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English language learners represent a growing population that requires educators to take a serious look at instructional programs to support these students' learning. The issue of educating these students has received increased emphasis due to the requirements of the No Child Left Behind Act and schools' accountability for achievement of various student populations. English language learner students are at an obvious academic disadvantage since content area curriculum is typically taught in English. This study will focus on theories of language acquisition, strategies to support the needs of English language learner teachers and learners, and specifically look at the library's role in providing resources.

Headings:

Collection Development (Libraries)

English Language Learner

Libraries & Immigrants

Minority Language Learners

Multicultural Literature

Second Language Acquisition

MINORITY LANGUAGE LEARNERS: A LOOK AT CULTURALLY RELEVANT
RESOURCES AVAILABLE AT ELEMENTARY SCHOOLS IN NORTH CAROLINA

by
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Introduction

Changing immigration patterns over recent years have created increasingly rich linguistic diversity in our classrooms. This has resulted in a tremendous rise in English Language Learners (ELL) and new challenges associated with teaching literacy to ELLs. Until the 1950's the majority of immigrants in the United States originated from Europe. By 1980, however, many immigrants arrived from developing countries representing a number of languages (Hadaway, Vardell & Young, 2002).

North Carolina became home to 2,128 immigrants in 2011, representing an 88% increase from 2004 (USDHHS, 2012). According to United States Census Bureau data (2012), 10.4% of the population of North Carolina speaks a language other than English and 7.4% are foreign born. These numbers are even greater when narrowed to the two cities examined for this study. In City A, 17.4% of the population speaks a language other than English at home and 16.2% are foreign born. In the City B, 27% of the population speaks a language other than English and 24.4% are foreign born. These numbers are paralleled in the population of students in the cities' school district system (District A).

There are 897 students receiving ELL services in District A elementary schools outside of the traditional grade level classrooms. This number does not account for students that speak a minority language but are no longer in the Limited English Proficient (LEP) database, or for students in Dual-Language classrooms (J. Nambo, personal communication, February 1, 2012).

ELLs represent a growing population that requires educators to take a serious look at instructional programs to support these students' learning. The issue of educating these students has received increased emphasis due to the requirements of the No Child Left Behind Act (NCLB) and schools' accountability for achievement of various student populations. ELL students are at an obvious academic disadvantage since content area curriculum is typically taught in English. Throughout the year, a student may be

> *expected to learn irregular spelling patterns, diphthongs, syllabication rules, regular and irregular plurals, common prefixes and suffixes, antonyms and synonyms; how to follow written instructions, interpret words with multiple meanings, locate information in expository texts, use comprehension strategies and background knowledge to understand what you read, understand cause and effect, identify alliteration and rhyme, understand structural features of texts such as theme, plot, and setting; read fluently and correctly at least 80 words per minute, add approximately 3,000 words to your vocabulary, read tens if not hundreds of thousands of words from different types of texts; and write narratives and friendly letters using appropriate forms, organization, critical elements, capitalization, and punctuation, revising as needed* (Goldenberg, 2008, p. 8).

Students have a similar list of standards for math, science, and social studies. The expectations created by national, state and district standards are often overwhelming for both students and teachers, particularly for minority language learners. ELL students are expected to master content areas as well as the English language.

In order to help improve English literacy, and ultimately the achievement, of minority language learners, it is important to understand how ELLs acquire a second language and how to support learning. This study will focus on theories of language acquisition, strategies to support the needs of ELL teachers and learners,

and specifically look at the library's role in providing resources. Based on findings from the research, an analysis of library content in District A elementary schools will attempt to answer the following research question:

1. Are culturally relevant resources that have been proven effective with ELLs available to representative minority language populations within each elementary school?
    a. Picture books
    b. Folklore
    c. Poetry
    d. Home language resources
    e. Non-fiction literature

Literature Review

Second Language Acquisition

In order to improve English literacy of ELL students, it is important to understand how language is acquired.

> *First language develops without formal instruction by children being constantly exposed to language rich environments over the course of many years…. In contrast, learning a second language usually depends heavily on learning experiences in more constricted environments associated with the classroom or some other formal setting. In these settings, a major goal frequently is to formally teach children the elements of language that are learned much more informally in their native language* (Baker & Baker, 2012).

There are many models that describe the process of Second Language Acquisition (SLA). The Natural Approach, based on Stephen Krashen's hypotheses of SLA,

has been influential in school settings for teaching a second language. This approach employs relaxed, acquisition like situations with rich, understandable input (Hadaway et al., 2002; Baker & Baker, 2012; Freeman & Freeman, 2000; Krashen 2009).

The Natural Approach is based on Krashen's five hypotheses of SLA:

1. The Acquisition versus Learning Hypothesis (acquisition is an unconscious process, learning is conscious);

2. The Natural Order Hypothesis (grammatical structures and language rules occur in a fairly predictable order);

3. The Monitor Hypothesis (the learned system acts as an internal editor of the acquired system);

4. The Input Hypothesis (comprehensible input suitable to a learner's proficiency level improves acquisition); and

5. The Affective Filter Hypothesis (greater acquisition occurs with relaxed learners more receptive to input) (Hadaway et al., 2002; Baker & Baker, 2012; Freeman & Freeman, 2000).

Krashen's Input Hypothesis is central to his theory of second SLA. According to Krashen adequate input must be fine-tuned to a learner's proficiency level. He asserts that students understand more in a second language than they can produce, so it is important to provide abundant comprehensible input via meaningful activities. For example, teachers may provide relevant content and background knowledge prior to introducing a new topic, or provide instruction that draws on students' experiences. Other techniques include the use of consistent language and frequent use of visuals. "When

input is comprehensible, students understand most aspects of what is required for learning, and the learning experience pushes them to greater understanding" (Teacher Vision, para.2).

In addition to relying on comprehensible input for SLA, Cloud and her colleagues argue that ELL students employ a strategy known as "bootstrapping" (Cloud, Genesee & Hamayan, 2009). That is, students use what they know about their home language when learning to read and write in English. They draw on personal experiences to interpret and make sense of happenings in school and their surroundings. ELLs bring background knowledge and experiences to the text such as values and cultures in an attempt to make connections between their home language and English (Freeman & Freeman, 2000).

Impact of Literacy in the Primary Language on Second Language Acquisition

Considerable research has shown that literacy in a first language transfers to reading and literacy in a second language (Cloud et al., 2009; Hadaway et al., 2002; Hamayan & Freeman, 2006; August & Shanahan, 2006; Krashen, 2009). ELLs who can already read and write in their native language acquire literacy skills in English relatively quickly when compared to ELLs with no reading or writing skills in their home language. Goldenberg (2008) states, "…if you learn something in one language—such as decoding, comprehension strategies, or a concept such as democracy— you either already know it in (i.e., transfer it to) another language or can more easily learn it in another language" (p. 15). Krashen (1997) agrees that "…developing literacy in the primary language is an extremely efficient means of developing literacy in the second language. To become good readers in the primary language, however, children need to read in the primary

language" (para. 23). This implies the need for students to have access to resources in their home language in classrooms and libraries.

