

Promising but Struggling Multilinguals: A One-on-One Intervention for Getting on Track in First-Year Composition

Misun Dokko

ABSTRACT: The two-year institution where I teach first-year composition serves multilingual students who excel, keep pace, or fall behind. In addition to these students, there are one or two whom I identify as “promising but struggling multilinguals.” While this small but ever-present contingent attend regularly, submit work somewhat consistently, and engage with potential, their reticence is palpable and their attempts at assignments are uneven. Eventually, they disappear, withdraw, fail, or barely pass. Overlooked by instructors and scholarship, promising but struggling multilinguals are excellent candidates for individualized instruction. This article describes how I came to categorize a student as a promising but struggling multilingual. My recognition of this student functions as a starting point through which I developed an intervention consisting of bi-weekly 30-minute meetings, which I tested with my student’s participation. This case study suggests that an instructor’s regular individualized attention coincided with a promising but struggling multilingual’s social and academic progress, a passing final grade, and professional development for the instructor.

KEYWORDS: multilingual; one-on-one; intervention; first-year composition; Hispanic-Serving Institution (HSI); two-year institution; community college; professional development

Road Map of an Intervention

This article introduces “promising but struggling multilinguals” as a contingent of students whom I identify by their steady attendance and signs of academic potential early on in a semester; at the same time, their reticence is palpable and their attempts to complete assignments are uneven. By the end of the semester, they disappear, withdraw, fail, or barely pass. There are usually only one or two per class. It is difficult to discern them not only because there are so few of them but also because they either disappear or

Misun Dokko is Assistant Professor of English at LaGuardia Community College, City University of New York, where she teaches first-year composition and literature. Her current scholarship focuses on supporting retention and academic literacy among multilinguals and others in an urban two-year institutional context.

© Journal of Basic Writing, Vol. 42, No. 2 2023

avoid attention. That is, they do just enough—attending most classes and handing in some work—without raising the need for an early intervention. In my experience, it is at the end of the semester when their struggles pile into a non-passing final grade that their presence sharpens into focus. Consequently, it is often too late to help them develop confidence, social skills, and academic literacy that would have helped them pass.

In response to their persistent albeit small-in-numbers presence, I developed an intervention to support them because, as the first section below suggests, they have been overlooked in the classroom and scholarship. Responding to classroom and scholarship shortcomings, I follow with a literature review of individualization. This scholarship informs how I developed one-on-one sessions that center students' interests by inviting their funds of knowledge into practicing academic literacy and prioritizing their goals. More specifically, the one-on-one intervention consisted of bi-weekly 30-minute meetings with time for banter and student-driven content support. I conducted the case study with Nico (a pseudonym), a promising but struggling multilingual from one of my first-year composition (FYC) courses.

Aligned with and distinct from approaches to academic literacy pedagogy, the intervention yielded strategies that circumvented my reliance on dense explanations. I put these tactics into practice when I encouraged Nico to feel confident and comfortable through conversations about his interests, used a yellow legal pad to visualize concepts, pointed at areas of text, numbered key words, punctuated lessons with Spanish, clarified concepts that I took for granted, and restrained myself from interrupting. These approaches supported Nico to avoid “patchwriting” (a step in academic literacy that is often vilified and criminalized as plagiarism)¹, grasp rhetorical patterns, organize according to FYC standards, write with specificity, and participate by helping his classmates. His social and academic progress suggests that supporting promising but struggling multilinguals with a one-on-one intervention by their instructors may enable them to overcome disappearing, withdrawing, failing, or barely passing. Ultimately, one-on-one meetings are advantageous for other students when the instructor and student who participate in the intervention bring what they learned from each other to support the classroom. The impact on professional development is undeniable. When I transferred strategies during the semester of my collaboration with Nico and beyond, other students have benefited. This article concludes with limitations and implications, recommending a future for individualization.

Individualization as a Response to Marginalized Promising but Struggling Multilinguals

On the Sidelines in the Classroom. At the New York City two-year Hispanic-Serving Institution (HSI) where I teach, FYC begins with English 101 (ENG101) or Accelerated English 101 (ENA101). The latter is an accelerated learning program (ALP) that supports basic writers. Both ENG101 and ENA101 are populated with students who have varied linguistic repertoires and academic abilities. These FYC students are led by those at the front of the pack who excel by reading and writing competently in an academic context. They are high achievers who pursue competitive majors and earn prestigious commendations, scholarships, and internships. In the middle of the pack are those who may not prioritize FYC, but their attendance and work are steady. They are comfortable with academic English, or they adapt to it by drawing on their cultural and linguistic resources. This group gradually grasps academic literacy skills and passes the class. Unlike their classmates, a small number of students disengage and disappear.² It is difficult to comment on the way academic English plays a factor in this group's attrition because their elusiveness means that language repertoires are challenging to assess.

Preoccupied by those who excel, keep pace, or fall noticeably behind, I was not focused on promising but struggling multilinguals. They escaped my radar until the end of the semester partly because they avoided attention and partly because they did not raise flags—good or bad—to demand early attention. This meant they were left on the sidelines without support to develop academic skills of participation, reading comprehension, and basic conventions of FYC writing such as summarizing and paraphrasing. Indeed, my approach to teaching composition focuses on reading and writing about sources. Close reading—by way of monitoring the way a text's ideas are organized, identifying main ideas and central claims, and understanding details that support arguments—functions as a set up for writing about sources and responding with reflections. Therefore, writing is inextricable from reading and reflection. Even at this preliminary stage, however, reading and writing are not easy for promising but struggling multilinguals. Searching for guidance, I turned to the scholarship. While foundational discourse and conversations on linguistically diverse students inform my pedagogy, this body of work also represents a point of departure for setting up a literature review on the need for individualization.

An Absence in Scholarship. Dialogue about supporting students to read at the postsecondary level exists. The representative work of Ellen C. Carillo,

Promising but Struggling Multilinguals

Alice S. Horning et al., Patrick Sullivan et al., and Holly Hassel and Joanne Baird Giordano describes challenges, theories, and reading practices such as mindful reading and teaching for transfer. Albeit valuable, these conversations do not prioritize developmental reading in the form of grasping and engaging main ideas and details, an approach that has a direct benefit for my FYC multilinguals. To be sure, there is discourse that addresses basic academic literacy, drawing productively on primary and secondary scholarship.³ Francine C. Falk-Ross, Simon A. Lei et al., Martha E. Casazza, Ellen R. Hart and Deborah L. Speece, Kathleen Skomski, and Horning propose multi-pronged approaches to support the fundamentals of college-level reading.⁴ Though these techniques transfer to my classroom and work well, they are not intended to serve multilinguals.

Put plainly, a body of scholarship about the granular aspects of instructing developmental reading for multilinguals in an FYC context is not at the forefront of discourse. Conversations about teaching academic literacy to multilinguals in postsecondary settings by Angela Rounsaville et al.; Emily K. Suh et al.; Alyssa G. Cavazos; Shawna Shapiro et al.; and Kim Brian Lovejoy et al. call for validating the experiences of multilinguals through instructors' supportiveness, text selection, and writing assignments that draw on students' agency, experiences, and linguistic repertoires. Indeed, it has been beneficial for an instructor like me, who searches for ways to support FYC multilinguals at a two-year HSI, to implement these practices. Though advantageous, they do not drill down on getting students to read, grasp, and engage a text's main ideas and details. This is the point where multi-pronged reading strategies come into play. For most of my students, blending general reading practices with approaches for multilinguals supports the fundamentals of literacy. As successful as this mixed practice is for the classroom, it has not been sufficient in supporting promising but struggling multilinguals, which I unpack at the end of this section.

Conversation on academic writing at the level of summarizing and paraphrasing fills some of this gap, but it echoes the aforementioned trends in college-level reading. To take a case in point, Rebecca Moore Howard's pioneering work on patchwriting clarifies that weaving copied words with elisions and synonyms is similar to plagiarism in process, yet patchwriting—unlike plagiarism—is not to be demonized. Howard argues that patchwriting ought to be acknowledged as a productive stage of reading, a steppingstone that leads to paraphrasing (“Plagiarisms, Authorships, and the Academic Death Penalty” 800-01). This approach in combination with Diane Pecorari's strategies for teaching summary and paraphrasing have been beneficial

for most of my FYC multilinguals. Yet, upon further inspection, points of convergence and divergence emerge as I compare these approaches with the practice of teaching multilinguals. In particular, Howard and Sandra Jamieson parse out the issue of summaries and paraphrases through the Citation Project. Drawing on their multi-institutional study of first-year writing, they report that 94% of student citations indicated an understanding of sentence level details, but the citations did not convey a text's central claims. Furthermore, Jamieson and Howard find that first-year writers read only the first pages of a text (114), and Jamieson goes on to acknowledge that the issue might be traced to a lack of scaffolding (15-16). The results of this research are important because they motivate instructors to develop lessons that improve reading and source use. I am less inclined, however, to object to the practice of strategic reading because selective reading benefits my students to understand general claims.⁵ In this instance, then, my experience of teaching through deliberate close reading contrasts with Howard and Jamieson's research, suggesting that foundational scholarship on source use does not fully serve multilinguals at two-year HSIs.

As an extension of Howard and Jamieson's efforts, research on postsecondary multilingual developmental writing, which I draw primarily from English for academic purposes (EAP), presents the kinds of concrete strategies that are productive for most of my students. It is useful to pause and begin with Kristen di Gennaro who presents an instructive précis of labels and pedagogy for second-language learners. After reviewing the literature on the topic, di Gennaro observes that multilinguals are heterogeneous and that they benefit from a variety of pedagogy. Indeed, the options for supporting multilinguals' academic writing are vast.⁶ Among these options, EAP research has been a touchstone for my instruction because it buttresses how I approach literacy and because its methods are supported by quantitative outcomes. For instance, Heike Neumann et al.'s report, Yao Du's research, and Leora Freedman's study indicate that explicit instruction on reading sources, learning vocabulary, and analyzing the knowledge and values projected by authors supports the process of academic writing by way of paraphrasing and integrating ideas from texts. As generative as this EAP discourse has been for my writing instruction, I am aware that there are swaths of it that can present formal writing in English as an uncontested formula of academic engagement. For example, Suresh Canagarajah ("Multilingual Writers") and Janne Morton et al. point out that EAP scholarship has struggled to recognize and invite multilingual repertoires and funds of knowledge into the classroom.⁷ While this may be true at times, it would be a mistake to dismiss the

entire discourse without attempting to balance productive elements of EAP with other approaches such as those that build on multilinguals' resources external to academia. That said, I take issue with EAP for other reasons.

