Teaching Strategies to Develop Cross-Language Connections

June 23, 2020 | Santiago Sanchez

Agenda

Case studies

- General Linguistic Performance
- Specific Linguistic Performance

Three linguistic spaces

- In bilinguals
- In curriculum
- In schedules
- In the learning environment

Strategies to develop cross-language connections

- Observation/exploratory charts
- Cognitive content dictionary
- Input charts
- Así se dice
- Side by side

The three linguistic spaces in instruction

- English
- Non-English
- Cross-language connections

Differentiated instruction

- The apprenticeship approach

Training Objectives

At the end of this training, participants will be able to:

- Consciously plan strategies to improve students' abilities to detect, understand, and talk about how their languages are similar and different,
- Understand how cross-language connections can develop a self-extending bilingual communicative system, and
- Identify, analyze, and manipulate language forms – sounds, symbols, grammar, vocabulary – and language structures between and across languages.

Warm-up Activity

- What have you done? What would you do?

Student A

- Maggy, a fourth grade student recently arrived from México whose home language practices she identifies as Mixteco, but who has been schooled in Spanish in a rural school. Maggy's school did not provide her with the opportunities to use Mixteco or Spanish to perform the linguistically complex academic tasks valued in the U.S. schools. Her new school focused on developing Maggy's standard English and Spanish, through mechanical drills and tasks ignoring her Mixteco. When Maggy entered her U.S. school, she was assessed in English only. As a result, his lack of experience using language for academic purposes was masked by her poor English only performance.

Student B

- Teresa, newly arrived from México City, can use Spanish to do all the things that the language arts standards require in reading and in Spanish. Teresa can provide text evidence of key ideas, make inferences, identify main ideas and relationships in complex texts, recognize the text's craft and structure (its chronology, comparison and contrast, identify cause and effect). She can associate knowledge and ideas from multiple sources and purposes, such as opinion, informative, explanatory, and narrative pieces. In an assessment, Teresa was asked to show her reading comprehension using English features exclusively, she performed very poorly.

Three Linguistic Spaces

Three Linguistic Spaces

A well implemented dual language/multilingual program offers emergent bilinguals the opportunity to interact and obtain information in three linguistic spaces:

- In bilingual students
- In curriculum and schedules
- In the learning environment

Three Linguistic Spaces – In Bilinguals

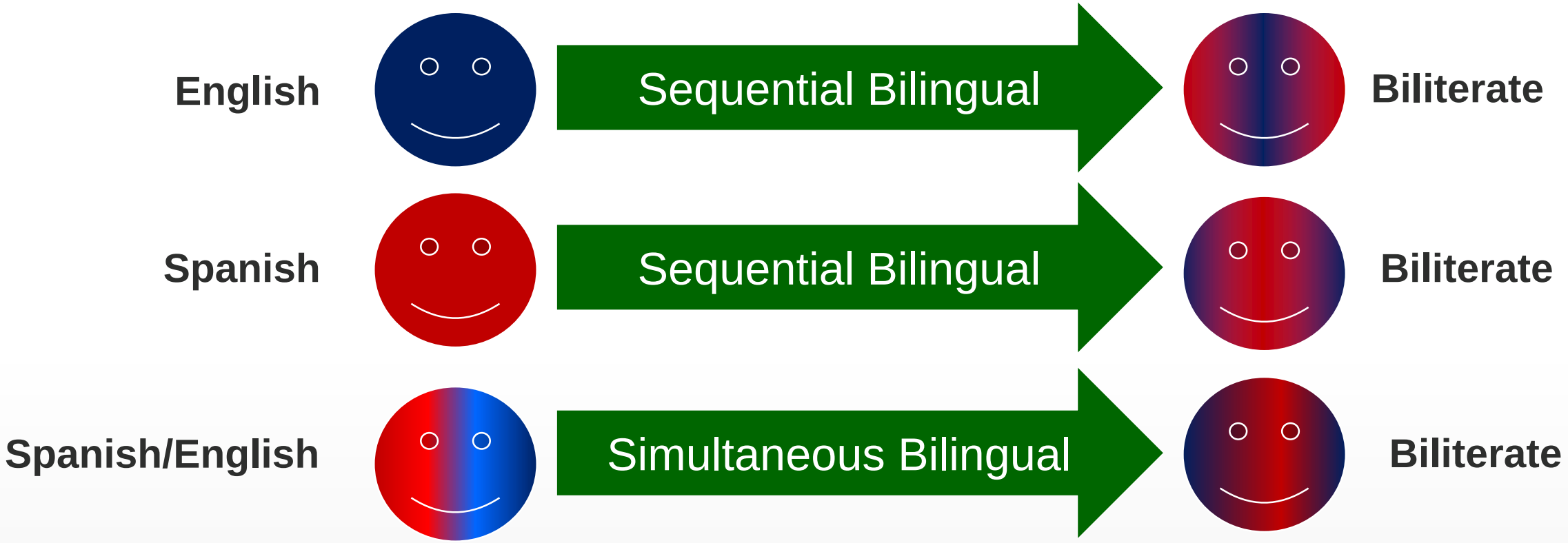
English

Language Other than English (LOTE)

English/LOTE

Bilingual students can make metalinguistic decisions.

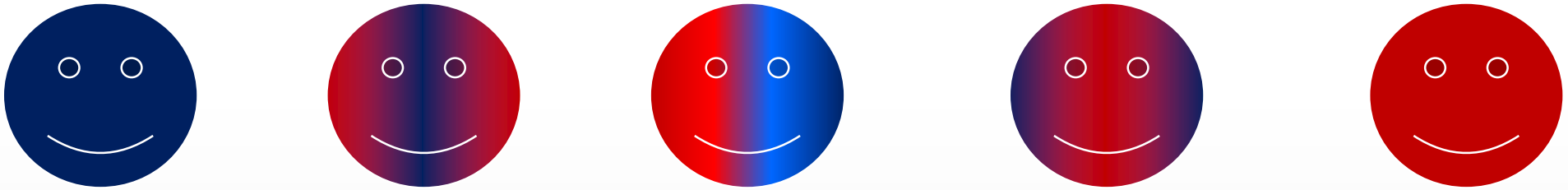
Students Who Enter the Biliteracy Learning in Dual Language Programs



Simultaneous bilinguals are not necessarily balanced bilinguals!

Emergent Bilinguals

- The term emergent bilingual is used to emphasize the development of bilingual and biliterate competencies in children who are developing two languages at the same time.



They are all emergent bilinguals developing biliteracy skills.

Three Linguistic Spaces – In Curriculum and Schedules

"Planning for the three linguistic spaces promotes bilingualism and biliteracy for all emergent bilinguals, regardless of how they entered the program."

(Beeman & Urow, 2019)

Sample Language and Content Allocation: 50/50 Program Model - Sample

Grade	Language	Subject				Instruction delivered by:	Period of Instruction
K	English	Reading	Writing	Social Studies	ELD	Teacher A	SY
	Spanish	Reading	Writing	Math	Science	Teacher B	SY
1	English	Reading	Writing	Math	Science	Teacher A	SY
	Spanish	Reading	Writing	Social Studies	SLD	Teacher B	SY
2	English	Reading	Writing	Social Studies	ELD	Teacher A	SY
	Spanish	Reading	Writing	Math	Science	Teacher B	SY
3	English	Reading	Writing	Math	Science	Teacher A	SY
	Spanish	Reading	Writing	Social Studies	SLD	Teacher B	SY
4	English	Reading	Writing	Social Studies	ELD	Teacher A	SY
	Spanish	Reading	Writing	Math	Science	Teacher B	SY
5	English	Reading	Writing	Math	Science	Teacher A	SY
	Spanish	Reading	Writing	Social Studies	SLD	Teacher B	SY

Sample Language and Content Allocation: 50/50 Program Model - Sample

Students must take Spanish and English Language Arts and one content course in Spanish (e.g., math, science or social studies).

Grade	English Language Arts	Spanish Language Arts	Math	Social Studies	Science	Period of Instruction
6	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E	SY
7	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E	SY
8	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E	SY

Sample Language and Content Allocation: 50/50 Program Model - Sample

Grade	English	Spanish	Math	Social Studies	Science	Period of Instruction
9	Freshman Language Arts	Spanish for Spanish Speakers	Algebra I Teacher C	US History Teacher D	Geography Teacher E	SY
10	Sophomore Language Arts	AP Spanish Language	Geometry Teacher C	World History Teacher D	Biology Teacher E	SY
11	American Literature	AP Spanish Literature	Algebra 2 Teacher C	AP Government /Economics Teacher D	Physics Teacher E	SY
12	Honors and AP Classes	Honors Dual Language / Latin American Studies	Trig/ Pre-Calculus Teacher C	IB History of the Americas Teacher D	Health and Wellness Teacher E	SY

Sample Language and Content Allocation: 90:10 Program Model - Sample

- Grade: K
- Model: 90:10

Language Arts 120 min.	Math 90 min.	Science / Social Studies 45 min.
Language Development – Spanish 75 min.	Math – Spanish 80 min.	Science / Social Studies – Spanish 45 min.
Writing – Spanish 30 min.		
Cross-language connection 25 min.		
Daily Minutes of Instruction: 255		

- Grade: 1
- Model: 80:20

Language Arts 120 min.	Math 90 min.	Science / Social Studies 45 min.
Language Development – Spanish 70 min.	Math – Spanish 70 min.	Science / Social Studies – Spanish 45 min.
Writing – Spanish 25 min.		
English language development 25 min.		
Cross-language connection 25 min.		
Daily Minutes of Instruction: 255		

Sample Language and Content Allocation: 90:10 Program Model - Sample

- Grade: 2
- Model: 70:30

Language Arts 120 min.	Math 90 min.	Science / Social Studies 45 min.
Language Development – Spanish 50 min.	Math – Spanish 60 min.	Science / Social Studies – Spanish 45 min.
Writing – Spanish 30 min.		
English language development 50 min.		
Cross-language Connection 25 min.		
Daily minutes of instruction: 255		

- Grade: 3
- Model: 60:40

Language Arts 120 min.	Math 90 min.	Science / Social Studies 45 min.
Language Development – Spanish 50 min.	Math – Spanish 50 min.	Science / Social Studies – Spanish 45 min.
Writing – Spanish 20 min.		
English language development 70 min.		
Cross-language Connection 25 min.		
Daily minutes of instruction: 255		

Sample Language Arts Schedule: 80/20 Program Model - Sample

Artes de la Lengua	Lunes	Martes	Miércoles	Jueves	Viernes
10 minutes	**Oratoria** * Hablar y Escuchar * Conocimientos Previos * Estructuras del Lenguaje	**Oratoria** * Hablar y Escuchar * Conocimientos Previos * Estructuras del Lenguaje	**Oracy - English** * Listening & Speaking * Background knowledge * Language Structures	**Oratoria** * Hablar y Escuchar * Conocimientos Previos * Estructuras del Lenguaje	**Oratoria** * Hablar y Escuchar * Conocimientos Previos * Estructuras del Lenguaje
10 minutes	**Lectura Interactiva en Voz Alta** * Géneros * Fluidez * Comprensión Lectora	**Lectura Interactiva en Voz Alta** * Géneros * Fluidez * Comprensión Lectora	**Interactive Read Aloud - English** * Genres * Fluency * Reading Comprehension	**Lectura Compartida** * Vocabulario en Contexto * Decodificar	**Lectura Compartida** * Habilidades de Lectura * Vocabulario en Contexto
20 minutes	**Lectura Compartida** * Habilidades Lectoras * Vocabulario en Contexto	**Lectura Compartida** * Habilidades de Lectura * Vocabulario en Contexto	**Lectura Colaborativa** * Habilidades de Lectura * Decodificar	**Collaborative Reading - English** * Reading Skill * Decoding	**Lectura Colaborativa** * Vocabulario en Contexto * Decodificar
30 minutes	**Trabajo en Equipos con el Maestro Líder** * Decodificar * Fluidez y Precisión * Lectura Independiente	**Trabajo en Equipos con el Maestro Líder** * Decodificar * Fluidez y Precisión * Lectura Independiente	**Trabajo en Equipos con el Maestro Líder** * Precisión * Comprensión * Lectura Independiente	**Trabajo en Equipos con el Maestro Líder** * Precisión * Comprensión * Lectura Independiente	**Lectura Independiente** Sostener y expandir oportunidades de lectura par aplicar las habilidades y estrategias de comprensión lectora.