According to Cloud and her colleagues, "When students are introduced to reading through the use of highly predictable texts in their home language, they can master the initial steps of literacy more easily and begin to feel comfortable with the written language" (2009, p. 36). Access to text in a student's first language leads to increased vocabulary acquisition, positive attitudes toward reading, and long-term reading habits (McQuillan & Rodrigo, 1998). Students with limited proficiency in their native language benefit from culturally relevant texts and resources in their home language as well. These provide familiarity for ease of comprehension and identifying with story characters.

Strategies for Improving English Literacy of ELL Students

Based on research that supports promoting literacy in a student's native language, access to resources that bring familiarity and experiences in the home language is a necessity. In addition, in order to provide sufficient comprehensible input and promote inclusion, ELLs also need culturally relevant texts. Helping students learn English through culturally relevant texts enables ELLs to focus on learning English as opposed to trying to interpret unfamiliar English words and comprehend unfamiliar cultural elements (Agosto, 2007). To feel a valued part of school culture, ELL students should see people and characters similar to themselves in the school library; settings and aspects of cultural backgrounds should be reflected in materials (Agosto, 2007). Familiar concepts build familiarity, a sense of security and confidence. This feeling of inclusion leads to a greater

openness to learning, greater engagement and increased student learning, supporting Krashen's Affective Filter Hypothesis.

Free Voluntary Reading (FVR) has also been shown to improve language literacy development among students. "Research shows that more free voluntary reading consistently means more literacy development, that children read more when they have more access to books…." (Constantino, 1998, p. 1). Krashen (2004) argues that when controlling for formal instruction, studies consistently report a positive correlation between the amount of free reading done and various aspects of SLA. He states "In the last few decades, evidence from several areas continues to show that those who do more recreational reading show better development in reading, writing, grammar and vocabulary, [*sic*] These results hold for first and second language acquisition, and for children and adults" (para. 1). FVR is a powerful form of learning, which can effectively help accelerate SLA. FVR is self-selected, meets the criteria for comprehensible input, is done for enjoyment, and has no "accountability," tests, or reports. Students have the freedom to choose what interests them in a low anxiety environment, promoting pleasure reading and encouraging students to be autonomous language learners (Jakarta Post, 2009).

School Library's Role in Supporting ELL Learners

According to Constantino (1998), "There is a powerful circumstantial case for the role of the library in helping children develop literacy. Research shows … that children read more when they have more access to books, and that children get a significant percentage of the books they read from libraries" (1998, p. 1). Studies also show that

students that engage in a great deal of comprehensible, interesting reading read better, write better, have better vocabularies, spell better and have better grammar construction. This is true for both first and second language learners (Krashen, 2009).

To support reading in primary languages, library collections should reflect perspectives from range of cultures and provide native language texts. Research supports providing culturally relevant resources for language minority students in a several specific categories.

Picture Books

Picture books are not just for young learners. There are a growing number of picture books suited to older children's interest and developmental needs. Picture books are highly visual with clear images, and language used in these books is often straightforward. Students may rely on visual and textual cues for gaining meaning (Hadaway et al., 2002; Agosto, 2007). Visual clues help learners decipher unfamiliar concepts, words or phrases. Wordless picture books can be used to support oral language development (Cloud et al., 2009). Words and vocabulary can be introduced orally to students while reading aloud. Wordless books are not language specific and many contain universal or self-contained topics. Alphabet and counting books are also benefit ELLs due to their built in structure and predictability. Predictable books with repetitive text structure are important for building language and allow ELLs to quickly function as readers of English text (Hadaway et al., 2002; Cloud et al., 2009). "Books with repetitive sentence patterns or phrases help ELLs learn grammatical patterns in English, which helps them to read more efficiently" (Cloud et al., 2009, p. 48).

Folklore and Fables

All cultures participate in oral storytelling, so all students bring a wealth of background knowledge to this type of reading regardless of literacy level. Folklore encompasses traditional stories, customs, beliefs, and sayings preserved orally among a group or culture. This genre is generally short and published in picture book format with rich illustrations to help cue the reader. Folktales and fables, particularly if from a student's own culture, present personally relevant stories and familiar language and activities. Students are more apt to be engaged and participate more freely if they are comfortable, have sense of belonging and are open to input (Hadaway et al., 2002; Cloud et al., 2009).

Poetry

Poetry is especially effective with minority language students because it is predictable, recursive, and rhythmic (Cloud et al., 2009). Poetry has a strong oral quality and is meant to be read aloud. Oral reading helps ELLs acquire correct word pronunciation and incorporates listening vocabulary. Second language learners begin to get a sense of sound of English words through rhythm and rhyme. Brevity is also a benefit of poetry. Poems can be read and reread quickly, promoting fluency. Short lines and brief passages appear manageable and less intimidating to beginning readers. Poetry also tends to be about one topic. The focus of the poem helps provide clarification and supports ELLs in making sense of new vocabulary (Hadaway et al., 2002).

Home Language Resources

"It is much easier to learn to read in a language you already know, and once you can read, you can read. The ability to read transfers rapidly across languages, even when the writing systems are different" (Krashen, 2006, para. 3). Access to texts in a student's native language promotes a sense of belonging to the school, increasing engagement and comfort. The library values that learner's home language, regardless if child can read or not, and promotes feelings of inclusion among minority and immigrant students. Students recognize familiar characters and text, and for many these resources may dispel the belief held by some ELL children that all books for and about children are in English (Klein, 1985). Home language resources bring relevance and personal meaning to the school library and learning. These resources may include multilingual books, world news, word banks, online resources and academic content in a student's native language.

Non-fiction Literature

Non-fiction literature supports contextualized language that is more meaningful than skill oriented materials. Information is found in natural and meaningful language at a variety of levels which supports multiple literacy development components such as vocabulary development, fluency and independent reading. Non-fiction is typically more current, relevant and interesting than content area textbook, and appeal through highly visual designs. The variety of non-fiction published today provides models for various writing styles and includes formats such as picture books, concept books and chapter books. Unlike comprehensive textbooks specific to grade levels that may overwhelm students, non-fiction literature is straightforward and organized along topics, narrowing

the scope of information and suited to share across ages and grade levels. Concept books, in particular, are designed to teach and present information on challenging concepts yet are very simple and highly visual (Hadaway et al., 2002).

