

Strategies for Working with Multilingual Students

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Reading Strategies

Strategies

We will look at three types of reading strategies:

- Prereading
- During reading
- Postreading

Prereading: KWL+

K What do I know already?	W What do I want to know?	L What have I learned?	+ What do I still want to learn?

Prereading: Previewing and predicting

- To preview a reading, look for:
 - Title
 - Author
 - Subheadings
 - Sections
 - Graphics: pictures, charts, figures
 - Italics/bold words
 - Summaries
- Then predict:
 - What do you think the reading will be about?
 - If the reading expresses an opinion, what opinion will it express?

During reading: Monitoring strategies

- **Cross-check:**
 - Does what you're reading match your predictions?
 - Does the information you're gathering match your purpose?
- **Reread:**
 - When you've had trouble with a section reread purposefully.
- **Continue predicting:**
 - What's going to come next?
- **Continue questioning:**
 - What new questions is this raising for me? Jot them down.
- **When necessary, skip a word, sentence, or paragraph:**
 - Make a note about your confusion.
 - You may be able to "fill in" the missing information later on.
- **Stop and review:**
 - If you're reading a longer text, periodically stop and summarize over what you've found out so far.

Annotating: Showing examples

The title seems to suggest the "road" that the speaker took, the one "less traveled" Word! I thought the opposite - I thought he was wondering about the one he didn't take. Why couldn't he be talking about both of the roads in the title?

The speaker decides to take the other path because it's more interesting? Maybe they're both just as good. Yeah, that's supported here. So this is the "diverged part" again.

→ **The Road Not Taken**
By Robert Frost

Two roads ^{diverged} in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that, the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black,
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.



Highlighting: Showing examples

BICS and CALP

- The acronyms BICS and CALP refer to a distinction introduced by Cummins (1979) between basic interpersonal communicative skills and cognitive academic language proficiency. The distinction was intended to draw attention to the very different time periods typically required by immigrant children to acquire conversational fluency in their second language as compared to grade-appropriate academic proficiency in that language. Conversational fluency is often acquired to a functional level within about two years of initial exposure to the second language whereas at least five years is usually required to catch up to native speakers in academic aspects of the second language (Collier, 1987; Klesmer, 1994; Cummins, 1981a). Failure to take account of the BICS/CALP (conversational/academic) distinction has resulted in discriminatory psychological assessment of bilingual students and premature exit from language support programs (e.g. bilingual education in the United States) into mainstream classes (Cummins, 1984).



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Postreading: Retell and summarize

- Retell/summarize the readings:
 - Work first in a reader response journal or through postings on a class website
 - Then share ideas in groups
 - Then give an oral mini-presentation to the class
 - You can have groups double up on a reading or a chapter to see if they get different information.



Postreading: Work from annotations

- Review highlights and annotations
- Use a graphic organizer to display/categorize/organize information from the reading



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Arguments <u>for</u>	Arguments <u>against</u>

Be sure to note the sections of the articles where you found each argument.
You'll need the notes for your paper.



Postreading: Work from annotations

- Review highlights and annotations
- Use a graphic organizer to display/categorize/organize information from the reading

Character:	John	Susan	The policeman
Characteristics: (and the section of text that shows you this)			



Postreading: React to the readings

- Have students react and respond to the readings through:
 - A reader-response journal
 - A double-entry summary-response journal
 - A double-entry quote-response journal (They copy a quote from the article/story and respond to it.)
 - Triple entry quote-paraphrase-response journal. (Same as above, but they have to paraphrase the quote first—especially good for ESL students.)
- Have students share responses in groups and then with the class:
 - "Share your responses to the author's arguments with your group and then from everyone's responses decide which are the strongest **pro-responses** and which are the strongest **con-responses**. You'll share those with the class."



Postreading: Knowledge transforming

- Have students write to support their understanding of readings.

Knowledge telling → Knowledge transforming

(Bereiter & Scardamalia)

1-page informal mini-paper:

Chose one of the main characters in the story and:

- Briefly describe what that character did to contribute to the tragedy. (1 paragraph maximum)
- Discuss whether you think the character's intentions were ultimately "good," "bad," or "mixed." Use specific examples from the story—but you don't need to quote anything.



