



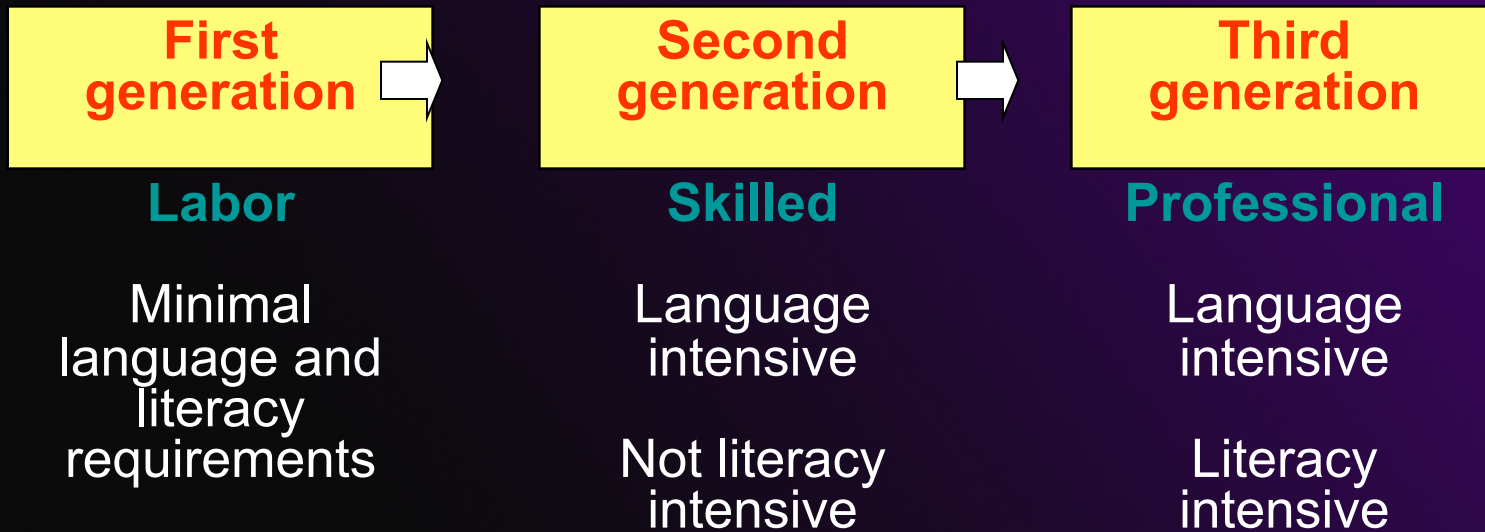
Strategies for Working with Multilingual Students & English Learners Across the Curriculum

Mark Roberge
Associate Professor of English
San Francisco State University
roberge@sfsu.edu



