Introduction
According to Statistics New Zealand as cited in Royal Society of New Zealand (2013), more than 160 languages are spoken in NZ homes. As 2006 data (New Zealand Human Rights Commission, 2008) reveal that 76.6% of New Zealanders are monolingual, most children learning English as their second language (ESL) starting school in New Zealand, will have a teacher not fluent in their home language (L1). For junior classroom teachers faced with the challenge of teaching reading and writing to a child in a language they are still unfamiliar with, creative solutions are required. Children learn most effectively in their L1 (Dixon, Zhao, Blanca, & Jee-Young, 2012; Halle, Hair, McNamara, & Chien, 2012; May, Hill, & Tiakiwai, 2004), once concepts are learned in their L1 they are easily transferred to their L2 (second language). Much research shows that bilingual education that lasts over several years is the most beneficial for the student and for society in general (May et al., 2004). But best case scenarios rarely occur in the classroom, so it is up to the teacher, with the support of the school and the community, to provide the best education practicable to ensure ESL students receive an adequate literary education. Theories on how to provide the best education for ESL in mainstream classrooms include Stephen Krashen’s (N. Ellis, 1993; Galantini, 2014; Krashen, 2010; Ortega, 2013; Sylven & Sundqvist, 2012) claims that language learning does not occur unless the student comprehends what is being said (or written). For beginning ESL this is a significant starting point. The goal for junior primary school teachers is to create bilingual resources with the student’s L1, to support the student to learn to speak, listen, read, and write in English; whilst still supporting the student in learning their L1 culture and literacy skills. The majority of TELL resources are aimed at older students, and require some degree of literacy in either the L1 or L2, along with computer literacy. Many commercial ESL resources are aimed at teaching what Beck et al (2005 as cited in Jalongo & Sobolak, 2011) refer to as tier one vocabulary. These are common words or items that can be easily represented by a picture. These words are easily and rapidly taught, by enabling students to photograph and create their own bilingual dictionary of relevant words. Tier two words are more abstract or complex; focus on these words enables students to grasp learning concepts more readily. Tier three words are those used in certain contexts such as advanced vocabulary specific to a subject discipline, these words need to be learned as they become relevant to students. Tier two words are used when composing stories or recounts, they are also used when communicating or working collaboratively. It is these words which teachers need to actively teach and provide opportunities for practice in authentic settings. Using the sociocultural theory (Pellerin, 2014; Sardareh & Saad, 2012; van Compernolle & Williams, 2013) as the framework, teachers create language and literacy learning opportunities where negotiation for meaning is supported; while feedback and scaffolding strategies (Lee & Buxton, 2013) such as, pictures, graphic organisers, audio, and videos are provided. This paper will concentrate on tools which support both the teacher and student to create bilingual resources such as digital stories, which enable meaningful tasks, creating authentic artefacts for authentic audiences.
Presentations of tools

**Lingopolo**
If providing bilingual education is most beneficial for SLL (Dixon et al., 2012; Galantini, 2014; Halle et al., 2012; May et al., 2004), then teachers need to upskill in a student’s L1. The Lingopolo (‘Online Thai lessons’, 2015) website provides lessons in Dutch, French and Thai, in a non-linear format. As I currently have a student who speaks Thai at home and English at school, but is not yet literate in either language, I have opted for Thai lessons. Participants listen to a Thai audio segment (which you can replay if necessary), then select an English translation from a selection of phrases. As you progress through the multi-choice questions, you notice that each phrase uses at least one word you are already familiar with to enable more accurate guessing in the beginning stage. As you select the correct (or incorrect) answer, you are provided with the text in English and Thai, a repeat of the audio, an illustration, and a literal breakdown chart. The chart breaks down each word, with audio, English text, and Thai text, with links to further lessons with that word. The website allows learners to select: a themed course from a very broad list, Thai syllabus lessons, parts of speech lessons, or global lessons with dialogues, phrases, words or syllables. There is also a section on learning to read in Thai. This website would be useful for learning to understand Thai speakers, or for learning a particular topic such as numbers to assist students with maths lessons. This website could also be used to assist a Thai speaking student to learn to read in both languages. By hearing a familiar phrase, and linking it to text in both languages, the student would be able to make connections between both languages and both texts. The *Learn to read* section would also be helpful.