Despite gains that most FYC multilinguals make in academic literacy with pedagogy informed by EAP and other scholarship that I summarized above, this is a limited approach even when it draws from the most generative aspects of postsecondary writing and reading practices. Put another way, current postsecondary literacy scholarship is incomplete because it emphasizes classroom teaching where promising but struggling multilinguals have difficulty keeping pace. The problem may stem from a convention in educational research to showcase a successful practice, lesson, or multipronged methodology that benefits most in the classroom, implying (but rarely acknowledging) that some students do not benefit from general instruction pedagogy. The fact that educational research seeks to benefit the many is not inherently wrong, but it is problematic to neglect their shortcomings. The issue is that in spite of exposure to the same variety of research-based tactics that support their peers to understand texts and write about them, promising but struggling multilinguals continue to have difficulty with the basics of academic reading, writing, and reflecting. Di Gennaro's commentary about the heterogeneity of second-language learners and the need for corresponding pedagogy bears repeating. The takeaway from di Gennaro's work for my purposes is that even an amalgam of best practices is not sufficient to support everyone. I maintain that some students require support in the form of individualization offered by their instructor.

Tutoring and coaching have dominated the discussion about one-on-one approaches to supporting struggling college students⁸; accordingly, a dearth of research about individualization delivered by instructors pervades postsecondary discourse. This may result from a reluctance among researchers to propose regular individualized support from two-year and four-year faculty because instructors feel stretched thin by teaching, advising, mentoring, engaging in departmental and college service, and fulfilling scholarly activities. Responding to these conditions, institutions have invested in peer tutors, professional tutors, and coaches on whom instructors rely for one-on-one attention. Furthermore, the call for individualization from FYC faculty may be unappealing because contingent instructors often teach first-year writing courses and are underpaid for doing so (Horn 174). These factors may underpin the way dialogue on tutoring and coaching have dominated the conversation about individualization in higher education. Acknowledging these challenges and proceeding with tentative observations about what it

takes from faculty to provide students with one-on-one attention, Dashielle Horn and Anthony F. Grasha agree that developing rapport and drawing on students' interests ought to inform one-on-one support from instructors. Nevertheless, practical details about scheduling and strategies are not fleshed out, a necessity given instructors' limited bandwidth to develop them.

A Primary and Secondary Starting Point for Individualization

Gaps in postsecondary scholarship and my interest in promising but struggling multilinguals led me to research on individualization for struggling primary and secondary students. This robust body of work reports clear outcomes of one-on-one support for developmental reading. In a meta-data analysis of empirical studies about adult tutors who worked one-on-one with primary students who were identified as "at risk for reading failure" (606), Batya Elbaum et al. found that tutoring informed by best practices led to improved reading outcomes and academic persistence. Contributing to this point, Linnea C. Ehri et al. advanced Reading Rescue, a model that they adapted for "language-minority" students who came from households where a language other than English was spoken. They found that first grade "language-minority" readers who had reading difficulties and were tutored based on the Reading Rescue model made progress by achieving average reading scores. Similar results were found when Bonnie Z. Warren-Kring and Valerie C. Rutledge conducted a study of education students who tutored secondary students. Their results show that gains in confidence and self-esteem mirrored gains in reading. According to these studies, tutoring benefits struggling readers at different levels of development.

Meghan D. Liebfreund and Steven J. Amendum concur that individualization is key to supporting students with reading challenges, and they recognize that pulling struggling readers out of class to work with an outsider such as a reading tutor is the standard approach. At the same time, Liebfreund and Amendum observe that this practice of taking students out of the classroom neglects research about the stigma of working with a tutor and about the way tutoring may lead to confusion, especially for those who are most at risk for falling behind, when the tutor is not familiar with classroom content. Teachers are preferable interventionists, Liebfreund and Amendum contend, because they are most adept with the topics and assignments of their class, and they are usually in the best position to calibrate students' skills (67). Supporting this approach, Liebfreund and Amendum cite the work of Karen Broaddus and Janet W. Bloodgood who studied instructor-based one-

on-one interventions among primary teachers. Broaddus and Bloodgood's scholarship stems from research about the practice of pulling students out of classrooms for extra support and the resulting disconnection between teachers and their students' challenges. This body of work suggests that tutoring may promote avoidance of accountability among teachers, whereas Broaddus and Bloodgood's study indicates that involving instructors in an intervention fosters accountability and professional development (426-27). According to this discourse, then, there are limitations to tutoring, especially for students who are sensitive to tutoring's stigma and who benefit from a teacher's direct guidance.

Responding to these limitations, Liebfreund and Amendum developed and tested a one-on-one intervention by kindergarten, first grade, and second grade teachers. Their experiment involved two urban schools and interviews with 12 instructors who participated in about 26 hours of professional development and who worked with struggling readers for 15-minutes, 3-5 times a week during class time (64-65, 68). Their findings reveal that the one-on-one intervention represented a multi-tasking challenge that caused teachers to feel overwhelmed; notwithstanding, the sessions generally benefited students and teachers (71). Specifically, the sessions cultivated rapport, and this generated reading confidence and development among students. Furthermore, teachers began to implement newly gained strategies into the general classroom (77). Liebfreund and Amendum's outcomes offer a compelling starting point for postsecondary instructor individualization and for scaling up their approach on a programmatic level. While their argument is inspiring, Liebfreund and Amendum do not focus on how to conduct the one-on-one sessions.

At this juncture, case studies about linguistically diverse struggling readers provide guidance for the intervention through the narration of granular moments and methods. Laura Klenk's work, as an illustration, involved Klenk as the researcher and interventionist and a kindergarten student who came from a Puerto Rican household where they used English and Spanish. The student was an "enigma" because she did not answer questions during standard language evaluation, and she refused to communicate in her bilingual and Spanish-only classes (218-19). Volunteering to work with the student as a reading specialist, Klenk met with her outside of the classroom once a week for a little over half of the academic year. By "establishing rapport," "eliciting expressive language," encouraging "emergent writing," and "acquiring language of storybooks," Klenk achieved what other educators could not. The student communicated with Klenk (220-35). An important

lesson from this research is the initiation of rapport. Klenk asked ritualistic questions, such as asking about family and age, and invited the student to comment on nearby objects such as colors of clothing and the contents of a nearby bag (220-24).⁹ In an analogous case study featuring a child who was reluctant to speak, Nancy Anderson was the researcher and volunteer specialist for an African American student who was starting first grade and who was struggling to make progress. They met every day to read and write (98). Adjusting initial failed attempts at conversation, Anderson discovered that tapping into the student's immediate experiences like going to the dentist, rather than general discourse about school related activities, facilitated communication. With this foundation, the student's language repertoire expanded, and he learned to perform academically (99-103). Klenk's and Anderson's studies suggest that one-on-one oral communication about subject matters immediately available to reticent and struggling primary students function as a starting point for literacy development.

Building on this approach, research on "at risk" secondary readers shifts the focus to "multiliteracies" as a resource that facilitates academic progress. According to the New London Group, "multiliteracy" counters the concept of "mere literacy" and honors an expansive understanding of literacy that is shaped by visual, audio, spatial, and behavioral representations that are not bound by standard forms of language (64). By validating struggling students' multiliteracies as untethered from "mere literacy," Allison Skerrett's research suggests that multiliteracies can be a conduit for reading. Specifically, Skerrett carried out a study taken from a larger project about a reading class of ninth grade students who failed or were at risk of failing a standardized reading test. Skerrett's observes that the teacher, who was well versed in adolescent literacy practices, drew on a Mexican American teenager's array of multiliteracies to develop writing practices and identity (330-32). Similar to Klenk's and Anderson's findings about primary students, Skerrett's research indicates that affirming and drawing on secondary students' funds of knowledge facilitate academic development. Thus, scholarship on individual support for primary and secondary struggling students demonstrates that reading progress does not always involve reading itself. Some struggling readers benefit from realizing that their personal repertoires and multiliteracies are building blocks for academic literacy.¹⁰

Though empowering students on their terms is important to defining the parameters of individualization, this does not mean that the onus ought to be only on them to communicate and perform acts of literacy and multiliteracy. Multilinguals benefit from absorbing information, and this

process requires taking the pressure off of them to engage. John Gibbons' and Muriel Saville-Troike's research on children's "silent period" contends that this stage of development occurs when children who are learning language need time to observe and listen. This is certainly true of young adults such as postsecondary promising but struggling multilinguals who are acclimating not only to English but to the conventions of FYC-level discourse. Considering the scholarship on silence, my case study agrees that it is sometimes best to follow the lead of students even if that means the student remains quiet while the instructor clarifies concepts, directions, and feedback. This delicate balance of communication between student and teacher carries through the present study, which the next section introduces through participant descriptions.

Intervention Participants Who Are Multilingual and/or Language Aware

Student Participant: Nico. During the first three weeks of the semester when I was searching for a research participant, Nico exhibited the characteristics of a promising but struggling multilingual. This included refraining from speaking during small group work and shaking his head as the only response when I called on him during discussion. Despite his reticence, he exhibited promise. He attended regularly and paid attention. When Nico submitted homework, his work testified to diligence, creativity, and thoughtfulness. An early assignment that conveyed Nico's potential was a concept map that acted as scaffolding for a narrative about the way "larger forces" (systems, structures, and events) influenced his educational and language development. His concept map reported in detail and at length about the impact of geography, economics, and culture on his language and education. Despite signs of promise, the concept map was incomplete. Additionally, he submitted work inconsistently prior to the intervention, especially in-class worksheets that hinged on shorter turn-around times.

For example, on the second day of class, I distributed a relatively simple worksheet to help students take notes during a presentation that defined ethos and invited students to share their personal values and literacies (Skerrett; Purdie-Vaughns et al.). Nico never submitted the worksheet, but I know he answered two out of five questions because he gave me his class folder, as part of his participation in the research study, with handouts and work from class. This inconsistency in doing some work and (not) submitting it intimated that general classroom strategies were not sufficient in helping

him grasp content, complete assignments, and have the confidence to turn in work. Nico's performance during the first three weeks of the semester left me with the strong impression that he was a promising but struggling multilingual who would benefit from more than seven hours of weekly support that he was receiving as an ALP student.¹¹ When I formally approached Nico to participate in the research project during the third week of the semester, I asked a classmate to join us to help translate with Nico's permission. I explained the Institutional Review Board (IRB) consent form, and once Nico agreed to participate, we compared our schedules to agree on meeting days and times.

Nico's language, educational, and family background informs the present study, and it is worth unpacking even further because details about his background invite an awareness of elusive promising but struggling multilinguals and the circumstances that influence their development. A first-semester, part-time college student when we collaborated on the study, Nico spoke, read, and wrote with the greatest ease in Spanish. Comfortable reading English, which he learned in school in Central America, Nico buoyed his literacy by communicating orally and via text with a sister and nieces in English. He also read English translations of Japanese manga and subtitles of Japanese anime (sometimes overdubbed in a Chinese dialect, which we did not identify). It is no surprise, then, that Nico's English reading ability exceeded his comfort with speaking and writing as with many multilinguals who learn languages primarily by sight.¹² Nonetheless, Nico was receptive to individualization and spoke in halting English to articulate ideas, questions, and concerns. He expressed himself much more during one-on-one sessions in comparison to class discussion and small group activities.

Nico's ability to move between languages is notable. When commenting on personal matters or when searching for a word, he used an online translator to share ideas in Spanish that translated into English for my benefit. I also encouraged him to write homework and papers in Spanish and use a translator embedded in our word processing software. Negotiating different languages in these ways might be described as translanguaging, a process of toggling between languages without boundaries that separate them (e.g., Spanish at home and English at school).¹³ I doubled down on Nico's translanguaging by pairing him with another student who was comfortable mixing languages during class. For these reasons, I characterize Nico as a multilingual rather than a bilingual because bilingualism assumes linguistic separation such as when a person uses one language at home and another one at school, never toggling between them.¹⁴ Thus, Nico's language

repertoires—proficiency in Spanish, developing English, translanguaging, exposure to the Maya language Mam (through his grandparents), and his encounters with Japanese cultural production and Chinese overdubs—suggest that he was Spanish proficient, multilingual, and multiliterate.

Alongside Nico's language background, his educational and family background is useful to understand the academic engagement and family circumstances that shape promising but struggling multilinguals' development. Nico completed most of his education in Central America, including the first two years of high school. With the support of a sister who permitted Nico to live with her in New York City under the condition that he pursue an education, Nico found a high school that served immigrants where he re-enrolled in ninth grade. Transitioning to a US school system was challenging because he was not fluent in English, he did not know where to go, and he was uncomfortable with expectations such as self-introductions. After a year, he began to settle in, but the coronavirus disease pandemic struck, and ad-hoc distance learning did not make matters easier. Though there were academic complications, he benefited from a school program that offered tutoring for his first year and a half of high school. *Familismo*, a Latinx core value in family that plays out in belief systems and actions, was also a source of stability (Lugo Steidel and Contreras 314-15). In New York, his family consisted of his sister, his sister's daughters, and an adopted mother. Cousins from his mother's side of the family lived close by in New Jersey; prior to getting a job, he visited them frequently. A central figure of this support system, Nico's sister advocated for academic perseverance; she encouraged him to attend school and monitored his academic progress in Central America and New York. Her influence no doubt nurtured Nico's academic habits, promising qualities that conveyed his potential for case study participation.

In return for his sister's support, Nico contributed to paying rent and bills by taking on full-time work in restaurant kitchens. This decision attests to Nico's dedication to *familismo*, a choice precipitated by his sister's loss of steady work as a result of the pandemic. While commitment to the household was important, it also informed Nico's academic struggles, a common tension between *familismo*'s risk and protective factors, which Esther J. Calzada et al. recognize in their study on the topic. In Nico's case, a subway commute to and from home, work, and college crossed four boroughs, involving multiple transfers and late-night limited service. He returned home around 11 PM after long shifts, had trouble falling asleep, and was often late to our 8 AM class. At one particularly stressful time, he lost a job (resulting from

taking a day off to accompany his adopted mother to the hospital), found a new one, started at one location, and was moved to a different one with unfamiliar staff. As Nico explained, sleep deprivation made him unfocused, and work-related turmoil distracted him and made him unable to participate.

There are other pieces to the puzzle of Nico's troubles with participating and completing assignments, and his explanations alerted me to the possibility that mindset factored into the picture. He used the word "dudar" (doubt) to describe his self-doubt and fear of being wrong; this prevented him from volunteering a response when he had one at the ready during class discussion. Nico also confessed that he felt reluctant to do well because it would set up expectations that he might not uphold, an expression of familismo in his concern for protecting family honor (Lugo Steidel and Contreras 315; Calzada et al. 1704). This lack of confidence and worry about disappointing his family intersected with inconsistent access to US educational experiences that might have acclimated him to a culture of self-expression, confidence building, and participation. In addition, Nico characterized himself as a "complicated" thinker. He attributed his complex thought patterns to overthinking assignments. Thus, Nico's self-awareness—about fatigue, work-related distractions, self-doubt, fear of disappointment, and complex thinking—helped me understand his academic potential and struggles in the context of language, education, and family. I also realized that economic pressures and family expectations represent some of the conditions that shape promising but struggling multilinguals' development.

Instructor, Interventionist, and Researcher Participant: Misun. My interest in promising but struggling multilinguals might be traced to my language background. US American English is the only language in which I am fluent, though I spoke my first words in Korean. My parents communicate in a combination of Korean, English, and Konglish (a translanguaging blend of Korean and English). For most of my life, however, I have not been able to speak, read, or write Korean proficiently. I understand only a handful of basic phrases and sentences. French has been easier to learn because it was built into the predominantly White institutions that educated me, and I continue to practice it on a daily basis. Interestingly, rather than French, Spanish has surrounded me as a born and bred New Yorker, and this influences the way I have adopted Spanish words and phrases while teaching. Finally, my yoga practice exposes me to Sanskrit, a reference point that has piqued my curiosity about Hindi, Urdu, and other languages of the Subcontinent.

In short, I am fluent in US American English, and I have a strong sense of language awareness, especially in my role as an FYC instructor (Lindahl

and Watkins). Specifically, my pedagogical approach through language awareness stems from the contrasting experience of having an easier time with Korean by hearing it and having easier time with French when reading it. This personal reference point for multilingualism lends itself to appreciating the different degrees with which my students are able to think, discuss, read, and write in academic English. My experience lends itself to unpacking academic conventions and vocabulary through oral, visual, written, and gestural clues. As I explored literacy scholarship to support these insights, I found that offering students an opportunity to explore their language background might be helpful. If I wanted them to share their language history, I knew I had to reciprocate. One of the first texts that my FYC students read is a narrative about my Korean language loss in context of other factors such as the Korean War and Catholicism (my parents' religion). Students read my story in advance of writing their own narratives. While language loss may not seem to promote linguistic agency, I report it to my students and in this article because the shame around my lack of Korean language skills has been formative to my identity and because it resonates with my students on different registers. By sharing my language regret, I aim to normalize it as a way of gaining control rather than being controlled by it. With respect to this research study, reporting on my language loss also suggests that linguistic humility may motivate an instructor, interventionist, and researcher to invest in a one-on-one intervention for promising but struggling multilinguals.

Sharing personal experiences was one step toward developing my pedagogy. Incorporating research-based literacy practices that benefited students generally and multilinguals especially was another step. However, it dawned on me that though these approaches benefited students who excel and keep pace, they were not enough to help others. This led to a pursuit of individualization. The literature on one-on-one support ultimately shaped how I worked with Nico, and Nico's participation influenced the direction of this study, which I flesh out in the next section.

Methods: Scope of the Intervention

At its core, the intervention consisted of meetings between the student participant, Nico, and me—the instructor, interventionist, and researcher participant—after FYC class. We met in my office, located at a two-year HSI in New York City. The sessions occurred twice a week for approximately 30-minutes per session. We spent 10 minutes on reading and conversation

about multiliteracies and experiences outside of school. This preceded 20 minutes of course related support that Nico requested. Supporting him involved strategies that circumvented dense explanations by gesturing, numbering, using Spanish, and restraining myself from interrupting. In total, meetings added up to 11, and they occurred over a 6-week period. Although a full semester is 12 weeks, there is a gap because I spent the first three weeks identifying Nico as a participant, and there was a three- and half-week period when he could not attend the sessions. I audio recorded and transcribed our meetings. The study also draws on a background survey, worksheets, homework, reflections about the sessions, and a yellow legal pad used to animate concepts. In addition, the study borrows from scaffolded high stakes assignments, consisting of a language and education narrative, an essay about geography and immigration, and a poetry literary analysis.

The scholarship on individualization left a deep impression on this intervention, an impression that shifted according to context and Nico's preferences. That is, Liebfreund and Amendum's research at the primary level inspired the scope of this study's one-on-one sessions, but their original intervention had to be altered for a two-year postsecondary setting because 3-5 sessions per week during class could not be replicated. This number of meetings per week is not possible when two-year college students balance obligations such as full-time work and taking care of family members along with school. Moreover, it is not possible for two-year faculty to manage 3-5 meetings outside of class because there are teaching, service, and scholarly engagements. Given these circumstances, Liebfreund and Amendum's vision of "intense and consistent instruction" (75-76) became bi-weekly 30-minute sessions. Similarly, tasks completed during the course of Liebfreund and Amendum's study—re-reading familiar texts, word study, and sentence writing (68)—were used as a jumping-off point.

When I put the one-on-one sessions into practice, I expected, based on my reliance on Liebfreund and Amendum, to offer general reading support and time for writing. However, Nico's preferences led to limited reading and writing practice. Different from Liebfreund and Amendum's approach, the present study enabled me to witness a postsecondary student's lack of enthusiasm for reading non-course-related texts such as manga and his struggle to write on the spot. Despite these subtle objections to initial methods, Nico engaged easily through personal dialogue and when showing me videos and images about his experiences and interests. This conveys that building rapport through discussion and multiliteracies—which Klenk, Anderson, and Skerrett recommend—were more effective than reading and writing

during one-on-one sessions.¹⁵ Through Nico's participation, I realized that individualization for postsecondary promising but struggling multilinguals need not be about reading and writing per se but could focus on building rapport and clarifying assignments.

While it is useful to begin an introduction to the intervention by summarizing its scope, I must pause here to address the preliminary work of identifying a potential student participant. At the start of semester, I watch for students who exhibit habits of promising but struggling multilinguals such as regular attendance, attentiveness, and attempts at completing assignments. In fact, they engage with sparks of academic promise and intellectual curiosity. It is important, however, to be equally attuned to instances when these actions are offset by writing that can be uneven or deviate sharply from directions. Social withdrawal and reticence accompany these habits and manifest through long pauses, silence, and refusals to participate. Such behaviors result in not taking full advantage of discussion and group work that may move too quickly, cause confusion, and evoke social anxiety. Observing these habits and characteristics as a way to identify a student for the intervention is important because attendance, work ethic, and intellectual promise indicate that the student will show up for one-on-one support despite social challenges and confusion about how to complete assignments. Simultaneously, taking time to identify a promising but struggling multilingual and assess their performance prior to regular one-on-one instruction establishes a baseline against which progress can be evaluated. In summary, faculty must not rush the initial steps of identifying a student participant because this groundwork will determine how well the sessions will work and the intervention's outcomes.

