Reading, Writing, and Learning in ESL

A RESOURCE BOOK FOR TEACHING K–12 MULTILINGUAL LEARNERS

Eighth Edition

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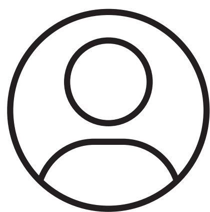

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Preface
About This Book

Welcome to the eighth edition of *Reading, Writing, and Learning in ESL: A Resource Book for Teaching K–12 Multilingual Learners*. Our purpose in this edition remains the same as previous editions: We wish to open a window on classrooms in which multilingual learners are actively and successfully involved in learning about themselves, their classmates, and the world around them. In these classrooms, students often engage in learning about interesting topics; use oral and written English to discuss and confer with their classmates; and read, write, discuss, report, and share ideas and learning. Gradually, they advance their English knowledge, expanding their social and academic language repertoires and refining their control of grammar, pronunciation, spelling, and mechanics. Ideally, they use their growing academic, linguistic, and sociocultural competence to make the world a better place.

Among books introducing English as a Second Language (ESL) instruction, this text is unique for two reasons. First, unlike a text that focuses on part of instruction for multilingual learners, this text provides a *comprehensive* resource. The text provides up-to-date language acquisition theory; classroom organization; a wealth of teaching strategies for promoting oral language, reading, and writing development; and assessment procedures to inform effective multilingual learner instruction. Throughout, readers will see our view of learning as a social process—a frame we argue is paramount for multilingual student learning. As such, we introduce readers to the classroom cultures and strategies of some of the most effective teachers we know—classrooms in which multilingual learners from diverse language and cultural backgrounds demonstrate success in learning. We describe various social structures and strategies that foster language and literacy development for multilingual learners, such as collaborative groups structured for different purposes. At the same time, we present specific strategies for instruction and assessment that effective teachers use to promote the language and literacy development of all students.

Second, given its comprehensive nature, this text is *ideal for ESL and bilingual methods courses* in higher education as well as for general reading/language arts methods classes in geographical areas serving multilingual learners. Along with the supplemental resources provided, this text can provide the foundational course structure as well as week-to-week and day-to-day material for teacher candidates to learn vital content and skills to support their future instruction with multilingual learners in K–12 settings. This text is also an excellent professional learning resource for inservice teachers and administrators to use within their professional learning communities.

New to This Edition

In this new edition we emphasize evidence-based practices that describe instructional strategies related to *how* to provide effective instruction for multilingual learners. However, throughout the text we also address the *why*; that is, why particular strategies are effective for multilingual learners and how they might support multilingual learners' language and literacy development. To integrate both the *how* and the *why* in this new edition we have significantly increased the emphasis on practical application; specifically, we stress how evidence-based instructional practices are applied in a classroom context. In addition, we also further address students' individual language proficiency by noting how particular instructional strategies can be adapted by language proficiency.

- *New Application Cases.* In each chapter we provide two new applied cases related to material from the chapter text. Chapters 4–11, each of which covers instruction in a selected area of language and/or literacy development and instruction, contain applied cases related to assessment, teaching, and learning. Each case represents a real-world situation experienced by teachers working with multilingual learners and is accompanied by an open-ended reflective question to facilitate learning. These cases also form the basis for some of the Application Exercises included with each chapter.

- *Updated research and theory.* Throughout the text we have updated the citations and reference lists for each chapter to reflect current research and theory. Contemporary research findings and theoretical perspectives influence the field of multilingual learner instruction. Across all the chapters within the text approximately 55% of the citations are new or updated.
- *New and updated figures.* Throughout the text we provide a selection of new and updated figures to illustrate key concepts presented. Figures are designed to supplement the content throughout the text. In addition, new figures are provided to aid reading by providing overviews of content, such as sets of strategies, and others demonstrate concepts, such as how a strategy could be adapted for different levels of language proficiency.
- *Updated chapter summaries.* We provide completely updated summaries for each chapter with greater detail. Each summary is organized by learning outcome to aid readability and comprehension.
- *Streamlined learning outcomes.* The number of learning outcomes in each chapter has been updated and reduced to four or five per chapter to maximize efficiency with other new features and support readers' comprehension and learning.
- *Updated terminology.* In this edition we move to the term **multilingual learners**, the asset and equity-based term used by WIDA (https://wida.wisc.edu), to refer to students who are, or have been, consistently exposed to multiple languages. Multilingual learners are typically learning English and speak a primary language other than English at home. Rather than focus on deficits related to English language knowledge, we highlight the remarkable assets related to multilingualism and learning a new language or languages.

Key Content Updates by Chapter

- **Chapter 1:** We have updated the demographics statistics and descriptions provided to match the current times in which we live related to schooling for multilingual learners. Likewise, we have revised the information on current policies related to multilingual learners to reflect the authorization of the Every Student Succeeds Act. We have also added a section addressing online teaching and learning for multilingual learners given the context of the COVID-19 pandemic.
- **Chapter 2:** In recent years, research and theory about new language learning has expanded significantly. The section on theories for new language acquisition has been expanded with a new subsection on translanguaging.
- **Chapter 3:** The topics of differentiation and Response to Intervention have been updated to reflect contemporary thought and implementation in practice. Additional updates were made throughout to enhance readability and descriptions of content and practice.
- **Chapter 4:** The section on social media was updated to include contemporary applications widely used in practice and additional information was added throughout the chapter related to digital applications, such as translation apps, as well as an expanded concept of digital devices. Finally, updates were made in the chapter to support enhanced descriptions of content.
- **Chapter 5:** This chapter was reorganized to enhance the reader's experience. A new figure was provided to give an overview of the strategies presented to promote oral language development. A second new figure was added to demonstrate how to adapt strategies based on students' oral language proficiency. Lists of resources within the chapter were updated to provide additional and contemporary resources.
- **Chapter 6:** The major sections of the chapter were reorganized and recommended resources throughout the chapter were updated to provide additional and contemporary resources. A new figure was provided to give an overview of the strategies presented to promote early literacy development. Additional new figures were added to demonstrate orthographic mapping as well as how to adapt dialogue journals based on students' oral language proficiency. The section on instructional strategies for how to read and spell words was updated to reflect current reading science.
- **Chapter 7:** Sections of the chapter were reorganized to enhance readability and information was added about electronic word corpora, three tiers of vocabulary words, a shifting emphasis from print to online dictionaries, and explicit vocabulary instruction. New figures were added to give an overview of the strategies presented to promote vocabulary for both students with beginning English language proficiency and intermediate proficiency.

Additional new figures were added to demonstrate particular strategies detailed in the chapter.

- **Chapter 8:** This chapter was reorganized to enhance the reader's comprehension and learning and integrate new content. We now include content on genre-based writing (including two new figures), an instructional framework well matched to current state learning standards. We also added new figures to give an organizational overview of instructional strategies presented to promote writing for both beginning multilingual writers as well as intermediate writers. Lists of resources within the chapter were updated to provide additional and contemporary resources.
- **Chapter 9:** The section on theory was updated to reflect current reading science and a new section was added on the role of text difficulty in reading comprehension. We also provide additional discussion of strategies widely used in practice (miscue analysis, guided reading) but with little empirical support. New figures were added to give an overview of the strategies presented to support intermediate-level readers and to demonstrate how to adapt strategies by students' language proficiency using shared reading with Big Books as an example.
- **Chapter 10:** The chapter now includes additional information about informational text structure research and instruction. We also added procedures and application of a content-area reading inventory to evaluate students' interactions with text. The section on field trips and videos was revised to include virtual field trips as a prereading strategy. New figures were also added to provide an organizational overview of instructional strategies to support multilingual readers for both prereading and during reading.
- **Chapter 11:** Updates were made throughout to enhance readability and descriptions of content and practice. The extended example of differentiated planning and instruction at the end of the chapter was updated to reflect current learning standards and English language development standards. New figures were also added to provide an organizational overview of strategies used to organize and remember information as well as writing strategies to support content-area learning.