**The Listening Room**
This is a website (‘The Listening Room’, n.d.) aimed at improving listening skills for people with cochlear implants of all ages. But many of the resources are also excellent for developing listening skills for everyone, especially ESL students who are still developing their auditory discrimination skills in English. Phonological awareness is a significant predictor of reading success (Anthony & Francis, 2005; Carson, K., Gillon, G., & Boustead, T., 2013; Crystal, D., 1996; Gillon, G. T., 2004). In addition Dufva and Voetan, (1999; Dufva et al., 2001 as cited in Ortega, 2013), claim that
phonological awareness is also a predictor of future attained communicative L2 proficiency; so employing listening games in the classroom benefits all students. This website provides many oral language learning activities (click on lessons once you are logged in), aimed at preschool through to adults. The emphasis is on listening and speaking rather than reading and writing – an area that is lacking in resources for schools. At the free website, which you need to log into, you will find auditory discrimination tasks, games, sequencing activities etc. Many are in pdf format for downloading, printing and creating resources for use in the classroom. Amongst the many resources there are large mural activities to encourage listening and speaking skills. These murals can be made large to enable whole class or group activities, or made small (A3 size) for small group or paired activities. Learning activities come with explicit instruction sheets to enable a teacher aide or other literate person to assist with first time attempts, but groups of students can often use them independently after one instruction session. For younger students there are themed units based on traditional tales with a wide variety of follow up activities. For older students and adults there are listening activities based on telephone skills or links to inspirational TED talk videos with the ability to use captions or not, to aid comprehension. This website also has online listening exercises for developing skills such as discriminating vowel sounds, or listening to the end of words. But I have used this site primarily for their non-ICT learning activities.

Criteria/features of digital stories
An effective tool for creating digital stories with young students will include some of these features:

- Opportunities for Collaborative discussion to support SLL (Emert, 2013; Hegelheimer & Lee, 2013; Larson, 2015; Pellerin, 2014; Sardareh & Saad, 2012; Thomas, 2013)
- Opportunities for students to share understandings (Eagle, 2012; Lai, Ni, & Zhao, 2013; Sun, Yang, & He, 2014) with minimal or no teacher support.
- Editable (Bani-Hani, Al-Sobh, & Abu-Melhim, 2014; Hegelheimer & Lee, 2013; Hsu, Ching, & Grabowski, 2014; Lan et al., 2015; Ware & Kessler, 2013)
- Speech to text capability (Genlott & Gronlund, 2013; Lan et al., 2015; Larson, 2015; Schulze & Heft, 2013; Ware & Kessler, 2013)
- Text to speech capability (Genlott & Gronlund, 2013; Lan et al., 2015; Larson, 2015; Schulze & Heft, 2013)
• Translation (Cheatham et al., 2015; Galantini, 2014; Hegelheimer & Lee, 2013; Larson, 2015; Park, Zheng, Lawrence, & Warschauer, 2013)
• The ability to draw pictures or insert symbols (Emert, 2013; Jalongo & Sobolak, 2011; Lan et al., 2015; Lee & Buxton, 2013)
• Photos taken or images downloaded (Emert, 2013; Hur & Suh, 2012; Schugar, 2013; Shelby-Caffey, Ubéda, & Jenkins, 2014)
• Lower case keyboard (Although I found no research to support this, students who are not familiar with the lowercase/uppercase relationship have difficulty making the connection between the capital letters on a keyboard and their knowledge of lower case letters in most words. Therefore keyboards which depict lower case letters are easier for them to use. Many touchscreen keyboards revert to the capital letter when the 'shift' key is touched.)
• Shareable, saveable, or cloud connection to enlarge the potential audience to include family and school (or even the world wide web if wanted)(Emert, 2013; Genlott & Gronlund, 2013; Jalongo & Sobolak, 2011; Lan et al., 2015; Lee & Buxton, 2013; Walsh, 2014b)
• Multimodal presentations (Emert, 2013; Hur & Suh, 2012; Pellerin, 2014; Yang, 2012)
• Printable so that the story can be accessed from a more traditional format.
• Tier two vocabulary (Jalongo & Sobolak, 2011)