Multicultural Literature

As Bishop (1997) notes, "multicultural literature can have a beneficial effect on the school achievement of children who have historically been denied realistic images of themselves and their families, communities, and culture" (p. 4). High quality multicultural literature presents stories that all students can relate to, yet accurately reflects a particular culture. Culturally relevant texts reflect the experiences, values and beliefs of a particular culture and bring a sense of familiarity and belonging to ELL students. Relevance in resources increased engagement and interest. Cloud et al. (2009) agree that meaning and interest are important components of literacy development. So much so "that they are crucial at all stages of learning to read and write. For reading and writing to be meaningful and interesting, ELLs must be able to relate what they are reading and writing about to their lives and to things in the world around them" (p. 16).

Methodology

Descriptive research was used to determine the number of culturally relevant library resources available in ten elementary schools within District A. In the context of this study, elementary school libraries are a part of a large school district in North Carolina that will remain anonymous for reasons related to privacy.

As a whole, the district has an elementary population that includes 897 (17%) minority language learners receiving English language services. As Table 1 shows, half of the ELL students speak Spanish (49%), with the next largest language group being Korean (16%). Other languages representing at least 5% of the ELLs include Karen (9%), Chinese (8%), and Burmese (6%). Language statistics for individual schools are listed in Appendix A.

	Total Students	# ELL Students	% ELL Students
School A	531	119	22.4%
School B	435	85	19.5%
School C	496	66	13.3%
School D	461	110	23.9%
School E	467	82	17.6%
School F	548	91	16.6%
School G	642	66	10.3%
School H	547	84	15.4%
School I	591	108	18.3%
School J	563	86	15.3%
Total	5281	897	17.0%

Table 1: Total number of ELL students in District A.

For the purposes of this paper, culturally relevant denotes materials in the home language, or multicultural resources in English catalogued under selected Sears Subject Headings (Appendix B). Sears Subject Headings included topics that represented culturally relevant materials for the minority language groups. These included countries of origin, home language materials, immigrant and refugee resources, and religious holiday titles. Once categorized by subject headings, duplicate data were removed and all resources within a school library were combined and organized by call number. Using call numbers allowed for categorization of resources into genres of literature, as well as non-fiction content areas. English language materials were further analyzed to determine whether identified ELL cultures were represented based on subject headings in library catalogs, or if the multicultural resources were generic to all cultures.

Each of the ten school's library catalogs was analyzed for holdings specific to that school's ELL population. ELL populations for each school were identified based on their inclusion in the district LEP database. Language groups representing at least 10% of the total ELL population of individual schools were included in the study.

Validity and Reliability

Validity and reliability of the results depend upon consistent and accurate cataloging of resources across all elementary schools within the district. Due to non-standard cataloging techniques employed across the district, the results are prone to inaccuracies. Subject headings, in some cases, are manually added or input into the library catalog resulting in inaccuracies and inconsistency. In other instances, subject headings are uploaded with cataloging software. The reliance on subject headings in order to find available resources, in lieu of physically examining each library, was the most reliable and efficient form of data collection. To account for inconsistencies, broader Sears Subject Headings were utilized to capture the largest range of results (i.e. Refugees versus Burmese Refugees). Additionally, school libraries are dynamic. Although available data represents what was available at the time of this paper, materials and resources are in flux.

Weaknesses

While library catalogs were analyzed for quantity, the resources found were not analyzed for quality. Culturally relevant texts should be free of bias, stereotypes, and be culturally accurate both textually and visually. In general, books should be well written and engaging. While the data represents what is available in each library quantitatively,

the numbers may be overstated in terms of quality materials. Materials identified as culturally relevant to specific ELL groups in English may also be overstated. Subject headings such as *Burma* give an indication that the material is relevant to Burmese ELLs. Unfortunately, the quality of information or whether information is substantial in a particular resource cannot be determined. In addition, the results do not include additional resources that: may exist in classrooms independent of library materials; book room sets of books not catalogued with library materials or accessible through the library catalog; or resources incorrectly catalogued.

Results

Each school had a variety of resources available in varying numbers, yet non-Spanish minority language materials and poetry resources were consistently lacking. Table 2, below, summarizes findings across all 10 elementary schools in District A. As the table shows, culturally relevant folklore and poetry resources are underrepresented, having less than one resource per student across the district. Additionally, language materials in Burmese, Chinese and Karen are scarce. While students speaking those languages represent 23% of the district ELL population, home language resources represent <1% of district resources. Spanish resources are largest in number (64%) and Korean language materials comprise 3% of the total.

Culturally relevant resources in English totaled 33% of district's resources for ELLs. These materials include non-fiction, fiction, picture books, poetry and folklore that were identified under the Sears Subject Headings for minority language learners (Appendix B). English resources were further categorized into culturally relevant

resources for indentified ELLs in each school (Appendix C). Results across the district

demonstrated a gap in culturally relevant English resources for Karen (<1%), Burmese

(1%) and Korean (6%) ELL students. Non-specific multicultural materials totaled 26% of

English language resources and materials relevant to Spanish ELLs comprised nearly half

(49%) of all English language materials. Table 2 below summarizes findings for English

language resources in District A.

	Total by Culture	% by Culture
Burmese ELL Materials	14	1%
Chinese ELL Materials	431	19%
Karen ELL Materials	5	0%
Korean ELL Materials	138	6%
Spanish ELL Materials	1120	49%
Non-Specific ELL Materials	590	26%
Total	**2298**	**100%**

Table 2: Summary of English language resources in District A.

*Note: There is a discrepancy of 1% in total English language materials when data is combined for
cultural relevancy. This may be due to overlap in Sears Subject Headings and duplicate records.

When comparing availability of various genres, non-fiction and fiction resources

each account for 43% of district resources for ELLs. Within fiction, picture books

represent 22% and other fictional books 21%. The discrepancy in genre totals (94%

versus 100%) is due to cataloging ambiguities. In some cases (6%), it was not clear what

genre a resource belonged to based on catalog resource lists and call numbers. The total

number of materials for ELLS in individual schools ranges from under 200 to over 2000.

Table 3 below summarizes findings for the number of culturally relevant resources in

District A .

