

Karen Bordonaro

Karen Bordonaro is the Liaison/Teaching and Learning Librarian at the James A. Gibson Library at Brock University in St. Catharines, Ontario in Canada. Her work includes library instruction, collection development, and research consultations with students and faculty in Applied Linguistics, Classics, and Modern Languages. In addition, she also serves as the liaison librarian for ESL Services, the International Student Programs in the Faculty of Education, and the Office of International Services. Prior to working at Brock, Karen was a reference librarian at Canisius College in Buffalo, New York. Karen works full time as a librarian and part time as an ESL instructor. Karen holds a B.A. in Spanish and German, an M.A. in German, an M.L.S., an Ed.M. in TESOL, and a Ph.D. in Foreign and Second Language Education. Her research areas of interest focus on the intersection of library use and language learning by international students.

Abstract

This research study examines the content, types of materials, locations, and library collection development policies concerning ESL (English as a second language) materials collections on university campuses in the United States and Canada. ESL learning materials are defined in this study as those materials supporting adult learners who are non-native speakers of English in a higher education setting. The purpose of this study is to describe the content and types of materials in these collections, to learn where these collections are typically housed on university campuses, to discover what collection development policies may inform the building of these collections, and to explore the potential significance of these collections for university libraries. The overriding question that informs this study is the following: Can involvement with ESL collections serve as a way for university libraries to participate in internationalization by supporting the language needs of international students?

Keywords: International Students, ESL Collections, University Libraries, Internationalization de los estudiantes internacionales?

Resumen

Esta investigación se enfoca en el contenido, los tipos de materiales, la ubicación y las políticas de desarrollo de colecciones de materiales ESL (Inglés como segunda lengua), en las bibliotecas de campus universitarios en los Estados Unidos y Canadá. Los materiales de aprendizaje ESL se definen en este estudio como materiales de apoyo para estudiantes adultos que no son hablantes nativos de inglés en un contexto de educación superior. El propósito del estudio es describir el contenido y los tipos de materiales en estas colecciones para saber dónde se alojan típicamente en los campus universitarios, para descubrir cuáles políticas de desarrollo informan sobre la integración de tales colecciones, y para explorar la importancia potencial de las mismas para las bibliotecas universitarias. La pregunta principal del estudio es la siguiente: ¿El involucramiento con las colecciones de ESL puede ser una forma en que las bibliotecas universitarias participen en la internacionalización, mediante el apoyo para cubrir las necesidades lingüísticas de los estudiantes internacionales?

Palabras clave: Estudiantes internacionales, ESL, colecciones, bibliotecas universitarias, internacionalización

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Introduction

This study arises from a Canadian landscape, yet its content could easily apply to American university settings as well as Canadian university settings. As with the United States, Canada is anticipating rising numbers of international students in the next several years. The federal government of Canada has staked a claim toward convincing international students to choose Canada as a place to study. It has done this by recently issuing a call for Canadian universities to double the numbers of international students on their campuses by the year 2022 (Canada's International Education Strategy, 2014). Early reactions to this call have been positive, negative, and mixed (Association of Universities and Colleges of Canada, 2014; Usher, 2014; Charbonneau, 2014). In addition, early commentators have also pointed out the need for sufficient resources and services to turn this call into reality, among them support mechanisms for the development of language fluency (Epperson, 2014). These same concerns for adequate support for international students appear in the United States as well. As Karin Fischer notes in a recent article appearing in the *Chronicle of Higher Education*, "...the conversation is shifting from recruitment strategies to questions about serving the needs of those students." (Fischer, 2014).

The following study views ESL collections on university campuses as one potential way to support the language needs of international students. This study is an exploratory study only, however, in that its purpose is not to prove that ESL collections produce language learning. Instead, the much more modest focus of this study is to see if university libraries are involved with ESL collections on university campuses. In this way, this study is only attempting to offer one small avenue for exploring potential university library contributions to campus internationalization goals. By looking at current arrangements and provisions of ESL materials collections, this study hopes to perhaps open the door to bigger questions facing university libraries about library involvement in internationalization efforts on campuses in both the United States and Canada.

Literature Review

The library literature of higher education concerning ESL and international students has grown dramatically in recent years as more and more international students have come to universities in North America to study (Peters, 2010). Much of this literature concerns itself with services provided to these students, such as information literacy classes and assistance at the reference desk (Hurley, 2006; Ferrer-Vinent, 2010). Another set of studies has also considered how or why these students do or do not use the library (Knight, 2010). A further set of this literature considers language communication abilities and cultural issues such as varying perspectives on plagiarism that may confront these students (Chen, 2011). And another distinct grouping of work looks at

university library outreach efforts to international students on North American campuses (Hickok, 2009). The smaller number of articles arising from Canadian settings reflect similar or related types of topics common to both American and Canadian university library environments: library instruction (Ishimura, 2007), information seeking behavior (Guoying, 2009), and library needs of various constituents such as international scholars (Xie, 2012). The only explicit distinctions I have encountered between American and Canadian university library perspectives came about in my own research study on the role of North American university libraries in internationalization, and these cultural differences appeared only for American and Canadian librarians, not international students in either country (Bordonaro, 2013).

This current study seeks to make a contribution not only to the Canadian setting of library work with international students, but also to the more specific language sphere of library work with non-native speakers of English. A distinction needs to be drawn, therefore, between my use of "international student" and "ESL student." In this article, the term "ESL student" is used to mean a non-native speaker of English, not simply a student from another country. The reason for this distinction on my part is because international students may also be native speakers of the language of a foreign country in which they are studying (ex. American students in Canada). It is important to note, however, that "ESL student" is sometimes also used to refer to students studying in a language institute prior to acceptance at a university. In this article, "ESL student" can mean either a pre-academic language institute student or a student fully matriculated in a university degree program. My use of this phrase is limited to native language speaker status only.

In terms of library literature devoted directly to ESL collections, no substantial research has been conducted in a university library setting in either the United States or Canada on this specific topic. Much of the library literature concerned with building ESL collections focuses instead on announcements of new resources for public libraries or school libraries serving adult or school-aged immigrant populations (Mylopoulos, 2007; Jensen, 2002). And school library literature also contains numerous studies concerned with the pedagogy of enlisting library resources to advance teaching and learning for K-12 ESL students (Dillon, 2006). But university library studies concerned with ESL topics, as noted above, focus mainly on investigations of ESL and international student needs and behaviors, and with the provision and use of library services, rather than collections. One recent article that may explain this dearth of research states that purchasing language learning software generally falls outside the realm of academic library collection development efforts. In this particular article, the authors describe the purchase of such software as demonstrating "a new trend to purchase resources that support administrative agendas and non-teaching programs..." (Downey, 2013, p. 90). This article serves to remind me that collection development in university libraries is traditionally aligned with specific degree

granting academic programs and that the support of ESL students is not usually aligned with such programs on university campuses. Perhaps for this reason, this current study may add another useful contribution to the literature of library collection development articles in higher education as well.

Methodology

The research method used for this exploratory study was that of document analysis. The documents analyzed consisted of library catalog records, web sites of English language institutes in Canada and the United States, university library web sites that contained ESL materials or guides, and collection development policies made publicly available by American and Canadian university libraries.

Library catalog records were examined to determine what kinds of materials are available for English as a second language learners and to determine potential university library locations for such material. The catalog records came from the following sources: WorldCat (a worldwide catalog of library holdings that also lists library locations at <http://worldcat.org>, the Library of Congress, <http://catalog.loc.gov/>, AMICUS, the Canadian National Catalogue, <http://amicus.collectionscanada.ca/aaweb/aalogine.htm>, and the Ontario Council of University Libraries interlibrary loan union catalog, RACER (Rapid Access to Electronic Collections by Requesting) at <https://racer2.scholarsportal.info/en/zportal/zengine?VDXaction=LoginPage> The Library of Congress subject heading "English language – Study and teaching – Foreign speakers" was used as the baseline search statement in all of these catalogs in order to identify language learning material for non-native speakers of English. Catalog records were retrieved and analyzed for type of material (books being the most common type), content of material (for example, grammar guides or fiction titles) and any listed location, in order to determine if a university library held the items.