Writing Strategies

Strategies

We will look at strategies to help students:

- Conceptualize the writing task
- Develop audience awareness
- Brainstorm organization
- Practice revising for content
- Practice revising for language issues
- Self-check their work



Conceptualizing the task

Prewriting for essay #1: The Secret to Success

- To prepare for this at-home essay, we will be looking at a variety of articles, stories, web pages, and student narratives that present opinions and advice about academic success and academic failure.
- Your job is to draw from the ideas in these readings, from our small group discussions, from our on-line discussions, and from your own ideas and experiences.
- You'll use these ideas to write a paper in which you answer the question: **How does a student become successful in college?**



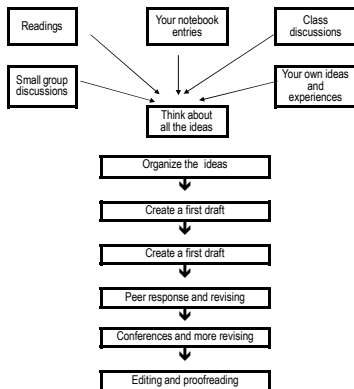
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Graphic representations of the task



Audience awareness activities

Audience-awareness idea generators:

- It is important that every student think about this topic because _____.
- After people read my paper, I want them to _____.
- People may think that this topic doesn't affect them; however it actually does because _____.



Planning the essay: Integrating ideas

Gathering ideas for essay #2: What information, ideas, opinions, quotes, evidence, and examples are you going to use?:

Source:	Ideas:	Why you want to include it:
Readings?		
Your notebook entries?		
Class discussions?		
Small group discussions?		
Your own experiences?		
Our on-line discussions?		



Developing introductions

Brainstorming and planning for the essay #2: Argumentative essay

Introduction:

Opener — What interesting fact/quote/statistic/question/statement are you going to use to introduce the topic and catch readers' attention?

Background information — What do readers need to know before they hear the pro/con positions?

Statement of the two positions — What are the two sides?

What's your thesis? — (Remember it must state your point of view clearly and show where you're going in the essay; it's like a roadmap.)



Brainstorming about structure

Organizational/rhetorical ideas generators:

1. In order to convince people that my opinion is right, I would begin by arguing that _____.
2. If they're still not convinced, I would argue that _____.
3. If they don't believe my argument, would I bring up some examples. I would point out that _____.



Developing arguments

The other side's 1 st argument:	Your counter-argument & support:
The other side's 2 nd argument:	Your counter-argument & support:
The other side's 3 rd argument:	Your counter-argument & support:
Note: Support can include information from articles, your journals, class discussions and your experiences as well as anything you find on the web.	



Examining example paragraphs

Essay topic: Explain the "secret of your success"

Before you revise your own introductions, we're going to look at introduction paragraphs from other students' essays so we can figure out what makes a "good intro" and what makes a "weak intro."

Directions:

- Read intro #1.
- Decide whether the **opener** catches readers' attention and clearly introduces the topic. How would you rate the opener?—*good, ok, or needs improvement*. If it needs improvement, give the writer some suggestions about what he/she should add/change.
- Decide whether the writer gives enough **background information**. How would you rate the opener. If it needs improvement, give the writer some suggestions.
- Decide whether the **thesis** clearly expresses the writer's "secret of success". How would you rate it? If it needs improvement, give the writer some suggestions
- Go on to introduction #2, asking the same questions, and repeat until you're finished.



Checking for supporting evidence

The purpose of this activity is to help you check to see if you have enough supporting evidence in your body paragraphs and to see if you use the supporting evidence correctly.

Directions:

- Exchange papers with a partner & read the whole paper through.
- Give your partner some general feedback about his/her paper—remember start with the **positive**.
- Then read through each body paragraph and answer the following:
 - Body paragraph #1
 - Does the writer give a clear argument (topic sentence) that supports his/her thesis? Y/N?
 - Does the writer give supporting evidence from the story—either as a quote or a paraphrase?
 - Does the writer introduce the quote/paraphrase correctly? If not, make a suggestion about how he/she should introduce the quote.
 - If it's a quote, does the writer use correct punctuation? If not, make a suggestion about how he/she could correct the problem.
 - Does the writer explain the quote/paraphrase and show how it supports the topic sentence? If not, make a suggestion about how he/she should connect the quote to the topic sentence and to the thesis.



Editing to refine language

The following paragraphs are taken from students' free-writes and first drafts. Each paragraph is very "conversational." Work with your group to rewrite the paragraph so that it sounds more like a formal academic essay. Feel free to use the vocabulary from the "idea generators" that we discussed in class.

Essay #1: Imagine that you could have some special ability or quality that you do not now possess. What quality or ability would you chose to have? Explain and support your answer.