	Spanish Language Materials	Burmese Language Materials	Chinese Language Materials	Karen Language Materials	Korean Language Materials	English Language Materials	Total by Genre	% Total by Genre	Average per School	Average per Student
Folklore	272	0	38	0	4	234	**548**	**8%**	**54.8**	**0.6**
Poetry	45	0	0	0	0	27	**72**	**1%**	**7.2**	**0.1**
Picture Books	1132	1	27	0	5	409	**1574**	**22%**	**157.4**	**1.8**
Fiction	846	0	15	0	1	606	**1468**	**21%**	**146.8**	**1.6**
Other Non-Fiction	1956	1	8	9	24	1044	**3042**	**43%**	**304.2**	**3.4**
Total by Language	**4473**	**2**	**88**	**9**	**208**	**2320**	**7100**	**94%**	**710**	**7.9**
% Total by Language	**63%**	**0%**	**1%**	**0%**	**3%**	**33%**	**100%**			
Average per School	**447.3**	**0.2**	**8.8**	**0.9**	**20.8**	**232**	**710**			
Average per Student	**4.99**	**0.00**	**0.10**	**0.01**	**0.23**	**2.59**	**7.92**			

Table 3: Total number of culturally relevant resources in District A.

Note: English materials included in the table are defined as culturally relevant based on Sears Subject Headings related to representative ELL populations.

School A

School A has an ELL population of 119 students, representing roughly 23% of their total school population. Most of the minority language population is Spanish speaking (79%), with the next largest group speaking Burmese (12%). School A has the largest collection of culturally relevant materials, with a total of 2,281 resources. Although impressive in quantity, the language resources are quite imbalanced. Spanish home language materials represent 89% of available resources, while culturally relevant English materials make up 11% and Burmese language resources account for less than 1%.

The 248 English resources, when further examined, provided additional information as to which cultures were represented in the material. Within English language materials, resources specifically relevant to Burmese language speakers made

up 3% of the total, while Spanish resources accounted for 60% and non-specific materials 37% of the culturally relevant English collection. Table 4 below summarizes findings for English language resources at School A.

Culturally Specific English Language Resources		
Burmese ELL Materials	8	3%
Spanish ELL Materials	148	60%
Non-Specific Materials	92	37%
Total	248	100%

Table 4: Summary of English language resources at School A.

Among the genres of ELL resources, non-fiction texts are greatest in quantity accounting for 52% of the collection, followed by picture (20%) and fiction (17%) books respectively. In addition to the identified categories, there are 84 Spanish language resources that, due to unfamiliar or unrecognizable cataloging codes, did not fall into the predefined genres. Table 5 below summarizes the findings for School A.

	Spanish Language Materials	Burmese Language Materials	English Language Materials	Total by Genre	% Total by Genre
Folklore	133	0	26	**159**	**7%**
Poetry	13	0	2	**15**	**1%**
Picture Books	401	1	54	**456**	**20%**
Fiction	327	0	57	**384**	**17%**
Other Non-Fiction	1074	0	109	**1183**	**52%**
Misc.	84	0	0	**84**	**4%**
Total by Language	**2032**	**1**	**248**	**2281**	**100%**
% Total by Language	**89%**	**0%**	**11%**	**100%**	

Table 5: Total number of culturally relevant resources at School A.

Note: English materials included in the table are defined as culturally relevant based on Sears Subject Headings related to representative ELL populations.

School B

School B has 89 ELL students, representing close to 20% of the school's population. As with School A, Spanish speakers are the majority (59%) of ELL learners with Burmese students the second largest group (12%). Minority Language materials are limited in quantity at School B. There are no home language materials for Burmese students, and only 62 Spanish language resources.

Examination of culturally relevant English materials further demonstrates a void of materials for Burmese ELLs. There were two resources specific to Burmese culture, 87 specific to Spanish ELLs and 72 non-specific multicultural resources. Table 6 below summarizes findings for English language resources at School B.

Culturally Specific English Language Resources		
Burmese ELL Materials	2	1%
Spanish ELL Materials	87	54%
Non-Specific Materials	72	45%
Total	161	100%

Table 6: Summary of English language resources at School B.

The bulk of School B's collection is made up of culturally relevant non-fiction books (51%) followed by picture books (29%) and fiction (16%). The remaining resources are catalogued as folklore, and based on subject headings there appear to be no multicultural poetry materials available. Table 7 below summarizes the findings for School B.

	Spanish Language Materials	Burmese Language Materials	English Language Materials	Total by Genre	% Total by Genre
Folklore	0	0	9	9	4%
Poetry	0	0	0	0	0%
Picture Books	32	0	32	64	29%
Fiction	2	0	33	35	16%
Other Non-Fiction	28	0	87	115	52%
Total by Language	**62**	**0**	**161**	223	100%
% Total by Language	**28%**	**0%**	**72%**	**100%**	

Table 7: Total number of culturally relevant resources at School B.

Note: English materials included in the table are defined as culturally relevant based on Sears Subject Headings related to representative ELL populations.

School C

School C has a total school population of 496 students, serving 66 (13.3%) language minority students. Among the largest populations are Spanish and Chinese speaking students, representing 65% and 12% of the ELL total respectively. Home language materials were well represented for Spanish speaking students with a total of 230 resources. For Chinese speaking students, however, a total of 8 books in Chinese were listed in the library catalog: 4 picture books; 1 fiction book; and 3 folklores. There were no non-fiction or poetry texts available in Chinese, and Spanish materials were predominantly picture book and non-fiction formats.

Culturally relevant English language materials included a total of 208 resources. Unlike Chinese home language materials with little representation, Chinese ELL materials written in English (35%) were much more substantial in number. Resources for Spanish ELLs represented 40% and non-specific multicultural resources accounted for

25% of English materials. Table 8 below summarizes findings for English language

resources at School C.

Culturally Specific English Language Resources		
Chinese ELL Materials	72	35%
Spanish ELL Materials	84	40%
Non-Specific Materials	52	25%
Total	208	100%

Table 8: Summary of English language resources at School C.

Within the minority language collection, each genre represented a minimum of

10% of the total. The exception was poetry (1%), which only had one available resource.

Non-fiction (45%) and picture book (30%) materials were greatest in number, while

fiction and folklore represented 25% combined. Table 9 below summarizes the findings

for School C.

	Spanish Language Materials	Chinese Language Materials	English Language Materials	Total by Genre	% Total by Genre
Folklore	19	3	22	44	10%
Poetry	2	0	1	3	1%
Picture Books	89	4	42	135	30%
Fiction	9	1	55	65	15%
Other Non-Fiction	111	0	88	199	45%
Total by Language	230	8	208	446	100%
% Total by Language	52%	2%	47%	100%	

Table 9: Total number of culturally relevant resources at School C.

Note: English materials included in the table are defined as culturally relevant based on Sears Subject
Headings related to representative ELL populations.

School D

School D serves 110 ELL students, approximately 24% of the school population. Of the languages represented, Karen and Spanish account for 90%, with 44 and 55 students respectively. Although Karen accounts for a large portion of ELL learners, minority language materials are not reflective of the student language populations. There is one resource in Karen and a total of 508 in Spanish.