SwitchIt maker 2
This tool (Spectronics, 2015) was designed to create resources for students with significant disabilities which made using a traditional mouse too difficult. SwitchIt presentations can be accessed via touchscreen, mouse or keyboard as well as special needs technologies such as switches, Intellikyes, trackball, and joystick. Lack of technical skills can inhibit learning (Pellerin, 2014; Sadler & Dooley, 2013; Stockwell, 2013; White, 2014), this resource has one of the most user-friendly, low text interfaces; the students are lead through the steps of making a multimodal presentation with simple graphics and yes/no choices (accompanied by a thumbs up or ok hand signal symbol). This simple interface ensures that even the most technophobic person can create presentations (speaking from experience!). The finished presentation can be played using a free download of a SwitchIt playback program, and can be played back automatically or enabled by the technologies mentioned above. Students can share their presentations with peers, family and friends. Sharing options include being able to export the presentation to other computers, or creating a CD-ROM or the presentation can also be printed as a book. The SwitchIt maker allows users to select a format for the page, then insert a picture or video from a file, from the internet, or use one the 1,500 pictures, symbols and rebuses included with the program. The provided images include a vast array of PCS symbols which pair words with pictures, which is an excellent resource for ELL (English language learners) who are still developing their vocabulary. At each step in the process, a preview is provided for the user to accept or reject before moving to the next step. When adding text, the touchscreen keyboard switches from capital to lower case letters to simplify letter recognition for emergent readers (text can also be added via the computer keyboard). To add audio, the choices range from inserting music included in the program, or other accessible audio files. One can opt to record directly onto the presentation – the user interface once again is all picture symbols, with clear indication of when it is recording, and an opportunity to playback and decide whether to rerecord or use the existing audio file. Incidentally if the video had audio, the two audio recordings play back simultaneously. Finally the user selects the transition animation to the next page. As each page is completed the program allows the user to select making another page or finishing the project. In editing mode you can also easily change the sequence of pages or duplicate pages or the entire presentation. To simplify the creation process even more I recommend creating the first page, this ensures that the appropriate file for pictures/video and audio insertion come up automatically for successive pages to avoid the student being lost in all the files that usually are on a computer, it also prepares the presentation to be saved in the appropriate location. My main criticism of this tool is that if an error occurs when typing text, the only way to correct it is to backspace all the way to the error to retype the text again. It is also an expensive program to purchase. This program could be used to create bilingual resources, using video and audio created in class, and adding accompanying text. The user friendly interface allows...
students to create resources independently, that can be viewed and shared with peers, family and friends. There is an older learners version available.

ShowMe
Although promoted as a tool (‘ShowMe - The Online Learning Community’, 2015) to create tutorials for the flipped classroom, it also can be used to create digital stories and multimodal presentations both for and by students. Showme is a free App that simulates an interactive whiteboard. Features include being able to use ink (with a wide array of colours to choose from), add audio, text, and insert images. Images can be sourced not only from drawings with the ink, but directly from the device camera, files from the device, and also from the web, Dropbox and Google Drive. The background options include not only solid colours but lines, graphs, sheet music and dot arrays. The keyboard switches from capital letters to lower case letters with a touch of the shift key, and automatically reverts to lower case after the first letter is written. You can easily change the size and colour of text, and insert emotions or a large selection of symbols. Text saved from other sources, can be pasted with the clipboard symbol in the text options. This allows you to copy alternative scripts onto the presentation, such as Thai.

