THE UNIVERSITY OF ALBERTA

EN ROUTE TO A DUAL LANGUAGE SCHOOL LIBRARY

BY

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Introduction

Having access to good resources is critical to a teacher's success. I began my teaching career overseas, where I found that from one school to another, how educators valued library services varied greatly. Libraries came in many different forms, from completely absent to up-to-date, as did library staff, from librarians who simply kept the books to those whose mission was to help instructors teach. Not only did libraries vary but so did schools' approaches to supporting students who studied in languages that differed from their home language. The combination of teacher and student support is, I believe, the key to teaching students in dual-language situations.

During my first six years as a teacher, beginning in 1991, spent in private schools overseas, I actively sought curriculum support. My students typically spoke languages other than English at home. Language arts, especially reading, spelling and literature, became my favourite subject, as I was challenged to enrich students' reading and English experiences in the classroom. I usually looked beyond curriculum textbooks to the library, but school libraries came in many different forms. I drew upon my own experiences as well as those of the larger community for captivating stories and examples of good language. Since I realized that teachers were facilitators of learning rather than just fillers of empty vessels, I frequently presented my own search for information as a model for my students.

My first library-related experiences in overseas schools

The variety of library resources I encountered during my overseas teaching demonstrated that the materials and staff in a school library make a difference in the education of the students of that school. When I arrived at the American School of Guayaquil in Ecuador in 1991, the school had no central library. To support my students, I brought a box of chapter books and picture books and developed a small but inviting library in my classroom. In 1992, when I came to the Lahore American School in Pakistan, the school had a rather outdated library that was staffed by a British librarian who helped students decipher the card catalogue and locate items of "classic" literature. Very little recent material supported our curriculum. Again, my classroom library proved invaluable. In 1994, our library at the International School of Geneva had a librarian, although she was probably not a teacher, and in fact did not give library lessons. We did borrow books for recreational and fiction reading, but found nothing to support our classroom work. In 1999, the International School of Peshawar had a small library, hardly bigger than a child's bedroom, which was not a problem as no class had more than eight students. It was staffed by an English woman who was neither a teacher nor a librarian, but a bright intelligent woman who loved books and children, and especially the meeting of the two. From watching her nurture this connection, I began to see what a positive influence an engaged adult could have on the attitudes of students toward the library. When, in 2000, she was suddenly no longer able to do her job, I took over the task of Scholastic Book Club orders for the school of Pre-kindergarten to Grade 8 students. I was delighted to maintain that connection and at the same time I became aware of the books that interested children and could be added to my classroom collection. Through my

exposure to these different libraries and librarians, I discovered that librarians who engage with children and learning are valuable because they forge that bond that keeps students interested in the various resources available to them beyond the classroom.

The recognition, in those early years of teaching, that good libraries bring a sense of completeness to the educational experience of children was reinforced by my concurrent role as a parent. Between living in Pakistan and moving to Canada, my daughter went to kindergarten in the Netherlands where to my dismay there was no school library. In my experiences in Asia and South America, it was clear that having at least a collection of books in a school was essential, so I was surprised that a more developed country would not also consider this important in a public school.[1]

Experiencing libraries back home in Canada

When we moved to Canada in 2002, I volunteered in my children's school library where I now work as a teacher-librarian (TL). I wanted to show my support for the concept of school libraries and TLs that had enlightened me. The more time I spent in the library, watching the teacher-librarian help children connect to books and connect the resources to their learning, the more I wanted to know about becoming a TL. I was interested in becoming that link in the school community. By the time I returned to teaching, I was quite determined to become a TL. TLs play many roles, including developing information literacy skills through collaborative teaching with classroom teachers; supporting resource-based projects with students and teachers; cataloguing and

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[1] European/British and North American school library philosophies differ, and since returning to Canada where I have studied such philosophies, I now understand that public schools in Europe include the public library much more in their planning and resources than is done in Canada.

processing of newly acquired materials; and selecting and evaluating library-based learning resource materials.

I was first drawn to working in a school library both because it is the most immediate connection between children and the books they enjoy, and because of my positive experiences helping make that connection. Having observed the various levels at which libraries and TLs engage students, I considered the different searching and language skills I had most enjoyed developing in the classroom and saw that these were the same skills that TLs demonstrate for students. The mandate that school libraries exist primarily to support curriculum was news to me. The fact that these resources go beyond print materials was another revelation. Discovering that TLs collaborate with classroom teachers to deliver lessons across the curriculum, I found almost too good to be true.

Enrolling in the TL-DL program

After enrolling in the Teacher-Librarianship by Distance Learning (TL-DL) program through the Department of Education at the University of Alberta, it was clear that the idea of bringing resources together is the core philosophy of the TL role. My first year was all about technology and collaboration—my classmates and I created WebQuests, which led students through tasks where they search for information online in previously vetted websites chosen by the teacher. We also presented virtual seminars on various topics around Resource Based Learning (RBL)—mine was on professional development on information literacy, which I could see teachers needed. These classes coincided with my first year on the job as TL in two dual-track (French and English) elementary schools, and therein lay the challenge—reconciling what I was learning with what I was doing.

