Materials Review

Long-Term Success for Experienced Multilinguals
Tan Huynh & Beth Skelton. Corwin Press, 2023. xxii + 242 pp.

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In the opening chapter of *Long-Term Success for Experienced Multilinguals*, the words of wisdom echo loudly:

> [S]ome schools and districts require students at lower English language proficiency levels to take lower-level content courses as well, which can negatively impact their entire high school career. If students do not have access to higher-level courses, they may not meet necessary graduation requirements or college entrance expectations. An opportunity withheld is a door closed on a new world full of potential (Huynh & Skelton, 2023, p. 19).

These poignant words resonate deeply with the struggle of e*xperienced multilinguals*—commonly known by the policy term *Long-Term English Learners* (LTELs)—at public schools in the United States. Delving into the profound challenges and untapped potential of this student subgroup, we embark on a journey with Tan Huynh and Beth Skelton (2023) to examine the systemic barriers these students face and explore instructional practices that benefit them.

Experienced multilinguals possess a wealth of resources, lived experiences, and aspirations, which are commonly overlooked by schools. In *Chapter 1*, the authors cast a wide net that points to the cultural, linguistic, and experiential assets of these students to which teachers should pay attention. The chapter sets the stage with a brief description of the commonly adopted reclassification criteria and procedures through which these students are determined to be qualified for *English Language Development* (ELD) services and are kept classified as *English Learners* (ELs) for an extended amount of time (i.e., five years or more). Providing concise background information about the time and conditions needed for the development of English proficiency, the authors problematize the LTEL monolith and share detailed portraits of Graciela and Min Woo, who remained as English Learners for an extended period while enrolled in secondary schools in the United States.

Chapter 2 provides a comprehensive and equity-oriented framework for content-area teachers to use in teaching students in protracted EL status. Despite lacking clear ties to the empirical research that examines instructional issues related to linguistically diverse adolescent students (e.g., Brooks, 2020; Calderón & Montenegro, 2021; Freeman &

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Freeman, 2002; Olsen, 2014), the framework skillfully assembles four components: a) engineering summative assessments, b) writing integrated objectives, c) establishing comprehensible input (Krashen, 1982), and d) structuring academic output. These components are addressed in the subsequent chapters, respectively. Using an analogy of an orchard, the framework encourages educators to use reverse engineering by thinking about the learning outcome from the beginning and imagining the big picture— an orchard with multiple fruit trees in it—and then designing summative assessments. Then, educators are recommended to write learning objectives for each unit—a tree representing a learning objective—by intending the sum of the objectives to support the overall learning of the student throughout the unit. Next, educators are advised to scaffold the students' learning to provide comprehensible input—represented by sun and rain—and support content and language learning. Lastly, the authors provide a list of instructional strategies and lesson planning tips (mentioned in the review of *Chapter 6* below) to support students' outcomes in spoken and written forms—an apple—by establishing ideal conditions for learning to take place. The components of the framework are strategically chosen to effectively address the unique instructional needs of experienced multilinguals (e.g., writing advanced essays and using academic language purposefully), and specifically address issues related to teaching academic English.

Chapter 3 is devoted to a description of the ways to design exams and performance-based assessments that provide students with the optimal conditions to demonstrate their progress successfully. The authors stress that summative assessment should be equitable "by design, not by accident" (Huynh & Skelton, 2023, p. 61), and teachers should consider using strategies to provide scaffolding in engineering exams that are tailored for ELs with extensive experience in U.S. schools. Some of these strategies include giving sentence starters and frames, word banks and synonyms, and using visuals to provide context. Additionally, the chapter provides a list of strategies to create and implement performance-based assessments (e.g., panel discussions, podcasts, factsheets, infographics, and animated videos). These strategies include considering sequencing of the information assessed, providing instruction boxes, and facilitating responses that are related to the assessed content through sentence starters and frames. As the authors underline, these strategies are intended "not [to] lower the cognitive and academic load of the assignment" (Huynh & Skelton, 2023, p. 72), but to help these students fully show their learning outcomes, and using assessment templates is key for teachers to make this happen.

Chapter 4 describes the process of effectively writing an integrated objective, which is a statement that describes the learning outcomes because of content and language teaching. The authors suggest three steps to write these objectives: 1) writing a prompt for an exit ticket and modeling response, 2) analyzing the academic language in the model responses, and 3) writing the integrated objective. The chapter provides tables with numerous examples of verbs to use in objectives and academic language to model in sample responses. *Chapter 5* provides a window into the intricacies of designing

instruction to ensure comprehensible input through five types of scaffolds: 1) activating students' prior knowledge and building background knowledge, 2) infusing sensory scaffolds into teaching content subjects and facilitating multisensory learning, 3) using graphic scaffolds (e.g., charts, tables, and timelines) to visualize abstract information, 4) facilitating comprehension and linguistic output (e.g., tapping into students' full linguistic repertoires and breaking content into pieces), and 5) promoting interactive learning by encouraging students to use discussion moves (e.g., linking ideas and clarifying information during peer or group works).

