



Many Cultures Many Readers

An "I Love to Read" Month Project

Prepared by Theresa Hyrich
Manitoba Reading Association

A Provincial Council of the International Reading Association

ABOUT I LOVE TO READ

The Manitoba Reading Association (MRA) is a provincial council of the International Reading Association. MRA is committed to the promotion of literacy throughout Manitoba. Local councils of MRA are Brandon Reading Council, Portage Area Reading Council, and Reading Council of Greater Winnipeg. A special interest council, Manitoba Council of Reading Clinicians, is also part of the association. MRA consists of educators, parents, Faculty of Education students and other individuals interested in promoting literacy.

The theme of —I Love to Read 2011 is ***Many Cultures, Many Readers***. The I Love to Read Committee discussed these thoughts, looked into their readings, their schools and their literacy experiences to bring you this booklet of ideas and resources. Thank-you to the Manitoba Reading Association council members and the members of this committee: Fay Cassidy, Jodianna Patterson, and Theresa Hyrich for their time, support and contributions. We share with all who work to promote and celebrate literacy during this annual celebration of I Love to Read Month and throughout the year.

For further information on MRA, or if you would like to become involved in MRA, please visit our website at: www.readingmanitoba.org.

To join the International Reading Association, visit their website at: www.reading.org.

Many Cultures, Many Readers

Table of Contents

1. Introduction
2. Definition of common terms
3. Stages of Second Language Acquisition
4. Myths and misconceptions about English language learners
5. How to include English language learners into the English Language Arts curriculum
 - a. General Outcome 1: Explore, thoughts, ideas, feelings, and experiences
 - b. General Outcome 2: Comprehend and respond personally and critically to oral, literary, and media texts
 - c. General Outcome 3: Manage Ideas and Information
 - d. General outcome 4: Enhance the clarity and artistry of communication
 - e. General outcome 5: Celebrate and build community
6. Appendices
 - a. Resources for teachers
 - b. Children's literature
 - c. Websites
7. References

Introduction

As our classrooms become more representative of a multitude of diverse cultures, it is us, the classroom teachers, who will make the difference for these students. It is our approach that will impact on having them feel included and welcome in their new surroundings. We hope this document will provide you with a small taste for new ways of supporting your English language learners. May it also inspire you to do some further searching for strategies and resources that may assist you with accommodating your program for these students.

This brochure makes reference to the outcomes in the English Language Arts Framework document. However, the province of Manitoba is in the process of developing an extensive document titled the “Manitoba Kindergarten to Grade 12 Curriculum Framework for EAL/LAL Programming” which intends to provide support to classroom teachers to assist those students who are not yet ready to benefit from the instruction of the mainstream classroom. Please note the mention of this document in the reference section.

This document begins with some misconceptions about language learners and terms that are associated with these students. The next section provides suggestions and lessons that relate to the five areas in the English Language Arts document. Professional and student resources, along with helpful websites, are included in the appendix.

We must consciously embrace the wonderful opportunities these students bring to our classrooms. These opportunities can assist all teachers and students with understanding and appreciating the richness that these diverse cultures bring.

To help students learn context in a new language, we must use clear and concise articulation, make eye contact, use visuals, employ gestures/ body movement/pantomime, use shorter and simpler sentences at a slower rate, use high frequency vocabulary, and eliminate idiomatic expressions...Making such accommodations helps provide better instruction for all of your students.

(Hill & Flynn, 2006, p.2).

Definition of Terms

Academic word list (AWL) –is a list that contains 570 word families and was developed by Averil Coxhead. The words were selected because they appear with great frequency in a broad range of academic texts.

Basic interpersonal skills (BICS) - social language used in everyday, face to face conversations. This social language is usually acquired first and quicker than academic language. It is the day-to-day language needed to interact socially with other people. Language learners apply BIC skills when they are on the playground, in the lunch room, on the school bus, at parties, playing sports and talking on the telephone. (Brunet, M.)

Cognates- words in the native language that is close in meaning and pronunciation to English words (Herrell, & Jordan, 2008).

Cognitive academic language proficiency (CALP)-this is the language found in texts and used in academic discussions and is essential for academic success. It encompasses listening, speaking, reading, and writing about subject area content material. It includes skills such as comparing, classifying, synthesizing, evaluating, and inferring. CALP language takes longer to acquire and requires direct instruction. (Brunet, M.)