Pedagogical Features

Application Cases include new applied cases related to material from each chapter's text. Each case represents a real-world scenario experienced by teachers working with multilingual learners. A set of reflection questions accompanies each case and cases also form the basis for some of the Application Exercises included with each chapter.

Case 5.1

Dubbing a Video to Promote Oral Language Use

Mr. Rowe is an ESL teacher and has been searching for new strategies to support his small group of fourth-grade multilingual learners in their English oral language development. The group is comprised of students in the *late beginning* stages of English proficiency. To promote oral language use, Mr. Rowe decides to engage his group in dubbing a YouTube video that is appropriate for his students and related to their current classroom content. He explains to his students that they will be dubbing videos to practice using English. As a model, Mr. Rowe shows them a brief, engaging video and then the same video he and a friend dubbed with their own voices. His students recognize his voice on the dubbed video and are excited to begin. That afternoon Mr. Rowe selects a brief video clip to use with his students.

Over the next three class meetings, Mr. Rowe engages his students in the process of dubbing the video. He begins by showing the video to his students with no sound. At first they seem confused by the video storyline, so he plays it again with the sound and explains the storyline to his students. Next, Mr. Rowe facilitates a brainstorming session of the plot for their new, dubbed video. He provides a word bank of ideas for his students with accompanying pictures to inspire their ideas for the plot of the new video. The students agree on the plot. Mr. Rowe now shows the video (without sound) again to his students, pausing it after each character speaks to another in the video. Through this process, he is able to establish the discourse patterns among the video's characters. Using these patterns and their idea for the plot, Mr. Rowe and his students work together and draft a script for the dubbed video. As each character's lines are drafted, he engages the students in reading the lines chorally. Once the script is complete, they read through it several times, switching parts and ensuring a solid plot and appropriate dialogue. Then Mr. Rowe assigns parts to the students and plays the video without sound while

the students say their parts aloud and practice the timing of their delivery. Finally, they record the new audio while playing the video without sound. After they are finished, they view the finished video and are impressed with their efforts! Mr. Rowe provides the students with a link to share the video with their families.

- What specific steps did Mr. Rowe use to implement this strategy with his students?
- What adaptations or accommodations did Mr. Rowe make for his students' language proficiency?
- What was the impact of this strategy on the students' oral language use?

Learning Management System (LMS)–Compatible Assessment Bank, and Other Instructor Resources

LMS-Compatible Assessment Bank

With this new edition, quizzes, application exercises, and test items are included in LMS-compatible banks for the following learning management systems: Blackboard (**9780137535781**), Canvas (**9780137535811**), D2L (**9780137535835**), and Moodle (**9780137535866**). These packaged files allow maximum flexibility to instructors when it comes to importing, assigning, and grading. Assessment types include:

- **Learning Outcome Quizzes** Each chapter learning outcome is the focus of a *Learning Outcome Quiz* that is available for instructors to assign through their LMS. Learning outcomes identify chapter content that is most important for learners and serve as the organizational framework for each chapter. The higher-order, multiple-choice questions in each quiz will measure your understanding of chapter content, guide the expectations for your learning, and inform the accountability and the applications of your new knowledge. Each multiple-choice question includes feedback for the correct answer and for each distractor to help guide students' learning.
- **Application Exercises** Each chapter provides opportunities to apply what you have learned through *Application Exercises*. ' A model response written by experts is provided to help guide learning.
- **Chapter Tests** Suggested test items are provided for each chapter.

Instructor's Manual (9780137535897)

The Instructor's Manual is provided as a Word document and includes resources to assist professors in planning their course. These resources consist of chapter overviews, learning outcomes, guidance for using available PowerPoint® slides to promote concept development, questions for discussion, supplemental teaching suggestions, and worksheets.

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PowerPoint Slides (9780137535927)

PowerPoint slides are provided for each chapter and highlight key concepts and summarize the content of the text to make it more meaningful for students.

Note: All instructor resources—LMS-compatible assessment bank, instructor's manual, and PowerPoint slides—are available for download at www.pearsonhighered.com. Use one of the following methods:

- From the main page, use the search function to look up Peregoy, *Reading, Writing, and Learning in ESL, A Resource Book for Teaching K–12 Multilingual Learners*, 8th edition. Select the desired search result, then access the "Resources" tab to view and download all available resources.
- From the main page, use the search function to look up the ISBN (provided above) of the specific instructor resource you would like to download. When the product page loads, access the "Downloadable Resources" tab.

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Chapter 1
Multilingual Learners: An Introduction

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Learning Outcomes

In this chapter, we provide you with basic information on multilingual learners in today's classrooms, including discussion of demographic changes, legislative demands, and technological innovations that impact teachers and students. *After reading this chapter you should be able to:*

1.1 Discuss the diversity of multilingual learners in K–12 classrooms and suggest ways to get to know multilingual students.

1.2 Explain how cultural differences may affect the way your multilingual learners respond to you and to your instruction and how you might ease new multilingual learners into the routines of your classroom.

1.3 Describe policy trends affecting education for multilingual learners.

1.4 Describe different program models for multilingual learners, discussing the advantages and disadvantages of each.

Teaching and learning in current classroom contexts are filled with challenge and opportunity, especially when teaching students for whom English is a new language. With the evolution of the Internet and digital phone technologies, communication has become a simple matter within and across national boundaries. In addition, people are becoming more mobile in a variety of ways. For example, international migrations have changed the demographics of many countries, including the United States, Canada, and many European countries. The coexistence of people from diverse cultures, languages, and social circumstances has become the rule rather than the exception, demanding new levels of tolerance, understanding, and patience. Even as immigration has changed the face of countries such as the United States, occupational mobility has added another kind of diversity to the mix. Earlier generations planned on finding a job and keeping it until retirement at age 65. Today, the average wage earner will change jobs as a many as five times prior to retirement. These changes are due to the rapid evolution of the job market as technology eliminates or outsources some jobs while creating new ones that require retooling and retraining. Even as immigrants arrive and people change jobs, the gap between wealthy and poor continues to widen in the United States, threatening social mobility for those in poverty and the working class. These changing demographics add another element to the ever-shifting field on which we work and play. Now, more than ever, the education we provide our youth must meet the needs of a future defined by constant innovation and change.

Into this field of challenge and change, teachers provide the foundation on which all students, including multilingual learners, must build the competence and flexibility needed for success. It is our hope that this text provides you the foundations to help your students envision and enact positive futures for themselves. To that end, we offer you a variety of theories, teaching strategies, assessment techniques, and learning tools to help you meet the needs of your students and the challenges they will face today and in the future. Our focus is on K–12 students who are in the process of developing academic and social competence in English as an additional language.

There are several basic terms and acronyms in the field of multilingual education that we want to define for you here. Throughout this book we use the term

multilingual learners, the asset- and equity-based term used by WIDA (https://wida.wisc.edu), to refer to students who are, or have been, consistently exposed to multiple languages. Multilingual learners are typically learning English and speak a primary language other than English at home, such as Spanish, Cantonese, Russian, Hmong, and Navajo, to name just a few of the hundreds of other languages spoken. Multilingual learners will vary in their proficiency with their primary language as well as their proficiency in English. Language development may be envisioned along a continuum from non-English proficient to fully English proficient. Those who have English proficiency at the beginning to intermediate levels are sometimes referred to as **limited English proficient (LEP)**, a term used in federal legislation and other official documents. However, as a result of the pejorative connotation of "limited English proficient," often educators use other terms, such as **English learners**, **English language learners**, **non-native English speakers**, **dual language learners**, **heritage language learners**, and **second language learners**, to refer to students who are in the process of learning English as a new language. However, throughout this book we employ the term **multilingual learners** for the reasons noted previously.

Newcomers and **long-term multilingual learners** (Clark-Gareca et al., 2020; Samway et al., 2020) represent two important groups. Newcomers are newly arrived immigrants. Typically, they know little English and may be unfamiliar with the culture and schooling of their new country. They are often served by newcomer programs that help them adjust and get started in English language acquisition and academic development. Long-term multilingual learners, on the other hand, are students who have lived in the United States for many years, have been educated primarily in the United States, may speak very little of their primary language, but have not developed advanced proficiency in English, especially academic English. They may not even be recognized as multilingual learners. Failure to identify and educate long-term multilingual learners poses significant challenges to the educational system and to society. In this text, we offer assessment and teaching strategies for students at the "beginning" and "intermediate" stages of English proficiency. If you are teaching long-term multilingual learners, you will likely find excellent strategies described in the sections for students with intermediate proficiency. Some strategies for beginning levels of proficiency may apply as well.

The terms **English as a Second Language (ESL)**, **English for Speakers of Other Languages (ESOL)**, and **Teaching English for Speakers of Other Languages (TESOL)** are often used to refer to programs, instruction, and development of English as an additional language. We use the term *ESL* because it is widely used and descriptive, even though what we refer to as a "second language" might actually be a student's third or fourth language. A synonym for ESL that you will find in this text is **English language development (ELD)**.

Who Are Multilingual Learners, and How Can I Get to Know Them?

Learning Outcome 1.1 **Discuss the diversity of multilingual learners in K–12 classrooms and suggest ways to get to know multilingual students.**

Multilingual learners live in all areas of the United States, and their numbers have steadily increased over the last several decades. Between 2000 and 2018, for example, the number of multilingual learners increased significantly from approximately 3.8 million to almost 5.0 million students and continues to increase (National Center

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for Education Statistics [NCES], 2020a). During the same period, U.S. federal education statistics indicated that multilingual learner enrollment increased from approximately 8.1% of total school enrollment to 10.2% (NCES, 2020a). By school year 2018–19, the multilingual learner population had increased in all but seven states and the District of Columbia, with the highest numbers reported in California, Texas, Florida, New York, and Illinois (NCES, 2020b). California had the highest percentage at 19.4%, while nine other states and the District of Columbia had percentages between 10 and 19%, and an additional 24 states had percentages greater than 5.0 (NCES, 2020b). States reported more than 460 different primary languages spoken by multilingual learners (U.S. Department of Education, n.d.), with Spanish comprising by far the most prevalent, spoken by about 75% of multilingual learners (NCES, 2020a). In short, multilingual learners in K–12 public schools represent a significant special population throughout most states. Helping them succeed educationally is of paramount importance.

It may surprise you to learn that in the United States, native-born multilingual learners outnumber those who were born in foreign countries, with 72% born in the United States and 28% foreign born (Bailik, 2018). According to one survey, only 24% of multilingual learners in elementary school were foreign born, whereas 44% of secondary school multilingual learners were born outside the United States (Capps et al., 2005). Among those multilingual learners who were born in the United States, some have roots in U.S. soil that go back for countless generations, including indigenous Native Americans of numerous tribal heritages. Others are sons and daughters of immigrants who left their home countries in search of a better life. Those who are immigrants may have left countries brutally torn apart by war or political strife in regions such as Southeast Asia, Central America, the Middle East, and Eastern Europe. Finally, there are those who have come to be reunited with families who are already settled in the United States.

Whether immigrant or native born, each group brings its own history and culture to the enterprise of schooling (Heath, 1986). Furthermore, each group

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You can get to know your students through their interactions in and out of class.

contributes to the rich tapestry of languages and cultures that form the fabric of the United States. Our first task as teachers, then, is to become aware of our students' personal histories and cultures, to understand their feelings, frustrations, hopes, and aspirations. At the same time, as teachers, we need to look closely at ourselves to discover how our own culturally ingrained attitudes, beliefs, assumptions, and communication styles play out in our teaching and can affect our students' learning. By developing such understanding, we create the essential foundation for meaningful instruction, including reading and writing instruction. As understanding grows, teachers and students alike can come to an awareness of both diversity and universals in human experience.

Issues Related to Virtual Learning for Multilingual Learners

With the advent of the COVID pandemic in 2020–21 and the move to remote or virtual learning in many schools, issues of equity surfaced related to providing effective instruction for multilingual learners (Mitchell, 2020). The pandemic highlighted gaps between learning and the services provided by schools and districts and the serious challenges related to providing appropriate instruction for multilingual learners. For example, access to digital devices and the Internet was a huge challenge, with families of multilingual learners disproportionally affected (Babinski & Amendum, 2020). In fact, in our own research more than 30% of multilingual learners missed more than 2 weeks of instruction while trying to gain access to digital devices and to broadband Internet (Babinski & Amendum, 2020).

This pandemic-induced shift to virtual teaching and learning intensified some key issues related to current inequities in the education of multilingual learners (Babinski & Amendum, 2020; Babinski et al., 2020; Hartshorn & McMurry, 2020; Mitchell, 2020). As previously mentioned, one issue was the serious inequities in access to virtual schooling in terms of both digital devices and Internet access. A second issue was related to virtual learning itself, and the lack of effective partnerships in many places among schools, teachers, and families to ensure the necessary resources, routines, and lines of communication were in place. Often, assigning devices to students and providing Internet access was necessary, but not sufficient, to facilitate multilingual learners' participation, and it was clear that additional supports were needed for families of young children. A third issue was the multiple increased demands on teachers and families during online schooling. Because structures and supports were not already in place to support teachers' virtual instruction, many teachers of multilingual learners had to spend many, many hours of their own time to investigate and implement digital learning platforms, often while supporting their own families. This lack of existing support highlights the need for structured educational technology supports, plans, and equipment for teachers to provide high-quality education for multilingual students.

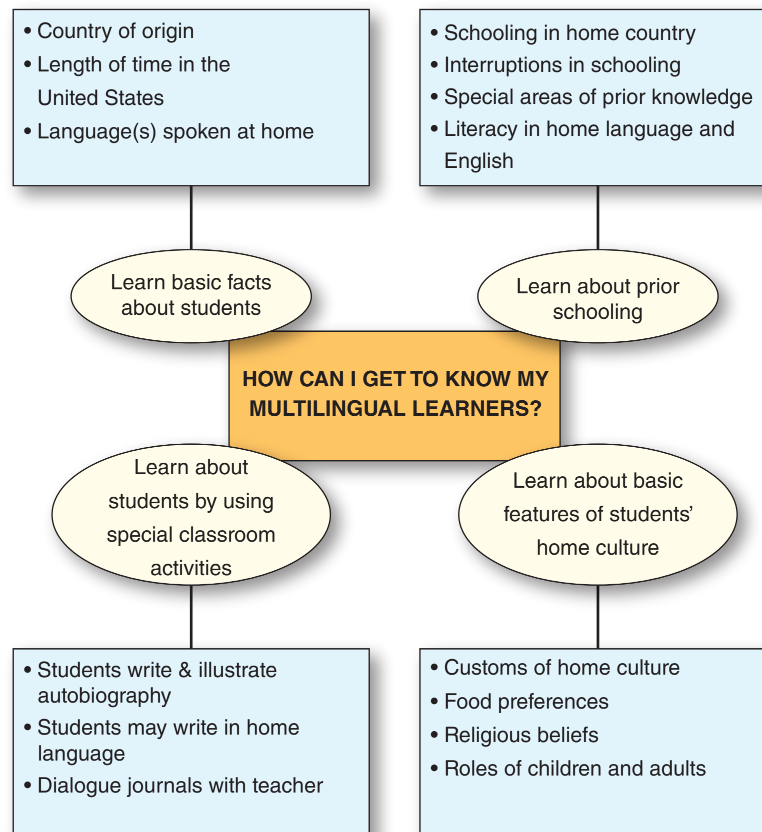
We believe that ensuring that multilingual learners receive the high-quality teaching and learning they deserve, and that is required by law, is one of the foundational issues of equity and social justice facing the education system in the United States today. Serious and fundamental questions arose about the preparation of schools to effectively educate multilingual students during remote online learning (Babinski et al., 2020; Mitchell, 2020). Some questions that arose based on the issues detailed previously included but were not limited to: (1) How well were multilingual learners served by virtual learning? (2) How many multilingual learners experienced learning loss, and how might that loss compare with that of their monolingual

English-speaking peers? (3) If students did experience learning loss, how long will it take to remedy, and what are teachers' roles in helping address this learning? and (4) Were significant numbers of multilingual learners unable to attend due to a lack of access to digital resources or other barriers? Answers to these, and other questions, are of upmost importance as we consider how to promote equity and social justice related to the education of multilingual learners.

