



Teaching for Biliteracy: Strengthening Bridges between Languages

3 Day Summer Institute

Madrona Elementary School, Highline Public Schools

Sea-Tac, Washington

Wednesday, July 25, 2018

Agenda:

1. Sample Instruction Debrief and Sharing
2. What guides planning for biliteracy?: The Biliteracy Mindset
3. Who is involved in Biliteracy?: Biliteracy Students and Teachers
4. How do we plan for additional supports for biliteracy students?: Dr. Kathy Henn-Renke
 - Tier 1 instruction
 - Considerations for Tier 2 and 3 instruction
 - Q & A

Lunch 12:00 to 12:45 p.m.

5. **What instructional practices support biliteracy development?** Focus on the importance of building oracy
 - Patricia Núñez
 - Melody Wharton

What guides planning and decision-making for biliteracy?

<i>Teaching for Biliteracy: Strengthening Bridges between Languages</i>	www.TeachingForBiliteracy.com
Chapter 1 <i>What do We Mean by Teaching for Biliteracy? p. 3</i> <i>Sociolinguistic Premises about Teaching for Biliteracy – p. 5-14</i>	About -> • Sample PD – Click on Webinar: Teaching for Biliteracy • Blogs -> ○ Coach’s Corner: - Using a multilingual perspective to design... - What is the right response to code-switching? - Rtl and Biliteracy - Literacy Processing and Language Development ○ Shifting toward a Multilingual View of Biliteracy - Shifting toward a Multilingual View of Biliteracy ○ Beginning with Biliteracy - Getting off to a Great Start... Resources -> • Book Study Guides – Chapter 1
Chapter 5 <i>Recognizing and Building on Students’ Oral Language and Background Knowledge p. 69-74</i>	Resources -> • Book Study Guides – Chapter 5

Comparison of Monolingual versus Multilingual Perspectives

Area	Monolingual Perspective	Multilingual Perspective
Perspective of Student Language Ability	Students have a dominant language (or L1, first language).	Students are developing bilinguals who have linguistic resource across languages. Their first language is bilingual.
	Students are viewed as “low” when they use Spanish and English together. (<i>“Está frizado.”</i>)	Developing bilinguals use what they know in both languages (<i>“El perro está barqueando.”</i>) and classroom instruction moves from informal (social) to formal (academic) language.
	Students are expected to produce “monolingual-like Spanish”, especially if they come from a Spanish speaking family.	Students are expected to make linguistic approximations, and classroom instruction strategically moves students from informal to formal language.
Programmatic Structure Curriculum, Instruction and Assessment	Students are placed in either a Spanish literacy/language or an English literacy/language class based on their strongest language.	Students are placed in a bilingual program that develops literacy in both languages, developing and then building on students’ oracy skills. Students are integrated all day, and exposed to literacy in Spanish and literacy in English from Pk-5 (at a minimum).
	“Monolingual” like instruction is the norm in either English or Spanish.	Language acquisition practices are integrated with content and literacy instruction as the norm, in both English and Spanish.
	Spanish and English are thought of as separate, and students do not work across both languages.	The Bridge is pre-planned and it explicitly teaches students how their two languages are similar and different, thereby developing metalinguistic awareness, even in English-only programs of instruction.
	Students are assessed in each language separately. Bilingual programs follow the monolingual assessment calendar, adjusting it to two languages.	Students are assessed in both languages. Bilingual programs create an assessment calendar that captures what students can do in both languages; not necessarily doing everything twice (reduce redundancy and optimize transfer).
	It is expected that bilingual/dual language schedules look like those in the general education (monolingual) program.	Bilingual/dual language schedules intentionally look different than those in the general education (monolingual) program.
	Units of instruction are anchored in standards, use sheltered instruction strategies, and focus on instruction and assessment in one language, Spanish or English.	Units of instruction are anchored in standards, use sheltered instruction strategies, and focus on instruction and assessment in three linguistic spaces: Spanish, the Bridge, and English.

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

Individual or Team Reflection

In order to implement the multilingual perspective, we can:

Challenges we anticipate include:

Ways of addressing these challenges may be...

Next steps for us individually or as a group include:

Additional Reflection Questions:

Who needs to know about the multilingual perspective?

How can these stakeholders be included in the biliteracy program work?

How can the multilingual perspective be reflected in the following:

- Teacher evaluation and supervision
- Administrator evaluation and supervision
- Communication with parents
- Networking/sharing with general education educators
- Community partnerships
- Other

Who is involved in biliteracy?

