Reading, Writing, and Learning in ESL

A RESOURCE BOOK FOR TEACHING K–12 MULTILINGUAL LEARNERS

Eighth Edition

SUZANNE F. PEREGOY • OWEN F. BOYLE • STEVEN J. AMENDUM

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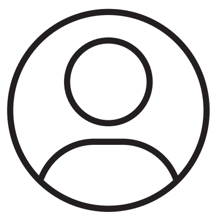

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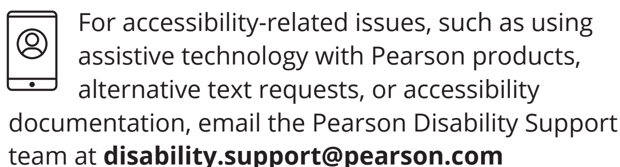

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Preface
About This Book

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.

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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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

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.

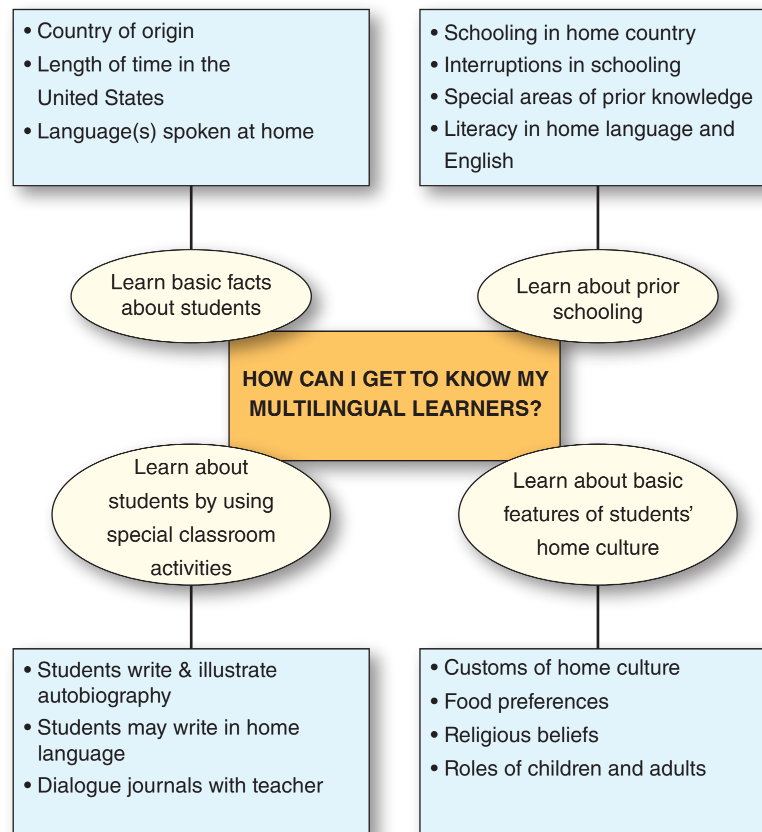
We believe that ensuring that multilingual learners receive the high-quality teaching and learning they deserve, and that is required by law, is one of the foundational issues of equity and social justice facing the education system in the United States today. Serious and fundamental questions arose 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



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).