

Teaching for Biliteracy Summer Institute

Tuesday, June 27, 2017

What guides planning and decision-making for biliteracy?

Who is involved in biliteracy?

Cheryl Urow

Karen Beeman

TeachingForBiliteracy.@gmail.com TeachingForBiliteracyKB@gmail.com



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Premises for Teaching for Biliteracy



The three socio-linguistic premises about Teaching for Biliteracy – p. 5

- Read to yourself, up to **The Stratification of Languages in Society**
- When I ring the bell, share with your partner:

The premise that most resonated for me was _____ because _____

The three socio-linguistic premises about Teaching for Biliteracy – p. 5

- Recognize that teaching for biliteracy is different than teaching for monoliteracy
- Reflect a multilingual perspective
- Provide a way of communicating the multilingual perspective to others **(In other words...)**
- Provide another tool for decision-making and planning for biliteracy **(Therefore,...)**

Teaching for biliteracy is different than teaching for monoliteracy because

- Spanish in the U.S. is a minority language within a majority culture

In other words, ...

Therefore,...



In other words, in US society today,
there is a stratification of
languages.

**Spanish is a minority language
within a majority culture**

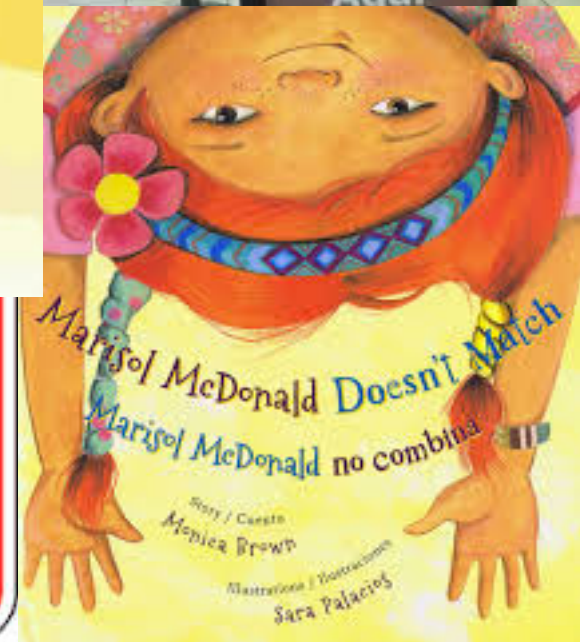
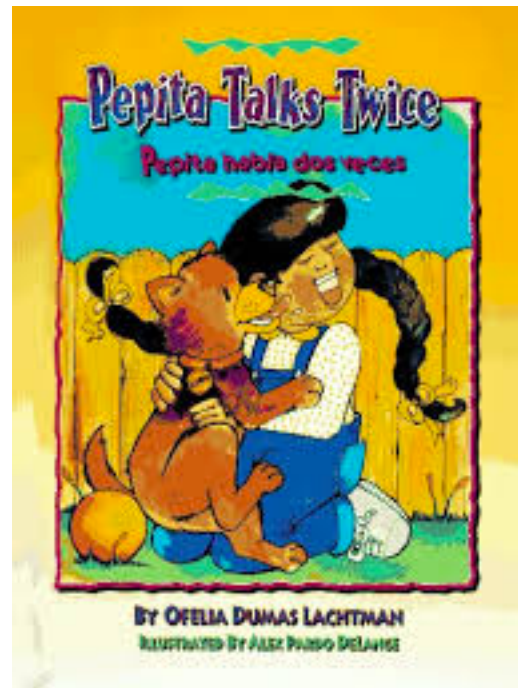
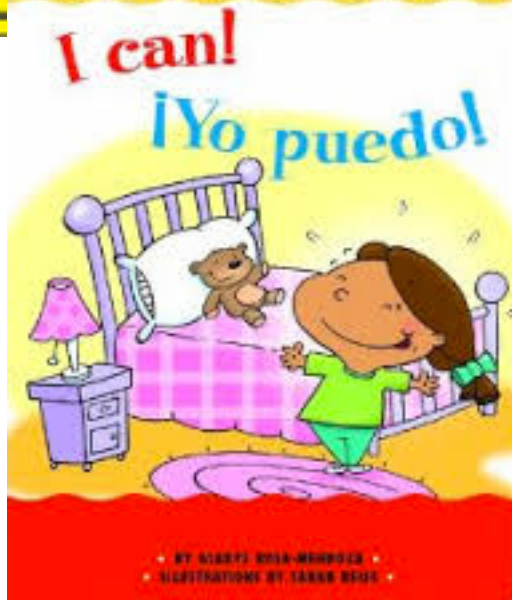


