

Tuesday, June 23, 2015

Part 2 of 3

What guides planning and decision-making for biliteracy?

Who is involved in biliteracy?



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- Gots and Wants

What does biliteracy look like?

What guides planning and decision-making for biliteracy?

- Two Perspectives of Language Ability
- Premises for Teaching for Biliteracy:
Latest Research in the Field

Tuesday, June 23, 2015

Who is involved in biliteracy?

- Students
- Teachers: A Multilingual Perspective

What guides planning and decision-making for biliteracy?

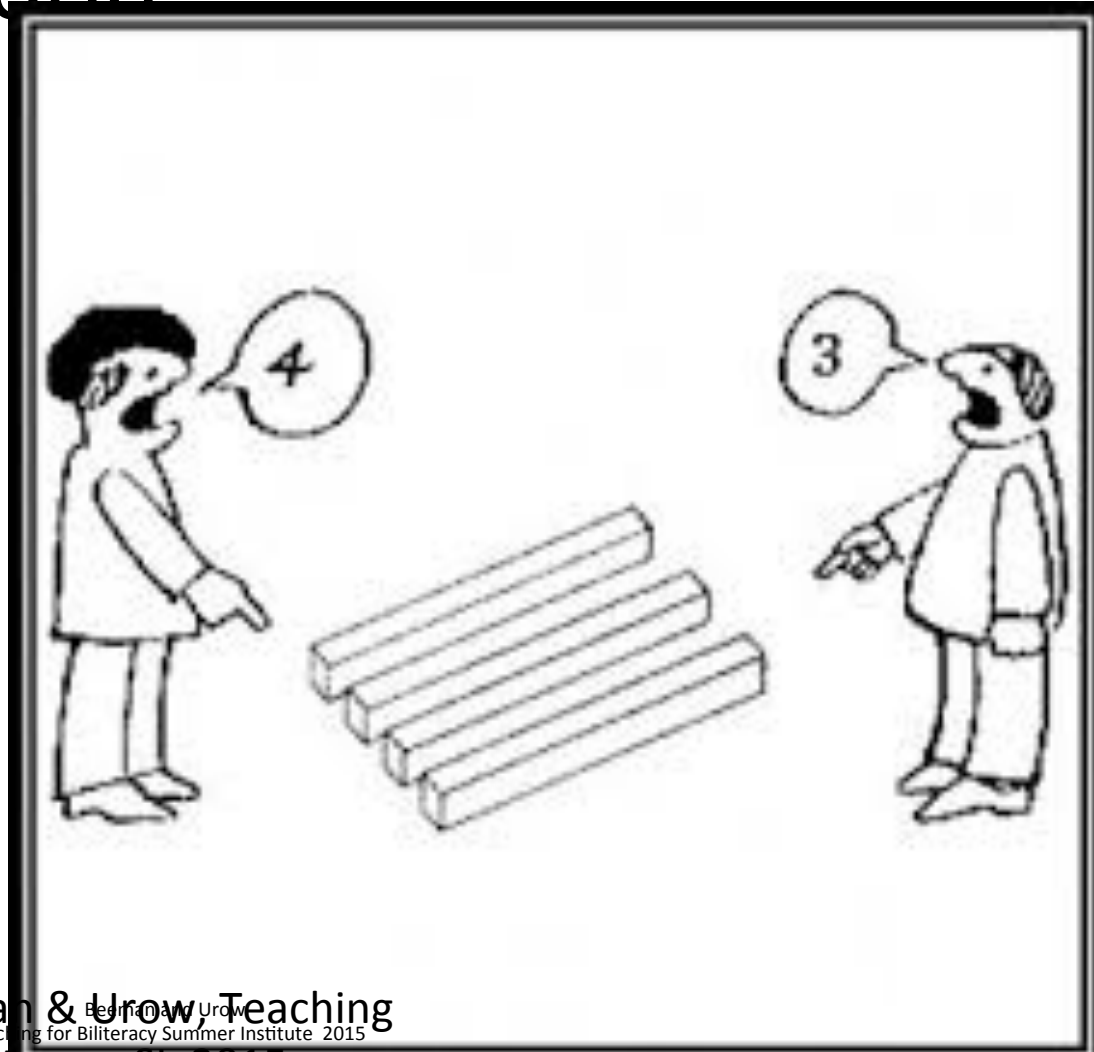
Two Perspectives of Language Ability

Premises for Teaching for Biliteracy:
Latest Research in the Field



