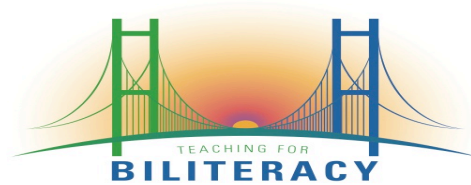


Teaching for Biliteracy Summer Institute

Tuesday, June 26, 2018

Welcome back!



Center for Teaching for Biliteracy



www.TeachingForBiliteracy.com

Establishing Institute Norms

- Participate actively and interactively.
- If you'd like, use laptops or tablets for note-taking.
- Please silence your phones and take them out of your line of sight.
- Reduce side-bar conversations – let us know if you need time to reflect or discuss in your group.
- Still photos are OK. Please no videos.
- Bring handouts and text each day.



AM Agenda - Tuesday, June 26, 2018

What does a BUF (Biliteracy Unit Framework of instruction) look and feel like?

- Review and share experiences from the sample instruction with Melody, Olga, and Patricia.

What guides planning and decision-making for biliteracy?

- Two perspectives of language ability
- Premises for Teaching for Biliteracy

Who is involved in biliteracy?

- Students and Teachers: A Multilingual Perspective

What does a BUF (Biliteracy Unit Framework of instruction) look and feel like?

Review and share experiences
from the sample instruction
with Melody, Olga, and
Patricia.

Biliteracy Instruction in Dual Language and Transitional Bilingual Programs focuses on developing:

**Language
Literacy
Content**



Content and Language Allocation Worksheet

Grade	Language Allocation (ex. 80/20; 70/30, etc.) Note: Spanish % is the first number	Content taught in Spanish Spanish Content and Minutes	Direction of the Bridge	Content Taught in English English Content and Minutes	Notes
K					
1					
2					
3					

**Language and
Content
Allocation**



Theme/Unit Name:

- | | | |
|--------------------------|----------------------------|--|
| - Content Area Standards | - Content Area Big Idea(s) | -Language Proficiency/Development Standard |
| - Writing Standards: | - Literacy Big Idea(s) | - Language Targets |
| - Reading Standards: | - Content Targets | - Summative Assessment |

Building Oracy and Background Knowledge

Reading Comprehension Strategies and balanced literacy routines	Content Area Instruction - Inquiry - Investigations - Experiments - Experiences
Writing Strategies and balanced literacy routines	
Word Study and Fluency Areas of word study to be studied	

Summative Assessment

Bridge - Transfer	Bridge – Transfer - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)	Bridge: Metalinguistic Focus While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.
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This unit is written in English so that it is accessible to all US educators during this institute. However, we advocate that all lessons and units that will be conducted in Spanish be written in Spanish.

GRADE LEVEL: 2nd grade

Content Big Idea: I want my students to understand that measuring, recording information, including temperature, wind conditions, precipitation, and cloud cover (2.8 A) is critical to identifying patterns in the data in order to make choices in climate transportation (Science TEKS 2.8 B)

Literacy Big Ideas: I want my students to understand that when reading informational texts it is important to identify and gather relevant information from a variety of resources in order to write a travel report (recommendations) (LA TEKS 2.12 B) for clothing, transportation choices demonstrating their understanding of weather and seasons (TEKS 1.3)

Building Oralacy and Background Knowledge

- Strategies
- 1. Total Physical Response
- El profesor
- El profesor
- El profesor
- El profesor
- El profesor
- El profesor



This unit is written in English so that it is accessible to all US educators during this institute. However, we advocate that all lessons and units that will be conducted in Spanish be written in Spanish.

GRADE LEVEL: 3rd Grade

Literacy Big Idea: I want my students to understand that when reading literary texts, it is important to:
- determine the theme of a text and analyze its development over the course of the text
- analyze how differences in the points of view of the characters and the audience create effects such as suspense
in order to write a narrative (folk tale) with a universal theme (or lesson).

Building Oralacy and Background Knowledge

- Talk with a Partner – “Mi mamá me decía algo similar. Ella me decía...”
- Adapted Reader’s Theater (ART) – specifically to review the following words:
 - o El tema
 - o El cuento
 - o Los detalles
 - o Universal
 - o Aplicar a través de
 - o Culturas
- Fish bowl
 - o Mi frase dice: ¿Que dice la tuya?
 - o Esta dice: ¿Que dice otra?
 - o Hace muchos años,
 - o Un día,
 - o Después,
 - o Luego,
 - o Entonces,
 - o Pero,
 - o Finalmente,
- Open sort
- Group writing based on open sort

Formative Assessment

Handout



This unit is written in English so that it is accessible to all US educators during this institute. However, we advocate that all lessons and units that will be conducted in Spanish be written in Spanish.

GRADE LEVEL: 4th Grade

Content Big Idea: I want my students to understand that the geography and natural resources of a region influence the life of a community.

- For example, in Illinois, there are many lakes and rivers, making travel and industry more economical.
 - For example, Illinois is very flat, which also makes travel easier.
- Literacy Big Ideas:** I want my students to understand that when reading informational texts it is important to explain how the author uses reasons and evidence to support particular points in a text in order to write and opinion about the importance of certain geographical features.

Building Oralacy and Background Knowledge

- Strategies – phrases and sentence prompts used:
- Total Physical Response (TPR)



Networking

When I ring the bell, please stand up with your BUF handout and find someone you don't know, at a different table.

- Introduce yourselves.
- Tell your new partner:

My biggest takeaway from the sample biliteracy instruction was...



My biggest takeaway from the sample biliteracy instruction was...

- Student-student interaction.
- Planned oracy building in the language of instruction.



Unit Name:		
Content Area Standards	- Content Area Big Idea(s)	Language/Development Standards
- Writing Standards:	- Literacy Big Idea(s)	- Language Development
- Reading Standards:	- Content Targets	- Summative Assessment
Building Oracy and Background Knowledge		
Reading Comprehension	Content Area Instruction	
Strategies and balanced literacy routines		
Writing		
Strategies and balanced literacy routines		
Word Study and Fluency		
Areas of word study to be studied		
Summative Assessment		
Bridge - Transfer	Bridge – Transfer - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)	Bridge: Metalinguistic Focus While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.

My biggest takeaway from the sample biliteracy instruction was...

- Student-student interaction.
- Planned oracy building in the language of instruction.
 - Quickly read through the oracy part of your BUF handout
 - As I read through the strategies, raise your hand if the strategy is mentioned in the unit you observed:



My biggest takeaway from the sample biliteracy instruction was...

Oracy building strategies:

- **Total Physical Response (TPR)**
- **Sentence Prompts**
- **Word Sort**
- **Fishbowl**
- **Adapted Readers' Theater (ART)**
- **Partner work**



Theme/Unit Name:

- Content Area Standards
- Writing Standards:
- Reading Standards:

- Content Area Big Idea(s)
- Literacy Big Idea(s)
- Content Targets

- Language Proficiency/Development Standards
- Language Targets
- Summative Assessment

Oracy and Background Knowledge – Chapter 6

Reading Comprehension

Content Area Instruction

- While engaging in oracy building, students were**
- **talking to each other**
 - **moving through gradual release of responsibility (I do, we do, you do)**
 - **using a lot of language**
 - **staying in the language of instruction**
 - **learning new vocabulary within a comprehensible context and in complete sentences**

Biliteracy Instruction Reflects the Biliteracy Non-Negotiables

- All students receive literacy instruction in both languages every day, beginning at entry into the program. Each language arts class focuses on different standards – NOT the same standards simultaneously or stories ever.
- Student progress is monitored, but not differentiated, instruction.