Further documents to analyze for material types and locations came from general web searches that were conducted for ESL material collections on university campuses. In Canada, this began with a search for university ESL collections through the Languages Canada / Langues Canada web site: <http://www.languagescanada.ca/en/purpose-mission-vision-statement> This is a list of accredited Canadian language schools associated with universities in Canada, so it served as the initial starting point for finding potential collections of ESL materials on Canadian campuses that might be not be discovered through university library catalogues. In the United States, general web searches were again conducted on language institute programs affiliated with universities. In this case, the lists of program members maintained by the Consortium of University and College Intensive English Programs at <http://studyusa.com/en/schools/p/xc002/consortium->

of-university-and-college-intensive-english-programs-uciep and the American Association of Intensive English Programs, also known as EnglishUSA, at <http://www.englishusa.org/> served as initial starting points for identifying potential ESL collections on American university campuses. As lists of organizations, these links provided useful information on English language learning institutes affiliated with universities in both Canada and the United States. In terms of finding information about specific ESL collections, however, these sites proved much more difficult to navigate because materials collections information, if available at all, was often deeply buried on these association sites. To complement these searches, then, open web searches on Google and controlled library database searches on LISTA (Library, Information Science and Technology Abstracts) were also conducted on language institutes, ESL materials, universities, and university libraries in order to find evidence of existing ESL collections on university campuses.

A final set of documents analyzed for this study came from collection development policies of American or Canadian university libraries made publicly available either on the open web or shared through the library database LISTA. The definition and purpose of a collection development policy is described by the University of Colorado at Boulder's University Libraries in the following way:

Collection Development is defined as the planned purchase of materials in various formats to match the instructional and research needs of the campus within the current fiscal environment and resource sharing opportunities. The heart of a library is its collections. The buildings house them; the library personnel acquire and manage them and teach users how best to access and use them.

The processes of Collection Development include selection and deselection of current and retrospective materials, including gifts-in-kind; planning of coherent strategies for continuing acquisitions; input into preservation decisions; evaluation of collections to ascertain how well they serve user needs. These functions are guided by a Collection Development Policy which establishes priorities, supports efforts, and facilitates decisions. It communicates the Libraries' intentions to the library users and aids in cooperative efforts with other libraries. The information explosion coupled with tightening budgets requires selectors to look at ways to access resources in ways beyond physical ownership, including licensing electronic databases and providing document delivery (University of Colorado Boulder University Libraries, 2014).

The three sets of document types (catalog records, web sites, and collection development policies) all supplied various types of useful information to this study. The catalog records illustrated what types of material are available and held in ESL collections, the web sites indicated if ESL collections existed at universities in North America, and the collection development policies offered insights into how ESL collections are supported by university libraries. The different material types, locations, and policies discovered will now be described and discussed in the next section.

Results

The results of the documents consulted above offer information about the types of material held in ESL materials collections, what content they cover, where such collections are located on university campuses, and what kinds of collection develop policies govern their growth. Each of these components is described in more detail below.

A. Material Types and Content

ESL materials encompass a variety of types of material. Most often they appear to be books in print format. However, they can also include DVDs, magazines and journals, newspapers, audio files, computer language learning software, and online links to language learning web sites. In terms of content, they can include materials relating to the acquisition of English as a second language, materials on how to be a good student, materials on how to understand North American culture, modified readers for both fiction and non-fiction topics, handbooks on how to be a good writer, and recreational reading material. Examples of the many different types of language learning materials found through the catalogues and web sites include:

1. textbooks designed for a particular course of study
2. easy readers or graded readers that are modified versions of English books rewritten for various levels of language learners
3. books that offer deeper explorations of linguistic topics such as grammar or idioms
4. reference books such as dictionaries, encyclopedias, and thesauri
5. books that explore cultural topics such as body language and gestures
6. books on how to navigate higher education systems in North America
7. books on how to be a successful university student
8. books that offer activities and tasks to develop language learning
9. handbooks on how to do research for papers
10. citation style guides
11. guides on how to avoid plagiarism
12. multimedia material such as movies on DVD and audio files of great speeches

13. listening materials for pronunciation practice
14. language learning software available through CD's or online web sites
15. online learning objects such as language learning tutorials and guided language learning web sites
16. links to online web sites that offer language learning programs in conversation skill building, vocabulary enhancement, and pronunciation practice
17. graphic novels and manga

E-books appear to be minimal in such collections, however, potentially due to publisher restrictions regarding library use or the general unavailability of material such as easy readers in this format yet.

As can be seen by the brief description above, ESL collections can contain many different types of materials (in formats as diverse as print, audio, video, software, online links and programs) as well as material that includes diverse content (fiction, nonfiction, language learning guides, dictionaries and encyclopedias, academic success materials). The variety of types and topics of materials in ESL collections seems aimed to support language learning, or to at least serve as a guide point from which to begin such learning.

B. Locations

Various locations for ESL language learning materials exist in American and Canadian universities. These include: departmental libraries housed within the ESL institute not under the purview of the university library system; curriculum center collections of ESL language material that may or may not be part of the university library system; and collections of ESL language learning materials within the university library system that may be in one central location or dispersed throughout the collection.

ESL materials collection can be found within the departments of stand-alone language learning institutes that are not part of either an academic department on campus or the university library system. One impressive example of such a collection is the TESL Library at St. Mary's University in Halifax <http://www.smu.ca/international/tesl-library.html> Located in the same building as the language institute, it serves students in the English language institute directly, and it is not part of the university library system. Another example of an in-house ESL materials collection maintained within a language institute but separate from the university library system is the Open Listening Lab at the State University of New York at Buffalo. It is described in the following way:

The ELI Open Listening Laboratory is available in the late afternoon year round for all students to practice their listening, speaking, and pronunciation. Located in Clemens Hall rooms 1 and 3 (basement), the Open Listening Lab offers individual listening and pronunciation practice with taped materials (State University of New York at Buffalo, 2014).

Another location for ESL collections is that of the curriculum center on American and Canadian universities. Typically, these centers identify education students as their primary clientele. They may be housed within the university library system or in the department of education on campus. The education students make use of ESL material for designing lesson plans for work with non-native speakers of English, often in K-12 settings. At universities that house ESL materials in these circumstances, degrees in TESOL (Teaching English to Speakers of Other Languages) or TESL (Teaching English as a Subsequent Language) are typically offered. An example of this type of arrangement would be that of the Curriculum Materials Centre found in the Faculty of Education at the University of Newfoundland: <http://www.library.mun.ca/cmcc/index.php>

And a further type of physical arrangement for the housing of ESL materials is inside the main university library system itself. ESL materials located within university libraries can either be centralized in one physical location or else dispersed throughout the library collection but provided access to by a specific ESL library guide. Examples of ESL materials collections located inside university libraries in one physical location include the Intensive English Language Program easy readers collection at Brock University in St. Catharines, Ontario: <http://catalogue.library.brocku.ca/search~S0/?tIELP+readers/tielp+readers/-3%2C-1%2C0%2CB/exact&FF=tielp+readers&1%2C623%2C> and examples of ESL materials that have been identified for use by language learners but that might be spread all over different locations in a library can be seen in the many library research guides designed to help ESL students at universities such as those from the University of Calgary at <http://libguides.ucalgary.ca/content.php?pid=265064&sid=2188527> and the City University of New York (CUNY) Libraries at <http://libguides.ccny.cuny.edu/esl>

The three locations discovered for ESL collections show that different universities use different places for these materials. A stand-alone location, separate from the university library system, either inside a department or language institute is one arrangement. A location in a curriculum materials center on campus offers another arrangement. And a third location of being housed within a university library offers yet another possible location. The next section will now look at

collection development policies that govern the creation and growth of ESL collections.

Collection Development Policies

Collection development policies describing the collection focus and rationale for ESL materials collections at university libraries in North America can be found both on the open web and as sample documents in library databases. In evaluating these documents, attention was paid to any descriptions offered of English language learning materials or any language learning programs, courses, or degrees that were being supported by these library policies.

Examples of collection development policies for ESL collections are sometimes connected to library support of degree granting programs in Education or Applied Linguistics studies in which ESL materials may support the curriculum. In these collections, ESL materials may be seen as materials that illustrate or support the principles of language acquisition or learning theory. Examples include the New York University Libraries at <http://library.nyu.edu/collections/policies/linguist.html>, Georgia State University at <http://library.gsu.edu/wp-content/blogs.dir/23/files/2013/11/CDAppliedLinguistics2007.pdf> and Tyndale University College and Seminary in Canada at <https://www.tyndale.ca/library/education/welcome/policies/collectiondevelopment>.

Other library collection development policies on ESL collections are not connected to degree programs in education or language studies, but instead point to the separate existence of specialized materials for ESL students outside of any particular degree granting program but perhaps enrolled in a language learning program prior to university admittance. The MacEwan University Library in Canada, for example, identified “ESL Collections” as a specialized “sub-collection” in its general collection development policy: http://library.macewan.ca/collection_policy. The University of Washington likewise describes its ESL collection as a “unique collection” in its general library collection development policy in the following way:

This collection of materials for English Language Program students is arranged by reading level and primarily classified by accession number instead of the LC system. The collection contains books, audio CDs and reference materials such as TOEFL guides and dictionaries (University of Washington Libraries, 2014).

