



## **Applying Biliteracy and the Bridge to the Immersion Setting** *BIC Conference*

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### Agenda:

- Introductions
- The Bridge: Research Connections and Areas of Focus
- Example
- Implications
- Closure

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 Teaching for Biliteracy

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<p>Theme:</p> <p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>• Content Area Standards</li> <li>• English Language Arts Standards</li> <li>• Spanish Language Arts Standards</li> <li>• English Language Development (Proficiency) Standards</li> <li>• Spanish Language Development (Proficiency) Standards</li> </ul>	<p>Content Area and Content Big Idea(s) Language Arts Big Ideas</p> <p>Content Area Targets Language Targets</p> <p>Summative Assessment</p>
<p><b>Building Oracy and Background Knowledge</b></p> <ul style="list-style-type: none"> <li>• Interactive, hands-on activity</li> <li>• Vocabulary Development</li> </ul>	<p>Formative Assessment</p>
<p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Read aloud</li> <li>• Readers' Workshop</li> <li>• Partner reading</li> </ul>	
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Guided Writing</li> <li>• Writers' Workshop</li> </ul>	
<p><b>Word Study and Fluency</b></p> <ul style="list-style-type: none"> <li>• Decoding</li> <li>• Phonics</li> <li>• Spelling</li> </ul>	
<p><b>Summative Assessment</b></p>	
<p><b>Bridge</b></p> <ul style="list-style-type: none"> <li>• Metalinguistic Skills</li> </ul>	
<p><b>Extension Lesson or Activity</b></p>	

Beeman, K. and Urow, C. (2013). Teaching for Biliteracy: Strengthening Bridges between Languages. Philadelphia, PA: Caslon Publishing

**Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12**

For the given level of English language proficiency, **with support**, English language learners can:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	<ul style="list-style-type: none"> <li>Point to stated pictures, words, phrases</li> <li>Follow one-step oral directions</li> <li>Match oral statements to objects, figures or illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Sort pictures, objects according to oral instructions</li> <li>Follow two-step oral directions</li> <li>Match information from oral descriptions to objects, illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Locate, select, order information from oral descriptions</li> <li>Follow multi-step oral directions</li> <li>Categorize or sequence oral information using pictures, objects</li> </ul>	<ul style="list-style-type: none"> <li>Compare/contrast functions, relationships from oral information</li> <li>Analyze and apply oral information</li> <li>Identify cause and effect from oral discourse</li> </ul>	<ul style="list-style-type: none"> <li>Draw conclusions from oral information</li> <li>Construct models based on oral discourse</li> <li>Make connections from oral discourse</li> </ul>
SPEAKING	<ul style="list-style-type: none"> <li>Name objects, people, pictures</li> <li>Answer WH- (who, what, when, where, which) questions</li> </ul>	<ul style="list-style-type: none"> <li>Ask WH- questions</li> <li>Describe pictures, events, objects, people</li> <li>Restate facts</li> </ul>	<ul style="list-style-type: none"> <li>Formulate hypotheses, make predictions</li> <li>Describe processes, procedures</li> <li>Retell stories or events</li> </ul>	<ul style="list-style-type: none"> <li>Discuss stories, issues, concepts</li> <li>Give speeches, oral reports</li> <li>Offer creative solutions to issues, problems</li> </ul>	<ul style="list-style-type: none"> <li>Engage in debates</li> <li>Explain phenomena, give examples and justify responses</li> <li>Express and defend points of view</li> </ul>
READING	<ul style="list-style-type: none"> <li>Match icons and symbols to words, phrases or environmental print</li> <li>Identify concepts about print and text features</li> </ul>	<ul style="list-style-type: none"> <li>Locate and classify information</li> <li>Identify facts and explicit messages</li> <li>Select language patterns associated with facts</li> </ul>	<ul style="list-style-type: none"> <li>Sequence pictures, events, processes</li> <li>Identify main ideas</li> <li>Use context clues to determine meaning of words</li> </ul>	<ul style="list-style-type: none"> <li>Interpret information or data</li> <li>Find details that support main ideas</li> <li>Identify word families, figures of speech</li> </ul>	<ul style="list-style-type: none"> <li>Conduct research to glean information from multiple sources</li> <li>Draw conclusions from explicit and implicit text</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>Label objects, pictures, diagrams</li> <li>Draw in response to a prompt</li> <li>Produce icons, symbols, words, phrases to convey messages</li> </ul>	<ul style="list-style-type: none"> <li>Make lists</li> <li>Produce drawings, phrases, short sentences, notes</li> <li>Give information requested from oral or written directions</li> </ul>	<ul style="list-style-type: none"> <li>Produce bare-bones expository or narrative texts</li> <li>Compare/contrast information</li> <li>Describe events, people, processes, procedures</li> </ul>	<ul style="list-style-type: none"> <li>Summarize information from graphics or notes</li> <li>Edit and revise writing</li> <li>Create original ideas or detailed responses</li> </ul>	<ul style="list-style-type: none"> <li>Apply information to new contexts</li> <li>React to multiple genres and discourses</li> <li>Author multiple forms/ genres of writing</li> </ul>