Spanish is a minority language within a majority culture

- Even in communities where Spanish plays a vital role in everyday life, Spanish literacy instruction can be sporadic, inconsistent, and not reflective of best practices or research.



Spanish is a minority language within a majority culture



Teaching for biliteracy is different than teaching for monoliteracy because



- Spanish in the U.S. is a minority language within a majority culture

Therefore, we have to make decisions that support raising the status of Spanish within the majority environment.

Self Reflection Questions

Biliteracy Premise 1



- What **classroom practices**....
- What **school-wide** routines and practices...
- What **district-wide** systems and practices...
are in place to elevate the status of Spanish?

Teaching for biliteracy is different than teaching for monoliteracy because



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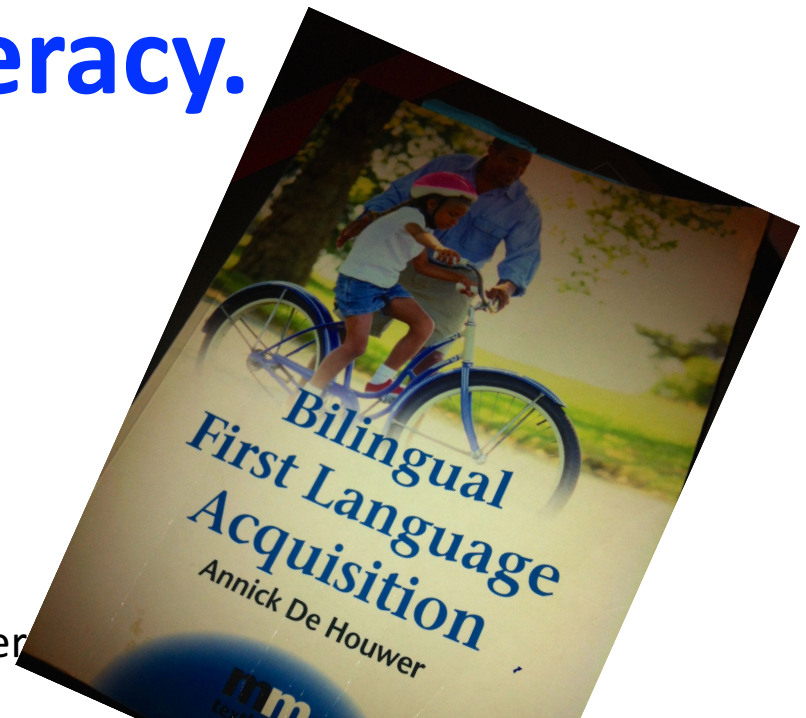
- Students use all the languages in their linguistic repertoire to develop biliteracy.

In other words, ...

Therefore,...

In other words, we look at our students holistically.

Students use all the languages in their linguistic repertoire to develop biliteracy.



PREMISE 2: Teaching for biliteracy is different than teaching for monoliteracy because



- Students use all the languages in their linguistic repertoire to develop biliteracy

Therefore, we make decisions that support developing bilinguals by teaching literacy in both Spanish and English every day to all students, respecting and building on student linguistic resources, and reflecting a multilingual paradigm of instruction.