Example of a One-on-One Session

Here, I offer a walkthrough of the sixth session, occurring midway in the intervention, to describe how the meetings functioned to instill Nico with confidence, helping him submit work, understand academic vocabulary, write according to academic conventions, and pass the class. When the session began, I asked Nico about a recent family camping trip, plans for which he mentioned during previous discussions. Nico described the campground, the friends and family who were part of the adventure, and their activities. After he showed me pictures of a lake, a cousin, and a snake, he explained the food they prepared that was like a pizza but not exactly a pizza. When I volunteered "flatbread," he agreed it was flatbread and then

pivoted to a picture of a bacon sandwich he made, listing its ingredients and extending a conversation from an earlier session about his preparation of food at home and work in a restaurant. Expanding on the topic of work, Nico recounted his five day-a-week, 40-hour work schedule, helping me appreciate that he had time to take only one course, our 7-hour ENA101. Nico added that sometimes he arrived home after 11 PM from work and that he had trouble falling asleep, leaving him only 3-4 hours before getting up and commuting to campus for our 8 AM class.

Starting our sessions by encouraging Nico to share his core value in familismo and his food-related interests and profession intended to convey my interest and respect for his commitment to family, work, and hobbies, an approach that case studies by Klenk, Anderson, and Skerrett corroborate. Indeed, Nico was comfortable and even proud of sharing his family activities and skills. Our conversations may have also helped Nico understand that I recognized his value as a human being in and out of the classroom, which research on Latinx students by Enrique J. López et al. suggests is key to supporting their academic achievement. In this way, 10-minutes of conversation helped us develop rapport and highlight Nico's funds of knowledge, developing Nico's confidence, a confidence that correlated with regularly turning in assignments.

After this dialogue, I asked Nico to direct our next steps. He requested clarification on homework about sharing his personal experiences of living in the city. The assignment served as scaffolding for a paper about the benefits and challenges of living within and apart from urban areas as they pertain to immigrants. By disclosing reasons for preferring not to write about the neighborhood where he lived (something that was too touchy to bring up during general and small group discussion), Nico expressed why he was struggling to complete the homework. I followed up, asking him to clarify his general position on living in urban or rural areas, and he replied that cities provided better living conditions for immigrants. With this insight, I suggested that if I were writing the paper, I could write about parts of the city where I do not live or work but where I visit. Replying to this prompt, Nico mentioned a visit to the Rockaways, a beachside area on the southern edges of New York City, to meet a friend who lived there. As I encouraged him to "keep going," Nico described the setting and challenges of living in the Rockaways, and this became a personal example that supported Nico's claim that urban centers provided better resources for immigrants.

Describing the assignment in another way, I introduced the academic vocabulary of "pro/con." As we defined this binary, Nico brought our atten-

tion back to the assignment, inquiring if establishing pros and cons about the Rockaways was the assignment. Commending him for the question, I noted that the task was to tell a personal story about visiting the Rockaways that testifies to pros and cons, rather than submitting a list of them. At this point, Nico indicated he understood the directions, and he did indeed submit a detailed personal narrative about his visit to the Rockaways. As this exchange suggests, Nico doubted whether he could complete the homework. An adjustment made during a one-on-one meeting, which we could not have developed during general class time, allowed him to complete it.

At the end of the session with limited time remaining, I asked if he wanted help with anything else. He asked for additional feedback on homework that he previously submitted. The assignment was to write a paragraph about two research studies reported in a newspaper article; the studies measured outcomes of immigrants living within and apart from ethnic enclaves. Students had the opportunity to draw from a small group worksheet that functioned as a guide to distilling the article's information. Completing the linked worksheet and homework assignment were achievements for Nico, but his homework was laden with patchwriting and over-reporting. I explained this to Nico, which I address in the next section. Though Nico did not revise this particular homework assignment, his revision of the essay on this topic demonstrated that he understood the lesson of paraphrasing and self-editing a tendency to over-report. The revised paper and this representative one-on-one meeting, then, indicate that feedback generated during one-on-one support provided an adjustment and elucidated conventions of incorporating personal narrative, empowering him to submit the assignment. In short, individualization enabled Nico to grasp methods of academic writing, turn in assignments, and ultimately pass FYC.

Demonstration and Results: Strategies that Support Academic Literacy

At times, my explanations about concepts and assignments were accessible for Nico, and he submitted work that testified to this; at other moments, general classroom pedagogy was less successful. Sources packed with information, text heavy directions, a reliance on academic vocabulary, and swift oral explanations represented hurdles to comprehension that led to work that strayed from directions or went unsubmitted. Avoiding these obstacles, I relied on strategies that de-emphasized them during the intervention. This included conversations about experiences, literacy, and

multiliteracies; animating concepts with a yellow legal pad; literal pointing; numbering key words; translanguaging by using Spanish to punctuate English instruction; clarifying concepts that I took for granted; and restraining myself from interrupting. I elaborate on these strategies below to pinpoint how they fostered Nico's emergent confidence and skills, a foundation that supported him to practice academic literacy and pass FYC.

Student-Centered Conversation. During our initial 10-minute discussions, I prompted Nico to talk about interests such as his manga figure collection and experiences outside of school such as restaurant work. I also asked Nico to share his literacy and multiliteracies by reading excerpts of manga and showing me videos of anime such as *One Piece*, *Hunter x Hunter*, and others. While conversation rituals and sharing interests did not relate directly to course concepts and assignments, it was key to engaging Nico on terms familiar to him, an important first step for a student who was otherwise reticent and socially withdrawn.

A Yellow Legal Pad as a Visual Aid. For another strategy that lightened the cognitive weight of academic discourse, I used a yellow legal pad to present concepts visually. When discussing sources that identified opportunities available to immigrants in urban and rural areas, I used the notepad to write down key words in large letters and in lists, animated with circles, arrows, and wavy underlining, akin to a graphic organizer. On one page, I jotted down "pro" and "con" to display the vocabulary that was in play and to take a moment to define these terms with which Nico was unfamiliar. Next to these words, I wrote familiar English synonyms such as "good" and "bad." When I invited Nico to nominate Spanish synonyms, he offered "bueno y malo," and I wrote them on the page. With this foundation, which he could see (important for someone who has learned a language primarily through sight), Nico grasped the concept of pro/con.

At a different stage of the writing process, Nico referred to sources we read in class to ground his analysis of the pros and cons of living in different areas. During this moment, he described a visit to the Rockaways, a location that represented qualities of a rural location or a setting outside an urban center. Taking notes about his narrative, I recorded the pros and cons of living in the Rockaways on the notepad, helping him understand how his experiences gave him access to contributing to a discourse about geography and immigration. I organized this information into lists, shown in Figure 1, divided by headings labeled "Rural" and "Urban," which I defined for Nico by writing "Farms" and "Cities" under them to offer accessible English synonyms. Based on his observations, I took notes—represented by key

Promising but Struggling Multilinguals

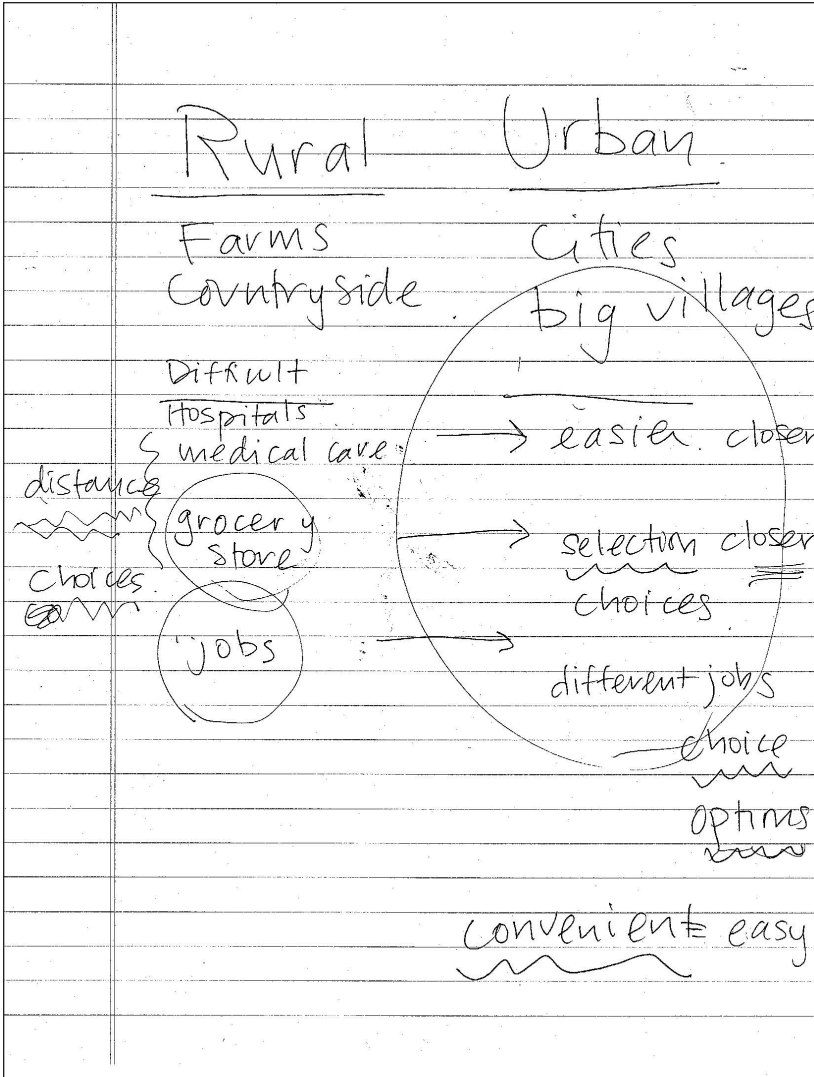


Figure 1. Key words and their relationships on a yellow legal notepad.

words—about services that were and were not available in these locations such as immigrant-oriented medical care, grocery stores, and jobs. I circled these concepts to indicate that they could be used as supporting details in a personal narrative for an essay. Arrows pointing from one side of the list to the other side implied that these services were easier to access in urban areas. Punctuating this, I wrote down “Difficult,” “easier,” “choices,” and “closer” to propose language that Nico could reference to address the conveniences

afforded to immigrants in urban centers. In this way, the yellow legal pad became an instructional tool that pared down dense discourse to key words and their relationship to each other, which I animated by listing, circling, drawing arrows, and underlining.