Chapter 6 is a rich resource with practical tools and materials to guide experienced multilinguals toward structuring linguistic output both in writing and orally. Some of them (e.g., word banks and discipline-specific words embedded in the text) provide support at the lexical level while others (e.g., concept mapping, sentence starters and frames, and one-sentence summaries) are at the sentential level. At the organization level, the authors describe strategies that facilitate organizing ideas and ensuring a flow of information (e.g., structured paragraphs, and sentence bridges). Lastly, the authors briefly discuss the role of contextualizing learning and provide a situation in which the teacher sets the context and facilitates the use of specific words for the context.

Finally, in *Chapter 7*, we see a well-written closing that provides practical advice for school leaders to nurture a professional environment that prioritizes the use of the instructional framework in *Chapter 2*. The authors describe ways for teachers to engage in collaborative learning to determine common practices and gain new perspectives. By encouraging regular sessions between ELD specialists and content-area teachers, leaders are suggested to analyze students' work samples and facilitate conversations about opportunities to use the strategies provided in the preceding chapters. The authors emphasize the significance of collaboratively designing lessons and assessments to enhance the support provided to ELs with extensive schooling experience.

Now, I present a more critical evaluation of the book. To start with, I would like to observe that its practicality aspect is significantly high. The activities are easily applicable to real classroom situations. They align with the goals of equity-oriented teachers who work with linguistically diverse learners. The authors provide a clear and sufficient level of detail and guidance for implementing them. Also, this resource does a fantastic job of engaging readers and promoting interactivity. For example, *Try It Out* and *Reflection* boxes at the end of chapters—intended as prompts for reflection and application of knowledge—successfully provide teachers with valuable material for contemplation.

It has another major strength in providing a rich array of memorable examples that illustrate what some of the described strategies look like in practice. For example, Table 1.4 provides a list of helpful questions and prompts for teachers to use in surveys, informal conversations, or interviews with their students. Moreover, in the appendices,

we see a comprehensive list of verbs and sample lesson plans. A practical attribute of this resource is that, through illustrations and snippets, it presents vivid and intriguing descriptions of situations where strategies work well. In this sense, the book fulfills its promise of being a practitioner guide.

It is also important to address some areas for improvement. One limitation might be the lack of clarification regarding the alignment of the described strategies with the educational standards or guidelines relevant to teaching ELs such as *Common Core State Standards*. Moreover, the book is missing a mention of the social and interpersonal aspects of an ideal model for instructional support for these students remaining in protracted EL status (Uysal, 2022). Lastly, most of the examples and described cases are admittedly limited to the U.S. PK-12 contexts, which might narrow the readership. However, the strategies transcend the U.S. context and are very promising in that they can be used in teaching advanced learners of English as a foreign language, as well.

When it comes to the book's organization, the authors' work in sequencing the chapters logically and in an illuminating manner is also worth praising. Its careful design makes it a clear and coherent guide, and easy for readers to navigate. On a rather critical note, the authors in the initial few chapters use the terms "secondary multilinguals" and "experienced multilinguals" interchangeably, which might cause some confusion. Also, at certain points, one might notice that there is repetition of content. For example, *Chapters 5* and *6* discuss similar scaffolding strategies extensively despite their focus on teaching different linguistic skills.

Notwithstanding the challenges mentioned above, the authors' credibility is eminent. Their instructional experience, qualifications, and specialization in professional development as well as their backgrounds as language learners make them a reliable source of information. This resource has utility as a practical guideline for content-area teachers who are interested in learning how to better serve ELs with substantial experience at U.S. schools and view them from an asset-based lens. In the core of the book, the authors do not only suggest moving from a deficit-based lens to an asset-based teaching but also provide ways to apply it in the practice of instruction and assessment. This makes it an eye-opening and stimulating read which is very likely to be of interest to school leaders who want to support their teachers. Also, teacher educators might benefit from many practical insights in this resource.

Above all else, it is an essential resource for teachers at linguistically diverse schools. From the onset, the book embraces a resource-oriented orientation and supports teachers to advocate for experienced multilinguals valiantly despite the pressure of high-stakes testing. It left me wanting to go to a coffee shop with the authors for an engaging, meaningful, and long conversation. I would not be surprised to see it finding a place on the shelves of libraries of schools with large populations of linguistically diverse adolescent students. In the authors' words, by using the shared strategies, teachers can

seek new ways to scaffold these students' learning and "make climbing the mountain possible" (p. 62), which makes a wonderful concluding line for my review. Ultimately, this guide not only equips teachers with practical strategies but also resonates with a shared commitment to empower linguistically diverse students by seeking innovative ways to differentiate their instruction.

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