We all have some kind of an ability inside us. Well, some of us could make our self rich, like with a good singing voice or something. And other people have different kinds of stuff they can do. But anyway, even though we're all created equal but human is human, we are selfish, we always want more. I wish I have the ability to see through object.



Editing to refine academic language

Academic language idea generators:

1. There are **wide-ranging opinions on this issue**; at one end of the **spectrum** are the people who claim that _____ . At the **other end of the spectrum** are the people who claim that _____ .
2. Although many **advocates** of _____ have claimed _____ , the **evidence clearly indicates** that _____ .
3. In order to understand why people have **supported** _____ in the past, we have to look at _____ .
4. Opponents of _____ **have argued** that _____ . However they neglect the fact that _____ .
5. **Proponents** of _____ tend to **cite evidence** about _____ , while **opponents** tend to **concentrate** on evidence about _____ .



The self-check sheet

Essay Self-Check Sheet	Self-eval (circle)	Teacher eval	Teacher comments
Introduction <ul style="list-style-type: none"> Do you begin with an opener that captures readers' attention and clearly establishes your topic? Do you provide enough background information (re: the size scope and significance of the problem) to orient readers? Does your thesis statement give readers a clear "map" of where you are going in the essay? 	+ √ - + √ - + √ -	+ √ - + √ - + √ -	
Overall organization <ul style="list-style-type: none"> Do you divide the body of your essay into clearly focused paragraphs? Do you present the body paragraphs in a logical order (and is the logic clear to the reader)? 	+ √ - + √ -	+ √ - + √ -	
Paragraph development (PIE) in paragraph 1 <ul style="list-style-type: none"> Point: Do you provide a clear and specific topic sentence that expresses a complete argument? Information: Does the paragraph provide enough evidence, examples, quotes, and/or illustrations? Explanation: Do you provide explanation? 	+ √ - + √ - + √ -	+ √ - + √ - + √ -	



Self-check strategies: Cover memo

When you turn in your essay, include a 1-2 page **cover memo** in which you discuss:

1. What you liked/disliked about this unit, the readings, and the essay assignment.
2. A brief description of how your paper changed and developed as you revised it.
3. A summary of advice that your peer reviews gave you during peer response and a brief discussion about how you used that advice.
4. A brief discussion of the current **strengths** of your paper.
5. A brief discussion of **things you would work on more**, if you had more time.
6. A list of grammar points that you focused on during proofreading (look at your last essay!) and description of the proofreading techniques that you used to work on them.
7. Any other questions that you have for me about this assignment or anything else in the courses.

Note: The cover memo is 10% of the final paper grade.



Principles of editing for language

1. Focus on content, organization, and development first; work on grammar editing at the **final stage** of the writing process.
2. Have students do a separate proofreading draft that they mark up. **"Show your work."**
3. Provide **instructional interventions** right before the proofreading stage.
4. Teach and model **proofreading strategies**. Help students develop focused strategies for editing beyond "check your work."
5. Teach and model **questioning strategies** for proofreading.
 - Example—"Is this past only or past-to-present?"
6. Since you can't assume that "1.5" learners have knowledge of grammar terms and rules, make basic grammar information succinct and accessible.



Principles of editing for language

6. Teach grammar points as **"working rules"** (things that students can actually **do** to their essay) rather than as abstract conceptual systems.
 - Example—"Write a S/P/NC over each noun."
 - Example—"Circle the subject and underline the verb."
7. Focus only a few types of errors—**3 or 4 maximum**.
8. Focus on:
 - **Global errors** that interfere with meaning
 - **Frequent/distracting errors**
 - **Teachable/learnable** structures
8. Capitalize on students' oral fluency and comfort level with spoken English through small group activities that encourage students to help and learn from each other.



Active editing

Finding out What You Know about Grammar Terms Setting up a System for Active Editing

First, read the student writing below all the way through once. Then follow the steps. If you can't do any of the steps because you don't understand the words in the directions, put a star next to the word(s) you have questions about.

Understanding Grammar Terms

- Draw a wiggly line under any **time expressions** you find.
- Underline the **verbs that show tense** in the sentences below.
- Circle all the **subjects of the verbs**.
- Put a box around **modals** in these sentences.

Identifying Errors

- Write "s-v" in the margin in front of any line where you think there is a **subject-verb agreement error**.
- Put an x in the margin in front of any line where you think there is a **tense error**.