Explanation By Pointing, Numbering, and Translanguaging. As a complement to the notepad, I de-emphasized turgid explanations by pointing, numbering, and translanguaging by blending Spanish words with English instruction. As I prepared Nico to complete an essay, we focused on format. Reviewing the format of introduction paragraphs, I literally pointed to an introduction paragraph from an example student paper. When I reminded him that thesis statements are placed at the end of an introduction paragraph, I pointed to the thesis statement in the student paper. For body paragraphs, I pointed to where an example student paper included paraphrases of sources and followed with personal testimony. Supplementing these gestures, I used numbers to list elements of body paragraphs on the notepad: 1) paraphrase a source, 2) add personal testimony, and 3) analyze the relationship between the source and personal testimony. Then, I literally pointed to the areas that represented 1-3 on the example student paper. Put differently, when I pointed to and numbered an element of writing, Nico understood what I meant and where the corresponding component was placed. Presenting this formulaic approach to writing without relying on English academic jargon also meant using Spanish. When responding to Nico's personal testimony about the pros and cons of living in urban and rural areas, I used the word *imprecisa* (vague) to explain the gaps in his narrative. After pointing to areas where his testimony was *imprecisa*, I suggested he replace generalizations with details. For inspiration, I turned to our online platform where he submitted homework, and I gestured to examples from his own writing where he had been more precise. With support from pointing, numbering, and Spanish, Nico grasped conventions of academic organization and balancing a literature review with detailed personal testimony.

Clarifying Academic Concepts. On a separate front, Nico's confusion with assignments illuminated an assumption about his access to academic concepts, an assumption that led to unclear instruction. To take a case in point, Nico struggled to use a thesis template. Part of the issue was that I took templates for granted. When I explained what a template was—a pre-written phrase, sentence, or block of sentences with general academic phrasing and blank spots that writers are encouraged to copy and fill in—Nico realized that using a template is desirable because it acclimates writers to writing conventions. With this clarification, Nico borrowed from a template and a

model to complete a thesis about urban and rural areas, which I quote here at length (words in bold represent phrases from the template):

Although I admit that living in rural areas has its advantages and disadvantages. One of the advantages is that you can easily find jobs with good pay and thus be able to have a good livelihood. The disadvantage is that just as a person earns, they also spend, since the price of rents is not at all favorable and many of the people tend to have double jobs to support their families. **I continue to insist** that immigrants should live in cities, since there they can find free aid such as organizations that help them by giving them free health services and also helping people with limited resources. **I'll start by** saying that many people who live in rural areas tend to travel to cities to get those benefits and find jobs that pay well. **I'll go on to** say that immigrants would be much better off settling in a city than outside the city.

Though this thesis is long and though I suggested revisions for conciseness, it exemplifies progress. Prior to the intervention, Nico was not in the habit of consistently submitting work, especially when he was not familiar with a convention embedded in the assignment such as a template. The intervention allowed us to pinpoint and address a lapse in instruction. When we detected that templates were not familiar and therefore required explication, Nico had access to a tool that helped him turn in homework. Moreover, his thesis shows an ability to assert an argument and a concession, another sign of development because Nico was in the habit of presenting evidence without always advancing a confident claim. These achievements were only possible by revisiting assumptions about what I expected students to understand, a process precipitated by one-on-one engagement.

Interruptive Restraint. Different from the above strategies, restraint became a resource as I learned to stop interrupting. When I reviewed the audio recordings of the initial meetings, I was struck by my habit of interjecting Nico's pauses as he searched for words to express himself. When I proposed words, Nico responded by subtly declining them. Nico's pauses represented moments when he needed my restraint so that he could collect his thoughts and translate his ideas from Spanish into English. As I realized this, I paused for long stretches with which I am not normally comfortable but that enabled Nico to articulate himself in his own way. One particular session attests to the importance of restraint. We were rereading an article

from class, and I asked him if he could define “refugee.” He explained that it was a type of location. In the moment, I thought this was incorrect, and I went on to differentiate between immigrants and refugees. However, the audio recording revealed that Nico replied, “refuges are like a house where the government put people to live.” Here, he defined “refugee.” Because I was unable to understand him in the moment, I corrected him. With the correction came a missed opportunity to connect his definition of a place (refuge) to a definition of a group of people (refugees). Reflecting on moments like this, I adopted caution when responding to Nico, pausing for an extended amount of time and asking for clarification rather than assuming and correcting.

Individual Achievements. Prior to working with Nico, I observed that promising but struggling multilinguals were a small but ever-present FYC contingent at the two-year New York City HSI where I teach. Though I recognized their presence, I did not realize they needed additional support, I did not know how to carve out time to work with them, and I did not have the training to serve them. Ultimately, they disappeared, withdrew, failed, or barely passed. I designed and tested a bi-weekly 30-minute one-on-one intervention to interrupt these outcomes. Nico’s C- final grade suggests that regular individualization results in promising but struggling multilinguals not disappearing, not withdrawing, not failing, and not skirting by with a D. In comparison to a D, a C- might be considered unimpressive. I must stress here that even a C- represents progress for promising but struggling multilinguals because it intimates there is improved consistency in grasping tenets of academic literacy and completing assignments that corroborate that fact. I concede that for most four-year institutions, students who transfer with a C- or below will have to retake the class. If we privilege a four-year institutional context that prioritizes certain benchmark grades, a C- is not ideal. However, if we shift the terms of the conversation to a two-year setting where we uphold the development of multilinguals who all but disappear, withdraw, fail, or barely pass, a C- is advancement and an achievement.

Nico’s final FYC grade was an indication of growth. Over the course of the semester with the benefit of attending one-on-one sessions, Nico began submitting work regularly. This shift to consistently turning in work correlates with exposure to strategies of using conversation to build rapport, animating concepts with a yellow legal pad, pointing at areas of text, numbering key words, punctuating lessons with Spanish words, explaining academic terms that I took granted, and restraining myself from interjecting. These tactics supported Nico to avoid patchwriting, grasp rhetorical patterns,

organize according to academic standards, and write with specificity. As Nico put it in a reflection about one of our meetings, “Today I feeling more comfortable talking with my teacher and I learn more clearly about what she was speaking on the class.” His response and accomplishments indicate that a regular one-on-one intervention by instructors has the potential to facilitate academic development of promising but struggling multilinguals.

Nico as a Classroom Resource. The intervention also helped Nico develop social skills that benefited his peers. As Nico’s confidence and literacy evolved, he advanced from refusing to speak with a shake of his head to engaging his classmates. He became receptive to participating when I called on him to share an idea that he rehearsed during the one-on-one sessions or that he prepared prior to class. On one occasion, he came to class with a fully completed vocabulary worksheet that we had planned to complete during class time; drawing on his responses, he helped a student who had arrived late but who had a reputation of standard English fluency. Although Nico was initially reluctant to engage this student, he relented with my nudging. On another occasion, when a friend struggled with small group work and requested Nico as a peer review partner, Nico agreed despite a preference for being separated from each other because he realized their reticence was mutually reinforcing. On this day, Nico read his friend’s work, gave him feedback, and shared his work, which we had reviewed during a one-on-one session. Nico also helped his friend outside of class, helping him submit work to our online platform and understand directions. By transferring confidence and skills from the sessions to the classroom, Nico became a resource for his peers. Apart from these individual interactions, I also presented Nico’s work, which he developed during our sessions, as a model for other students during general instruction. This elevated Nico’s confidence and allowed his classmates to learn from his example.

Applying Individualized Strategies in the Classroom. Nico’s classmates and students from semesters after our collaboration have benefited when I have applied the strategies developed during the intervention to general instruction. As an example of pointing, I noticed that Nico’s classmate struggled to apply my written feedback when she was revising. Realizing this, I physically pointed to different areas of her first draft to explain what and how to reorganize. With these gestures, she was able to move around details that clarified her paragraph. In addition to pointing, I have adopted longer pauses to give students space to gather and articulate their thoughts. This was true during a class discussion when we were weaving concepts and evidence that led two of Nico’s classmates to pause for a length of time that I would have normally

interrupted. Instead, I waited without interference and with focus on them. I was pleasantly surprised when they were able to articulate their thoughts with the support of my restraint. There were other moments when I used Spanish words to support sentence-level writing. Describing the practice of adding a period to separate two independent grammatically complete clauses, I used the Spanish word “punto” (point), which Nico taught me when we were correcting run-ons. Following my example, students adopted this language, using the word “point” to express where to insert periods.

Beyond a singular semester, I have integrated a definition of templates into my instructional presentations. An introduction to templates has become an explicit lesson in FYC because I have noticed students, even those who are fluent in US American English, have asked me to confirm that copying a template is permissible even after I define and explain how to use them. Their uncertainty may stem from the emphasis I place on paraphrasing instead of patchwriting, and this approach may lead them to hesitate before copying templates. Now that I am aware of this—through my participation in regular one-on-one meetings with Nico—I guide my students to use templates by defining what they are and differentiating between using standard phrasing and patchwriting. My claim is that conducting the intervention with even just one individual student has been valuable professional development because it motivated me to adopt new approaches for general classroom instruction (Broaddus and Bloodgood).

Discussion: Takeaways on One-on-One Support

This section extracts takeaways about student preferences, the heterogeneity of multilinguals, and rapport that were specific to the present study but that may inform subsequent applications by instructors and program directors. Moreover, this section analyzes the intervention, illuminating insights that are meant to convince faculty and administrators of the one-on-one sessions' feasibility and worthiness.

Student Preferences. When the intervention began, Nico and I agreed to begin with a 10-minute conversation that purposefully did not relate to course concepts and assignments. This time helped Nico communicate and engage, an approach affirmed by case studies on individual support (Klenk; Anderson; Skerrett). While banter and reading out loud became a ritual for our sessions, Nico and I kept them brief. It seemed that Nico had more to say than he was able to articulate in English and I was able to understand in Spanish. Furthermore, Nico preferred receiving information about assign-

ments. He was a pragmatic FYC student who was responsible for in-class worksheets, homework, and papers. It is logical, then, that he was reluctant to participate in conversations and read texts not directly related to course content; he preferred to put the onus on me to elaborate on lessons, concepts, directions, and feedback. Nico's proclivities echo the research on coaching by Michelle Navarre Cleary and scholarship on the silent period by Gibbons and Saville-Troike. They suggest that it is best to structure sessions around students' self-defined objectives even if that means instructor explication becomes central to the sessions.

Developing Confianza. Based on experiences with other promising but struggling multilinguals, I expected Nico to have difficulty with reading comprehension and patchwriting. During the first few sessions, I realized Nico defied these assumptions, reminding me that multilinguals are heterogenous. He grasped main ideas of texts, and he understood that patchwriting required revision, which he practiced with ongoing support and feedback during the individualized meetings. In fact, one session began with Nico's admission that he submitted patchwriting for his homework, and I confirmed that this was the case. According to Nico, "I need to write everything with my own words...I commit that mistake. I copy and then I write the same thing in my words, but I copied it." I responded with light feedback, and as our conversation unfolded, he responded to prompts to explain when it is best to paraphrase, summarize, and quote. In this instance, the one-on-one session helped Nico corroborate something that he already learned from general classroom instruction, an important moment for students who struggle with self-doubt. In retrospect, I suspect that this and other sessions functioned as a test of our rapport, which I did not anticipate. When I asked Nico about developing connections with classmates, he responded with caution, remarking that he was assessing if they were "good people." When I inquired about his restaurant work, Nico commented on his lack of "confianza" (trust) with a chef and stress caused by working with a new staff. Clearly, Nico valued relationships. This insight cued me to the fact that Nico may have been building trust and rapport by seeking my affirmation during early sessions, and it is no surprise that his values intersect with research on familismo's correlation with trust and distrust (Rodriguez; Calzada et al. 1711).