The diversity and usefulness of the resources available, particularly non-print, for students and teachers today were the most significant discoveries I made in the TL-DL program. Every day, there were more resources, more gifts I wanted to share with students and teachers at work. I now focus on it as much as I do numeracy and print literacy, but in my early years of teaching, the idea of information literacy in classrooms did not exist. In my first year of teaching, in 1991 in Ecuador, we did not even have air conditioners in the classrooms, never mind access to resources on a computer. By my time in Pakistan in 2000, however, my students were surfing on a program called CyberQuest, which was then quite novel and educational (though it has since vanished). It involved a sort of treasure hunt in which participants were led from one website to another by following clues found at each stop; that demonstration of the Internet's interactive potential was my first introduction to the concept of teaching children how to navigate the Internet.

Underpinning all that we do in libraries is the history of rhetoric and human rights, which was covered in the course on intellectual freedom and social responsibility. Understanding this history helped me see how other aspects of teacher-librarianship fit together, particularly the idea of access. If librarians strive to provide access to all manner of materials because everyone has the right to such materials, then providing resources in French for immersion students must be part of their mandate. Learning about curriculum development was helpful in showing me some of the theoretical bases for our national philosophy of school libraries being on site primarily to support the current curriculum of the school.

Cataloguing was another obviously practical piece of the TL puzzle. French subject headings do not necessarily make things easy to find. The entire Anglo-American Cataloguing Rules, Second Edition (AACR2) and Dewey Decimal Classification (DDC) systems are purely Anglo/American English entities. Archives Canada has translated the headings from the Sears List of Subject Headings rather than create an unrelated system of classification. The French headings are available if you look for them in Canadian databases such as AMICUS. Furthermore, technically, all French non-fiction is catalogued by Anglophone cataloguers under the single Dewey section 843, with decimal divisions for the 000-999 sections. A book on tigers would be found under 599.74 in English. The same book in French on "*tigres*" might be listed as 843.59974. If the item is in the library but is not carefully catalogued to provide access points by name, title, subject and keyword, then it will not find its way to the student who needs it.

The course in Canadian children's literature did not augment my knowledge of or about Francophone literature for Immersion students because the literature was all in English, although it was enjoyable. Such a course could be a useful way to help the teachers enrolled build their English library collections. In my TL role, I find and so get to know only those books students are seeking; finding other books with which to build a collection is a challenge. Teachers sometimes suggest a chapter book that will be of interest to and within the reading levels of their students. Author and illustrator visits bring our attention to one or two more writers and make the fiction more meaningful to the students. Other avenues are possible for building a library collection, such as collaborating with the team of French teachers at my schools.

However, the most eye-opening course for developing resources for my French immersion students was the graphic novels one. While its reading list was all English (albeit excellent), the open bibliography assignment allowed me to start devoting effort to what has become the topic of this paper, namely finding French resources that support the curriculum. In my second year of the TL-DL program I was first confronted with the lack of appropriate electronic resources for our French Immersion students. In my classrooms, I was endeavouring to fill the gaps in basic supplementary materials. Appendix A presents the French items I included for this assignment, along with more helpful sources of French resources. Through the impetus of another assignment, I developed my school library website. Even in my limited time (0.3FTE) at each school, I was able to broaden the resource base for student access. I was determined to do more for the dual-track library, because I was learning what students have the right to in education and access.

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Using resources in a dual-track school

To properly select materials and organize libraries in a dual-track school, the TL needs to be bilingual, although being bilingual is not enough. In the schools where I work, since both libraries are available to their whole schools, and approximately 60% of each school receives instruction in French, my certification for teaching French Immersion is considered an asset (though not a requirement). To my knowledge, only three other TLs in our district (which has 17 dual-track schools/libraries) have this qualification. It is beneficial for elementary students to receive instruction in French from their classroom teacher. When the TL can also meaningfully connect their French-language resources to the project at hand, their language learning is reinforced. However,

while knowing how to use the resources is a great advantage, knowing how to find them is even more important.

A dual-track elementary school library can be a confusing place. We have eight sections where a regular library might only have two. Not only do we break the fiction and non-fiction sections into "easy" and "advanced," but all four of these sections are also "duplicated" in the two languages. These eight sections are indicated with colours and coordinating signage and addressed in the library program throughout the years in increasing depth.

In selecting materials, I evaluate a book for its content appeal and level of appropriateness. As with English resources, we need to provide books for a range of reading abilities, and this might be possible to "eyeball" even without a working knowledge of French. A bilingual TL can do all this work better than a monolingual one, but simply being bilingual is not enough to meet the needs of students. The bilingual person needs to be a trained TL who is well versed in the rationales for immersion and collection development.

Focusing in on the big question

When I applied for the TL-DL program, we had to suggest a topic that we might explore in more depth at the end of it. My thoughts went immediately to print literacy in the French language. I already had French in my sights, with interests both at home and at work. At that time, in the spring of 2005, my second child was just learning to read in French and the reading material available for her level lacked appeal. My idea was to find out more about French early-reading authors, the equivalent of Dr. Seuss in English and

Annie M.G. Schmidt in Dutch. These two authors play with language and invent words to suit themselves and the rhyming scheme of the page, with a whimsy that engages kids and adults and makes them keep decoding and enjoying reading, achievements inextricably tied to the language itself and thus (sadly) untranslatable.

Meanwhile, in my work, there was a clear pattern emerging in the form of teachers' requests for resources to support their classroom work. Virtually every day at school, a teacher from French immersion would plead for resources or suggestions. On the district email list or at local specialist meetings were frequent calls for assistance from TLs in dual-track schools.

