

Seattle/Issaquah Summer Institute:

Teaching for Biliteracy:

Strengthening Bridges Between Languages



Issaquah, Washington

August 6-8, 2019

@T4Biliteracy



Teaching for Biliteracy

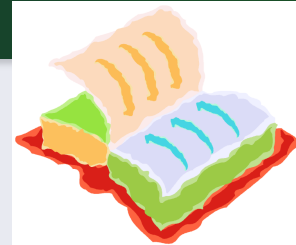


www.TeachingForBiliteracy.com

Students and Teachers involved in Biliteracy



Student Linguistic Profiles



Page 24

Carmen

Paulo

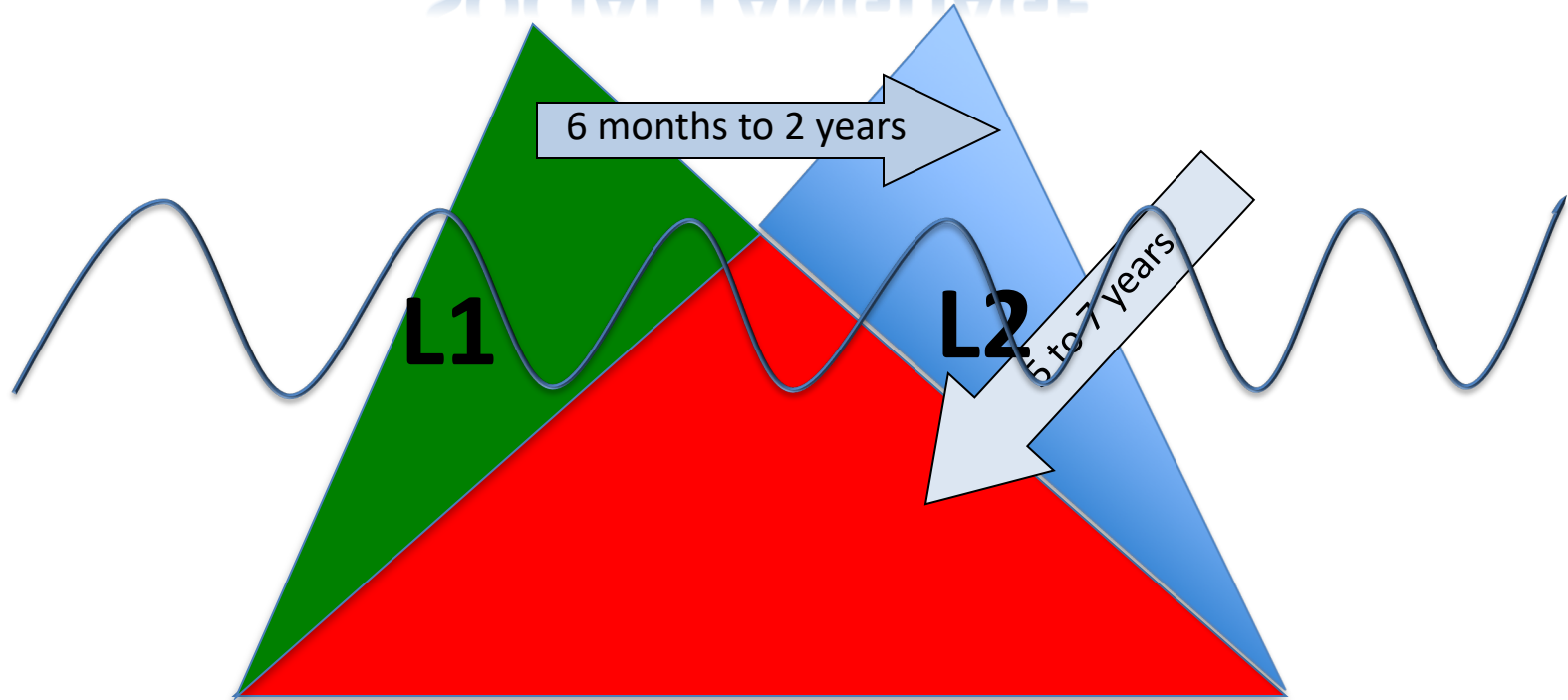
Antonio

Lucía

Hannah



SOCIAL LANGUAGE



ACADEMIC LANGUAGE

SOCIAL LANGUAGE

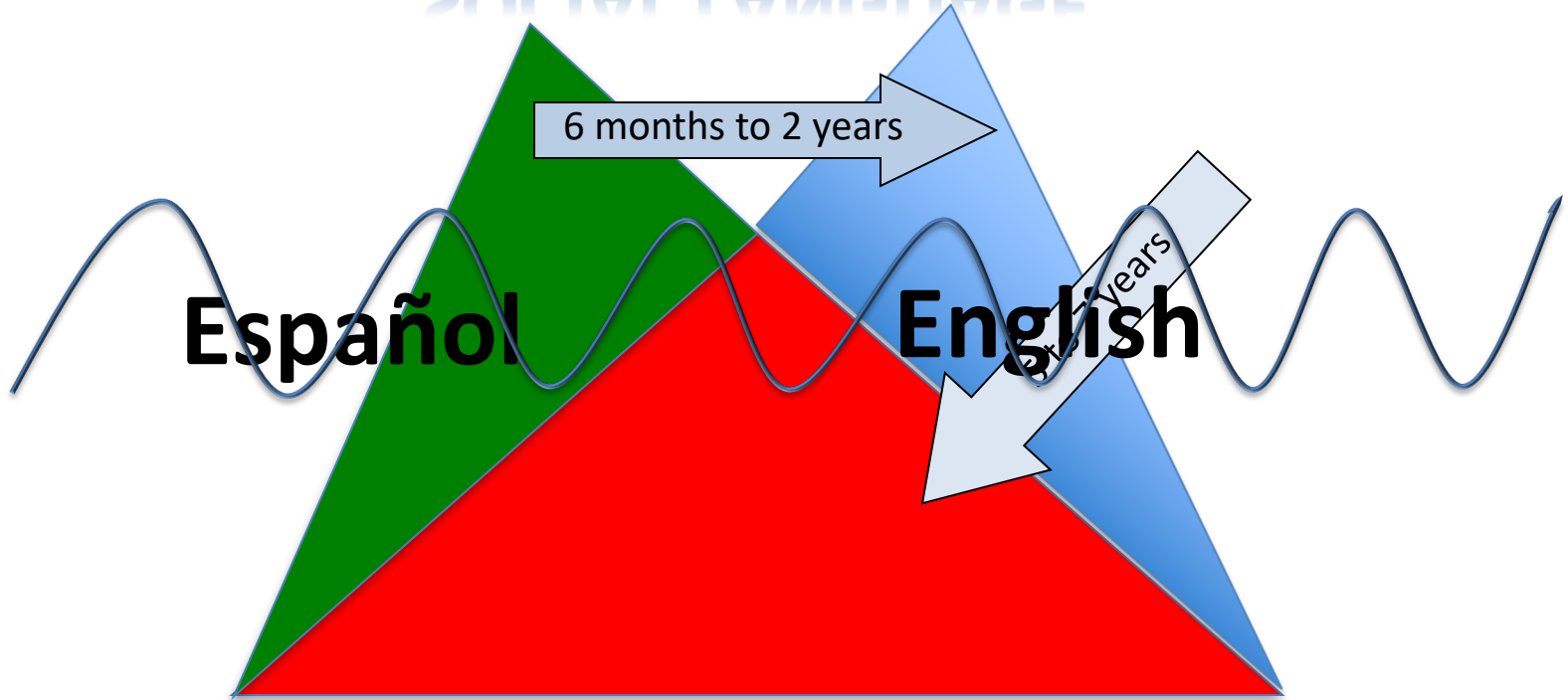
6 months to 2 years

Español

English

6 years

ACADEMIC LANGUAGE



Carmen – 1st grade



Spanish -
Kinder

-Fui al centro de Chicago. Es bonito.
(I went to downtown Chicago. It's nice)

Carmen



Spanish -
Kinder

Carmen is a sequential bilingual.

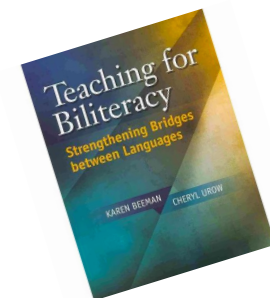
-Fui al centro de Chicago. Es bonito.

(I went to downtown Chicago. It's nice)