Sample Language Arts Schedule: 80/20 Program Model - Sample

Artes de la lengua	Lunes	Martes	Miércoles	Jueves	Viernes
15 minutes	**Escritura Modelada** * Géneros * Convenciones	**Escritura Modelada** * Género * Convenciones * Análisis de Palabras	**Escritura Compartida** * Géneros * Convenciones * Análisis de Palabras	**Escritura Colaborativa** * Análisis de Palabras * Gramática * Ortografía	**Modeled Writing - English** * Word analysis * Grammar * Spelling
20 minutes	**Escritura Compartida** * Géneros * Convenciones * Análisis de Palabras	**Escritura Compartida** * Géneros * Convenciones * Análisis de Palabras	**Escritura Colaborativa** * Análisis de Palabras * Gramática * Ortografía	**Escritura Independiente** Los estudiantes escriben por ellos mismos y se les ofrece comentarios individuales en las conferencias de escritura.	**Escritura Independiente** Los estudiantes escriben por ellos mismos y se les ofrece comentarios individuales en las conferencias de escritura.
15 minutes	**Cross-language Connections** * Cognates * Compare & Contrast * Word Analysis	**Cross-language Connections** * Cognates * Compare & Contrast * Word Analysis	**Cross-language Connections** * Cognates * Compare & Contrast * Word Analysis	**Cross-language Connections** * Cognates * Compare & Contrast * Word Analysis	**Cross-language Connections** * Cognates * Compare & Contrast * Word Analysis

Three Linguistic Spaces – In the Learning Environment

Because emergent bilinguals operate in three linguistic spaces, the biliteracy learning environment includes:

English

- The teacher maintains the language of instruction.
- Materials, instruction, and classroom assessments in the targeted language.

Non-English (Spanish).

- Needs a protected space in which to develop.
- The teacher maintains the language of instruction.
- Materials, instruction, and classroom assessments in the targeted language.

The Cross-Language Connections (The Bridge)

- Planned moment after receiving instruction in the targeted language.
- The teacher brings the two languages together for transfer and contrastive analysis.
- Both languages are used strategically.
- It is not a re-teaching content for understanding subject area learning or of literacy development.

Planning to Develop Cross-Language Connections

What do we mean by teaching for transfer?

"The ability to transfer knowledge and skills between languages is the theoretical underpinning of bilingual education"

(Escamilla, 2009).

Interpreting Cross-linguistic Transfer

Teaching for transfer addresses the needs of:

- The strategic use of two languages through planned literacy instruction in English and Language Other Than English (LOTE),
- The enrichment of students' linguistic resources,
- The used of both languages for learning, and
- To help students to transfer academic language in one language to the other language.

Compare and Contrast: The Bridge

The focus of the bridge is language instruction, not concept instruction.

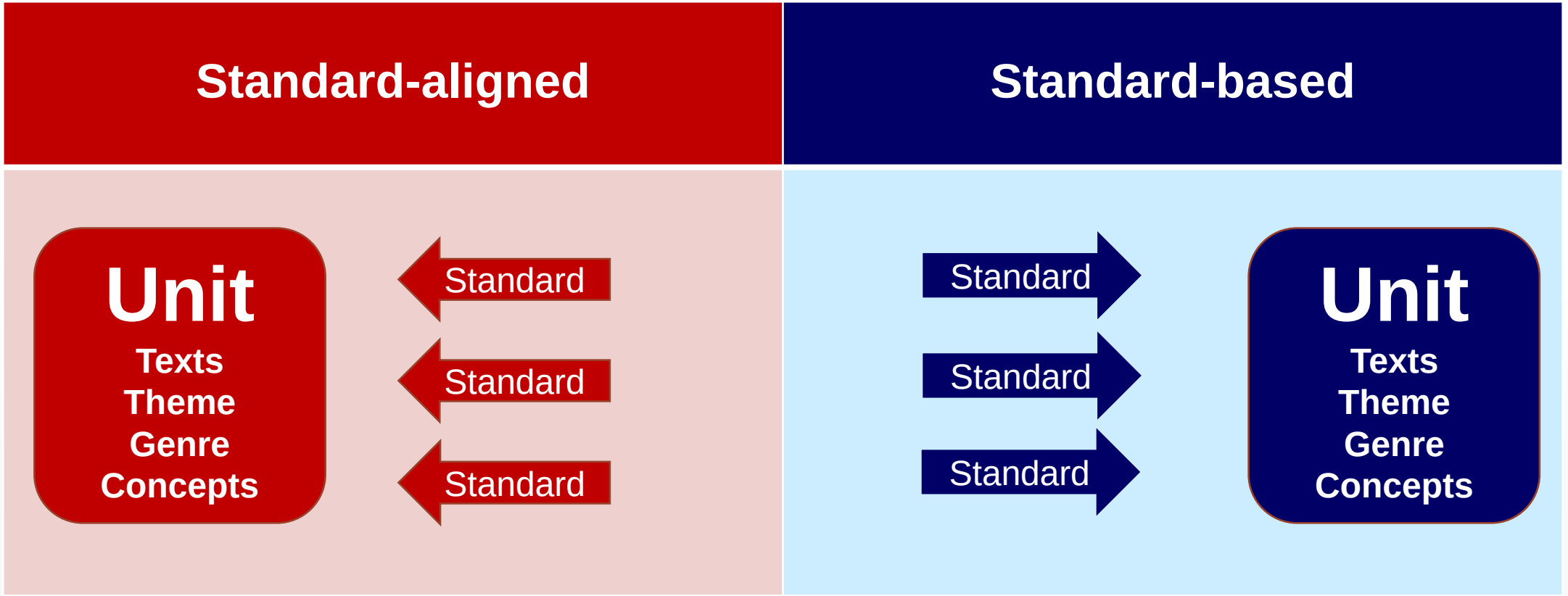
Bridging occurs once students have learned the new concepts and skills.

Students are attaching new words in English to concepts they already learned in Spanish.

Teachers must plan and implement bridging activities that are based on their knowledge of what their students know and can do in both languages.

Creating Biliteracy Units

- Biliteracy units of learning are always standards-based instruction.
- Planning biliteracy units of learning can be:



Planning for Biliteracy

Collaboration for Transfer	Opportunities for Compare and Contrast between Languages
Genres • Informational • Literature	Sentences and Phrases • Sentence Patterning • Article-Noun or Noun-Verb agreement • Figurative Language
Theme • Concepts • Big Ideas	Spelling • Tricky Words / High Frequency Words
Skills • Text Features • Context Clues • Author's Purpose • Main Idea and Details	Grammar • Accents • Contractions • Verbs
Purposes and Constraints • Support Ideas and Opinions • Arguments and Persuasion • Narrate Fiction and Real Event	Phonics • Sound-Print Letters • Blending Phonics

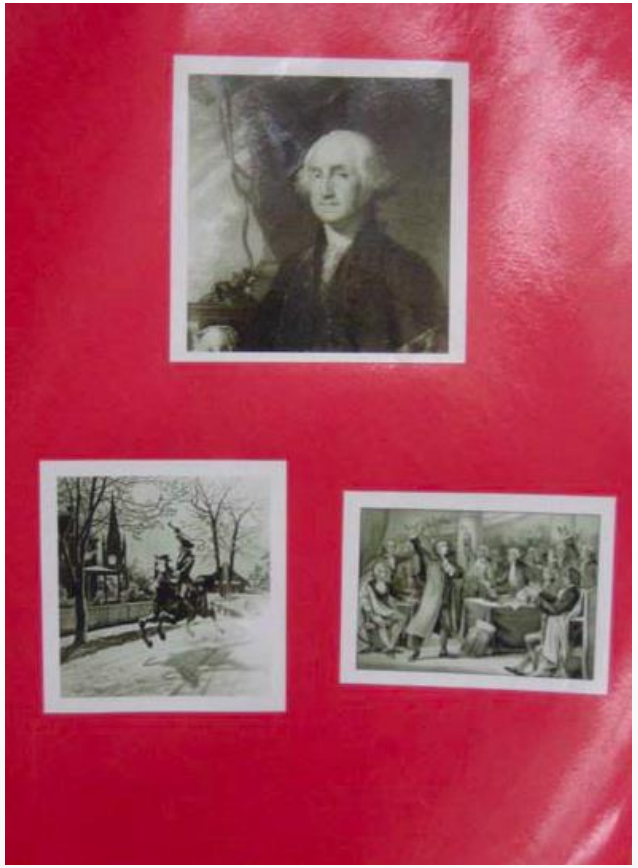
Strategies to Develop Cross-Language Connections

