



Teaching for Biliteracy: Strengthening Bridges between Languages

3 Day Summer Institute

*Madrona Elementary School, Highline Public Schools
Sea-Tac, Washington*

Thursday, July 26, 2018

Agenda:

1. What systems and structures support biliteracy (curriculum, standards and assessment)?
 - Planning for standards-based instruction – Focus on biliteracy maps and the BUF Triangle
2. What are the elements of the Bridge and Metalinguistic Focus?
3. Institute Closure as a group

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

4. Afternoon Breakouts
 - Biliteracy Curriculum Mapping: Melody Wharton and Kennewick practitioners
 - Developing Inter-Cultural Competence Environment: Patricia Núñez
 - *Cómo Funciona el español (la ponencia se hará en español)*: Karen Beeman

What are the elements of the Bridge and metalinguistic focus?

<i>Teaching for Biliteracy: Strengthening Bridges between Languages</i>	www.TeachingForBiliteracy.com
Chapter 1 <i>The Bridge and Bridging</i>, pp. 4-5 Chapter 10 <i>The Bridge: Strengthening Connections between Languages</i>, pp. 133-150	Resources -> • Research Articles • Book Study Guides – Chapter 10 Videos-> • The Bridge – These videos show the Bridge in a variety of classrooms, from Kindergarten to Middle School. About -> • Blogs -> ○ Beginning with Biliteracy - The Earliest Connections: Bridging in Kindergarten - Planning and Implementing a Bridge with Young Students - Unexpected Noticings

The Bridge has 2 purposes:

1.

2.

Bridge Observation Guide: The Elements of a Side-by-Side Bridge

Element of the Bridge	Observations
1. Review in the language of instruction	
2. Elicit key words/phrases/sentences in the language of instruction from students	
3. Practice the terms in the new language (Bridge Transfer)	

Element of the Bridge	Observations
4. Bridge Transfer- Match the key words/phrases/sentences to the other language	
5. Bridge - Metalinguistic focus	
6. What happens tomorrow? And the next day? (Bridge Extension)	

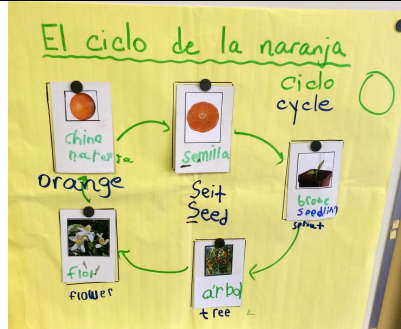
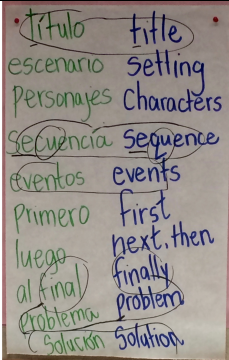
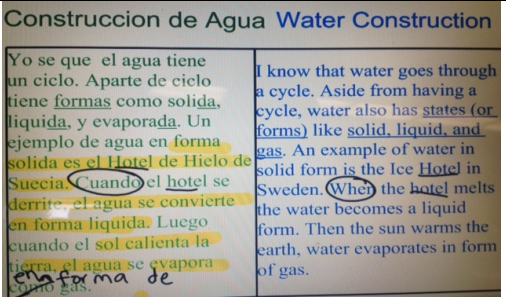
The Bridge for Biliteracy

The Bridge ...	The Bridge is not...
occurs once students have engaged in oracy, reading and writing about the concept in one language and have been assessed on the concept in that same language	an opportunity to re-teach the content in the other language, or to clear up student misunderstanding
occurs once the students have learned the concept well in one language	flip flopping
is about transfer	concurrent translation by the teacher
Is about language – developing metalinguistic awareness	a list of words provided by the teacher
is planned by the teacher	a packaged program or the only time English takes place.

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

Bridging, as defined by Beeman and Urow, is student generated, occurs at any time, and is when students notice how their two languages are similar and different. The more Bridges that occur, the more “bridging” is developed.

Three Types of Bridges: Part One of the Bridge

Illustration	Side-by-Side	Así se Dice
		

To see some sample Bridges in action, go to:

www.TeachingForBiliteracy.com ->

Videos -> Bridge

Strategies for The Bridge (In Chapter 10)	
Page, <i>Teaching for Biliteracy</i>	Notes
Side-by-Side (P. 135-136)	
Illustration or Graph (Bottom of P. 138 and top of p. 139)	
Así se dice (p. 139)	

Areas of Metalinguistic Focus for the Bridge	
Element and area of focus	Examples
Phonology (sound system) - Sounds that are different in the two languages. - Sounds that are similar in the two languages.	- Sound-symbol correspondence (e.g., the [k] sound: “qu” or “c” in Spanish; “c” or “k” in English) - Silent letters (e.g., “h” and “u” in Spanish; many in English) - The existence of the [th] sound in English but not in Spanish; therefore, students select the closest Spanish phoneme, which is /d/
Morphology (word formation): prefixes and suffixes shared between the two languages (cognates)	<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
Syntax and grammar (sentence structure) - Rules for punctuation, grammar, word order, etc. unique to each language - Areas that are similar and areas that are different	Spanish uses the initial inverted exclamation point; English does not (e.g., <i>¡Me encanta!</i> – I love it!) Articles have gender in Spanish but not in English (e.g., <i>el título</i> – the title; <i>la revolución</i> – the revolution) 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>) Spanish has many reflexive verbs; English has few (e.g., <i>Se me cayó</i>) Conjugation of verbs in Spanish reduces the need for the pronoun. (e.g. <i>¡Voy!</i>) English contains possessive nouns; Spanish does not (e.g., my grandmother’s house – <i>la casa de mi abuela</i>)
Pragmatics (language use) - Cultural norms or contexts that are reflected in language use. - Use of overlapping cultural norms in a bilingual context.	Questions about age avoid the word “old” in Spanish because it has negative connotations (<i>¿Cuántos años tienes?</i>) 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>. Spanish constructs are used during English (e.g. <i>Mis padres ganan mucho dinero</i>. My fathers win lots of money).

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

Areas of Metalinguistic Focus for the Bridge	
Element and area of metalinguistic focus	Generate examples of metalinguistic focus for your Bridge Transfer Photo
Phonology (sound system) • Sounds that are different in the two languages. • Sounds that are similar in the two languages. •	
Morphology (word formation): prefixes and suffixes shared between the two languages (cognates)	
Syntax and grammar (sentence structure) • Rules for punctuation, grammar, word order, etc. unique to each language • Areas that are similar and areas that are different	
Pragmatics (language use) • Cultural norms or contexts that are reflected in language use. • Use of overlapping cultural norms in a bilingual context.	