And a third type of university library collection development policy concerning the acquisition of ESL materials are those that support kindergarten through 12th grade (K-12) curriculum materials centers. These types of collections are themselves specialized collections of teaching materials for education students for use in lesson planning or student teaching placements. An example of this type of policy can be seen from Campbell University's curriculum materials center/media center collection development policy which states that, "Some foreign-language materials will be collected which support the teaching of foreign languages, bilingual education, and English as a Second Language (ESL)" at <http://www.lib.campbell.edu/policies/cmmc-colldev>.

Collection development policies from university libraries in North America such as those listed above offer various rationales for building ESL materials collections on campuses. The different types described above suggest that ESL collection building is an endeavor that university libraries engage in, but for different reasons in different settings. Some ESL collections support the curricular needs of students in degree-granting programs such as Education or Applied Linguistics. Other collections, in contrast, may be intended directly for the use of non-native speakers of English enrolled in a language institute but not a degree-granting program on campus. And ESL collections within curriculum centers may serve specifically as materials for K-12 student teaching purposes.

ESL material types and content, locations, and collection development policies all offer information which can describe what ESL materials collections consist of, where they can be found, and what they aim to be in a university setting. The next section will now consider what these findings might mean in terms of how ESL materials collections are currently situated on university campuses in North America, along with their accompanying advantages and disadvantages, and their intendant challenges and opportunities.

Meanings

Institutional history and campus politics could potentially explain why certain locations, material type and content, and collection building goals currently exist for different ESL materials collections on different university campuses across North America. For example, on university campuses where the English language institute is a stand-alone entity, one consideration could be the status of such an institute. For example, is it expected to be a revenue generating or self-supporting unit apart from degree programs offered on campus? If so, is the collection supposed to consist of textbooks strictly for the use of ESL students in language courses? Or is the collection integrated into campus degree granting programs in departments such as Education or Applied Linguistics? If that is the case, are the materials in the collection supposed to support

teaching or research in these areas? Clues as to the political standing of a language institute might shed some light on its perceived importance on campus. Investigating this angle could include determining if the unit offers any degrees, or if unit has any representation in the inner workings of the university, such as membership on internationalization committees on campus, representation on the faculty senate, and so on.

Historical reasons for the establishment of ESL collections in stand-alone language institutes might also account for whether or not such a collection lies within a language institute. Seen as a departmental library in this sense, the establishment of a separate collection of language learning material might be seen as the purview of the faculty teaching in the language institute. Setting aside materials this way might also be seen as a better way to support students in the language institute by providing more open and freely accessible material not kept behind the walls of a library and subject to the same fines and recall rules. Or the persons setting up the original collection may simply have felt that these materials would not have been of any interest or use to any student outside the language institute.

And another potential reason for ESL materials collections to be set apart on campus might have to do with traditional university library collection development policies, as alluded to in the literature review section earlier in this article. For example, lower level foreign language learning material may be acquired by university libraries that exist on campuses where undergraduate or graduate degrees are available in those languages. A degree in English, on the other hand, typically concerns itself with the study of English literature, not with the learning of the English language. In a similar manner, a degree in linguistics would also be a type of language degree, but it would concern itself with the study of how languages are studied, described, categorized, and structured. Neither of these degrees would explicitly support the buying of ESL materials for non-native speakers of English for language learning purposes.

In terms of what these various locations might mean for ESL students, all of them can contain both advantages and disadvantages. The advantages of maintaining resources in a language institute include proximity to the students themselves and the ESL instructors. Such proximity could potentially lend itself to extended out-of-classroom learning opportunities, and to the easier inclusion of material into the curriculum of ESL classes by the instructors. Disadvantages, however, could include the idiosyncratic nature of classification and searching systems developed in-house and the lack of accessibility through standard finding tools such as the library catalogue.

Advantages for having these language learning materials in a curriculum center could also include proximity, in this case to preservice teachers who could incorporate them into their classrooms in

the future, and their general ability to be found through university library systems if the curriculum centre is recognized as a collection within this larger system. Disadvantages of ESL materials being housed in a curriculum centre could be the lack of physical proximity to either the university library housing more material and to the language institute itself where classes are held, students congregate, and instructors have offices in which to plan the curriculum.

