



Chapter 5

Language Resources, Linguistic Creativity, and Cultural Funds of Knowledge

Key Points

- Bilingual learners develop and use oral language differently than monolingual learners. Teachers must understand these differences so that they develop appropriate expectations for their students.
- One of the major characteristics of Spanish in the United States is its relationship with English.
- Bilingual learners use variations of Spanish that come from different Spanish-speaking countries.
- Background knowledge is crucial for learning and plays a key role in literacy development. Teachers are most successful when they build on what students already know and can do.

Activity objectives: Participants will:

- Collaboratively complete one Frayer model on chart paper (see below) for one key phrase from Chapter 5. The key phrases are:
 - Simultaneous bilingual development
 - Sequential bilingual development
 - Linguistic Creativity of Bilingual Learners (this has several parts, and may be divided into two groups):
 - Code-switching and linguistic borrowing
 - Semantic Extension and Calque
 - Varieties of Spanish
 - Student Background Knowledge/Funds of Knowledge
- Add to other Frayer models during a gallery walk

Notes for Book Study Leader:

- There should be no more than 4 people per group. If there are more than 24 participants, several groups may work on the same phrase.
- Provide a different colored marker for each group so that any additions made during the gallery walk are clearly visible.
- Each small group should work on its chart-paper Frayer model first, and then display it clearly on a wall.

- Groups visit each Frayer model and read, discuss, and add information where appropriate.
- Common areas of confusion:
 - The definitions for the various phrases are found within the text and so there should be little confusion there. The area where there might be confusion is with the instructional implications. It is important for the facilitator to respect the responses that participants provide, while at the same time moving participants toward a multilingual perspective. Below are some examples of monolingual and multilingual perspective responses to instructional implications, using the example of “simultaneous bilingual development”.

Simultaneous bilingual development: Possible instructional implications	
Monolingual perspective	Multilingual perspective
Try to determine a dominant language, and use that primarily for instruction and intervention.	Find out what the student can do in each of his/her languages, and build on that. Use both languages, and the Bridge, in a strategic manner for instruction and intervention.
Provide these students with a monolingual instructional environment, so they develop a dominant language and don't get confused.	Provide these students with a rich bilingual instructional environment so they fully develop all of their linguistic resources.
Determine the correct form of Spanish and teach only that.	Respect and build on the linguistic creativity that the students bring into the classroom.
Ask parents to pick one language and to use only that language in a monolingual way.	Find out how families are using their multiple languages, bring that linguistic creativity into the classroom, and use that to develop academic language and metalinguistic awareness.

Description/definition (in your own words)

Example

Instructional implications

Questions that still remain