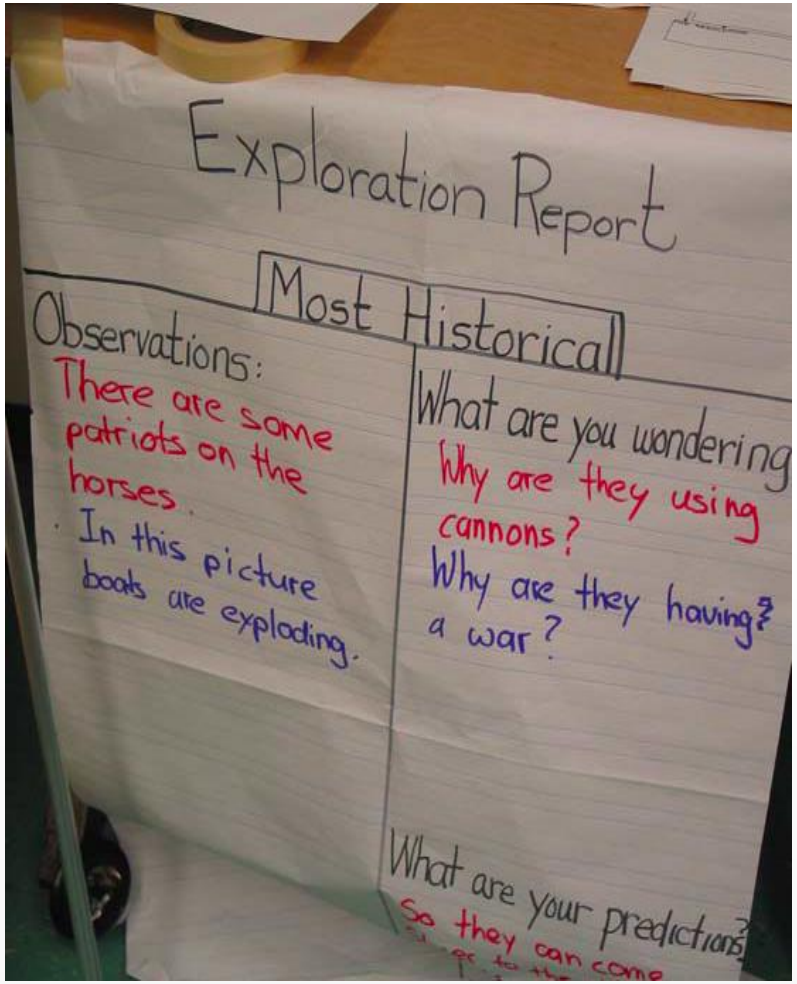
Observation Charts / Exploration Report

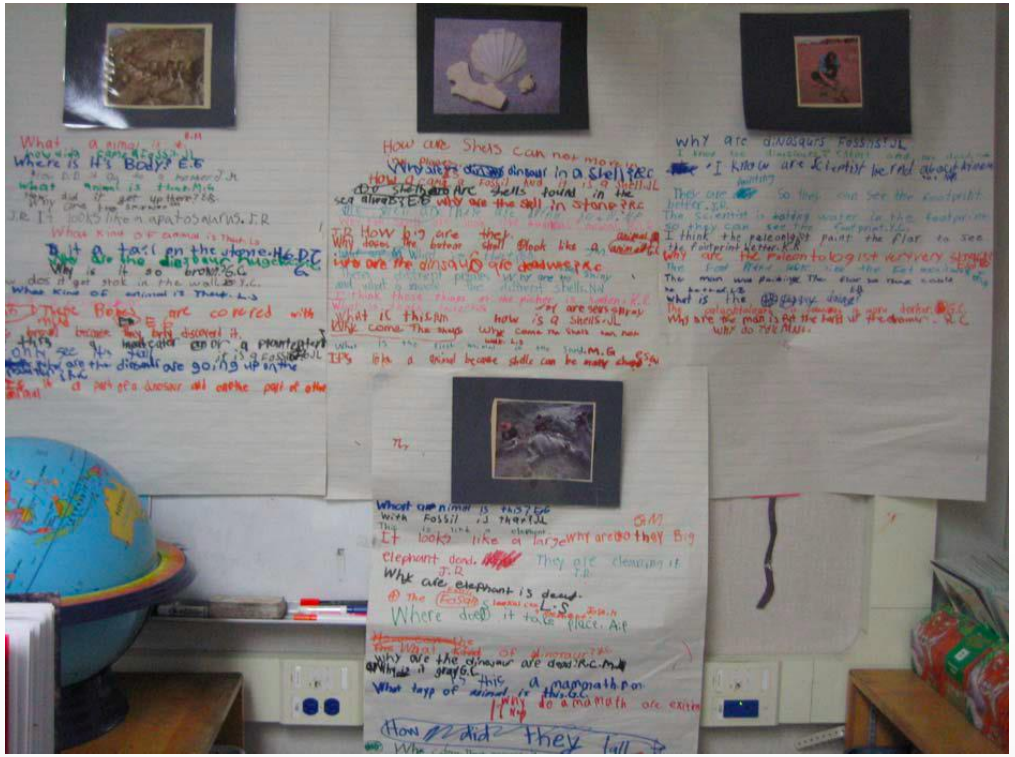
From Project GLAD ®: https://ntcprojectglad.com/

- Observation charts are groups of pictures related to the topic in the unit of learning. Students write or draw their observations or questions.
- Teachers models how the observation chart works and the expectations for student participation.
- Ensure that there is an adequate numbers of observation charts around the room, so students are not crowded.
- Students work in pairs or small groups.
- Students record words, sentences, or sketches related to the pictures.
- The teacher turns “control” over to the students, while still monitoring their participation.

Observation Charts / Exploration Report





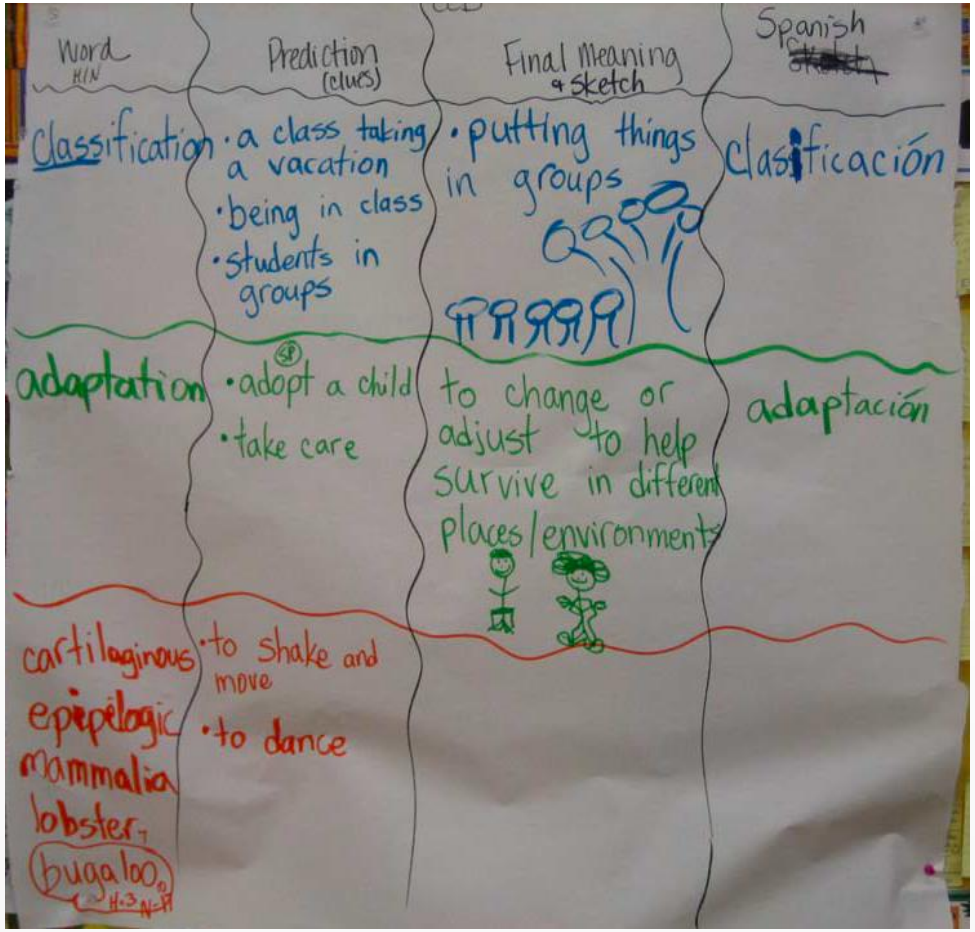


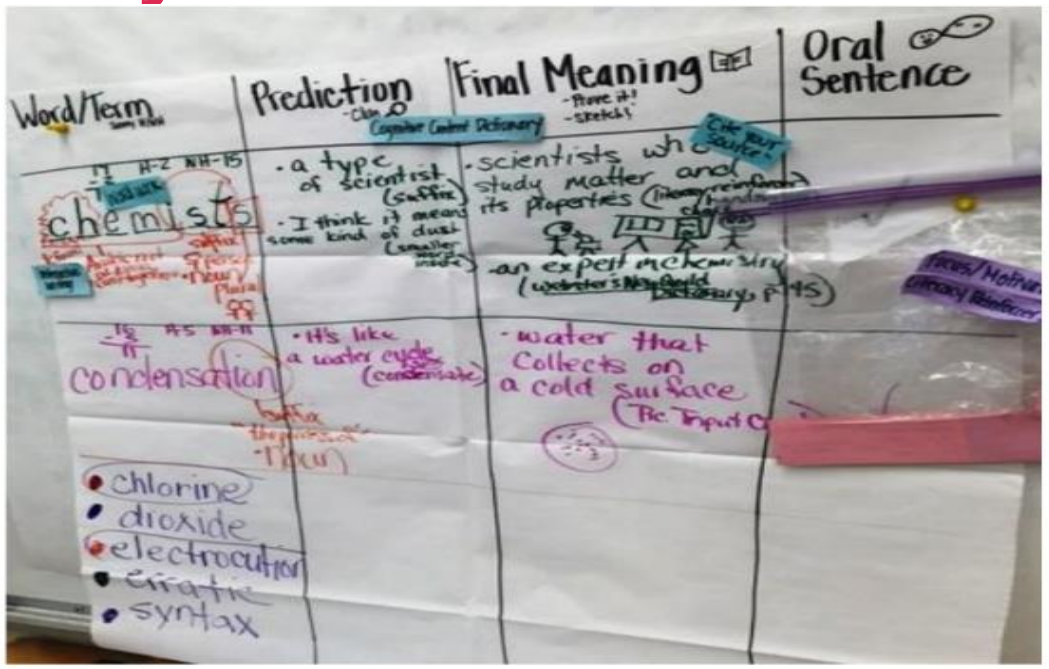
Cognitive Content Dictionary

From Project GLAD ®: https://ntcprojectglad.com/

- The cognitive content dictionary is a vocabulary and comprehension strategy used to teach unfamiliar words and reinforce comprehension.
- This form should be thoroughly modeled for student use.
- Introduce new concepts or words to encourage students to make predictions.
- After reading, encourage students to find meaning and create definitions for each words.
- Students use the word in a oral sentence to check for understanding.
- In order to facilitate the bridging, a space to write the word in a partner language should be included.