Content is taught in one language only at a grade level. This is called content allocation.

Biliteracy Instruction focuses on developing:

**Language
Literacy
Content**



Theme/Unit Name:

- | | | |
|--------------------------|----------------------------|---|
| - Content Area Standards | - Content Area Big Idea(s) | -Language Proficiency/Development Standards |
| - Writing Standards: | - Literacy Big Idea(s) | - Language Targets |
| - Reading Standards: | - Content Targets | - Summative Assessment |

Oracy and Background Knowledge – Chapter 6

Reading Comprehension

- Strategies and balanced literacy routines

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

Writing

One thing I learned about the Bridge was...

Bridge

The Bridge - Chapter 10

...ance of
s and
istics

Biliteracy Instruction Reflects the Biliteracy Non-Negotiables

- All students receive literacy instruction in both languages every day, beginning at entry into the program. Each language arts class focuses on different standards – NOT the same standards

Instruction that reflects the biliteracy non-negotiables is...

- Content is taught in one language only at each grade level. This is called content allocation.
- In PreK through 5th grade, content and literacy instruction are integrated.

What guides planning and decision-making for biliteracy?

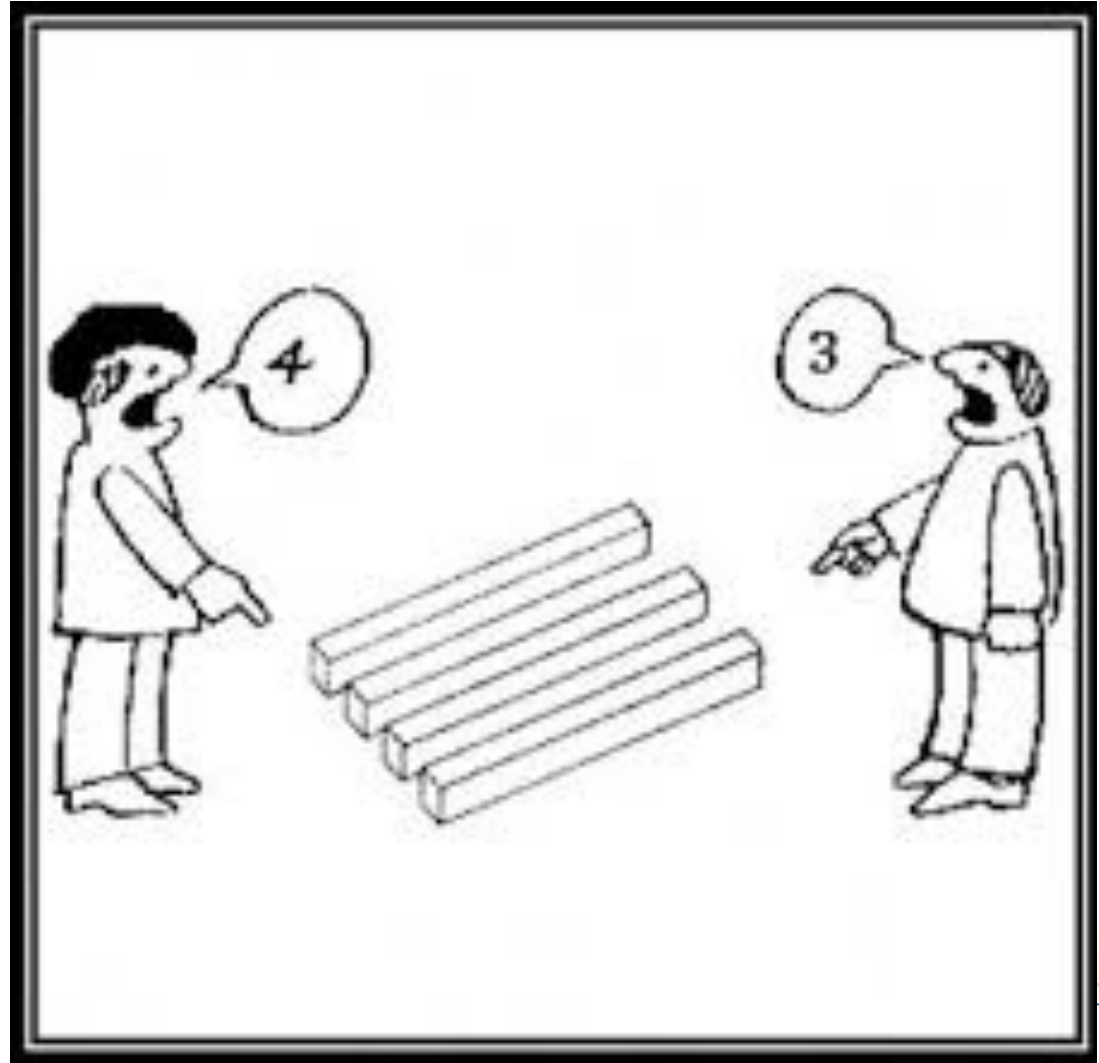
- Two perspectives of language ability
- Premises for Teaching for Biliteracy

Decision-making and planning for biliteracy

- How do I...
- What about...
- In our district we have to...
- How can I use...



The decisions we make reflect our perspective



The Three Sociolinguistic Premises for Teaching for Biliteracy - p. 5 of book

1. Spanish (Polish, Arabic, Chinese, and other non-English languages) in the U.S. are minority languages within a majority culture.
2. Students use all of the languages in their linguistic repertoire to develop literacy and learn academic content.
3. Spanish and English are governed by distinct linguistic rules and cultural norms.



The Three Sociolinguistic Premises for Teaching for Biliteracy - p. 5 of book

**In the Teaching for Biliteracy Text, read p. 5:
Sociolinguistic Premises about Teaching for
Biliteracy**

And then tell your partner:

***The premise that resonates most with me is
_____ because _____***

linguistic rules and cultural norms.



Premises for Teaching for Biliteracy

1. Spanish (Polish, Arabic, Chinese, and other non-English languages) in the U.S. are minority languages within a majority culture.

In other words, ...



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



Language is Identity

Our language is a reflection of ourselves.

- Cesar Chavez

So, if you really want to hurt me, talk badly about my language...I am my language.

- Gloria Anzaldúa

Language is Identity

When students feel good about who they are, and they see themselves reflected in the academic setting, they do better in school.

- Cloud, Genesee and Hamayan, 2000



Premises for Teaching for Biliteracy

1. Spanish (Polish, Arabic, Chinese, and other non-English languages) in the U.S. are minority languages within a majority culture.

Therefore, we need to work to raise the status of Spanish, Polish, Arabic, Chinese and other non-English languages within the school environment.



Premises for Teaching for Biliteracy



1. Spanish (Polish, Arabic, Chinese, and other non-English languages) in the U.S. are minority languages within a majority culture.
- Signage, daily announcements, and parent meetings in the non-English language.
- Meetings, professional development, hallway interactions conducted in the non-English language.
- Provide students with daily literacy instruction in BOTH **Spanish** AND English.
- Maintain **Spanish** during **Spanish** instruction – marking the language, **Spanish** language materials, **Spanish** language resources.