Of the resources written in English, materials that are specific to Spanish ELLs represent a majority (71%) of resources. Resources for Karen students account for only 2% and non-specific resources 27%. Table 10 below summarizes findings for English language resources at School D.

Culturally Specific English Language Resources		
Karen ELL Materials	4	2%
Spanish ELL Materials	148	71%
Non-Specific Materials	56	27%
Total	208	100%

Table 10: Summary of English language resources at School D.

Overall, the collection contains 717 culturally relevant resources with non-fiction accounting for 43% of the total. Fiction (35%) and picture books (15%) are the next largest groups, while folklore (6%) and poetry (1%) total only 55 of the 717 minority language materials. Table 11 below summarizes the findings for School D.

	Spanish Language Materials	Karen Language Materials	English Language Materials	Total by Genre	% Total by Genre
Folklore	35	0	10	45	6%
Poetry	7	0	3	10	1%
Picture Books	73	0	34	107	15%
Fiction	213	0	38	251	35%
Other Non-Fiction	180	1	123	304	42%
Total by Language	**508**	**1**	**208**	717	100%
% Total by Language	**71%**	**0%**	**29%**	**100%**	

Table 11: Total number of culturally relevant resources at School D.

Note: English materials included in the table are defined as culturally relevant based on Sears Subject Headings related to representative ELL populations.

School E

School E has a total of 18 languages represented in their ELL population. The majority of ELLs speak Chinese (34%) or Korean (28%). Spanish is a smaller group with 8 (10%) ELLs. School E has a Mandarin Chinese language immersion program similar to that of Carrboro's Spanish immersion program. Students participating in the dual language classes are not included in the ELL population receiving services. Although extremely linguistically diverse, minority language materials are predominantly in Spanish and Chinese. There are 69 Spanish language resources, 70 Mandarin Chinese books, and no Korean language materials.

Of the 235 English language materials, only 4% were not specific to an identified minority culture. Although there are no Korean language materials, there are English language resources culturally relevant to Korean ELLs (8%). Resources in English for Spanish and Chinese ELLs are fairly equal in number, representing 42% and 46%

respectively. Table 12 below summarizes findings for English language resources at

School E.

Culturally Specific English Language Resources		
Chinese ELL Materials	108	46%
Korean ELL Materials	18	8%
Spanish ELL Materials	99	42%
Non-Specific Materials	10	4%
Total	235	100%

Table 12: Summary of English language resources at School E.

Culturally relevant picture books and fiction resources are equal in number and

together make-up 44% of ELL resources. Non-fiction books represent 36% of available

materials, while folklore (18%) and poetry (2%) round out the minority language

resources. Table 13 below summarizes the findings for School E.

	Spanish Language Materials	Chinese Language Materials	English Language Materials	Total by Genre	% Total by Genre
Folklore	6	35	27	68	18%
Poetry	3	0	5	8	2%
Picture Books	23	14	44	81	22%
Fiction	5	14	63	82	22%
Other Non-Fiction	32	7	96	135	36%
Total by Language	**69**	**70**	**235**	**374**	**100%**
% Total by Language	**18%**	**19%**	**63%**	**100%**	

Table 13: Total number of culturally relevant resources at School E.

Note: English materials included in the table are defined as culturally relevant based on Sears Subject
Headings related to representative ELL populations.

School F

School F has a total of 91 ELL students, representing 17% of the school's population. Spanish speakers make up 66% of minority language students, while 15 other languages account for the remaining 34%. School F is unique in that it shares its library with the middle school on campus, as well as serves as City B's public library. In order to find culturally relevant materials appropriate to elementary aged children, 'Interest Level' was used as an additional search limiter to retrieve resources for students in Kindergarten through 6th grade. This search strategy may cause data to be over or understated due to items incorrectly catalogued according to interest level, or missing interest level information.

Home language materials had an equivalent number of Spanish and English resources to total 194 books. English language resources were further split into non-specific multicultural resources (54%) and culturally relevant materials for Spanish ELLs (46%). Table 14 below summarizes findings for English language resources at School F.

Culturally Specific English Language Resources		
Spanish ELL Materials	45	46%
Non-Specific Materials	52	54%
Total	97	100%

Table 14: Summary of English language resources at School F.

Overall, non-fiction was greatest in number (42%) followed by fiction (31%) and picture books (24%). Folklore and poetry accounted for 2% and 1% respectively. Table 15 below summarizes the findings for School F.

	Spanish Language Materials	English Language Materials	Total by Genre	% Total by Genre
Folklore	1	3	4	2%
Poetry	0	2	2	1%
Picture Books	33	13	46	24%
Fiction	25	35	60	31%
Other Non-Fiction	38	44	82	42%
Total by Language	**97**	**97**	**194**	**100%**
% Total by Language	**50%**	**50%**	**100%**	

Table 15: Total number of culturally relevant resources at School F.

Note: English materials included in the table are defined as culturally relevant based on Sears Subject Headings related to representative ELL populations.

School G

School G has the smallest proportion (10.3%) of minority language learners when compared to all District A elementary schools. There are 66 ELLS out of a school population of 642; 71% that speak Spanish. Karen is the next largest language, accounting for 12% of the ELL total. Burmese represented just under10% of the population, so they too were included in this study.

As with all schools studied, Spanish language materials were more available than other representative languages. There were 234 Spanish resources, while Burmese (1) and Karen (8) language resources totaled only 2% of ELL materials.

English language resources totaled 188 (44%) and most were culturally relevant for Spanish ELLs. Those resources made up 76% of multicultural English materials, while Karen (1%) and Burmese (2%) were lacking in numbers. Non-specific cultural resources represented 21% of English language resources. Table 16 below summarizes findings for English language resources at School G.

Culturally Specific English Language Resources		
Burmese ELL Materials	4	2%
Karen ELL Materials	1	1%
Spanish ELL Materials	143	76%
Non-Specific Materials	40	21%
Total	188	100%

Table 16: Summary of English language resources at School G.

Unlike other elementary schools in the district, culturally relevant fiction resources (48%) outnumbered non-fiction resources (35%). Folklore, poetry and picture books accounted collectively for only 17% of the collection. Table 17 below summarizes the findings for School G.

	Spanish Language Materials	Burmese Language Materials	Karen Language Materials	English Language Materials	Total by Genre	% Total by Genre
Folklore	11	0	0	9	20	5%
Poetry	11	0	0	8	19	4%
Picture Books	20	0	0	14	34	8%
Fiction	120	0	0	89	209	48%
Other Non-Fiction	72	1	8	68	149	35%
Total by Language	234	1	8	188	431	100%
% Total by Language	54%	0%	2%	44%	100%	

Table 17: Total number of culturally relevant resources at School G.

Note: English materials included in the table are defined as culturally relevant based on Sears Subject Headings related to representative ELL populations.