Comprehensible input -the language presented is not too far above the learner's current level of development. The meanings of new words or grammatical structures can easily be inferred. (Coelho, 2004)

Comprehensible Output- opportunities to practice with English-speaking peers

English as an additional language (EAL)- intended to be more inclusive, many students speak three or more languages, additional infers additive, adding it on to your existing language instead of replacing.

English as a Foreign Language (EFL)-students acquiring English language instruction but do not have access to English in the surrounding community. Students in Korea learning English would be an example of English as a foreign language.

English Language Learner (ELL) - students who are new to Canada whose primary language is not English, and may have received some or no age-appropriate schooling, may have experienced refugee camps, may have limited English proficiency, may have been born in Canada and have been raised and educated in a language other than English, or aboriginal students that speak one or more aboriginal languages (Lawson, 2009).

English as a Second Language (ESL) - learning English in an environment where the learner has ready access to the language. The schools, signs and people speaking in the community would be English.

General service list (GSL) - is a list of roughly 2000 words published by Michael West in 1953. The words were selected to represent the most frequent words of English and were taken from a corpus of written English.

Language acquisition- This is a subconscious process through which language is acquired. The learner needs a source of natural communication. The emphasis is on the text of the communication and not on the form. (Brunet, M.)

Language learning- This is not a communicative process but is the result of direct instruction in the rules of language. Young language learners, when acquiring language, need not be taught the purposes or labels of specific language structures but acquire language naturally.

Literacy, academics and language (LAL) - this refers to learners in the Middle and Senior Years who have had significantly interrupted, limited, or no school experience. Therefore their language acquisition and school-based knowledge could be well below an age-appropriate level.



Stages of Second Language Acquisition

All babies go through stages when starting to talk, beginning with imitating sounds, to repetition of one to two words, and then onto two to three word sentences. Students learning a second language also progress through predictable stages. Being able to identify and understand which stage a second language learner is currently functioning at will assist teachers with selecting and differentiating their classroom activities and instruction. How quickly children that are learning a second language progress through these stages is dependant on many variables. Some of these factors include family background, length of time spent in the country, as well as their formal level of education. It is also important to remember that a second language learner may not necessarily remain set in one stage but may flow between multiple stages whereas when learning a first language one tends to flow naturally from one stage to another.

Stage	Characteristics	Approximate Time Frame	Teacher Prompts
Preproduction	The student <ul style="list-style-type: none"> • Has minimal comprehension • Does not verbalize • Nods "Yes" and "No" • Draws and points 	0-6 months	<ul style="list-style-type: none"> • Show me... • Circle the... • Where is... • Who has...
Early Production	The student <ul style="list-style-type: none"> • Has limited comprehension • Produces one or two word responses • Participates using key words and familiar phrases • Uses present tense verbs 	6 months-1 year	<ul style="list-style-type: none"> • Yes/no questions • Either/or questions • One or two word answers • Lists • Labels
Speech Emergence	The student <ul style="list-style-type: none"> • Has good comprehension • Can produce simple sentences • Makes grammar and pronunciation errors • Frequently misunderstands jokes 	1-3 years	<ul style="list-style-type: none"> • Why...? • How...? • Explain... • Phrase or short-sentence answers
Intermediate Fluency	The student <ul style="list-style-type: none"> • Has excellent comprehension • Makes few grammatical errors 	3-5 years	<ul style="list-style-type: none"> • What would happen if..? • Why do you think...?
Advanced fluency	The student has a near native level of speech.	5-7 years	<ul style="list-style-type: none"> • Decide if... • Retell...

Source: (Hill & Flynn, 2006, p. 15) Adapted from Krashen and Terrell (1983).

Myths and Misconceptions

1. All English learners develop a new language in the same way and the same rate.

Not all students learning English will attain levels of English at the same rate. The most current research by Wayne Thomas & Virginia Collier indicates that the most significant variable in how long it takes to learn English is the amount of formal schooling students have received in their first language. Therefore if a student had received 2-3 years of schooling in their native land, they would be more likely to attain grade level norms sooner than those students that did not have formal schooling. Also, those students that were below level in native language literacy may take longer to attain grade level norms in English language literacy. The research indicates that it will take 7-10 years for these students to attain adequate levels of English and some may continue to require support past this (Hadaway & Young, 2006; Haynes, J.).