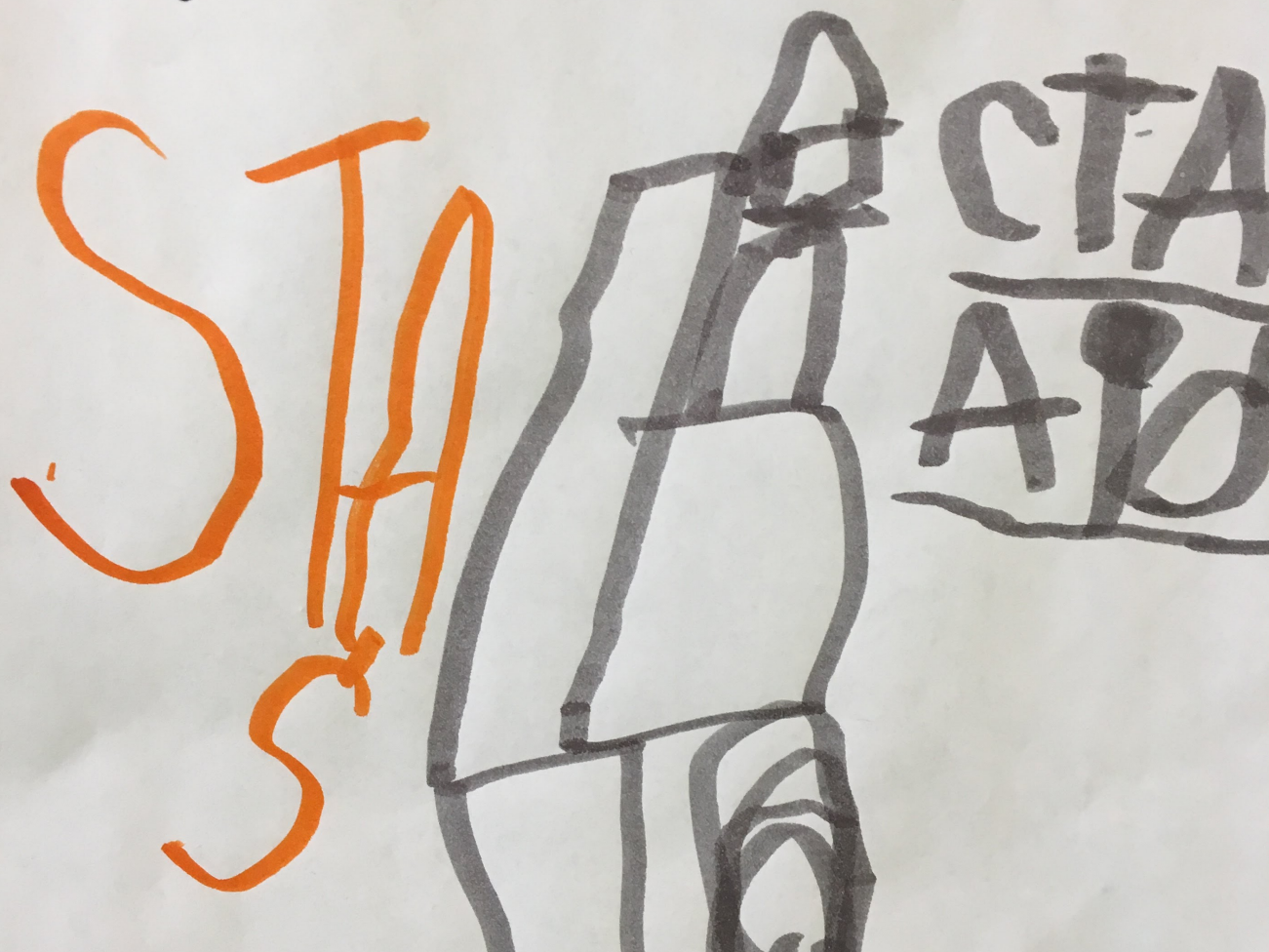
**Please ask if you need help.
Assistance is available in
English, Polish, and
Spanish.**

**W przypadku pytań poproś
o pomoc. Pomoc dostępna w
języku angielskim, polskim
i hiszpańskim.**

**Por favor pregunte si
necesita ayuda.
Asistencia está disponible
en inglés, polaco y español.**



'To jest dinosaur napitane
a tu będzie nowe auto"
"A to jest taka wieża".



Premises for Teaching for Biliteracy



1. Spanish (Polish, Arabic, Chinese, and other non-English languages) in the U.S. are minority languages within a majority culture.
- Content and language allocation – 80/20 or 50/50?

Language allocation: 80/20

Dual Language	K	1	2	3	4	5	6	7	8
80/20	20%	20%	30%	40%	40%	50%	50%	50%	50%
	80%	80%	70%	60%	60%	50%	50%	50%	50%

Language allocation: 50/50

Dual language

50/50

English								
50%	50%	50%	50%	50%	50%	50%	50%	50%
50%	50%	50%	50%	50%	50%	50%	50%	50%
Spanish								



Premises for Teaching for Biliteracy



1. Spanish (Polish, Arabic, Chinese, and other non-English languages) in the U.S. are minority languages within a majority culture.
- Content and language allocation – 80/20 or 50/50?
- There is the **myth** that the 50/50 model more effectively promotes transfer, or bilingualism, or biliteracy

Language Allocation

- Lindholm-Leary: The Rich Promise of Two-Way Immersion, 2005:
 - 90/10 v. 50/50 – By 5th grade, all students at or above grade level in English
 - Students had higher levels of Spanish proficiency in a 90/10 program than a 50/50 program
- Collier and Thomas, 2009
 - 90/10 - close the achievement gap in English sooner than in 50/50

What about content allocation? What content should be taught in what language?

Option B: 80/20: The majority of the content is delivered in Spanish, K-2. Switches subject area in grade 3, 4 and 5.

	Spanish	Bridge	English
Kindergarten 80/20	80% Language Arts Science Social Studies Math	K-2 (end of every unit). Spanish to English: • Language Arts • Science • Social Studies • Math	20% Language Arts (Literacy-based ESL)
First Grade 70/30	70% Language Arts Science Social Studies Math		30% Language Arts
Second Grade 60/40	60% Language Arts Science Social Studies Math		40% Language Arts
Third Grade 50/50	50% Language Arts Math	Spanish to English: Math English to Spanish: • Language Arts integrated with SS and Science	50% Language Arts Social Studies Science
Fourth Grade 50/50	50% Language Arts Science Social Studies	Spanish to English (end of every unit): • Language Arts • Science and Social Studies English to Spanish (end of every unit): • Math	50% Language Arts Math
Fifth Grade 50/50	50% Language Arts Math	Spanish to English (end of every unit): • Math English to Spanish (end of every unit): • Language Arts • Science and Social Studies	50% Language Arts Science Social Studies

Pros	Cons
-Possibility of transfer between languages (content and word study, for example) is increased over the years.	It requires materials that are consistent throughout the years (regardless of language delivery) in both languages.
-As long as collaborative structures exist, this model promotes teacher collaboration.	This is perhaps the most costly option and the most difficult to implement.

Content and Language Allocation Worksheet

Grade	Language Allocation (ex. 80/20; 70/30, etc.) Note: Spanish % is the first number	Content taught in Spanish Spanish Content and Minutes	Content Taught in English English Content and Minutes	Notes
K				
1				
2				
3				
4				

What message is being sent if science and math are always taught in English?

Or if science and math move to English in 3rd grade and stay there?



Premises for Teaching for Biliteracy



1. Spanish (Polish, Arabic, Chinese, and other non-English languages) in the U.S. are minority languages within a majority culture.

Therefore, we need to work to raise the status of Spanish, Polish, Arabic, Chinese and other non-English languages within the school environment.



Premises for Teaching for Biliteracy – p. 2 of handout

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).
to make decisions that support raising	Therefore, we make decisions that support developing	Therefore, we make decisions that support the	

One thing we are currently doing to raise the status of the non-English language is..

