

Seattle/Issaquah Summer Institute:

Teaching for Biliteracy:

Strengthening Bridges Between Languages



Issaquah, Washington

August 6-8, 2019

@T4Biliteracy



Teaching for Biliteracy



www.TeachingForBiliteracy.com

Biliteracy Mindset

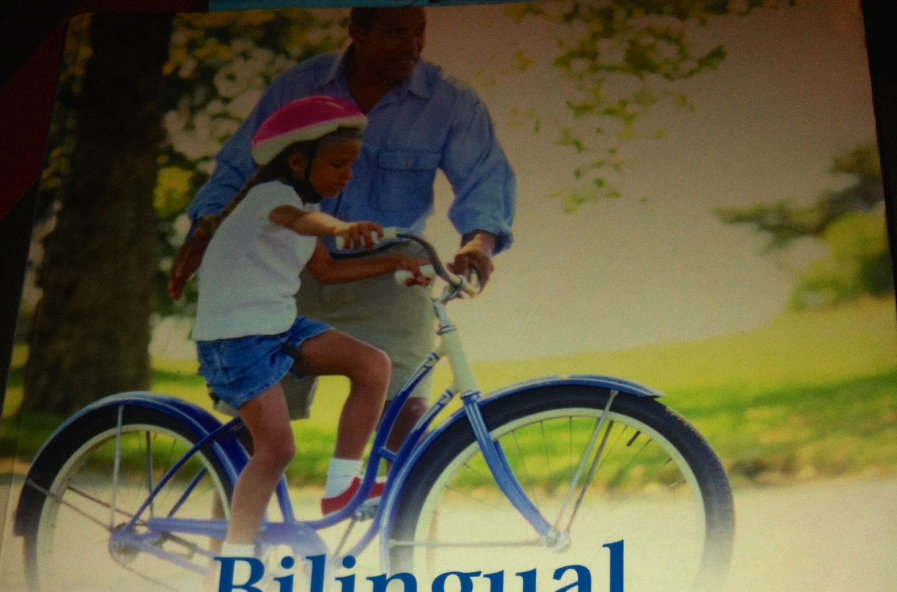


Concept A

**All students
have a
dominant
language (L1
and L2)**

Concept B

**Many students
are developing
bilinguals whose
first language is
bilingual.**



Bilingual First Language Acquisition

Annick De Houwer

mm
textbooks

Concept A	Concept B
All students have a dominant language (L1 and L2)	Many students are developing bilinguals whose first language is bilingual.
When students use Spanish and English together (“Estoy estoquiado”), it is a sign of confusion and low language.	Developing bilinguals will use both their languages, and this mixing is predictable and to be expected.

Spanish in the United States is characterized by its relationship with English.

¡Se me mojaron mis soquetines!

My socks got wet!



Me puchó. (Instead of “Me empujó”)

He/She pushed me (using English verb)



*Teacher, I am **planching**. (Spanish verb for “to iron”)*

Teacher, I am ironing.



Spanish in the United States is characterized by
its relationship with English.

¿Vamos a comprar las groserías?

Are we going to buy the groceries?



No hay sopa en el baño.

There's no soup (soap) in the bathroom.



How many years do you have? (How old are you?)

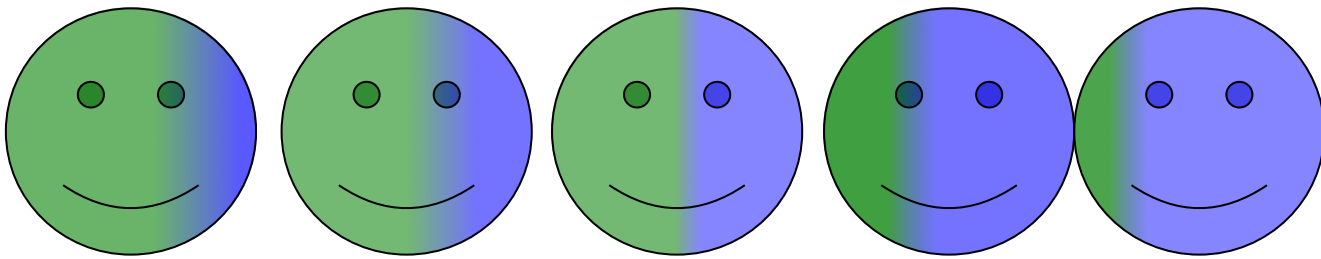
¿Cuántos años tienes?

Paulo knows colors: $3 + 3 = 6$

- Rojo
- Azul
- Verde
- White
- Black
- Purple



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My Grandma Likes to
Cocer Sueteres. for my
Chivava.

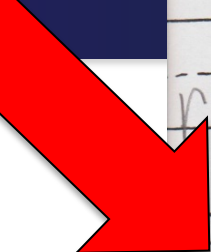




La
verde. Oh a

Biliteracy instruction anticipates and prepares for linguistic approximations.

H h	G g	J j	H h
Hernández hijo hermana había hace hizo hoja	Gema recoger	jirafa jugar	happy hi hungry



rural y áreas apías.