I point this out to consider how some multilinguals may struggle to advance beyond patchwriting but how this was not true for Nico. His awareness and concerns led us to spend time on confirming—rather than correcting—his grasp of paraphrasing; this dynamic assured him that he was on

the right track and that he could trust me to support him. Empowering Nico to move through self-doubts and imparting my investment in his development were more important than patchwriting revision. The present study suggests that while promising but struggling multilinguals are similar to an extent, they have heterogeneous skills and needs. For his part, Nico needed time to develop trust. General classroom instruction did not instill this; instead, individualized attention cultivated *confianza* and this convinced Nico that he was on the right track.

Distinctions and Exigence. The intervention's logistics are part of what makes it distinct. It differs from one-on-one conversations with students during class and office hours because the intervention prioritizes promising but struggling multilinguals, depends on a standing schedule, and includes time for non-academic conversation and/or reading. In contrast, in-class and office hours meetings are not regularly scheduled, do not prioritize students' funds of knowledge external to school, and are not often used by elusive students such as promising but struggling multilinguals. In other words, I have found that students who request extra help during in-class activities and office hours visits take the initiative to seek attention. The multilinguals at the heart of this study avoid drawing attention to themselves; they do not ask for extra help, and they most certainly do not request it on a regular basis. By starting the intervention with rapport and funds of knowledge, the sessions help to put these reluctant students at ease, a practice that may or may not occur during one-off meetings but become possible through regular individualization. The intervention, then, functions to identify promising but struggling multilinguals and expose them to consistent guidance that includes non-academic discussion and reducing the cognitive load of course content, helping them engage and communicate, a basis for developing academic literacy.

While the case can be made that individualization is important for all struggling students as national trends in reading comprehension are at or below basic levels (The Nation's Report Card), it is especially important for groups such as struggling multilinguals as suggested by Ehri et al. Considering the way general best practices designed for multilinguals support most but not all FYC students and in light of the research on individualization, my study proposes that promising but struggling multilinguals are frontrunner candidates for individualization. I recognize that tutoring by a third party may help students acquire reading and writing skills for general improvement and to complete discrete assignments. However, an FYC instructor who doubles as an interventionist is in a unique position of fostering struggling

students' confidence and self-expression during recurring one-on-one meetings, which the student can transfer to the classroom with the instructor's encouragement. This transfer from one-on-one meetings to classroom learning is not intuitive when the instructor is not the interventionist. Adjacent to this finding, I have experienced professional development by participating in the one-on-one sessions, and this has enriched how I teach students in the classroom and individually. For those still in doubt, I address limitations and implications below.

Conclusion: A Future for Individualization

Admittedly, five hours of course release, funded by a university-wide research grant and release time for incoming tenure-track assistant professors, supported the present study. This enabled me to meet bi-weekly with Nico, transcribe audio recordings, get immersed in the scholarship, and write. I had to reckon with this privilege in the semesters following the case study when I did not have the same course release and when there were difficulties that made it challenging to find time for the intervention. As a result, I considered discontinuing it.

When I observed other multilingual students were struggling despite regular attendance, consistent effort, and attentiveness in semesters since the study, I felt compelled to offer the intervention because Nico's accomplishments suggested that it would benefit them. To make mental and physical time for the sessions, I modified the bi-weekly 30-minute sessions. I turned to office hours, repurposing them for one-on-one sessions, a reorientation that Amanda Joyce's scholarship also addresses. Rethinking the way I spend office hours is a logical next step for me because my students do not take advantage of them. Even when students show up on their own accord, they are students who usually excel and keep pace. If a struggling multilingual appears during office hours, it is a one-off chance encounter. Finding a way to regularly support promising but struggling multilinguals requires reaching out to them. Since my collaboration with Nico, I have experimented with this by offering an intervention that accommodates my schedule and my students'. At one point, I dedicated one 30-minute session per week—instead of two per week—during office hours. During another semester, I was not able to meet immediately with the student participant and instead approached him mid-semester when we agreed to meet once a week for 30 minutes for the next few weeks. In this latter iteration, I presented my student with a “contract” that outlined the schedule of the meetings, which he and I signed

to confirm our commitment (see the Appendix). Based on my experience with the truncated office hour intervention, I have found that meeting six times is an adequate minimum that creates opportunity for low stakes assignment, high stakes essay, and revision support. Further experimentation with repurposing office hours as a time for regular individualization is worth consideration as are modifications to the bi-weekly 30-minute sessions.

Instructors and program directors who are keen on incorporating the intervention during class-time might test it when ALP students meet separately from their other FYC classmates. In this scenario, I might devote one hour of class per week to dialogue and “time on task.” For this regularly scheduled period, the hour might begin with conversation about students’ activities over the weekend and their interests outside of school. Inquiring into an interest that they display like the charms they hang on their backpacks or the music playing on their headphones might be a way to generate banter. If students mention music, movies, shows, and manga, this would be an opportune moment to project the media on a screen for everyone to see, listen to, and discuss. This need not be intense; it would be a passing but meaningful acknowledgment of students’ funds of knowledge and multiliteracies, establishing trust between students and an instructor who cares about them as a whole, not just as academic writers. Following this discussion, students might start the process of completing an assignment, while the instructor actively circulates. As the instructor checks in with all students, I would prioritize at least one promising but struggling multilingual for the semester by spending at least 10 minutes with them each week. During this weekly session, I imagine time would be well spent by asking them to direct the 10 minutes of individual support. My experience suggests that this would involve clarifying assignments, fleshing out embedded academic concepts, and elaborating on feedback. This might be done with familiar English synonyms and inviting words from languages that are more accessible to the student. Drawing on a notepad or whiteboard might lighten the cognitive load as would gestures and restraint. While I offer insights, recurring individualization will demand tweaks as instructors put it into practice.

Even as I earmark areas for faculty and programmatic exploration, my study proposes that individualization requires just that. It requires being attentive to the particular institutional systems and structures—such as course caps, release time, ALP options, and office hours—that support the extent to which we offer one-on-one support. I recognize that for a variety of reasons—among them, instructor workload and contingent labor compensation—that the intervention is an ideal that may not be practical for

some faculty. However, rejecting the premise entirely without consideration is a disservice to students and instructors because it benefits both groups. Individualization is valuable and achievable, but it requires language awareness about instructors' reliance on opaque discourse and an accessible toolkit that bypasses density to empower academic literacy. It also requires being attentive to promising but struggling multilinguals from the start of the semester and pivoting from expectations. Yet what worked at a two-year HSI in New York City for Nico and me at a particular historical moment may not transfer to another school or even another instructor and student at a similar time and place. With an understanding that practice is context specific, it becomes daunting to proclaim a standard for individualization.¹⁶

Nevertheless, I offer recommendations for future research about promising but struggling multilinguals, not just those in ALP or even FYC, to encourage individualization by faculty. Supporting promising but struggling multilinguals begins with promoting scholarship that acknowledges their presence in classrooms and pinpointing the conditions of instruction and comprehension that do not align. At times, for instance, my comprehensive oral and written explanations have impeded learning, whereas putting multiliteracies into pedagogical practice have had more of an effect. Research on this slippage and on the strategies that resolve it will advance the discourse. Building on this point, I recommend that scholars explore intentionality around individualization, whether it occurs inside or outside the classroom. It is not unusual for instructors to work one-on-one with students, but it is unusual for instructors to prepare for these meetings based on theory and best practices. Moving in this direction involves drawing on discourse about one-on-one support at all educational levels. There is research about office hours by Joyce, Parker Glynn-Adey, and Elizabeth K. Briody et al.; however, the issue is that this discourse skims only the surface of what postsecondary one-on-one support by instructors ought to look like. Expanding on this work, my study functions as a call to scholars to take an interest in promising but struggling multilinguals by advancing theory and practices for instructor-based individualization. Rather than surrendering to counterarguments that faculty are stretched too thin to consider regular hands-on support, researchers ought to explore alternatives that facilitate the process. There could be, for example, scholarship detailing modifications to office hours and the development of one-on-one activities during class time.

These recommendations are salient for two reasons. First, foundational academic literacy pedagogy and approaches designed for multilinguals when applied in the general classroom do not sufficiently support promising but

struggling students. Second, the research suggests that struggling students benefit from individualization, and there is increasing evidence that one-on-one support from instructors is especially beneficial for students who struggle the most. To be clear, I am not proposing a playbook to put into action. I am arguing that iterative one-on-one support by instructors for struggling multilinguals is a general practice that ought to be taken seriously by researchers, leaders, and faculty. In this way, I submit my case study as encouragement to invest in regular individualization by instructors via scholarship, programmatic decisions, and professional development where promising but struggling multilinguals become a priority.

Acknowledgements

Inspiration for this case study came from participating in a college-wide Language Across the Curriculum seminar, led by Lucy McNair and Leigh Garrison-Fletcher. Feedback from, conversation with, and support by Maria Jerskey sharpened my interests. Silvia Lin Hanick was instrumental in setting the parameters of my initial literature review. Finally, support for this project was provided by a PSC-CUNY Award, jointly funded by The Professional Staff Congress and The City University of New York.

Notes

1. Coining the term patchwriting, Rebecca Moore Howard defines it as “copying from a source text and then deleting some words, altering grammatical structures, or plugging in one-for-one synonym substitutes” (“Plagiarism Pentimento” 233).
2. For examples of studies that point to non-academic factors that disrupt student progress and interventions that prioritize retention strategies, see Ann C. Dean, Yemin Sánchez et al., Mary C. Murphy et al., Scott E. Carrell and Michal Kurlaender, and Valerie Purdie-Vaughns et al.
3. For primary and secondary approaches to reading development, see the National Reading Panel, Kathryn Au, Paola Uccelli and Emily Phillips Galloway, Lily Wong Fillmore and Catherine E. Snow, and Claudia Christensen Haag and Joan Williams.
4. Strategies from this body of scholarship consist of an introduction to academic conventions, explanation of the purpose for reading a source, developing motivation, drawing on familiar subject matter, modeling the practice of active reading, reading monitoring, graphic organizers, revision, and more.