2. Students will learn when immersed in language rich classrooms.

For language acquisition, the ideal learning environment is one that replicates the conditions in which children learn their first language. In this setting, many purposeful opportunities are available that promote interaction with more proficient language learners. The language is strongly connected to the context and errors are seldom pointed out or criticized but speech is rephrased or expanded upon. This environment supports the learning of social language or everyday language but may not necessarily attend to academic language that students require in school. Therefore these students require a teacher that is responsive to their needs and who is also able to differentiate their instruction to support the English learner at their current level of language development. Language activities that are at a comprehensible input of the language learner or not too far above the learner's current level of development should be provided. (Coelho, 2004; Hadaway & Young, 2006).

3. If a student is able to talk to his peers and participate in class, they no longer require English language learning support.

Students often acquire social language before academic language. They frequently are able to carry on a conversation with peers and interact with friends on the playground. This does not necessarily mean they have reached an advanced level of language skill and academic language knowledge. Students will still require targeted instruction and modeling of academic language especially in grades above Grade 3 where the vocabulary becomes more content specific (Young, & Hadaway, 2006).

4. An English language learner should only be allowed to speak English.

Second language acquisition is most effective when a learner has a strong foundation in their first language. The first language can serve as a learning tool and should be available for students to use for composing a first draft in writing, discussing problems, or clarifying problems. It is also an important component of their identity and assists in maintaining their ability to communicate and connect with their family (Coelho, 2004).

5. Oral and written language mistakes should be corrected.

This would depend on the context and purpose of the language being spoken as well as the stage of language development. Feedback should be useful, relevant and comprehensible (Hill & Flynn, 2006). Restating or modeling correct grammar can be effective at the Early Production stage and beyond. Overemphasizing correct grammar could prove detrimental to some students depending on their current stage of language acquisition. It is imperative that English Language learners be made aware prior to the commencement of an activity if “correct” grammar is a requirement. At the same time, it is important that students are provided with activities where the sole purpose is being able to practice without having to worry about making mistakes.

6. English Language learners have similar needs and follow paths that are alike when acquiring a second language.

Each English language learner comes with their own unique set of characteristics and learning style. These characteristics are dependent on their previous schooling experience as well as their level of language development in their native language. Just as in our present classrooms with our students, some instructional approaches apply better to some learners than others. This is also true of English language learners; what may work for one student may not necessarily prove effective for another. Teachers will need to become aware of the individual strengths and needs of these students just as they do for all their students. (Hadaway & Young, 2006)

A committed teacher with a beginning understanding of English learners' family, cultural and language backgrounds; the cultural adjustment of both native and non-native students; and the basic principles of language acquisition can make all the difference to a child's success in school.

(Hadaway & Young, 2006, p.18)

General Outcome 1: Explore, Thoughts, Ideas, Feelings, and Experiences

English language learners often are quiet or shy about speaking in front of their peers for fear of making errors or not knowing the exact word. In order for these students to become more proficient with using English language, ample opportunities must be provided for them to practice using the language in non-threatening situations. Following are some suggestions that may provide for this type of practice.

- Provide an environment that supports risk taking.
- Allow students to converse with first language peers for short periods throughout the day.
- Utilize cooperative and small groups whenever possible so more speaking opportunities are made available in a less threatening environment.
- Praise the students after each session and do not correct grammatical mistakes or pronunciation if the purpose of the activity is to build confidence in speaking English.
- Puppets and puppet plays are a non-threatening and fun way for students to practice speaking in context embedded learning.
- Be mindful of which stage a student is currently functioning within and adjust the activity accordingly.