Teaching for Biliteracy: Strengthening Bridges between Languages	www.TeachingForBiliteracy.com
Chapter 2 <i>Biliteracy Learner Profiles pages 24-29</i> Box 2.2. page 33: <i>Sample Completed Survey for Collecting Linguistic, Cultural, and Academic Background Information on Students</i>	About ->Blogs-> ○ Beginning with Biliteracy: Unexpected Noticings (A sequential bilingual talks about the Bridge) http://www.teachingforbiliteracy.com/unexpected-notice-what-kindergarteners-learn-about-language-from-the-bridge/ ○ Bilingual Parenting – Labeling Bilingual Children http://www.teachingforbiliteracy.com/raising-the-bilingual-child-what-is-your-kid-labeling/ ○ Coach’s Corner; Wai du mai students rait laik des? http://www.teachingforbiliteracy.com/wai-du-mai-students-rait-laik-des/ Resources-> http://www.teachingforbiliteracy.com/research-articles/ Escamilla: Bilingual Means Two; The Misunderestimation of Manuel; Bilingual First Language Acquisition Resources -> Book Study Guides – Chapter 2
Chapter 3 <i>Teachers: Capitalizing on Life Experiences and Diversity</i> <i>Teacher Profiles pages 36-42</i> Box 3.1, page 45 <i>Sample Teacher Self-Reflection Survey</i>	About ->Blogs-> ○ Coach’s Corner: Teacher Diversity and Tips for Coaches En español-> Supporting teachers’ academic Spanish: http://www.teachingforbiliteracy.com/en-espanol/ Resources-> (Materials, Tips, etc.) http://www.teachingforbiliteracy.com/resources/ Resources -> Book Study Guides – Chapter 3

Description of Second Language Acquisition Stages of Young Sequential Bilinguals

Stage	Description
Home Language Use	The child uses his/her home language even when others do not understand. Length of time in this stage varies by child.
Nonverbal Period	Once the realization sets in that the home language does not work, the child may rarely speak or may use nonverbal means to communicate. Receptive language is being developed and the child demonstrates understanding through actions and other non-language necessary means. The length of time in this stage also varies. Language assessments may result in misleading information that underestimates the child's true language capacity.
Telegraphic and Formulaic Speech	Formulas are used as the child starts using the new language, as in "me bathroom" indicating she wants to go to the bathroom. During this stage young children use phrases they have heard from others, sometimes not completely understanding the whole meaning of the words they use.
Productive Language	The child uses her/his own phrases and thoughts that may at first contain very simple grammatical patterns such as "I wanna play". Predictable errors should be expected as children experiment with the new language and learn its rules and structure.

Tabors and Snow (1994)

A Comparison of Sequential and Simultaneous Bilingualism

Type of bilingual development	Description	Expectations
Sequential bilingualism	One language is developed first and then a second language is acquired later (usually after age 3).	The child will go through the predictable second language acquisition stages in acquiring the second language, and will use knowledge of first language to acquire the second.
Simultaneous bilingualism	Both languages are acquired at the same time, usually from birth through age 3.	The child acquires two languages at the same time, similarly to how a monolingual child acquires one language. The child's vocabulary knowledge is shared among two languages. The child's language use is deliberate and reflective of the context.

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The Development of Bilingualism and Biliteracy as Manifested in The Five Students in Chapter 2 in the Teaching for Biliteracy book

Student	Example	Explanation
Carmen and Antonio	I have 5 years.	Carmen and Antonio are using Spanish syntax with English vocabulary.
Paulo	Voy a una party con mi broder	Paulo is surrounded by people who use both languages orally and so he does the same. It is possible that he does not know the Spanish equivalent of <i>party</i> or <i>brother</i> since these terms are always said in English in his home.
Hannah	Voy a mi tío Mario's casa	Hannah is using English syntax with Spanish vocabulary
Lucía	I left my shoes in the <i>sala</i> .	Lucía understands Spanish but uses it sparingly except for terms like " <i>sala</i> " (living room) which is only referred to in her home in Spanish.

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Individual or Team Reflection

Types of Students in the Program	Student Strengths	Student Challenges	Notes

Teacher/Administrator Profiles

Element	Elena	Mónica	Susan	Kelly
Teaching Background	"Normalista" Strong Spanish Polish Literacy	Trained in U.S. Strong socio-cultural knowledge	U.S. trained Strong in U.S. teaching techniques	Strong U.S. pedagogy and practices.
Linguistic and Cultural Background	Sequential Bilingual "Mono-cultural" becoming bicultural Monolingual Spanish or Polish	Simultaneous Bilingual Bicultural U.S. Spanish /Polish	Sequential Bilingual "Mono-cultural" becoming bicultural Monolingual English	Sequential Bilingual "Mono-cultural" developing cultural competence
Awareness of Student Background	Comfortable with newcomers Challenged by different SES and U.S-born Latinos and US-born Polish	Comfortable with developing bilinguals and U.S. Spanish and Polish Challenged by language of newcomer .	Comfortable with sequential bilinguals Challenged by archaic Spanish, regional Spanish and U.S. Spanish	Comfortable with sequential bilinguals. Challenged by developing bilinguals whose academic English can sometimes look stronger than it is.

Effective collaboration among teachers requires: (See Chapter 3 of the Teaching for Biliteracy Book):

- Shared Philosophy
- Trust
- Flexibility

Reader's Theater: *The Birth of a Biliteracy Professional Learning Community*

CONTEXT: As part of a district-wide initiative, four teachers have been asked to come together to represent teachers teaching for biliteracy. The initiative asks for representation of different stakeholders on a PLC that will focus on collaboration among teachers. Today's agenda is to have the teachers get to know each other, identify strengths and weaknesses in the current and to come ready to share ways these four specific teachers can collaborate together.