Learning About Your Students' Languages and Cultures

Given the variety and mobility among multilingual learners, it is likely that most teachers, including specialists in bilingual education or ESL, will at some time encounter students whose language and culture they know little about. Perhaps you are already accustomed to working with students of diverse cultures, but if you are not, how can you develop an understanding of students from unfamiliar linguistic and cultural backgrounds? We recognize that this is far from a simple task, and the process requires not only fact finding but also continual observation and interpretation of students' behaviors, combined with trial and error in communication. Therefore, the process must take place gradually. Next, we describe initial steps for getting to know your students and summarize them in Figure 1.1.

Figure 1.1 Getting to Know Multilingual Learners



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Getting Basic Information When a New Student Arrives

When a new student arrives, we suggest three initial steps. First of all, begin to learn basic facts about the student. What country is the student from? How long has the student lived in the United States? Where and with whom is the student living? If an immigrant, what were the circumstances of immigration? Some children have experienced traumatic events before and during immigration, and the process of adjustment to a new country may represent yet another link in a chain of stressful life events (Levers & Hyatt-Burkhart, 2012). What language or languages are spoken in the home? If a language other than English is spoken in the home, the next step is to assess the student's English language proficiency (ELP) in order to determine what kind of language education support is needed. Whenever feasible, it is useful to assess primary language proficiency as well.

Second, obtain as much information about the student's prior school experiences as possible. School records may be available if the child has already been enrolled in a U.S. school. However, you may need to piece information together yourself, a task that requires resourcefulness, imagination, and time. Some school districts collect background information on students when they register or upon administration of language proficiency tests. Therefore, your own district or school office is one possible source of information. In addition, you may need the assistance of someone who is familiar with the home language and culture, such as another teacher, a paraprofessional, or a community liaison, who can ask questions of parents, students, or siblings. Keep in mind that some students may have had no previous schooling, despite their age, or perhaps their formal schooling has been interrupted. Other students may have attended school in their home countries.

Students with prior educational experience bring various kinds of knowledge to school subjects and may be quite advanced. Be prepared to validate your students for their knowledge. We saw how important this was for fourth-grade student Li Fen, an immigrant from mainland China who found herself in a mainstream English language classroom, not knowing a word of English. Li Fen was a bright child but naturally somewhat reticent to involve herself in classroom activities during her first month in the class. She made a real turnaround, however, the day the class studied long division. Li Fen accurately solved three problems at the board in no time at all, though her procedure differed slightly from the one in the math book. Her classmates were highly impressed with her mathematical competence and did not hide their admiration. Her teacher, of course, smiled and gave her words of congratulations. From that day forward, Li Fen participated more readily, having felt that she earned a place in the class.

When you gather information on your students' prior schooling, it's important to find out whether they are literate in their home language. If so, you might encourage them to keep a journal using their native language and, if possible, you should acquire native language books, magazines, or newspapers to have on hand for the new student. In this way, you validate the student's language, culture, and academic competence while providing a bridge to English reading. Make these choices with sensitivity, though, only building on positive responses from your student. Bear in mind, for example, that some newcomers may not wish to be identified as different from their classmates. We encourage this caution because of our experience with a 7-year-old boy, recently arrived from Mexico, who attended a school where everyone spoke English only. When we spoke to him in Spanish, he did not respond, giving the impression that he did not know the language. When we visited his home and spoke Spanish with his parents, he was not pleased. At that point in his life, he wanted

to blend into the dominant social environment—in this case an affluent, European American neighborhood saturated with English.

The discomfort felt by this young boy is an important reminder of the internal conflict experienced by many youngsters as they come to terms with life in a new culture. As they learn English and begin to fit into school routines, they begin a personal journey toward a new cultural identity. If they come to reject their home language and culture, moving toward maximum assimilation into the dominant culture, they may experience alienation from their families. A moving personal account of such a journey is provided by journalist Richard Rodriguez in his book *Hunger of Memory* (1982). Another revealing account is the lively, humorous, and, at times, brutally painful memoir, *Burro Genius*, by novelist Victor Villaseñor (2004). Villaseñor creates a vivid portrayal of a young boy seeking to form a positive identity as he struggles in school with dyslexia and negative stereotyping of his Mexican language and culture. Even if multilingual learners strive to adopt the ways of the new culture without replacing those of the home, they will have departed significantly from many traditions their families hold dear. Therefore, for many students, the generation gap necessarily widens to the extent that the values, beliefs, roles, responsibilities, and general expectations differ between the home culture and the dominant one. Keeping this in mind may help you empathize with students' personal conflicts of identity and personal life choices.

Finally, the third suggestion is to become aware of basic features of the home culture, such as religious beliefs and customs, food preferences and restrictions, and roles and responsibilities of children and adults (Ovando & Combs, 2018; Saville-Troike, 1978). These basic bits of information, although sketchy, will guide your initial interactions with your students and may help you avoid asking them to say or do things that may be prohibited or frowned upon in the home culture, including such common activities as celebrating birthdays, pledging allegiance to the flag, or eating hot dogs. Finding out basic information also provides a starting point to contextualize and interpret newcomers' responses to you, to your other students, and to the ways you organize classroom activities. Just as you begin to make adjustments, your students will also begin to adjust as they grow in the awareness and acceptance that ways of acting, dressing, eating, talking, and behaving in school are different to a greater or lesser degree from what they may have experienced before.

Case 1.1

Getting to Know New Students

As a new ESL teacher in middle school, Jon Makoto wants to begin the year getting to know the newcomers who are multilingual learners that he will work with during the upcoming school year. He spends some time reviewing each student's records, if available, and school registration materials. In his review, Jon notes one student, Qasim, who recently immigrated with his family to escape civil war in Syria. In reviewing his records, Jon notes that Qasim has been in the United States for approximately 4 months, lives with his parents and sister in an apartment rented by his aunt and uncle, and that he spent 14 months in a refugee camp in Syria prior to immigrating. In addition, Jon reviewed all of the school records available for Qasim, although sparse. He noted that Qasim was literate in his native language, with strong reading and writing skills. In, addition, even though he'd only been in the United States for a short time, his English proficiency had already improved, although it still fell at the beginning level. As Jon considered Qasim and the other newcomers to the school, he was excited to help assimilate students to their new school culture and help them learn more about the United States.

- What process did Jon use to get to know Qasim and other new multilingual students at his school?
- How can the information Jon learned help him to teach Qasim in the coming school year?
- Is there additional information Jon should have learned about Qasim? What else would be important to learn?

Classroom Activities That Help You Get to Know Your Students

Several learning activities may also provide some of the personal information you need to help you know your students better. One way is to have all your students write an illustrated autobiography, perhaps titled "All about Me" or "The Story of My Life." Each book may be bound individually, or all the life stories may be bound together and published in a class book, either physical or digital, complete with illustrations or photographs. This activity might also serve as the beginning of a multimedia presentation. Alternatively, with permission, student stories may be posted in the classroom or hallway for all to read. This assignment provides insight into the lives of all your students and permits them to get to know, appreciate, and understand each other as well. Of particular importance, this activity does not single out your newcomers because all your students are involved.

Personal writing assignments like this lend themselves to various grade levels because personal topics remain appropriate across age groups and even into adulthood. Students who do not yet possess English proficiency may begin by illustrating a series of important events in their lives, perhaps to be captioned with your assistance or that of another student. In addition, there are many ways to accommodate students' varying English writing abilities. For example, if students write more easily in their native tongue than in English, allow them to do so. If needed and if possible, ask a bilingual student or paraprofessional to translate the meaning for you. Be sure to publish the student's story as written in their home language; by doing so, you will both validate the home language and expose the rest of the class to a different language and its writing system. If a student knows some English but is not yet comfortable with English writing, allow the student to dictate the story to you or to another student in the class.