All students are developing bilinguals



- All students received literacy instruction in both languages every day, beginning at entry into the program.
- Students are together for differentiated, but not separate, instruction.
- Content is taught in one language only at each grade level. This is called content allocation.

All students are developing bilinguals



- Students are expected to use language like developing bilinguals, rather than like monolinguals.
- Classroom practices, curricular decisions, and programmatic structures reflect the education of developing bilinguals, rather than of two monolinguals.
- Linguistic approximations are expected and planned for and valued.

Developing Bilinguals



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



Developing Bilinguals



Being bilingual physically
changes your mind.

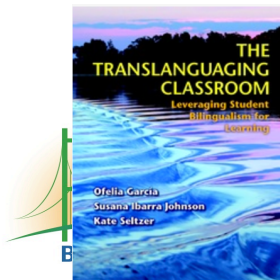
Neuroplasticity is real.

(Bialystok, CARLA, 2016)



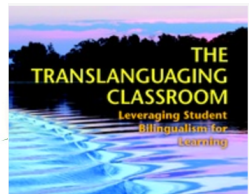
Translanguaging

- “...is an approach to bilingualism that is centered not on languages as has often been the case, but on the practices of bilinguals that are readily observable.”
- Linguistically: “...the deployment of a speaker’s full linguistic repertoire...”



Translanguaging

- Linguistically “...the deployment of a speaker’s full linguistic repertoire...”
- Instructionally: “...it describes a pedagogical approach whereby teachers build bridges from these language practices and the language practices desired in formal school settings.”
- Rather than eliminating linguistic approximations, it is about educators and students themselves understanding them.



Planning for linguistic approximations

el farmero	



Planning for linguistic approximations

el farmero	el finquero
	el granjero



Planning for linguistic approximations

el farmero	el finquero
	el granjero
	el agricultor



Lenguaje de la playa

(social)

el

lonche

la carpeta

chequear

la troca

Lenguaje de la boda

(académico)