Locating ESL materials collections within a larger university library collection also includes both advantages and disadvantages. Advantages could be increased access to more users through the catalogue, increased physical availability in a centralized location on campus, proximity of such material to adjacent material that might be of benefit or use to students in these language classes or other classes on campus, and physical study space in which to make use of these materials for homework, for self-study, or for leisure reading. Advantages for libraries housing these collections could also include rising circulation statistics, more foot traffic in the physical library, incorporation of library materials into the curriculum, better accessibility to ESL materials both through online discovery through the catalogue, and physical discovery through browsing the shelves; and perhaps an enhanced role in internationalization priorities on campus. Disadvantages, however, could be the difficulty of keeping these materials in order if they are in constant use in that maintaining a well-used collection is labor-intensive and time consuming for shelvees; noise concerns in that users can be noisy and disruptive to other library patrons; workload concerns for library staff in that some original cataloging may be necessary; and acquisitions concerns in that collection development policies may need to be rewritten to distinguish ESL materials from textbooks, and academic funds outside traditional department lines may need to be devised.

The meanings of collection content, location, and building goals, then, have to do with determining why a particular ESL materials collection is set up in the way it is in its own university setting. Every campus has its own individual institutional history and political climate that offer reasons for the current state of affairs, in which both advantages and disadvantages can be found. Once these reasons, advantages, and disadvantages become clearer, the challenges and opportunities for university libraries to become involved in supporting ESL materials collections can also become clearer.

Challenges

ESL students often fall between the cracks in traditional library collection development work. As noted earlier, this may be changing at some universities such as Kent State, where librarians have looked at the mandate to internationalize and found support for language learning material to fit in there. At most university libraries, however, approaches to collection development remain traditionally bound to support of degree-granting programs, so that acquiring materials

and building collections of material to support language learners outside those parameters is scarce.

Another reason for general lack of support for university libraries to build and maintain ESL materials collections may be found in the not apparently uncommon attitude across many universities that ESL work is “remedial” work rather than “developmental” work. By this is meant the idea these students should already be proficient by the time they come to our shores, and that therefore their language learning should be finished rather than ongoing at the university level. In this viewpoint, non-native speakers who are not fully proficient in English are seen as deficient students, rather than as language learners (Friesen and Keeney, 2013).

And a further potential detriment to the building of ESL materials collections in university libraries also worth mentioning is the idea that this type of material belongs more to the sphere of public libraries. As also noted in the library literature review section, many articles on ESL topics reflect the sense by many librarians that these types of materials generally belong best in school or public libraries. Historically, this occurred because much of this material was initially bought to support immigrants learning English in order to attain survival skills and find employment. That era still continues in the present day, but the dramatically increasing numbers of non-native speakers of English coming to English speaking campuses in the United States and Canada may expand this viewpoint of where those materials are best housed. As an article written in 2002 notes, ESL language learners can now be found everywhere:

*In the United States today, non-English speakers can be found everywhere; they may include professionals and laborers, economic and political exiles, **foreign college students** [emphasis mine], trailing spouses, sojourners and settlers, indigenous longtime residents, and the children of all these. What they share is a desire to learn to speak English, if not like a native, then at least well enough to get a job, pass a college entrance exam, obtain citizenship, and participate more fully in American life (Jensen, 2002).*

Finally, the history of ESL itself can add negative political overtones to its study and discussion. For example, the use of “second” as part of the acronym ESL has sometimes had a derogatory connotation, implying to some that a “second” language is inferior to a “first” language. In some areas of Canada, this acronym has been changed to “subsequent” rather than “second.” Still others have called for different acronyms too: ELL (“English language learner”), EAL (“English as an additional language”), and so on. The acrimony behind some of these debates can further negatively impact the provision of language learning materials collections by university libraries (Bhaskaran, 1997).

Opportunities

In light of the historical and political reasons for the current arrangements of ESL materials collections above, an attitude of stasis or inertia might seem unavoidable on many university campuses. What could potentially change this situation, however, is the increasing emphasis placed on internationalization as a strategic priority for many universities in North America.

Internationalization is now a common goal in many university strategic plans in the United States and Canada. Ohio State University, for example, has identified internationalization as one of its “key initiatives”: <http://oaa.osu.edu/internationalization.html>. George Mason University, in a similar manner, aims to be a “university for the world”: http://strategicplan.gmu.edu/wp-content/uploads/2013/07/GMU_Strategic_Plan_Web.pdf. And the University of Calgary defines its internationalization strategy as “becoming a global intellectual hub”: <http://www.ucalgary.ca/uci/system/files/International+strategy-final-sm.pdf>.

Supporting the language development needs of non-native speaking students on its campuses could gain a new emphasis in this current climate of internationalization at the North American university. In the recent study at Purdue University, for example, the author claims that institutional language planning and support is an important element of internationalization efforts on a university campus (Haan, 2009).

As to what forms this language support and planning should take, there is probably no “one size fits all” solution. Instead, there could be many opportunities for language support to occur on different campuses. Within this context, a case could be made for the importance of university libraries to support the creation, building, and growth of ESL materials collections as a potentially useful language support service for ESL students. What university libraries can offer are accessibility, organization, dissemination of information, a curriculum partnership, and the use of the library as study space.

Accessibility can occur if a university library system provides access to ESL materials through its catalog. By listing these items in the catalog, the university library essentially calls attention to their existence and their availability for use by students. Organization is another key service the university can provide. By using already established finding systems such as the Library of Congress classification system, a library makes its materials available in a readily known finding system that is used by academic libraries across North America. It also opens up the discoverability factor for people outside the immediate university to become aware of these materials and potentially make use of them as well. Dissemination of information is a further

strong library factor in the support of ESL collections. By disseminating information about the content and types of materials available in its system, the library fulfills a key academic goal of libraries everywhere. Developing a curriculum partnership with faculty involved in the teaching and research of English language learning is also another way in which a university can support ESL collections. In this way, the library can promote the use of ESL material to further knowledge at both the theoretical and the applied level of language learning. And by housing ESL materials collections within its own system, the university library can also boost the use of such material by providing safe, comfortable, and usable study space for students on its campus. In all of these ways, then, a university library's support of ESL collections can serve the needs of language learners, teachers, and researchers on its own campus and on other campuses by making these materials available and accessible.

In establishing and promoting the availability, accessibility, and use of ESL language materials on campus, the university library has an excellent opportunity to support the potential language learning needs of ESL students.

Limitations

This study has offered a glimpse of one small way in which university libraries can potentially create, support, or strengthen opportunities to contribute to internationalization efforts on campus. It does not provide a comprehensive overview of how all ESL collections at American and Canadian universities are arranged, maintained, or grown. Nor can this study claim to prove that use of ESL collections will definitely cause language learning to happen. A different measure to assess learning occurring in this environment would need to be devised, tested, and analyzed for that claim to be upheld. Instead, what this current study can do is something much more modest: It can allow international students to view ESL collections as one potential way to improve their language learning. It can also allow university libraries a way to demonstrate that they are interested in helping construct language support mechanisms for international students. Further research to investigate if language learning is occurring through these collections and if university libraries can translate their involvement in these collections as evidence of internationalization could greatly expand research in this area.

Implications

The implications for ESL students in recognizing the value of ESL collections as language learning support structures are large. By making use of such collections, ESL students could potentially be increasing their own chances of success in studying in a non-native language environment. Likewise, university libraries could benefit as well by being seen as partners in internationalization on campus. In terms of resources needed by university libraries to engage

in building ESL collections, the biggest factors would probably be cost of purchasing material, a revised understanding of how the library budget should be supporting the acquisition of such material, space needs, and staff time necessary to acquire, process, catalog, and shelve such material. In addition, staff time might also be needed to insure that these materials are accessible through the library catalog. A final implication would be that a positive attitude towards library involvement in this effort would likely go a long way towards helping the university library be viewed as a partner in campus internationalization efforts.

Conclusion

International students have many choices about how to become successful language learners. Among them could be taking advantage of readily available materials set aside for language learning purposes in ESL collections through university libraries. The university library choosing to create, build, and maintain such a collection can also potentially support language learning success for international students on campus. As an exploratory study, this document analysis has revealed some of the meanings, challenges, and opportunities for university libraries involved in working with ESL collections on American and Canadian campuses. It has also offered one small way for university libraries to participate in internationalization in higher education in the United States and Canada.

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