Another way to begin to know your students is to start a dialogue journal with them. Provide each student with a blank journal and allow the student to draw or write in the language of the student's choice. You may then respond to the students' journal entries on a periodic basis. Interactive dialogue journals, described in detail in Chapters 3 and 8, have proven useful for multilingual learners of all ages (Kim, 2011). Dialogue journals make an excellent introduction to literacy and facilitate the development of an ongoing relationship between the student and you, the teacher.

Finally, many teachers start the school year with a thematic unit such as "Where We Were Born" or "Family Origins." This activity is relevant to all students, whether immigrant or native born, and it gives both you and your students a chance to know more about themselves and each other. A typical activity within this unit is the creation of a world map with a string connecting each child's name and birthplace to your city and school. Don't forget to put your name on the list along with your birthplace! From there, you and your students may go on to study more about the various regions and countries of origin. Students can search the Internet for information on their home countries to include in reports or presentations. The availability of information in many world languages may be helpful to students who are already literate in their home languages. This type of theme leads in many directions, including the discovery of people in the community who may be able to share information about their home countries with your class. Your guests may begin by sharing food, cultural customs, art, literature, or music with students. Through such contact, theme studies, life stories, and reading about cultures online and in books, such as those listed in Figure 1.2, you may begin to become aware of some of the more subtle aspects of the culture, such as how the culture communicates politeness and respect or how it views the role of children, adults, and the school. If you are lucky enough to find such community resources, you will not only enliven your teaching but also broaden your cross-cultural understanding and that of your students (Ada & Zubizarreta, 2001).

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Figure 1.2 Useful Books on Multicultural Teaching

Darder, A. (2012). *Culture and power in the classroom: Educational foundations for the schooling of bicultural students*. Paradigm.
Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. Teachers College Press.
Ladson-Billings, G. (2021). *Culturally relevant pedagogy: Asking a different question*. Teachers College Press.
Muhammad, G. (2020). *Cultivating genius: An equity framework for culturally and historically responsive literacy*. Scholastic Teaching Resources.
Nieto, S., & Bode, P. (2018). *Affirming diversity: The sociopolitical context of multicultural education* (7th ed.). Allyn & Bacon.
Tiedt, P. L., & Tiedt, I. M. (2010). *Multicultural teaching: A handbook of activities, information, and resources* (8th ed.). Allyn & Bacon.

Not all necessary background information will emerge from these classroom activities. You will no doubt want to investigate cultural, historical, and geographical resources available at your school, online, or in your community library. In addition, you may find resource personnel at your school, including paraprofessionals, parent liaisons, and resource teachers, who can help with specific questions or concerns. In the final analysis, though, your primary source of information should be the students themselves as you interact daily.

How Do Cultural Differences Affect Teaching and Learning?

Learning Outcome 1.2 Explain how cultural differences may affect the way your multilingual learners respond to you and to your instruction and how you might ease new multilingual learners into the routines of your classroom.

Teaching and learning are deeply influenced by culture in a variety of ways. To begin with, schools themselves reflect the values, beliefs, attitudes, and practices of the larger society. In fact, schools represent a major socializing force for all students. For multilingual learners, moreover, school is often the *primary* source of adaptation to the language and culture of the larger society. It is here that students may begin to integrate aspects of the new culture as their own, while retaining, rejecting, or modifying their home traditions.

Teachers and students bring particular cultural orientations to the classroom that affect how they perceive and interact with each other. As teachers of multilingual learners, most of us will encounter students whose languages and cultures differ from our own. So, we need to learn about our students and their cultures while at the same time reflecting on *our own* culturally rooted behaviors that may facilitate or interfere with teaching and learning (National Association for the Education of Young Children, 2019). In this section, we define basic aspects of culture in the classroom as a starting point for looking at ourselves and our students in this light.

Definitions of Culture

Culture may be defined as the shared beliefs, values, and rule-governed patterns of behavior, including language, that define a group and are required for group membership (Goodenough, 1981; Saville-Troike, 1978). Defined in such a way, culture comprises three essential aspects: what people know and believe, what people do,

and what people make and use. Culture therefore serves to ensure group cohesion and survival and may be thought of as the acquired knowledge people use both to interpret experience and to generate behavior.

It is important to note that cultures are neither monolithic nor static. Rather, they include many layers and variations related to age, gender, social status, occupation, wealth, and power. Cultural changes occur as people encounter or develop new ideas and ways of being. Technology offers a handy example of cultural change if you consider the impact of mobile phones and social networking applications such as Twitter, Instagram, and Facebook. Contrast how people today keep up with each other in the United States, for example, compared to the days of the Pony Express just 160 years ago! Bearing in mind the complexity of culture, we offer some ways to consider its effects on classroom interactions, including developing your skill as an effective participant–observer.

Who Am I in the Lives of My Students?

Working effectively with students from diverse cultures presents challenges and opportunities. As the teacher, you are in a position to inspire your students and introduce them to the future in ways that no one else can. As you think back on your own schooling, you probably recall teachers who made a difference in your life. Because you have such potential impact on your students, it's important to self-reflect on your own teaching practices and relationships with students. For example, one deeply committed high school teacher undertook an action research project in which she audio-recorded her writing conferences with individual students. While transcribing her data, she discovered that she ended her conferences with white students by saying she looked forward to the next conference, but with her Black students she merely bid them good-bye. She was shocked by this clear difference in treatment and upset to the point of tears, especially because one of her stated curriculum goals was to empower *all* her students through writing. Through the process, however, this teacher was able to change her conference style to treat all students equitably ending with the same encouragement. At the same time, she gained powerful insight into how easily a teacher can unintentionally perpetuate inequalities inherent in the dominant society rather than transcending and transforming them for the better. Through her critical self-examination process, this effective teacher had attained a new level of **ideological clarity** (Bartolomé, 2004). Teaching, like parenting, allows significant opportunities for a deeper understanding of ourselves and our influence on the lives of others.

Becoming an Effective Participant–Observer in Your Own Classroom

When you make observations in your classroom, you are actually using some of the tools used by anthropologists when they study another culture through *ethnography* (e.g., introspection, interviewing, observation, and participant observation). As the teacher, you are automatically both **participant** and **observer** in the classroom culture. To learn about yourself and your students through personal interactions, you may need to hone your skills in observing and interpreting behaviors, including your own behavior. Observation skills are especially important when you first meet your students, whether at the beginning of the school year or when they first enroll in your class. One way to focus your observations is to keep a journal in which you jot notes daily concerning your interactions with students and their responses to you. Do they seem comfortable seeking help from you? Are they starting to form friendships? In which activities do your new students appear most comfortable: small-group

activities, individual seatwork, listening to stories, drawing pictures? In which activities are students reluctant? By noticing activities that are most comfortable for students, you can make sure they have frequent opportunities to participate in them. From there, you may gradually draw students into other school routines.

To make the most of your reflections and observations, you might need some concepts to guide interpretations. In other words, it's one thing to notice that Nazrene loses focus during whole-class lessons but quite another to figure out why, so that you can adjust your instruction to reach her. To provide you with some interpretive touchstones, we suggest you consider some aspects that constitute culture because these represent potential sources of overt conflict or silent suffering if your classroom rules and structures conflict with those already culturally ingrained in your students.

For a start at describing aspects of culture, we summarize in Figure 1.3 "cultural content" with questions outlined by Saville-Troike (1978) categorized into various components, including (1) family structure; (2) definitions of stages, periods, or transitions during a person's life; (3) roles of children and adults and corresponding behavior in terms of power and politeness; (4) discipline; (5) time and space; (6) religion; (7) food; (8) health and hygiene; and (9) history, traditions, holidays, and celebrations. Figure 1.3 provides several questions that you might ask yourself about these aspects of culture. As you read the questions, try to answer them for your own culture and perhaps for a different cultural group to get a sense of similarities and differences across cultures. Do you find potential points of conflict in the classroom context? How might you deal with them?

When students in our university classes discuss the questions in Figure 1.3 according to their own family traditions, interesting patterns emerge. Although many students identify with middle-class, European American cultural values, such as punctuality, some also add special traditions passed down from immigrant grandparents or great grandparents, including special foods and holiday traditions. Other students come from families who have been in this country for centuries yet maintain particular regional traditions such as herbal healing practices. In addition, some students have maintained strong religious traditions, such as Buddhist, Catholic, Greek

SOURCE: Tati Nova photo Mexico/Shutterstock

Knowing even a few things about your students' cultures can be helpful.