Susan begins the meeting by saying:

SUSAN: Okay, we have about an hour so I guess we should begin by introducing ourselves. I'll start. I'm from here, learned Spanish in high school and at the university. I also worked in the service industry alongside many Latino immigrants, and I had the opportunity to study in Spain. One of my struggles is with that new student, Antonio. He uses such sophisticated language that sometimes I don't understand what he is saying and I am embarrassed. I guess I should read more in Spanish. I have to tell you I think it's a really tough time for immigrants in our country and I'm concerned about the impact of national discourse on our students.

Susan gestures toward Mónica.

MÓNICA: Ever since I joined the immigrants' rights group I belong to in Pilsen (inner-city Chicago), where I grew up, I have learned so much about the issues faced by my parents and community. I guess I didn't learn a lot about the Latino perspective growing up as an immigrant kid in Chicago. It just wasn't part of the curriculum. I wish they had taught us more about our history and I wish my Spanish were better. They exited me out of the transitional bilingual program by 2nd grade and so I am really good at the George López Spanish, but sometimes I can't understand a lot of words in the texts I have to use to teach. Gosh! I wish we could take classes in Spanish just for bilingual teachers.

ELENA: I am glad this meeting is in English because I want to improve my English. I studied to be a teacher in Guatemala and I have taught many years in Spanish in my country. I realize parents are concerned about my accent in English. I guess I can help you with how to teach in Spanish if you help me with my accent. I can also help you with Spanish grammar rules, like where to place accent marks.

KELLY: I, too, am glad this meeting is in English. I would so love to learn Spanish, but I don't know it now. I took a few years of Spanish in high school, and I don't remember much. I am very excited to be part of this team and to work on teaching for biliteracy. I can help with anything to do with English! I know a lot about Readers' and Writers' Workshop!

MÓNICA: Elena, since you actually learned how to teach kids to read in Spanish, could you explain to me why my students seem stuck with the names of letters? I thought they knew them really well and they can't seem to apply that knowledge in a fluent way.

ELENA: But why are you spending your time on letter names? I know that's done in English, and our program includes it, but it's not necessary in Spanish in order to learn how to read. Kids do learn letter names later, but it's letter sounds we focus on during the early stages of literacy development, and syllables are the most important skill to quickly get to. It's a waste of time and it's confusing to students to teach letter names at the beginning of literacy in Spanish, and so I just skip over it and emphasize letter sounds, strong and weak vowels, and then move to syllables.

MÓNICA: Really? But our program is a translated version of the English program. I thought we were supposed to teach kids to read and write the same as we do in English. That's what I was told.

SUSAN: No wonder my kids are confused. We certainly don't know what we are doing. What a mess! But what about Readers' and Writers' Workshop? Should we teach those the same in both English and Spanish?

KELLY: Readers' and Writers' Workshop are wonderful because they really get the students reading and writing every day, and in lots of different genres. Elena, I'm hoping you can help me find some great mentor texts in Spanish.

ELENA: I can suggest some great books from Guatemala that I have used. I usually read a bit from the book and then ask students to copy some sentences from the book that I write on the board. That's how we teach writing in Guatemala. Paulo is a real problem for me because he doesn't speak Spanish well and he doesn't speak English well, and he writes the same way as he speaks. I don't even know why he's in my classroom since he cannot speak either language well. My principal wants me to stop

having the students copy from the board, and engage students in more free writing, but I'm not familiar with that.

KELLY: Oh, I can help you with that. But I'm finding the same thing with Paulo when I teach Writers' Workshop in English. He seems to understand the book I read, but then he has trouble writing in English. I was thinking that a book in Spanish would help him.

MÓNICA: That's so interesting, because I really identify with Paulo since I speak just like him. I'm sure he understands much of what he reads in both English and in Spanish, but I also know that expressing himself through writing can be challenging. I find that by contrasting his informal language (*soquetines*) with his formal language (socks and *calcetines*), he learns really quickly. My problem is that, like Susan, I want to improve my academic Spanish. I am so embarrassed to not know when to use accents, and to not always understand some of the really fancy words in texts. I wish I could spend time in a Spanish speaking country. Though I'm a Latina, I've never travelled to Latin America or Spain.

DISCUSSION

At your tables, discuss the following:

- What are the strengths of each of these teachers
- What are their challenges?
- Who are you most similar to?
- What needs to be in place in order to create a collaborative environment of trust, flexibility, and a shared vision?

How would each of these four teachers address the following principles of teaching for biliteracy, and how could we support them in doing so?

- It is important to respect and value student's home and community language.
- It is important to provide students with good academic language models in the classroom.
- Teachers who plan their language use beforehand are better models of academic language
- In the classroom, new skills and information are introduced through strategies that both make the information highly comprehensible and that explicitly build oral academic language in anticipation of reading and writing.