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Paradigm – the model, or framework, used to understand the world



What are the concepts?

A

B

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Students have an L1 (or dominant language).

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Students are emerging bilinguals who have linguistic resources across languages.

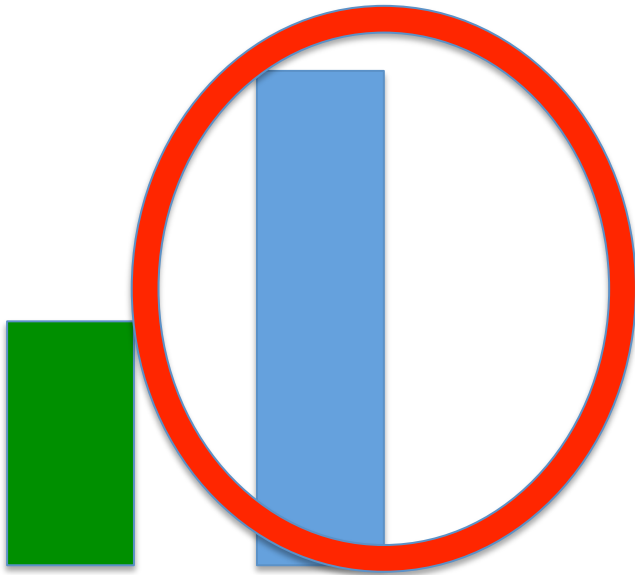
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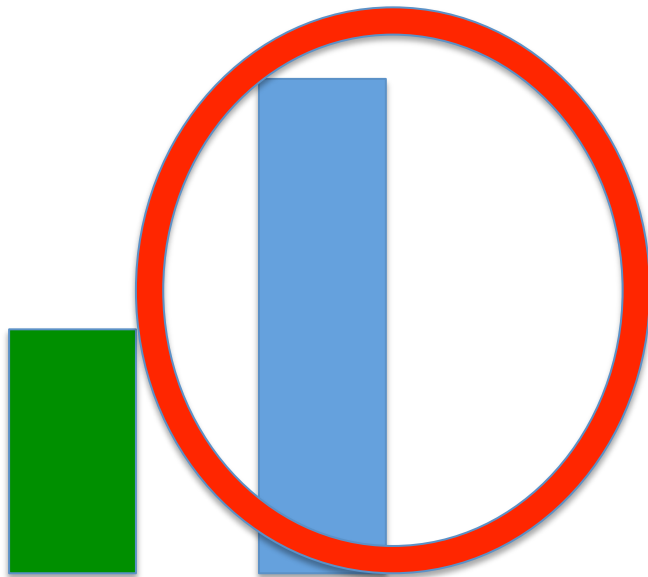
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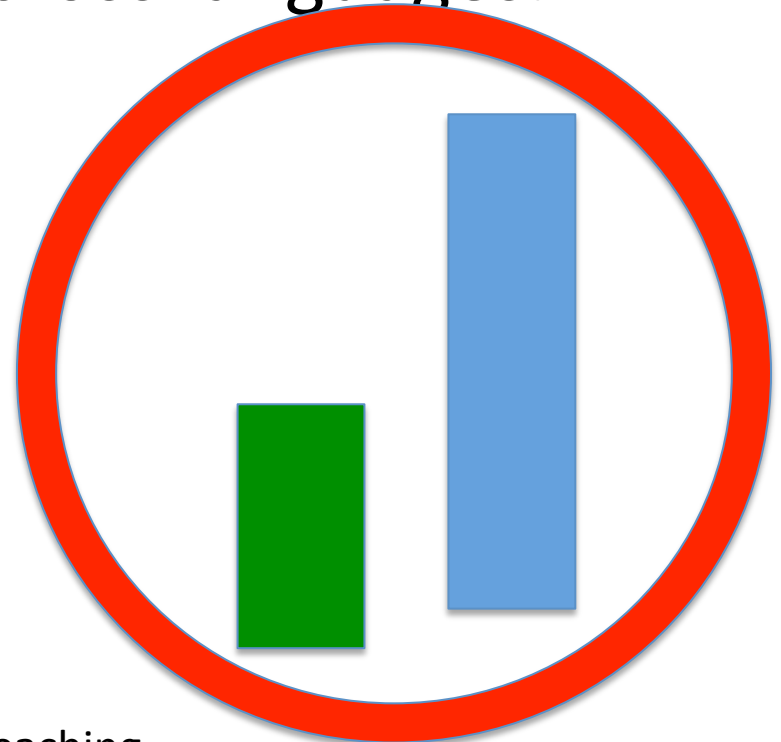
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What are the concepts?

