

*WHAT DOES EDUCATIONAL RESEARCH TELL US ABOUT  
PROMOTING ACADEMIC LITERACY WITH MULTILINGUAL (ESL/ELL) STUDENTS??*

**Reading is more than decoding or knowing vocabulary words**

- Teaching pre, during, and post-reading (into, through, and beyond... ☺)
  - Metacognition and prediction are key  
e.g. Previewing texts together, using methods such as SPQ3R  
(Survey, Predict, Question, Read, Review, Respond)

- Helping students make connections
  - Text-to text
  - Text-to-self
  - Text-to-world

e.g. Double-entry diary

Page	Quote/point	Reaction/Comment/Question
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- Read texts that are meaningful, appropriate, diverse, and challenging.  
Write texts modeled after what you read.  
e.g. young adult novels (e.g. Gary Soto), song lyrics as poetry, newspaper articles and other *nonfiction*.
- Independent *and* group reading are important
- Teach literacy in all content areas
  - E.g. Quantitative literacy- reading, describing, and using graphs/tables, etc.
  - Interpreting and creating science reports
  - Analyzing and using primary sources from history

**L1 literacy facilitates L2 literacy**

- Bilingual materials
- Incorporating oral literacy through myths/fables, oral histories, interviews
- Choosing culturally-relevant themes that go beyond the “celebrate diversity” stage toward more critical analysis and synthesis. E.g.
- Highlighting multilingualism in texts and in the school environment (esp. among parents!!)
  - E.g. Family literacy and/or heritage language programs; Cafecito hour for parents

**Acquisition takes time (up to 10 years), but can be accelerated**


- Challenging texts and tasks (e.g. GLAD)
- Teach key vocabulary, structures, and writing patterns.  
e.g. The “quotation sandwich” or the “Jane Schaffer paragraph”
- Integrated grammar
  - Mini-lessons based on observed patterns

- Rhetorical grammar (using grammar to accomplish a purpose)
  - past tense to tell a story
  - adjectives for vivid description
  - transition words and commands in science reports
  - form poems and other creative writing
- Teach students how to use resources (e.g. index, dictionary, atlas, internet)




**FYI....GENERALIZATIONS ABOUT PAPER ORGANIZATION ACROSS CULTURES**  
**(i.e. CONTRASTIVE RHETORIC)**

One way to think about how languages differ in their conceptions of audience is to consider the range from writer-responsible to reader-responsible (See Hinds, 1987 in Connor and Kaplan’s *Writing Across Languages* for more on this.)

Writer responsible languages presume that it is the writer’s job to ‘connect the dots’ for readers, by ensuring that all main points are clearly explained and exemplified, and relevant background information is offered explicitly.

<p><b>ENGLISH</b></p> 	<ul style="list-style-type: none"> <li>● <i>Five paragraph essay format is more standard</i></li> <li>● <i>Tend toward deductive reasoning where a thesis statement is located prominently, usually in the first paragraph. Subsequent paragraphs develop the thesis in a linear way until the conclusion wraps it up.</i></li> </ul>
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Reader responsible languages place more importance on the reader’s ability to ‘make sense’ of information and assume that readers may not need as much explicitness from writers. This can have many variations, as is seen below:

<p><b>ASIAN</b></p> 	<ul style="list-style-type: none"> <li>● <i>Approach a topic from a variety of viewpoints in order to examine it indirectly, a process that indicates to them, careful thinking.</i></li> <li>● <i>Considered the “polite” way to write. Many view English’s direct approach as rude or abrupt.</i></li> </ul>
<p><b>ARABIC</b></p> 	<ul style="list-style-type: none"> <li>● <i>Construct paragraphs based on a complex series of parallel constructions</i></li> <li>● <i>Sensitivity towards politeness, represented by indirectness. Rather than getting to their point immediately, native Arabic speakers might open up a topic and talk around the point.</i></li> </ul>
<p><b>ROMANCE / EASTERN EUROPEAN</b></p> 	<ul style="list-style-type: none"> <li>● <i>More loosely organized; fewer boundaries that connect the sentence’s development with its topic.</i></li> <li>● <i>Much greater freedom to digress or to introduce extraneous material</i></li> <li>● <i>More complex sentence structure</i></li> </ul>

**Adapted from Robert B. Kaplan, “Cultural Thought Patterns in Intercultural Education,” *Language Learning* 16:15**