Level 6 Reading

**Figure 3G: Examples of Sensory, Graphic and Interactive Supports**

Sensory Supports	Graphic Supports	Interactive Supports
<ul style="list-style-type: none"> <li>• Real-life objects (realia)</li> <li>• Manipulatives</li> <li>• Pictures &amp; photographs</li> <li>• Illustrations, diagrams &amp; drawings</li> <li>• Magazines &amp; newspapers</li> <li>• Physical activities</li> <li>• Videos &amp; Films</li> <li>• Broadcasts</li> <li>• Models &amp; figures</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• Graphic organizers</li> <li>• Tables</li> <li>• Graphs</li> <li>• Timelines</li> <li>• Number lines</li> </ul>	<ul style="list-style-type: none"> <li>• In pairs or partners</li> <li>• In triads or small groups</li> <li>• In a whole group</li> <li>• Using cooperative group structures</li> <li>• With the Internet (Web sites) or software programs</li> <li>• In the native language (L1)</li> <li>• With mentors</li> </ul>

Sensory Supports

Some sensory supports are applicable across all ELP standards, as exemplified in Figure 3G. Others are specific to the language of a content area. Figure 3H expands the notion of the use of sensory support by giving specific examples for ELP standards 2 through 5. The use of these sensory supports in activities, tasks and projects helps promote the development of students’ academic language proficiency.

**Figure 3H: Specific Examples of Sensory Supports**

Supports related to the language of Language Arts	Supports related to the language of Mathematics	Supports related to the language of Science	Supports related to the language of Social Studies
Illustrated word/phrase walls Felt or magnetic figures of story elements Sequence blocks Environmental print Posters or displays Bulletin boards Photographs Cartoons Audio books Songs/Chants	Blocks/Cubes Clocks, sundials and other timekeepers Number lines Models of geometric figures Calculators Protractors Rulers, yard/meter sticks Geoboards Counters Compasses Calendars Coins	Scientific instruments Measurement tools Physical models Natural materials Actual substances, organisms or objects of investigation Posters/Illustrations of processes or cycles	Maps Globes Atlases Compasses Timelines Multicultural artifacts Arial & satellite photographs Video clips

Adopted from Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.