Working with students and helping them find answers had always been my favourite part of teaching. I had seen how materials and staff in a library make a difference in the learning, and in the attitudes of students in a school. That charge of helping students making the connection between their classroom work, the library and the wider world was hard to ignore. I could understand the nuances of bilingual cataloguing and ensure access by many avenues. I wanted all the students in school—not only the majority English track—to benefit from this possibility. I wanted to help them find the connections between the fiction and non-fiction in the library and what they were learning in their classrooms. I wanted to fill the gaps and get materials into student hands. With my teaching experience and with the clarity my graduate studies brought about the issues at hand, I could see that I had the potential to develop my TL role into that of the connector.

Wanting to be better equipped to make that connection between students and their resources, to provide teachers and students in all schools with what they need when

looking for information and developing research skills, I formulated the following question: What does a TL need to understand and keep in mind in order to provide the most appropriate resources to support the curriculum in an elementary French Immersion program?

Review of the literature

Educators first experimented with French immersion as a method of instruction 1965, but the first longitudinal research I present is from 1972 to 2007. Collection development practices need to be current so most of my sources were published after 1995. Curriculum is the most recent of my themes, since it is being constantly revised, and the BC curriculum documents date to 2005.

Themes in the literature

There has been no specific research into the topic of library collection development in French immersion schools. Considering both the importance that is given to school libraries for supporting curriculum and the popularity of dual-language education, it is surprising that there is no concrete guideline for building a collection in a dual-track school. Even in the United States, where the population is ten times that of Canada and their dual language immersion programs are numerous, nothing serious has been studied, or at least not published, about developing library collections to support curricula in those schools. To draw conclusions about the combination of library collection development and curriculum within language immersion schools, therefore, I have explored each of the three themes separately.

Immersion

Immersion refers to a specific teaching methodology and requires certain conditions, such as ample target language resources. As the term implies, immersion means being surrounded in the second language, having it come at you from every angle. French immersion is a method of instruction where non-French-speaking students receive at least the majority of their instruction in French, often all of it.

The immersion programs that began in Canada, where French is an official language and is useful to know, were unique because they took advantage of a naturally bilingual environment to teach children in two majority languages (Genesee, 1972) and have long led the way in global trends on immersion instruction. In British Columbia, early French immersion starts in kindergarten or Grade 1, when 100% of instruction is in French until Grade 3, when English is introduced as a subject. Until the end of Grade 5, French continues to be the main language of instruction for about 80% of teaching time.

There is evidence that bilingual education has benefits beyond language-related advantages. The literature on its cognitive benefits is sparse before the mid-1960s, and later literature still emerges from a small field. In 1987, Genesee published the results of numerous studies on language, communication, and academic outcomes. He conducted the studies to examine whether immersion education had a positive influence on the students' native language (English) development, and also whether their academic achievement would be affected. He was the first to conduct and publish quasi-experimental studies in immersion education—quasi because, as he points out, the optional nature of immersion programming makes it impossible to study with a pure control group.

Two subsequent researchers, Met (1991) and Swain (1996), built upon Genesee's work, exploring the hypothesis that learning non-language content via a second language is more beneficial than simply learning a language along with the curriculum. They found this hypothesis to be borne out time and time again. Lazaruk (2007) and the Canada Council on Learning (CCL, 2007) both summarized long-term studies that showed that bilingual and/or immersion students do not suffer any academic or cognitive setbacks when learning academic content in a second language (Genesee, 1987; Met, 1991; Snow, 1989). In fact, several of them (Baker, 2000; Genesee et al., 1975; Lazaruk, 2007; Met, 1991; Peal and Lambert, 1962; Snow et al., 1989) indicate that bilingualism bestows such advantages as a higher sensitivity to another person's difficulty in understanding (Genesee et al.; Peal and Lambert), enhanced creativity and imagination (Baker; Lazaruk), and above-average performance on standardized tests (Genesee et al.; Lazaruk; Snow et al.,).

Cummins (1981) was early among many (Cloud, Genesee and Hamayan, 2000; Genesee, 1994; Krashen, 1997; Snow, Met and Genesee, 1989) to promote the idea that proficiency in a second language is acquired through a certain type of instruction, namely using content to teach the second language (L2) and vice versa. Using content to teach language means the content is delivered via the L2. Cummins says, "Of particular importance in the success of any immersion program are the resources that are required to enable it to function adequately" (1999-2003, ¶ 6). These resources belong in the school library. Krashen (1997) takes a broader view and looks at resources for entire bilingual programs, not only of the immersion variety. "The biggest problem" for bilingual programs, he says,

is the absence of books—in both the first and second languages—in the lives of students in these programs. Free voluntary reading can help all components of bilingual education: It can be a source of comprehensible input in [the second language] or a means for developing knowledge and literacy through the first language, and for continuing first language development. (Improving Bilingual Education ¶ 1)

The library, Cummins finds, is critical to all aspects of immersion education. Despite these findings of how important resources are, when bilingualism is seen as complementary to the majority language of English, as it is in Canada, library collections may be primarily in English.

In Canada, immersion is a form of additive bilingualism in which the second language is seen as complementary to the majority first language of the students. This is an important distinction when looking at collection development because in a Canadian French immersion dual-track school, neither language is considered better. In the United States, many immersion programs—even those where instruction is half Spanish, half English—are more "submersive" (Baker, 2000) in nature. Despite the apparent equality of the two languages, one is considered more important and the ultimate goal is to have the students fluent in the majority language, English. Collection development in such a school can justify focusing on English resources and only providing Spanish ones when it is convenient.