Cognitive Content Dictionary



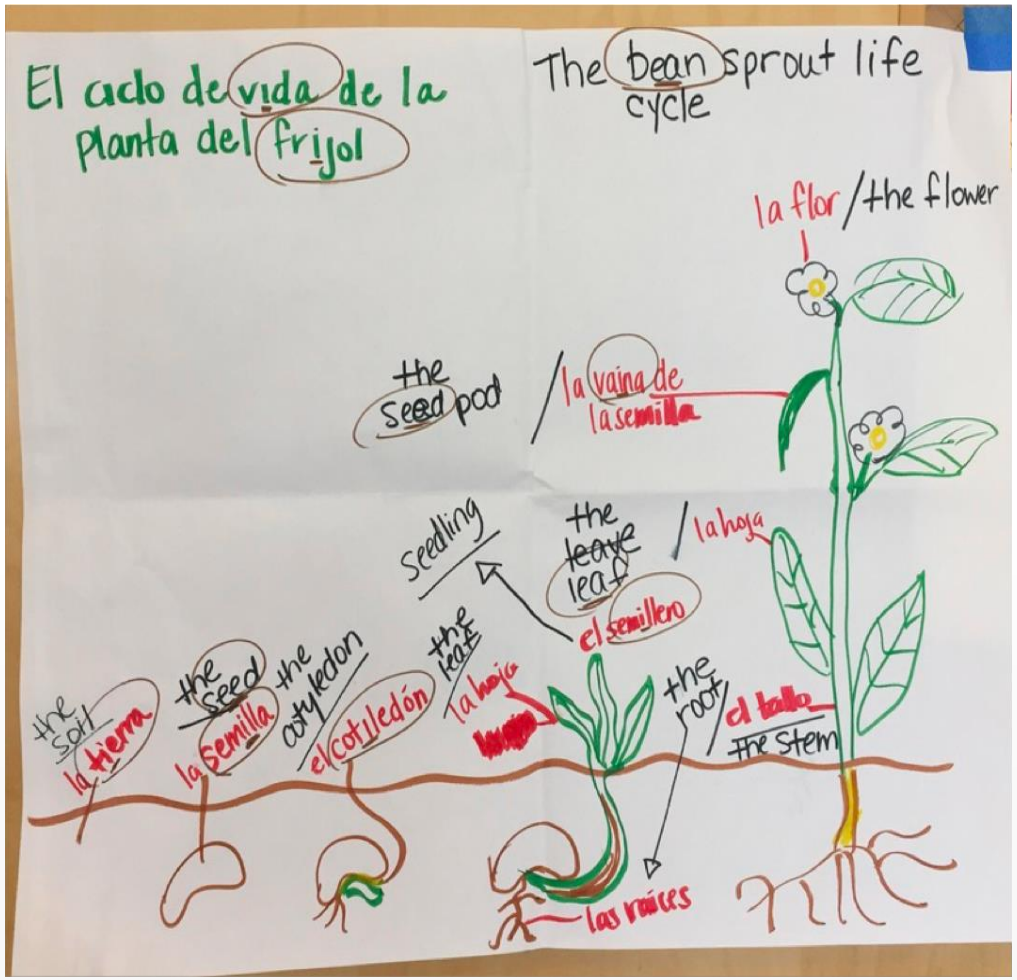


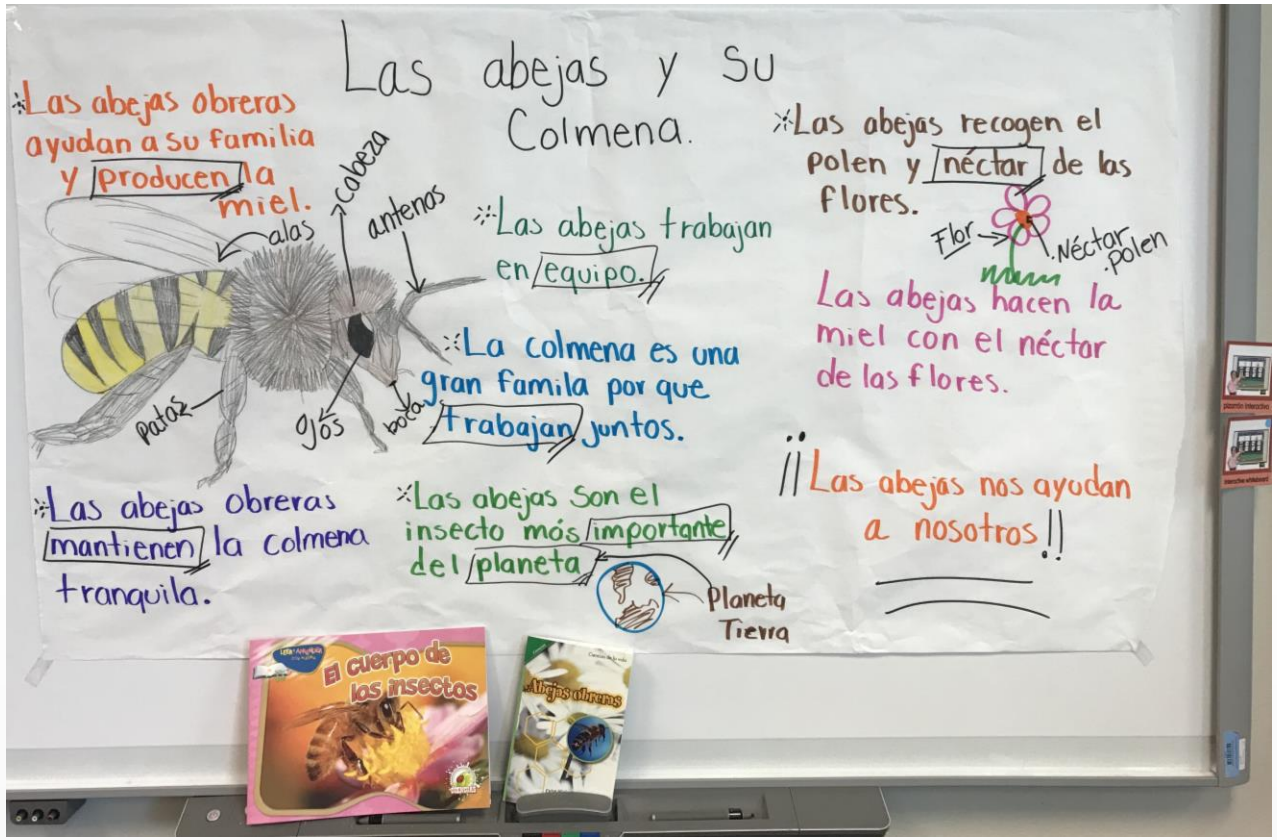
Input Charts

From Project GLAD ®: https://ntcprojectglad.com/

- Pictorial input chart are large, color-coded illustrations on chart paper that introduce a concept and use academic language to label items or concepts around the illustration.
- The chart is pre-planned (e.g., lecture notes, sketches, words penciled ahead of time).
- The teacher uses color coding for each chunk of the lesson.
- Students are given writing opportunities.
- When indicated by the teacher, students orally read words/phrases from the chart.

Input Charts





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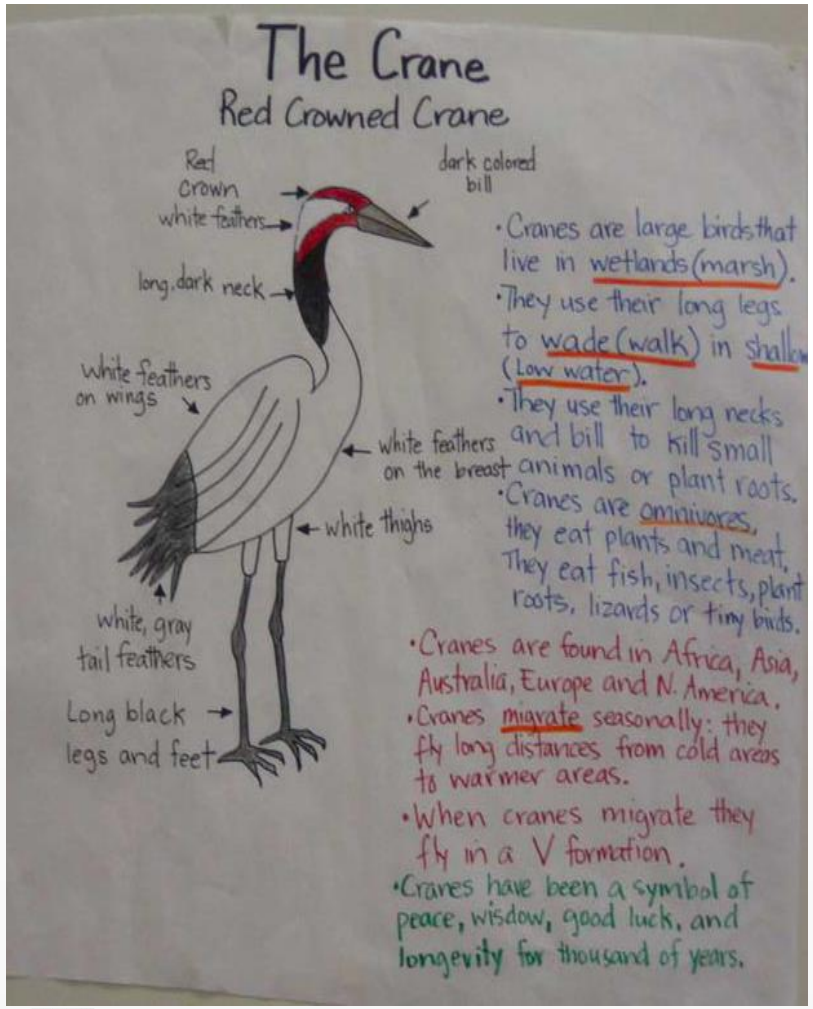
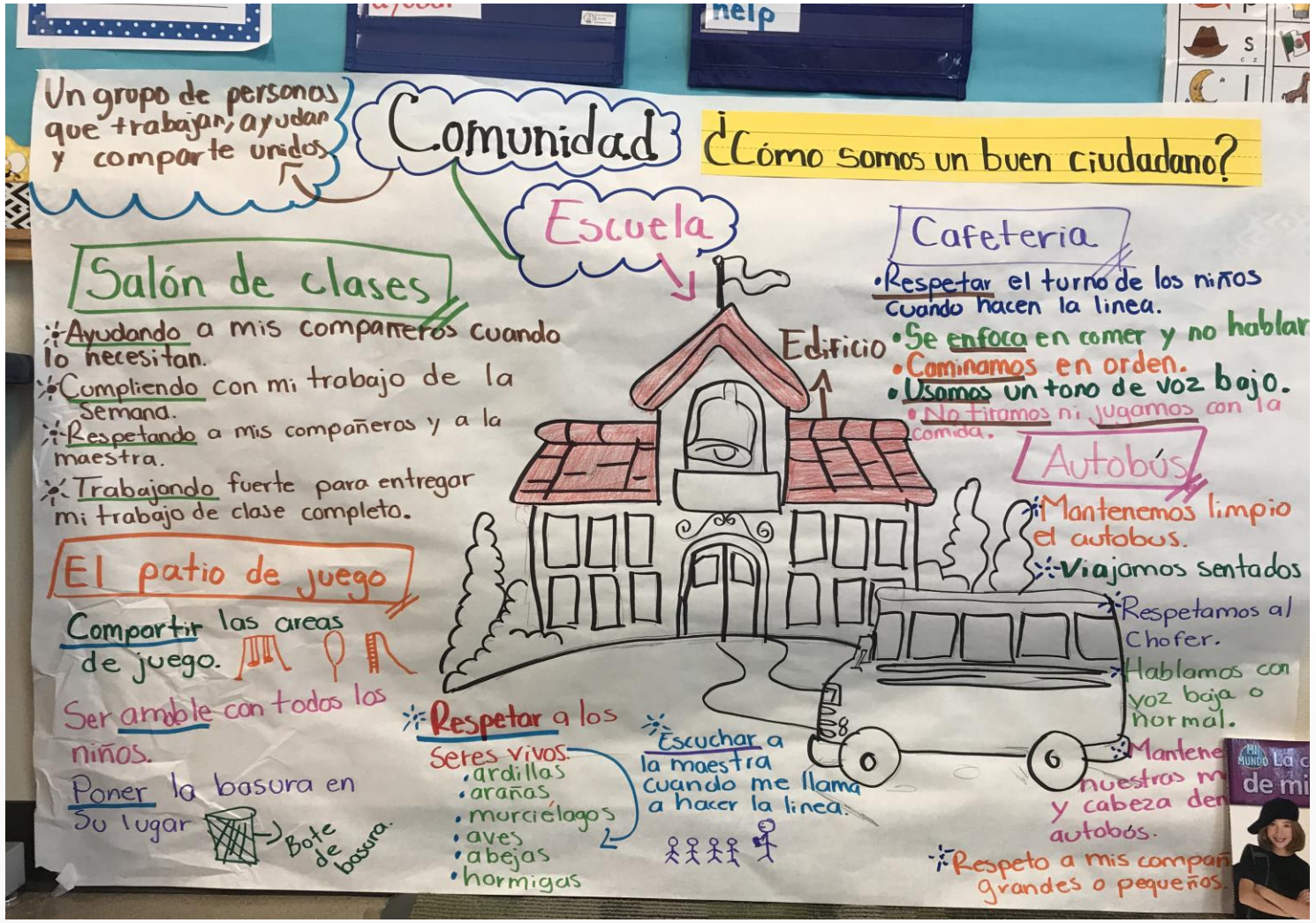