Predictable Second Language Acquisition Stages for Sequential Bilinguals

Description of Second Language Acquisition Stages for 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 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 that contain very simple grammatical structures. Predictable errors should be expected as the child experiments with the new language and learns its rules and structure.



**Described in Chapter 5
Page 68**

Carmen



Spanish -
Kinder

Carmen's linguistic, cultural and academic background is.....

-Fui al centro de Chicago. Es bonito.

(I went to downtown Chicago. It's nice)

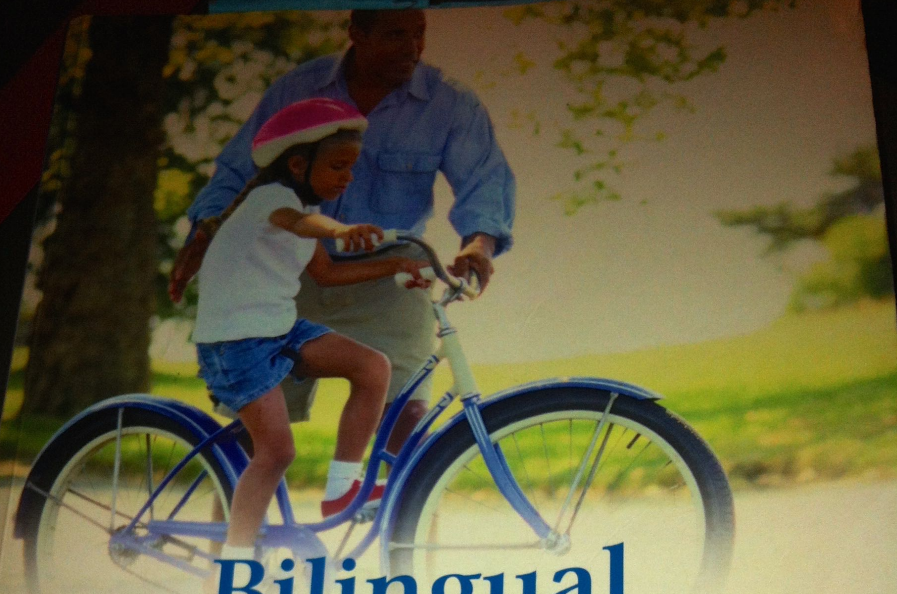
Paulo – 2nd grade



Spanish

English

Fui a una **party** con mi broder. Se
me mojaron mis **soquetines**. **Then**
comimos **lonche**.



Bilingual First Language Acquisition

Annick De Houwer

mm
textbooks

My Grandma Likes to
Cocer Sueteres. for my
Chivava.