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Figure 1.3 Cultural Content and Questions

Cultural Content	Questions
Family structures	What constitutes a family? Who among these or others live in one house? What are the rights and responsibilities of each family member? What is the hierarchy of authority? What is the relative importance of the individual family member in contrast to the family as a whole?
Life cycles	What are the criteria for defining stages, periods, or transitions in life? What rites of passage are there? What behaviors are considered appropriate for children of different ages? How might these conflict with behaviors taught or encouraged in school? How is the age of the children computed? What commemoration, if any, is made of the child's birth and when?
Roles and interpersonal relationships	What roles are available to whom, and how are they acquired? Is education relevant to learning these roles? How do the roles of girls and women differ from those of boys and men? How do people greet each other? What forms of address are used between people of differing roles? Do girls work and interact with boys? Is it proper? How is deference shown and to whom and by whom?
Discipline	What is discipline? What counts as discipline and what doesn't? Which behaviors are considered socially acceptable for boys versus girls at different ages? Who or what is considered responsible if a child misbehaves? The child? Parents? Older siblings? The environment? Is blame even ascribed? Who has authority over whom? To what extent can one person impose will on another? How is behavior traditionally controlled? To what extent and in what domains?
Time and space	How important is punctuality? How important is speed in completing a task? Are there restrictions associated with certain seasons? What is the spatial organization of the home? How much space are people accustomed to? What significance is associated with different locations or directions, including north, south, east, and west?
Religion	What restrictions are there concerning topics discussed in school? Are dietary restrictions to be observed, including fasting on particular occasions? When are these occasions? What restrictions are associated with death and the dead?
Food	What is eaten? In what order and how often is food eaten? Which foods are restricted? Which foods are typical? What social obligations are there with regard to food giving, reciprocity, and honoring people? What restrictions or proscriptions are associated with handling, offering, or discarding food?
Health and hygiene	How are illnesses treated and by whom? What is considered to be the cause? If a student were involved in an accident at school, would any of the common first-aid practices be considered unacceptable?
History, traditions, and holidays	Which events and people are sources of pride for the group? To what extent does the group in the United States identify with the history and traditions of the country of origin? What holidays and celebrations are considered appropriate for observing in school? Which ones are appropriate only for private observance?

Orthodox, Hindu, Judaic, and Muslim, as well as traditional Native American beliefs. From these discussions, we find that each individual actually embodies a variety of cultures and subcultures.

Sociocultural Factors Affecting Language Use in the Classroom

One important aspect of culture that can affect teaching and learning has to do with the ways a teacher uses language during instruction. Because teaching and learning depend on clear communication between teacher and students, the communicative success of teacher–student interactions is crucial. Early on, difficulties can arise from lack of a common language. However, communication difficulties may persist even after students have acquired the basics of English if the student and teacher are following different sociocultural rules for speaking (Cazden, 2017). For example, if the home culture values strict authority of adults over children and if children are only supposed to speak when spoken to, then these same children may be reluctant to volunteer an answer in class. You might quite logically interpret this reluctance as disinterest or lack of knowledge, when in fact the student may simply be waiting for you to invite a response. On the other hand, some students may not want to answer your questions because displaying knowledge in class amounts to showing off, causing them to stand out, uncomfortably spotlighted at center stage (Breiseth, 2013;

SOURCE: Brocreative/Shutterstock

Social interaction in school plays an important role in students' sense of belonging.

Philips, 1983). Some students consider an enthusiastic display of knowledge impolite because it might make their friends appear ignorant. These examples, summarized in Figure 1.4, illustrate how cultural values affecting language use may impede teacher–student communication in either English or the home language.

Language use differences can be especially confusing in the realm of teacher questioning. Research has shown that teachers often do not allow much *wait time* after asking a question in class (Echevarría et al., 2016; Ingram & Elliott, 2016). It turns out that what is considered enough wait time in everyday conversations varies across cultures, as do rules concerning how and when to interrupt and the number of people who may speak at once (e.g., Bazron et al., 2005; Schieffelin & Eisenberg, 1984; Scollon & Scollon, 2005). In addition, students must learn classroom rules regarding who can speak with whom and when (Mehan, 1979; Razfar & Rumenapp, 2012). These rules may vary with the activity structure (e.g., teacher-led lesson vs. small-group projects) and from one teacher to the next. Therefore, it is important to make *your* rules explicit for speaking in class and to allow sufficient wait time for students to respond. Helping students find their comfort zone for expressing themselves appropriately in class will pay off in learning, self-esteem, and social relationships.

Another potential problem area is the known-answer, display question (i.e., questions used to assess student knowledge for which the teacher already knows the

Figure 1.4 Cultural Factors That May Affect Students' Responses to Teacher Questions

Cultural Factor	Effect the Factor May Have on Student Response
Strict authority of adults; children don't speak unless spoken to	The student may be reluctant to volunteer answers in a classroom.
Displaying knowledge is seen as showing off	The student may know the answer but won't want to show off by answering a teacher question.
The teacher doesn't wait long enough after asking a question	Wait time varies with cultures and therefore some students may not get a chance to answer a question.
The teacher asks known-answer questions (the teacher knows the answer)	Some students see these questions as suspicious and will not answer such questions. When questions are authentic, students become more involved.

Two Interesting Questions

We have two questions for you to answer, share with a partner, and then reflect upon:

1. What is the average height of a male in the United States?
2. What is the most common male name?

To answer these questions, you probably followed assumptions based your own cultural prism and experience. That's natural! When working with students from different cultures, though, it's important to become aware of our own cultural perspectives and assumptions, and that's a process of lifelong learning!

(Answers: 1. The average male height is about 3 feet 8 inches because it includes all males, infant to adult. 2. The most common male name is Mohammed, worldwide, not just in the United States.)

answer). For some students, these known-answer questions might be considered odd or of dubious purpose (Heath, 1983; Mehan, 1979), and students may be reluctant to participate in such questioning. Furthermore, research has shown that when teachers ask authentic questions, those to which the answer is not already known, the length and complexity of student responses increase substantially compared to answers given to display questions (Nunan, 2005). In addition, when students respond to authentic questions, additional conversational interchanges often follow as meanings are clarified and elaborated. Such negotiation of meaning serves both learning and language development. Therefore, you might want to reflect on your own questioning practices in terms of wait time, question types, and the actual phrasing you use. If your questions are greeted with blank stares, try modifying your questioning style, or perhaps reserve discussion questions for small-group activities. Another possibility is to introduce question-and-answer sessions with a brief explanation of what you are trying to accomplish and why. That way, if students are unaccustomed to your question types, you will at least help them understand your purpose for asking them.

Culturally Related Responses to Classroom Organization

There are other cultural differences that may interfere with student participation in learning activities in the classroom. One of these is the social organization of classroom lessons (Mehan, 1979). Within the constraints of time and adult assistance, teachers typically use whole-class, small-group, and individualized groupings for instruction. It is important to recognize that these formats represent distinctly different types of **participation structures** (Philips, 1983; Santori, 2011), each with its own rules about when to speak and how. Students may experience various degrees of comfort or discomfort with these various formats based on both cultural and individual differences (Orosco & O'Connor, 2014; Paris, 2012). For example, the use of small groups for cooperative learning is intended to increase learning for all students but especially for multilingual learners (McCafferty et al., 2006). The rationale is that many cultures instill strong values of group cooperation, and such instruction can build on familiar cultural experiences.

In addition, cooperative groups provide students with practice in getting along with people different from themselves. We are convinced that cooperative group learning is a valuable instructional tool for the reasons described. However, it is important to keep in mind that some students may feel that the teacher, as the academic authority, is the only proper person to learn from in the classroom. One way to accommodate such students is to balance your use of group work with explicit teacher-directed instruction. When you do ask students to work in cooperative

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groups, you need to explain your reasons, thereby showing that group learning is valid academically. In fact, parents may need to hear your reasons as well. We knew one child who was functioning beautifully in cooperative groups, yet during parent conferences, his father politely asked when we were going to start teaching! Cultural differences in teaching practices can present challenges to teachers, students, and parents alike.