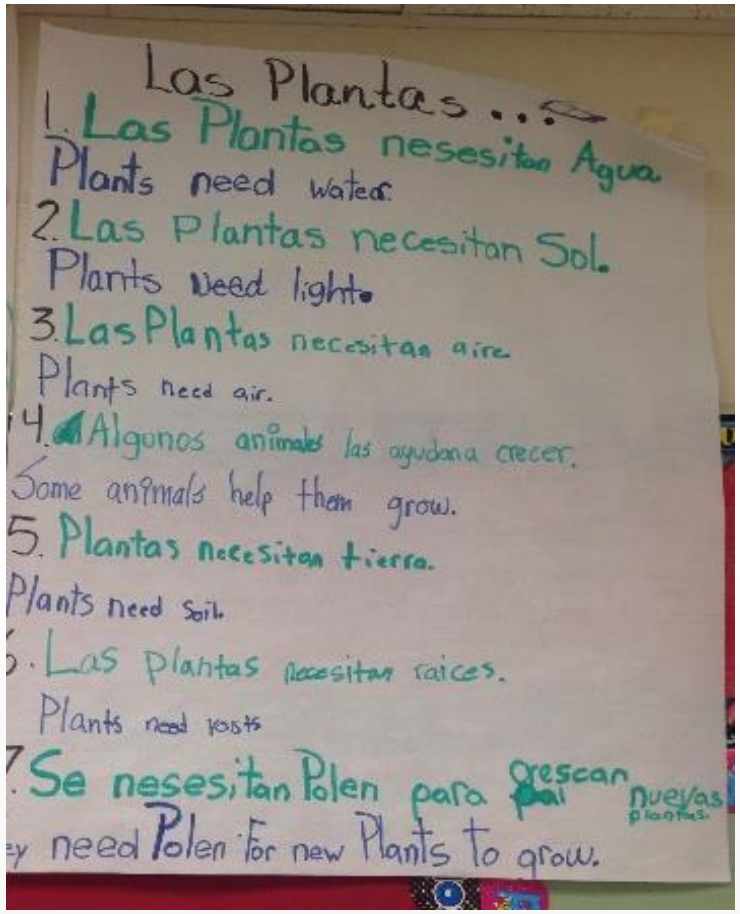


Así se dice – That's how you say it

From Teaching for Biliteracy: https://www.teachingforbiliteracy.com/

- Así se dice is a cross-language strategy for students at about third grade or higher.
- Students generate a statement of big idea in one language about what hey have learned and then paraphrase it in the other language.
- This strategy allows the contrastive analysis between languages to include word choice, punctuation, syntax and grammar, and cultural norms.

Así se dice – That's how you say it



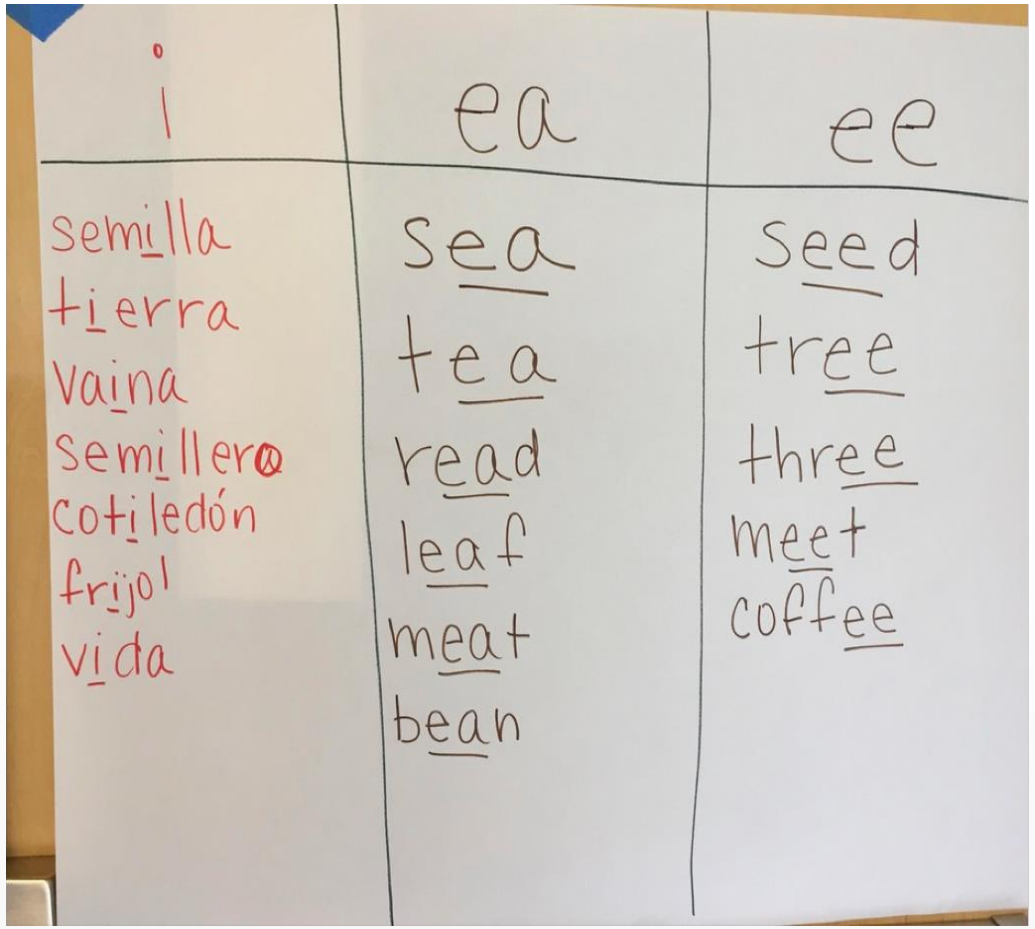
English	Cross-Language	Spanish
The farmer	El farmero	El granjero
to push	puchar	empujar
parking	parkeando	estacionando

Side by Side

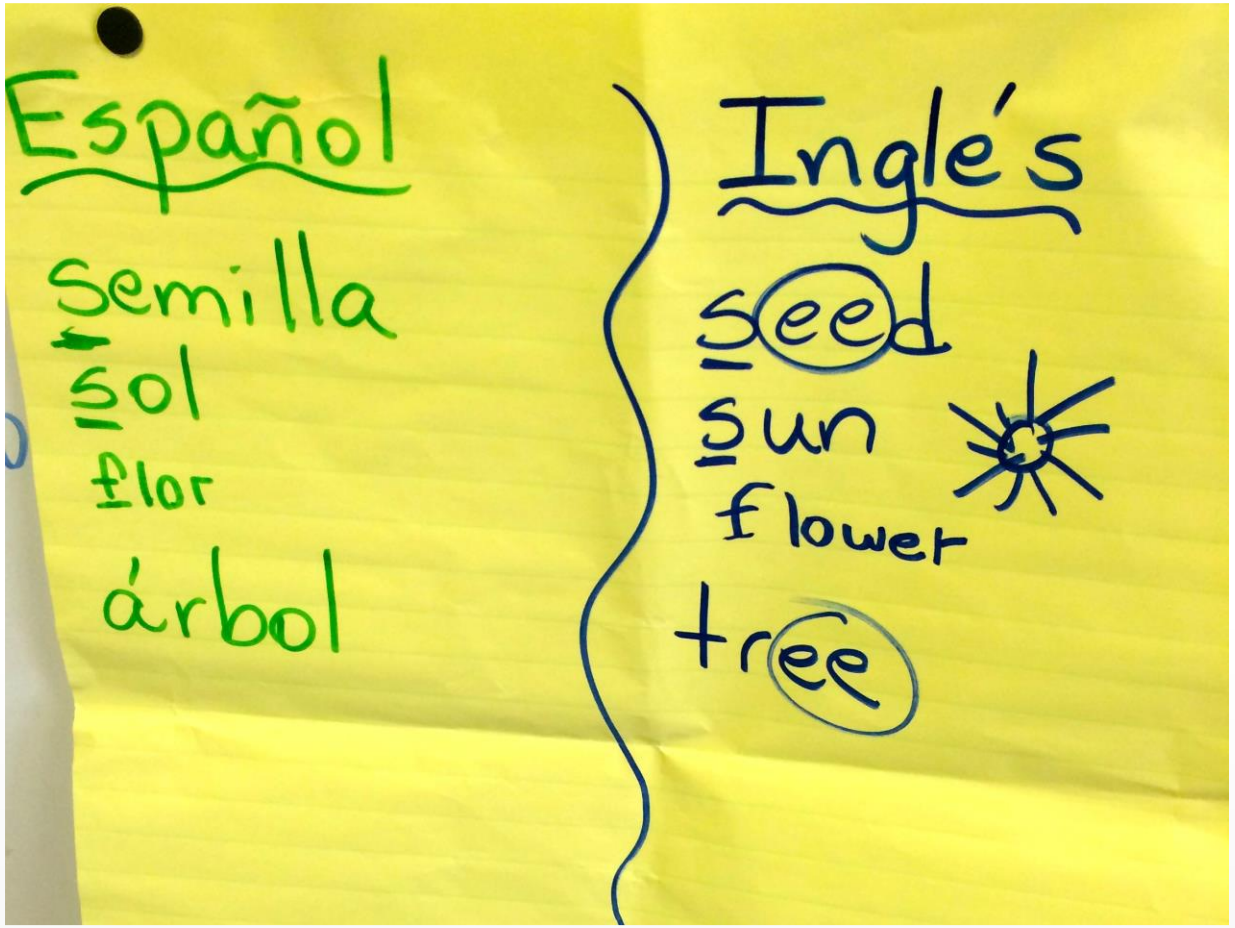
From Teaching for Biliteracy: https://www.teachingforbiliteracy.com/

- The side by side is a strategy that helps students to identify keywords in two languages that represent their learning.
- Students compare and contrast two languages.
- Students demonstrates their understanding of the words using the concrete activity.