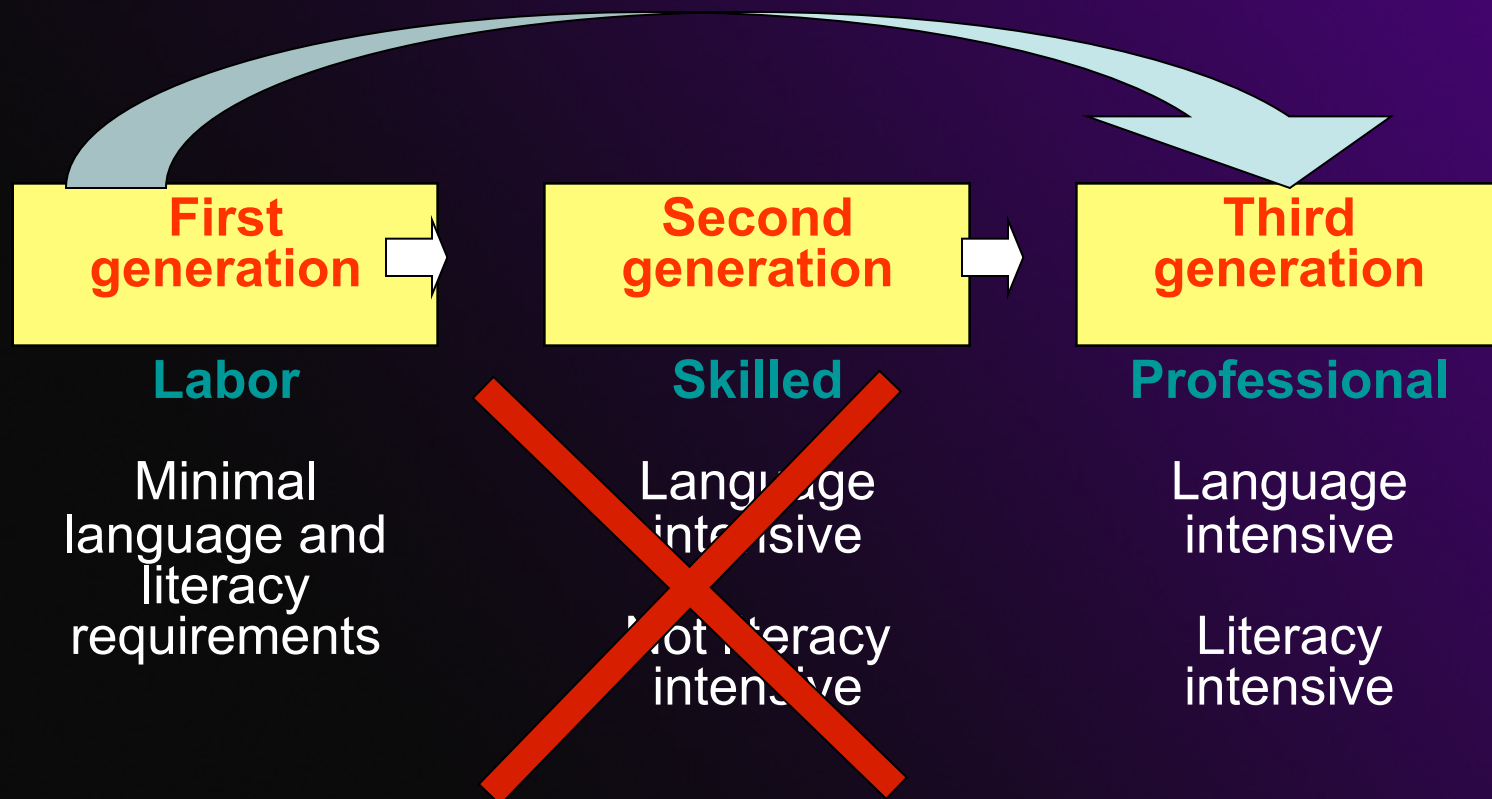
NECESSITY OF A COLLEGE-BOUND PATH

Multigenerational path of economic mobility



NECESSITY OF A COLLEGE-BOUND PATH

The Hourglass Economy



STUDENT LANGUAGE

Standard
Dialect

Community
Dialect



STUDENT LANGUAGE

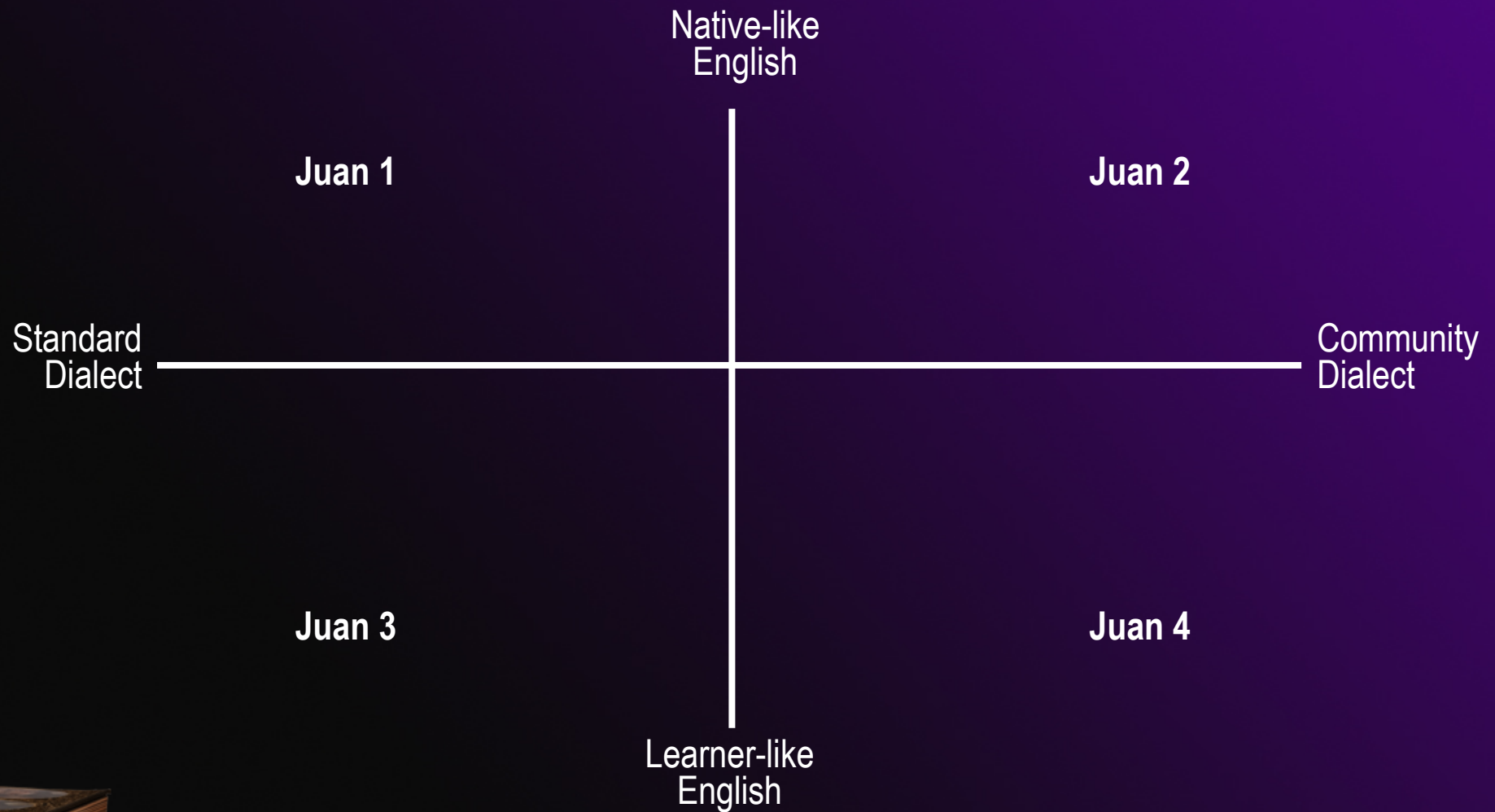
Native-like
English



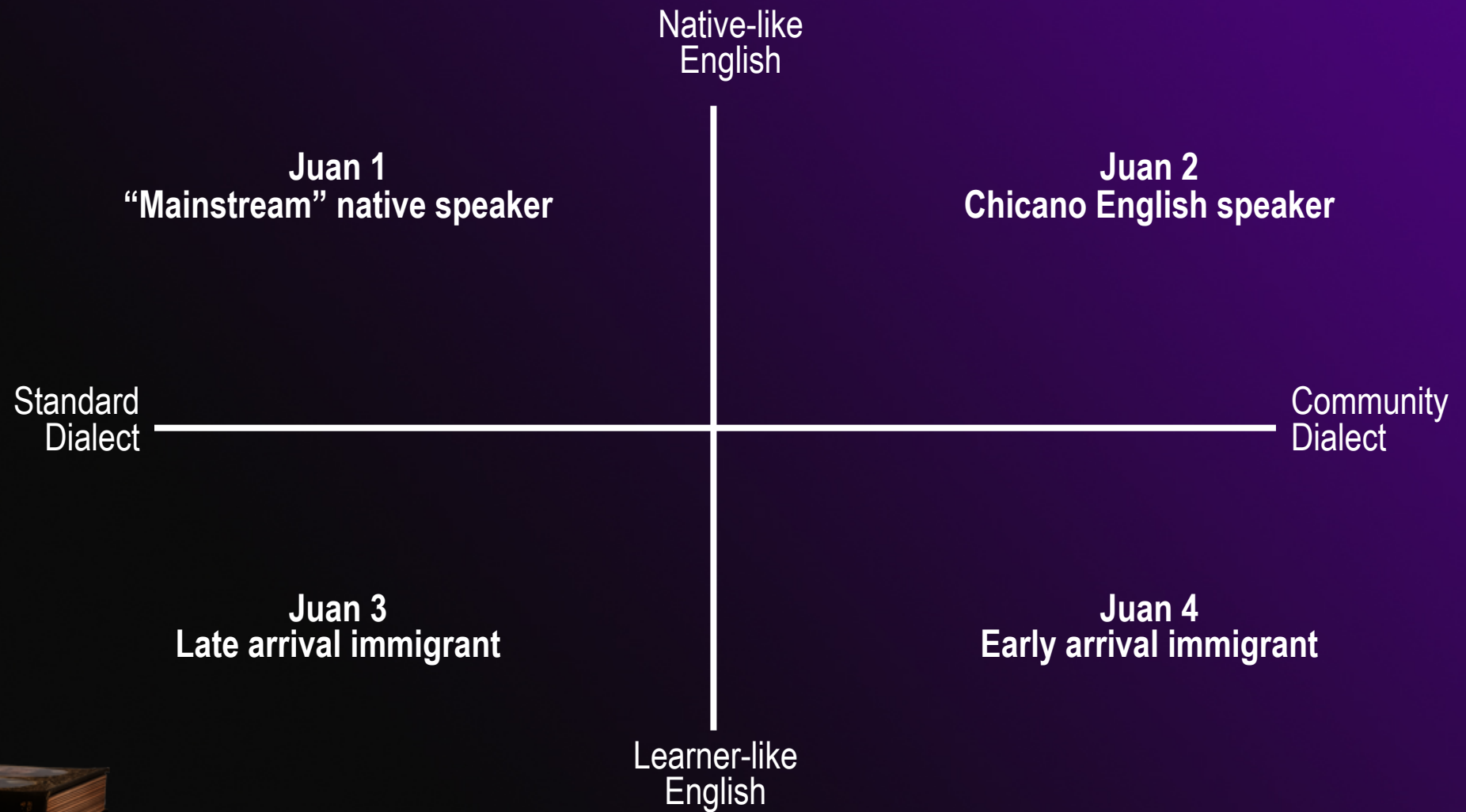
Learner-like
English



STUDENT LANGUAGE



STUDENT LANGUAGE



STUDENT LANGUAGE

Native-like
English

Juan 1: “Mainstream” native speaker
Born here or arrived before “critical period”
Exposure to “standard English” speakers
Probably bilingual
But may have forgotten Spanish

Standard

Dialect

Community

Dialect

Learner-like
English



STUDENT LANGUAGE

Juan 1: Probably a strong reader
Robust oral proficiency > faster uptake
Standard dialect > familiarity w/the
***language* of school texts**
May be aided by bi-literacy

Standard
Dialect

Native-like
English

Learner-like
English

Community
Dialect



STUDENT LANGUAGE

Native-like
English

Juan 2: Chicano English speaker

U.S.-born

English monolingual; doesn't speak Spanish

Language features look like ESL but aren't

Standard
Dialect

Community
Dialect

Learner-like
English



STUDENT LANGUAGE

Native-like
English

**Juan 2: Possibly a much weaker reader
ESL misdiagnosis
Remedial placement / unchallenging tasks
Disconnect between English of home/school
Stronger language ego defenses**

Standard
Dialect

Community
Dialect

Learner-like
English



STUDENT LANGUAGE

Native-like
English

Standard

Dialect

Community

Dialect

Juan 3: Late arrival immigrant
Came from Mexico City at age 16
Lacks oral fluency
Non-idiomatic English
Non-colloquial English
Highly variable ESL errors