One of the best features of Showme is its speech to text feature which allows students with limited literacy skills to independently dictate stories. This App allows you to record the screen with audio, while you are drawing or writing on the screen. This feature can be used for assessment purposes, recording students’ thinking processes while solving equations. This could also allow a student to record themselves reading a text for playback later or to self-assess. Finished presentations are uploaded and saved. It is possible to trim the end or beginning of the presentation, or do editing after saving and uploading. There are many options for downloading finished presentations, they can be private, only accessible to you when you are logged in to the account, linked to your face book account, or available to the world via the Showme site. You can share the presentation by linking to the specific URL, email, or a Twitter account. If your presentations are on the public world site, other Showme users can access your presentations by searching for your account's presentations, file name, or by topic.

The possibilities for young students using this App to create digital audiobooks and multimodal presentations are endless. The App is not text heavy, most of the tools are represented by picture symbols, and the speech recognition and audio tools make this easy for students with early literacy skills to produce great results independently. Several presentations can be saved on the device before logging in or committing to uploading to the web.

Educreations
The free basic version of Educreations (‘Educreations’, 2015) also simulates an interactive whiteboard. Tools include ink and text options, inserting backgrounds, inserting images from the device, Dropbox, Google Drive, or searching for images on the Educreations site. Pictures can also be taken directly using the device camera. This App has fewer background and ink options than Showme, it failed to paste Thai script onto the page, but does have the important speech to
text feature for emerging literary skills. It also appears to have exactly the same picture and symbol options via the text insertion feature, as Showme. An added feature in Educreations is the ability to duplicate pages, saving time when using the same basic features on several pages, or for when recording different students solving the same challenge. The App also has the screen capture video option that allows users to record audio while creating pictures or inserting text. Like Showme you can also record audio after creating several pages of the presentation. This can be done in a different order than the pages were created, allowing you to jump between various images when recording your presentation. Playback is shown in the order of the recording, so if there is no recording, the page will not show. In the Educreations App playback can be viewed on the iPad, web, and with Cloud sync. Presentations can be shared with the class, using a link and embed code, and on Twitter and Facebook. Pro version allows you to export videos and save more than one draft at a time. Pro version also gives you a laser pointer tool, the ability to import documents, presentations, webpages, and custom maps, and allows users 5GB of storage space rather than the 50MB on Basic. But the Pro version costs $14.99/month or $124.99/year which may make it too expensive for many schools, whatever currency it refers to.

Like Showme the possibilities for students using this App to create digital stories and multimodal presentations is endless. The advantages of Educreations over Showme is the ability to duplicate pages, and therefore simplify the process when creating stories. The pro version also has many features that would be advantageous for classroom collaborative work. The disadvantage of this app is not being able to paste alternative scripts, not having as many options for backgrounds and colours when drawing, and the basic mode allows only one draft to be saved at a time.

Office PowerPoint with Office mix

PowerPoint (‘Microsoft PowerPoint Online - Work together on PowerPoint presentations’, n.d.) is a tool that many people are already familiar with to create digital audio books for students, but also can be a medium for allowing the students to create their own audio-visual presentations. PowerPoint has the capability to combine pictures, audio and print with animations within pages and animations of transitions from page to page (Walsh, 2014a). For an example of creating an audio book, by taking photographs of pages from a Ready to Read book from the Ministry of Education resources and syncing it with a professional digital audio recording of the story – also provided by the Ministry of Education, you can quickly create a rudimentary audio book. If you edit the audio with a tool such as Audacity (‘Audacity: Free Audio Editor and Recorder’, n.d.), you can link each section of the page to the correct audio bite to let the user set the pace for transitions. This also lets you allow the audio to be used only when needed. You can provide a bilingual text and bilingual narration for ESL students within the class. The Animation features allow many ways to engage learners such as: emphasising a picture or text, you can also use the motion path effect to create a bouncing ball above words to match text to audio. Initially you may want to set the speed of transitions from one page to the next, or you may want to give the option to the students to set the pace. Audio can start automatically or on a click depending on preferences and learning goals also. A classroom teacher can create an audiobook, duplicate multiple copies, and then adjust the settings of each copy to accommodate the learning needs of students. PowerPoint presentations can also be printed as a book.