Language warm up games that encourage the use of expressive language

- Create a ghost story as a class. The teacher begins with "It was a dark and stormy night." Go around the room, with each student adding one sentence to the story. Other topics and beginning sentences can also be substituted.
- To play "Hot Seat," one student comes to the front of the room to sit on the "hot seat" and play the role of a literary character, famous person, or fictional creation. The rest of the class asks questions and the student on the "hot seat" must answer in character.
- The students and teacher stand in a large circle. The first person gives his name and an adjective that describes him. The second person must repeat the name and descriptor of the first student and add his own. The third person repeats the names and descriptors of the first two, before adding his own, and the game continues around the circle. It is sometimes easier to require that descriptive adjectives start with the same letter as the students' first names.
- Examples of warm-up games are "Twenty Questions," "Categories," "I Spy," "Word Chain," "Would you Rather" and "Two Truths and a Lie".
Retrieved from <http://www.suite101.com/content/how-esl-students-can-gain-confidence-to-speak-a216085>.

General Outcome 2: Comprehend and Respond Personally and Critically to Oral, Literary, and Media Texts.

English language learners are often able to listen to and read texts that are grade level appropriate. Where they face the most difficulty is when it comes to understanding new words and how they are presented in certain contexts in a text. Looking up and writing a definition for a new word does not prove to be a useful strategy for many of these students as quite often they need to hear and see an unknown word many times in a variety of contexts. Also, careful consideration needs to be given to the type of words that are selected for study. Are the words from the AWL or the GSL? Following are two vocabulary activities which could prove useful not only to students learning English but to all students.

1. **Vocabulary Processing** is an approach introduced Jordan and Herrell. This is a multi-strategy approach where the new vocabulary is introduced in multiple contexts. The students are provided with opportunities to use the new vocabulary in numerous ways inside and outside of school. (See example on Figure 1 on following page).

Step by Step

- Preselect vocabulary to explore from read aloud or content area lessons
- Vocabulary is recorded on sentence strips while text is being read and words are sorted into categories. A categorized chart of the word collection is then displayed for easy reference.
- Context is added to the words whenever possible by acting out the words, relating them to real objects or pictures or experiences students may have had
- Students are encouraged to find ways to use the words in their writing or speech and to document the ways they use them. The teacher also uses the words frequently during the day.
- Encourage additions to the word collections as students come across words as they read or write. Students are responsible for helping other students understand how newly charted words connect to those that previously charted. This may be accomplished by explaining, drawing, miming or demonstrating the new words.
- Students record their use of the new vocabulary and the context in a double entry vocabulary journal (ex. word-how I used it). For early grades, the teacher may do the recording in a class journal.
- Make students aware of native words that have similar meanings and pronunciations, (cognates). These similarities can also be recorded on a chart on word walls so students can readily see the similarities as well as make connections to their native vocabularies.
- Assess growth and understanding by observing students' documentation in their vocabulary journals as well as the frequency of use seen in other areas of writing or speech.
- Add technology by having the students make hard copies of their word collections. Technology may also support the ease of accessibility for locating visuals that match new vocabulary words.

Herrell, A. & Jordan, M. (2004). Vocabulary processing: A multistrategy approach to building and using vocabulary. In *Fifty strategies for teaching English language learners*. (2nd Ed.). Upper Saddle River, NJ: Pearson Education.

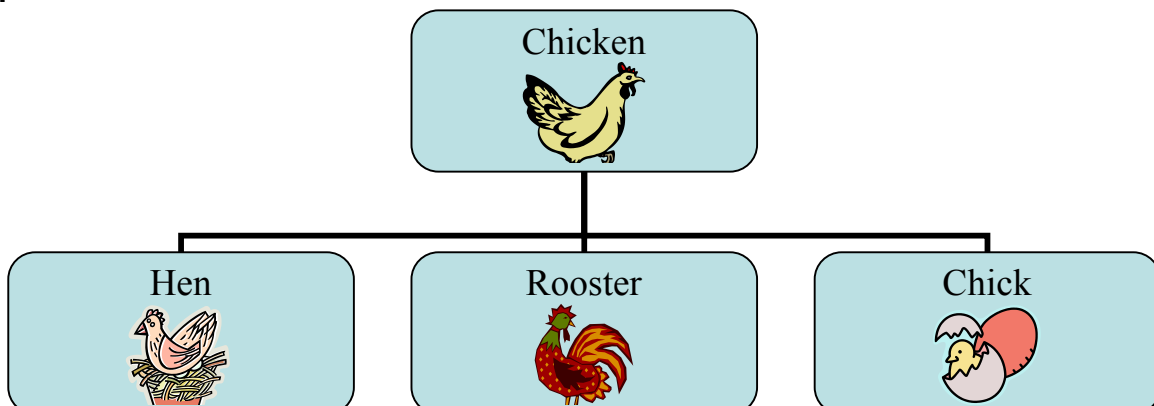
2. **Vocabulary Instruction Support for English-Language Learners (VISELL)** is an approach that Elizabeth Trost, a classroom teacher, has her students use during their word work time in a literacy block model. In the following example, students were exposed to new vocabulary found in their guided reading material. This approach exposes them to numerous opportunities to sort out through inferring, the meanings for words from texts, each other and the class.