School H

School H has a total of 84 ELL students, representing 15.4% of the school

population. The predominant language is Korean (49%). Spanish comprises 15% of the

minority languages and Chinese 10%. The remaining 26% is made up of 12 additional

languages. Due to cataloging practices at School H, Spanish and Korean language

materials were unable to be categorized into genres, however it was determined that those

resources comprised nearly half of the minority language materials. There were 138

materials in Spanish and 174 in Korean.

English language materials totaled 349 resources, or 52% of the minority

language resources. Of those resources, nearly two-thirds were culturally relevant to

Chinese ELLs (36%) and Spanish ELLs (34%). The remaining materials were either

relevant to Korean ELLs (13%) or culturally non-specific (18%). Table 18 below

summarizes findings for English language resources at School H.

Culturally Specific English Language Resources		
Chinese ELL Materials	124	36%
Korean ELL Materials	44	13%
Spanish ELL Materials	119	34%
Non-Specific Materials	62	18%
Total	349	100%

Table 18: Summary of English language resources at School H.

Non-fiction made up 21% of the culturally relevant collection, with 143 of the

144 resources written in English. Fiction materials, including picture books, accounted

for 26%, folklore 6% and poetry <1%. Table 19 below summarizes the findings for

School H.

	Spanish Language Materials	Chinese Language Materials	Korean Language Materials	English Language Materials	Total by Genre	% Total by Genre
Folklore	N/A	0	N/A	39	**39**	**6%**
Poetry	N/A	0	N/A	3	**3**	**0%**
Picture Books	N/A	9	N/A	59	**68**	**10%**
Fiction	N/A	0	N/A	105	**105**	**16%**
Other Non-Fiction	N/A	1	N/A	143	**144**	**21%**
Total by Language	**138**	**10**	**174**	**349**	**671**	**100%**
% Total by Language	**21%**	**1%**	**26%**	**52%**	**100%**	

Table 19: Total number of culturally relevant resources at School H.

Note: English materials included in the table are defined as culturally relevant based on Sears Subject
Headings related to representative ELL populations.

School I

School I has a total population of 591 students, 108 of which are ELLs. Of the

108 minority language students, 49% are Spanish speaking and 39% speak Korean.

Although there are nearly as many Korean speaking students as there are Spanish

speaking, Korean language materials only represent 1% of the ELL collection while

Spanish materials account for 77% and English materials 22%.

English materials, when further subdivided by culturally specific resources, were

predominantly relevant for Spanish ELLs (56%). While Korean language materials only

represented 1% of the minority language collection, there were 43 resources within the

English language subgroup (16%). Non-specific cultural materials (28%) were the second

largest group within multicultural English materials. Table 20 below summarizes findings

for English language resources at School I.

Culturally Specific English Language Resources		
Korean ELL Materials	43	16%
Spanish ELL Materials	155	56%
Non-Specific Materials	77	28%
Total	275	100%

Table 20: Summary of English language resources at School I.

Picture books represent the largest portion of the collection at 38%. Non-fiction

resources account for 40% of the collection and fiction makes up 14%. Folklore (7%) and

poetry (1%) make up less than 10% of materials. Table 21 below summarizes the

findings for School I.

	Spanish Language Materials	Korean Language Materials	English Language Materials	Total by Genre	% Total by Genre
Folklore	51	3	33	87	7%
Poetry	6	0	3	9	1%
Picture Books	409	4	61	474	38%
Fiction	128	0	46	174	14%
Other Non-Fiction	369	4	132	505	40%
Total by Language	963	11	275	1249	100%
% Total by Language	77%	1%	22%	100%	

Table 21: Total number of culturally relevant resources at School I.

Note: English materials included in the table are defined as culturally relevant based on Sears Subject
Headings related to representative ELL populations.

School J

School J serves 86 ELL students, representing 15.3% of the school's population. Majority languages include Korean (33%), Spanish (23%) and Chinese (17%). Although Chinese speaking students represent 17% of the ELL population, there are no Chinese language resources in the library catalog. Korean (5%) language materials are minimal, while 28% of the materials are written in Spanish and 67% in English.

Of the 329 culturally relevant English resources, 28% are pertinent to Spanish ELLs and 10% to Korean ELLs. Although Chinese language materials are not present in the library catalog, culturally relevant resources specific to Chinese ELLs represent the majority of English resources (39%). Table 22 below summarizes findings for English language resources at School J.

Culturally Specific English Language Resources		
Chinese ELL Materials	127	39%
Korean ELL Materials	33	10%
Spanish ELL Materials	92	28%
Non-Specific Materials	77	23%
Total	329	100%

Table 22: Summary of English language resources at School J.

Non-fiction represents 40% of the ELL collection with fiction (29%) and picture books (19%) making up the next largest genres. As has been the case with all elementary schools, folklore (11%) and poetry (1%) are the least represented materials. Table 23 below summarizes the findings for School J.

	Spanish Language Materials	Korean Language Materials	English Language Materials	Total by Genre	% Total by Genre
Folklore	16	1	34	**51**	**10%**
Poetry	3	0	0	**3**	**1%**
Picture Books	52	1	56	**109**	**22%**
Fiction	17	1	85	**103**	**21%**
Other Non-Fiction	52	20	154	**226**	**46%**
Total by Language	**140**	**23**	**329**	**492**	**100%**
% Total by Language	**28%**	**5%**	**67%**	**100%**	

Table 23: Total number of culturally relevant resources at School J.

Note: English materials included in the table are defined as culturally relevant based on Sears Subject Headings related to representative ELL populations.

Discussion and Recommendations

Based on the findings across the 10 elementary schools in District A, it is clear that more resources are needed for minority language learners. Across the district, Spanish language materials (63%) and culturally relevant English materials (33%) dominate the ELL collection. Korean (3%), Chinese (1%), Burmese (<1%) and Karen (<1%) language resources combined represent less than 4% of materials throughout the district. The needs of Burmese, Karen, Korean and Chinese speaking students are not being met at the district level, and in most cases are neglected at the school level. Acquiring more home language materials is critical for the success of minority language students. Access to these resources shows the ELL student, as well as their family, that

libraries and schools value their language and culture. With a greater sense of inclusion,

students are more engaged, read more and are open to more comprehensible input.

"Additionally, students who feel welcome in their schools are more likely to succeed both

socially and educationally than are students who feel unwanted and insignificant"

(Agosto, 2007).

Access to home language resources improves language in the community and

impacts parents as well. Aside from being acknowledged and feeling welcomed, parents

are able to participate in their child's education through reading and writing at home.