Another thing we could do is...



The Three Sociolinguistic Premises for Teaching for Biliteracy



1. Spanish (Polish, Arabic, Chinese, and other English languages) in the U.S. are minority languages within a majority culture.
2. Students use all of the languages in their linguistic repertoire to develop literacy and learn academic content.

In other words, ...

In other words, we look at our students holistically.



In other words, we look at our students holistically.

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



In other words, we look at our students holistically.

Monolingual Perspective	Holistic or Multilingual Perspective

In other words, we look at our students holistically.

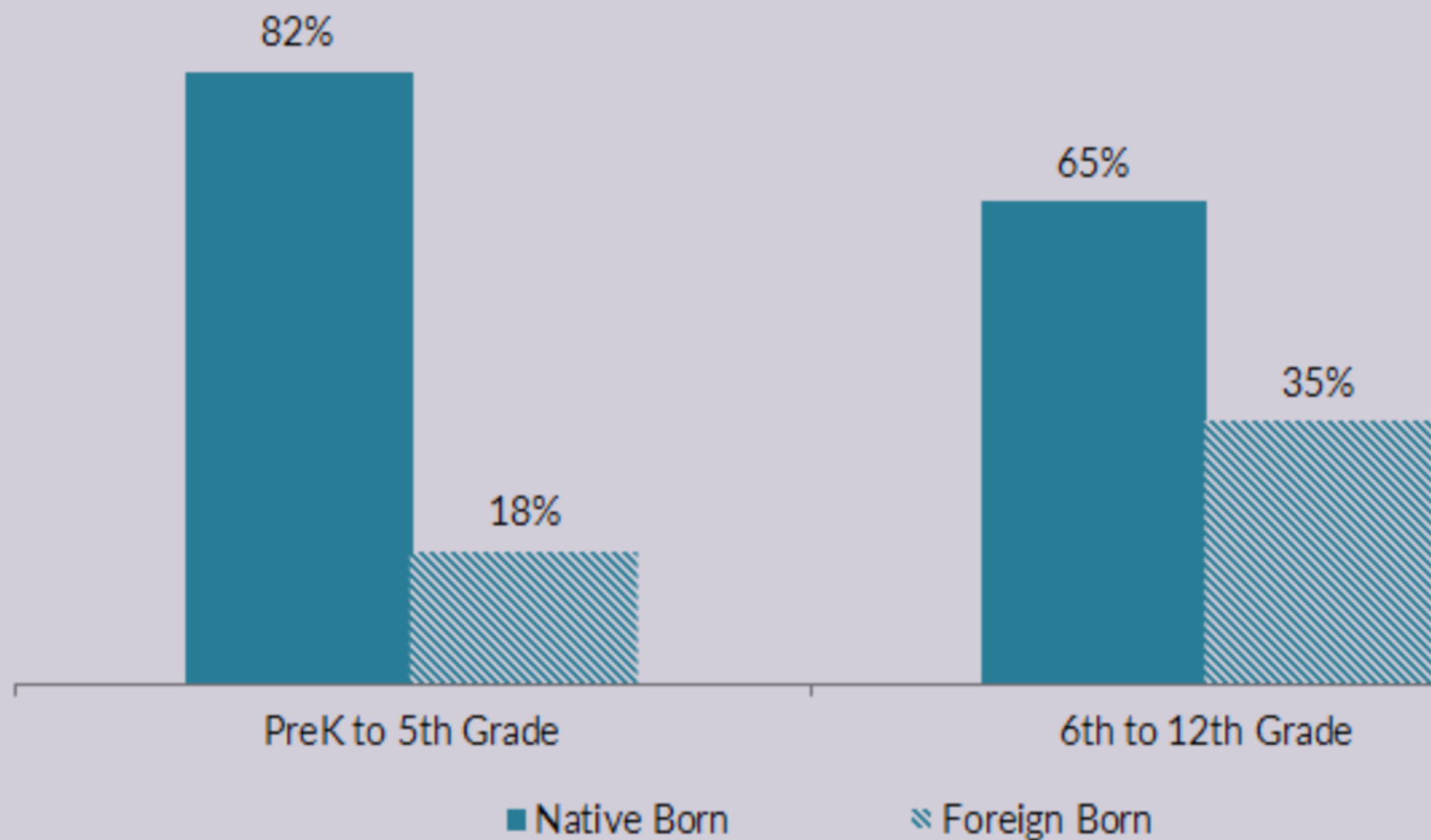
Monolingual Perspective	Holistic or Multilingual Perspective
Students are either English dominant or Spanish dominant or Polish dominant. All students have an L1 and an L2.	

In other words, we look at our students holistically.

- In 2009, 75% of students who qualified as ELLs K-5 were born here in the US (Education Week, 2009).
- In 2015, that percentage grew to 82%.



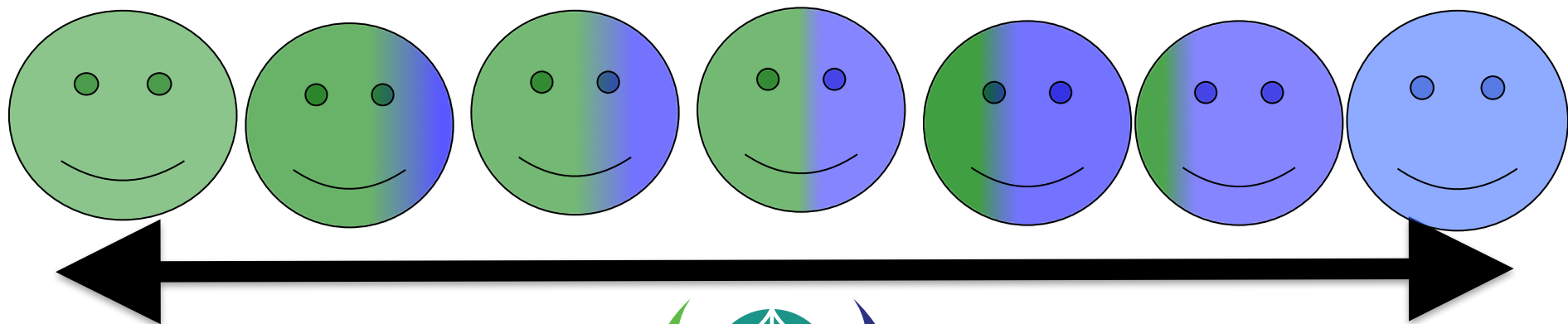
Figure 7. Share of EL Students by Grade and Nativity, 2015



Note: The figure refers to English Learner (EL) students, ages 5 to 17, enrolled in school by grade.

Source: MPI tabulation of data from the U.S. Census Bureau 2015 ACS.

