

Questions to Ponder...

**1. Which of the 'myths' from the CAL article have you believed?
What are the implications of each?**

- a. “Children learn easily”
- b. “The sooner the better”
- c. “Time is what matters most”
- d. “Speaking = proficiency”

**2. How does your own experience as a language learner inform the work
you might do as an educator/advocate/ally?**

- a. What’s the relationship between language and **identity**?
- b. What’s the relationship between language and **power**?

3. How long does it take to become fluent?

- a. In spoken/communicative English?
- b. In academic English (esp. reading/writing)?

WHO ARE MULTILINGUAL STUDENTS?

(ALSO KNOWN AS ESL, ELL, ESOL, L2, LEP, EAL, NNS..)

	International Students (‘Eye’ learners)	Immigrant Students. (‘Ear’ learners)
EDUCATIONAL BACKGROUND	<ul style="list-style-type: none"> • Global context • Traditional instruction (usually) • Academic English • Higher socio-economic status (often, but not always) 	<ul style="list-style-type: none"> • More experience in US • High school in US—May have taken ESL courses • Communicative English often stronger than Academic English
STRENGTHS	<ul style="list-style-type: none"> • Reading • Grammar knowledge • Motivation and Objectives • Academic skills (overall) • Responsiveness to instructor 	<ul style="list-style-type: none"> • Speaking and listening • Cultural knowledge • Support system (family, friends) • Responsiveness to instructor
CHALLENGES AND NEEDS <i>(linguistic, cultural, academic, personal)</i>	<ul style="list-style-type: none"> • Grammar application • Speaking and listening • Appropriateness in vocabulary • Cultural adjustment (often lack support system) • US academic culture • Confidence in language proficiency • Asking for help 	<ul style="list-style-type: none"> • Grammatical knowledge • Academic literacy and vocabulary • College preparedness (critical thinking, metacognition) • Cultural identity (sense of between-ness) • Confidence in academic skill • Asking for help

WHAT IS CRITICAL LITERACY?

- **Context**
 - Personal/Cognitive
 - Linguistic
 - Sociocultural
 - Political
- **Power**
- **Resistance**

Critical literacy is language use that questions the social construction of the self. When we are critically literate, we examine our ongoing development, to reveal the subjective positions from which we make sense of the world and act in it. All of us grow up and live in local cultures set in global contexts where multiple discourses shape us. – Ira Shor

Academic English is a second language for all of us.
– John Swales

In what ways have multilingual/ESL students (particularly immigrants) been constructed through the U.S. educational system? And how has language/literacy played a role in that construction?

*The universe is made of stories -- not atoms.
-Muriel Ruykeyser*

1. Immigration patterns and issues of race, class, culture, creed
 - Patterns and Quotas:
 - **1st wave** (1800s): Northern and Western Europeans (mostly WASP). Immigration restricted to “white persons”
 - **2nd wave** (beginning 1900s): Southern and Eastern Europeans (more religious, ethnic, cultural, socioeconomic diversity; growing urban centers)
 - **Subsequent waves** (ongoing): Asia, Latin America, Africa (increasing diversity; economic and political motivations)
 - Assimilation—“melting pot” (quilt? salad bowl?)
 - Names (That doesn’t ‘sound’ American!)
 - Literacy (Can you ‘spell’ that?)
 - “Sink or Swim” in U.S. schools (My great-grandparents didn’t have ESL...)
2. Bilingual Education (and/or ESL) as part of educational equity
 - Pushback through English-only (e.g. “English First” or “English for the Children”)
 - Not just in education, but in society!
3. Applied Linguistics as a discipline
 - spoken vs. written English
 - conversational (BICS) vs. academic (CALP) English
 - Communicative Approach (vs. grammar/translation or audiolingual imitation)
 - Impact of age, gender, first language(s), culture, educational background etc.
 - Implicit but often under-recognized: race/ethnicity and class
 - Language and culture
 - E.g. “directness” in U.S. academic writing
 - Language and identity
 - E.g. African students “becoming black” (Ibrahim, 1999)
 - Critical Pedagogy
 - ‘Tapping into’ linguistic, cultural, social resources
 - Reflecting critically on the role of English in the world

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

- **Strong pedagogy for all students is critical for these students**
 - Teaching pre, during, and post-reading (into, through, and beyond... ☺)
 - Metacognition and prediction are key.
 - Independent *and* group reading
 - Phonics *and* whole language
 - Meaningful and authentic texts
 - Accessing prior knowledge
 - “Linking Literacies” (reading and writing interconnected)
 - Content-based literacy

- **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.
 - Highlighting multilingualism in texts and in the school environment (esp. among parents!!)
 - E.g. Family literacy and/or heritage language programs

- **Acquisition takes time (up to 10 years), but can be accelerated**
 - Challenging texts and tasks (e.g. GLAD)
 - 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
 - Authentic use of resources
 - Lists, charts, tables
 - Websites (e.g. <http://staff.washington.edu/shapis/> ☺)

WHAT MAKES ALL OF THIS “CRITICAL”??

- **Context**

- Personal/Cognitive
- Linguistic
- Sociocultural
- Political

- **Power**

- **Q:** How does *power* come in to play in our work with multilingual (ESL/ELL) students? And why does she keep using the term “multilingual,” anyway?

- **Resistance**

- **Q:** What are we resisting? How?

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**Final Question:**

- Should “**linguistic diversity**” be a category/marker in itself, for the sake of institutional focus/advocacy?
  - What tensions might this cause between domestic NS students of color and international (or immigrant) multilingual/ESL students?

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This handout and much more can be found at

<http://shawnashapiro.com/>

Please keep in touch!! ☺


Bonus handout, just for fun...

How do you see language, culture, and power playing out here??




**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>ENGLISH</p> 	<ul style="list-style-type: none"> • <i>Five paragraph essay format is more standard</i> • <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>
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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>ASIAN</p> 	<ul style="list-style-type: none"> • <i>Approach a topic from a variety of viewpoints in order to examine it indirectly, a process that indicates to them, careful thinking.</i> • <i>Considered the "polite" way to write. Many view English's direct approach as rude or abrupt.</i>
<p>ARABIC</p> 	<ul style="list-style-type: none"> • <i>Construct paragraphs based on a complex series of parallel constructions</i> • <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>
<p>ROMANCE / EASTERN EUROPEAN</p> 	<ul style="list-style-type: none"> • <i>More loosely organized; fewer boundaries that connect the sentence's development with its topic.</i> • <i>Much greater freedom to digress or to introduce extraneous material</i> • <i>More complex sentence structure</i>

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