Cloud and her colleagues (2009) emphasize,

> *By bringing multicultural literature into your school and by making the*
> *home language part of the everyday life of the classroom, you are linking*
> *the school with the students' families and communities at the same time as*
> *you promote literacy experiences that are authentic and relevant to them*
> (p. 108).

Clark asserts that increased parent involvement positively impacts SLA as well. "How

often and how well parents communicate with their children is a strong predictor of how

rapidly children expand their language learning." In addition to having a positive impact

on student learning, parental involvement is beneficial for the classroom and school

community as well. Parents can be a source of information for vocabulary, cultural

artifacts, language materials and translation (Cloud et al., 2009; Clark).

Home language materials provide familiarity for ease of comprehension and

support learners in SLA through transfer. Considerable research has shown that literacy

in a first language transfers to reading and literacy in a second language (Cloud et al.,

2009; Hadaway et al., 2002; Hamayan & Freeman, 2006; August & Shanahan, 2006;

Krashen, 2009). For those students that enter the school system with reading and writing

skills in their home language, access to materials in their first language provide students opportunities to improve strategies and transfer these skills to learning a second language. Additionally, content area resources in student's home language prevent the learner from falling behind in the classroom while learning English. With the increasing number of minority language learners in our school system, it is imperative schools provide them with the necessary resources to be successful learners.

In additional to acquiring more minority language materials, there is a need for additional culturally relevant resources in English specific to ELL student cultures. Specific populations in need of additional materials based on minimal findings across the district include Burmese, Karen and Korean ELLs. Picture books provide visual clues with clear images that help learners decipher unfamiliar concepts, words or phrases. Many wordless books contain universal or self-contained topics. Predictable books with repetitive text structure are important for building language. Non-fiction is now available in a variety of formats, and narrows the scope of information covered as compared to a classroom text. Resources such as concept books are highly visual support academic language in a simple and straightforward manner.

Collection development in English language materials needs to emphasize poetry and folklore in particular. Poetry lends itself to oral reading and its structure is beneficial to ELLs. Repetition, rhyming and rhythm promote fluency while poetry's brief nature is less intimidating to beginning readers. Folklore typically encompasses traditional tales, customs and beliefs of various cultures and is typically presented in picture book format with strong visuals. Having a sense of familiarity with a story, as well as utilizing strong

visual cues, helps ELLs to not only have a sense of belonging but may help them to engage more freely.

Potential Barriers

School library media specialists face challenges in terms of providing culturally relevant resources. Not only are budgets an issue, but finding resources in minority home languages can be difficult. While Spanish and English language print materials are more readily available, home language resources in Karen, Burmese, Chinese, Korean and other minority languages are harder to find. An online search of two book vendors' catalogs used in District A revealed a large gap in minority language resources. *Capstone* offers materials in English, Hmong, Somali and Spanish. A closer look at what is available reveals that there are only 4 resources in Hmong, 4 in Somali and over 800 in Spanish. Not only are Hmong and Somali extremely limited, there are no other minority languages represented. A search of *Perma-Bound* offers materials in 16 languages (English included). As with *Capstone*, however, languages other than Spanish are scarce. When limiting the search to materials in Korean only two books were returned, while Spanish had over 4000. Other languages predominant in District A were not available at all (Karen, Burmese, and Chinese).

Suggestions for Improvement

In order to overcome the challenges faced by educators, a number of strategies are suggested to help improve access to culturally relevant materials. Professional development in the areas of SLA and ELL students should be made available to help teachers utilize methods that facilitate the achievement of all students, regardless of

culture, language, racial or social class group. Staff development may take the form of professional learning communities, graduate course work, conferences or workshops, hands on training, or peer coaching. Davis (2006) asserts that administrators, teachers and support staff be provided with "opportunities to develop knowledge and skills to address the needs of these students at school" and that professional development be "comprehensive, focused in its delivery, and sustained over time" (p. 164-165).

Inclusion of minority language parents and family in the process of language acquisition helps to strengthen the home language in the community. In order to access home language materials, Cloud et al. (2009) recommend several strategies to implement:

- Invite family or community members to share stories in a minority language that can later be translated and turned into books by students.

- Ask ELL students and parents if there are newspapers, radio or TV stations in the home language that they use.

- Collaborate with the local public library for services and resources in minority languages.

- Investigate community events that may involve literacy such as plays, meetings or museum exhibits.

- Ask ELL students and parents for written letters in the home language or to provide other resources from travel to share.

With regards to print materials, alternative vendors should be investigated rather than relying on mainstream publishers. There are several publishers that provide bilingual materials in multiple languages. *Asia for Kids* provides books, textbooks, DVDs, and other materials from primarily Asian countries. *Drum Publication Group* publishes

educational materials in Burmese, Sgaw Karen and English languages. *Children's Book Press* is an independent press that focuses on home language literature for children from the Latino, African American, Asian/Pacific Islander and Native American communities.

In addition to print materials, there are several electronic resources available to teachers and students. *The International Children's Digital Library* is an online library of bilingual books currently representing 19 languages. Ultimately, the ICDL would like to represent all cultures and languages represented. *Paper Tigers* is a website about multicultural books in English, with a particular focus on the Pacific Rim and South Asia. Although resources for some minority languages may be more difficult to find, it is crucial that minority language students be acknowledged and valued in their school community. Efforts must be made to represent each and every student, as well as provide them with appropriate resources to improve literacy and achievement. (Appendix D provides a listing of resources for educators to assist in building a collection of home language and culturally relevant resources.)

Implications for Further Research

Looking at what is available through school library catalogs just scrapes the surface for supporting minority language learners. Materials should be evaluated for quality, bias, and stereotypes. Classroom collections and book room sets should be analyzed for additional materials. The examination of circulation patterns of ELL students would determine the types of materials most frequently utilized. Surveys regarding library signage, orientations, and programming would give further insight into the type of learning environment the students experience and how often they use the

library. Comparisons between reading scores of those schools with a greater number of materials can be compared to schools with limited resources to determine the impact on SLA and reading comprehension. Overall, there is still much to be looked at in terms of minority language learners, second language acquisition, reading comprehension, the most effective resources, and library programming. Providing library resources supported by research in our linguistically diverse schools is just the beginning.

Appendix A

Detailed ELL information for each of the ten elementary schools studied.