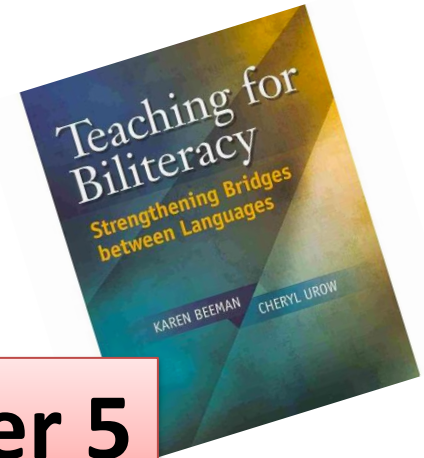
Paulo knows colors: $3 + 3 = 6$

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



Four Phenomena of Contact Languages

Dr. Kim Potowski, UIC



Chapter 5

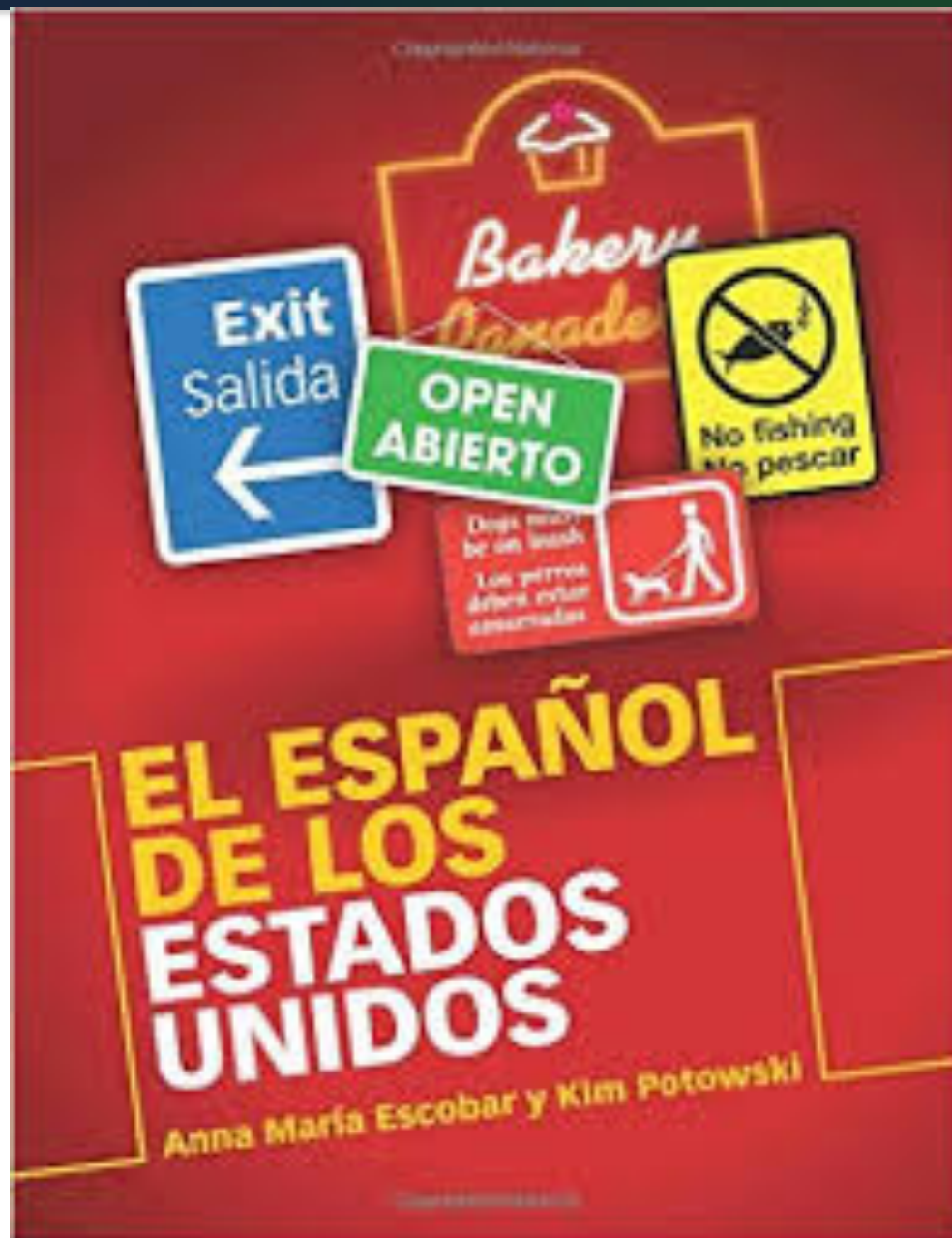
U.S. Spanish

#1
Code switching
Tengo el *eight*.

#2
Borrowings
Rufa

#3
Extensions
Carpeta

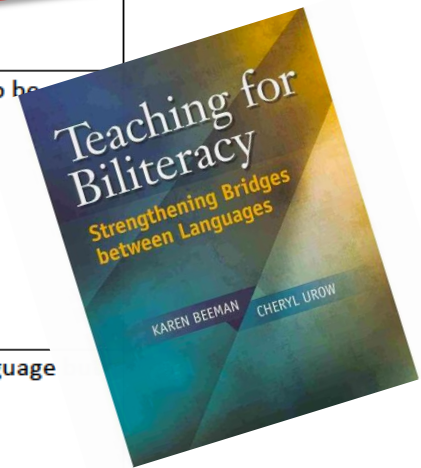
#4
Calques
Mi tío's casa.



