet Nazarene University, and Prairie State College—proposes to respond to such accelerated cultural and linguistic diversification of the American society by adding depth and focus to the existing collections of English as a Second Language (ESL) materials available through the state’s libraries. Specifically, many of the foreign-born Illinois residents are likely to experience difficulty in their professional as well as personal lives because they do not have a very good command of the English language. In 1990, the Census reported that 657,983 of those aged 5 years and older residing in the state of Illinois spoke English less than “very well”⁴; in 2000 this figure almost doubled to 1,054,722.⁵ Recent empirical research documents that libraries can substantially aid these individuals in enhancing their English literacy, thus enabling them to engage in the community and work roles they enjoy. If formal education is the key to maintaining high literacy skills, libraries can help as well—immigrants of all ages who use collections of libraries report having a lower incidence of lower English language and literacy skills.⁶

Unfortunately, a careful analysis of I-Share holdings indicates that the number of titles acquired by CARLI institutions in ESL-related subject areas in the last five years has been generally on a slight decline (see the table below), which is a trend opposite to the one the state should be experiencing given the increasing number of non-native speakers residing in Illinois and in need of acquiring the English language. The unfavorable collection development situation can be at least partially attributed to repeated budget cuts across the states in recent years.

¹ U.S. Bureau of the Census, “QT-P14. Nativity, Citizenship, Year of Entry, and Region of Birth: 2000” and “S06020. Selected Characteristics of the Native and Foreign-Born Populations,” <http://factfinder.census.gov>.

² U.S. Bureau of the Census, “Table DP-2. Profile of Selected Social Characteristics for Illinois: 1990,” <http://www.census.gov/Press-Release/www/2002/dptables/90smp17.xls>.

³ U.S. Bureau of the Census, “Table DP-2. Profile of Selected Social Characteristics: 2000. Geographic area: Illinois,” <http://www.census.gov/prod/2002pubs/c2kprof00-il.pdf>.

⁴ U.S. Bureau of the Census, “Table DP-2. Profile of Selected Social Characteristics for Illinois: 1990,” <http://www.census.gov/Press-Release/www/2002/dptables/90smp17.xls>.

⁵ U.S. Bureau of the Census, “Table DP-2. Profile of Selected Social Characteristics: 2000. Geographic area: Illinois,” <http://www.census.gov/prod/2002pubs/c2kprof00-il.pdf>.

⁶ Literacy Ontario, “Literacy Profile of Ontario’s Immigrants” (May 2000), p.30, <http://www.edu.gov.on.ca/eng/training/literacy/immigrant/immige.pdf>.

Titles acquired by CARLI libraries in ESL-related subject areas (2002-2005): I-Share Holdings

LC Subject Heading	I-Share Total Title Count	Acquired in 2002	2003	2004	2005	2006 ⁷
English language—study & teaching—foreign speakers	2143	78	78	73	61	36
Education, Bilingual	619	8	6	7	10	4
Multicultural education	1064	27	74	24	32	18
Acculturation—United States	54	1	3	3	2	0

To offer better support for the growing body of non-native speakers, both those enrolled in Illinois higher educational institutions and those of the community-at-large using the services of these institutions, the participants in the awards proposal intend to build on the existing collections of ESL-related materials. More specifically, as the “Appendix: Individual Proposals” section shows, three institutions (National-Louis University, Northern Illinois University, and Prairie State College) have decided to focus on the dominant language group of Spanish speakers, with the cooperative effort aimed at covering the wide span of educational levels, including early childhood and elementary education, secondary education, and higher education. Olivet Nazarene University will complement these collecting efforts by targeting materials focused on cultural and linguistic diversity to include other groups of non-native speakers. We will purchase a wide range of resources that not only address the specific language-acquisition needs of ESL speakers (such as bilingual books, dictionaries, grammar books, English language textbooks, etc.) but also help them in making adjustments to a new culture by offering the necessary social and cultural information (particularly with respect to the academic environment). In addition, we plan to include materials supporting curricula for future ESL teachers of all educational levels. We will acquire primarily books in print, but also marginally materials in other formats (see “Appendix: Individual Proposals”). The participants would like to point out that this collecting effort complements other literacy efforts in the state, such as that of Secretary Jesse White’s Literacy Office, which has been offering literacy program services targeting adults and their families who read at the lowest levels since 1986.⁸

Fulfilling the CARLI Theme

This proposal directly responds to this year’s CARLI theme, “Access and Collections that Keep Pace with Curriculum and Technology.” As the individual institutions’ section shows, there is an increased curricular need to fulfill the educational demands of non-native English speakers. This proposal addresses this need on several levels by suggesting the enhancement of the state of Illinois’ collection of materials aiding the English-language acquisition of ESL speakers and their acculturation, as well as of materials supporting curricula for future ESL teachers of all educational levels.