Learner-like
English



STUDENT LANGUAGE

Native-like
English

Standard

Dialect

Community

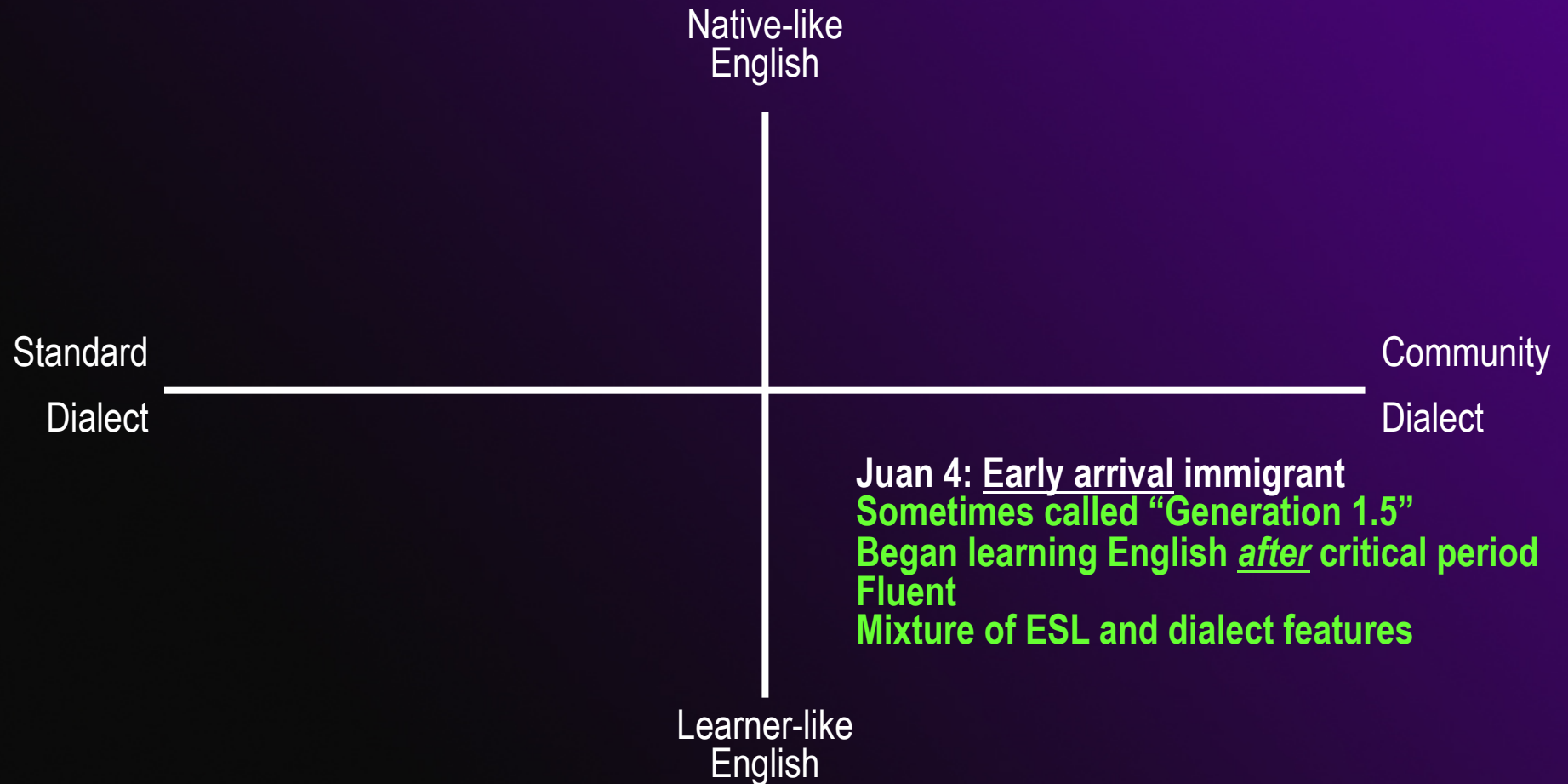
Dialect

Juan 3: Strong first language reader
Can transfer reading strategies to English
Needs vocabulary, idioms, some syntax
Needs to improve speed
Potentially a strong English reader

Learner-like
English



STUDENT LANGUAGE



STUDENT LANGUAGE