Developing Bilinguals' Use of Language

Expression	Example	Explanation
Code-switching	"Tengo el eight."	One explanation is that students use a word they believe to be cognate when in fact, it is not.
Extensions	vamos a comprar las groserías." (Let's go buy the groceries – a term that in Spanish usually means "bad words").	Students use the syntax of one language with the words of the other.
Calques	Voy a mi tío Marco's casa.	

Simultaneous bilingual development described in Chapter 5
Analyzing oral language – page 75



Paulo



Spanish

English

Paulo is a simultaneous bilingual.

Fui a una **party** con mi broder. Se
me mojaron mis **soquetines**. Then
comimos **lonche**.

Paulo

Spanish

English



Paulo's linguistic, cultural and academic background is.....

For a **una party** con mi brother. Se me **mojaron** mis **soquetines**. Then **comimos** **lonche**.

Antonio

Spanish
Fifth Grade



-Visité la zona metropolitana de Chicago, la cual es sumamente bonita. Me siento muy dichoso de poder vivir en una zona urbana tan resplandeciente.

(I visited the metropolitan zone of Chicago, which is extremely beautiful. I feel very lucky to be able to live in an urban setting that is so resplendent.)

Antonio

Spanish
Fifth Grade

Antonio is a sequential bilingual.



-Visité la zona metropolitana de Chicago, la cual es sumamente bonita. Me siento muy dichoso de poder vivir en una zona urbana tan resplandeciente.

(I visited the metropolitan zone of Chicago, which is extremely beautiful. I feel very lucky to be able to live in an urban setting that is so resplendent.)

Antonio

Spanish
Fifth Grade

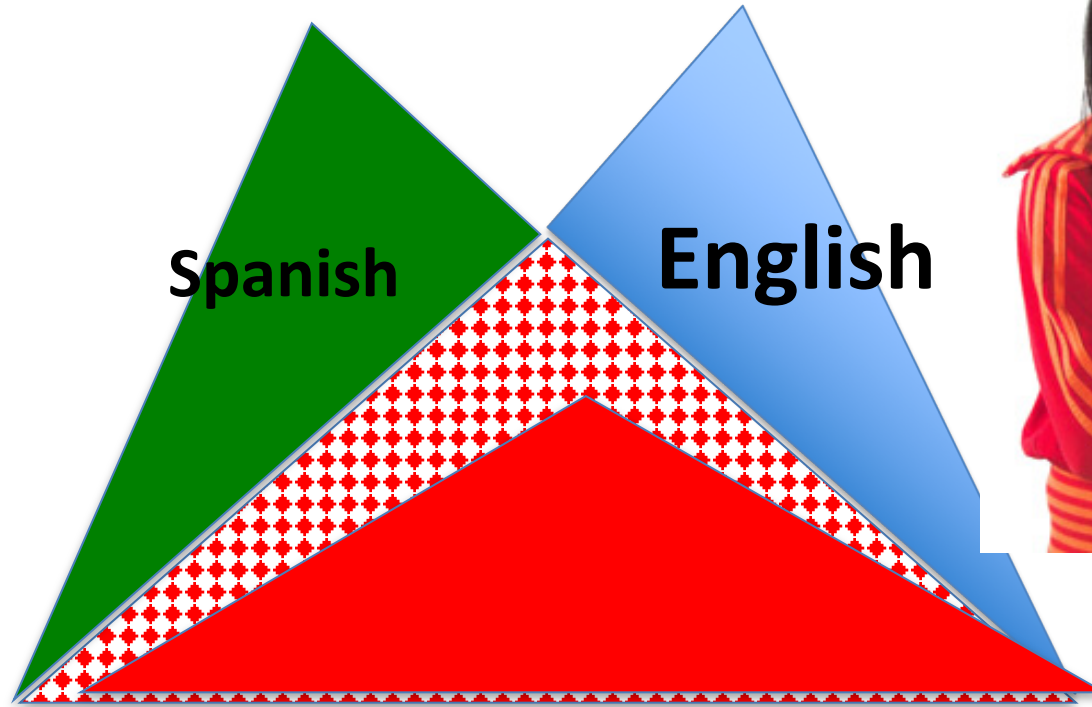


Antonio's linguistic, cultural and academic background is.....

-Visité la zona metropolitana de Chicago, la cual es sumamente bonita. Me siento muy dichoso de poder vivir en una zona urbana tan resplandeciente.

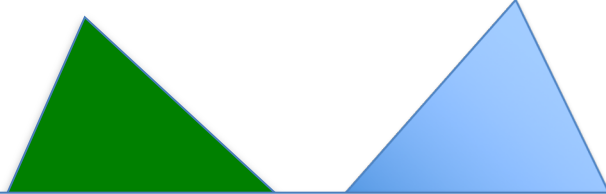
(I visited the metropolitan zone of Chicago, which is extremely beautiful. I feel very lucky to be able to live in an urban setting that is so resplendent.)

Lucía – 7th grade



Fui a Susan' s house. Pensé que te iba a ver. Did you have fun?

Click to edit Master title



Lucía is in a Heritage Spanish class (i.e. SNS) in middle school. She did not receive formal Spanish literacy instruction in elementary school. She is a simultaneous bilingual.