### ***Three premises for teaching for biliteracy:***

<b>Teaching for biliteracy is different than teaching for monliteracy because ...</b>		
<b>...Spanish is a minority language in a majority culture</b>	<b>...students use both their languages for literacy development</b>	<b>...both Spanish and English are governed by distinct linguistic and cultural rules</b>
Therefore, we must elevate the status of Spanish in the classrooms and schools.	Therefore, we must plan for the strategic use of all linguistic resources, and explicitly teach language transfer skills and strategies.	Therefore, we must avoid the wholesale import of methods from English and create methods that reflect Spanish in the United States.
<p>How?</p> <ul style="list-style-type: none"> <li>• Bilingual teachers speak Spanish among themselves.</li> <li>• Public announcements are made in Spanish.</li> <li>• Invited guests and scheduled presentations highlight the benefits of being bilingual.</li> <li>• Bilingual teachers hold their meetings in Spanish.</li> <li>• Print in Spanish is added to the walls and bulletin boards of the school's public places</li> </ul>	<p>How?</p> <ul style="list-style-type: none"> <li>• Teachers use one target language at a time for instruction and do not mix languages.</li> <li>• Instructional strategies are used to support student development in the target language (sentence prompts, Word Banks, etc.)</li> <li>• Teachers provide explicit instruction in the transfer vocabulary and skills between languages.</li> <li>• Classroom instruction is designed to move students from social language to academic language, while at the same time accepting and respecting the language students bring to school.</li> </ul>	<p>How?</p> <ul style="list-style-type: none"> <li>• Materials are used as resources and not as a curriculum.</li> <li>• Texts originally written in Spanish are preferred to translations.</li> <li>• All materials are modified according to the rules of the language (example, the sounds of the letters are taught in Spanish and not their names; word walls are adapted to reflect Spanish and not English.)</li> </ul>

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## The Bridge: Teaching to biliteracy looks different than teaching to monoliteracy

The Bridge is pre-planned, explicit, and guided by the teacher. Students generate a visual where Spanish and English are side by side and students and teachers engage in contrastive analysis of how the two languages are similar and how they are different.

“Bridging” is spontaneous and occurs naturally throughout the day in both languages. The more they participate in Bridges, the more students will engage in “bridging”. (Example: Do I want the “bruja” (witch) or the “cual” (which) when writing?)

### What it is:

- It is student-centered.
- Students accessing and using all they know in all their languages.
- A focus on cross-linguistic transfer. It ensures that students realize that what they know and learned in one language can be used in their other language.
- It emphasizes all the advantages that come with being bilingual.
- A focus on specific aspects of language that make up the contrastive analysis (phonology, morphology, syntax and grammar, and language use)
- It occurs at the end of a unit when students have already learned the concepts.
- The Bridge is followed by extension activities in the other language that allow students to use and apply the concept learned.
- Students engage in “bridging” on their own and all the time.
- The planned Bridge is deliberate and strategically placed in the unit design framework.
- Two-way: it goes from Spanish to English and from English to Spanish.

### What it is not:

- The Bridge is not flip-flopping (the random switching back and forth between two languages)
- The Bridge is not a simple translation, nor is it done by the teacher.
- It is not the only time the other language is taught or used
- The Bridge does not necessarily occur every day
- The Bridge is much harder to do and it is less effective when content allocation plans are not clearly defined; for example, when science is taught one week in Spanish and the other week in English as opposed to teaching science in Spanish and bridging to English at the end of every unit and teaching math in English and bridging to Spanish at the end of every unit.

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## Areas of Focus for Contrastive Analysis during the Bridge