En la comunidad

rural y muchos

antepasados. En el comu-

dad rural y **Farmero**

que plantu

y le saca leche a

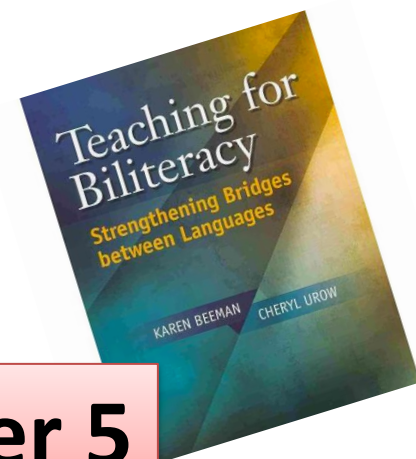
Instruction anticipates and prepares for linguistic approximations.

the farmer	el farmero	el granjero el finquero
to push	puchar	empujar
ironing	planching	planchando



Four Phenomena of Contact Languages

Dr. Kim Potowski, UIC



U.S. Spanish

Chapter 5

#1
Code switching
Tengo el *eight*.

#2
Borrowings
Rufa

#3
Extensions
Carpeta

#4
Calques
Mi tío's casa.

Copyright © 2010



EL ESPAÑOL DE LOS ESTADOS UNIDOS

Anna María Escobar y Kim Potowski

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Casa

puchar
tochar
onde
~~al~~omache
Picar
caché
6 Muncho

Escuela

empujar
tocar
donde
almuerzo
~~escoger~~
a garé
mucho

Crystal Ramos, Kennewick, WA

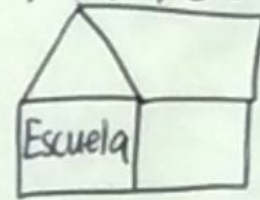


informal



rayar
munchito
necesitas
tochar

formal



escribir
mucho
necesitas
tocar

Lenguaje de la playa

(social)

el

lonche

la carpeta

chequear

la troca

Lenguaje de la boda

(académico)

el almuerzo

la alfombra

comprobar

el camión

Arcaísmos españoles

<u>Español arcaico</u>	<u>Español actual</u>
------------------------	-----------------------

Ansina	Así
--------	-----

Pos	Pues
-----	------

Naiden	Nadie
--------	-------

Muncho	Mucho
--------	-------

Haiga	Haya
-------	------

Los regionalismos

el muchacho
(México)

el güila
(Costa Rica)

el patojo
(Guatemala)

el cabro
(Chile)

la quagua
(Puerto Rico)

la micro
(Chile)

el micro
(Perú)

el camión
(México)

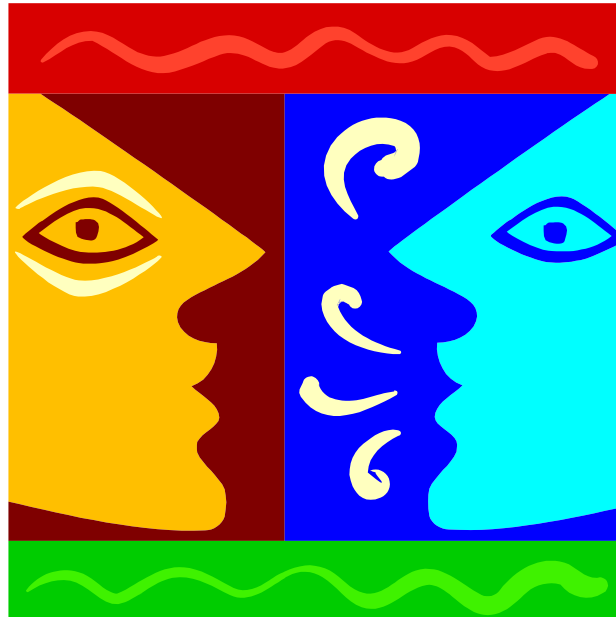
la escuela media
(Chile)

el colegio
(Costa Rica)

la preparatoria
(México)

la high school
(EE. UU.)

Let's take a tour of our communities



CLEAR CHANNEL

23 sabores blended into
one extraordinary taste.



Dr
Pepper
EST. 1885

23
Inconfundible

0127



MONICA'S
Bridal & Quince

1610



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



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Being bilingual physically
changes your mind.

Neuroplasticity is real.

(Bialystok, CARLA, 2016)



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Literacy is taught in one language (L1) and transition to literacy in the other language once monoliteracy has been established. (Sequential literacy)	Programs teach literacy in 2 languages daily from Kinder on, and help students transfer what they know in 1 language to the other and vice-versa (Simultaneous literacy).

Initial Literacy Instruction

- **Sequential Literacy Instruction:** Students only learn to read and write in their home language



- **Simultaneous literacy instruction:** Students learn to read and write in their home language and the second language

– This meets the needs of:



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Fixed Mindset	Growth Mindset
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Voy a una *party* con mi *broder*.



Monolingual Perspective

Can't speak Spanish well.

Is low in both languages.

Should be placed in a monolingual classroom.

Will be confused learning to read and write in two languages at the same time.

Multilingual Perspective

Has linguistic resources in both languages. First language is bilingual.

Reflects her multilingual community.

Should be placed in a dual language/bilingual classroom.

Uses U.S. Spanish

Would benefit from the Bridge: analyzing Spanish and English side by side.

**You do NOT have to be
bilingual to employ
biliteracy mindset....**

**But you must have the
mindset!**

Individual or Team Reflection

Page 6

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