

# Incorporating Existing Resources into the MLE Context

Multilingual Learners of English Professional Learning Seminars



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## Welcome!

### Thank you for attending this session!

### Thank you to our grant partners:

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## Today's Presenters



- **Dr. Erin Doran**

Associate Professor of Educational Leadership and Foundations at University of Texas-El Paso; Research Associate, Diana Natalicio Institute for Hispanic Student Success

- **Dr. Darin Jensen**

Associate Dean of English and Director of Writing Across the College at Salt Lake Community College; Editor of *Teaching English in the Two-Year College*.



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## Objectives of this Professional Learning Module

### Participants will:

- Consider their own identities, the identities of their students, and how students' identities and linguistic backgrounds are assets to be leveraged in the classroom.
- Braid research and practice on literacy practices to design assignments that help students learn about their college context while building their academic literacies.
- Connect their classes to existing services on their campus to provide students with holistic support.



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## Today's Agenda



- Literacy strategies to build institutional and personal literacies
- Braiding literacy strategies and research
- Envisioning praxis for student success



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## Framing Support and Pedagogy for Multilingual Learners

- Validating the work you're already doing.
- English Language Instruction is not "one bucket" of labor
- Integrated reading and writing (IRW)
- First-year composition



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## Framing Support and Pedagogy for Multilingual Learners

- Instead, we need a transdisciplinary orientation that serves student needs
- The work of literacy at open-access institutions is expansive
  - Not academic OR student services but BOTH AND



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## Research Base (Literacy and Engagement)

- A key first step in any kind of equitable teaching is understanding who you are and the privileges you may hold.
- Incorporating your own journey into your teaching—including the stories of how you may have struggled—is a one way to make connections and demonstrate empathy with your students.



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## Research Base (Literacy and Engagement)

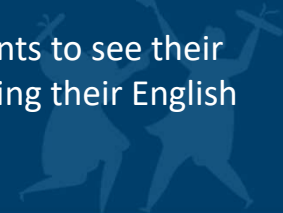
- Asset-based pedagogies like culturally relevant pedagogy (Ladson-Billings, 1995; 2014) advocate for understanding broader systems of inequality, how those shape students' previous educational experiences, and fostering moments of success.



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## Pause and Reflect:

- What do you know about your students? What has surprised you about the linguistic diversity of your students?
- Has your institution provided you with disaggregated data to understand where they're coming from? (Bensimon et ., 2019)
- What linguistic strengths do your students bring to the classroom?
- How do you create moments in the classroom for students to see their heritage language as an asset while they are strengthening their English skills?



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## Providing Validation and Support to Students

- Effective teachers hold high standards while providing students with high levels of support for understanding content and helping them navigate the college environment:
  - Importance of students feeling support from faculty (Acevedo-Gil et al., 2015; Doran and Hengesteg, 2021)
  - Embedded support (Ngo & Lee, 2021)
  - Importance of building navigational capital (Yosso, 2005)
  - Course content students can connect to students' lived experiences and identities (Rose, 2015; Sealy-Ruiz, 2013)



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## Highly Contextualized, Scaffolded Instruction

- High expectations—the soft bigotry of low expectations
- Contextualized assignments:
  - Connecting course content to students' lives to help them make connections, find their voice



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## Highly Contextualized, Scaffolded Instruction

- Scaffolded assignments:
  - Give students the opportunity to receive feedback while working toward building a larger project/product
- Provide opportunities for students to resubmit work without penalty



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## Assignments that Work in this Context

- Institutional Literacy Narrative  
(example assignments provided in discussion guide)
  - Research institutional literacies and practices
- Educational identity and purpose
- Accompanying text must engage students' lives  
(examples of texts from a variety of cultural perspectives in discussion guide)



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## Pause and Reflect:

Sample questions you could pose to your students:

What does education mean for your culture and within your family?

What do you think a college education is? What is its purpose?

- Knowing your students, what kind of responses would you expect from your students?
- How could you use this knowledge to build community and leverage institutional resources?
  - Consider the list of sources in the discussion guide and what authors have said about education and/or their lived experience.



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## Braiding Research and Practice—Analyzing Student Literacy Practices

- Students analyze their own literacy
  - critically read artifacts that students are very familiar with
  - identify and describe the purposes of the artifacts in your literacy area
  - identify and describe the audiences of the artifacts in your literacy area
- Students reading about educational inequalities could connect their own experiences with the texts they read about (e.g., Kozol's *Savage Inequalities*)
  - (Bernstein, 2004)



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## Braiding Research and Practice—Moving to an Academic Essay

For this project you will submit a reflective literacy analysis. You can choose between three options for the format of your analysis:

- An analytical essay that includes personal experiences
- A narrative with reflective analysis
- An instruction guide with reflective analysis

- Writing from a place of reflection and lived experiences gives students examples they can draw from and make connections to; reflection can be a powerful tool to build students' writing skills
  - (Doran & Singh, 2018)



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## Braiding Research and Practice—Building Institutional Literacies

Become familiar with institutional literacies that college students need for success

Apply critical reading and rhetorical analysis to understand unfamiliar texts and situations

Understand relationships between power and rhetorical choices

Learn to summarize and present complex information effectively to a learning audience

Adapt your writing choices and strategies to different audiences



Writing instructors must take an expansive view on reading to incorporate into reading and writing assignments. (Odom, 2017)



Various pedagogical approaches like multiliteracies and teaching about codeswitching can help students adapt to their institutional environment and to understand how communication may change across audience types.



Holistic, wrap-around support can provide students with the knowledge they need to navigate the institution and other processes (e.g., financial aid, transfer).



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## Braiding Research and Practice—Multimodal Possibilities

For this project, you will create a resource for your classmates that educates them on a specific institutional literacy they should become familiar with to succeed in college. This can take the form of a:

slide show	article
webpage	flyer/brochure
infographic	other



This type of project invites students to acquire institutional knowledge and share that with their classmates in a new way.



It also helps students build community with each other while also sharing resources from the campus environment. Topics for this assignment might include:

- Working on-campus
- Understanding admissions processes
- Seeking out academic support
- Learning the college's academic systems



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## Questions for Reflection

- In what ways are campus services already integrated into your classes? How could those be better utilized?
- What are texts and writing prompts that can draw on students' lived experiences?



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**Thank you!**

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