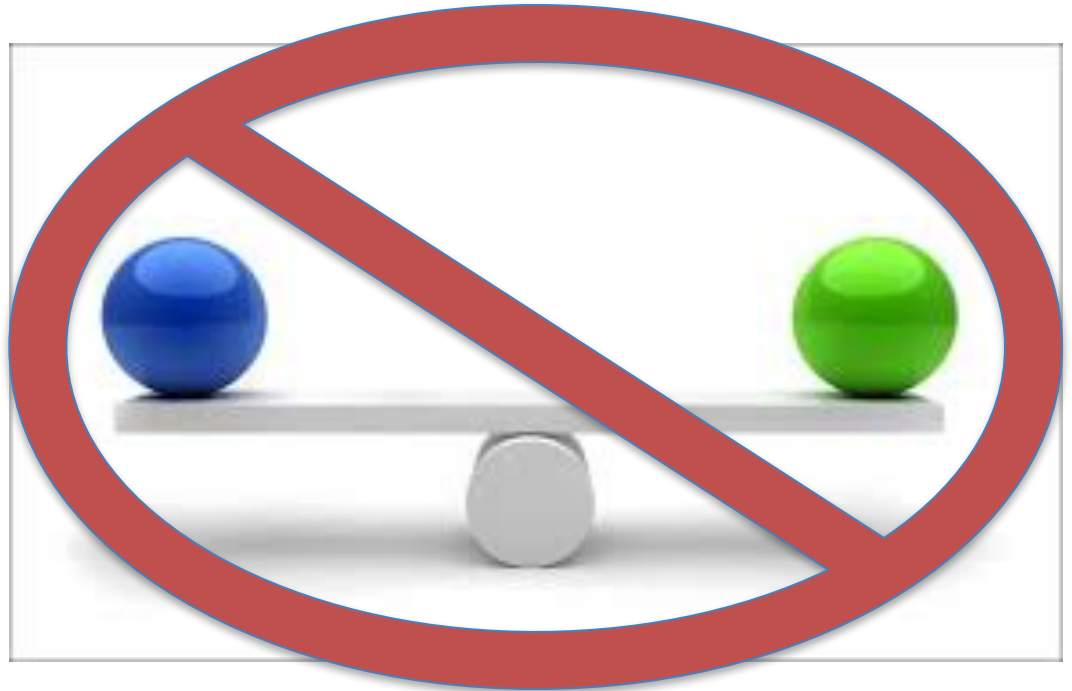
The majority of ELLs enter the US school system are developing bilinguals



Developing bilingual doesn't necessarily mean balanced bilingual.



=



In other words, we look at our students holistically.

Monolingual Perspective	Holistic or Multilingual Perspective
Students are either English dominant or Spanish dominant or Polish dominant. All students have an L1 and an L2.	

In other words, we look at our students holistically.

Monolingual Perspective	Holistic or Multilingual Perspective
Students are either English dominant or Spanish dominant or Polish dominant. All students have an L1 and an L2.	Students are developing bilinguals who will use languages in ways that challenge the notion of L1 or dominant language.

Monolingual Perspective	Holistic or Multilingual Perspective
Students are either English dominant or Spanish dominant or Polish dominant. All students have an L1 and an L2.	Students are developing bilinguals who will use languages in ways that challenge the notion of L1 or dominant language.
Students are expected to use language like monolinguals. Students are viewed as “low in both languages” when they make linguistic approximations like “puchar”.	

Monolingual Perspective

Students are either English dominant or Spanish dominant or Polish dominant. All students have an L1 and an L2.

Students are expected to use language like monolinguals. Students are viewed as “low in both languages” when they make linguistic approximations like “puchar”.

Holistic or Multilingual Perspective

What is the multilingual perspective?



Monolingual Perspective	Holistic or Multilingual Perspective
Students are either English dominant or Spanish dominant or Polish dominant. All students have an L1 and an L2.	Students are developing bilinguals who will use languages in ways that challenge the notion of L1 or dominant language.
Students are expected to use language like monolinguals. Students are viewed as “low in both languages” when they make linguistic approximations like “puchar”.	Students are expected to use language like developing bilinguals. Instruction anticipates and prepares for linguistic approximations.

Planning for developing bilinguals

estoquiado	estancado
	atravado
	atascado



Lenguaje de la playa

(social)

el

lonche

la carpeta

chequear

la troca

Lenguaje de la boda

(académico)

el almuerzo

la alfombra

comprobar

el camión

Research Connection



Being bilingual physically
changes your mind.

Neuroplasticity is real.

(Bialystok, CARLA, 2016)



Research Connection



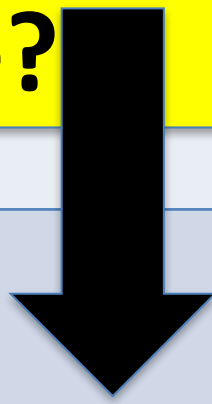
- Bilingual children know fewer words in each language compared to monolinguals.
- Bilingual adults have slower reaction time to naming pictures than monolinguals.
- Bilinguals of all ages demonstrate better executive control than monolinguals matched in age and other factors.
- On-set of dementia in bilinguals is an average of 5 years later than in monolinguals



Monolingual Perspective	Holistic or Multilingual Perspective
Students are either English dominant or Spanish dominant or Polish dominant. All students have an L1 and an L2.	Students are developing bilinguals who will use languages in ways that challenge the notion of L1 or dominant language.
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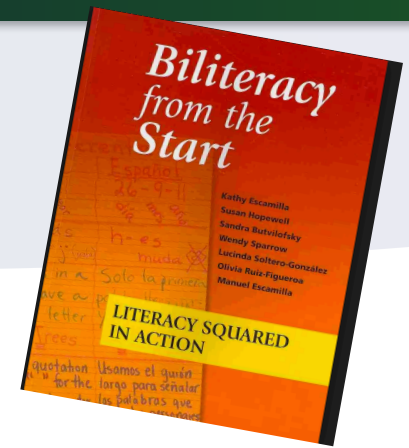
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Students are expected to use language like monolinguals. Students are viewed as “low in both languages” when they make linguistic approximations like “puchar”.	Students are expected to use language like developing bilinguals. Instruction anticipates and prepares for linguistic approximations.
Students learn initial literacy in their L1 first, and begin formal literacy instruction in L2 later.	



Monolingual Perspective	Holistic or Multilingual Perspective
Students are either English dominant or Spanish dominant or Polish dominant. All students have an L1 and an L2.	Students are developing bilinguals who will use languages in ways that challenge the notion of L1 or dominant language.
Students are expected to use language like monolinguals. Students are viewed as “low in both languages” when they make linguistic approximations like “puchar”.	What is the multilingual perspective? 
Students learn initial literacy in their L1 first, and begin formal literacy instruction in L2 later.	

Monolingual Perspective	Holistic or Multilingual Perspective
Students are either English dominant or Spanish dominant or Polish dominant. All students have an L1 and an L2.	Students are developing bilinguals who will use languages in ways that challenge the notion of L1 or dominant language.
Students are expected to use language like monolinguals. Students are viewed as “low in both languages” when they make linguistic approximations like “puchar”.	Students are expected to use language like developing bilinguals. Instruction anticipates and prepares for linguistic approximations.
Students learn initial literacy in their L1 first, and begin formal literacy instruction in L2 later.	ALL students engage in Spanish and English literacy instruction daily, beginning in Kinder (or when they enter the program) and throughout the program.

Multilingual Perspective



Focusing on **biliteracy** development shifts the debate from language of instruction to the quality of of instruction.

Escamilla, 2014

In other words...



Multilingual Perspective

In other words,

...rather than asking, “**Which** language do we use for **initial literacy** instruction?”, we ask...

- “What **biliteracy strategies** are we implementing in both English literacy instruction **and** Spanish (or Polish) literacy instruction?”
- “How are we ensuring that literacy instruction in BOTH languages meets the needs of developing bilinguals?”

Premises for Teaching for Biliteracy

2. Students use all of the languages in their linguistic repertoire to develop literacy and learn academic content.

- Look at students holistically – refer to students as developing bilinguals.
- Students are expected to use language like developing bilinguals.
- Students are receiving literacy instruction in both languages from their entry into the program.



Premises for Teaching for Biliteracy

2. Students use all of the languages in their linguistic repertoire to develop literacy and learn academic content.
- Instruction, interventions, assessments, and curriculum mapping reflect the needs of developing bilinguals.