⁷ This figure may be distorted because some of the titles acquired in the year of 2006 are yet to be catalogued. Data based on I-Share analysis as of January 15, 2007.

⁸ Illinois State Library Literacy Office, “Welcome to the Illinois Literacy Home Page,” <http://literacy.kent.edu/~illinois/index.htm>.

Who Will Benefit?

As the data presented in the introductory section of this proposal shows, the benefits of the collecting efforts of the four cooperating Illinois academic institutions will extend far beyond the individual campuses and their users to the statewide and national levels. With the number of foreign-born Illinois residents growing rapidly and the number of new I-Share titles aiding the English language acquisition and acculturation of these individuals slightly diminishing year by year, all Illinois institutions will welcome a concerted collecting effort that attempts to fill in the widening gap in the state's collections. Institutions in other states can similarly benefit from the growing collection of ESL materials. To that end, all participants in this award proposal agree to make all materials purchased through this project available to all participating institutions in Illinois and other states through direct and interlibrary loan regardless of the format of these materials, even if it represents an exception to customary policies. In addition, unless the participants experience major unanticipated budget reductions, they commit to continuing to support the growth of this collection in the future.

Cost and Funding Plan

Institution	Contact Bibliographer	Subject	Amount
National-Louis University	Rob Morrison	Bilingual Acquisition of Hispanic Culture and Academic Success in Higher Education for First Generation Immigrants	\$4,000
Northern Illinois University	Ladislava Khailova	English-Language Acquisition of Hispanic Children: Early Childhood and Elementary Education	\$3,500
Olivet Nazarene University	Diane Fox	ESL Teaching Materials with a Focus on Cultural and Linguistic Diversity	\$2,000
Prairie State College	Susan Bayer	Secondary Education Resources for Spanish Speaking ESL Students and Their Instructors	\$3,000
Total Requested			\$12,500

The participating institutions understand that the total of \$12,500 is intended to cover the expenses of purchasing relevant titles in the ESL-related subject areas specified by each institution, and that accepting these funds will result in their long-term commitment to make a reasonable effort to develop the collection in their subject area through their individual funds in the foreseeable future. Each library is also responsible for covering the costs of processing, cataloging, housing, and maintaining all materials acquired through the CARLI award funds.

Plan of Operation

Upon receiving the CARLI Awards funds in July through October of 2007, each bibliographer will purchase materials in accordance with the individual institution's collecting agenda

specified in the “Appendix: Individual Proposals” section of this proposal, with the aim to acquire ESL materials that are rare or unique in the state. Participants understand that the deadline for these purchases is June 30, 2008. In addition, all participants agree that all materials will be catalogued in a timely manner, i.e., within 6 months of receipt, and entered into the OCLC online catalog. The last copy of each item will be preserved at the institution making the original selection. By August 31, 2008 CARLI will receive a project summation clearly outlining the author/title/publisher cost of materials acquired by the four participating institutions through the CARLI Awards funds. Finally, by June 30, 2009, a final report assessing the ESL Materials project will be sent to CARLI.

Expandability of the Project

Given that the number of foreign-born Illinois residents who can speak English less than very well has been consistently growing over the last two decades, the project on statewide collection of ESL-related materials presents multiple possibilities for future expansion. Apart from the participants’ commitment to continue to build in their specified sub-discipline areas, the collection can grow through the addition of new, related subject areas through future proposals or other collecting efforts. Correspondingly, there is the opportunity to target other dominant language groups than Spanish speakers, such as the Polish-speaking or Korean-speaking communities. Other opportunities include primary focus on non-print formats in relevant sub-disciplines, such as English language-acquisition supporting DVDs, CDs, CD-ROMs, electronic books, books on tape, etc.

Plan for Evaluation and Reporting on Progress

To promote the collection of ESL materials acquired through the CARLI Awards funds, participants agree to publicize the purchased items through blogs, newsletters, bookplates, and other similar tools, depending on the practices of each individual institution. Once the spending deadline of June 30, 2008 approaches, NIU as the hosting institution will create a blog entry offering a cumulative listing of all items acquired at all four institutions through this proposal.

To assess the success level of the project’s implementation, individual libraries will collect circulation and interlibrary loan data (through Voyager records) for the items purchased, and provide it to the grant coordinator on an annual basis for the duration of two years. Participants will also attempt to solicit letters from faculty and appropriate programs benefiting from the ESL materials collection. The grant coordinator will include all of the acquired information in the final report delivered to CARLI by June 30, 2009.

Appendix: Individual Proposals

National-Louis University, University Library

Contact Bibliographer: Rob Morrison

Subject: Bilingual acquisition of Hispanic culture and academic success in higher education for first generation immigrants

Amount Requested: \$4,000

National-Louis University (NLU) is a private, nonprofit teaching and research institution, currently enrolling 14,166 students. NLU has five campuses in Illinois: Chicago, Lisle, Skokie, Wheeling, and Elgin, in addition to campuses in Wisconsin, Florida, and Virginia. Field classes are also held at schools, hospitals, and businesses. NLU has a long tradition of excellence in training teachers and serving communities and a history of serving immigrant populations. The NLU National College of Education offers a concentration in ESL/Bilingual Education as part of the Curriculum & Instruction program. This program is designed to address the needs of teachers working with non-native English speaking students and focuses on language acquisition, cultural understanding, and effective teaching practices and fulfills State of Illinois requirements to work in Bilingual Education.⁹

In the United States, Hispanics represent 14.5% of the population.¹⁰ In Illinois, Hispanics comprise 14% of the population.¹¹ NLU campuses serve the following Illinois counties: Cook, DuPage, and Kane. According to U.S. Census data, each of these Illinois counties has seen an increase in Hispanic populations since 2000. Hispanics comprise 28.8% of Chicago's population¹², 22.5% in Cook county¹³, 11.5% in DuPage county¹⁴, and 27.55% in Kane county. NLU's Hispanic student population is 7.28%¹⁵.

To meet the needs of the growing Hispanic community and their needs for opportunities in learning, NLU is pursuing partnerships with area Hispanic leaders and organizations. Working with and being a part of the Hispanic community is a long-term commitment for NLU. A specific effort of NLU is to help first generation Hispanic college students successfully complete undergraduate and graduate degrees. Specifically, NLU programs and curriculum are being developed that the university's academics can address student learning needs and take into account Hispanic familial experiential learning. NLU's overarching goal is to continue our university's tradition of community engagement and program development with an eye toward serving different community needs.

NLU requests \$4,000 to purchase titles targeting the Hispanic population. Specifically, we wish to support bilingual education and the immigration experience. NLU seeks to purchase current literature that helps first generation college students better understand their culture, history and how to excel at the university level. We plan to collect bilingual materials in subjects that

⁹ National-Louis University, "2006-2007 Undergraduate and Graduate Catalog."

¹⁰ U.S. Census Bureau, "Fact Sheet: United States," <http://factfinder.census.gov>.

¹¹ U.S. Census Bureau, "Fact Sheet: Illinois," <http://factfinder.census.gov>.

¹² U.S. Census Bureau, "Fact Sheet: Chicago city, Illinois," <http://factfinder.census.gov>.

¹³ U.S. Census Bureau, "Fact Sheet: Cook County, Illinois," <http://factfinder.census.gov>.

¹⁴ U.S. Census Bureau, "Fact Sheet: DuPage County, Illinois," <http://factfinder.census.gov>.

¹⁵ Office of Institutional Research and Planning, National-Louis University.

support success in higher education for Hispanic students. NLU seeks to purchase books that will help Hispanic students better understand themselves, their communities, their pasts and their futures.

NLU's commitment to Hispanic student education, as well as the demographic data documenting the growth of the numbers of Hispanics in the state, purchasing and sharing titles that specifically address Hispanic culture and education will benefit the entire state of Illinois. Examples of materials that may be purchased with this grant include the following titles. The number of I-Share libraries who currently own the book is in parentheses.

Cantero, M. 2006. *Lenguaje e identidad en el discurso chicano/latino: una coleccion de ensayos bilingues*. Munich: LINCOM Europa. (1).

Tobar, Hector. 2006. *Translation nation: defining a new American identity in the Spanish-speaking United States*. New York: Riverhead Books. (0).

Ramos, Jorge. 2005. *La ola Latina: como los hispanos estan transformando la politica en los Estados Unidos*. New York: Rayo. (1).

The NLU University Library will abide by all terms of the CARLI awards set forth in the guidelines, and make all materials purchased through this project available to all participating institutions in Illinois through direct and interlibrary loan. In addition, we commit to continue to support the growth of this collection in the foreseeable future.

Northern Illinois University, Founders Memorial Library

Contact Bibliographer: Ladislava Khailova

Subject: English-Language Acquisition of Hispanic Children: Early Childhood and Elementary Education

Amount Requested: 3,500

Northern Illinois University (NIU) is a comprehensive teaching and researching institution with a student body of more than 25,000. Helping ESL speakers acquire the English language has been a mission of several of the NIU departments, both directly by offering English-language courses and indirectly by educating ESL scholars-practitioners. In the College of Liberal Arts and Sciences, NIU's English as a Second Language Center offers professional support for ESL students enrolled in the University's classes. In addition, the Department of English offers an M.A. in English with a special focus on teaching English to Speakers of Other Languages (TESOL). The degree program is intended for students and educators who wish to teach English as a Second Language (ESL), English as a Foreign Language (EFL), or study multicultural education. Along the same lines, in the College of Education, the Literacy Department enables students to earn the Certificate of Graduate Study in Teaching English as a Second Language and Bilingual Education, preparing them to work within multicultural and multilingual contexts and to foster literacy and language development for ESL learners at the K-12, post-secondary, and adult education levels.

The focus of these departments complements the increasing diversification of the student body of NIU and of the community-at-large that the University serves. While 92 percent of NIU students are from Illinois, with 836 international students coming from 90 nations,¹⁶ many DeKalb residents are foreign-born. Hispanics dominate this group. In 2000, DeKalb had 3,527 (9%) Hispanic residents.¹⁷ At the same time, in 2005, the DeKalb county reported 7,834 Hispanics (8.8% of the county population),¹⁸ which represents a significant increase when compared to the 5,830 Hispanic DeKalb county residents in 2000 (6.6%).¹⁹ Such demographic data correspond with state-wide, as well as with nation-wide trends. A 2000 Census brief documents that the Hispanic population in the United States increased by 57.9% since 1990, compared with a 13.2% increase for the total U.S. population.²⁰ As for the state of Illinois, the Census of 1990 reported that 728,380 Illinois residents spoke Spanish (6.9% of the Illinois population), out of whom 366,999 (3.5%) spoke English less than “very well.” The 2000 Census has shown that this number has risen to 1,253,676 Spanish speakers (10.9% of Illinois residents),²¹ with 666,995 (5.8%) having a less than good command of English.²² Many of these Hispanics are young children. In its news release from November 28, 2006, the U.S. Bureau of Census mentioned that in the state of Illinois, 246,999 children from 5 to 14 years old spoke Spanish, with 105,008 of them speaking English less than “very well.”²³

Given these developments, NIU would like \$3,500 to purchase titles targeting the last mentioned segment of the Hispanic population. Specifically, we wish to support the early childhood and elementary education of Hispanic children, particularly as it pertains to their acquisition of the English language. In line with this year’s CARLI theme, we plan to acquire not only bilingual children’s books and other materials aiding their full command of English, but also relevant curricular resources for teachers in early childhood and elementary education of Spanish-speaking children. While our historic collection of juvenile books and the College of Education’s renowned B.S. and M.S.Ed. programs in Early Childhood and Elementary Education attest to the fact that we have collected titles in this area, the repeated budget cuts we have been subjected to in the recent years have prevented us from making it a collection of a substantial depth. The CARLI award money would aid us in these efforts. As the above demographic data documenting the growth of the numbers of Hispanics in the state shows, the purchase of titles in this subject area would benefit the entire state of Illinois. Founders Memorial Library will abide by all terms of the CARLI awards set forth in the guidelines, and make all materials purchased through this

¹⁶ Board of Trustees of Northern Illinois University, “Fast Facts,” Northern Illinois University, <http://www.niu.edu/about/fastfacts.shtml>.

¹⁷ U.S. Bureau of the Census, “Fact Sheet: DeKalb city, Illinois,” <http://factfinder.census.gov>.

¹⁸ U.S. Bureau of the Census, “DeKalb County, Illinois: 2005 American Community Survey,” <http://factfinder.census.gov>.

¹⁹ U.S. Bureau of the Census, “DeKalb County, Illinois: Census 2000 Demographic Profile Highlights,” <http://factfinder.census.gov>.

²⁰ U.S. Census Bureau, “The Hispanic Population 2000,” <http://www.census.gov/prod/2001pubs/c2kbr01-3.pdf>.

²¹ U.S. Bureau of the Census, “Table DP-2. Profile of Selected Social Characteristics for Illinois: 1990,” <http://www.census.gov/Press-Release/www/2002/dptables/90smp17.xls>.

²² U.S. Bureau of the Census, “Table DP-2. Profile of Selected Social Characteristics: 2000. Geographic area: Illinois,” <http://www.census.gov/prod/2002pubs/c2kprof00-il.pdf>.

²³ U.S. Bureau of the Census, “America Speaks: A Demographic Profile of Foreign-Language Speakers for the United States: 2000,” <http://www.census.gov/population/socdemo/hh-fam/AmSpks/29%20IL%20per.xls>.

project available to all participating institutions in Illinois through direct and interlibrary loan. In addition, we commit to continue to support the growth of this collection in the foreseeable future.

Olivet Nazarene University, Benner Library & Resource Center

Contact Bibliographer: Diane Fox

Subject: ESL teaching materials with a focus on cultural and linguistic diversity

Amount Requested: \$2,000

Olivet Nazarene University (ONU) is a private, Christian, liberal arts university located in Bourbonnais, IL in Kankakee County. ONU has an enrollment of about 4,400 (2,400 undergraduate) students from more than 40 states and 20 countries. ONU offers approximately 100 fields of study organized into four Schools and one College. Student Success Services provide tutoring and other services for ONU students whose native language is not English. Students participate in more than 50 clubs and organizations representing their diverse interests²⁴ which include student organizations focused on serving in area communities. One organization, ALCANCE, which means reach out in Spanish, was created to provide tutoring for Hispanic children grades K-12 at a Nazarene church in Kankakee. ESL adult students have begun to attend with their children as the organization's outreach efforts have expanded. Beginning the spring of 2007, English as a Second Language is being offered as a minor at ONU. The ESL program is intended for students who wish to prepare to teach English to non-native speakers. Local school districts have expressed interest in students with ESL approval. With nearly 15 different languages represented in some districts, school districts are more interested in teachers with ESL approval than in dual-language teachers.

Other institutions in Kankakee County, as well as ONU, have also been working to provide opportunities for an increasingly diverse population to learn and improve their English. Kankakee Community College offers an ESL program at a Kankakee church, and Bradley Public Library participated in a Family Literacy Grant that included several Hispanic families.

Demographics help to give a clearer picture of the recent population changes occurring in the county. Kankakee County, located 45 miles south of Chicago, includes 19 municipalities and 17 townships with a total population of 103,833 as indicated in the 2000 census. The demographics found below from the 1990 and 2000 census illustrate that Kankakee County is experiencing growth in diverse populations²⁵:

	<u>1990 census</u>	<u>2000 census</u>
Asian race	644 (0.7%)	1,448 (1.4%)
Other races	868 (0.9%)	3,182 (3.1%).
Hispanic	1,946 (1.9%)	4,959 (4.8%)

²⁴ Olivet Nazarene University, "Fast Facts," <http://www.olivet.edu/about/fastfacts.asp>.

²⁵ Kankakee County Regional Planning Department, "Kankakee County Demographics," <http://planning.k3county.net/demographics.htm>.

Census data indicate that in Illinois over one million people speak English less than the “very well” category. That equals 9 percent of the population older than 5 years.²⁶

To enhance the existing resources available to teach non-native English speakers in Kankakee County and with the goals of the ONU English as a Second Language program in mind, ONU would like \$2,000 to purchase ESL teaching materials with a focus on cultural and linguistic diversity. These materials would also be relevant for teacher education students and area teachers as they teach in multicultural classroom settings. Benner Library will purchase books (print) on the following topics: teaching English to non-native English speakers in a linguistically and culturally diverse setting; assessing culturally and linguistically diverse students; teaching culturally diverse ESL students in the classroom, and using culturally diverse literature with ESL and other students. With the increased number of foreign born residents in Illinois comes the need for ESL teaching materials for a culturally diverse population. Benner Library will abide by all terms of the CARLI awards set forth in the guidelines, and make all materials purchased through this project available to all participating institutions in Illinois through direct and interlibrary loan. ONU commits to the growth of the collection in the future.