**Fui
ver**

a

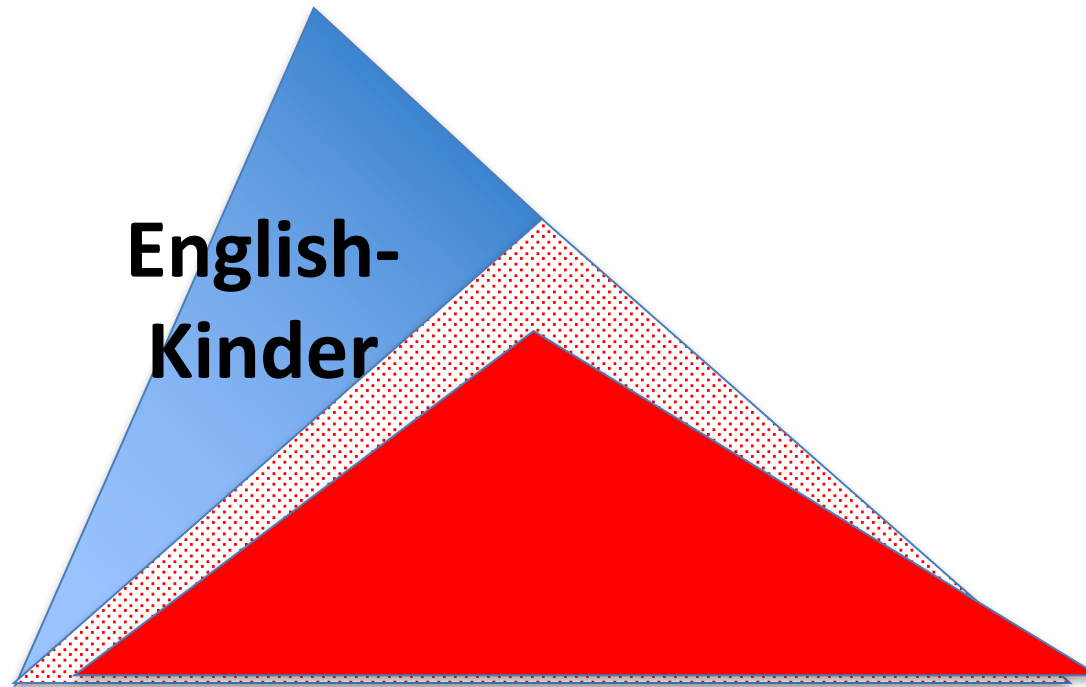
Lucía – 7th grade



**Lucía's linguistic, cultural
and academic background
is.....**

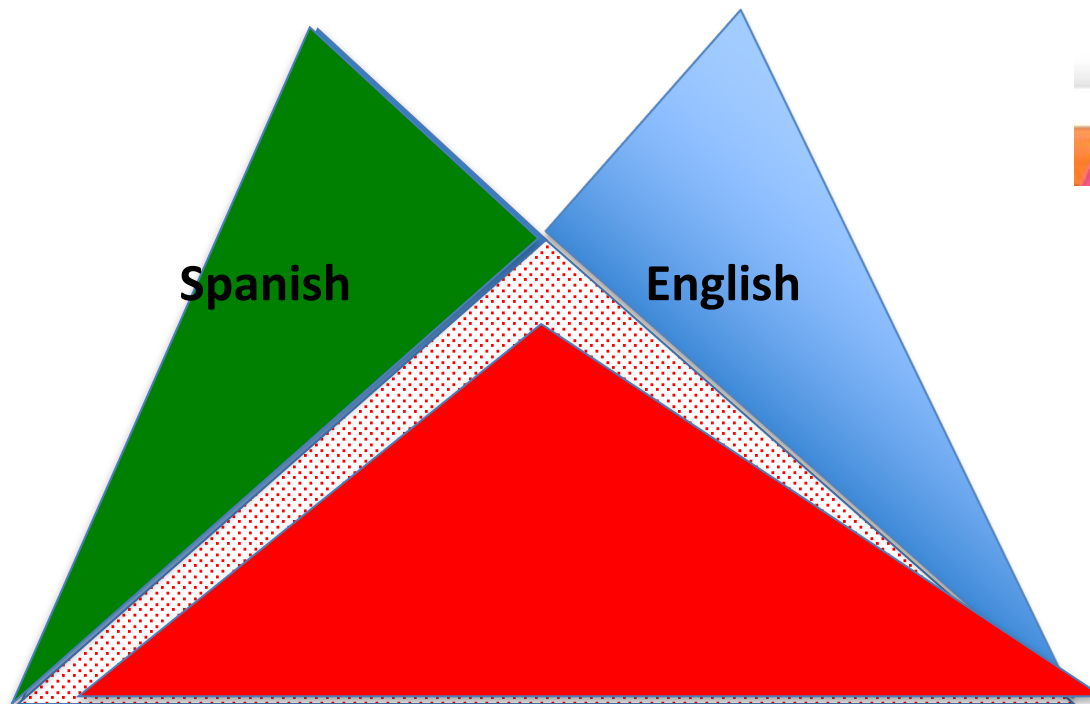
**Fui a Susan's house. Pensé que te iba a
ver. Did you have fun?**

Hannah- in Kinder



I went to the escuela. I took my purple mochila.
(school). (backpack)

Hannah-Third Grade



-Fui a la casa de mi Tío José. Mi amiga María fui también.
(I went to my uncle Jose's house. My friend María I went, too.)