Premises for Teaching for Biliteracy – p. 2 of handouts

Premise 1: Spanish is a minority language within the 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).
Therefore, we have to make decisions that support raising	Therefore, we have to make decisions that support developing	Therefore, we have to make decisions that support the	

One thing we are currently doing that reflects a multilingual perspective of students is..

Another thing we could do is...



The Three Sociolinguistic Premises for Teaching for Biliteracy



1. Spanish (Arabic, Chinese, Portuguese, and other non-English languages) in the U.S. are minority languages within a majority culture.
2. Students use all of the languages in their linguistic repertoire to develop literacy and learn academic content.
3. Spanish and English are governed by distinct linguistic rules and cultural norms.



In other words, ...

3. Spanish and English are governed by distinct linguistic rules and cultural norms.

In other words,

- English and Spanish are different languages
- English and Spanish differ at the word level (p. 100-1; p. 118-19)
- English and Spanish differ at the discourse level (pp. 10-14; pp. 101-104)



3. Spanish and English are governed by distinct linguistic rules and cultural norms.

- English and Spanish differ at the word level (p. 100-1; p. 118-19)
- Deep orthography – need letter names to spell – 26 letters, 44 sounds
- Irregular vowels
- Sight words: I, it, he, the
- Consonants and initial sounds are the most regular.
- Rhyming helps with decoding and spelling.
- Sounding out by letter can help with decoding

- 3.** Spanish and English are governed by distinct linguistic rules and cultural norms.
- Shallow orthography – it is relatively easy to sound out words – 26 letters, 30 sounds
 - Syllabic language with regular vowels – a e i o u
 - Letter sounds are more important than letter names



C	S	Z
Centros	Sol	Zanahorias
Cinco	Siete	Zapatos
Cebra	Seis	marzo
Cita	Señor	diez
Cinta	Señora	ocho
Concursos	Si	Zumbadores
Estradas	Solar	

V	b	y	ll
Volar	bebé	yo	lloviendo
Vaca	boca	yo-yo	llegaron
Vivir		Joyas	llave
Volear		Maya	lleva
ocho			semillas
10 Semillas			ya lo
Ventura			usar
Veo			

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al Sol

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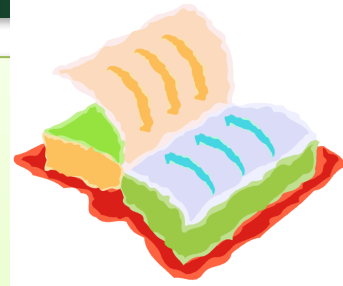
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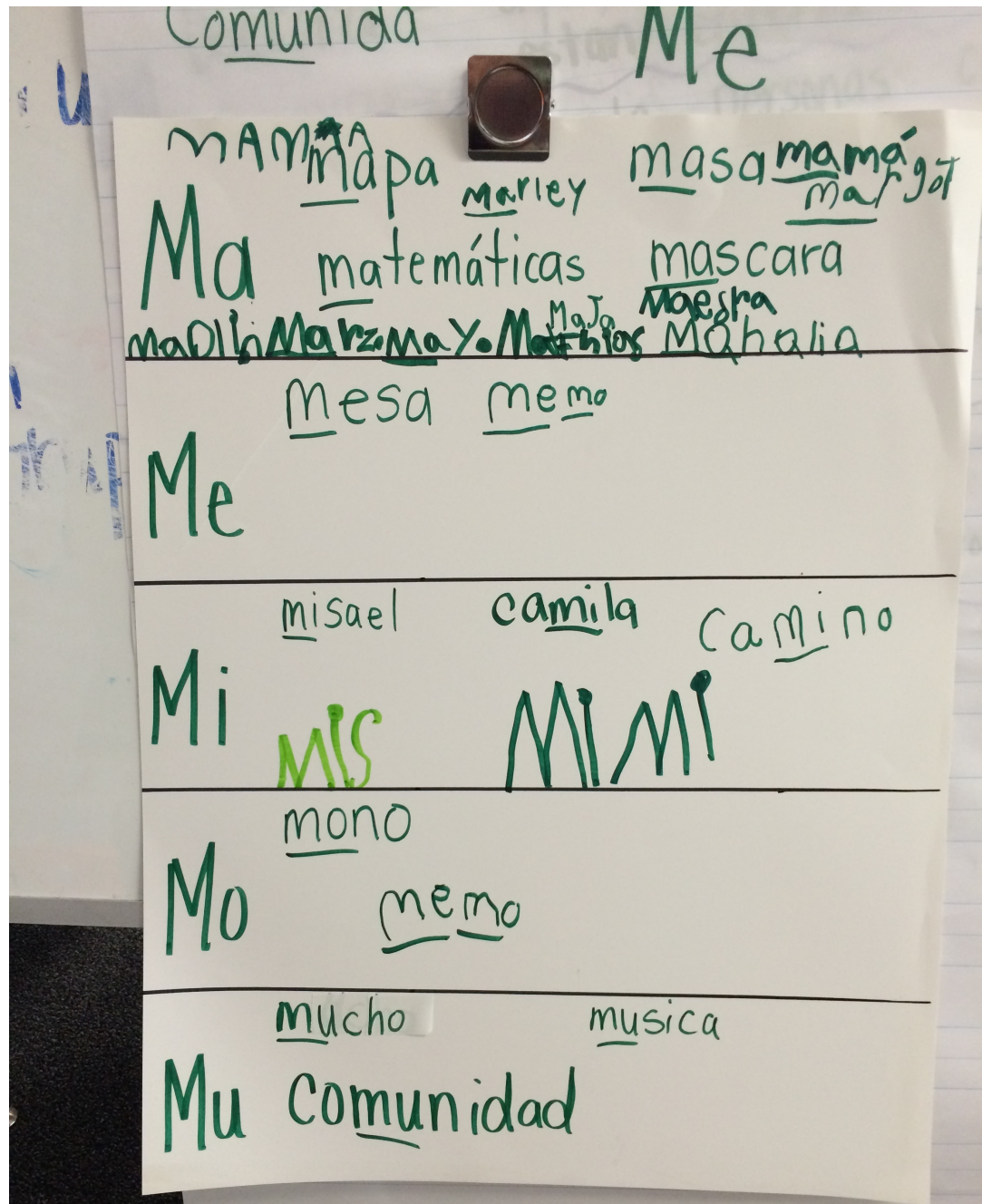


Anchor charts reflect the
language of instruction p.
123-4

Las letras tramosas – tricky letters

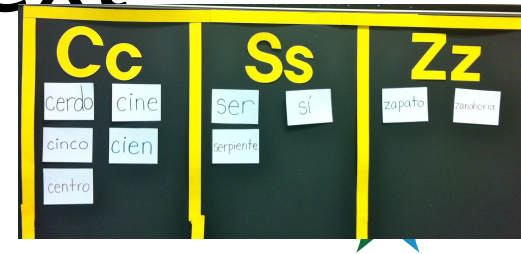


Spanish is a
labic language
Chapter 9, pp
118-119



3. Spanish and English are governed by distinct linguistic rules and cultural norms.

- Therefore, we make decisions that support the implementation of strategies appropriate for each language
- Students have the opportunity to engage with authentic text



Monolingual oral discourse patterns

English



Romance



3. Spanish and English are governed by distinct linguistic rules and cultural norms.

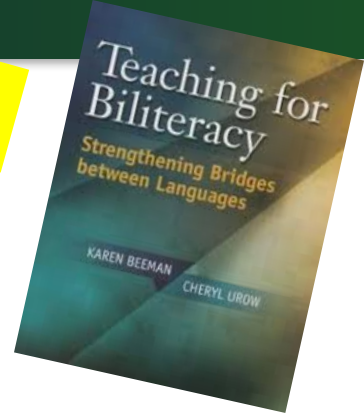
In other words,

- we need to make decisions that support of strategies appropriate for each language students and
- students benefit from the opportunity to engage in contrastive analysis between their languages.