Element and area of focus	Examples
<p>Phonology (sound system)</p> <ul style="list-style-type: none"> <li>Sounds that are different in the two languages.</li> <li>Sounds that are similar in the two languages.</li> </ul>	<ul style="list-style-type: none"> <li>Sound-symbol correspondence (e.g., the [k] sound: “qu” or “c” in Spanish; “c” or “k” in English)</li> <li>Silent letters (e.g., “h” and “u” in Spanish; many in English)</li> <li>The existence of the [th] sound in English but not in Spanish; therefore, students select the closest Spanish phoneme, which is /d/</li> </ul>
<p>Morphology (word formation): prefixes and suffixes shared between the two languages (cognates)</p>	<p><i>informal</i> – informal  <i>informar</i> – inform  <i>socialismo</i> – socialism  <i>desastroso</i> – disastrous  <i>preparar</i> – prepare  <i>profesión</i> – profession  <i>educación</i> – education</p>
<p>Syntax and grammar (sentence structure)</p> <ul style="list-style-type: none"> <li>Rules for punctuation, grammar, word order, etc. unique to each language</li> <li>Areas that are similar and areas that are different</li> </ul>	<p>Spanish uses the initial inverted exclamation point; English does not (e.g., <i>¡Me encanta!</i> – I love it!)</p> <p>Articles have gender in Spanish but not in English (e.g., <i>el título</i> – the title; <i>la revolución</i> – the revolution)</p> <p>In Spanish accents change the meaning of words (e.g., <i>el papa vive en Roma</i>; <i>la papa es deliciosa</i>; <i>mi papá es muy trabajador</i>)</p> <p>Spanish has many reflexive verbs; English has few (e.g., <i>Se me cayó</i>)</p> <p>Conjugation of verbs in Spanish reduces the need for the pronoun. (e.g. <i>¡Voy!</i>)</p> <p>Adjective follows the noun in Spanish and precedes it in English (e.g., <i>centímetros cuadrados</i> – squared centimeters)</p> <p>English contains possessive nouns; Spanish does not (e.g., my grandmother’s house – <i>la casa de mi abuela</i>)</p>
<p>Pragmatics (language use)</p> <ul style="list-style-type: none"> <li>Cultural norms or contexts that are reflected in language use.</li> <li>Use of overlapping cultural norms in a bilingual context.</li> </ul>	<p>Questions about age avoid the word “old” in Spanish because it has negative connotations (<i>¿Cuántos años tienes?</i>)</p> <p>Figurative language from English is translated directly into Spanish: <i>Estoy encerrado afuera</i> (I am locked out!) rather than <i>Me quedé afuera</i>.</p> <p>Spanish constructs are used during English (e.g. <i>Mis padres ganan mucho dinero</i>. My fathers win lots of money).</p>

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## Bridging Strategies

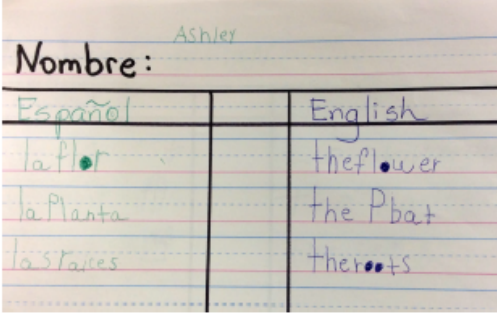
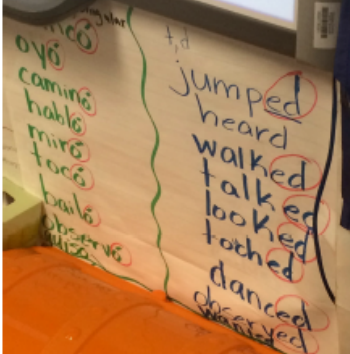
(These examples are for Bridges from Spanish to English but they can be done with Bridges from English to Spanish or Portuguese to English or English to Portuguese.).

