

# BUILDING BRIDGES THROUGH BILITERACY

## PASSAIC SCHOOL DISTRICT



# BACKGROUND

## UP THE BAR CONSULTING, LLC

- BERGENFIELD, CARTERET, DEPTFORD, EAST ORANGE, EAST WINDSOR, FREEHOLD, GARFIELD, HARRISON, KEARNY, LAMBERTVILLE, LIVINGSTON, MAYWOOD, MONTCLAIR, MONTVILLE, MT. ARLINGTON, NUTLEY, PATERSON, PISCATAWAY, PLAINFIELD, RANDOLPH, RIDGEWOOD, SCOTCH-PLAINS, SOUTH BRUNSWICK, TOMS RIVER, UPPER FREEHOLD, WAYNE, WEST ORANGE, WHARTON
- STATE OF NJ/RUTGERS PARENT EXPO KEYNOTE
- NJPSA, NJTESOL-BE
- JEDDAH PRIVATE SCHOOL IN JEDDAH, SAUDI ARABIA
- KEYSTONE ACADEMY IN BEIJING, CHINA
- IRVINGTON PUBLIC SCHOOL DISTRICT, NEW JERSEY
- PASSAIC PUBLIC SCHOOL DISTRICT, NEW JERSEY



## ADJUNCT PROFESSOR

- THE COLLEGE OF NEW JERSEY, CENTER FOR GLOBAL EDUCATION  
GRADUATE COURSES TAUGHT IN THAILAND, TAIWAN, VIETNAM, AND SPAIN

## ADMINISTRATOR

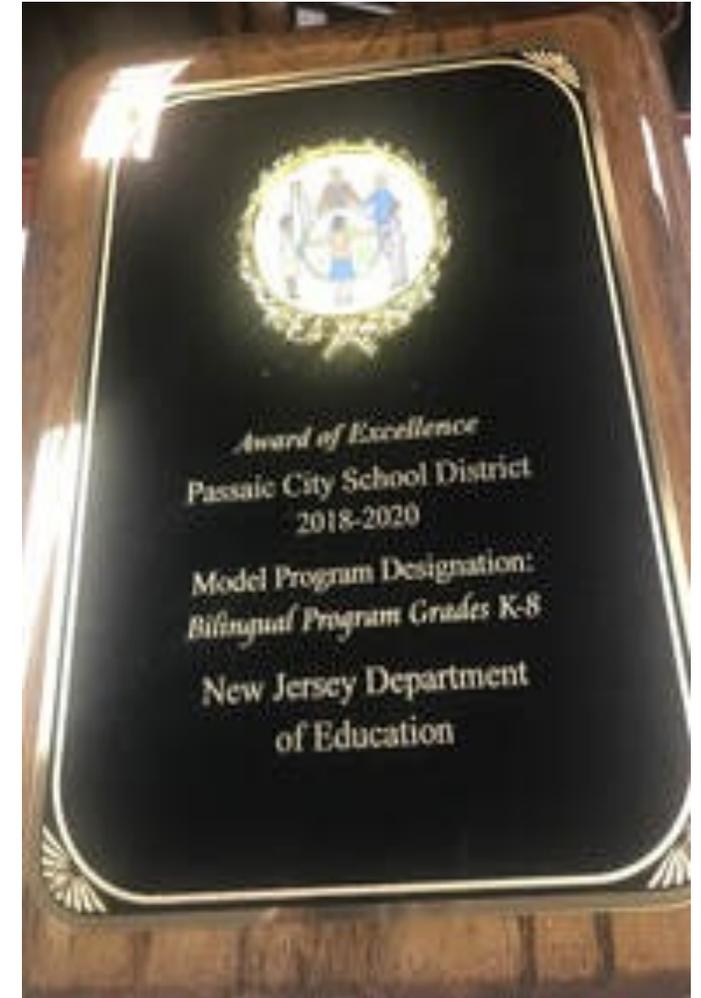
- PRINCIPAL OF MARIE V. DUFFY ELEMENTARY SCHOOL IN WHARTON, NJ
- VICE PRINCIPAL OF COLUMBIA MIDDLE SCHOOL IN BERKELEY HEIGHTS, NJ
- DIRECTOR OF MARION P. THOMAS CHARTER SCHOOL IN NEWARK, NJ

## TEACHER

- 5TH AND 6TH GRADE TEACHER AT KAOHSIUNG AMERICAN SCHOOL IN TAIWAN
- 1ST GRADE TEACHER AT COLEGIO MAYA INTERNATIONAL SCHOOL IN GUATEMALA
- 5TH GRADE BILINGUAL TEACHER IN CAMDEN, NEW JERSEY



# MODEL STATUS!



Your  
comfort  
zone



Where the  
magic happens

VIA 96AG.COM

# COURSE EXPECTATIONS

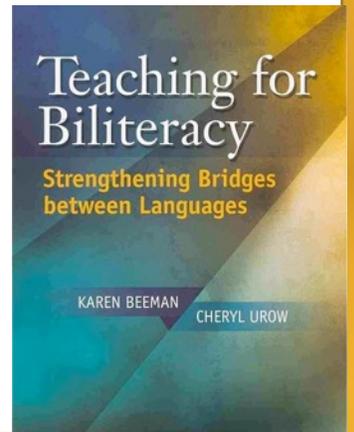
- BE PRESENT
- BE OPEN
- BE RESPECTFUL
- BE AWESOME



# TODAY'S OBJECTIVES

TOGETHER WE WILL...

- SHARE WHY WE ARE ENGAGED IN BILINGUAL EDUCATION.
- EXPLORE THE SOCIOLINGUISTIC PREMISES OF TEACHING FOR BILITERACY.
- EMBRACE A MULTILINGUAL PERSPECTIVE.
- ADOPT A METALINGUISTIC APPROACH TO LEARNING.
- BEGIN THE WORK TO CREATE A MODEL BILINGUAL PROGRAM.



# CLOCK BUDDIES

1. FIND A PERSON WITH WHOM YOU CAN WORK.
2. WAVE FROM A DISTANCE, MAKE EYE CONTACT, AND INTRODUCE YOURSELF.
3. ASK THE PERSON TO BE YOUR 9AM APPOINTMENT.
4. REPEAT STEPS 1-3 UNTIL YOU HAVE MADE 9, 12, AND 3PM APPOINTMENTS.
5. SIT DOWN WHEN YOU ARE DONE.



# WHY ENGAGE IN BILINGUAL EDUCATION?

- IT'S COMPLICATED.
- IT'S COMPLEX.
- IT'S CONTROVERSIAL.
- IT'S MORE WORK.
- IT'S NOT FOR THE FAINT AT HEART.

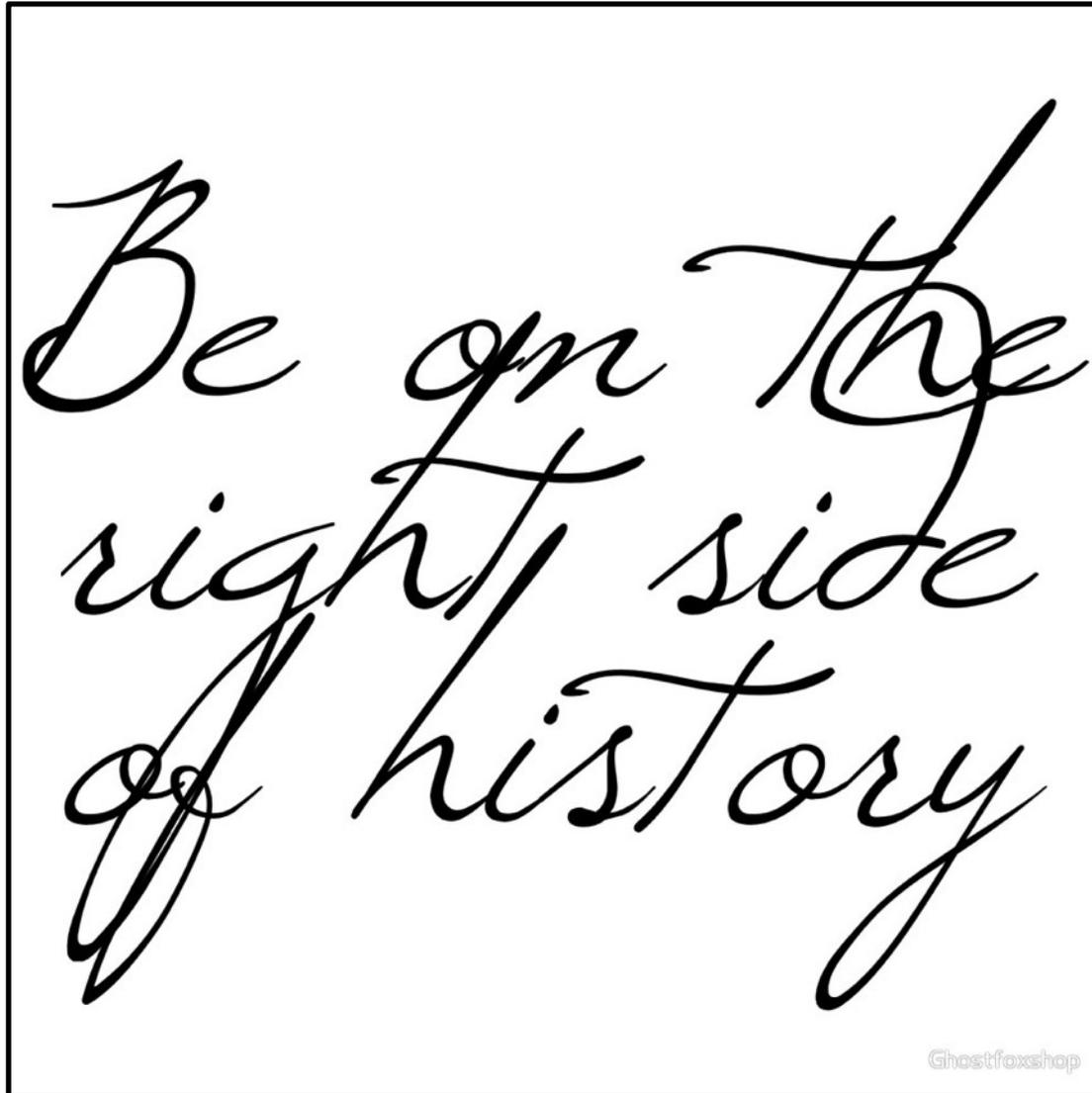


# WHY ARE YOU A BILINGUAL EDUCATOR?

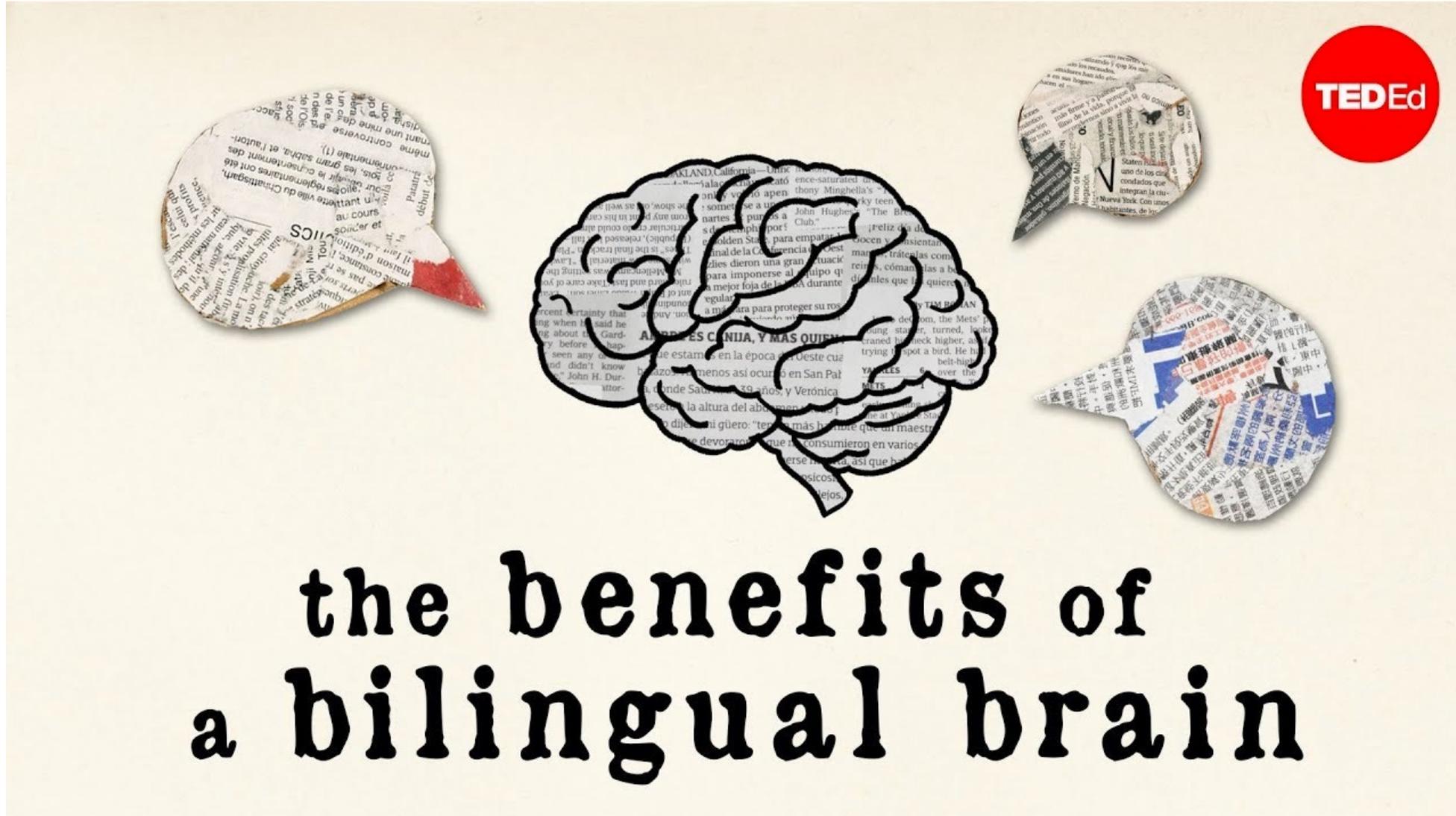


# WHY ENGAGE IN BILINGUAL EDUCATION?

Be on the  
right side  
of history



# WHAT ARE THE BENEFITS OF BEING BILINGUAL?



# BENEFITS OF BILINGUALISM

LEARN ADDITIONAL LANGUAGES MORE EFFICIENTLY

INCREASE EXECUTIVE FUNCTION

IMPROVED PROBLEM SOLVING

UNA PERSONA BILINGÜE VALE POR DOS

GREATER SALARY POTENTIAL

DELAYS ONSET OF ALZHEIMERS

MULTIPLE PERSPECTIVES

FAMILY/COMMUNITY CONNECTIONS ENHANCED

BETTER DECISION MAKING

GREATER MULTI-TASKING

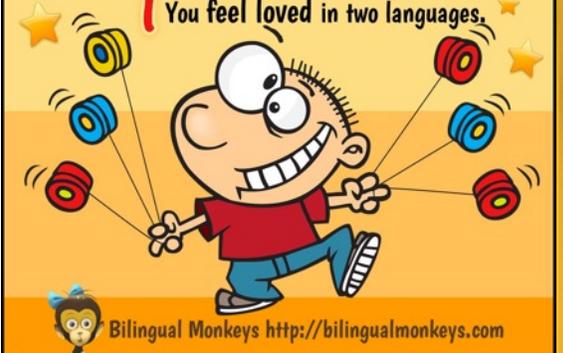
MORE AUTHENTIC TRAVEL EXPERIENCES

COGNITIVE AGILITY

## The Top 10 Advantages of Being Bilingual

(From a Child's Point of View)

- 10 You can say "poop" in two languages.
- 9 You always have a second chance to whine for toys.
- 8 You can be twice as stubborn about eating your vegetables.
- 7 You get to ignore your parents more.
- 6 You can double your Christmas presents by writing two letters to Santa.
- 5 You can stay up past your bedtime by saying: "Mom, I think I need more meaningful exposure in the minority language tonight."
- 4 You always have someone to talk to (yourself).
- 3 You can look forward to being a teenager with twice the number of swear words to scream at your parents.
- 2 You get to play and laugh with more people.
- 1 You feel loved in two languages.



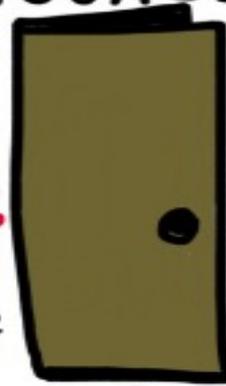
# BEING BILINGUAL



I CAN COMMUNICATE WITH **437** million SPANISH SPEAKERS & **1.5** BILLION English SPEAKERS AROUND the WORLD

"TO HAVE ANOTHER LANGUAGE IS TO POSSESS ANOTHER SOUL."  
- Charlemagne

MY LANGUAGES open the DOOR to CENTURIES of IDEAS, **HISTORY,** **CULTURE** and knowledge



is my **SUPERPOWER!**



I see issues through different perspectives



I use **BOTH** of my languages to think + learn

I have a **UNIQUE WAY** of LOOKING at + understanding the WORLD

I'll have more **job** opportunities



RESEARCH SAYS MY BILINGUAL BRAIN is...



great at focus

better at differentiating sounds **AE**

less likely to get **DEMENTIA**

better able to solve problems

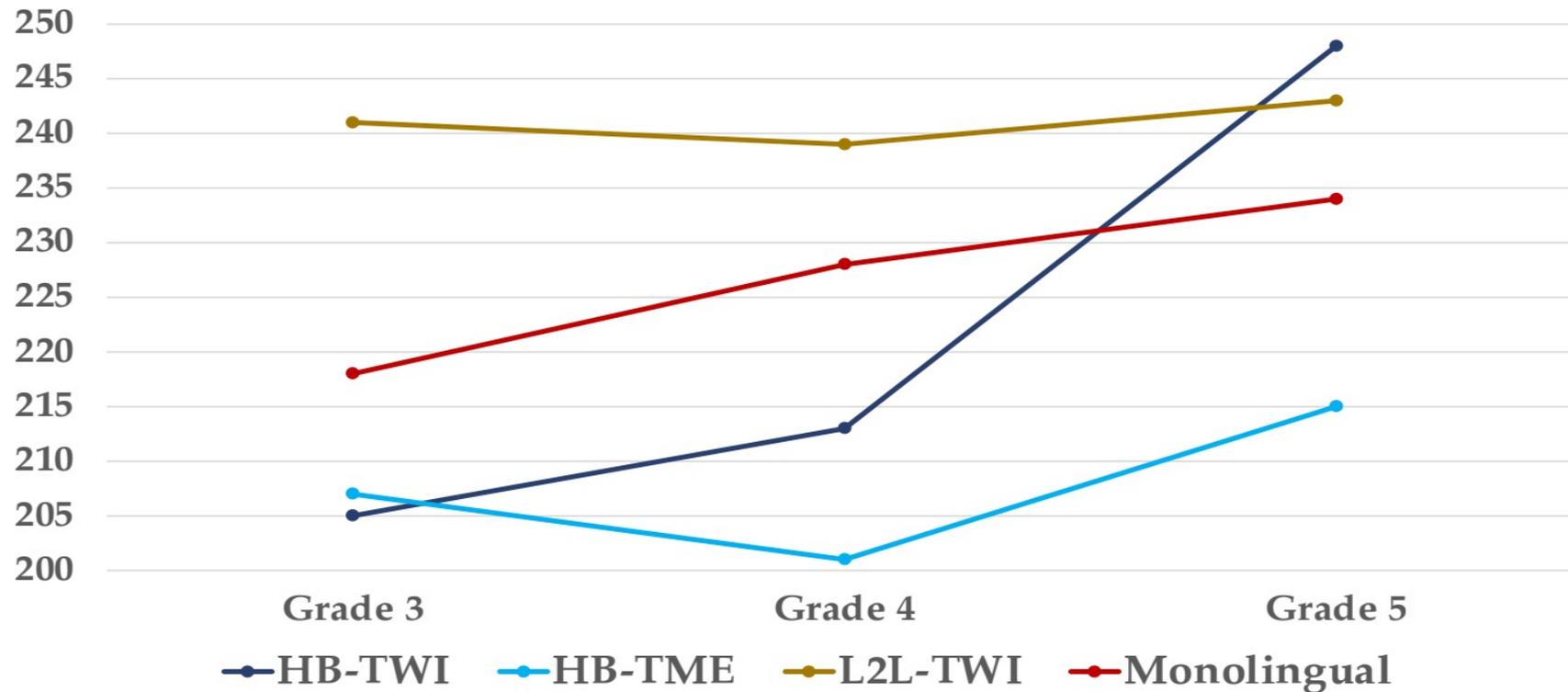
- KRASHEN (2005) INDICATES THAT **“READING IN THE PRIMARY LANGUAGE IS OF GREAT HELP IN PROMOTING SECOND-LANGUAGE LITERACY.”** KRASHEN POINTS OUT THAT “FREE-READING IN THE SECOND LANGUAGE MAKES A STRONG CONTRIBUTION TO ADVANCED SECOND-LANGUAGE DEVELOPMENT” AND CONCLUDES THAT “FREE READING IN THE HERITAGE LANGUAGE APPEARS TO MAKE A STRONG CONTRIBUTION TO CONTINUED HERITAGE-LANGUAGE DEVELOPMENT” (PP. 66-67).
- WONG-FILLMORE & VALADEZ (2000) HAVE STATED, REFERRING TO ENGLISH LEARNERS, THAT “IN ORDER TO BECOME TRUE BILINGUALS THESE CHILDREN MUST HANG ONTO AND DEVELOP THEIR KNOWLEDGE OF THE NATIVE LANGUAGE AS THEY ACQUIRE ENGLISH” (P.258, PARA. 2). THESE AUTHORS WARN THAT “THE LEARNING OF ENGLISH ALL TOO OFTEN MEANS THE LOSS OF THE L1... FOR MANY OF THEM, **THE PRICE PAID FOR LEARNING ENGLISH IS THE MOTHER TONGUE AND THEIR CULTURAL IDENTITY**” (P.259, PARA. 1).
- THOMAS & COLLIER (2011) INDICATE THAT RESEARCH STUDIES HAVE DEMONSTRATED THAT “CHILDREN WHOSE FIRST LANGUAGE USE IS STOPPED OR SLOWED DOWN BEFORE AGE 12 MAY EXPERIENCE COGNITIVE SLOWDOWN; WHEREAS THOSE WHOSE **FIRST LANGUAGE IS CONTINUOUSLY DEVELOPED THROUGH AT LEAST AGE 12 HAVE COGNITIVE ADVANTAGES**” (P. 2, PARA. 3)
- G. GARCIA & BELTRAN (2005) POINT OUT THAT THE PRIMARY LANGUAGE “PERMITS CHILDREN TO USE THEIR **FULL LANGUAGE REPERTOIRE** TO HELP THEM ACQUIRE A SECOND LANGUAGE” AND THERE IS EVIDENCE THAT **“CONCEPTUAL UNDERSTANDING IS GREATLY ENHANCED** WHEN SUPPORTED BY THE CHILD’S PRIMARY LANGUAGE; THIS LANGUAGE LINK TO THE HOME PROVIDES A COMFORT ZONE” THAT CAN HELP STUDENTS ACHIEVE SUCCESS (P. 215, PARA. 3).

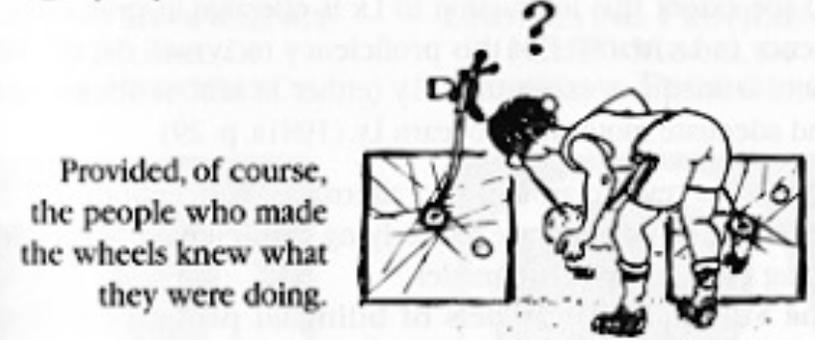
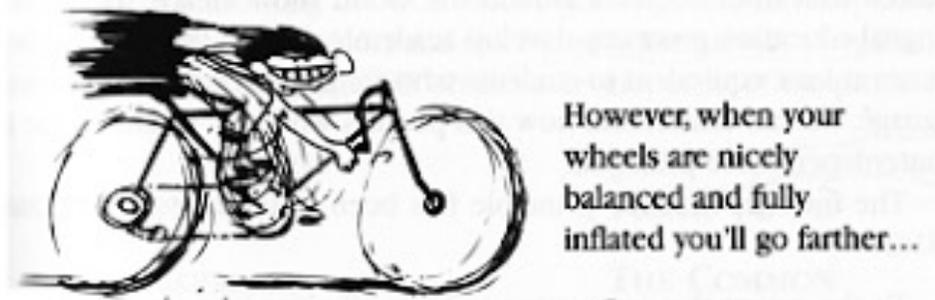
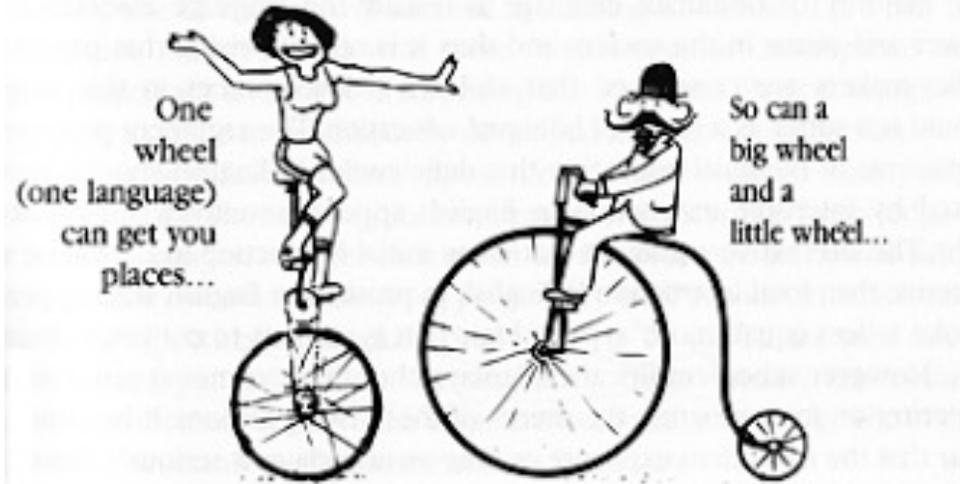
# GROWING BODY OF RESEARCH

- COLLIER AND THOMAS STRESS THAT “WHEN SCHOOLING IS PROVIDED IN BOTH L1 AND L2, BOTH LANGUAGES ARE THE VEHICLE FOR **STRONG COGNITIVE AND ACADEMIC DEVELOPMENT**” (P. 341, PARA. 1). ENGLISH LEARNERS CAN USE THEIR LITERACY SKILLS IN THE SPANISH LANGUAGE TO UNDERSTAND FEATURES OF THE ENGLISH LANGUAGE.
- *THE NATIONAL LITERACY PANEL ON LANGUAGE-MINORITY CHILDREN AND YOUTH*, AFTER A RIGOROUS RESEARCH EXAMINATION, FOUND THAT “STUDIES THAT COMPARE BILINGUAL INSTRUCTION WITH ENGLISH-ONLY INSTRUCTION DEMONSTRATE THAT LANGUAGE-MINORITY STUDENTS INSTRUCTED IN THEIR NATIVE LANGUAGE AS WELL AS IN ENGLISH **PERFORM BETTER, ON AVERAGE, ON MEASURES OF ENGLISH READING PROFICIENCY THAN LANGUAGE-MINORITY STUDENTS INSTRUCTED ONLY IN ENGLISH**” (AUGUST & SHANAHAN, 2006, P. 5, PARA. 5). FOLLOWING THE PUBLICATION OF THE FINDINGS OF THE *NATIONAL LITERACY PANEL*, EXPERTS IN THE FIELD ANALYZED THE PANEL’S CONCLUSIONS AND RECOMMENDATIONS. GOLDENBERG (2008) REMARKED THAT THE NATIONAL PANEL WAS “**THE LATEST OF FIVE META-ANALYSES THAT REACHED THE SAME CONCLUSION: LEARNING TO READ IN THE HOME LANGUAGE PROMOTES READING ACHIEVEMENT IN THE SECOND LANGUAGE**” (P. 15, PARA. 2).
- “THIS BODY OF RESEARCH HAS CONVERGED ON THE CONCLUSION THAT THE EXPERIENCE OF SPEAKING TWO LANGUAGES ON A REGULAR BASIS HAS BROAD IMPLICATIONS FOR COGNITIVE ABILITY, **ENHANCING EXECUTIVE-CONTROL FUNCTIONS ACROSS THE LIFESPAN**. IRONICALLY, THE ONLY RECORDED NEGATIVE CONSEQUENCES OF BILINGUALISM ARE ON VERBAL KNOWLEDGE AND SKILL—SPECIFICALLY, SMALLER VOCABULARIES AND LESS RAPID ACCESS TO LEXICAL ITEMS. BUT THIS IS EASILY OUTWEIGHED BY THE **EVIDENCE SUPPORTING A RANGE OF ADVANTAGES IN THE DEVELOPMENT, EFFICIENCY, AND MAINTENANCE OF EXECUTIVE FUNCTIONS**. THE FINDING THAT BILINGUALISM DEFERS THE ONSET OF DEMENTIA BY 4 YEARS, IF CONFIRMED BY FURTHER STUDIES, IS A PARTICULARLY DRAMATIC BENEFIT. THE EVIDENCE AT PRESENT THUS SHOWS THAT SPEAKING MORE THAN ONE LANGUAGE DOES INDEED APPEAR TO HAVE A BENEFICIAL EFFECT ON ASPECTS OF COGNITIVE CONTROL.” (BIALYSTOK, 2014)

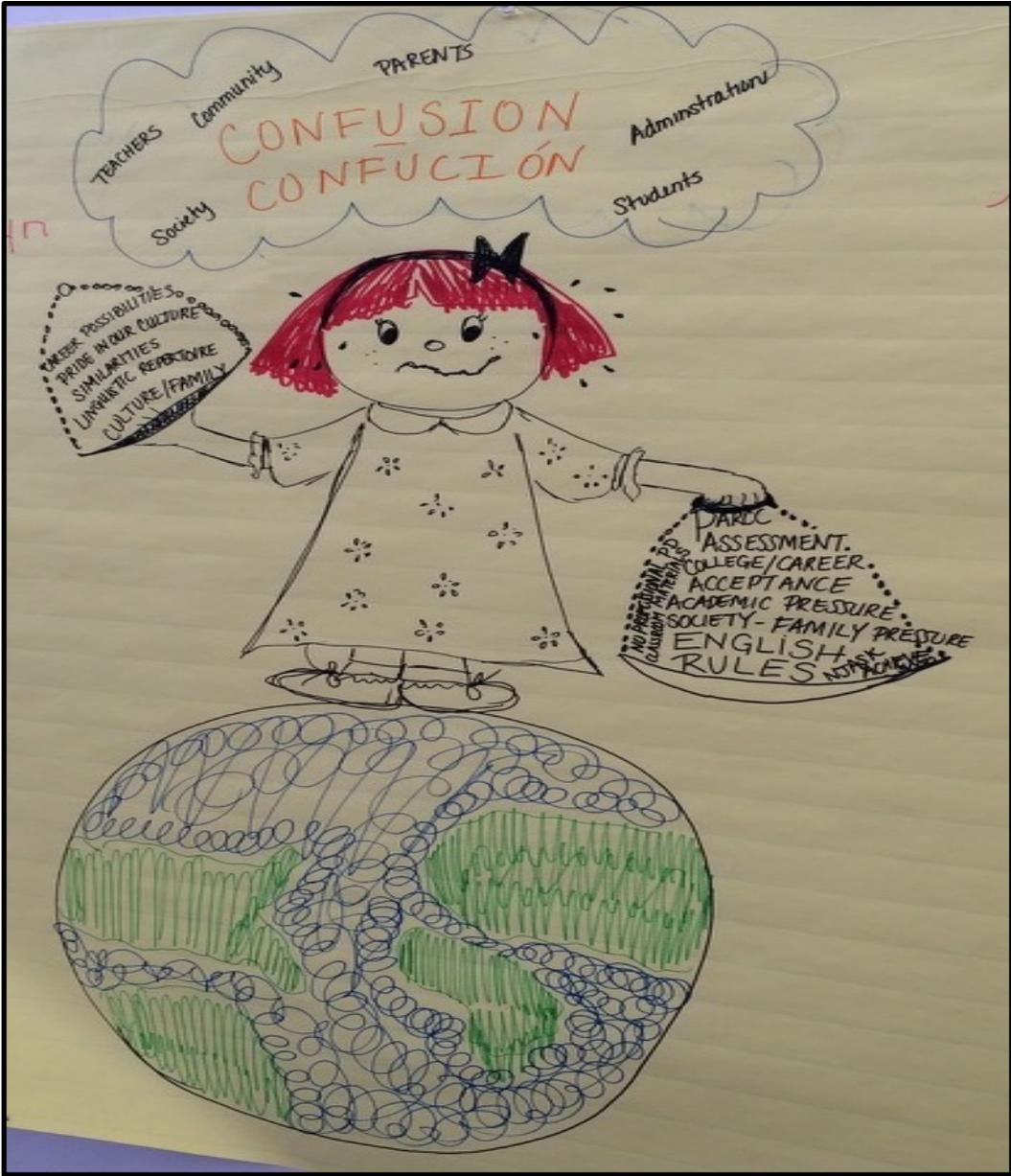
# Reading Performance

Marian et al. (2013)  
Average reading achievement by grade and group



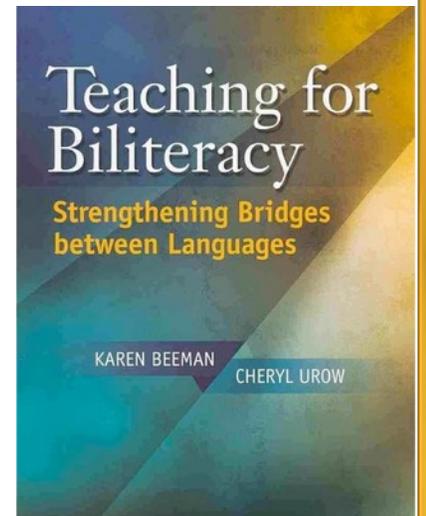


# A PICTURE IS WORTH A THOUSAND WORDS.



# TEACHING FOR BILITERACY

- FOCUSES ON THE STRATEGIC AND THOUGHTFUL ‘BRIDGING’ BETWEEN THE SPANISH AND ENGLISH LANGUAGES.
- BASED ON THE PREMISE THAT THE NATIVE SPANISH LANGUAGE DESERVES TO BE NURTURED AND FORTIFIED BEFORE LANGUAGE LEARNERS CAN EFFECTIVELY ‘BRIDGE’ INTO ENGLISH.
- ONCE THEY ARE READY, THESE LEARNERS ENGAGE IN A METALINGUISTIC CONTRASTIVE ANALYSIS WHEREIN THEY LEARN TO APPRECIATE THE SIMILARITIES AND DIFFERENCES BETWEEN THEIR TWO LANGUAGES.
- SOLIDIFIES A SPANISH FOUNDATION IN ORDER TO MORE SUCCESSFULLY BUILD ENGLISH LANGUAGE ACQUISITION.



# BUT FIRST, WHAT IS YOUR LENS?

MONOLINGUAL PERSPECTIVE  
VS.  
MULTILINGUAL PERSPECTIVE



# **SOCIOLINGUISTIC PREMISES FOR TEACHING BILITERACY IN THE US**

1. **SPANISH IN THE US IS A MINORITY LANGUAGE WITHIN A MAJORITY CULTURE.**
2. **STUDENTS USE ALL OF THE LANGUAGES IN THEIR LINGUISTIC REPERTOIRE TO DEVELOP LITERACY.**
3. **SPANISH AND ENGLISH ARE GOVERNED BY DISTINCT LINGUISTIC RULES AND CULTURAL NORMS.**



# 1. SPANISH IN THE US IS A MINORITY LANGUAGE WITHIN A MAJORITY CULTURE.

THE CONTEXT AND SUPPORT THAT ALLOWS LANGUAGE-MAJORITY SPEAKERS TO BECOME LITERATE IN THEIR OWN LANGUAGE DO NOT EXIST FOR LANGUAGE-MINORITY STUDENTS.

- LEISURE TIME (MOVIES, BOOKS, STORES IN ENGLISH)
- DEARTH OF SPANISH LANGUAGE RESOURCES IN/OUT OF SCHOOL
- ENGLISH LITERACY PD ONLY
- 'TRANSITIONAL' BILINGUAL PROGRAMS
- ENGLISH-ONLY PRE-SCHOOL
- SPANISH USED ONLY TO EXPLAIN OR REPRIMAND



# 1. SPANISH IN THE US IS A MINORITY LANGUAGE WITHIN A MAJORITY CULTURE.

- "WE SHOULD REPLACE BILINGUAL EDUCATION WITH IMMERSION IN ENGLISH SO PEOPLE LEARN THE COMMON LANGUAGE OF THE COUNTRY AND SO THEY LEARN THE LANGUAGE OF PROSPERITY, NOT THE LANGUAGE OF LIVING IN A GHETTO." — NEWT GINGRICH



# 1. SPANISH IN THE US IS A MINORITY LANGUAGE WITHIN A MAJORITY CULTURE.

Teachers and staff display and promote all the home languages represented in the school.

Signage, announcements and communication home are done in both English and Spanish.

Bilingual teachers continually develop their own academic Spanish, and academic English.

## MULTILINGUAL PERSPECTIVE



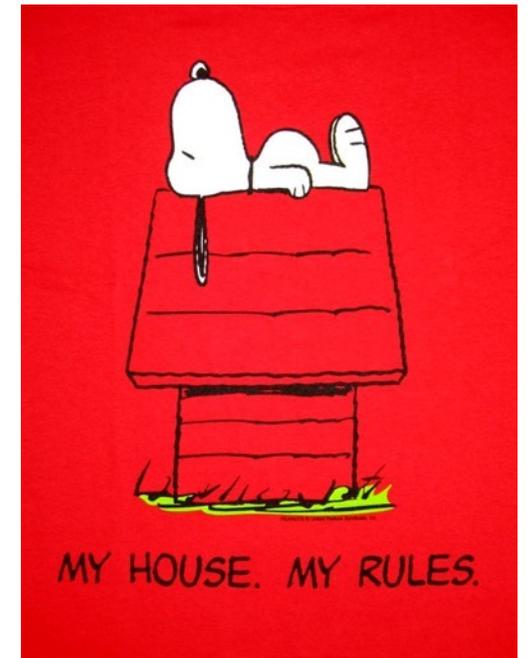
Bilingual teachers speak Spanish with each other, even when the students are not present.

Students are provided long term and explicit biliteracy instruction (literacy instruction in both Spanish and English) beginning as soon as they enter the US school system.

Staff strategically includes Spanish speaking role models and guests when planning career day, assemblies, community outreach, etc.

# MULTILINGUAL PERSPECTIVE - TEACHERS AS LEADERS

- SET THE TONE IN THE CLASSROOM.
- RESPONSIBLE FOR CULTURE AND CLIMATE IN THE CLASSROOM.
- FOSTER STRONG AND CONFIDENT THINKERS WHO ARE PROUD OF THEIR PAST AND WHO ARE DETERMINED TO CREATE A SUCCESSFUL FUTURE.





# TEACHERS AS LEADERS - BENEFITS OF BEING BILINGUAL

## ¿Qué quiere decir Ser "bilingüe"?

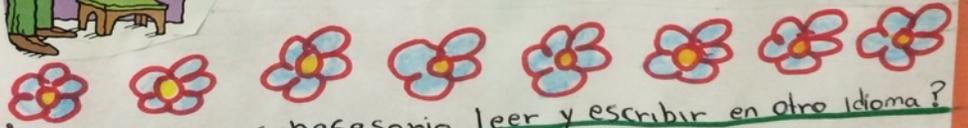
Ser bilingüe es saber dos idiomas inglés y español a si podemos comunicarnos con personas que hablan un solo idioma.



## ¿Cuáles son los beneficios de ser bilingüe?



Los beneficios son comunicarse con personas y poder agarrar una carrera profesional. Por que una persona que habla dos idiomas vale por dos y a si mi familia mis papas pueden estar orgullosos de mi.



## ¿Crees que es necesario leer y escribir en otro idioma?



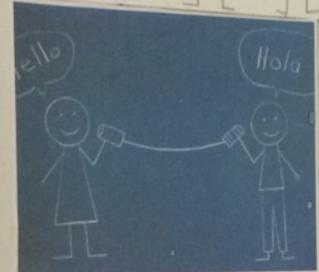
Si por que asi puede leer libros y divertirse con sus historias tambien entender a mi maestra cuando ella nos enseña tambien resolver exámenes por eso es muy importante leer y escribir.



Sabrina Santiago  
Ms. No taro 125



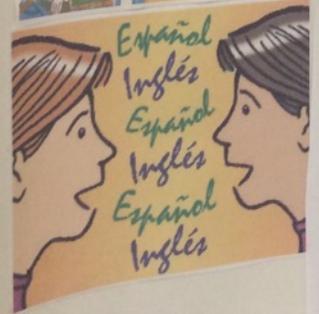
1. ¿Qué quiere decir ser "bilingüe"?  
Esencialmente, el ser "bilingüe" no es nada mas que poder hablar dos idiomas.



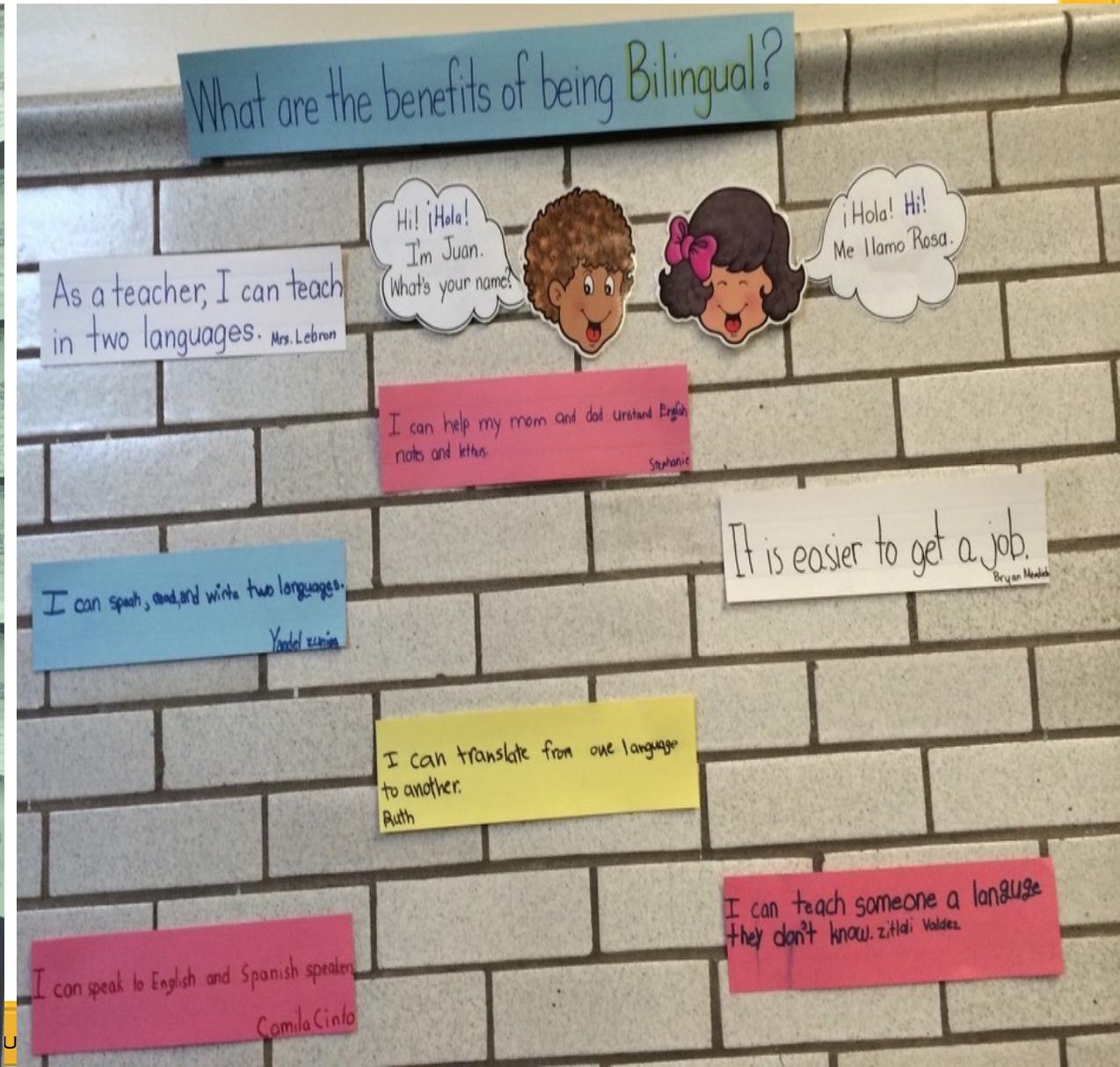
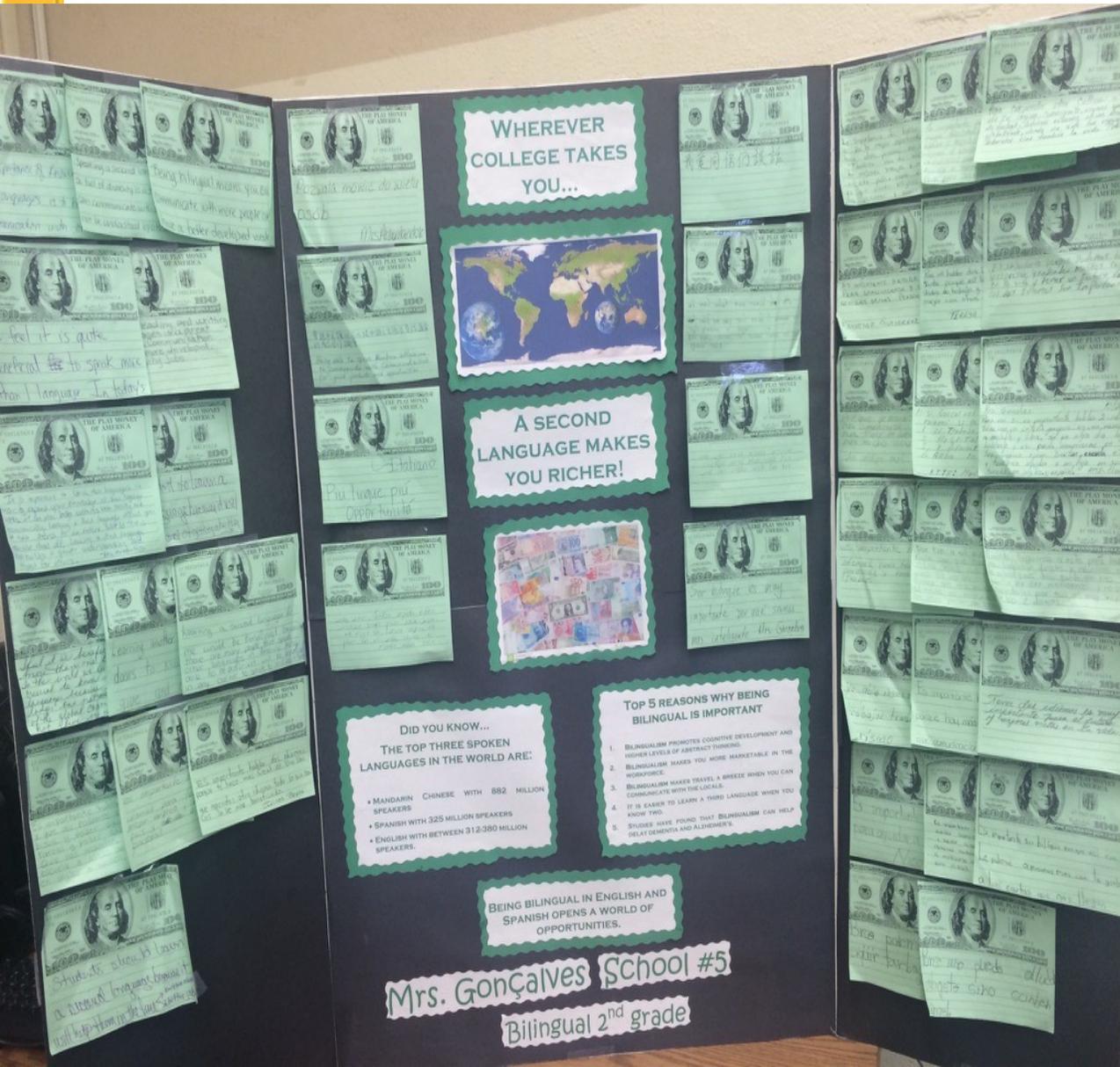
2. ¿Cuáles son los beneficios de ser "bilingüe"?  
El volverse "bilingüe" ayuda a los niños conservar fuertes lazos con su familia, su cultura, y su comunidad. Además pueden forjar nuevas amistades y prepararse en el mundo laboral.



3. ¿Crees que es necesario leer y escribir en otro idioma para ser completamente bilingüe o solo se necesita hablar dos idiomas para ser bilingüe?  
Solo necesito hablar dos idiomas para ser bilingüe.



# TEACHERS AS LEADERS - BENEFITS OF BEING BILINGUAL



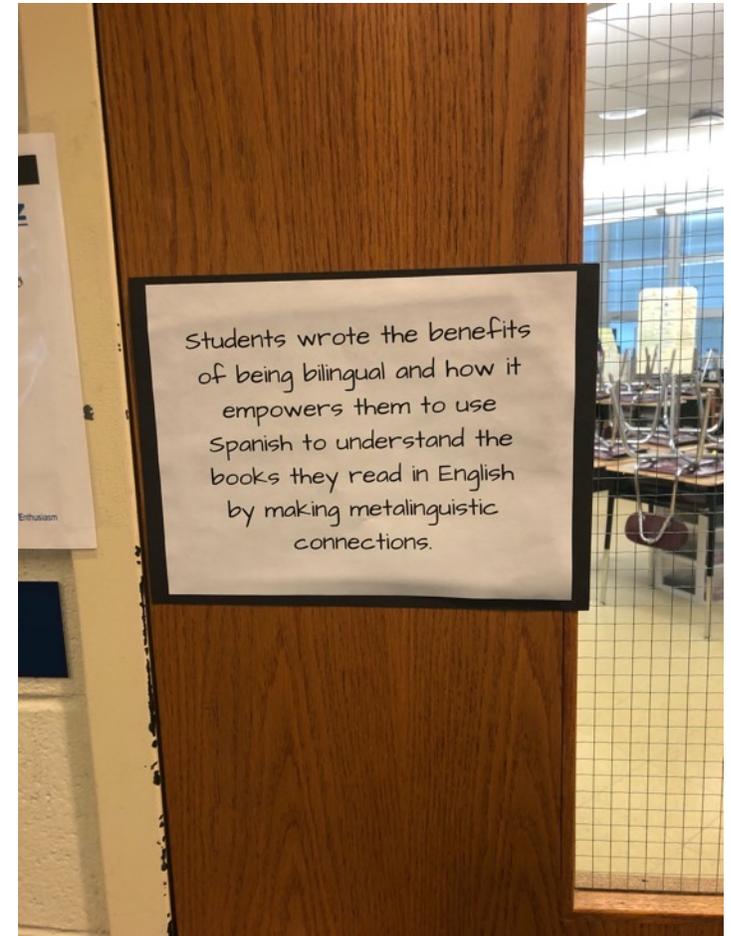
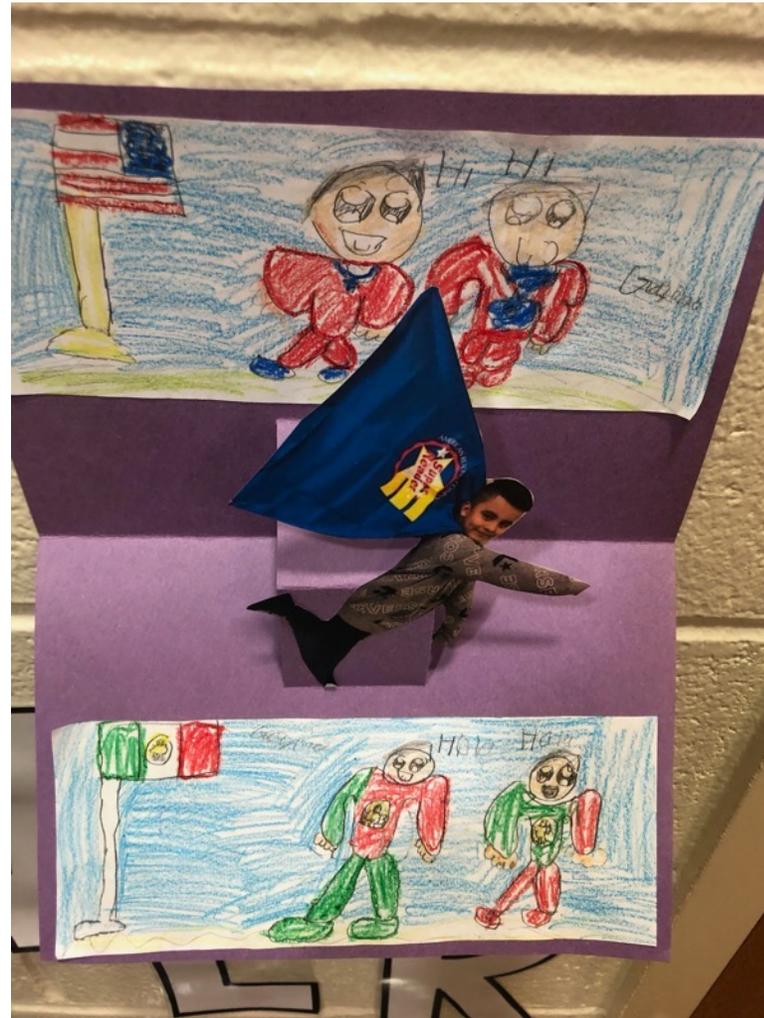
# TEACHERS AS LEADERS - BENEFITS OF BEING BILINGUAL



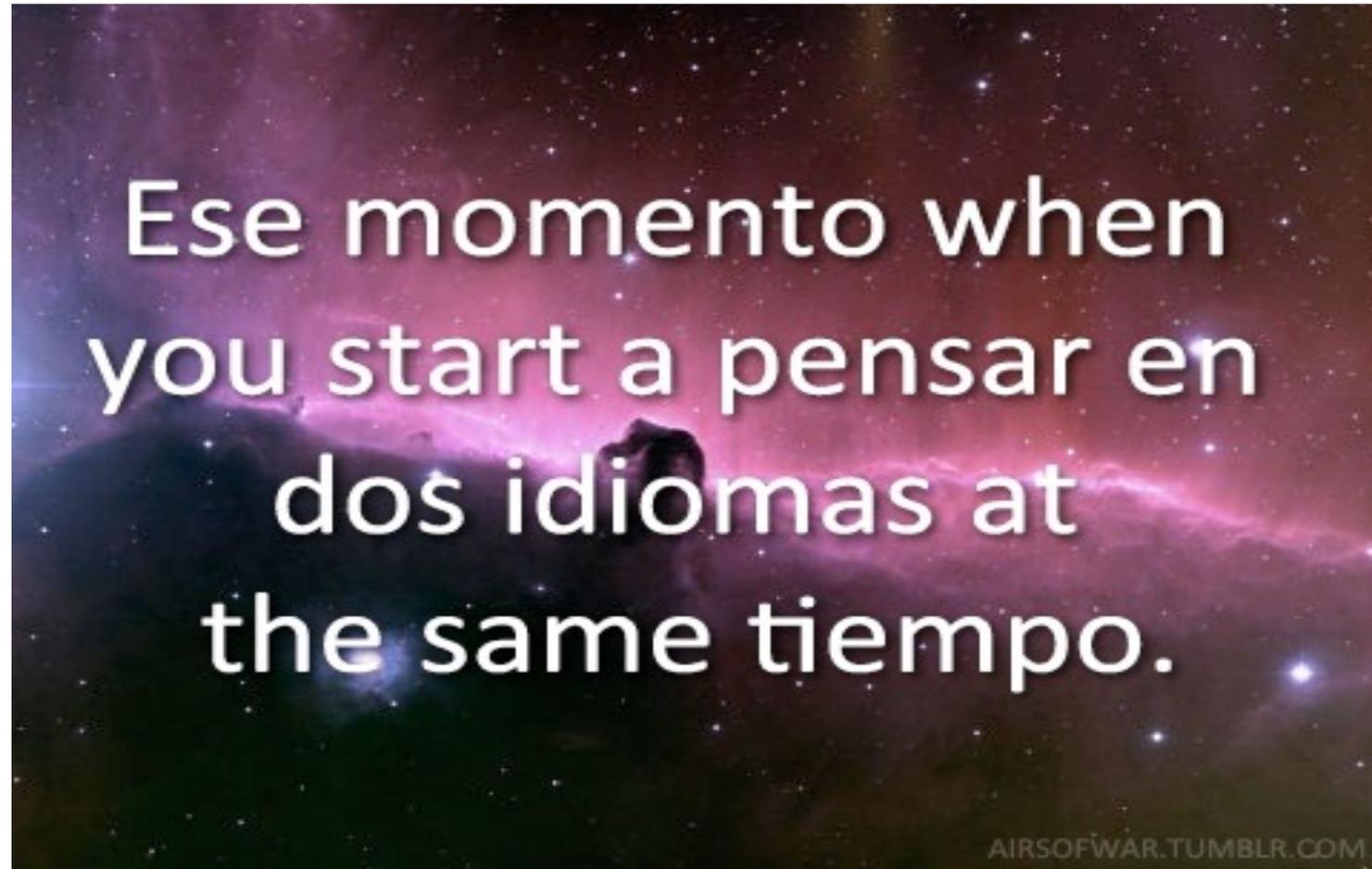
# TEACHERS AS LEADERS - BENEFITS OF BEING BILINGUAL



# TEACHERS AS LEADERS - BENEFITS OF BEING BILINGUAL



## 2. STUDENTS USE ALL OF THE LANGUAGES IN THEIR LINGUISTIC REPERTOIRE TO DEVELOP LITERACY.



**Use  
what  
you've  
got!**

TWO-LANGUAGE LEARNERS' USE OF THEIR BILINGUAL RESOURCES

## 2. STUDENTS USE ALL OF THE LANGUAGES IN THEIR LINGUISTIC REPERTOIRE TO DEVELOP LITERACY.

### What's going on...

- **Code-switching** - moving from one language to another in normal conversation (*it is very important to honor you abuelitas (grandparents)*)
- **Borrowing** - the adaptation of an English word into a Spanish form (*"Quiero parquear el coche"*)
- **Direct translation** - translation of an expression directly into Spanish using English syntax (*"Te llamo para atrás"* for *"I'll call you back"*)
- **Phonetic translation** - the children's cold remedy 'Vick's VaporRub' affectionately becomes *"bibaporú"*



## 2. STUDENTS USE ALL OF THE LANGUAGES IN THEIR LINGUISTIC REPERTOIRE TO DEVELOP LITERACY.

- TWO-THIRDS OF ELLS CURRENTLY IN THE US WERE BORN HERE AND ARE **SIMULTANEOUS BILINGUALS** WHOSE KNOWLEDGE IS SHARED ACROSS THEIR LANGUAGES. (EDUCATION WEEK, 2009)
- BILINGUAL LEARNERS USE ALL OF THEIR LINGUISTIC RESOURCES WHEN LEARNING LITERACY AND CONTENT. THE MORE EXPLICIT AND METALINGUISTIC, THE GREATER THE LEARNING.



## 2. STUDENTS USE ALL OF THE LANGUAGES IN THEIR LINGUISTIC REPERTOIRE TO DEVELOP LITERACY.

Simultaneous bilinguals who use both languages together are placed in bilingual programs instead of monolingual English programs.

Oral language development is a key goal in both Spanish and English, and the teacher carefully plans opportunities for students to develop oracy (academic listening and speaking skills) in anticipation of literacy.

### MULTILINGUAL PERSPECTIVE



Assessments and interventions are designed for developing bilinguals and take advantage of all their linguistic resources, across their languages.

U.S. Spanish (bleediando) is respected and analyzed in the classroom, and viewed as an opportunity for metalinguistic analysis and vocabulary enrichment.

Instruction focuses on moving from student “informal” language (tochar) to formal language (empujar) in Spanish, and these comparisons are captured in word walls.

### 3. SPANISH AND ENGLISH ARE GOVERNED BY DISTINCT LINGUISTIC RULES AND CULTURAL NORMS.

- PHONOLOGY
  - VERY VS. BERI
- MORPHOLOGY
  - -CION TURNS INTO -TION (COMMUNICATION, MULTIPLICATION)
- SYNTAX
  - CASA BLANCA (WHITE HOUSE)
- SEMANTICS
  - ME LLAMO SUSANA. (I CALL MYSELF SUSANA)
- PRAGMATICS
  - LINEAR VS. CIRCULAR

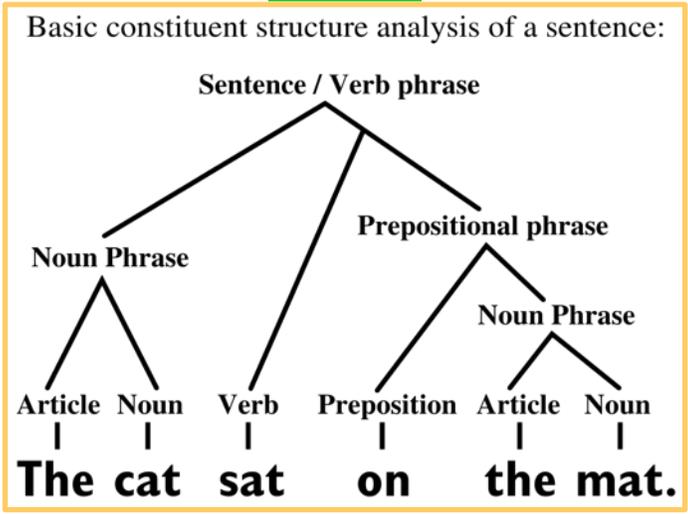


SEMANTICS VERSUS PRAGMATICS	
SEMANTICS	PRAGMATICS
Study of words and their meanings in a language	Study of words and their meaning in a language with concern to their context
Focuses mainly on the significance of the meaning of words in a literal sense	Additionally focuses on the meaning of words according to the context and their inferred meanings as well
Studies the literal meaning	Studies the intended or the inferred meaning as well

Visit [www.PEDIAA.com](http://www.PEDIAA.com)

### 3. SPANISH AND ENGLISH ARE GOVERNED BY DISTINCT LINGUISTIC RULES AND CULTURAL NORMS.

#### Syntax



#### Semantics



#### Other considerations when contrasting English and Spanish morphology

##### Compound nouns

- English takes many compound nouns (two words) in contrast to Spanish.
- mochila o bulto – book bag
  - bombero – firefighter
  - baño – bathroom
  - sala – living room
  - cuaderno-workbook
  - abuelo(s) – grandfather

**PRAGMATICS** studies HOW PEOPLE MAKE SENSE OF EACH OTHER LINGUISTICALLY.

For example:

A: So\_ did you?

B: Hey\_ who wouldn't?



Two friends in a conversation may imply some things and infer some others without providing any clear linguistic evidence. So, pragmatics requires us to make sense of what people have in mind.

#### What is Phonology?

	Pronunciation	Spelling
cat + -s	"kats"	cats
dog + -s	"dawgz"	dogs
rose + -s	"roziz"	roses
kiss + -s	"kisiz" why?	kisses

How do you pronounce a sequence of morphemes? Especially, how & why do you fix up the pronunciation at the seams between morphemes?

phonology doesn't care about the spelling (that's just applied morphology)

### 3. SPANISH AND ENGLISH ARE GOVERNED BY DISTINCT LINGUISTIC RULES AND CULTURAL NORMS.

Students constantly look for patterns in how Spanish and English are similar and different, developing metalinguistic awareness in the areas of phonology, morphology, syntax and grammar, and pragmatics.

Students engage in formal Bridges and begin “bridging” as early as Pre-K. This “translanguaging” continues throughout their learning.

#### MULTILINGUAL PERSPECTIVE



Students regularly read texts originally written in Spanish (rather than translations from English), and from a variety of Spanish speaking countries.

Students are provided explicit instruction in the similarities and differences of the cultural norms that frame language use in both Spanish and English.

Word walls in Spanish highlight the “tricky letters” (like the “b” and the “v”) and look different from English word walls.

**BILITERACY REQUIRES THE STRATEGIC USE OF BOTH LANGUAGES.**

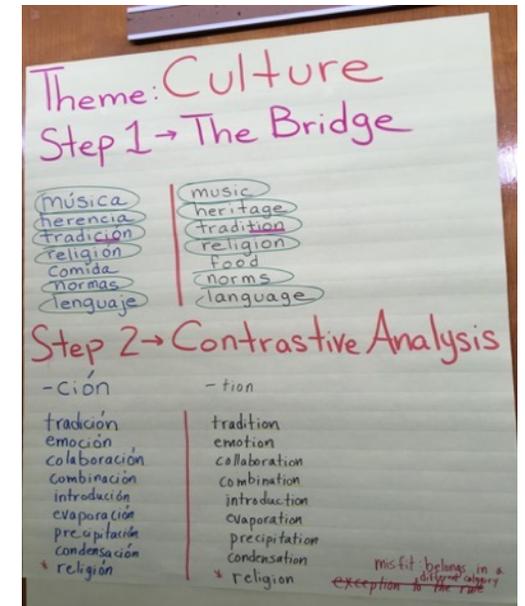


**WANT STRATEGY? TAKE IT TO THE BRIDGE.**



# TEACHING FOR BILITERACY

1. SPANISH DESERVES TO BE **NURTURED AND FORTIFIED** BEFORE LANGUAGE LEARNERS CAN EFFECTIVELY 'BRIDGE' INTO ENGLISH.
2. ONCE CONTENT CONCEPTS HAVE BEEN ACQUIRED IN SPANISH, LEARNERS ENGAGE IN A METALINGUISTIC CONTRASTIVE ANALYSIS WHEREIN THEY LEARN TO APPRECIATE THE **SIMILARITIES AND DIFFERENCES** BETWEEN THEIR TWO LANGUAGES.
3. LEARNERS **EXTEND THEIR CONTENT KNOWLEDGE** BY USING NEWLY ACQUIRED ENGLISH WORDS WITHIN SCAFFOLDED CONSTRUCTS.



# BILITERACY

## El Puente/The Bridge

Formaciones de tierra y agua	Land and Water forms
montañas	mountains
colinas	hills
desiertos	deserts
valles	valleys
llanuras	plains
volcanes	volcano
islas	islands
océanos	oceans
lagos	lakes
ríos	rivers
mares	seas
cascadas	waterfalls
hierba	grass

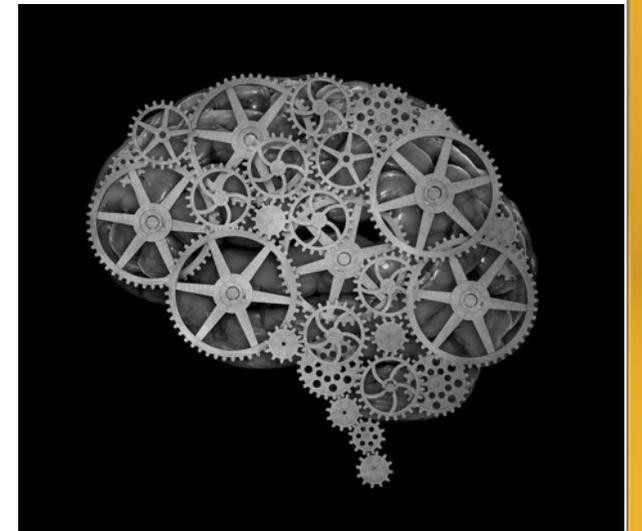
## Análisis Contrastiva/Contrastive Analysis

La letra Hh	Letter Hh
hierba	hills
<u>hada</u>	hat happy
<u>hacer</u>	horse
<u>helado</u>	here have
<u>hermano</u>	hair has
<u>hipopótamo</u>	heart help
<u>hielo</u>	helicopter
<u>hormiga</u>	hamburger
<u>horno</u>	hand
humo	heel hello
huevo	hammer

Extension task: Use the English vocabulary learned during the Bridge in a task designed to extend understanding of the different land and water forms.

# METALINGUISTIC AWARENESS

- THE ABILITY TO REFLECT ON AND MANIPULATE THE STRUCTURAL FEATURES OF LANGUAGE.
- THE YOUNGEST, LEAST ADVANTAGED, LEAST ABLE CHILDREN WILL BENEFIT MOST FROM INSTRUCTION THAT HELPS THEM BECOME AWARE OF THE STRUCTURE OF THEIR WRITING SYSTEM AND ITS RELATIONSHIP TO THEIR SPOKEN LANGUAGE. (NAGY & ANDERSON, 1995)



# HOW TO BRIDGE

1. AFTER CONTENT CONCEPTS AND VOCABULARY HAVE BEEN TAUGHT IN SPANISH, REVIEW IN SPANISH.
2. ELICIT KEY WORDS AND/OR PHRASES FROM THE STUDENTS.
3. SIGNAL A LANGUAGE SWITCH TO ENGLISH.
4. MATCH THE KEY WORDS AND PHRASES TO ENGLISH.
5. COMPARE AND CONTRAST THE TERMS THROUGH A METALINGUISTIC ANALYSIS.



# WHY DO WE BRIDGE?

- TO MAXIMIZE BILINGUALISM BY DEVELOPING METALINGUISTIC AWARENESS.
- TO POSITION STUDENTS FOR GREATER SUCCESS IN STANDARDIZED TESTING.
- RESEARCH SUGGESTS THAT UP TO 15,000 ENGLISH WORDS ARE SPANISH-ENGLISH COGNATES, INCLUDING MORE THAN 70% OF THE ACADEMIC WORD LIST (NASH, 1997; HIEBERT & LUBLINER, 2008).

English	Spanish
absorb	absorber
altitude	altitud
amphibian	anfíbio
antenna	antena
atmosphere	atmósfera
atom	átomo
axis	axis
bacteria	bacteria
balance	balance
bar	barra
barometer	barómetro
biodegradable	biodegradable
biome	bioma
camouflage	camuflaje
canal	canal
canyon	cañón
carbohydrates	carbohidratos

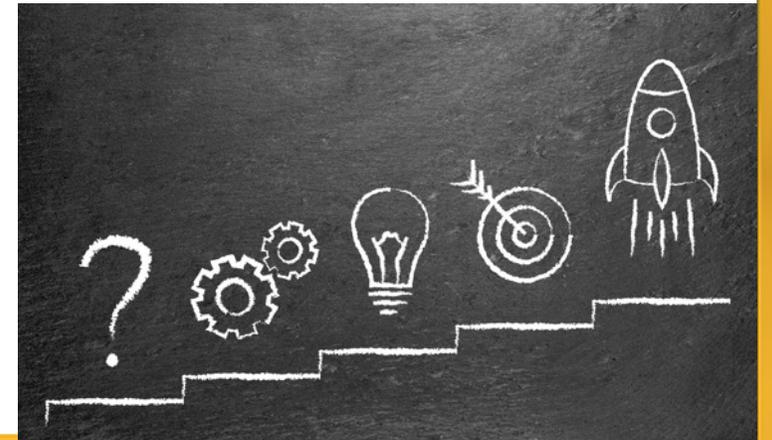
# GOALS OF THE BRIDGE

1. LEARN ACADEMIC ENGLISH LANGUAGE TO ARTICULATE CONTENT CONCEPTS ALREADY LEARNED IN SPANISH.
2. EXPLICITLY CONNECT THE BACKGROUND KNOWLEDGE AND VOCABULARY THAT WAS DEVELOPED IN SPANISH TO ENGLISH EXTENSION TASKS.
3. DEVELOP ENGLISH LANGUAGE SKILLS BASED ON LANGUAGE PROFICIENCY.

During the Bridge, the focus is on language, not content!

# THE BRIDGE PROCESS IS A 3 STEP PROCESS!

1. GUIDE STUDENTS TO *STRATEGICALLY* TRANSFER CONTENT CONCEPT KNOWLEDGE INTO ENGLISH THROUGH ACADEMIC VOCABULARY.
2. ENGAGE IN CONTRASTIVE ANALYSIS BY FOCUSING ON HOW SPANISH AND ENGLISH ARE SIMILAR AND DIFFERENT.
3. PROVIDE EXTENSION TASKS IN ENGLISH USING CONTENT CONCEPT KEY TERMS.



# CONSIDERATIONS OF THE BRIDGE

1. LANGUAGE SWITCH IS CLEARLY AND CONSISTENTLY INDICATED WITH A SIGNAL.
2. SPANISH AND ENGLISH ARE CLEARLY AND CONSISTENTLY WRITTEN IN SEPARATE COLORS.
3. MUST BE STUDENT CENTERED AND STUDENT GENERATED.
4. MOST EFFECTIVE WHEN ACCOMPANIED BY VISUALS AND TPR.

Consistency is one of the most powerful usability principles: when things always behave the same, users don't have to worry about what will happen.

Jakob Nielsen

[www.uxdworld.com](http://www.uxdworld.com)

## El Puente/The Bridge

Propósito del autor (Razón por la cual el autor escribe el cuento)	Author's Purpose (the reason why the author writes a story)
1. Entretener	1. Entertain
2. Informar	2. Inform
3. Persuadir	3. Persuade
4. Expresar una opinión / sentimientos	4. Express an opinion / feelings

## Análisis Contrastiva/Contrastive Analysis

Propósito <u>del</u> autor	Author's <u>purpose</u>
El libro <u>de</u> Julibeth	Julibeth's <u>book</u>
Los lentes <u>de</u> Andy	Andy's <u>glasses</u>
El cabello <u>de</u> Pedro	Pedro's <u>hair</u>
La silla <u>de</u> Javier	Javier's <u>chair</u>
La bufanda <u>de</u> Mrs. Torres	Mrs. Torres's <u>scarf</u>
El moño <u>de</u> Brianna	Brianna's <u>pony tail</u>
Las botas <u>de</u> Gabby	Gabby's <u>boots</u>

Extension task:  
Use the English vocabulary learned during the Bridge in a task designed to extend understanding of author's purpose.

# WHEN TO BRIDGE

- **STRATEGICALLY** IMPLEMENTED AS SOON AS STUDENTS POSSESS AN UNDERSTANDING OF THE CONTENT CONCEPTS IN SPANISH.
- UNITS OF STUDY MAY BE BROKEN DOWN INTO SECTIONS FOR THE PURPOSE OF THE BRIDGE.

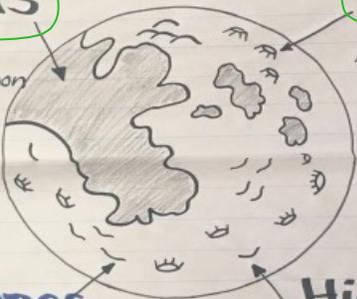


Always circle the cognates!  
Green for go!

## El Puente/The Bridge

**La luna**  
**Marias**  
Son las zonas oscuras que tiene la luna.  
**Marias**  
Are the dark areas of the moon.

**The moon**  
**Cráteres**  
Son causados por asteroides que impactan la luna.  
**Craters**  
Are holes caused by asteroids impacts.



**Elevaciones**  
Son las montañas de la luna.

**Highlands**  
Are elevations in the moon.

• La luna tiene 8 **faces**. La luna no tiene **atmósfera**. No clima.  
• The moon has 8 **phases**. The moon has no **atmosphere**. No weather.

## Análisis Contrastiva/Contrastive Analysis

### F

faces

atmósfera

telefono

audífonos

elefante

### F & PH

phases

atmosphere

telephone

headphones

elephant

Extension task: Use the English vocabulary learned during the Bridge in a task designed to extend understanding of the moon's surface properties.

# THE BRIDGE RESULTS IN TWO CHARTS!

1. THE BRIDGE ANCHOR CHART WHICH IS A COLOR-CODED VISUAL AID THAT INCLUDES BOTH LANGUAGES.
2. METALINGUISTIC FOCUS ANCHOR CHART THAT COMPARES AND/OR CONTRASTS ELEMENTS OF BOTH LANGUAGES.
  - A. THE FOCUS OF THE METALINGUISTIC ANALYSIS IS DETERMINED BY:
    - ① THE NEEDS OF THE STUDENTS
    - ② THE WORDS/PHRASES IN THE BRIDGE

Always circle the cognates!  
Green for go!

El Puente/The Bridge

Cultura	Culture
música	music
herencia	heritage
tradición	tradition
religión	religion
Comida	food
normas	norms
lenguaje	language

Análisis Contrastive/Contrastive Analysis

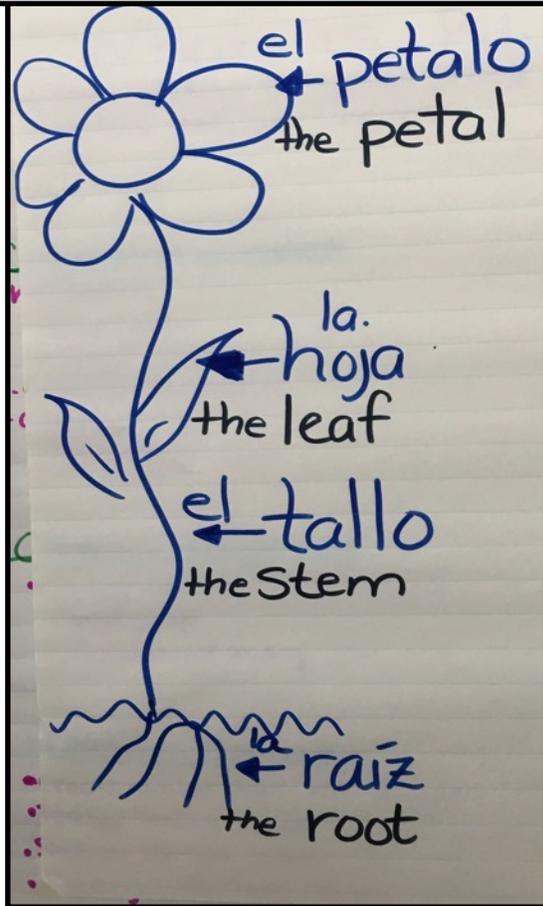
-ción	-tion
tradición	tradition
emoción	emotion
colaboración	collaboration
combinación	combination
introducción	introduction
evaporación	evaporation
precipitación	precipitation
condensación	condensation

Extension task: Use the English vocabulary learned during the Bridge in a task designed to extend understanding of characteristics of culture.

Always circle the cognates!  
Green for go!

## El Puente/The Bridge

### Partes del flor Parts of a flower



## Análisis Contrastive/Contrastive Analysis

<u>El/La</u>	<u>The</u>
el sol	the sun
el petalo	the petal
<del>el agua</del>	the water
la hoja	the leaf
el tallo	the stem
la semilla	the seed
la raiz	the root
la tierra	the soil

Extension task: Use the English vocabulary learned during the Bridge in a task designed to extend understanding of the parts of a flower.

## El Puente/The Bridge

### Alrededor de la casa

hoja  
arbol  
grama  
flor  
backyard

### Around the house

leaf  
tree  
grass  
flower  
patio interior

## Análisis Contrastivo/Contrastive Analysis



Extension task: Use the English vocabulary learned during the Bridge in a task designed to extend understanding of items found around the house.

# EXTENSION TASKS

TAKING THE KEY TERMS IDENTIFIED DURING THE BRIDGE, AND USING THE 4 DOMAINS OF LANGUAGE, STUDENTS TRANSFER THEIR LEARNING FROM SPANISH TO ENGLISH.

- FLEXIBLE GROUPINGS
- SENTENCE PROMPTS/FRAMES
- CONCRETE ACTIVITIES
- PROBLEM SOLVING
- HANDS-ON LEARNING

**MAKE YOUR CLASSROOM FUN AND GAMES**

Our brains are wired to learn better when we're engaged in a game. Use these ideas to incorporate gaming into your classroom:

- Let students make their own video games.**  
Video games require many skills, including writing stories, designing graphics and coding. You don't have to be a programmer to teach these skills. Start with a simple language like Scratch.
- Go beyond books with interactive fiction.**  
Encourage students to choose their own adventures with nonlinear storytelling using tools like stop-motion Lego movies.
- Empower students to become movie producers.**  
Machinima allows students to capture footage from their favorite game or virtual environment, like Minecraft, and do a voiceover that shows their learning.

ISTE iste.org Learn something new about ed tech today. Visit [iste.org/EdTekHub](http://iste.org/EdTekHub)

El Puente/The Bridge & Análisis Contrastive/Contrastive Analysis

2 for 1  
special

**THE BRIDGE &  
CONTRASTIVE ANALYSIS  
ALL IN ONE!!**



2 for 1  
special

Extension task: Use the English vocabulary learned during the Bridge in a task designed to extend understanding of the animals on a farm.

# TODAY'S OBJECTIVES

TOGETHER WE WILL...

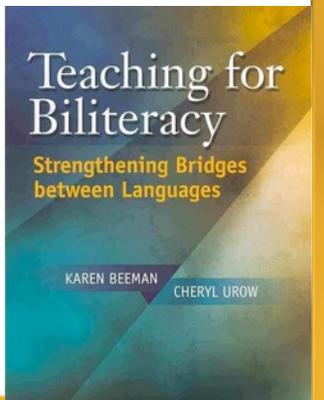
SHARE WHY WE ARE ENGAGED IN BILINGUAL EDUCATION.

EXPLORE THE SOCIOLINGUISTIC PREMISES  
OF TEACHING FOR BILITERACY.

EMBRACE A MULTILINGUAL PERSPECTIVE.

ADOPT A METALINGUISTIC APPROACH TO LEARNING.

BEGIN THE WORK TO CREATE A MODEL BILINGUAL PROGRAM.



## PARTING THOUGHT