Which discourse pattern?

p. 103



La clorofila – que es una sustancia orgánica – capta la energía solar (luz), la luz provoca la ruptura de la molécula de agua, es decir se rompe el enlace químico que une el hidrógeno con el oxígeno.

Chlorophyll is the molecule that absorbs sunlight and uses its energy to synthesize carbohydrates from CO₂ and water.

3. Spanish and English are governed by distinct linguistic rules and cultural norms.

- Therefore, we make decisions that support the implementation of strategies appropriate for each language
- Students have the opportunity to engage with authentic text



Learner English

A teacher's guide to interference and other problems

Edited by Michael Swan &
Bernard Smith

SECOND EDITION

Cambridge
Handbooks
for Language
Teachers
Series Editor
Scott Thornbury

Learner English, Smith and Swan



Difference or Disorder



Difference or Disorder?

Understanding Speech and Language Patterns in
Culturally and Linguistically Diverse Students

BILINGUISTICS

Premises for Teaching for Biliteracy – p. 2 of handouts

Premise 1: Spanish is a minority language within a majority culture	Premise 2: Students from all the languages in their repertoire	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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One thing we are currently doing that respects that English and Spanish are different languages is...

Another thing we could do is...

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



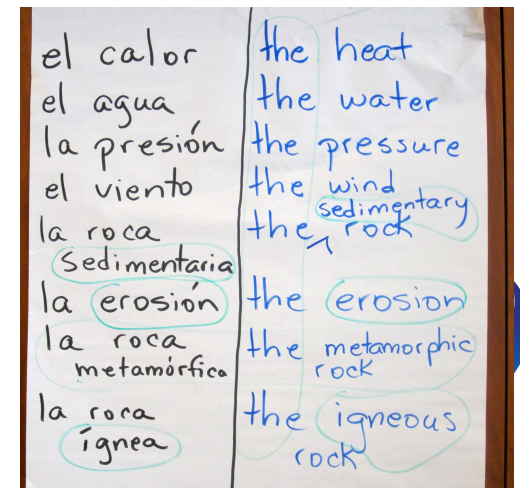
3. Spanish and English are governed by distinct linguistic rules and cultural norms.

- Therefore, we make decisions that support the implementation of strategies appropriate for each language
- Students have the opportunity to engage with authentic text
- Students benefit from the opportunity to engage in contrastive analysis between their languages.



Bilinguals who learn about how their languages are similar and different (in other words, students with high levels of metalinguistic awareness) achieve **higher levels of academic achievement in both their languages.**

Jimenez, García, and Pearson, 1996; Dressler et al, 2011; de Jong, 2011; Thomas & Collier, 2012;



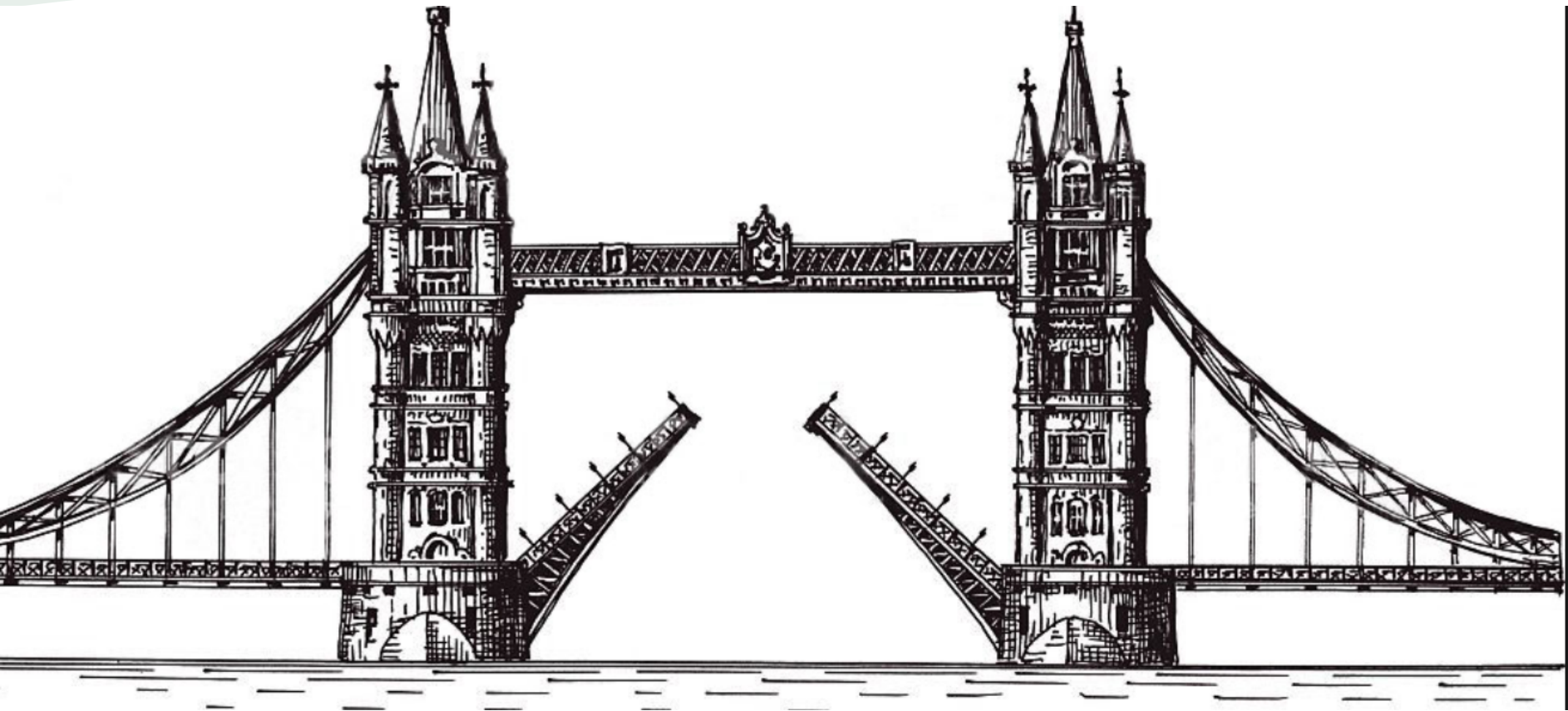
Strengthening Bridges between Languages

**The purpose of the Bridge is two-fold.
(p. 134)**

First, it is to help students transfer academic language learned in one language to the other language.

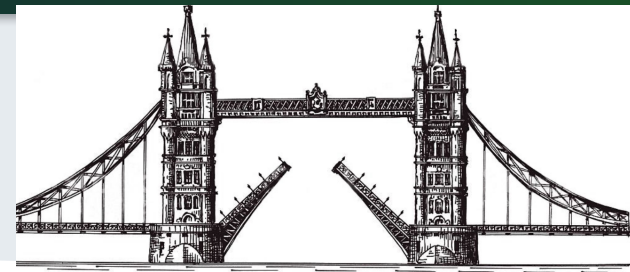
Secondly, it is to engage students in contrastive or metalinguistic analysis of their languages by focusing on how Spanish and English are similar and different.