When young students are using PowerPoint to create a presentation, it often helps to use the insert album feature to create the structure of the book from a pre-selected file of pictures, students can delete pages with pictures they do not wish to use. This enables much of the work to be done with a few clicks, but still lets the students customize pages, text and audio as they choose. With OneDrive (‘OneDrive — cloud storage from Microsoft’, n.d.), files can now be shared with others to broaden the potential audience for finished presentations. An add-in called Office mix (‘Office Mix’, n.d.) extends the features of PowerPoint, adding screen recording, screen shot, ink, and inserting video and audio. When used with a touchscreen, this allows users to create videos using many features such as screen shots and screen videos, drawing over the top of existing slides etc. to allow more student creativity and input. Office mix also simplifies the ability to publish and share finished presentations by uploading to Mix, an option that is private by default, but can be broadened to invite others or be available on the W.W.W. One can create an MP4 video to enable
playback on mobile devices, sharing can also be via exporting to SCORM or publishing on O365 Video. To enable creativity and collaboration, many copies of a basic presentation can be used, allowing each individual or group to edit the presentation using their own audio, text, special effects etc. Once familiar with using the features of PowerPoint, students will be able to create original presentations from scratch, adding pictures from existing files, from the internet, or from original drawings. The possibilities for sharing and collaboration are endless.

**Video presentation**

**SwitchIt maker 2**

http://screencast.com/t/iQyybWRkop

**Conclusion**

Despite the multitude of Second Language Acquisition resources available today, many are not suitable for young learners who are not yet literate in either language. If the L1 is not a language the classroom teacher is fluent in, they are unable to assist the student with the often text-heavy instructions that many programs and digital resources use. Therefore alternative resources need to be created. The advantage is that the resources created can be specific to the needs and abilities of the students. Many of the principles of second language instruction stated by R. Ellis (2008), occur naturally in a junior classroom. These principles include: focusing predominantly on meaning, but also form, extensive second language input, with opportunities for output, interacting, and keeping the needs of the learner foremost. Finally assessment should focus on free production as well as controlled production.

Significantly important factors that support literacy and second language learning include actively supporting vocabulary growth (Jalongo & Sobolak, 2011), creating authentic and meaningful language tasks (Gonzalez & St Louis, 2013; Hauck & Warnecke, 2013; Lai et al., 2013; Pellerin, 2014), and building a supportive mutually respectful relationship with the family and the cultural community (Byrd, 2012; Cheatham et al., 2015; Galantini, 2014). Many educators see digital stories as powerful tools for literacy learning and ESL learning. Digital stories and collaborative writing have the flexibility to change who the student is writing the story for - audience, who is directing the creation of the story - authorship, and what is actually created - artefact (Ware & Kessler, 2013). Collaboratively creating digital stories provides opportunity for negotiation of meaning, negotiation of purpose, planning, engaging in creative drawing/photography, and creating texts. Multimodal presentations also provide opportunities for speaking, listening, reading, writing, presenting, and interpreting. There are a wide range of tools available for the classroom, some more user friendly than others. The finished product can be shared within the classroom, with home, school and community, and even with the wider W.W.W. if desired, but at the junior class level many have reservations about exposing young children to this public platform. Using the above suggested tools to create bilingual resources such as digital stories and multimodal presentations is an effective way to support ESL learners in the junior classroom. Creating resources collaboratively and sharing them with a wider community, utilises key aspects of constructive learning and supports teachers and students in their literacy journey.

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