Curriculum

The development of a library in an immersion school is driven by the need to match the current English curriculum for our students. Johnson and Swain, investigating

the basis for immersion instruction, list eight core aspects, of which the second is, "The immersion curriculum parallels the local L1 curriculum" (1997, p. 6). Curriculum content drives selection in school libraries in British Columbia, as in most other North American jurisdictions. The Ministry of Education published its expectations in the base document, *Evaluating and Selecting Materials: A Guide* (*ESM*). It is a guide for districts and schools in developing collection policies and recommending resources for the grade collections in Integrated Resource Packages (IRPs). It lists products that have been produced, evaluated and suggested as resources to strengthen instruction and exposure to a given learning outcome. It also presumably rejects materials that are not considered adequate, implying that anything in the grade collection is a worthwhile acquisition.

The Guide also outlines the "Continuous Submission Process," in which the first criterion for consideration of a resource is whether it fits the curriculum. This guide also mentions that the Western and Northern Canadian Protocol (WNCP) Evaluation engages in a collaborative process to bring together resources for Mathematics and (English) Language Arts for British Columbia, Alberta, Saskatchewan, Manitoba, Yukon, Northwest Territories, and Nunavut. The evaluation does not go into French resources.

The *ESM* guide provides general guidelines for educators selecting resources, indicating that the person selecting resources needs to take into account multiple factors. Not only must content be relevant to curriculum, but methodology should also be activity-based rather than lecture-based, encouraging students to develop critical thinking skills. Materials should also support continuous learning and reflect sensitivity to social contexts. There are media considerations, too, and specific mention of French immersion:

French-language learning resources that are of the appropriate linguistic level and

make the required links to curriculum should be provided to students registered in

a French immersion program. Consideration should be given to the different

needs of students registered in Early and Late French immersion when selecting

material. (Province of British Columbia, Ministry of Education, 2002, p. 17)

This is also true in curriculum for British Columbia, where the outcomes for each subject

and grade level have been translated to include the same ultimate goals for all students in

public school, regardless of whether they are enrolled in the English or French immersion

track.

Selection ultimately supports curriculum in a school library. Although there are

no extensive guidelines for dual language collections, there are various selection tools

available to any TL including collection mapping and personal evaluation of the

collection and consultation with colleagues and suppliers. It is important to include more

than print resources, namely electronic materials, which can be easily updated as well as

screened for content and appropriateness.

The position of the Ministry is clearly set out: school libraries are expected to

provide materials that support the curriculum of the school in which they are held, which

includes the French immersion curriculum.

Collection development

The main question being explored in this paper is finding out how to choose the

actual items contained in a dual language school library. It has been established that the

immersion methodology requires ample materials in the target language. School libraries

need to focus on materials that support the curriculum topics that are taught in the classrooms. The major responsibility of any librarian, and especially a TL, is collection development and management.

A commonly expressed view in guides and textbooks related to collection development states that the primary purpose of a school library is to support curriculum (Henri, McGregor, Dillon and Henri, 2003; van Orden, 2001). For Bishop (2007), however, curriculum is not the only raison d'être, although its one of the major ones (p. 179). Collections are also developed for the diversity of learners in the school and the school's approaches to education, (such as immersion). Hughes-Hassell (2005) goes into meticulous detail about building the collection in a learner-centred collaborative access environment (Hughes-Hassell, 2005, chap. 4). She develops a schematic drawing showing the responsibility of the "learner-centred collection manager" who acts as a change agent, leader, learner, and resource guide. Within the schematic is a second circle with the function of "select[ing] resources and access points" and inside that, "work[ing] collaboratively in a community of practice and build[ing] on educational theory and practice" (p. 33). There is a layering of the collection, the students, the methodology and the curriculum, which needs to be maintained by the manager, or TL.

The small amount written about collection development in a library where more than one language is used for instruction is only superficial. On this topic, Del Guidice (2007) suggests using fairy tales from the second language (L2) country and collaborating with bilingual staff and vendors to start building the L2 collection.

For effective second language instruction, teachers must have access to varied and high-quality curriculum materials. In their handbook on dual language instruction (Cloud,

Genesee and Hamayan, 2000), the authors outline the L2 resource requirements. To support literacy in the second language, teachers need not only books and workbooks, but also classroom resources such as posters, charts, slides, overhead transparencies and models. Audiocassette and videocassette tapes are also especially effective in L2 classrooms. The authors add that computer software should be effective for diverse learners and should also be appropriate to the age level, grade level, and proficiency characteristics of learners. The authors do not explicitly say these resources should be found in the library.

Selection is the piece of collection management where criteria are assigned for accepting or rejecting a resource. Selection tools for TLs include requests from students and teachers, reviews, publishers' announcements, and previews by distributor (Bishop, 2007, p. 49). Personal evaluation of the collection is another option, where the TL undertakes to become familiar with the contents of the collection.

One strategy or tool that can be useful when undertaking to become familiar with the collection is to create a collection map. A collection map "is a visual display of the strengths and weaknesses of the library collection" (Bishop, 2007, p. 179) and how well it supports a corresponding topic/unit in the curriculum. This process requires the collaboration of classroom teachers and is best carried out after a unit has been executed by the class (Dillon, in McGregor, Dillon and Henri, 2003, p. 269). This concept is not to be confused with—although it is to be used in concert with—curriculum mapping, where the staff plans and organizes curriculum units by fields of interest and presents it graphically. Collection mapping can then be matched to this chart to focus on particular units being studied in the school (Dillon, in McGregor et al., 2003; Bishop, 2007). Lowe

(2003) also says that "resource alignment," something akin to curriculum mapping, needs to precede weeding and updating of the collection. In her article on building the dual language collection, Del Guidice (2007) also says that a collection assessment should be done before augmenting the collection.