Prairie State College Library

Contact Bibliographer: Susan Bayer

Subject: Secondary Education Resources for Spanish Speaking ESL Students and Their Instructors

Amount requested: \$3,000

Prairie State College (District 515) serves the South Suburbs of Chicago including the southeastern edge of Cook County and nearby Will County. Our feeder high schools include Homewood-Flossmoor, Bloom, Rich and Crete-Monee Townships as well as several parochial schools. The community is racially and socially mixed with a growing population of Spanish speakers, over 17% in Chicago Heights and 12 % overall in the District according to the 2000 Census.²⁷ Adult education and ESL are an important part of the college mission. In Fall 2006 Hispanic students were 11.6% of the student body and in Spring 2007 they were 12.8%.²⁸ One of the specific points of the College’s strategic plan is to “expand current outreach to the Hispanic community and other minority sectors and increase the number of Hispanics and minorities who enroll in credit programs after high school or upon completion of our ESL program.”²⁹

The ESL program is one of our outreach efforts and Prairie State’s current group of ESL students is 97% Hispanic with the rest equally distributed among Asian, Eastern European and African

²⁶ Austin, Tom, “Demographic Issues Facing the “New” Workforce,” lmi.ides.state.il.us/lmr/winter_2004/Demographic_issues_Austin.htm.

²⁷ U.S. Bureau of the Census. “604 3-digit ZCTA 5-digit ZIP Code tabulation. GCT-P6 Race and Hispanic or Latino: 2000,” <http://factfinder.Census.gov>.

²⁸ Report of Director of Institutional Research. Prairie State College.

²⁹ *Our College Identity*. Prairie State College, 2006-07, p23.

ethnicity.³⁰ Anecdotal data shows that most of our current students come from Mexico. The majority has a language production ability that can be characterized as low intermediate. Oral language is their strongest skill followed by listening and reading with poor performance in writing. While many have foreign university degrees, most have only accomplished the primary education levels.

The ESL Program is primarily geared toward providing students with the necessary instruction to improve their abilities to function and excel in the predominant culture. Since this goal covers a varied level of expertise for the ESL student, our needs are broad. In this grant we will concentrate on materials to support our students finishing their GED and other Secondary school level functions. The program is tiered accordingly to the Illinois ESL Content Standards and consists of several levels ranging in literacy from beginning to intermediate and to advanced. The curriculum has recently been integrated to reflect the Illinois standards and efforts have been made to provide meaningful outcomes assessment tools for the program. The curriculum consists of a series of materials that are level appropriate and includes textbook, workbook, audio and visual materials, assessment bank and computer software. It bridges all levels with emphasis on listening and speaking at the lower levels and on reading and writing at the higher levels. These tools are housed in the ESL classrooms and laboratories. Providing circulating materials through the Library will enable students and instructors to make more effective use of the materials. This will help ESL students make the leap to college coursework and help them feel comfortable about continuing their education after ESL. The suggested periodicals will be purchased with matching college funds to supplement the materials purchased with grant funds. Funding in the amount of \$3,000 is being sought to supplement the ESL curriculum in the following way.

For Teachers (Spanish-English)	60%	\$1,800
ESL specific books for Secondary school/Community College instruction		
Teaching methods books for Secondary school/Community College students		
Grammar handbooks		
Activity handbooks		
English pronunciation audio/visual materials		
<i>TESOL Journal</i> (periodical)		
ESL magazine (periodical)		
For Students (circulating materials)	40%	\$1,200
ESL dictionaries		
Idiom dictionaries		
Thesauri		
American culture books		
U.S. history books		
Hands on English periodical to be selected		

Prairie State College will abide with the terms of the CARLI agreement and make all materials purchased with grant money available throughout Illinois. The Library will hold an open house

³⁰ “ESL Registration Statistics,” Prairie State College Spring 2007 (Datatel).

for ESL students when the materials are processed. A press release will be issued for the event. The ESL students will also be assessed before and after to reevaluate the purchases and see what the Library will have to add in future years to improve and expand ESL resources. Instructors in the program will be sent e-mail and snail mail notices as the materials are ready for use. Circulation statistics will be kept by assigning a special code to grant items so that we can track them electronically. All the grant purchases will also receive a book plate announcing that they were purchased with a grant from CARLI.