- 1. What are the instructional implications of a paradigm that focuses on a dominant language?**
- 2. What are the instructional implications of a paradigm that focuses on all language (linguistic) resources?**
- 3. Which instructional paradigm is easier to implement?**

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Students are expected to behave and learn like developing bilinguals.

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What's the difference?

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Research Connection



Bilinguals are NOT two monolinguals in one person. (Grosjean, 1989)



Research Connection



Bilinguals are NOT two monolinguals in one person.
(Grosjean, 1989)

Bilinguals have linguistic resources shared across languages (Cenoz, J, 2009, Escamilla, 2011).

Research Connection



- Two-thirds of ELLs currently in the US were born here (Education Week, 2009).

Developing bilinguals...

- Maestra, look at me I am *planching*!



Developing bilinguals...



- Maestra, look at me I am *planching*!
- Se me mojaron los *socatines*!



Developing bilingual

- Maestra, look at me *planching*!
- Se me mojaron los *socatines*!
- Quiero sentarme en la *carpeta*.

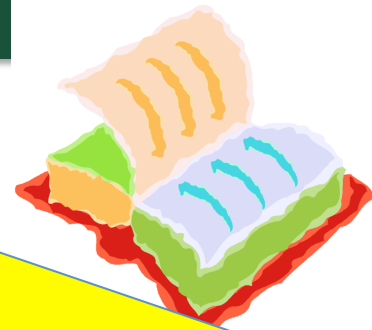


Developing bilinguals.



- Maestra, look at me I am *planching*!
- Se me mojaron los *socatines*!
- Quiero sentarme en la *carpeta*.
- I can't find my *chanclas*!

Developing bilinguals...



p. 69

- Maestra, look at me I am *planching*!
- Se me mojaron los socatines!
- Quiero sentarme en la carpeta.
- I can't find my chancas!

Developing bilinguals...

- Maestra, look at me I am *planching*!
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- Quiero sentarme en la carpeta.
- I can't find my *chanclas*!

**Linguistic
borrowing**

Developing bilinguals...

- Maestra, look at me I am *planching*! **Linguistic borrowing**
- Se me mojaron los socatines!
- Quiero sentarme *carpeta*. **Semantic extension**
- I can't find my *chanclas*!

Developing bilinguals...

- Maestra, look at me I am *planching*!
- Me mojaron los socatines!
- Quiero sentarme carpeta.
- I can't find my *che*

**Linguistic
borrowing**

**Semantic
extension**

Code-switching





ENVÍOS DE DINERO



MONEY ORDERS



PAGO DE BILLS



COMPRA DE PESOS



PAQUETERÍA



BOLETOS DE AVIÓN

**DRIVER
WANTED**

**SE
NECESITA
DELIVERY
GUY**

Create the look of hand-crafted cabinets

Crea el *look* de gabinetes hechos a mano



La Lavandería Mas

GRANDE!