Strategy Description	Example	Comments												
<p><b>Spanish and English Side-by-Side:</b></p> <ul style="list-style-type: none"> <li>• Students select key words in Spanish that represent their learning.</li> <li>• Using concrete strategies, the teacher provides students with the English equivalent to the Spanish words.</li> <li>• Students demonstrate their understanding of the words using the concrete activity.</li> <li>• The English words are added to the bilingual list to be analyzed.</li> </ul>	<p>Theme: Common Fairy Tale Characteristics</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Spanish</th> <th style="text-align: center;">English</th> </tr> </thead> <tbody> <tr> <td><i>La moraleja</i></td> <td>Morale of the story</td> </tr> <tr> <td><i>Lo bueno contra lo malo</i></td> <td>Good versus Evil</td> </tr> <tr> <td><i>Personajes estáticos</i></td> <td>Static characters</td> </tr> <tr> <td><i>Características</i></td> <td>Characteristics</td> </tr> <tr> <td><i>Patrones recurrentes</i></td> <td>Recurring patterns</td> </tr> </tbody> </table>	Spanish	English	<i>La moraleja</i>	Morale of the story	<i>Lo bueno contra lo malo</i>	Good versus Evil	<i>Personajes estáticos</i>	Static characters	<i>Características</i>	Characteristics	<i>Patrones recurrentes</i>	Recurring patterns	<ul style="list-style-type: none"> <li>• This is an especially powerful strategy for learners at the early stages of language development.</li> <li>• It is most successful when students have truly learned the concepts fully in on language prior to the bridge.</li> <li>• The list that is generated by the students needs to be anchored in a theme or big idea so that it contains words worthy of learning and analyzing.</li> <li>• Since learning is recursive, this reinforces concept learning across languages.</li> </ul>
Spanish	English													
<i>La moraleja</i>	Morale of the story													
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<i>Características</i>	Characteristics													
<i>Patrones recurrentes</i>	Recurring patterns													
<p><b>Así se dice:</b></p> <ul style="list-style-type: none"> <li>• In Spanish, students generate or select a text that represents an understanding.</li> <li>• The text can be a different genre (poetry, fiction, non-fiction, etc.)</li> <li>• The teacher leads students through a process of paraphrasing the text to the other language.</li> <li>• In cooperative groups, students come up with different ways of expressing the text in English.</li> <li>• The class chooses a paraphrased version that best captures the meaning of the original text in Spanish.</li> </ul>	<p>Theme: Fables</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Spanish</th> <th style="text-align: center;">English</th> </tr> </thead> <tbody> <tr> <td><i>Aprendimos que todas las fábulas tienen varias características en común, empezando con el uso de animales u objetos como personajes principales. Se emplea el uso de la personificación al describir a los animales u objetos de la fábula.</i></td> <td>We learned that all fables share common characteristics. The main characters in all fables are either animals or objects. Personification is used to describe the animals or objects who are the main characters in the fable.</td> </tr> </tbody> </table>	Spanish	English	<i>Aprendimos que todas las fábulas tienen varias características en común, empezando con el uso de animales u objetos como personajes principales. Se emplea el uso de la personificación al describir a los animales u objetos de la fábula.</i>	We learned that all fables share common characteristics. The main characters in all fables are either animals or objects. Personification is used to describe the animals or objects who are the main characters in the fable.	<ul style="list-style-type: none"> <li>• This strategy requires more English language proficiency.</li> <li>• The process of writing the statements first in Spanish and then in English will take time and will need to be planned carefully.</li> <li>• A combination of student generated texts and mentor texts can be used to launch the <b>Así se dice</b> activity as long as students comprehend the mentor text well.</li> <li>• The final step of the strategy is flexible: students can compare different English versions and analyze them or students can compare their own version against a mentor text.</li> <li>• Focus on the process. The process is what teaches students about how the two languages are similar and different.</li> </ul>								
Spanish	English													
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Parts adapted from Escamilla, K., Geiser, D., Hopewell, S., Sparrow, W., Butilofsky, S. (2009) Using Writing to Make Cross-Language Connections. In Rodriguez-Eagle, C. (ED.) *Achieving Literacy Success with English Language Learners: Insights, Assessment, Instruction*. Reading Recovery Council of North America.



## The Bridge vs. “bridging”

The Bridge	“Bridging”
Pre-planned and initiated by the teacher	Spontaneous and initiated by the student (s)
Occurs at the end of a unit	Occurs at any time during the unit
Focuses on specific comparisons and contrasts between Spanish and English with examples from the unit.	The comparison between Spanish and English is broad and includes many different examples that are not thematically related.
Planned and predictable.	Random
	

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## References

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