Side by Side

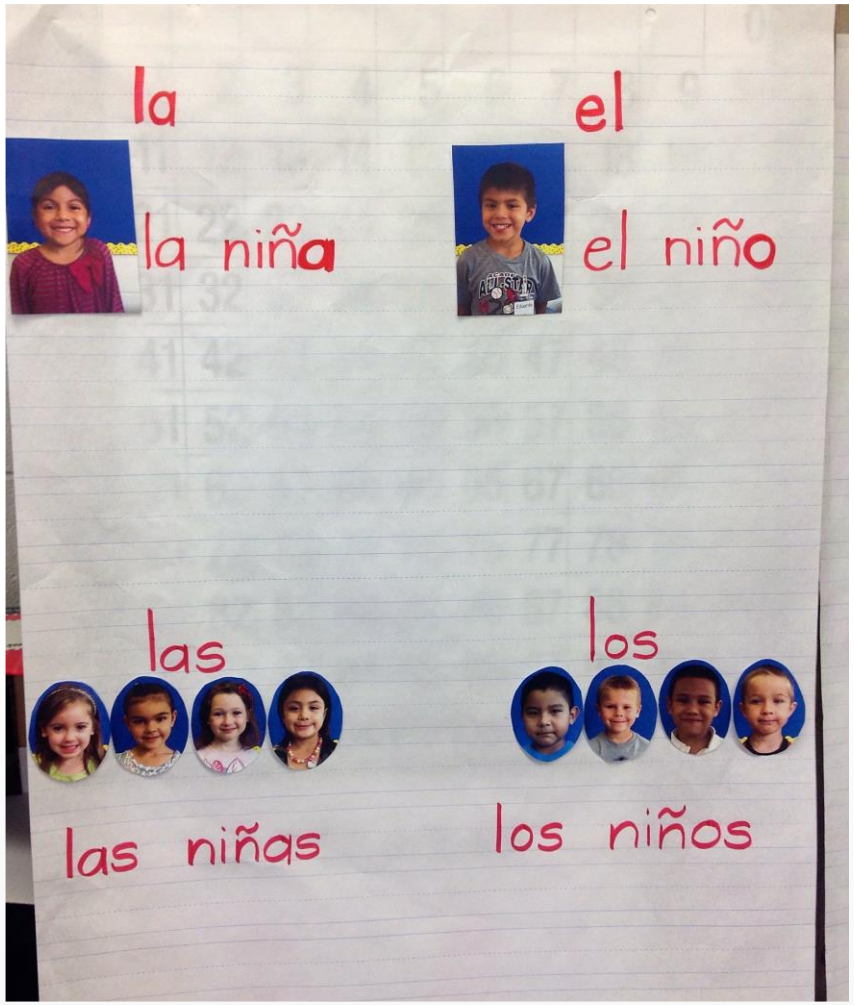


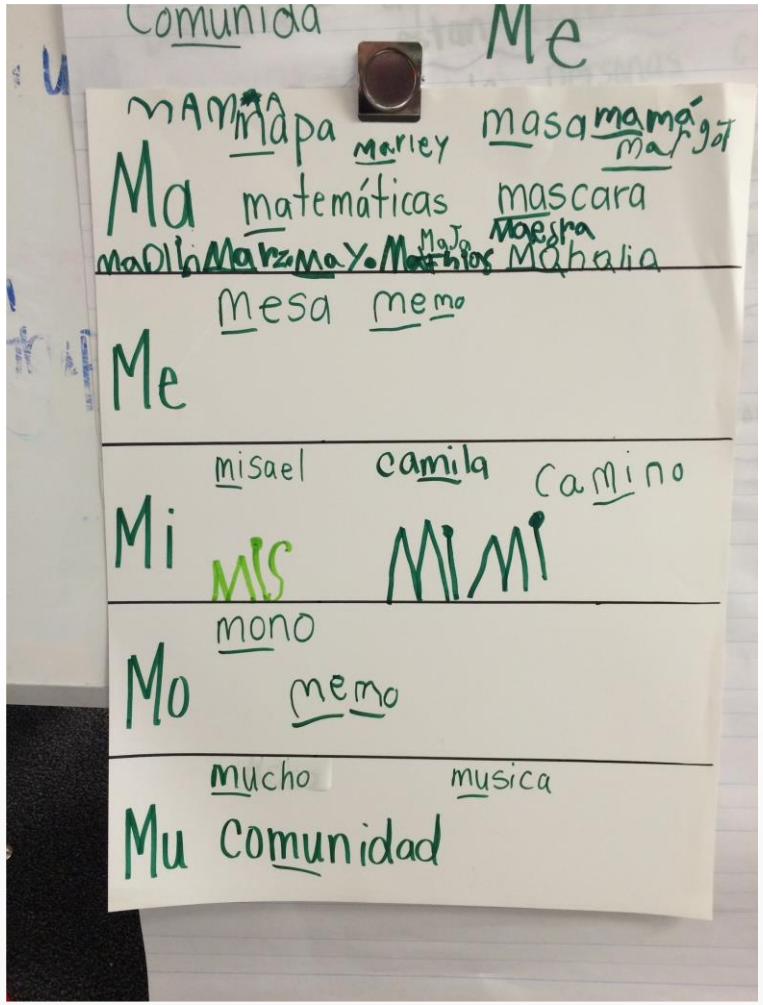
i	ea	ee
semilla	sea	seed
tierra	tea	tree
vaina	read	three
semillero	leaf	meet
cotiledón	meat	coffee
frijol	bean	
vida		