In summary, we know that different students may be more comfortable with some instructional formats than with others and that their feelings stem from both cultural and individual preferences. We suggest you *use a variety of formats to meet the multiple needs of your diverse students*. Your best route is to be aware of how you create the participation structures of learning (i.e., grouping formats) and to observe and interpret student responses with thoughtful sensitivity, making modifications as needed. In so doing, you **differentiate instruction** (Tomlinson, 2014) according to particular student needs, a topic we discuss in Chapter 3 and apply in subsequent chapters.

Literacy Traditions from Home and Community

As you approach the teaching of reading and writing to multilingual learners, you will want to be aware of the literacy knowledge your students bring with them. Literacy knowledge stems not only from prior schooling but also from experiences with the ways reading and writing are used in the home and community (Au, 2007; Heath, 1983; Reese & Goldenberg, 2006). It is helpful to become aware of how reading and writing are traditionally used in students' communities because these traditional literacy uses will influence your students' ideas, beliefs, and assumptions about reading and writing. To the extent possible, you will want to build on these ideas and make sure to expand them to include the functions of literacy required by U.S. schools and society. The following example may help clarify the idea of literacy ideas, beliefs, and assumptions among families with limited levels of literacy.

Gustavo, age 7, entered first grade in an urban elementary school in February, halfway through the academic year. He had come from rural Mexico, and this was his first time in school. He didn't know how to hold a pencil. At first, he was so intimidated that he would refuse to come into the classroom at the beginning of the school day. With persistent coaxing from the teacher and her assistant, he reluctantly complied. Once in, Gustavo was anxious to fit into the normal class routines. He loved to wave his hand in the air when the teacher asked a question, although at first he didn't know what to do when called on. That part of the school routine took some time to master.

One day, as we were chatting with Gustavo, he began to tell us all about his little town in Michoacán, about the travails of the trip *pa' 'l norte* (to the north), and then about an incident when his 2-year-old sister became critically ill. His mother, he recounted, knew what medicine the baby needed, but it was only available in Mexico. So, they had to find someone who could write a letter to send to Mexico for the medicine. They did, and Gustavo's baby sister recovered.

What does this story tell us about the concept of literacy that Gustavo offers for the teacher to build on? First, we can deduce that Gustavo has not had extensive opportunities to explore reading and writing at home. He probably has not been read to much nor has he been provided with paper and pencils for experimenting with drawing and writing—activities highly recommended today as foundations of literacy development. On the other hand, Gustavo is well aware of how important it is to be able to write—it was a matter of life and death for his sister! Furthermore, he is aware of the inconveniences, not to say dangers, of illiteracy. Therefore, at the tender age of 7, Gustavo brings a deeper understanding of the importance of literacy than many children whose rich early literacy experiences allow them to take such

things for granted. Gustavo's motivation and understanding provide the foundation on which the teacher may build. Gustavo needs daily exposure to the practical functions of print through stories, poems, plays, rhymes, labels, letters, notes, board games, instructions, and more. With practice and hard work, his proudest moment will come when he himself writes the next letter to Mexico.

In contrast to Gustavo, students who are older when they immigrate often bring substantial experience and skill in reading and writing in their home language. These experiences and skills provide a strong foundation for learning to read and write in English. Students who read in their home language already know that print bears a systematic relationship to spoken language, that print carries meaning, and that reading and writing can be used for many purposes. Moreover, literate students know that they can make sense of written language. Such experience and knowledge will transfer directly to learning to read and write in English, given ELD and appropriate literacy instruction (Cummins, 1979; Dressler & Kamil, 2006; Relyea & Amendum, 2020). Thus, when students arrive with home language literacy skills, teachers do not have to start all over again to teach reading and writing (August & Shanahan, 2006; Peregoy & Boyle, 2000). Rather, they can build on an existing base of literacy knowledge, adding the specifics for English as needed—a topic developed fully in subsequent chapters.

In addition to literacy knowledge, newcomers with substantial prior education often bring academic knowledge in areas such as mathematics, science, history, and geography. It is important to find out about such knowledge and expertise to recognize it, honor it, and build on it. You might also seek ways for your students to share their particular knowledge with the rest of the class. To conclude our discussion of culture, we suggest you take another look at your own cultural ways again to focus on how your attitudes, beliefs, and assumptions might play out in your classroom.

How Can I Ease New Students into the Routines of My Classroom?

As you begin to learn more about your students, you will be better able to offer them social and emotional support. Only when new students become comfortably integrated into your classroom's social and academic routines will optimal new English language acquisition and academic learning occur. Therefore, you'll need to give special effort and attention to new students, especially those who are newcomers to the country. Adapting from Maslow's (1968) hierarchy of human needs, we discuss basic strategies for integrating new students, especially younger children, into your classroom. Two basic needs you will want to consider are safety and security and a sense of belonging. By paying close attention to these basic needs, you lay the foundation for meeting your students' needs for self-esteem as well as for growth in language and academic abilities.

First Things First: Safety and Security

When multilingual learners first arrive in school, a "first things first" approach is helpful, following Maslow's views. The first concern, then, must be with creating a feeling of safety and security. To address this need, there are several things you can do. For example, it is helpful to assign a personal buddy to each newcomer and, if possible, one who speaks the newcomer's home language. The buddy must be a classmate who already knows the school and is comfortable there. The buddy's job is to accompany the newcomer throughout the day's routines to make sure the student knows where

to find such essentials as the bathroom, the cafeteria, and the bus stop. The newcomer needs to learn not only where things are but also the various rules for using them. For example, each school has its own rules about how to line up and collect lunch at the cafeteria, where to sit, how to behave, and when to leave. Furthermore, there are culturally specific rules about how to eat particular kinds of food—rules that we take for granted but that may be totally foreign to a new arrival. Perhaps you yourself recall feeling tentative and intimidated the first time you ate in the school cafeteria. If so, you will have some idea of the anxiety that can accompany the first days of school for a youngster who is new not only to the school but also to the entire culture it represents. The personal buddy helps the new student through these initial days, helping alleviate anxieties and embarrassments.

Another way to address the safety and security needs of newcomers is to follow predictable routines in your daily classroom schedule. Most teachers follow a predictable schedule within which instructional content varies. Stability in routine creates a sense of security for all students, but it is especially important for students who are new to the language and culture of the school. In fact, your predictable routines may be the first stable feature some students have experienced in a long time, especially if they have recently immigrated under adverse circumstances.

Creating a Sense of Belonging

An additional way to promote security and create a sense of belonging is to assign your multilingual learners to home groups that remain unchanged for a long time. In classrooms in which student seating is arranged at tables, the home group may be defined by table. The purpose of the home group is to develop mini-communities of interdependence, support, and identity. If such groups are an ongoing aspect of classroom social organization, with rules of caring, respect, and concern already in place, then the home group provides an ideal social unit to receive a newcomer.

Regardless of how you organize your classroom, it's a good idea to seat new students toward the middle or front of the classroom, in a place where you can observe them closely and where they can observe the classroom interactions of other, more experienced students. We don't recommend placing new students at the back or other far reaches of the room. Students who do not yet speak much English sometimes tend to be placed at the periphery of the classroom where they quietly blend into the woodwork. Even if you feel a student can't understand a word you are saying, you can help integrate the student into the class with a simple glance while you speak. We encourage conscious integration of newcomers into the social fabric of the classroom to avoid unconscious marginalization.

By paying close attention to the social and emotional needs of your new students, you will be laying the foundation for the early stages of language acquisition. For example, the one-on-one attention of the personal buddy offers numerous opportunities for your newcomer to learn many English words and phrases at the basic interpersonal level of communication. In addition, repetition of classroom routines provides multilingual learners with ideal language learning opportunities because the words and phrases that accompany such routines are constantly repeated within a meaningful, concrete context. If you count the number of times a child hears such functional phrases as "It's lunch time now" and "The quiet table may line up first," you will get an idea of how valuable such **context-embedded language** (Cummins, 1980) can be for rapid learning of basic English expressions. Finally, integrating newcomers into cooperative groups provides further social and academic language learning opportunities, as discussed in detail in Chapter 3. By attending to the security and belonging needs of your multilingual learners, you simultaneously lay a firm foundation for English language acquisition.