Technology

Since the computer is the first place students will go for information because online resources and Web 2.0 tools are more appealing to students than print resources, libraries are shifting their focus from print to electronic resources. Lowe (2003) suggests that technology and a heightened interest therein have made print resources and their maintenance and development take a backseat in collection development. Bishop includes "materials in a wide variety of formats, including both print and electronic materials" as one of the main selection objectives of a school library collection (2007, p. 42).

Collaboration

The element that enables an immersion curriculum to seamlessly connect to an L2 collection is the collaboration between the TL and the teachers and students of her school. Simply put, collaboration is a scenario where teachers work together to teach a unit which results in numerous learning outcomes being met by students. There is support for this idea in studies on a national longitudinal scale and, at the other end of the spectrum, in the example of a single school library.

Library Power is the name of a 10-year study conducted in the US to examine the impact of increased funding in school libraries. It involved funding from the private

sector to enable full-time TLs to collaborate with staff and students. Financial support was also provided to pay for various site-specific projects such as collection development, technology investments (new computer labs and/or network capabilities) and facility renovations. Library Power and its ensuing studies (Bishop, 2001; Oberg, 1999; Wheelock, 1999) consistently show a positive correlation between collection development, supporting the curriculum through the collection, and collaboration with staff to support both.

The authors of the Library Power evaluations do note that certain conditions need to be present for the project to be successful, such as a commitment of staff to transform the philosophy of the school into a more student-centred approach, away from teacher-centred teaching and collection development. When this quality was absent, the results were significantly affected.

About the Library Power project, Wheelock (2000) reported that once new collaborative habits had been established, student and teacher use of the library was greatly increased. A majority of the principals credited Library Power with the teachers' current use of library resources and collaboration with the TL. After the resources were renewed, whenever students needed to find information about what they were studying in the classroom, they would go to the library (p. 10). Greenan's project (2002) cites students' increased enthusiasm and teachers' positive impression of the collection and the abilities of the TL.

Greenan presents an action research project that illustrates the power of a School Library Committee (SLC) and its effects on the collection:

The information provided [through surveys] to the SLC was invaluable in helping

us see what areas of the curriculum and reading interests they want to see

supported in our collection and it will be vital to continue to provide avenues for

input. (Greenan, 2002)

Cloud et al. (2000) suggest collaboration in many of the pedagogical strategies for

teaching L2. They explicitly call for content teachers to work with language teachers to

plan lessons and units. Haycock (2003) and the Ontario Library Association (OLA)

(Queen's University, 2006) provide a consistent affirmative Canadian perspective on the

issue of fully staffed and well-stocked school libraries, supporting the idea of fully staffed

libraries to collaborate with teachers and students to boost student achievement.

Collaboration is key to a TL's role, not only in delivery of a library program, but

also in building a collection to support curriculum. Classroom teachers can provide

valuable input as partners in curriculum development. French immersion teachers are

equally if not more compelled than English track teachers to provide assistance and

specific details where there could be a mutual benefit—resources for the class and a

legacy in the library.

Conclusion of literature review

When I began my research into the literature on library development in language

immersion schools, I discovered immediately that none of my dual language descriptors

combined with any library descriptors to produce search results. This confirmed what I

have experienced in practice: collection development receives little or no attention in dual

language school libraries. Even in the US, where a more "submersive" form of dual immersion is gaining popularity—half English, half Spanish instruction is common— there are only a handful of articles in professional journals (Del Guidice, 2007; Kirkham, 2003) that refer only tangentially to the difficult experiences of TLs in locating and selecting appropriate materials.

Since the purpose of a school library is to support the school curriculum, the library of a French immersion school is required to provide items to support the French immersion curriculum with French materials which are appropriate in both content and language level. In this way, the school library would be the place where the school's curriculum and the library's collection reflect one another. The TL has the challenge and the opportunity to create that ideal collection.

It would be helpful to have some research into the correlation between student achievement and how it relates to the contents of the corresponding libraries, with a focus on the French contents of those libraries. I would surmise that immersion students who have access to a higher number of appropriate French resources that relate to their curriculum are better equipped, with a deeper understanding of their subject as well as an ability to synthesize the information in a variety of formats, than immersion students who are either limited to very few appropriate supplementary resources or else are continually having to translate their added material from English to French.

Discussion—future directions

In Canada, the immersion program is optional, which sets it apart from standard education practices, and because it falls outside such narrow parameters, it is difficult to study. "Bilingualism is not a categorical variable," writes Bialystok (2001, p. 8). What is

clear is that language and cognition go hand in hand, and that immersion students who learn content through a second language are getting better second language instruction, while still learning new content and concepts about non-language subjects. That students have the choice to become fluent in "two major high status international languages" (Baker, 2000), as well as enjoy cognitive and academic advantages (Lazaruk, 2007), largely explains the popularity of public French immersion programs in many communities across Canada. In Greater Victoria, the trend toward early immersion is in an upward swing, where twice as many students are enrolled in French kindergarten as in English.

It is precisely <u>because</u> we enjoy an additive bilingual situation that one would expect school resources to be equally represented, with content area support both for English students in English and for immersion students in French. We are a bilingual nation.