Step by step

- List 3-5 vocabulary words along with their page numbers they appear on the overhead projector.
- Have students work independently to locate the word or phrase on the indicated page
- Have students discuss in groups of 4-6 what they infer the word to mean by reading the word in context and sharing their inferences.
- Have each group construct a new sentence that replaces the target word with a word that has the inferred meaning. Have the group read the sentence to check to see if it makes sense.
- Have the students engage in choral response by saying the word orally.
- Have students say the word.
- Have a student read the paragraph containing the word.
- Have a student from each group share their group's inference of the word's meaning
- Have students replace the word with the inference and think aloud as to whether it makes sense.
- Record the conventional meaning of the word on the transparency.
- Have students create a sentence that has sufficient context so that the meaning of the new word is clear or create an illustration that clearly conveys its meaning.
- Have students create sentences in writing.
- Have students share sentences with a partner and then have several students share their sentences with the whole group.

Brock, C. & Raphael, T. (2005). Book club plus: An alternative framework for working with English language learners in *Windows to language, literacy, and culture: Insights from an English-language learner*. Newark, Delaware: International Reading Association.

Figure 1



General Outcome 3: Manage Ideas and Information

When exposed to content area learning, English language learners are not only faced with new vocabulary but also new terms that are used to describe the structure and specific elements within a textbook or (phrase, caption, passage, paragraph, etc). It would be beneficial if educators showed examples of and reviewed these terms. By maintaining a better understanding of this academic language, language learners will be better able to comprehend the message or main idea in a text or passage.

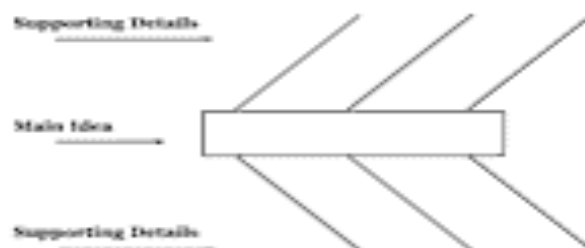
Non-linguistic support can be provided by using visuals, objects videos, or role playing. The following graphic organizers can assist English language learners with being able to pick out main parts in a text as well as assist them with organizing work.

1. **The Herringbone technique** graphic organizer assists students with comprehending a text by providing an easy to follow framework. Who, why, what, when, where and how questions are organized on a visual. This in turn provides support with connecting details to the main idea.

Step by step

- Select a text for students to read.
- Provide a diagram of the herringbone.
- Explain how the smaller bones (details) are attached to the backbone (main idea) of the fish which serves as the foundation.
- Tell the students they will be asked to look for information that answers the following questions:
 - Who is the text talking about/
 - What did they do?
 - When did they do it?
 - Where did they do it?
 - How did they do it?
 - Why did they do it?
- Have students read the text independently or in small groups.
- Record how information is organized around the main idea in a whole group or in small groups.
- Formulate the main idea and write on the diagram.
- This strategy can be used in reverse and students can first formulate the main idea and then identify the supporting details. (Bouchard, 2005; Young & Hadaway, 2006)

The Herringbone



General Outcome 4: Enhance the clarity and artistry of communication

English language learners may come with many great stories to share. At first it may be overwhelming to express these ideas in a clear and concise fashion. It is quite all right to allow students to write a passage in their first language. This will take an incomprehensible load and anxiety off of students that are new to writing in English. At the same time, a teacher may still gather valuable information from this piece of writing such as organization, length, direction, punctuation. If an interpreter is available, they may be able to assist with the direct translation of such a piece. Students may then be encouraged to write one sentence in English and as they become more confident, the amount of text expected to be written in English may increase. Suggestions for writing instruction that will support these students with writing in English include:

- Dialogue journals-This form of writing allows students to draw on life experiences and prior knowledge in a non-threatening way. The uncomplicated structure of a dialogue journal is still able to maintain a purposeful writing environment. A dialogue journal may have a variety of purposes such as asking questions, sharing of personal information or offering opinions. Feedback should be non-evaluative and would depend on the learners' current stage (Coelho, 2004; Young & Hadaway, 2006).
- Letter writing- Letters are most likely to be a form English learners are familiar with, They are also examples of purposeful writing experience that follow a familiar structure beginning with a greeting, body and a closing. Teachers can easily draw parallels between the spoken word and written communication (Young & Hadaway, 2006).
- Writing workshop- this approach allows English learners to choose their own topic and then move through the steps of prewriting, drafting, revising and editing and finally the publication of their work. This process often allows for opportunities for students to read and discuss their work with other students, in small groups as well as in one on one conference with the classroom teacher. A low risk and safe environment often accompanies this approach which reduces the anxiety level of English language learners (Coelho, 2004; Herrell & Jordan, 2004).
- Interactive writing-This shared writing experience provides English language learners with opportunities to see how a piece is composed right before their eyes. A high level of support is provided as the teacher and students share the pen and the learning is scaffolded to meet the needs of the students. Spelling, punctuation, capitalization, and word choice are but a few of the concepts that can be showcased by using this approach (Herrell & Jordan, 2004).
- Paragraph or story frames- These structures assist language learners with organizing their ideas. These structures can have a reciprocal benefit when they are paired with literature that is being read aloud. By modeling the use of these structures, English language learners may be able to use them to compose similar stories in their writing (Coelho, 2004; Hill & Flynn, 2006).

General Outcome 5: Celebrate and build community

In order to make our students feel included and accepted, it is important to recognize and celebrate their culture. Celebrations that are worldwide and not connected to a specific culture could prove more inclusive. Some of our Canadian holidays may appear incomprehensible to families that are new to our culture. Following is a list of international holidays which may not discriminate across cultures, religions or race.

International and world celebrations:

- January-International day of commemoration to honour the victims of the holocaust
- February- International mother language day
- March -World day for water, International women's day,
- April- World health day
- May –International day of families
- June – World environment day, world oceans day
- July-World Population Day
- August-International Youth Day
- September -International day of peace, International Literacy Day
- October - International Day of Older Persons, World Food Day
- November- International Day for Tolerance, Universal Children's Day
- December- International Day of Disabled Persons, Human Rights Day



Retrieved from <http://www.pnyv.org/index.php?id=183> and
http://www.un.org/events/calendar/search_type.asp?TypeID=3#1

Children's Resources

The following is a condensed book list to assist educators in locating children's literature that is available for English Language Learners. Some of the texts are in dual languages while others provide beautiful illustrations and intriguing tales of living in and experiencing another culture.

1. The International Reading Association website (reading.org) in the special area groups section has a committee that annually reviews recently published children's books that deal with multiple cultures and the acceptance of diversity. Check the link for Notable books for a Global Society (<http://mysite.verizon.net/vzeeioxu/id14.html>) for books that have been reviewed from 2005 to 2009.
2. The Winnipeg Public Library has many children's books that are printed in dual languages. It was also noted that if one is introducing a fairy tale or fable theme to their class, it may be possible to obtain a copy that is written in an ELL's native tongue. Included is an abridged list of some texts written in English and Tagalog.
 - Tagalog dual language texts
 - Waddell, M. (2006). *Farmer Duck*.
 - Casey, D. (2006). *Fox Fables*.
 - Gregory, M. (2008). *Hansel and Gretel*.
 - Kubler, A. (2006) *Head and Shoulders, Knees and Toes*.
 - Farsi dual language texts
 - Clynes, K., Dayking, L. & Parisima, A. (2007). *Goldilocks and the Three Bears*
 - Barlow, H., Parisima, A., Johnson, R. (1976). *The Three Billy Goats Gruff*.
 - Waddell, M. (2006). *Farmer Duck*
 - Casey, D. (1975). *Fox Fables*
 - Gregory, M, Sultani, E. (2005). *Hansel and Gretel*
 - Russian dual language texts
 - Campbell, R. (2004). *Dear Zoo*
 - Barkow, H., Buravova, L. (2007). *The Elves and the Shoemaker*
 - Waddell, M., Kubwant, M., (2006). *Farmer Duck*
 - Fraser, S., Brazell, D., Buravova, L. (2005). *Grandma's Saturday Soup*
 - Clynes, K., Daykin, L., Buravova, L. (2007). *Goldilocks and the Three Bears*
3. Multi-cultural literature for children
 - **Asian Pacific American Children's Books**
Elementary Grades

