Using Multicultural Children’s Literature in Adult ESL Classes
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Researchers and practitioners have documented the importance of children’s literature in elementary and middle schools for developing language and literacy skills and content knowledge (Rudman, 1993; Smallwood, 1996). Because high quality children’s literature is characterized by economy of words, stunning illustrations, captivating but quickly moving plots, and universal themes, carefully chosen books can offer educational benefits for adult English language learners. In addition, multicultural books honor diversity among writers and artists, give literary voice to underrepresented groups, and stimulate cross-cultural appreciation. This digest provides book selection criteria, literature-based teaching strategies, and an annotated book list for five English proficiency levels.

Book Selection Criteria for the Adult ESL Classroom

Picture books are particularly useful in adult ESL classes because they provide clear and interesting illustrations along with the reading text. Their length (typically around 30 pages) allows them to be read in one class period. Selection is critical, as not all books are equally successful with English learners, and those appropriate for adults learning English form an even smaller subset. Teachers should use the following questions as a guide to evaluate a book’s appropriateness for adult learners.

- Does it relate to your curriculum objectives? These can include a focus on social, cultural, or political topics; life skills; thematic vocabulary; or grammatical structures.
- Does it feature adults? Does it have some adult protagonists, address mature themes, or convey universal messages?
- Are there clear illustrations that help tell the story?
- Does it contain repeated, predictable language patterns? Language patterns can include rhyming as well as repetition of words, refrains, or entire sentence.
- Does it use language that is slightly beyond the level of the learners? Both the amount of text and the level of syntactic complexity should be considered.
- Is there authentic cultural content?

Teaching Strategies

The reading process can be divided into three stages:

Before/Prereading. The teacher may need to first explain and justify the use of children’s books. The story is then briefly introduced, key vocabulary is previewed, and some key illustrations or characters may be highlighted. Learners are invited to predict the story from the cover and other clues. The teacher poses specific listening tasks, such as identifying a particular theme or the use of specific structures. These motivational strategies involve learners in the book and help connect it to other experiences, literary or real-life.

During/Reading aloud. The way to engage a class in a book is to read it aloud with expression. The teacher can also use the following strategies: move slowly around the room; take time to show the pictures; modify the language of the text as needed to facilitate comprehension; and pause occasionally for dramatic effect, to highlight new words or concepts, or to check for comprehension.

After/Discussion and Review. At the completion of the oral reading, the teacher should allow ample time for reflection and discussion. To encourage spontaneous reactions ask, “What do you
think?” or pose more specific questions to focus the discussion. It is also important to discuss the theme of structures identified in the prereading stage. An oral comprehension check can serve as a review of the story and as an informal assessment.

To build the reading-writing connection, students can record their reflections in a journal. They can copy the title, author, and date at the top of the page and then write briefly about their favorite part, how the story made them feel, something they learned from the story, or a similar incident that happened to them. They can share these reflections orally, as appropriate.

**Extension Activities**

Learner-centered literacy activities, from round robin story telling to rewriting book endings, to composing stories stimulated by the book, can follow the initial reading (Smallwood, 1991; Tomlinson & McGraw, 1997).

**Conclusion**

Multicultural children’s literature can be effectively integrated into family literacy and adult ESL programs to develop English language oral proficiency, literacy, and content skills and to build cross-generational collaboration and appreciation of other cultures.

**Recommended Books for Adult ESL Classes**

This book list was developed from the six selection criteria for adult learners described above. An English proficiency level was identified for each book, based on grammatical structures in the California standards for adult ESL programs (California Department of Education, 1992). The proficiency levels also reflect the amount of text per page, overall complexity of language and vocabulary, and level of the story’s concreteness (vs. abstractness). These levels are meant to guide teachers, not limit them; therefore, teachers are encouraged to try any of these books with any group of students, editing, simplifying, or amplifying as needed.

**Beginning Level**


Low-Intermediate Level

Cox, J. (1998). *Now we can have a wedding*. Illustrated by D. DiSalvo-Ryan. New York: Holiday House. An inter-ethnic wedding is planned, and friends and fellow tenants in their apartment building prepare food from around the world for the celebration.


High-Intermediate Level


Kurtz, J., & Kurtz, C. (1997). *Only a pigeon*. New York: Simon & Schuster. This journey into the urban life of modern Addis Ababa is told through the eyes of an Ethiopian adolescent boy who works, goes to school, and proudly raises pigeons. The prose is enhanced by realistic, soft watercolor paintings.


**Advanced Level**

Ashabranner, G. (1993). Still a nation of immigrants. Photographs by J. Ashabranner. New York: Cobblehill/Dutton. This 125-page book explores the issues of immigration today. It is divided into chapters and also smaller subsections, so a teacher can easily select a 3-5 page passage for classroom use. It highlights successful immigrants from a range of cultures. Black and white photographs enhance the text.

Nye, N. S. (1996). The same sky. A collection of poems from around the world. New York: Alladin. This selection of short, original poems was written by children and adults from all over the world. It is organized into topics (e.g., families, dreams, and dreamers). Marketed as a children’s book, the poetry has appeal for all ages.

**References**


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Generally most of the children I teach have English as an additional language and can converse and work quite well in English. As a school we 'set' children in ability levels for English work. We do projects such as language of the month, British week, Eid/Diwali/Christmas concerts as well and look for opportunities in lessons to promote different cultures. My wife works in a very middle class/non multicultural school in Hertfordshire and doesn't get the opportunities cropping up as much. We also have a take part in a global curriculum project about what it means to be a good citizen of the world. Looking at topics around the world -
wars/tsunamis/child labour/respect/tolerance/historical influences on cultures and so on - all relevant to the chosen year group.