Unique considerations of a dual-track library

Several questions highlight the problems of the dual-track school library that make it distinct from single-language school libraries. Materials in each subject need to be available in both languages, at all grade levels. Recall the Ministry's ESM Guide. Should the French collection be simply a duplicate of the English one? Do we aim to acquire a translation of each book in both languages, or should preference be given to books written originally in each language? Should TLs settle with providing certain materials in English and having the teacher count that as part of the 20% English instruction time?

Immersion methodologies insist that immersion in the target language is key. Lindholm-Leary (2001) summarizes immersion according to many other studies by aforementioned authors—Baker, Cloud, Genesee and Snow—to describe immersion as nothing less than 50% instruction in the target language (p. 27). In the Greater Victoria School District, elementary immersion is not meant to dip below 80% French instructional time. English resources are not a significant part of a French immersion program. Translation is a very different process and cannot be done by elementary students studying content.

Having a translation in both languages of every book in the library is clearly unrealistic; it would limit the collection severely limited in both directions. Without that constraint, the TL can focus on providing materials in translation as well as from both Francophone and Anglophone perspectives. A book on Canadian history, no matter how objective, will present a different perspective if it is written by an Anglo-Canadian than if it is written by a Franco-Canadian. There is more than language education happening, because culture and language are also inextricably linked. The transmission of culture is not accomplished when an English book is simply translated into French.

Scarce realities vs. ideal abundance

Unfortunately, the reality is that achieving what would be considered a fair ratio of English to French material is problematic. To illustrate the stark difference in availability of items to support the two curricula, I compared the English and French grade collections for the Grade 4 science curriculum. While the English K-7 grade collection from 2005 included more than 151 pages of resources, the French collection from 2005

was a mere 44 pages. For grade 4, there were 34 different resources on the English list, compared with 6 items for the French. More than 60% of the grade 4 students need access to French materials. The inadequacy of this supply is underscored when actual student to book ratios are shown to be more than one title for each student in English (30:34) and fewer than one title for every seven students in French (45:6).

A well-stocked and professionally staffed library can have a very positive impact on the learning that occurs there (Greenan, 2002; Haycock, 2003; Oberg, 1999; Wheelock, 2000). Yet, due to the paucity of French support materials, our schools are left to search for suitable resources in a very ad hoc manner, or to create the material on their own. Such development benefits only an individual teacher's class and makes the library collection of little use to others. Libraries have the potential to be useful to the entire school, but not if TLs struggle to provide resources on a case-by-case basis.

Selection strategies

One of the most important pieces to the puzzle of building a L2 collection in a school library is knowing exactly what topics the various classroom teachers use to accomplish their learning goals. A Grade 4 teacher, when teaching about animal habitats, (BC Grade 4 Science IRP, 2005, p. 40) may choose to focus on indigenous species, or only on birds, or on animals recognized as endangered or vulnerable. Materials that focus on such differences and details are important to teachers. In order to extend or enhance the existing materials available in those topics, it is necessary to know what is already available to teachers and students, and then to determine what is missing.

Another strategy to build the collection is combining the evaluation criteria for choosing resources and the grade collections of recommended resources. Using the

selection tools available, the TL's daily task is to find the French materials classroom colleagues need for their students. Personal evaluation of the collection is most effective when the TL is proficient in French. Where this is not the case, the TL must rely on recommendations of other experts, some examples of which are listed below. To locate appropriate titles in fiction and non-fiction areas, different strategies are necessary.

Fiction

As distinct from non-fiction curriculum support materials, which must match content and grade level, the selection procedures for fiction are less restricted. Using a trusted review journal will provide us with more than a simple description and allow us to screen more materials for criteria such as topic and grade level while being assured that material is of sufficient quality. Having a francophone author or illustrator come to visit is an ideal way to build the fiction collection. The students are able to put a face to the name and the featured author's books are in high demand. Creating a list for selection tools for teachers to choose from can also be useful. The quarterly French literature review journal from Quebec, *Revue Lurelu*, offers ideas for titles. There are also excellent resource lists available from other jurisdictions. The Manitoba Ministry of Education provides a list of fiction and picture books for a reading program called *Je lis tout* (I read everything) for grades 4-6 or *Lis-moi tout* (Read me everything) for grades K-3. They have even gone so far as to compile separate lists for immersion students, acknowledging that the reading ability of these students lags behind their interests at primary and intermediate levels.

Benefiting from the selection of other trusted bodies is another good way to find high quality pre-approved titles for elementary French fiction. The Young Readers'

Choice Award for Fiction and Atlantic Canada's Hackmatack Children's Book Award both generate French nominees. The nomination process for the Canadian Governor General Award for Literature also includes French illustrated children's books and chapter books. The French Library Association awards *Sorcière* prizes, just like the American Library Association (ALA)'s Caldecott and Newbery awards, which recognize outstanding illustration and children's literature respectively.

Non-fiction

Fiction titles must suit the age and reading ability of students, but the criteria for selection is less restricted than it is for non-fiction content-area material. While the library's non-fiction section must cater to the same range of reading abilities, it must also respond with subject-specific resources.

Collection mapping

Collection mapping is a powerful way of assessing a specific area of the collection, particularly useful in examining certain subject sections in non-fiction. Rather than evaluating the entire collection at once, collection mapping could be implemented on a rotating basis, so that each year the existing resources for a different subject or grade are examined for their suitability and then adjusted accordingly. This also takes into account the reality that there is not enough funding to fill the library immediately with everything required. For instance, beginning supplying resources for one social studies and one science topic in Intermediate during Year 1 that would meet the immediate needs of the intermediate grades, means that everyone in the school will benefit within their time at the school. The students in grades 4 and 5 would be the first to have access to the

material, and the students in lower grades would soon follow to have their turn within the next five years.

