



Chapter 10

The Bridge: Strengthening Connections between Languages

Key Points

- Two-language learners who understand how their languages are similar and different achieve higher levels of academic achievement.
- Though some two-language learners make connections between their languages on their own, many need explicit instruction in the transfer of language and concepts. This instruction comes during the Bridge.
- Students who experience the Bridge as part of biliteracy development will begin bridging on their own and will continue to do so as they learn more about how their languages are similar and different.
- The Bridge is preplanned and matches the language and content allocation plan of the program. Specific elements of the Bridge vary according to program models.

Book Study Activity Objectives: Participants Will:

Activity 1: Collaboratively describe the two-fold purpose of the Bridge.

Activity 2: Collaboratively explain the four areas of contrastive analysis and complete a metalinguistic chart for a Bridge.

Important Points for Discussion:

- The oracy strategies utilized throughout the unit to teach the important academic language will also be utilized in the Bridge.
- The Bridge is not a lesson but rather a specific moment in the unit.
- There are three types of Bridges for transfer (pictured in the chart on p. 5 of this document, with book reference pages). When the students and teacher engage in any of the three types of Bridges for transfer, a Bridge for metalinguistic analysis chart is produced as well, with the students as co-creators. In other words, each Bridge for transfer chart should also have an accompanying Bridge for metalinguistic analysis chart which contains the contrastive analysis.
- When engaging in the contrastive analysis (also referred to as metalinguistic analysis) the teacher should choose one area to focus on: Phonology, Morphology, Syntax/Grammar, or Pragmatics. The focus of the contrastive analysis is based on state grade level standards (for those using the Common Core Standards, note the standards in the areas of

Reading - Foundational Skills and Language) as well on the academic language in the unit that is being bridged.

Instructions for activities, and notes for the book study leader:

Activity 1: Collaboratively describe the two-fold purpose of the Bridge.

- Copy and cut enough copies of the Purpose of the Bridge Sort (p. 3 of this document) for partnerships.
- After reading Chapter 10, have the partnerships sort the statements into the two categories with the goal being to describe the two-fold purpose of the Bridge.
- After discussion, come up with some movement for Total Physical Response (TPR) to describe the two purposes of the Bridge. This TPR will help anchor your discussions in the future when teachers plan for the Bridge.

Activity 2A: Collaboratively describe the four areas of contrastive analysis.

- Copy and distribute the handout on p. 4-5 of this document: The Contrastive Analysis /The Three Types of Bridges. Each participant will need their own copy.
- Have four pieces of chart paper ready with the following titles: 1) Phonology, 2) Morphology, 3) Syntax/Grammar, and 4) Pragmatics.
- After reading Chapter 10, discuss what each of the four areas of contrastive analysis means and note the meanings on the chart paper with the titles created. (Note: Pages 140 – 142 of the text will be a helpful resource during this discussion). In addition to noting the meaning of each of the four areas of metalinguistic analysis, ask participants to provide some concrete examples of each area of metalinguistic analysis.

Activity 2B: Collaboratively complete a Bridge metalinguistic chart for a Bridge transfer chart.

- On the page titled The Three Types of Bridges, you will see each Bridge for transfer chart labeled with page numbers for reference. There is space provided beneath each Bridge for transfer to create a sample Bridge for metalinguistic analysis.
- Have participants pair up.
- Assign a Bridge for transfer to each partnership so that they create a corresponding Bridge for metalinguistic analysis chart. Allow time for the partnerships to complete their assigned Bridge for metalinguistic analysis.
- The partnerships will share what they focused on in their Bridge for contrastive analysis with the whole group.

Activity 1

THE PURPOSE OF THE BRIDGE SORT

The purpose of the bridge is ...	The purpose of the bridge is not ...
to help students transfer the academic language learned in one language to the other language	to help the teacher reteach the content of a unit
	to point out four or more ways how Spanish and English are similar or different
to engage in contrastive analysis by focusing on how Spanish and English are similar or different	to help students translate the academic language learned word for word
	to engage students in direct translating as language exercises

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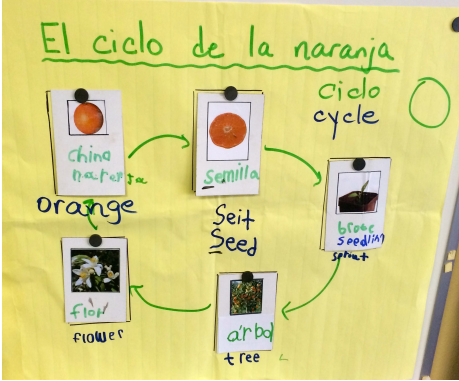
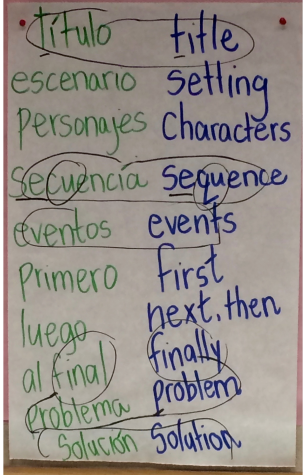
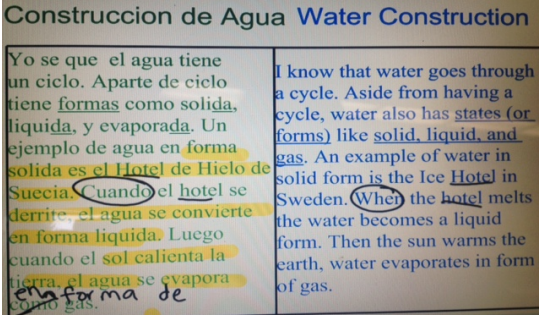
Activity 2A: The Contrastive Analysis:

Phonology	Morphology
Syntax/Grammar	Pragmatics

One take-away I have from this part of the Bridge is that _____

Activity 2B: Creating a Bridge for metalinguistic analysis based on a Bridge for transfer chart (Tools to help: p. 140 – 142 of *Teaching for Biliteracy: Building Bridges between Languages* and the Reading Foundational and Language Standards of the Common Core Standards).

Three Types of Bridges for Transfer

Illustration	Side-by-Side	Así se Dice
p. 138 -139  Possible corresponding Bridge for metalinguistic analysis based on this Bridge for transfer:	p. 135-136  Possible corresponding Bridge for metalinguistic analysis based on this Bridge for transfer:	p. 139  Possible corresponding Bridge for metalinguistic analysis based on this Bridge for transfer: