

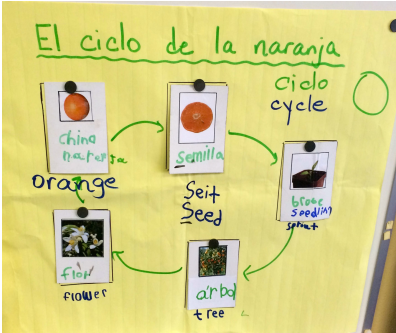
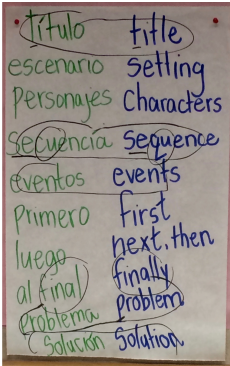
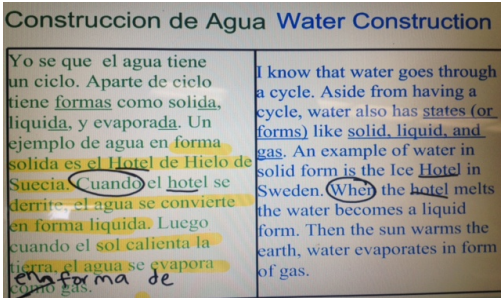
Thursday, August 8, 2019

Implementing the Bridge – step-by-step

1. Review in the language of instruction	4. The Bridge for Transfer - Match the key words/phrases/sentences to the other language
2. Elicit key words/phrases/sentences in the language of instruction from students	5. The Bridge for Metalinguistic Analysis
3. The Bridge for Transfer - Practice the terms in the new language	6. Continued Extension – Continued practice in the other language

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 contrastive analysis in the areas of phonology, morphology, syntax and grammar, and pragmatics	only cognates
is planned by the teacher and reflects the needs of the students and the TEKS	a pre-packaged program, or the only time English instruction happens.
requires a high level of student interaction and engagement over time	a one-time event or list of words provided by the teacher

Three Types of Transfer 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

Four Areas of Contrastive Analysis: Part Two of 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).

The Difference between THE BRIDGE and BRIDGING

The Bridge	Bridging
Initiated by the teacher	Initiated by the students
Facilitated by the teacher in both program languages	Facilitated by the teacher in the language of instruction only
An explicit moment in time planned for by the teacher	A random opportunity initiated by students and then capitalized on by the teacher and students
Strategically compares the two program languages by starting with examples from the unit	Compares the two program languages (or more languages that students know) using any examples that students offer.
Occurs at the end of the unit	Occurs any time during a unit, during the school day, and during the school year when students notice a similarity or difference between their languages.
Allows students to transfer knowledge from one language to the other and to see how their languages are alike and different	Provides students with the opportunity to practice their metalinguistic skills and internalize the Bridge: comparing and contrasting their languages and continuing the development of their linguistic resources across languages.
An explicit opportunity to teach students to become metacognitive about their languages	The more students engage in the Bridge, the more students will spontaneously engage in bridging