Table 1

Sample schedule for Collection Mapping

Collection Focus	Year 1	Year 2	Year 3	Year 4
Science unit	Grade 5	Grade 4	Grade 3	Grade 2
Social studies unit	Grade 4	Grade 2/3	K/Grade 1	Grade 5
Fiction—chapter books	Grade 1	Grade 5	Grade 4	Grade 2/3
Fiction—picture books	Kindergarten	Grade 1	Grade 2	Grade 3/4

The sample schedule for mapping a collection, outlined in Table 1, shows a plan for obtaining resources that optimizes benefits for the entire school. For each grade or topic focus, the TL finds out from the teachers what they are using—teachers may not know what is available in the library—and exactly what they need. This collaboration will have far-reaching effects when teacher and TL cooperatively plan not just the resources but also the teaching unit that is built around them. Collaboration is further enhanced if the TL can also speak French and thus retain the "immersion" aspect of the

students' learning experience. This is an ideal collaborative situation for the students as well as both teachers.

Further collaboration with parties having interests vested in developing education resources would help address problems in collection mapping that occur when curriculum changes, which is a continual process. A district level of collaborative consultation might, for example, allow each school to focus on one or two areas of the curriculum and share resources with other schools. In addition, following the example of Greenan (2002), a School Library Committee could be struck to share the task of collection mapping. The SLC could include administration, parents and teachers, all of whom have an interest and influence in the funding and resources of the school library.

Most resources—in any language, in any format—cost money. It is essential that there is a plan in place to prioritize which resources will be acquired and when and where the funding will come from. This plan could parallel the collection-mapping plan. In an additive bilingual setting, students and families, and subsequently the Parent Advisory Council (PAC), are easily convinced that French resources are important. Some groups believe that such resources are the responsibility of the public school system and not the parents whose children attend a given school. It is not the purpose of this paper to make judgements in this area, only to acknowledge the issue and to emphasize that the source of funds must be pinned down for a good collection to development.

General tips

The collection mapping process should reveal gaps in a print collection.[2] To fill them, some general strategies include:

- Checking the IRP Grade Collection for this topic/subject for pre-selected resources. Textbooks often provide a list of supplementary materials that would enhance the theme in some way.

- Looking at the district's Union Catalogue to see what materials other schools have on the same topic.

- Checking the school library's English resources in the same topic (same Dewey class) and finding out if and which useful books have been translated. This can be done by emailing or phoning the publisher or vendor or conducting some Internet searches.

- Consulting with French book suppliers about their current stock.

- Using Latin names for animals, for example, in searches beyond immediate library resources, such as the World Wide Web, then requesting French results from a Google search.

- Keeping a list of contact information for bilingual authors such as Diane Léger and David Bouchard. Authors can often suggest sources or materials.

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[2] Unfortunately, there are simply no resources in French on some specific topics in British Columbia curriculum—West Coast First Nations, for instance.

Electronic resources

An electronic resource in the school library context could be a CD-ROM, an online database, or an Internet website. CD-ROMs, however, are quickly outdated so their site-use rights not worth the cost. The only electronic material I use for my students is via the Internet, either the World Wide Web or online database subscriptions to previously screened material from various print resources and the Internet. One major advantage to having access to databases and other electronic resources is that they can be continually updated by the site owners before information becomes cumbersome or obsolete.

Databases, however, are not as plentiful in French, and certainly not at the Canadian immersion level. World Book Online has now created *Encylopédie Découverte* as an elementary French online resource. The cost of subscribing to CHOIX Media, the only apparent French database available by subscription to schools in BC, is relatively high, especially considering the fact that only the upper grades of the French immersion stream would benefit from it.

Because Canada is bilingual, Canadians have access to other bilingual online resources, which also happen to be available on the World Wide Web at no cost. Any website on the Canadian government or on federally subsidized initiatives is available in two languages, and many of these provide pages for "*zenfants*" ("kidz"). Examples include the sites of Heritage Canada, the Canadian Space Agency, Canadian Broadcasting Corporation, Canadian Geographic Magazine, and the National Gallery of Canada.

Collecting many subject-specific sites together in one website can serve as a one-stop resource, particularly useful for situations, such as mine, where the TL is present only part time. A website I set up for one of my schools has a page of Francophone search engines, some based in Quebec, some from France or Belgium, as well as French website pages for science, books, etc.

Library logistics

Once new items are in the collection, they should be catalogued in a consistent manner, with access as the overriding consideration. Locating French language material within a dual-track school library is not as straightforward as it is for libraries that cater to English-only schools. For TLs whose French is not strong, AMICUS MARC records are provided in both languages for a given title, so that a subject search for "bears" brings up French resources that are also catalogued with the French word *ours*. Canadian French equivalents are available from Library and Archives Canada to provide consistency within this limited vocabulary. When students search a subject, it should be possible to find both electronic answers as well as print media via the Online Public Access Catalogue (OPAC) for the district or the school. When patrons have discovered a print resource on the OPAC, they need to know where to physically locate the item. The library needs clear and consistent signage. In my libraries, colour is very useful: English fiction, yellow and orange shelf markers and spine labels; French fiction, green and yellow. Non-fiction English has plain spine labels with red numbers on white shelf markers, while French non-fiction has blue spine labels and shelf markers. It is both comforting and empowering for the students to be able to figure out, "this is where I will find what I am looking for."