el almuerzo

la alfombra

comprobar

el camión

Planning for biliteracy development

Español arcaico	Español actual
asina	así
muncho	mucho
pos	pues
haiga	haya

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

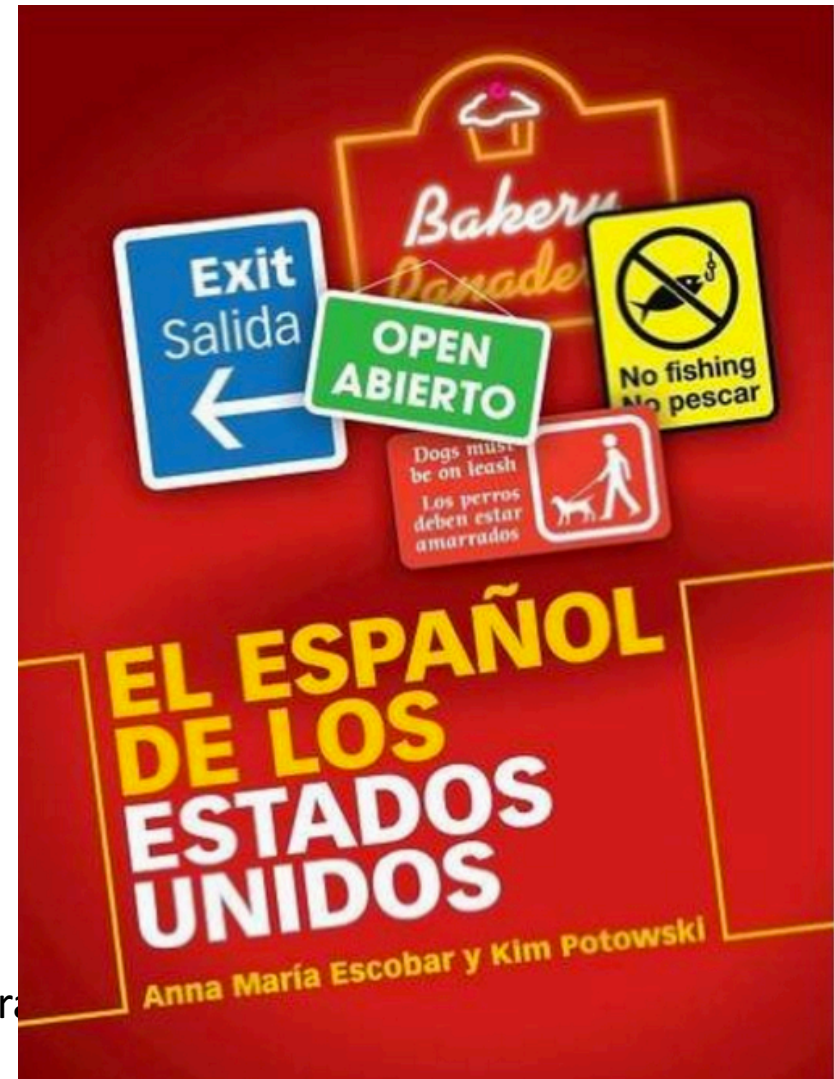
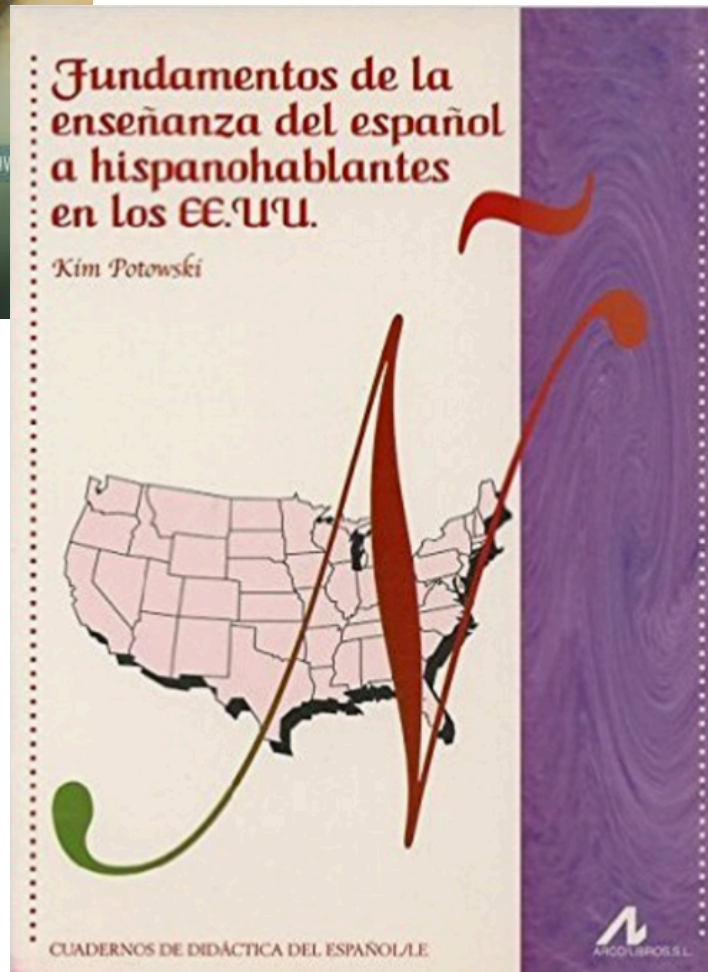
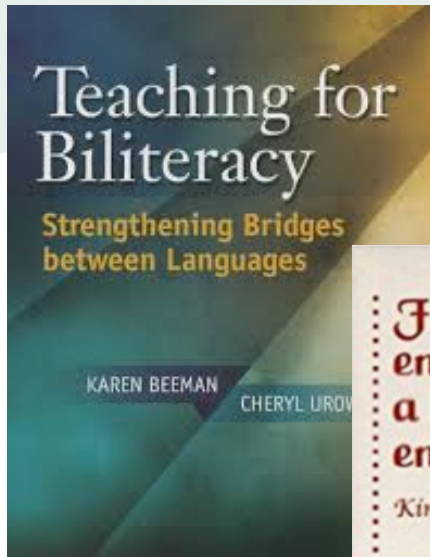
lenguaje social	lenguaje académico
el lonche	el almuerzo
puchar	empujar
los socatines	los calcetines