The Three Instructional Moments

Spanish Anchor Charts





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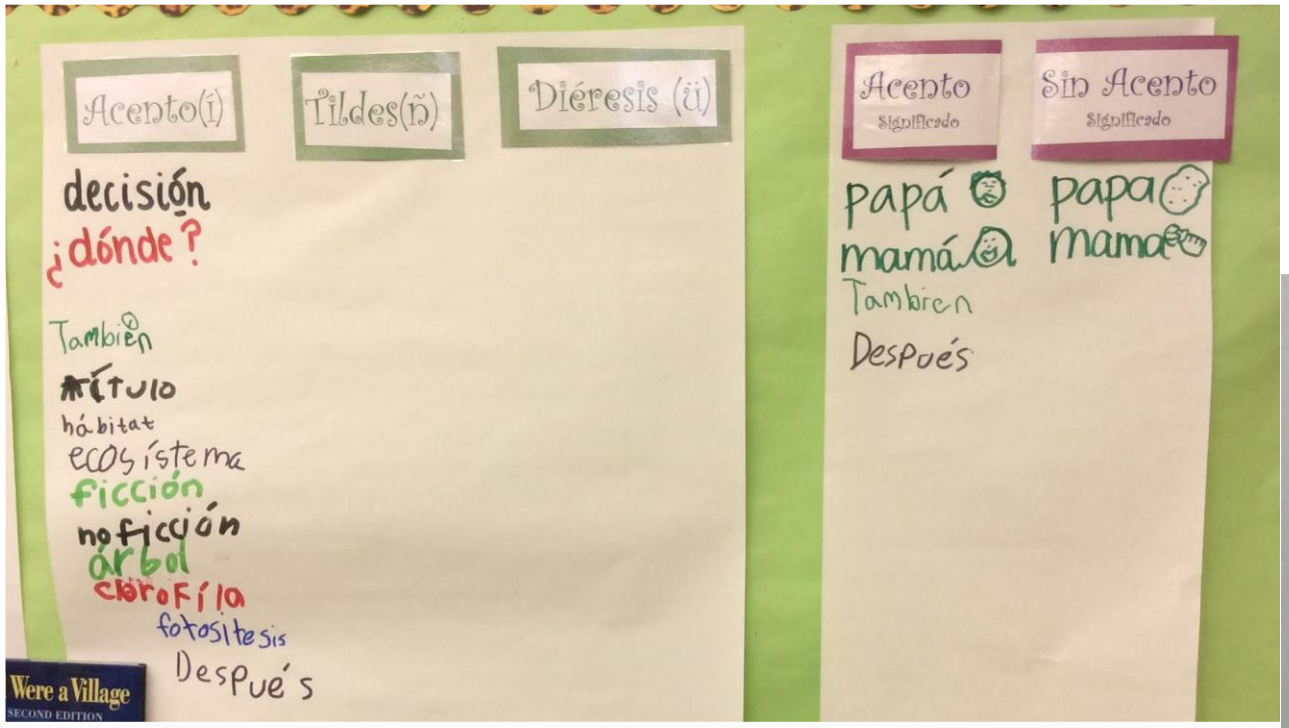
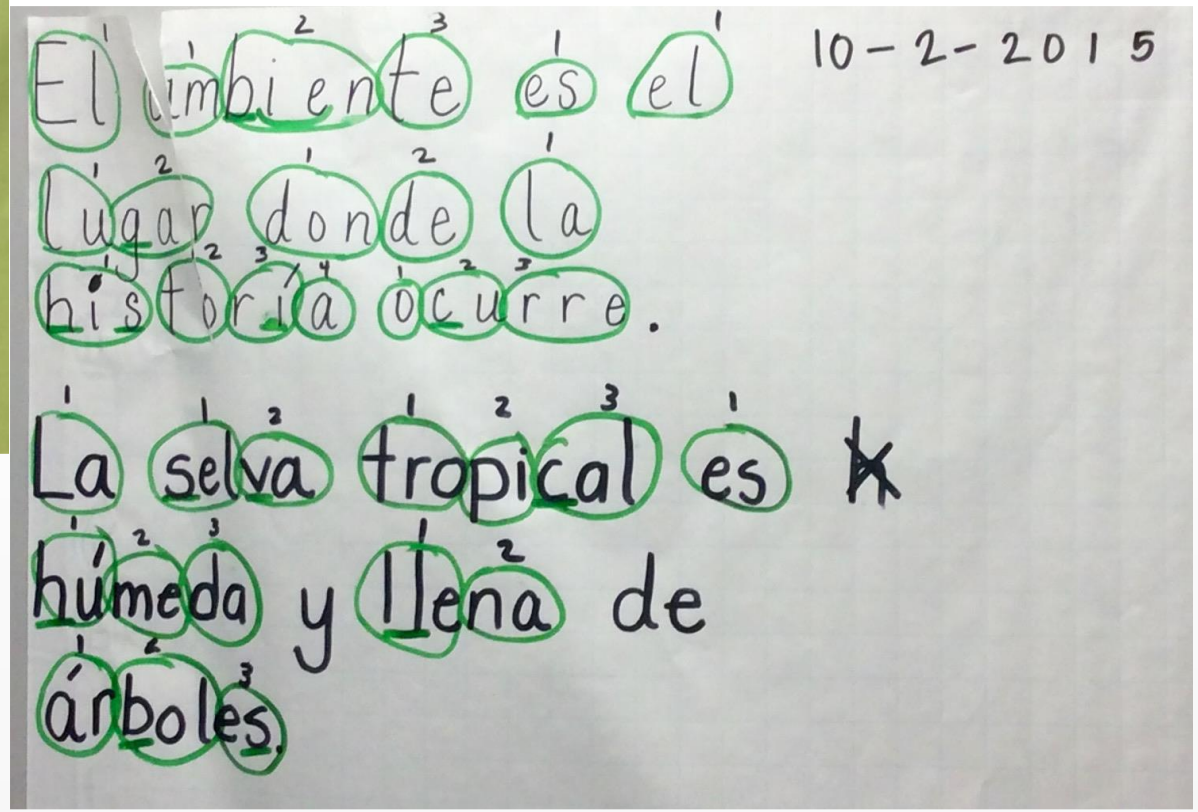
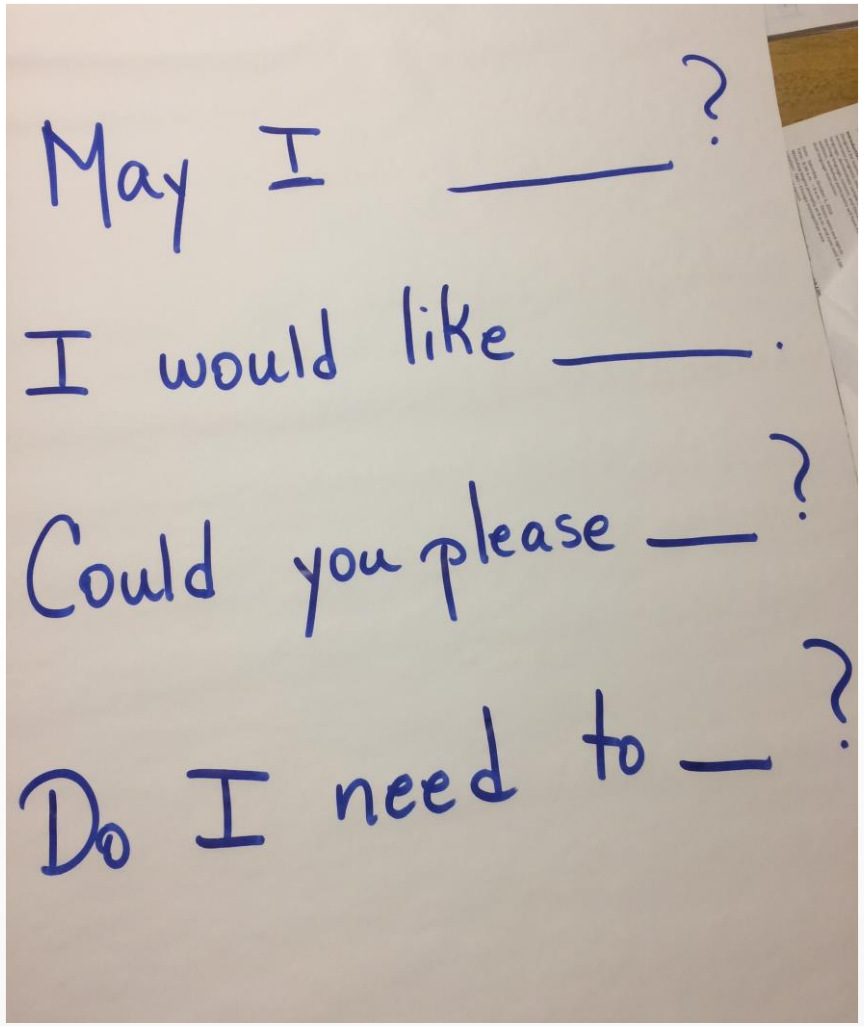
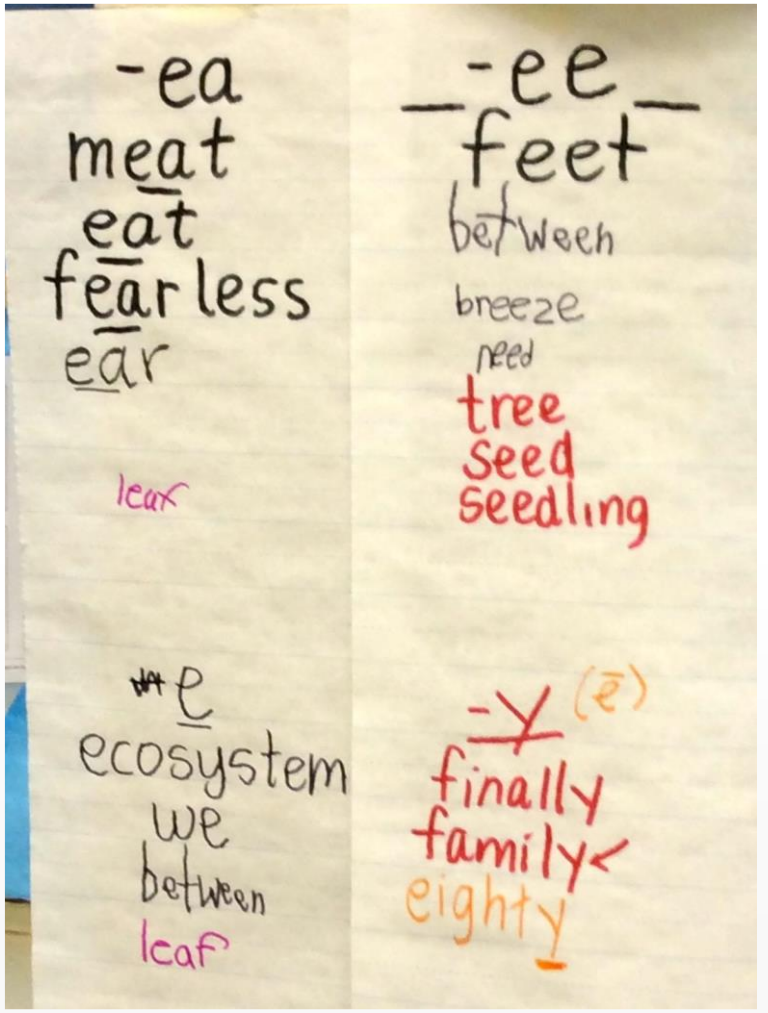