— De Elgín —

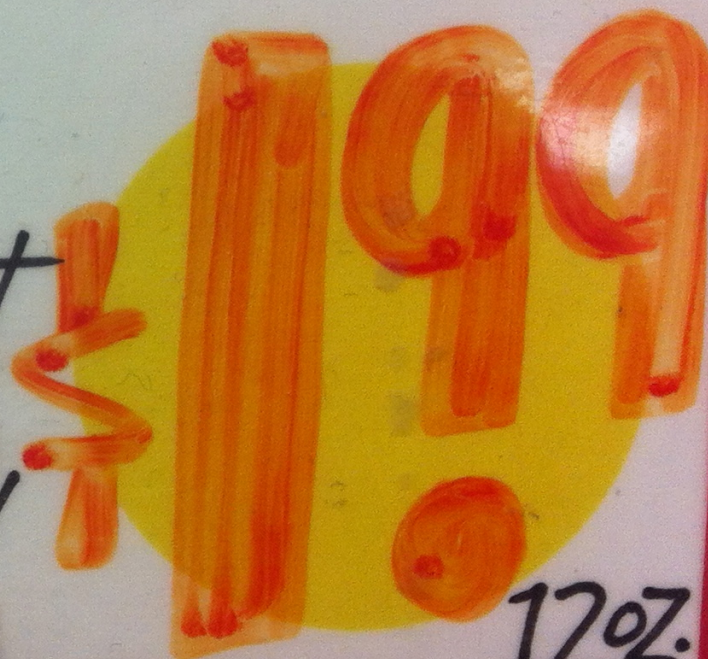
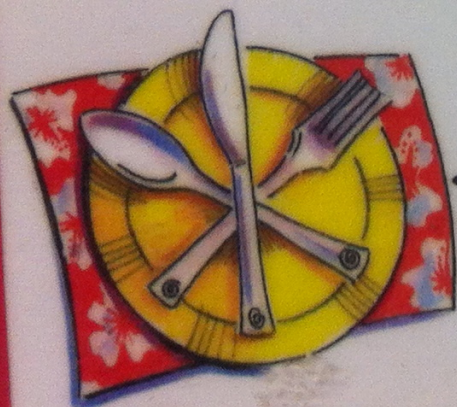


Parking A La Izquierda

Soy Chorizo

Vegan

Delicious &
Spicy - great
for tacos or
serve w/ eggs!



12oz.



La Oh a
verde. am

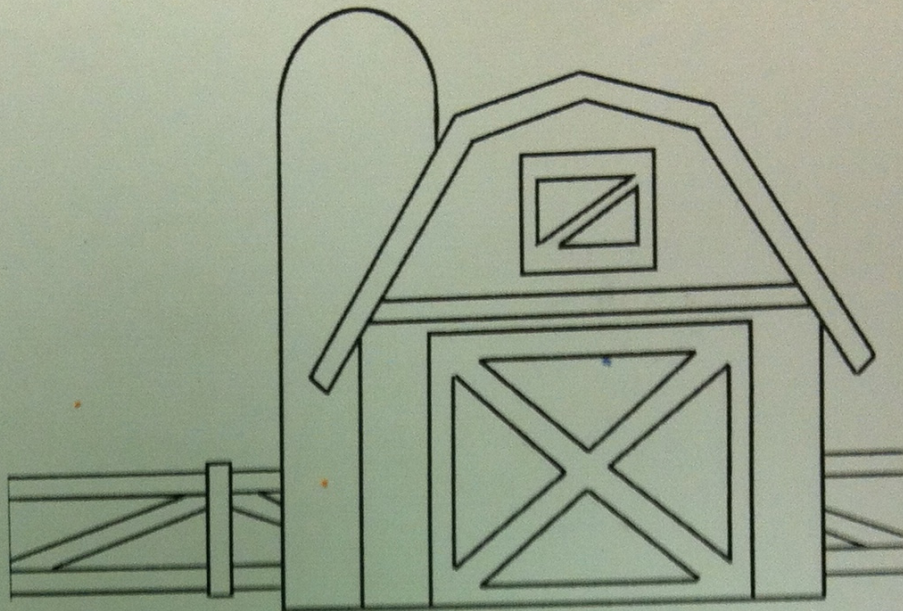
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a/eda