Regionalismos

- fondo (México); enagua (Puerto Rico)
- comba (España); cuerda (México); cuica (Puerto Rico)
- balde (Puerto Rico); cubo, cubeta (México)
- papas (Puerto Rico, México); patatas (España)

Elgin, Illinois
U-46

More information about US Spanish



Self Reflection Questions

Biliteracy Premise 2



- What **classroom practices**....
- What **school-wide** routines and practices...
- What **district-wide** systems and practices...

are in place that reflect a multilingual perspective of developing bilinguals?

Teaching for biliteracy is different than teaching for monoliteracy because



- Spanish in the U.S. is a minority language within a majority culture

Therefore, we have to make decisions that support raising the status of Spanish within the majority environment.

- Students use all the languages in their linguistic repertoire to develop biliteracy

Therefore, we make decisions that support developing bilinguals by teaching literacy in both Spanish and English, moving from informal to formal language, and reflecting a multilingual paradigm of instruction.

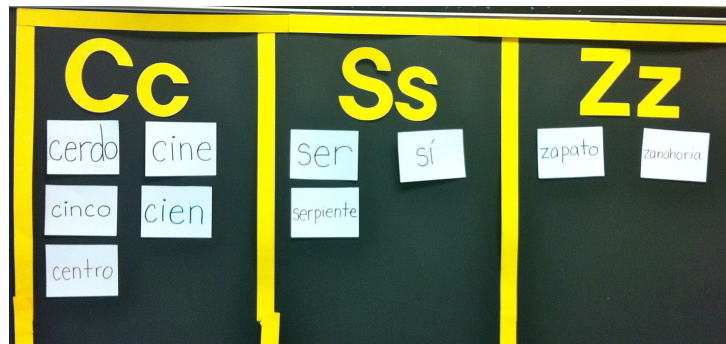
- Spanish and English are each governed by different linguistic rules and cultural norms.

In other words,

Therefore,

In other words, students benefit from the opportunity to engage in contrastive analysis between their languages.

Spanish and English are each governed by different linguistic rules and cultural norms.



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- Spanish and English are each governed by different linguistic rules and cultural norms

Therefore, we make decisions that support the implementation of strategies appropriate for each language, and ensure that students have the explicit opportunity to compare and contrast their languages.

Me

MAMA

Mapa

Marley

masa mamá got

Ma

matemáticas

mas cara

maDli

Marz May.

Majors Math 101

Mohalia

mesa

memo

Me

misael

camila

Camino

Mi

mono

Mo

memo

Mucho

musica

English

Word Problems

* Addition
in total

more

Sum

* Subtraction

- less

difference

compare

how many more...

* Multiplication

equal groups/parts

multiply

each

* Division

divide

equal groups

separate

Español

Problema Narrati

Adición

en total

más

Suma

→ Restas

→ menos

diferencia

compara

cuántos más?

Multiplicación

grupos iguales

partes iguales

multiplica

→ cada

División

divide

grupos iguales

separados

Bridge

Erin, 3rd grade

Austin, Texas

-dad

probabilidad

posibilidad

unidad

universidad

publicidad

oportunidad

~~responsabilidad~~

cantidad

gravedad

flexibilidad

comunidad

-ity

probability

possibility

unity

university

publicity

opportunity

~~responsibility~~

responsibility

quantity

gravity

flexibility

community

**Metalinguistic
focus**

Metalinguistic focus

los el la las

the

los los niños
los lapices
los pantalones

the water

the door

the butterfly

el

la

las

rural communities.