Hannah-Third Grade



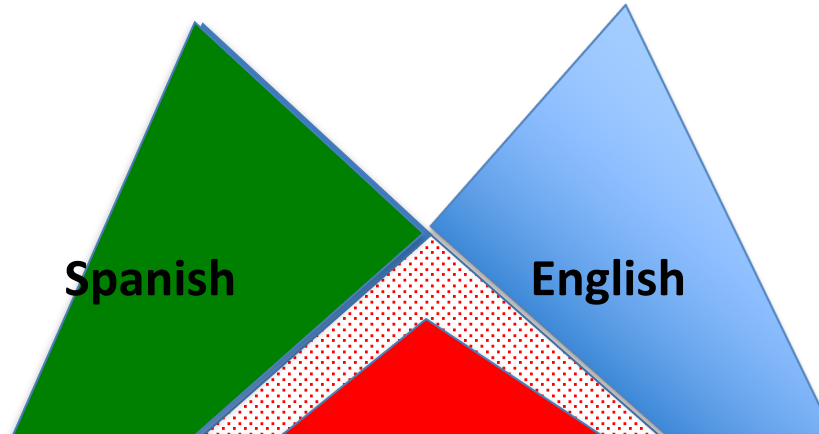
Spanish

English

Hannah is a sequential bilingual.

-Fui a la casa de mi Tío José. Mi amiga María fui también.
(I went to my uncle Jose's house. My friend María I went, too.)

Hannah-Third Grade



**Hannah's linguistic, cultural
and academic background is.....**

-Fui a la casa de mi Tío José. Mi amiga María fui también.
(I went to my uncle Jose's house. My friend María I went, too.)

Cultural Elements

- Gender
- Age/Generation / Neighbor
- Family
- Birth order
- Socio-economics
- Religion / Race / Ethnicity
- Education
- Urban/Rural/Suburban
- Language
- Marital Status
- Sexual Identity
- Exceptionality
- Death / Health



Students: A Multilingual Perspective

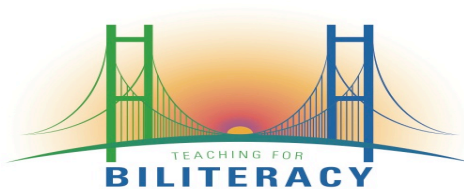
Student	Carmen <i>First Grade</i>	Paulo <i>Second Grade</i>	Antonio <i>Fifth Grade</i>	Lucía <i>Seventh Grade</i>	Hannah <i>Third Grade</i>
Student's Cultural Background	Born in Mexico; new immigrant to the U.S. at 6 years of age; attended public school in rural Mexico.	Born in the U.S.; speaks Spanish in the home, English outside the home	Born in Mexico; new immigrant to U.S. at 10 years of age; attended private school in Mexico City	Born in the U.S.; prefers to use English	Born in the U.S.; Speaks only English in the home
Spanish Linguistic Resources:	Formal: Informal: <i>ansina</i> for <i>así</i> and <i>naiden</i> for <i>nadie</i>	Formal: Informal: <i>troca, frizar, puchar, carpeta, barquear, etc.</i>	Formal: Informal: (<i>sí, ¿no?</i>), <i>escuincle</i> and <i>fuchi</i> (words of Aztec origin meaning child and dirty, respectively).	Formal: Informal: <i>lonche; cipote, ansina</i>	Formal: Informal: <i>Mi tío Mario's casa es cool.</i>
Metalinguistic ("Bridging") Resources	Can differentiate between English Spanish	Uses U.S. Spanish <i>bleediando</i> (sangrando), <i>estoquiado</i> (trabado)	- Identifies cognates and uses cognates to help learn English - Differentiates between English and Spanish.	- Differentiates between English, and Spanish, and understands U.S. Spanish. - Speaks U.S. Spanish with peers.	- Identifies cognates - Creates cognates and other linguistic approximations: <i>desfrizado</i>
Additional activity on the website you can do with your colleagues/staff.					

Metalinguistic (“Bridging”) Resources	Can identify words she knows in both English and Spanish, like some colors and school supplies; able to differentiate what is in English and what is in Spanish	Identifies language with person (speaks English with monolingual English speaking principal and Spanish with the bilingual teacher); linguistic creativity includes <i>bleediando</i> and other examples of U.S. Spanish.	Can use a bilingual dictionary; has independently identified cognates; clearly differentiates what is in English and what is in Spanish.	Can use a bilingual dictionary; clearly differentiates what is in English, what is in Spanish, and what is U.S. Spanish. Speaks U.S. Spanish with peers.	Can use a bilingual dictionary; has identified cognates; able to differentiate what is in English and what is in Spanish; creates cognates and other linguistic approximations: <i>desfrizado</i>
Linguistic Resources: Informal and Formal English	Formal: Names of school-related items. Informal: Language use reflects some playground English learned from peers, including names of popular games and toys.	Formal: Able to use key vocabulary and concepts in English through bridging: fraction, upper case letter, and chrysalis. Informal: Reflects playground English, community and regional English	Formal: Cognates help him with key content area vocabulary in English. Informal: Reflects some playground English and English terms from on-line and other media	Formal: Able to use key vocabulary and concepts in English – all formal education has been in English. Informal: Language use reflects regional and community English	Formal: Able to use key vocabulary and concepts in English through bridging: paragraph, character, numbers Informal: Language use reflects regional and community English
Academic Background	Attended Kindergarten in Mexico	Kindergarten through second grade bilingual education in the U.S.	Kindergarten through fourth grade in Mexico City private school	Kindergarten through sixth grade in monolingual English classrooms	Kindergarten through third grade in dual language classrooms

Parents’ Linguistic, Cultural, & Academic Background	Parents born in rural Mexico; monolingual Spanish speakers with interrupted schooling	Parents born in rural Mexico; Spanish speakers with interrupted schooling; understand and speak some English	Parents born in Mexico City. Both parents are college graduates; both have some development in oral and written English	Parents born in El Salvador; Spanish speakers with interrupted schooling; understand and speak some English	Parents born in the U.S.; both parents are college educated monolingual English speakers
Bilingual Development	Sequential Bilingual	Simultaneous Bilingual	Sequential Bilingual	Simultaneous Bilingual	Sequential Bilingual

Teachers

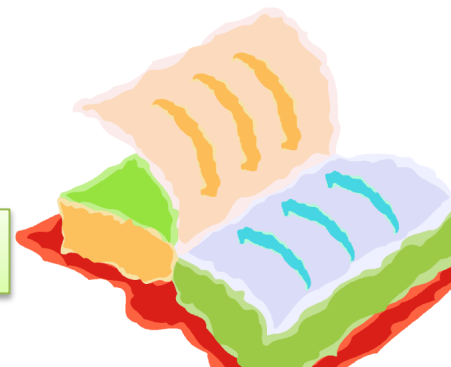
Teachers: Capitalizing on Life Experiences and Diversity



THE CENTER

Teachers: Capitalizing on Life Experiences and Diversity

The cultural and linguistic background of teachers affects their **understanding** of students and their **interpretation** of how to instruct in Spanish and/or in English.



Teachers: Capitalizing on Life Experiences and Diversity

All teachers of Spanish literacy require specific professional development on how to teach literacy in Spanish in the U.S. However, few teacher preparation programs in the U.S. include this requirement; so many teachers require additional professional development opportunities.



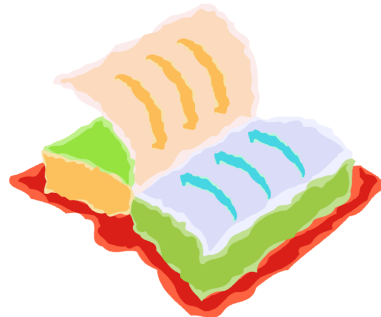
Teachers: Capitalizing on Life Experiences and Diversity

All educators involved in developing biliteracy, whether monolingual English or bilingual, benefit from learning about how Spanish and English are taught differently.

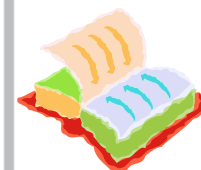


Teachers: Capitalizing on Life Experiences and Diversity

Literacy teaching and learning is enhanced when teachers are **reflective** and **aware** of their own strengths and challenges.

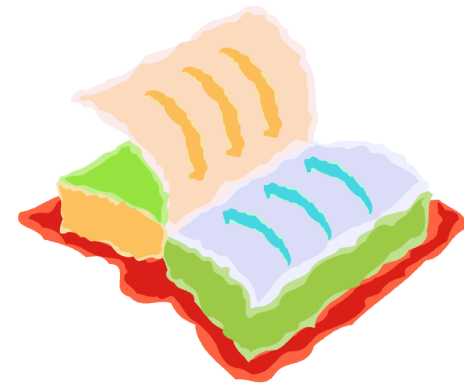


	Strongly agree		Strongly disagree	
	4	3	2	1
PROFESSIONAL DEVELOPMENT BACKGROUND				
1. I know and understand the research that supports initial literacy instruction in Spanish for Spanish speakers in the United States.	4	3	2	1
2. I know and understand the factors that affect literacy development.	4	3	2	1
3. I have studied (been trained in) best practices for teaching literacy in Spanish.	4	3	2	1
4. I have studied (been trained in) best practices for teaching literacy in English.	4	3	2	1
5. I feel comfortable teaching literacy in Spanish.	4	3	2	1
6. I have the materials I need to teach literacy in Spanish.	4	3	2	1
7. I understand how differences in student cultural, linguistic, and socio-economic backgrounds affect literacy development.	4	3	2	1
8. I understand how to differentiate literacy instruction to meet individual student needs.	4	3	2	1
9. I understand how oral language development influences literacy development.	4	3	2	1
10. I understand how children develop biliteracy and how the two languages intersect.	4	3	2	1
11. I know how to use formative and summative assessments to inform my teaching and for communication to other stakeholders.	4	3	2	1
LINGUISTIC AND CULTURAL BACKGROUND				
1. I am orally fluent and literate in Spanish.	4	3	2	1
2. I have a college-level command of oral and written academic Spanish.	4	3	2	1
3. I have the Spanish academic language required to teach the grades or subject matter for which I am currently responsible.	4	3	2	1
4. I have access to the resources necessary to develop the academic language required to teach the grades or subject matter for which I am currently responsible.	4	3	2	1
5. I feel most comfortable speaking and writing Spanish in academic situations.	4	3	2	1
AWARENESS OF STUDENT BACKGROUND				
1. I know the country of origin of each of my students or of his or her parents.	4	3	2	1
2. I have assessed the linguistic abilities of all my students in both in English and Spanish.	4	3	2	1
3. I have assessed the academic achievement of all of my students in both	4	3	2	1



Effective Collaboration Requires...

- **Trust**
- **Flexibility**
- **Shared Philosophy**



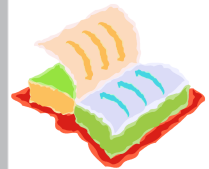
		Strongly agree		Strongly disagree	
PROFESSIONAL DEVELOPMENT BACKGROUND		4	3	2	1
1. I know and understand the research that supports initial literacy instruction in Spanish for Spanish speakers in the United States.		4	3	2	1
2. I know and understand the factors that affect literacy development.		4	3	2	1
3. I have studied (been trained in) best practices for teaching literacy in Spanish.		4	3	2	1
4. I have studied (been trained in) best practices for teaching literacy in English.		4	3	2	1
5. I have studied (been trained in) best practices for teaching literacy in both languages.				2	1
6. I have studied (been trained in) best practices for teaching literacy in both languages and in the context of my students' cultural backgrounds.				2	1
7. I have studied (been trained in) best practices for teaching literacy in both languages and in the context of my students' cultural backgrounds and in the context of my students' individual needs.				2	1
8. I have studied (been trained in) best practices for teaching literacy in both languages and in the context of my students' cultural backgrounds and in the context of my students' individual needs and in the context of my students' learning styles.				2	1
9. I have studied (been trained in) best practices for teaching literacy in both languages and in the context of my students' cultural backgrounds and in the context of my students' individual needs and in the context of my students' learning styles and in the context of my students' social skills.				2	1
10. I have studied (been trained in) best practices for teaching literacy in both languages and in the context of my students' cultural backgrounds and in the context of my students' individual needs and in the context of my students' learning styles and in the context of my students' social skills and in the context of my students' emotional needs.				2	1
11. I have studied (been trained in) best practices for teaching literacy in both languages and in the context of my students' cultural backgrounds and in the context of my students' individual needs and in the context of my students' learning styles and in the context of my students' social skills and in the context of my students' emotional needs and in the context of my students' physical needs.				2	1
LINGUISTIC PROFICIENCY					
1. I am currently proficient in Spanish.				2	1
2. I have studied (been trained in) best practices for teaching literacy in Spanish.				2	1
3. I have studied (been trained in) best practices for teaching literacy in Spanish and in the context of my students' cultural backgrounds.				2	1
4. I have studied (been trained in) best practices for teaching literacy in Spanish and in the context of my students' cultural backgrounds and in the context of my students' individual needs.				2	1
5. I feel most comfortable speaking and writing Spanish in academic situations.		4	3	2	1
AWARENESS OF STUDENT BACKGROUND					
1. I know the country of origin of each of my students or of his or her parents.		4	3	2	1
2. I have assessed the linguistic abilities of all my students in both in English and Spanish.		4	3	2	1
3. I have assessed the academic achievement of all of my students in both English and Spanish.		4	3	2	1

What are your areas of strength?

What can you offer your colleagues?

What would you like to work on?

How can you and your colleagues share each other's strengths?



Teacher Profiles

- Elena: Normalista from Guatemala
- Mónica: U.S. Born Latina
- Susan: Adult Learner of Spanish
- Kelly: English teacher teaching in a 2 teacher program (not bilingual)



Reader's Theater

- In groups of 4, assign each person to a teacher (or double up)



- Read the Reader's Theater.
- Discuss the questions at the end of the script.

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 looks stronger than it is.

Four Corners

Elena	Mónica
Susan	Kelly



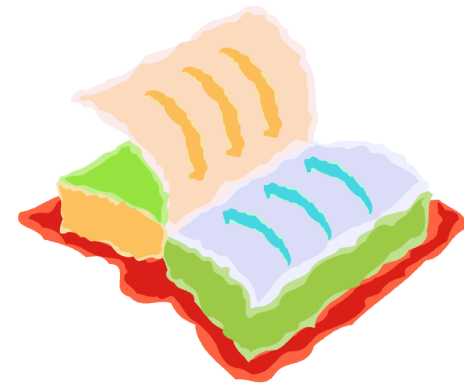
Teacher Awareness and Reflection

- Teachers often assume students are developing bilingualism and biliteracy the same way they did (sequential vs. simultaneous)
- Teachers' assumptions about language (“correct Spanish or English”) and context directly affect student learning.



Effective Collaboration Requires...

- **Trust**
- **Flexibility**
- **Shared Philosophy**



Talk to the educators with whom you are similar:

- What are your strengths?
- What are your challenges?
- What students are you most like?
- How could working with the other teachers help you? What could you learn from them and what could they learn from you?



Effective Collaboration Requires...

Shared Philosophy, Trust, Flexibility

Of the three ingredients required for good collaboration, which is the most important and why?

1. What is the best way for teachers to develop these three elements?
2. How can administrators foster and support positive collaboration among teachers?

Teacher Self-Reflection and Collaboration

- Trust, flexibility and a shared philosophy contribute to effective partnerships.
- How does self-reflection impact collaboration?
- What systems or structures (from school leadership or teacher-led initiatives) foster self-reflection and collaboration?
- What do you currently do that fosters self-reflection and collaboration and what else could or would you like to do?



	• Biliteracy Guidelines • Language and Content Allocation • The Biliteracy Unit Framework (BUF)	Who is involved in Biliteracy? • Biliteracy Mindset • Biliteracy Students and Teachers	Bridge and Contrastive Analysis? Institute Closure as a group
12:45-3:30 p.m. General Sessions	What does biliteracy look like? Biliteracy instruction conducted in Spanish to model the instruction of language, literacy and content: • Initial Literacy: Crystal Ramos • Primary grades: Karen Beeman • Intermediate and Secondary: Melody Wharton Breakout Sessions	What instructional practices support biliteracy development? Strategies that Build <u>Oracy</u> and Ensure Successful Literacy Experiences • Crystal Ramos • Melody Wharton *Administrators, coaches and specialists, as you participate in the session think of how you can create systems and structures that support these instructional practices.	Afternoon Breakout sessions: • Balanced Literacy and Biliteracy: Melody Wharton • Biliteracy Assessments and Implications for MTSS: Crystal Ramos • <i>Cómo Funciona el español (la ponencia se hará en español):</i> Karen Beeman