Promising but Struggling Multilinguals

5. It benefits my students to read primary scholarship relevant to their lives by perusing abstracts and scanning for representative sentences in methods and discussion, a process we practice as a class through guided dialogue, note taking, and worksheets. Supported in these ways, my students grasp central claims.
6. See di Gennaro's article and collected essays in Paul Kei Matsuda et al. See my earlier summary of scholarship about supporting multilingual writers (Rounsaville et al.; Suh et al.; Cavazos; Shapiro et al.; and Lovejoy et al.).
7. See Meena Singhal for a definition of EAP and Kelly Hernandez et al. for an EAP curriculum. Responding to the standardization of EAP as a model of academic literacy implied by Singhal and Hernandez, see Canagarajah's "Multilingual Writers" for an objection. For those interested in ways students supplement their learning beyond the classroom and outside of the EAP paradigm, see Morton et al.
8. See Dashielle Horn for a literature review about how scholarship on writing centers has informed discourse on one-on-one support (170-71). In addition, Michelle Navarre Cleary offers a representative example of coaching vis-à-vis a Writing Workshop.
9. Notably, Klenk's student's silence continued in the classroom (235). This may imply that when the interventionist is an outsider such as a reading specialist and not the teacher, it is difficult for students to transfer gains from one-on-one sessions to the classroom.
10. This finding is so powerful that it has evolved in postsecondary discourse about tutoring and coaching that follows a model of student self-determination. For an example, see Cleary's research about a Writing Workshop.
11. The two-year college where I teach has phased out basic writing in favor of an ALP program that follows the model pioneered by Peter Adams et al. at the Community College of Baltimore County. In my department's iteration of ALP (ENA101) 10 students identified as basic writers join 12 students enrolled in the mainstream section of FYC (ENG101). All 22 students meet as one class for four hours a week. In addition to four hours of instruction, the 10 ALP students are scheduled for an additional three hours a week with the same Composition I instructor.
12. Joy Reid characterizes second-language learners as "ear learners" and "eye learners," and these categories have informed my teaching. Reid explains that "ear learners" are adolescents orally proficient in their first language but are not fully literate as a result of educational interruptions.

When they learn English through spoken language and culture, they do not necessarily develop mastery over mechanics (4). In contrast, “eye learners” are college students who are proficient in their first language. Their access to education teaches them the mechanics of English, but Reid observes that their writing may be limited, resulting from grammar overemphasis. Moreover, their listening and speaking abilities lag behind (7). In Nico’s case, he bore characteristics of an ear learner, but his preference for reading English was more akin to an eye learner. This insight led me to emphasize visual cues during one-on-one sessions.

13. There are many definitions of translanguaging. According to Ofelia García, “Translanguaging is the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential” (140). See Lucas Corcoran and Caroline Wilkinson’s explanation that compares translanguaging to an all-terrain vehicle (ATV), which I find instructive (25-26).
14. See Canagarajah’s “A Rhetoric of Shuttling” for the rhetorical creativity of multilingualism and Corcoran and Wilkinson who favor an understanding of multilingualism that oversees language mixing in a way that defies language separation.
15. Nonetheless, reading out loud in the classroom is important. Reading out loud accompanied with vocabulary development and note taking during class may be the reason Nico did not want to spend time reading during one-on-one meetings. For the value of reading during class time, see Neumann et al., Freedman, and Horning.
16. See Bernard E. Harcourt’s conclusion for the context-specific nature of theory and practice.

APPENDIX

Intervention Participation Contract

One-on-One Support Agreement

This document presents an agreement between _____
[student first and last name] and _____ [instructor's title
and name] to meet for extra help outside of class. We agree to meet for a
minimum of _____ times for 30 minutes on _____ [day]
at _____ [time] in _____ [location].
We agree to begin with a brief conversation. Then, the student will
suggest the content and assignments with which they want support, and
_____ [instructor's title and name] will offer guidance.

Student first and last name

Student Signature

Date

Faculty first and last name

Faculty Signature

Date

Works Cited

- Adams, Peter, Sarah Gearhart, Robert Miller, and Anne Roberts. "The Accelerated Learning Program: Throwing Open the Gates." *Journal of Basic Writing*, vol. 28, no. 2, 2009, pp. 50–69. doi.org/10.37514/JBW-J.2009.28.2.04.
- Anderson, Nancy. "When 'What We Say' and 'What We Do' Don't Match." *Multicultural and Multilingual Literacy and Language: Contexts and Practices*, edited by Fenice B. Boyd and Cynthia H. Brock with Mary S. Rozendal. Guildford, 2004, pp. 93-105.
- Au, Kathryn. *Multicultural Issues and Literacy Achievement*, Taylor & Francis Group, 2005.
- Briody, Elizabeth K., Elizabeth Wirtz, Angela Goldenstein, and Edward J. Berger. "Breaking the Tyranny of Office Hours: Overcoming Professor Avoidance." *European Journal of Engineering Education*, vol. 44, no. 5, 2019, pp. 666–87. doi.org/10.1080/03043797.2019.1592116.
- Broadus, Karen, and Janet W. Bloodgood. "'We're Supposed to Already Know How to Teach Reading': Teacher Change to Support Struggling Readers." *Reading Research Quarterly*, vol. 34, no. 4, 1999, pp. 426–51. doi.org/10.1598/RRQ.34.4.3.
- Calzada, Esther, Catherine S. Tamis-LeMonda, and Hirokazu Yoshikawa. "Familismo in Mexican and Dominican Families from Low-Income, Urban Communities." *Journal of Family Issues*, vol. 34, no. 12, 2013, pp. 1696-1724.
- Canagarajah, Suresh. "A Rhetoric of Shuttling between Languages." *Cross-Language Relations in Composition*, edited by Bruce Horner, Min-Zhan Lu, and Paul Kei Matsuda. Southern Illinois UP, 2010, pp. 158-79.
- . "Multilingual Writers and the Academic Community: Towards a Critical Relationship." *Journal of English for Academic Purposes*, vol. 1, no. 1, 2002, pp. 29-44.
- Carillo, Ellen C. *Securing a Place for Reading in Composition: The Importance of Teaching for Transfer*, Utah State UP, 2014.
- Carrell, Scott E., and Michal Kurlaender. "My Professor Cares: Experimental Evidence on the Role of Faculty Engagement." Presented at the 2019 American Economics Association.
- Casazza, Martha E. "Using a Model of Direct Instruction to Teach Summary Writing in a College Reading Class." *Journal of Reading*, vol. 37, no. 3, 1993, pp. 202–08.

- Cavazos, Alyssa G. "Encouraging Languages other than English in First-Year Writing Courses: Experiences from Linguistically Diverse Writers." *Composition Studies*, vol. 47, no. 1, 2019, pp. 38-56.
- The Citation Project. www.citationproject.net. Accessed 13 Dec. 2020.
- Cleary, Michelle Navarre. "How Antonio Graduated on Out of Here: Improving the Success of Adult Students with an Individualized Writing Course." *Journal of Basic Writing*, vol. 30, no. 1, 2011, pp. 34-63. doi.org/10.37514/JBW-J.2011.30.1.03.
- Corcoran, Lucas, and Caroline Wilkinson. "Translanguaging and ALP: A Rhetorical Model for Bordered Latinx Writers." *Bordered Writers: Latinx Identities and Literacy Practices at Hispanic-Serving Institutions*, edited by Isabel Baca, Yndalecio Isaac Hinojoso, and Susan Wolff Murphy. SUNY Press, 2019, pp. 19-36.
- Dean, Ann C. "Subsidizing Basic Writers: Resources and Demands in Literacy Sponsorship." *Journal of Basic Writing*, vol. 38, no. 2, 2019, pp. 5-37. doi.org/10.37514/JBW-J.2019.38.2.02.
- di Gennaro, Kristen. "The Heterogeneous Second-Language Population in US Colleges and the Impact on Writing Program Design." *Teaching Composition at the Two-Year College*, edited by Patrick M. Sullivan, Christine Toth, and the TYCA Advisory Panel. Bedford, 2017, pp. 515-26.
- Du, Yao. "Effect of an EAP Unit on EFL Student Effective and Appropriate Source-Use Skills." *Journal of English for Academic Purposes*, vol. 40, 2019, pp. 53-73. doi.org/10.1016/j.jeap.2019.06.002.
- Ehri, Linnea C., Lois G. Dreyer, Bert Flugman, and Alan Gross. "Reading Rescue: An Effective Tutoring Intervention Model for Language-Minority Students Who Are Struggling Readers in First Grade." *American Educational Research Journal*, vol. 44, no. 2, 2007, pp. 414-48. doi.org/10.3102/0002831207302175.
- Elbaum, Batya, Sharon Vaughn, Marie Tejero Hughes, and Sally Watson Moody. "How Effective Are One-to-One Tutoring Programs in Reading for Elementary Students at Risk for Reading Failure? A Meta-Analysis of the Intervention Research." *Journal of Educational Psychology*, vol. 92, no. 4, 2000, pp. 605-19. doi.org/10.1037/0022-0663.92.4.605.
- Falk-Ross, Francine C. "Toward the New Literacy: Changes in College Students' Reading Comprehension Strategies Following Reading/Writing Projects." *Journal of Adolescent & Adult Literacy*, vol. 45, no. 4, 2001/2002, pp. 278-88.
- Fillmore, Lily Wong, and Catherine E. Snow. "What Teachers Need to Know about Language." *What Teachers Need to Know about Language*, edited

- by Carolyn Temple Adger, Catherine E. Snow, and Donna Christian. *Multilingual Matters*, 2018, pp 8-51.
- Freedman, Leora. "Using Close Reading as a Course Theme in a Multilingual Disciplinary Classroom." *Reading in a Foreign Language*, vol. 27, no. 2, 2015, pp. 262-71.
- García, Ofelia. "Education, Multilingualism and Translanguaging in the 21st Century." *Social Justice through Multilingual Education*, Multilingual Matters, 2009, pp. 140-58.
- Gibbons, John. "The Silent Period: An Examination." *Language Learning*, vol. 35, no. 2, 1985, pp. 255-67. doi.org/10.1111/j.1467-1770.1985.tb01027.x.
- Glynn-Adey, Parker. "Public Space Office Hours." *College Teaching*, vol. 69, no. 3, 2021, pp. 180-81. doi.org/10.1080/87567555.2020.1845599.
- Grasha, Anthony F. "The Dynamics of One-on-One Teaching." *College Teaching*, vol. 50, no. 4, 2002, pp. 140-46. doi.org/10.1080/87567550209595891.
- Haag, Claudia Christensen, and Joan Williams. "Classroom Language: Inviting All Students to Participate." *Multicultural and Multilingual Literacy and Language: Contexts and Practices*, edited by Fenice B. Boyd and Cynthia H. Brock with Mary S. Rozendal. Guildford, 2004, pp. 54-74.
- Harcourt, Bernard E. *Critique and Praxis*. Columbia UP, 2022.
- Hart, Ellen R., and Deborah L. Speece. "Reciprocal Teaching Goes to College: Effects for Postsecondary Students at Risk for Academic Failure." *Journal of Educational Psychology*, vol. 90, no. 4, 1998, pp. 670-681. doi.org/10.1037/0022-0663.90.4.670.
- Hassel, Holly, and Joanne Baird Giordano. "Transfer Institutions, Transfer of Knowledge: The Development of Rhetorical Adaptability and Underprepared Writers." *Teaching Composition at the Two-Year College*, edited by Patrick M. Sullivan, Christine Toth, and the TYCA Advisory Panel. Bedford, 2017, pp. 219-37.
- Hernandez, Kelly, Michelle Thomas, and Cynthia Schuemann. "Navigating Unchartered Waters: An Accelerated Content-Based English for Academic Purposes Program." *TETYC*, vol. 40, no. 1, 2012, pp. 44-56.
- Horn, Dashielle. "The Role of Empathy in Teaching and Tutoring Students with Learning Disabilities." *Pedagogy*, vol. 19 no. 1, 2019, pp. 168-76. doi.org/10.1215/15314200-7173839.
- Horning, Alice S. "Writing and Reading across the Curriculum: Best Practices and Practical Guidelines." *Reconnecting Reading and Writing*, edited by Alice S. Horning and Elizabeth W. Kraemer, Parlor, 2013, pp. 71-88.
- Horning, Alice S., Deborah-Lee Gollnitz, and Cynthia R. Haller, editors. *What Is College Reading?* UP of Colorado, 2017.