Brown, J.M. (1994). *Thanksgiving at Obaachan's*. Chicago: Polychrome.
Chin-Lee, C. (1993). *Almond cookies and dragon well tea*. Chicago: Polychrome.
Sakai, K. (1990). *Sachiko means happiness*. Emeryville, CA: Children's Book Press.
Sook, N.C. (1993). *Halmoni and the picnic*. Boston: Houghton Mifflin.

- **Latino and Hispanic American Children's Books**
Elementary Grades

- Belpre, P. (1991). *Perez and Martina: A Puerto Rican folktale*. New York: Viking Penguin.
- Mike, J. (1995). *Juan Bobo and the horse of seven colors: A Puerto Rican legend*. New York: Troll Communications.
- Mora, P. (1994). *The desert is my mother/El desierto es mi madre*. Houston: Piñata/Arte Publico.
- Ober, H. (1994). *How music came to the world: An ancient Mexican myth*. Boston: Houghton Mifflin.

- **Native American Children's Books**
Elementary Grades

- Ahenakew, F. (1998). *How the birch tree got its stripes*. Saskatoon, Saskatchewan, Canada: Fifth House.
- Jones, H. (1971). *The trees stand shining: Poetry of North American Indians*. New York: Dial Books.
- Sneve, V.D.H. (1989). *Dancing teepees*. New York: Holiday House.
- Wheeler, B. (1986). *Where did you get your moccasins?* Winnipeg, Manitoba, Canada: Pemmican Publications.

Brock, C. & Raphael, T. (2005). *Windows to language, literacy, and culture: Insights from an English-language learner*. Newark, Delaware: International Reading Association.

Websites

There are many websites available today. Educators must use a critical lens and analyze the usefulness and appropriateness of materials for their students. It is also good to check to see who developed the website as well as the application of resources for language learners that are at different stages in their development. The following list is a diverse list in that some websites listed are for teachers and others noted are for students.

1. EverythingESL.net: this website has information and articles for teachers as well as lesson plans for use with students. American based.
2. MES-English.com: This website has free resources for games, flashcards and lesson plan ideas for students that are in K-6
3. Colorincolorado.org: This website has articles and information for parents, educators and for children. Its main language focus is Spanish and showcases children's literature that focuses on this culture.
4. OneStopEnglish.com: This site offers a variety of free resources when planning activities for younger learners.
5. Thornwoodps.dyndns.org/dual/index.htm – This is a Canadian site that showcases a multitude of student-created dual language books in a variety of multilingual settings.
6. icdlbooks.org/ : This is the International Children's Digital Library where multilingual books can be accessed online.
7. bbc.co.uk/worldservice/languages/: This site has world news headlines in 43 languages.
8. ipl.org/div/news/ : This website has free online international newspapers.
9. EnchantedLearning.com: This is a great resource for content area graphics and word banks. There is a small fee for individual membership.
10. kidsconnect.com/ : This is a great site to locate support materials for many curricular topics. It has an alphabetic list along with realia pictures that support content information.
11. region15.org/subsite/dist/page/graphic-organizers-3114 : This site has PDF document graphic organizers and templates in English or Spanish. The templates can also be put into Google language and translated.
12. pppst.com: This site has a variety of Power points that display information simple and with pictures on a variety of concepts for student and teacher resources.

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- Brunet, M., How ESL Students can Gain Confidence to Speak: Activities ESL Teachers can organize to Promote Conversation <http://www.suite101.com/content/how-esl-students-can-gain-confidence-to-speak-a216085>
- Coelho, E. (2004). *Adding English: A guide to teaching in multilingual classrooms*. Don Mills, ON: Pippin Publishing.
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http://www.everythingsl.net/in-services/_long_does_take_learn_english_55843.php
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