



TRANSLATING OPPORTUNITY TEXAS



Participant Handout - Module 2

Unpacking Assumptions: Responding to Multilingual Readers in the Writing Classroom

Presented by Dr. Brett Griffiths, Dr. Charissa Che, and Dr. Emily Su

Objectives: Participants will:

- (Experience) Name and explore our own experiences of and assumptions about the reading experiences of multilingual learners in ESOL & co-req classrooms
- (Research) Draw on recommendations from the Family of research in writing, literacy, and language studies to literacy instruction in corequisite ESOL classrooms.
- (Practice) Model prereading, reading and annotation, and metacognitive reflection as interconnected phases of "reading" to learn and apply new knowledge.
- (Design) Draw on this understanding to update and implement reading activities for your ESOL and CoReq classroom.

Introduction

Notes:

⏸ Pause & Reflect 1 (5-8 min)

1. What are your own experiences reading or writing for academic purposes in a language other than your home language?
2. What do you imagine are the most challenging aspects of college-level reading for a multilingual learner new to college?
3. What strategies do you apply to your own reading when faced with a text in an unfamiliar genre or content area?

4. Which of these do you model or embed in your classrooms already?

Section 1: Providing support from faculty and through assignments

Notes:



Pause for Activity: Reading Outside Our Comfort Zone
(8-10 min)

- *Participant note:*
 - Link to reading  [Urias et al 2024.pdf](#)
 - For a deeper dive into **reading ecologies model**, see image at the end of the packet

Notes:

Section 2: Supporting Multilingual Readers

- *Participant note:*
 - Link to reading  [CATW HYPE PASSAGE_blank.pdf](#) or  [CATW HYPE PASSAGE_annotated.pdf](#) or go to print out on last pages of this handout

Notes:



Pause & Reflect
(3-5 minutes)

5. What are some aspects of a language that can make reading and learning in a different language difficult for someone?

Section 3: Teaching Reading Strategies

Notes:



Pause & Reflect:
(5-8 minutes)

6. What might multilingual students in your classrooms find potentially alienating or confusing in the text?
7. Explain which passages you revised, your revisions, and the rationale behind these revisions.

Optional Follow up Activities:

1. The presenters offer an additional student handout, which participants may borrow or adapt for their own teaching purposes for teaching reading.

[W MLE S2 \(Handout\) Guide for Effective Reading and Annotation.docx](#)

Here is a [simplified adaptation of the guide](#) one teacher created as an example.

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2. In the article "[Teaching toward Reading Transfer](#)," linked in this guide, the authors note that many of our approaches to assessing learning inadvertently teach students to skip their readings.

Prompt:

In what ways can the teaching of lateral reading and metacognition help students re-engage with reading? What is one prompt or assignment in your course that you can revise by incorporating a collaborative reading process, lateral reading strategies, and metacognition?

Suggested Follow-Up Reading:

Please find suggested reading for follow-up in the references below. Additionally, the presenters have incorporated links to relevant articles and videos on some of the slides for easier recall and access.

Optional prereading or follow-up:

1. "Effects of reading strategy instruction in English as a second language on students' academic reading comprehension"
<https://journals.sagepub.com/doi/full/10.1177/1362168820985236>
2. "Strategies for improving reading skills among ell college students"
https://drive.google.com/file/d/1_GGVs1f2OsAXxXKSFZ1wDXnhRWUze2Fi/view?usp=sharing
3. "Teaching toward Reading Transfer in Open-Access Contexts: Framing Strategic Reading as a Transferable Skill"
https://drive.google.com/file/d/1fDIA6oOLux55rkLJlqGII0H1OyGVF7Us/view?usp=drive_link

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Appendices

Reading handouts

Reading 1: Click on the link below to access the reading for the first activity

 [Urias et al 2024.pdf](#)

Reading 2: Click on the link below to access the reading for the second activity

Blank version:  [CATW HYPE PASSAGE_blank.pdf](#)

Annotated version from presentation:  [CATW HYPE PASSAGE_annotated.pdf](#)

Format of the CUNY Assessment Test in Writing

The CATW has two parts: a reading passage of 300-350 words, and Writing Directions to guide students in preparing their written responses. *Students have 90 minutes to complete the test, and they may use a non-electronic dictionary, bilingual, if preferred.*

SAMPLE TEST:

Assignment

Begin by reading the passage below.

Hype

Advertisements are the most prevalent and toxic of the mental pollutants. From the moment your alarm sounds in the morning to the wee hours of late-night TV, commercial pollution floods your brain at the rate of about three thousand marketing messages per day. Every day an estimated 12 billion display ads, 3 million radio commercials, and more than 200,000 TV commercials are dumped into North America's collective unconscious. The increase in commercial advertising has happened so steadily and relentlessly that we haven't quite woken up to the absurdity of it all. No longer are ads confined to the usual places: buses, billboards, stadiums. Anywhere your eyes can possibly come to rest is now a place that, in corporate America's view, can and ought to be filled with a logo or product message.

You fill your car with gas, and there's an ad on the nozzle. You wait for your bank machine to spit out money and an ad scrolls by in the little window. You drive through the countryside and the view of the wheat fields is broken at intervals by enormous billboards. Your kids watch Pepsi and Snickers ads in the classroom. A company called VideoCarte installs interactive screens on supermarket carts so that you can see ads while you shop. (A company executive calls the little monitors "the most powerful micromarketing medium available today.") There is nowhere to run. No one is exempt and no one will be spared. In the silent moments of my life, I often used to hear Beethoven's Ninth Symphony play in my head. Now I hear that kid singing the Oscar Meyer wiener song.

Excerpted from Kalle Lasn. "Hype," in *Signs of Life in the USA: Readings on Popular Culture for Writers*, 4th ed. Sonia Maasik & Jack Solomon, Eds. Boston: Bedford/St. Martin's, 2003. 217-220.

Writing Directions

Read the passage above and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the author's most important ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced.

Remember to review your essay and make any changes or corrections that are needed to help your reader follow your thinking. You will have 90 minutes to complete your essay.

Griffiths-Schoolcraft Model of Reading Ecologies Image
(Alt Text available for this image)

Griffiths-Schoolcraft Model of Reading Ecologies