- Howard, Rebecca Moore. "A Plagiarism Pentimento." *Journal of Teaching Writing*, vol. 11, no. 2, 1992, pp. 233-45. www.citationproject.net/wp-content/uploads/2018/03/Howard-Plagiarism-Pentimento.pdf.
- . "Plagiarisms, Authorships, and the Academic Death Penalty." *College English*, vol. 57, no. 7, 1995, pp. 788-806.
- Jamieson, Sandra. "Reading and Engaging Sources: What Students' Use of Sources Reveals About Advanced Reading Skills." *Across the Disciplines*, 2013.
- Jamieson, Sandra, and Rebecca Moore Howard. "Sentence-Mining: Uncovering the Amount of Reading and Reading Comprehension in College Writers' Researched Writing." *The New Digital Scholar: Exploring and Enriching the Research and Writing Practices of NextGen Students*, edited by Randall McClure and James P. Purdy. American Society for Information Science and Technology, 2013, pp. 111-33.
- Joyce, Amanda. "Framing Office Hours as Tutoring." *College Teaching*, vol. 65, no. 2, 2017, pp. 92-93. doi.org/10.1080/87567555.2016.1189393.
- Klenk, Laura. "Supporting the Silent Second-Language Learner: A Professor Learns from a Kindergartner." *Multicultural and Multilingual Literacy and Language: Contexts and Practices*, edited by Fenice B. Boyd and Cynthia H. Brock with Mary S. Rozendal. Guildford, 2004, pp. 218-37.
- Lei, Simon A., Patricia J. Rhinehart, Holly A. Howard, and Jonathan K. Cho. "Strategies for Improving Reading Comprehension among College Students." *Reading Improvement*, vol. 47, no. 1, 2010, pp. 30-42.
- Liebfreund, Meghan D., and Steven J. Amendum. "Teachers' Experiences Providing One-on-One Instruction to Struggling Readers." *Reading Horizons*, vol. 56, no. 4, 2017, pp. 1-42. scholarworks.wmich.edu/reading_horizons/vol56/iss4/5.
- Lindahl, Kristen, and Naomi M. Watkins. "Creating a Culture of Language Awareness in Content-Based Contexts." *TESOL Journal*, vol. 6, no. 4, 2015, pp. 777-89. doi.org/10.1002/tesj.223.
- López, Enrique J., Vincent Basile, Magnolia Landa-Posas, Kaylee Ortega, and America Ramirez. "Latinx Students' Sense of *Familismo* in Undergraduate Science and Engineering." *The Review of Higher Education*, vol. 43 no. 1, 2019, pp. 85-111. doi.org/10.1353/rhe.2019.0091.
- Lovejoy, Kim Brian, Steve Fox, and Scott Weeden. "Linguistic Diversity as Resource: A Multilevel Approach to Building Awareness in First-Year Writing Programs (and Beyond)." *Pedagogy*, vol. 18 no. 2, 2018, pp. 317-43. doi.org/10.1215/15314200-4359229.

- Lugo Steidel, Angel G., and Josefina M. Contreras. "A New Familism Scale for Use with Latino Populations." *Hispanic Journal of Behavioral Sciences*, vol. 25, no. 3, 2003, pp. 312–30. doi.org/10.1177/0739986303256912.
- Matsuda, Paul Kei, Michelle Cox, Jay Jordan, and Christina Ortmeier-Hooper, editors. *Second-Language Writing in the Composition Classroom: A Critical Sourcebook*. Bedford, 2011.
- Morton, Janne, Neomy Storch, and Celia Thompson. "What Our Students Tell Us: Perceptions of Three Multilingual Students on Their Academic Writing in First Year." *Journal of Second Language Writing*, vol. 30, 2015, pp. 1-13. doi.org/10.1016/j.jslw.2015.06.007.
- Murphy, Mary C., Maithreyi Gopalan, Evelyn R. Carter, Katherine T.U. Emerson, Bette L. Bottoms, and Gregory M. Walton. "A Customized Belonging Intervention Improves Retention of Socially Disadvantaged Students at a Broad-Access University." *Science Advances*, vol. 6, no. 29, 2020, pp. 1-7. doi.org/10.1126/sciadv.aba4677.
- The Nation's Report Card, U.S. Department of Education National Assessment of Educational Progress (NAEP), 2019, www.nationsreportcard.gov.
- National Reading Panel. *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*. National Institute of Child Health and Human Development, 1999.
- Neumann, Heike, Sarah Leu, Kim McDonough, and Bonnie Crawford. "Improving Students' Source Integration Skills: Does a Focus on Reading Comprehension and Vocabulary Development Work?" *Journal of English for Academic Purposes*, vol. 48, 2020, pp. 1–13. doi.org/10.1016/j.jeap.2020.100909.
- The New London Group. "A Pedagogy of Multiliteracies: Designing Social Futures." *Harvard Educational Review*, vol. 66, no. 1, 1996, pp. 60-92.
- Oda, Eiichiro. *One Piece*, Viz, 2009.
- Pecorari, Diane. *Teaching to Avoid Plagiarism: How to Promote Good Source Use*. Open UP, 2013.
- Purdie-Vaughns, Valerie, Geoffrey L. Cohen, Julio Garcia, Rachel Sumner, Jonathan C. Cook, and Nancy Apfel. "Transforming Pedagogies: Improving Minority Academic Performance: How a Values-Affirmation Intervention Works." *Teaching Developmental Writing: Background Readings*, 4th ed., edited by Susan Naomi Bernstein. Bedford/St. Martin's, 2013, pp. 277-83.
- Reid, Joy. "'Eye' Learners and 'Ear' Learners: Identifying the Language Needs of International Students and U.S. Resident Writers." *Grammar in the*

Promising but Struggling Multilinguals

- Composition Classroom: Essays on Teaching ESL for College-Bound Students*, edited by Patricia Byrd and Joy M. Reid. Heinle & Heinle, 1998, pp. 3-17.
- Rodriguez, Esmeralda. "Inculcando *Confianza*: Towards Exploring the Possibilities in the Mentoring of Latina Youth." *Mentoring Students of Color: Naming the Politics of Race, Social Class, Gender, and Power*, edited by Juan F. Carrillo, Danielle Parker Moore, and Tim Conder. BRILL, 2019, pp. 118-44.
- Rounsaville, Angela, Esther Milu, and Joel Schneider. "Contributive Knowledge Making and Critical Language Awareness: A Justice-Oriented Paradigm for Undergraduate Research at a Hispanic-Serving Institution." *College English*, vol. 84, no. 6, 2022, pp. 519-45.
- Sánchez, Yemin, Nicole Nicholson, Marcela Hebbard. "Familismo Teaching: A Pedagogy for Promoting Student Motivation and College Success." *Bordered Writers: Latinx Identities and Literacy Practices at Hispanic-Serving Institutions*, edited by Isabel Baca, Yndalecio Isaac Hinojosa, and Susan Wolff Murphy. SUNY Press, 2019, pp. 105-24.
- Saville-Troike, Muriel. "Private speech: evidence for second language learning strategies during the 'silent' period." *Journal of Child Language* vol. 15, no. 3, 1988, pp. 567-90. doi.org/10.1017/s0305000900012575.
- Shapiro, Shawna, Michelle Cox, Gail Shuck, and Emily Simnitt. "Teaching for Agency: From Appreciating Linguistic Diversity to Empowering Student Writers." *Composition Studies*, vol. 44, no. 1, 2016, pp. 31-52.
- Singhal, Meena. "Academic Writing and Generation 1.5: Pedagogical Goals and Instructional Issues in the College Composition Classroom." *The Reading Matrix*, vol. 4, no. 3, 2004, pp. 1-13.
- Skerrett, Allison. "Building Multiliterate and Multilingual Writing Practices and Identities." *English Education*, vol. 45, no. 4, 2013, pp. 322-60.
- Skomski, Kathleen. "First Year Writers: Forward Movement, Backward Progress." *Reconnecting Reading and Writing*, edited by Alice S. Horning and Elizabeth W. Kraemer, Parlor, 2013, pp. 89-107.
- Suh, Emily K., Barrie E. McGee, and Sam Owens. "When Bootstraps Break: Re-Examining Assumptions about the Symbolic Capital of Immigrant Students' Personal Persistence Narratives." *Journal of Basic Writing*, vol. 40, no. 1, 2021, pp. 68-98. doi.org/10.37514/JBW-J.2021.40.1.04.
- Sullivan, Patrick, Howard Tinberg, and Sheridan Blau. *Deep Reading: Teaching Reading in the Writing Classroom*. NCTE, 2017.
- Togashi, Yoshihiro. *Hunter x Hunter, Vol. I: The Day of Departure*. Viz, 2012.
- Uccelli, Paola, and Emily Phillips Galloway. "What Educators Need to Know about Academic Language: Insights from Recent Research." *What Teach-*

ers Need to Know about Language,” edited by Carolyn Temple Adger, Catherine E. Snow, and Donna Christian. *Multilingual Matters*, 2018, pp. 62-73.

Warren-Kring, Bonnie Z., and Valerie C. Rutledge. “Adolescents’ Comprehension and Content Area Education Students’ Perceptions: Benefits from One-on-One Tutoring.” *The Teacher Educator*, vol. 46, no. 3, 2011, pp. 244–61. doi.org/10.1080/08878730.2011.581334.