In the community

rural and mountain

areas. In the community

the rural and farmer

who plant and eat

and take milk to

the houses.

they have

rural community

farms. In a rural

community they

have technologies in

the farms. In

a rural community

Planning for biliteracy development

sustantivo adjetivo

adjective noun

la comunidad rural

the rural
community

la bufanda mágica

the magic scarf

el lapiz nuevo

the new pencil

fly they grow
frosts weathers
fetes and melt and
formets. In a
fural community

they have eyes
fram a chadano

Planning for linguistic approximations

c	qu	ck	c	k
		ch <u>ic</u> ken		

Planning for linguistic approximations

c	qu	ck	c	k
	<u>q</u> uedan	ch <u>ic</u> ken		

Planning for linguistic approximations

c	qu	ck	c	k
vaca <u>a</u>	<u>q</u> uedan	ch <u>ic</u> ken		<u>k</u> ick
	<u>q</u> ue	ki <u>ck</u>		

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Using the Premises for Teaching for Biliteracy for Making Instructional, Curricular, and Programmatic Decisions

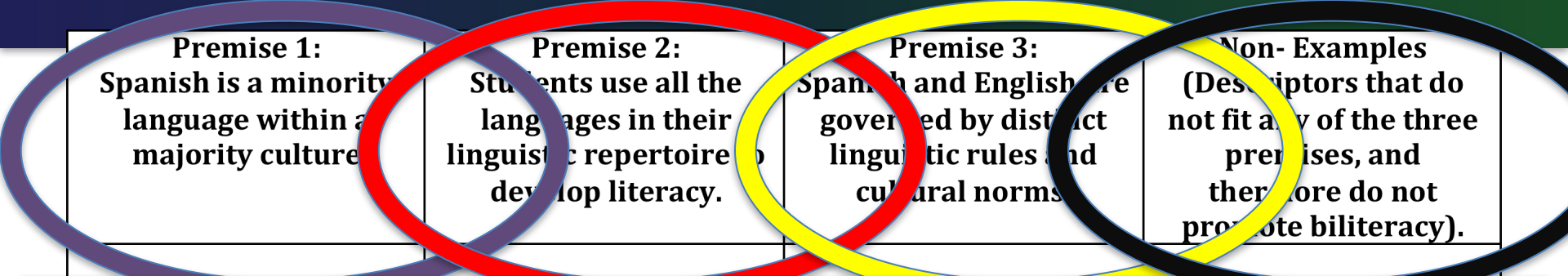


Premise 1: Spanish is a minority language within a majority culture	Premise 2: Students use all the languages in their linguistic repertoire to develop literacy.	Premise 3: Spanish and English are governed by distinct linguistic rules and cultural norms	Non- Examples (Descriptors that do not fit any of the three premises, and therefore do not promote biliteracy).
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Students first learn to read and write in one language, and then transition at one moment in time to reading and writing in the other language.

Premise 1: Spanish is a minority language within a majority culture	Premise 2: Students use all the languages in their linguistic repertoire to develop literacy.	Premise 3: Spanish and English are governed by distinct linguistic rules and cultural norms	Non- Examples (Descriptors that do not fit any of the three premises, and therefore do not promote biliteracy).
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Challenge activity: After you complete the sort, come up with an original exemplar for each premise/ category.



Premise 1: Spanish is a minority language within a majority culture	Premise 2: Students use all the languages in their linguistic repertoire to develop literacy.	Premise 3: Spanish and English are governed by distinct linguistic rules and cultural norms	Non- Examples (Descriptors that do not fit any of the three premises, and therefore do not promote biliteracy).
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The answers will be posted on our website.

Premise 1: Spanish is a minority language within a majority culture	Premise 2: Students use all the languages in their linguistic repertoire to	Premise 3: Spanish and English are governed by distinct linguistic rules and	Non- Examples (Descriptors that do not fit any of the three premises and
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1. Which were the easiest to place?
2. Which were the most challenging to place?
3. Which were the non-examples?
4. Which ones are you successfully implementing?