Grammar reference cards

Have students create their own **reference materials**:

- Grammar reference cards with proofreading rules in their own words
- Vocabulary cards with all the parts of speech and example sentences
- An editing/proofreading/grammar log



Grammar reference cards

Have students develop their own grammar reference cards.

Grammar Reference Card #1

Present vs. Past in Academic Writing

definition / rule:

- ① Use present tense for fact, opinion, general truth statements.
- ② Use past tense for examples of events from the past that support your statements of opinion.

examples:

- ① Many people spend too much time shopping. [general truth]
- ② I am addicted to shopping. [fact]
- ③ An addiction to shopping can negatively affect your life. [opinion]
- ④ Ever since I got a job last summer, I started to shop more than I usually do. [past example]
- ⑤ I spent too much time and money shopping last semester. [past example]



Action plans

When working with students one-on-one, give students an "action plan" for self-correcting their next essay.

ACTION PLAN

(For finding and correcting run-together sentences [RTS])

1. Read essay aloud and listen for sentences that sound "weird."
2. Mark those and make sure to check them.
3. Look for RTS (run-together sentences): long sentences that you connect with commas.
4. Underline main verbs and circle subjects.
5. Make sure that independent clauses are connected properly:
 - Use a joining word to show connection between ideas (BEST!)
 - Use a semicolon (;) if the ideas are closely related
 - Use a period (.) to separate ideas (Watch out! Result can be CHOPPY).
6. If you're not sure how to fix a sentence or if it's too long, rewrite it.

Next time: Edit essay for RTS before tutoring; mark sentences you're not sure about.



Major goals for working on language

Goal #1: Improve students' general language proficiency

- Expand students' general linguistic repertoires.
- Help students bring their ESL "interlanguage" closer to native English.
- Help students develop "academic English as a second dialect."

Goal #2 Improve students' revising and editing proficiency

- Expand students' repertoires of linguistic/rhetorical moves
- Help students develop a sensitivity to the effects of language choices.

Goal #3: Improve students' proofreading proficiency

- Increase students' proofreading effectiveness.
- Help students use both their tacit competence and their conscious grammatical knowledge.



Major goals for working on language

Goal #1: Improve students' general language proficiency

- Expand students' general linguistic repertoires.
- Help students bring their interlanguage closer to standard native English or help students develop "academic English as a second dialect" proficiency.

Teaching implications

- Raise awareness of L1-L2, IL-L2 or dialect-L2 differences.
- Discuss language in texts and draw students' attention to language features.
- Teach students to do language-related annotations in both texts they read and texts they write.
- Help students notice non-salient grammatical features in oral language.
- Help students "notice the gaps" in their productive and receptive repertoires.
- Help students develop a positive relationship to L2, a positive L2 identity, and a positive attitude toward their status as language-learners, bilinguals, or second-dialect speakers.
- Maximize input and output through intensive and extensive reading and writing with multiple genres, domains, registers, roles, audiences, and tasks.



Major goals for working on language

Goal #2 Improve students' revising and editing proficiency

- Expand students' repertoires of linguistic and rhetorical moves in their writing.
- Help students develop a sensitivity to the effects of language choices they make

Teaching implications

- Maximize opportunities for critically examining and experimenting with language in assigned texts, classmates' texts, and their own texts.
- Assign a variety of reading and writing tasks in multiple genres, modes, domains, and contexts.
- Raise awareness of similarities and differences between oral and written texts.
- Raise awareness of context-language connections.
- Help students draw upon first language or first dialect resources for academic writing tasks.
- Teach students to be "discourse analysts" and "ethnographers of language."
- Emphasize reading-writing-speaking connections.
- Have students do multiple drafts from different perspectives and stances for different audiences.
- Conduct editing training sessions.
- Focus on difficult editing issues: writing from sources, backgrounding, foregrounding, stance, cohesion, coherence.



Major goals for working on language

Goal #3: Improve students' proofreading proficiency

- Increase students' proofreading effectiveness.
- Help students use both their tacit competence and their conscious grammatical knowledge.
- Help students negotiate between the two forms for knowledge.

Teaching implications

- Provide proofreading training.
- Provide proofreading practice.
- Provide time for proofreading.
- Emphasize the importance of proofreading.
- Raise awareness of how many performance and competence errors students are actually making.
- Conduct an error analysis, set priorities, and focus on only the most important issues.
- Teach and model specific proofreading strategies.
- Teach the use of references.
- Ask students about their own conscious rules and instincts and help them bring both in line with the target language.
- Increase students' strategic meta-knowledge of English by teaching grammatical rules of thumb.