Conclusion

A TL in a dual-track school library faces many challenges but can also find many opportunities to have a positive influence on the whole school community. She can be the link for teachers from English and French tracks looking for help to support classroom work, while concurrently teaching information literacy and, if bilingual, reinforcing the second language of instruction. She can be part of a network of other dual-track TLs who pool their ideas and resources to help each other fill the gaps in their separate schools.

The selection and acquisition of appropriate relevant French materials in a dual-track school library is challenging. The TL has to keep in mind the principles of immersion as a method of second language instruction, because the goal for the school is to maintain a high success rate in language learning and to continue to transmit the added benefits of immersion education. The primary purpose of a school library is to support curriculum in the school in which instruction occurs. If a student is in an immersion program where 80-100% of instruction is in French, then it follows that materials must be available in the school to support that student's learning. When analyzing and building up a school library collection, multiple tools are at a TL's disposal, such as collection mapping, collaboration with staff, and other tools also useful for building a single collection.

For building a parallel language collection, especially for TLs who are less than bilingual, there are some helpful tricks. Networking within the district and with the local suppliers, taking advantage of Canadian government publications both in print and online all help a TL match resources to curriculum. Good bilingual subject headings and clear signage aids help students and staff in locating materials in the library space. Online

databases are limited but available. Keeping in mind that access to as many appropriate materials as possible is our mission helps make this possible.

In the absence of dual-track library collection guidelines, the only available literature available is the submersive model of the US. If we were to follow their fragile lead, schools would favour English as the more important language and French resources would be optional. We do not have this luxury of choice or convenience. Given the reputation Canadian immersion programs enjoy, more equality should be expected in the libraries of immersion schools.

We need to commit to challenging and filling the French gaps in certain local content-based areas, such as West Coast First Nations. Since this is part of our curriculum, there need to be more French resources to choose from. We need to demand from government and from the Canadian literary community that more resources either be translated or created in French, to support our immersion curriculum. Perhaps this could involve the Ministry insisting that publishers provide both versions of a given product if they want it to be considered as a resource.

Knowing how and why the resources and staff in a library make a difference to the whole school, we can help teachers and students make the connection between their classroom work and the library and the wider world, by supporting them with the resources and research skills they need, even in two official languages.

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Appendix

Resources that connect to the BC elementary French immersion curriculum to include in dual-language collections

Graphic Novels

<u>*Léon et l'environnement* by Annie Groovie</u>

Groovie, A. (2006). *Leon et l'environnement*. Montreal, PQ: Editions de la courte echelle.

Connects to: Science grades K-7, Social Studies, grades 1-7.

<u>*Savais-tu?* Series titles on: eels, toads, lobsters, fleas, termites, rats, crows, ermines and vultures, chameleons, bats, coyotes, spiders, crocodiles, dinosaurs, grizzlies, piranhas, hyenas, scorpions, and snakes, by Alain Bergeron.</u>

Bergeron, A. (2003). *Savais-tu? Les Termites*. Waterloo, PQ: Editions Michel Quintin.

Connects to: Science, grade 2 and grade 4; animal growth and changes.

Electronic resources
(* indicates site for student use)

*<u>*Agence Spatiale Canadienne* (Canadian Space Agency):</u> http://www.asc-csa.gc.ca/fra/jeunesse/default.asp

*<u>*Bibliothèque Campus View* Library Website:</u>

http://www.sd61.bc.ca/school/campusview/Library.html

<u>*Bibliothèque et archives* (library and archives) Canada:</u>

http://www.collectionscanada.gc.ca/index-f.html?state=0&PHPSESSID=sbslo516pvhtip06ej2tqv9nu3

*<u>Canadian Geographic Kids:</u> http://www.canadiangeographic.ca/cgkids/francais/

CHOIX media database:

>   http://www.sdm.qc.ca/Nouvelles/ChoixMedia.cfm?LOCAL=INEN&P=74&M=1

*_Encyclopédie Découverte_ (World Book Online): (To explore, Log-in ID: sd61student,

>   password: athome) http://worldbookonline.com/decouverte/home

*National Gallery of Canada (Artissimo):

>   http://cybermuse.gallery.ca/cybermuse/kids/index_f.jsp

*_Patrimoine Canadien (_/Canadian Heritage): http://www.pch.gc.ca/pgm/ceem-cced/dess/index-

>   fra.cfm

Pleins Feux sur le Canada (LesPlan current events): http://www.lesplan.com/fr

*_Radio-Canada:_ _http://www.radio-canada.ca/jeunesse/_

Reading Lists for current award-winning French literature

Governor General's Literary award for children's fiction and illustration:

>   http://www.canadacouncil.ca/prizes/ggla/de128686621849954868.htm

Prix Litteraire Hackmatack—2009 French Selections:

>   http://www.hackmatack.ca/pdfs/2009pdfs/Selections200809French.pdf

Je lis tout and _Lis-moi tout_ List of selected titles 2008-2009:

>   http://www.edu.gov.mb.ca/m12/biblio/clubs_de_lecture/listes.html

Prix Sorcières : http://www.prix-litteraires.net/prix/623,prix-litteraire-du-mouvement-pour-les-

>   villages-d-enfants-prix-cadet-jury-d-enfants.html

Revue Lurelu: http://www.lurelu.net/courant.htm

>   Young Readers' choice for Fiction/French: http://www.collectionscanada.gc.ca/read-up-
>
>   on-it/015020-054000-e.html#b