The Bridge has two purposes

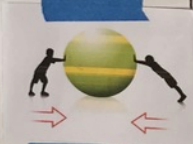


The Bridge has two purposes

Transfer



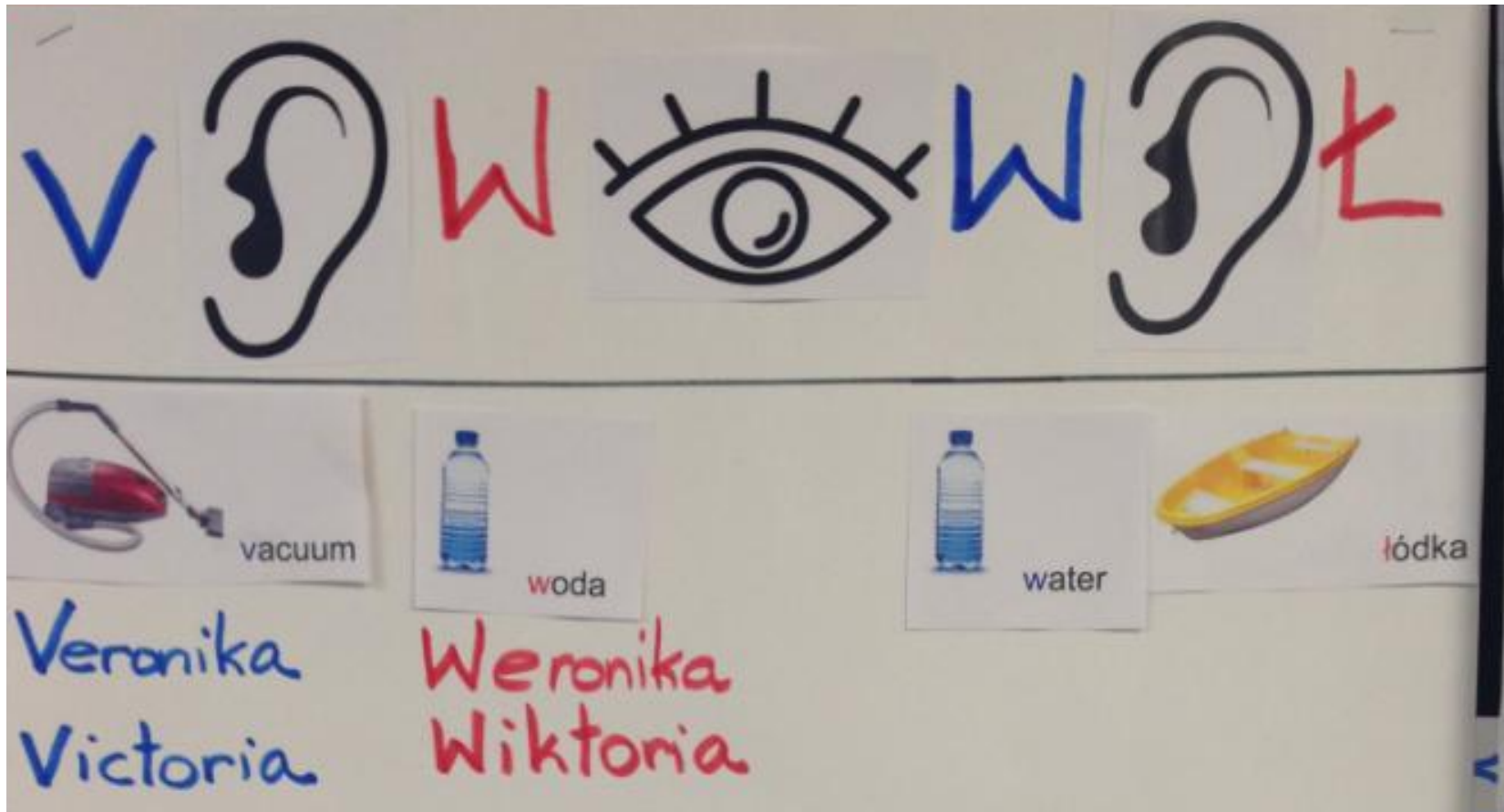
Metalinguistic

Español		English
<u>el movimiento</u>		<u>the movement</u>
jalar		to pull
<u>la fuerza</u>		<u>the force</u>
empujar		to push
<u>la acción</u>		<u>the action</u>

El	La	The
<u>el movimiento</u>		<u>the movement</u>
la fuerza	<u>la fuerza</u>	<u>the force</u>
	la acción	the action
	la silla	the chair
	la mesa	the table
el marcador		the marker
el angel	la canasta	the basket
		the angle

The Bridge has two purposes:

2. Metalinguistic Analysis



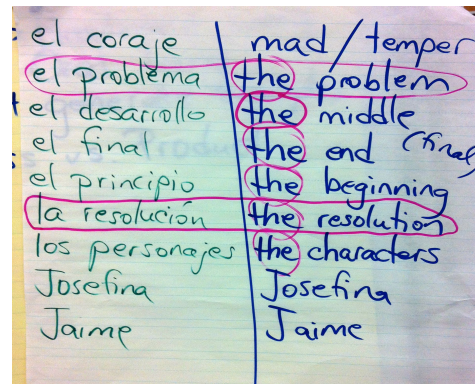
Premises for Teaching for Biliteracy

- 3. Spanish and English are governed by distinct linguistic rules and cultural norms.**
- Students engage in strategies that appropriate to each language.
 - Karen Beeman’s breakout on Thursday afternoon: Word Study in Spanish
 - Students have the opportunity to read authentic text that has not been translated.
 - Heather Robertson-Devine, Books del Sur this afternoon – Implementing a Multilingual Perspective in Selecting Children’s Literature



Premises for Teaching for Biliteracy

3. Spanish and English are governed by distinct linguistic rules and cultural norms.
- There is a strategic third space in instruction – where students can transfer what is learned in one language into the other language and...
 - Students have the opportunity to compare and contrast their languages.



A handwritten table on lined paper comparing Spanish and English words. The words are written in two columns, with the Spanish word on the left and the English translation on the right. Some words are circled in pink.

el coraje	mad / temper
el problema	the problem
el desarrollo	the middle
el final	the end (final)
el principio	the beginning
la resolución	the resolution
los personajes	the characters
Josefina	Josefina
Jaime	Jaime



A handwritten table on lined paper comparing Spanish and English words, focusing on suffixes. The words are written in two columns, with the Spanish word on the left and the English translation on the right. A red wavy line separates the two columns.

-ción	-tion
solución	solution
colección	collection
destrucción	destruction
celebración	celebration
construcción (AC)	construction (AC)
Dirección (AC)	Direction (AC)
corrección (EF)	correction (EF)
infección (VS)	infection (VS)
ficción (clase)	fiction (class)

Premises for Teaching for Biliteracy – p. 2 of handouts

Premise 1: Spanish is a minority language within a majority culture	Premise 2: Students in language programs have the right to develop their linguistic repertoire to develop biliteracy.	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).
	Therefore		

One thing we are currently doing to support the Bridge between languages is...

Another thing we could do is...

Some current practices that may not promote biliteracy are...

The Three Sociolinguistic Premises for Teaching for Biliteracy

1. Spanish (Polish, Arabic, Chinese, and other non-English languages)) in the U.S. are minority languages within a majority culture.



2. Students use all of the languages in their linguistic repertoire to develop literacy and learn academic content



3. Spanish and English are governed by distinct linguistic rules and cultural norms.