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Case 1.2

Easing Students into Classroom Routines

As a former multilingual learner herself, Ms. Enyung Park is careful to gently ease her students into the routines of schooling at her urban elementary school. She knows that the norms in American schools can be literal "culture shock" to many of her multilingual learners new to the school and the United States. As such, Ms. Park is planning for the beginning of the school year with the third-grade classroom teachers because their grade level has enrolled 12 new multilingual learners for the upcoming school year.

As the group meets to plan for the upcoming year, Ms. Park tells the other teachers about her own experiences as a multilingual learner. She recounts how she often worried about what was happening in her classroom and that she often didn't understand what her teacher expected or why students reacted or engaged with each other the ways they did in the classroom. This often made her feel nervous and scared, which sometimes resulted in tears! In addition, she was the only student in her classroom with Korean as her native language, so she often felt isolated and alone. After listening to Ms. Park's experiences, the classroom teachers were empathetic and committed to supporting their new multilingual learners in their classrooms. They brainstormed potential solutions to the issues raised by Ms. Park—providing a sense of safety and security as well as providing a sense of belonging.

- What specific strategies could Ms. Park and the third-grade teachers use to support multilingual learners' sense of safety and security? Why would these specific strategies support a sense of safety and security?
- What specific strategies could Ms. Park and the third-grade teachers use to support multilingual learners' sense of belonging? Why would these specific strategies support a sense of belonging?
- How could the specific strategies to address multilingual students' needs for safety, security, and belonging support their academic learning?

As English language acquisition progresses and students begin to become a part of the social fabric of your class, they are well positioned to grow in self-esteem through successful participation in both the social and academic aspects of classroom life. Growth in self-esteem will be especially facilitated if you have found ways to recognize and honor students' home languages and cultures. Again, Maslow's theory provides a useful way to look at the initial needs of newcomers. As the social-emotional foundation is laid, all the other aspects of personal growth may begin to interweave and support each other, with social and academic competence creating self-esteem and reinforcing feelings of security and belonging. In the process, ELD will be further enhanced.

How Do Current Policy Trends Affect Multilingual Learner Education?

Learning Outcome 1.3 **Describe policy trends affecting education for multilingual learners.**

Whether you are new or experienced in the field of education, media reports have no doubt introduced you to various reform efforts in education promoted by federal and state education policy. Because disparate needs and interests are served by education policy, and because there are always divergent points of view as to how any problem may be solved, the arena of educational policy is often filled with controversy and debate. In this section, we briefly discuss education policies affecting multilingual learners across the nation and offer additional resources on this complex topic.

Academic Standards and Assessment

The implementation of academic standards and student assessment permeates all levels of education. If you are in a teaching credential program, for example, chances are your coursework addresses content standards and assesses what you should know and be able to do to be an effective teacher. Similarly, curriculum standards have been delineated for K–12 students that specifically define the knowledge and skills that students must attain for promotion and graduation in subjects such as reading, math, science, social science, and English language arts.

The standards and assessment movement traces its origins to *A Nation at Risk* (National Commission on Excellence in Education, 1983), a national report funded by the U.S. Congress that called for improvement in education across the country. Among the outcomes of the report was the development of the National Assessment of Education Progress (NAEP), a large-scale, national assessment program that examines nationwide student achievement and permits comparisons among states in reading, writing, and mathematics. By conducting periodic assessments of students in grades 4, 8, and 12, the NAEP can provide the public with a report card on how well students are doing across the nation. The findings have been used to spur education reforms, such as the reading instruction reforms of the 1990s, aimed at increasing student achievement. The current focus on state learning standards, assessment, and accountability can all be traced back to the reforms called for in *A Nation at Risk*.

State Learning Standards

As you plan instruction, you will use sets of state learning standards specific to each content area—English language arts and reading, mathematics, science, and social studies. Typically, these sets of learning standards are presented by grade level. One example of learning standards is the Common Core State Standards (CCSS; National Governors Association & Council of Chief State School Officers, 2010), which many states have adopted or adapted for their own standards. Learning standards such as the CCSS aim to prepare K–12 students for "college and career readiness" and address listening, speaking, reading, and writing with recent increased emphasis on informational texts starting in kindergarten. Often, content-area literacy standards focus on reading and writing for academic learning, typically in grades 6–12. The content-area literacy standards do *not* address academic content per se. Rather, they are intended to be used *alongside* content standards in each subject, or content area. Each content-area teacher is thus responsible for teaching students the literacy skills needed for that particular discipline.

States also have assessments used to measure student achievement of the standards. Some states with common sets of standards, (e.g., CCSS), created multistate consortia such as the SMARTER Balanced Assessment Consortium and the Partnership for Assessment of Reading of College and Careers to assess student achievement of the standards. These assessments are administered primarily online and have steep technological demands for test administration. Among other guidelines, the federal government requires test-taking *accommodations* to help multilingual learners and students with disabilities. For example, extra time or large-print versions of a state test might be made available.

In addition, it is important to note that state learning standards are incremental, each grade level presuming the knowledge and skills described for previous grade levels. Certainly no one opposes the notion of setting rigorous goals and high standards for our students. Difficulties emerge, however, when you try to apply the standards' elegant staircase of knowledge and skill attainment to students with diverse developmental profiles, prior educational experiences, varied English language

proficiencies, and other individual and group differences. As a simple example, consider a sixth-grade, Spanish-speaking student who has been in the United States for 3 years and has not yet achieved intermediate proficiency in English. Which English language arts standards and at which grade level should this student be required to achieve? Which test will the student be required to take? Will any testing accommodations be made for the level of ELP? How do this student's test scores figure into the overall assessment results by which the school will be evaluated? These questions often lie beyond the scope of state learning standards. Fortunately, ELD standards exist, and considerable effort has been made to align them with the state learning standards, topics we turn to next.

English Language Development Standards and Assessment

In order to address the specific needs of multilingual learners, ELD standards have been developed by individual states, multistate consortia, and professional organizations such as TESOL (2006). Informed by second language acquisition theory and instructional practice, ELD standards consider different levels of English proficiency, which is essential for promoting optimal content and language learning for multilingual learners. Subsequent to the advent of the CCSS, ELD standards have been analyzed, and sometimes modified, to show their alignment with state learning standards. For example, the WIDA standards (WIDA Consortium, 2020) address social language and academic language development, including performance expectations for listening, speaking, reading, and writing. In addition, WIDA has developed ELP measures, the ACCESS suite, that test how well the standards have been met (WIDA Consortium, 2021). WIDA offers many additional resources, including curriculum standards and corresponding tests in Spanish. As examples of individual states, California (California Department of Education, 2012) and New York (Engage NY, 2014) have developed their own ELD standards, assessments, CCSS alignments, and teacher resources. Chapter 3 in this book offers further discussion of ELD standards as applied to instruction.

Curriculum Standards, High-Stakes Testing, and "Every Student Succeeds"

Standardized testing that measures student achievement has been in place for decades. However, as curriculum standards have become more demanding, the tests that measure their achievement have increased in difficulty as well, and that includes tests of state learning standards, such as the CCSS. Much is at stake for students and schools when test scores are not sufficiently high (Ananda & Rabinowitz, 2000; Nichols & Berliner, 2007). For example:

- Performance on a high school exit exam may determine whether a student will receive a high school diploma, regardless of passing grades in all required high school coursework.
- Standardized test performance may play a part in deciding grade retention or promotion of students in elementary, middle, and high school.
- School funding may depend on raising test scores.
- Teachers and principals may be held directly accountable for student achievement (Afflerbach, 2005).
- Low-achieving schools may be subjected to re-staffing measures, in which teachers and principal are moved elsewhere and a totally new staff brought in.

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