Korrt
rrapid

corre rapido

Se Kalma



chiavo

come

salal.

Lenguaje de la playa

(social)

el lonche

la carpeta

chequear

la troca

Lenguaje de la boda

(académico)

el almuerzo

la alfombra

comprobar

el camión

Know 15 blocks - 10/1/11

Casa	Escuela
puchar	empujar
tochar	tocar
onde	donde
Alomche	almuerzo
Picar	escoger
cache	a garé
6 Muncho	mucho

la pluma/
el bolígrafo
el cachete/
la mejilla
el gusano/
la lombriz
el estudiante/
el alumno
el salón/la aula
el cabello/el pelo
parquear/aparcar/
estacionar
la panza/
el estómago
la serpiente/
la culebra/

el estómago
la serpiente/
la culebra/
la víbora
basquetbol/
baloncesto
el rostro/la cara/
la tez
cierto/verdadero
la chamorra/la chaqueta

Regionalisms Synonyms

What are the concepts?

A

Students have an L1 (or dominant language).

Students are expected to behave and learn like monolinguals.

B

Students are emerging bilinguals who have linguistic resources across languages.

Students are expected to behave and learn like developing bilinguals.

Which paradigm does the following statement reflect: A or B?

S

C

Students who use words like “puchar” or who mix their languages are demonstrating that they are low in both languages.

Students are expected to behave and learn like monolinguals.

Students are expected to behave and learn like developing bilinguals.

What are the concepts?

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What is the contrasting descriptor?

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Developing bilinguals are expected to use all of their linguistic resources, and will use language in a way that challenges the traditional labels of “Spanish dominant” or “English dominant”.

What are the concepts?

Which paradigm does the following statement reflect: A or B?

Students are taught in L1 and then transfer their learning to L2.

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Students who use L2 who mix their language that they are low

Students are expected to use all languages. I will use L2 as the "dominant" or

What is the contrasting descriptor?

Students are taught in L1 and then transfer their learning to L2.

What are the concepts?

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Students are emerging bilinguals who have linguistic resources across languages.

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Developing bilinguals are expected to use all of their linguistic resources, and will use language in a way that challenges the traditional labels of “Spanish dominant” or “English dominant”.

Students are provided strategies that support language and content development in the language of heavy lifting (as defined by the content allocation plan) and are provided a Bridge to the other language.

What are the concepts?

What's the difference between the two statements?

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Languages are used strategically in three distinct linguistic spaces.

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Students who use both of their languages are considered bilingual in both languages.

Students are taught in L1, with learning to L2.

B

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Monolingual Paradigm

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Languages are used strategically in three distinct linguistic

Do you need to be bilingual in order to use a multilingual paradigm?

Does being bilingual ensure a multilingual paradigm?

the students: two linguistic spaces.

distinct linguistic

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How does your program or your teaching currently reflect a strength-based paradigm?

How can you increase programming and teaching from a strength-based perspective?

the students: two linguistic spaces.

distinct linguistic

Additional Resources

Teaching for Biliteracy: Strengthening Bridges between Languages

- Chapter 1 (p. 5)

www.TeachingForBiliteracy.com

- **About -> Sample PD -> one hour webinar**
overview of teaching for biliteracy
- **Resources -> Book Study Guides -> Chapter 1**