School	Language	Total
School A	Burmese/Myanmasa	14
	Chinese	1
	German	1
	Karen	9
	Spanish	94
School A Total		**119**
School B	Arabic/Egyptian/LebaneseSyrian	2
	Bengali/Bangla	1
	Burmese/Myanmasa	10
	Chin	1
	Chinese	6
	Japanese	1
	Karen	7
	Korean	2
	Russian	3
	Shona	1
	Spanish	50
	Vietnamese	1
School B Total		**85**
School C	Arabic/Egyptian/LebaneseSyrian	1
	Chinese	8
	Croatian/Hrvatski	1
	French	2
	German	3
	Japanese	3
	Karen	1
	Korean	1
	Polish	1
	Portuguese	2
	Spanish	43
School C Total		**66**

School	Language	Total
School D	Amharic/Ethiopian	1
	Burmese/Myanmasa	5
	Chinese	2
	Japanese	2
	Karen	44
	Spanish	55
	Swahili/Kiswahili	1
School D Total		**110**
School E	Arabic/Egyptian/LebaneseSyrian	5
	Burmese/Myanmasa	2
	Chinese	28
	Chinese (Cantonese)	1
	Chinese (Mandarin)	2
	Hebrew	1
	Hindi/Indian/Urdu	1
	Indonesian	1
	Japanese	2
	Korean	23
	Mongolian	1
	Spanish	8
	Swahili/Kiswahili	1
	Swedish	1
	Tagalog/Filipino	1
	TAI (OTHER)	1
	Telugu	1
	Turkish	2
School E Total		**82**

School	Language	Total
School F	Arabic/Egyptian/LebaneseSyrian	2
	Bengali/Bangla	1
	Buginese	1
	Burmese/Myanmasa	6
	Chickawa	1
	Chinese	3
	Hindi/Indian/Urdu	1
	Italian	1
	Karen	8
	Korean	1
	Romanian/Moldavian	1
	Russian	1
	Singhalese/Sinhalese	1
	Spanish	60
	Tagalog/Filipino	2
	Thai/Tai/Thaiklang	1
School F Total		**91**
School G	Burmese/Myanmasa	6
	Chinese	2
	French	1
	Karen	8
	Korean	2
	Spanish	47
School G Total		**66**
School H	Arabic/Egyptian/LebaneseSyrian	1
	Chinese	8
	Danish	2
	French	4
	German	1
	Hindi/Indian/Urdu	1
	Japanese	3
	Karen	1
	Kishwahali/Kwa/Kitendo	2
	Korean	41
	Mandingo	2
	Russian	3
	Spanish	13
	Swahili/Kiswahili	1
	Vietnamese	1
School H Total		**84**

School	Language	Total
School I	Burmese/Myanmasa	1
	Catalan/Catalonian	1
	German	5
	Hebrew	1
	Japanese	5
	Korean	42
	Spanish	53
School I Total		**108**
School J	Burmese/Myanmasa	5
	Chinese	15
	Chinese (Taiwan)	1
	Finnish	1
	French	2
	Hebrew	2
	Hungarian/Magyar	1
	Icelandic/Islenzk	1
	Italian	1
	Japanese	2
	Karen	1
	Korean	28
	Russian	2
	Spanish	20
	Thai/Tai/Thaiklang	1
	Turkish	2
	Vietnamese	1
School J Total		**86**
Grand Total		**897**

Appendix B

Sears Subject Headings used for each school based on language populations ≥ 10% of total ELL population.

Sears Subject Heading	School A	School B	School C	School D	School E	School F	School G	School H	School I	School J
Alien	X	x	x	x	x	x	x	x	x	x
Burma	X	x					x			
Burmese	X	x					x			
Burmese -- United States	X	x					x			
Burmese Language Materials	X	x					x			
Children of Immigrants	X	x	x	x	x	x	x	x	x	x
China			x		x			x		x
Chinese			x		x			x		x
Chinese American			X		X			x		X
Chinese -- United States			x		x			x		x
Chinese Language Materials			x		x			x		x
Hispanic American	X	X	X	X	X	X	X	X	X	X
Illegal Alien	X	x	x	x	x	x	x	x	x	x
Immigrants	X	x	x	x	x	x	x	x	x	x
Immigration	X	x	x	x	x	x	x	x	x	x
Immigration and Emigration	X	x	x	x	x	x	x	x	x	x
Karen				x			x			
Karen Language Materials				x			x			
Korea					x			x	x	x
Korean					x			x	x	x
Korean -- United States					x			x	x	x
Korean Language Materials					x			x	x	x
Mexican	X	x	x	x	x	x	x	x	x	x
Mexican American	X	X	X	X	X	X	X	X	X	X
Mexican -- United States	X	x	x	x	x	x	x	x	x	x
Mexico	X	x	x	x	x	x	x	x	x	x
Myanmar	X			x			x			
Political Refugees	X	x	x	x	x	x	x	x	x	x
Religious Holidays	X	x	x	x	x	x	x	x	x	x
Refugees	X	x	x	x	x	x	x	x	x	x
Spanish Language Materials	X	x	x	x	x	x	x	x	x	x
United States -- Foreign Populations	X	x	x	x	x	x	x	x	x	x
United States -- Immigration and Emigration	X	x	x	x	x	x	x	x	x	x

Appendix C

Non-specific versus culturally specific Sears Subject Headings.

Non-Specific Sears Subject Heading	Culturally Specific Sears Subject Heading
Alien	Burma
Children of Immigrants	Burmese
Illegal Alien	Burmese -- United States
Immigrants	China
Immigration	Chinese
Immigration and Emigration	Chinese American
Political Refugees	Chinese -- United States
Religious Holidays	Hispanic American
Refugees	Karen
United States -- Foreign Populations	Korea
United States -- Immigration and Emigration	Korean
	Korean -- United States
	Mexican
	Mexican American
	Mexican -- United States
	Mexico
	Myanmar

Appendix D

Selected resources for culturally relevant materials.

Asia for Kids: (http://www.asiaforkids.com/)
Asia for Kids provides books, textbooks, DVDs, and other materials from primarily
Asian countries.

Children's Book Press: (http://www.leeandlow.com/p/overview_cbp.mhtml)
CBP is an independent press that focuses on home language literature for children from
the Latino, African American, Asian/Pacific Islander and Native American communities.

Creating Global Library Collections: (https://sites.google.com/site/globallitunc/)
This is a comprehensive website that provides tools and resources for building a
multicultural collection. Book lists, lesson plans, selection tools, book awards, magazines
and teacher tools are provided.

Drum Publication Group: (http://www.drumpublications.org/)
"Drum Publication Group is a small, independent, Karen community based organization
dedicated to promoting education and preserving the cultures of the peoples of Burma."
This group publishes educational materials in Burmese, Sgaw Karen and English
languages.

The International Children's Digital Library: (http://en.childrenslibrary.org/)
ICDL is an online library of bilingual books currently representing 19 languages.
Ultimately, the ICDL would like to represent all cultures and languages represented.

PaperTigers: (http://www.papertigers.org/home.html)
PaperTigers provides information on multicultural books for young readers, with an
emphasis on the Pacific Rim and South Asia. In addition to book information, the site
provides a wealth of book related resources.

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