English Anchor Charts





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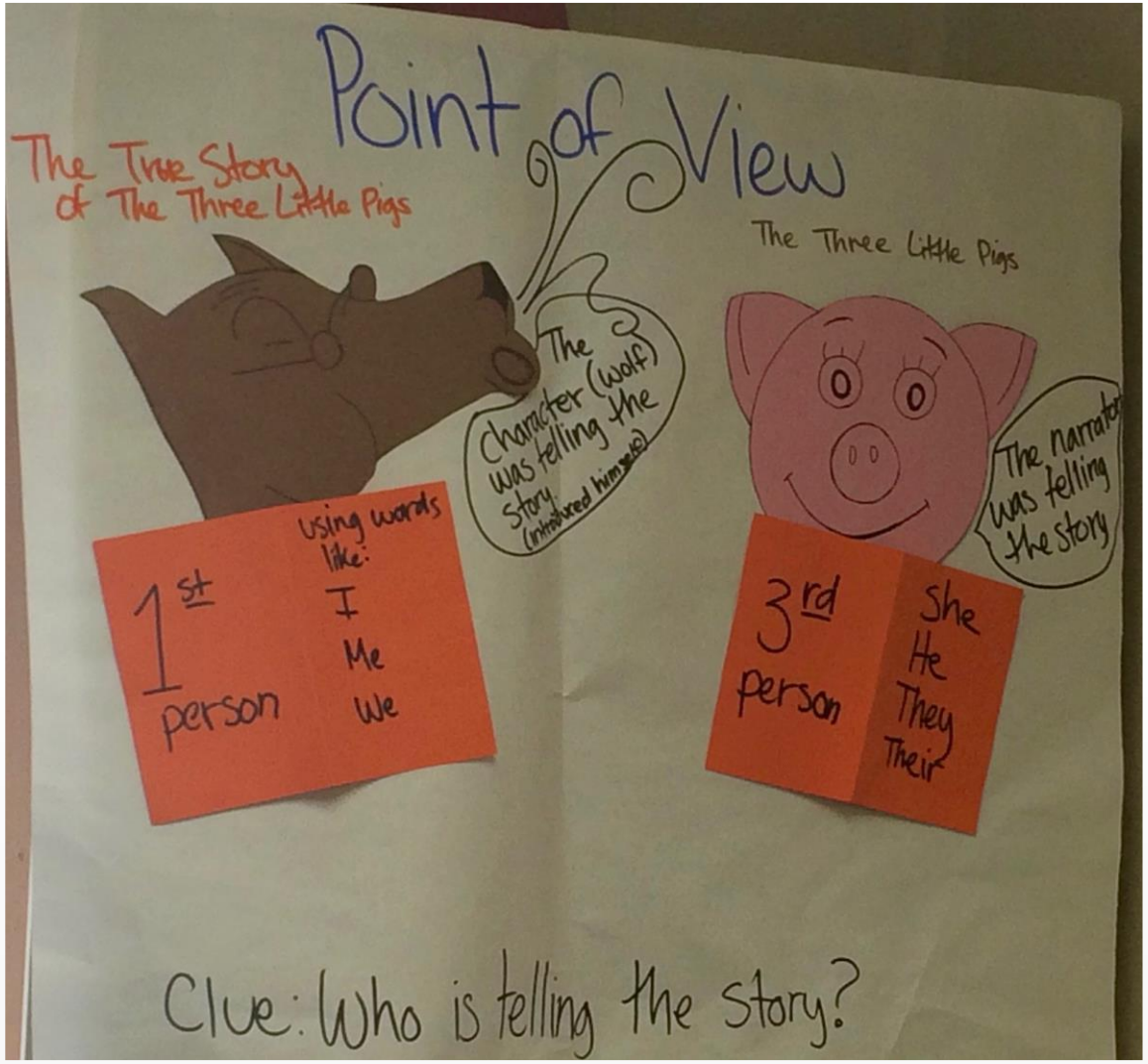
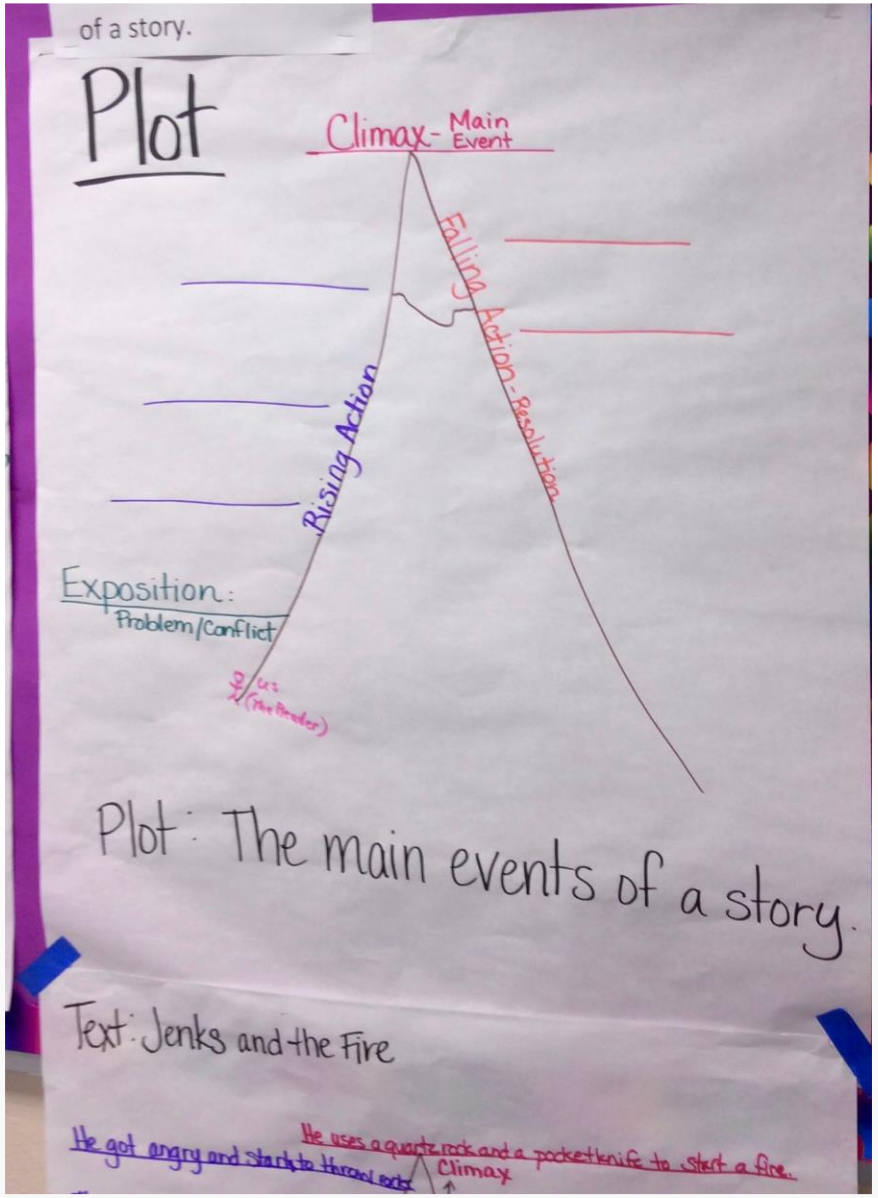
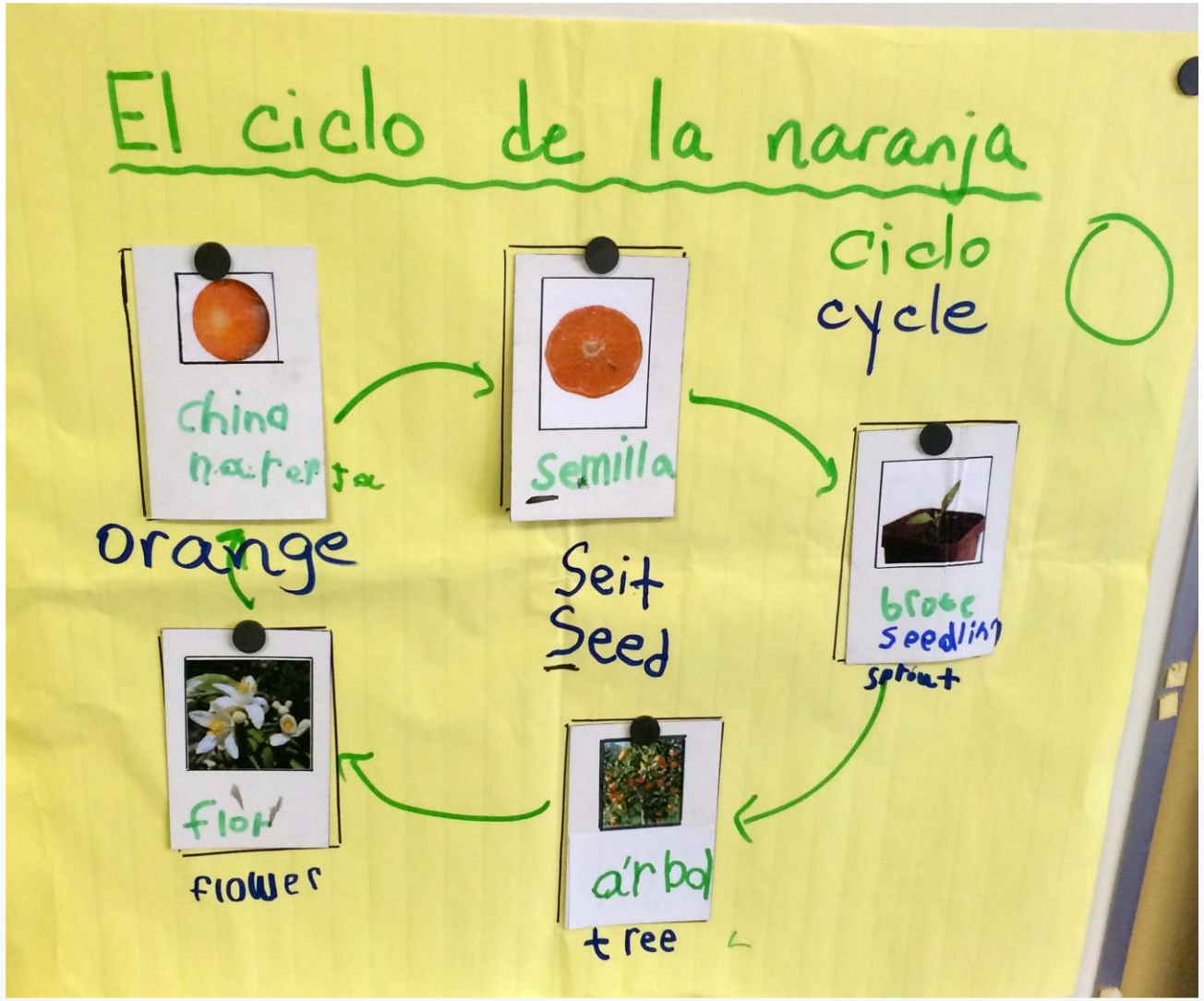
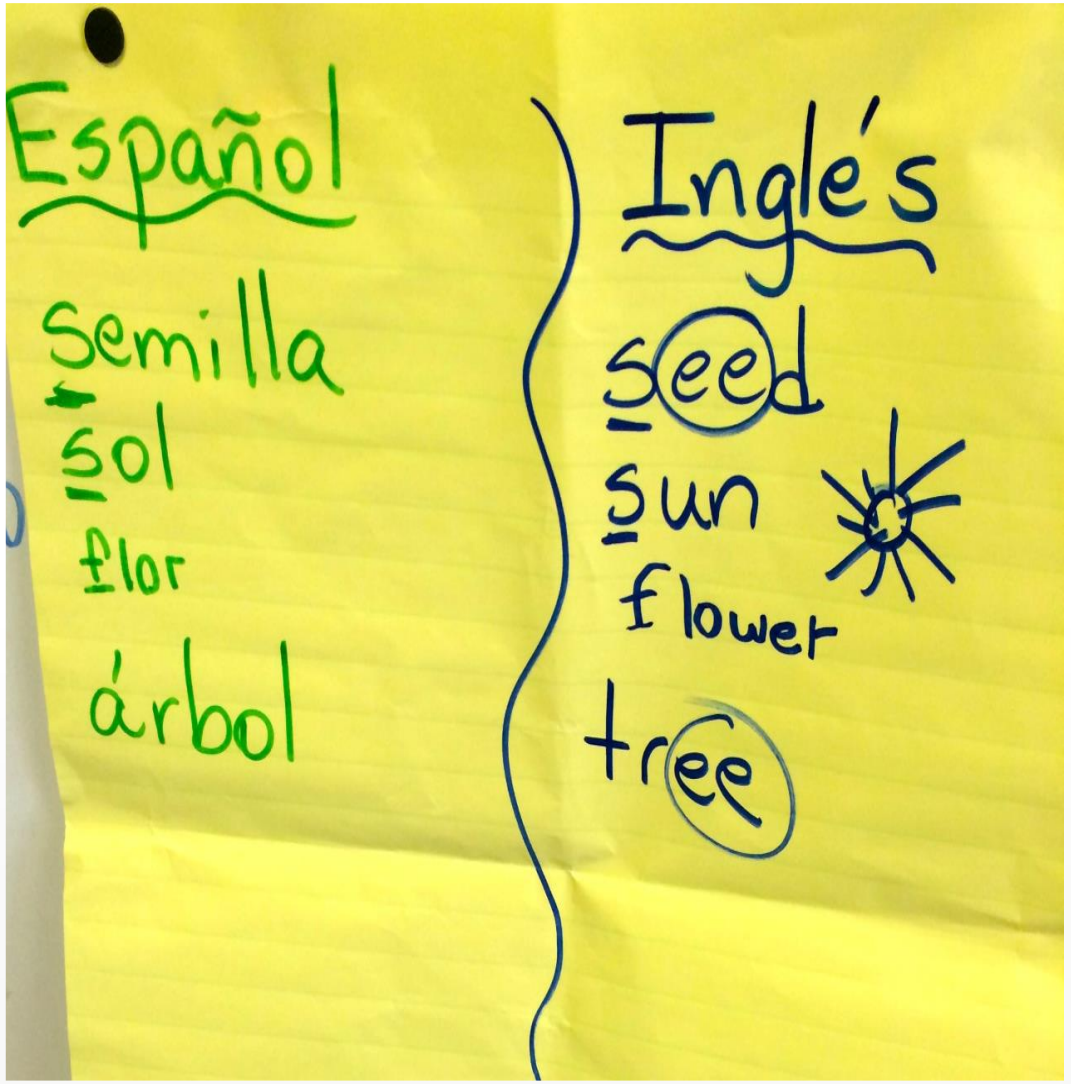




Cross-Linguistic Connection Anchor Charts





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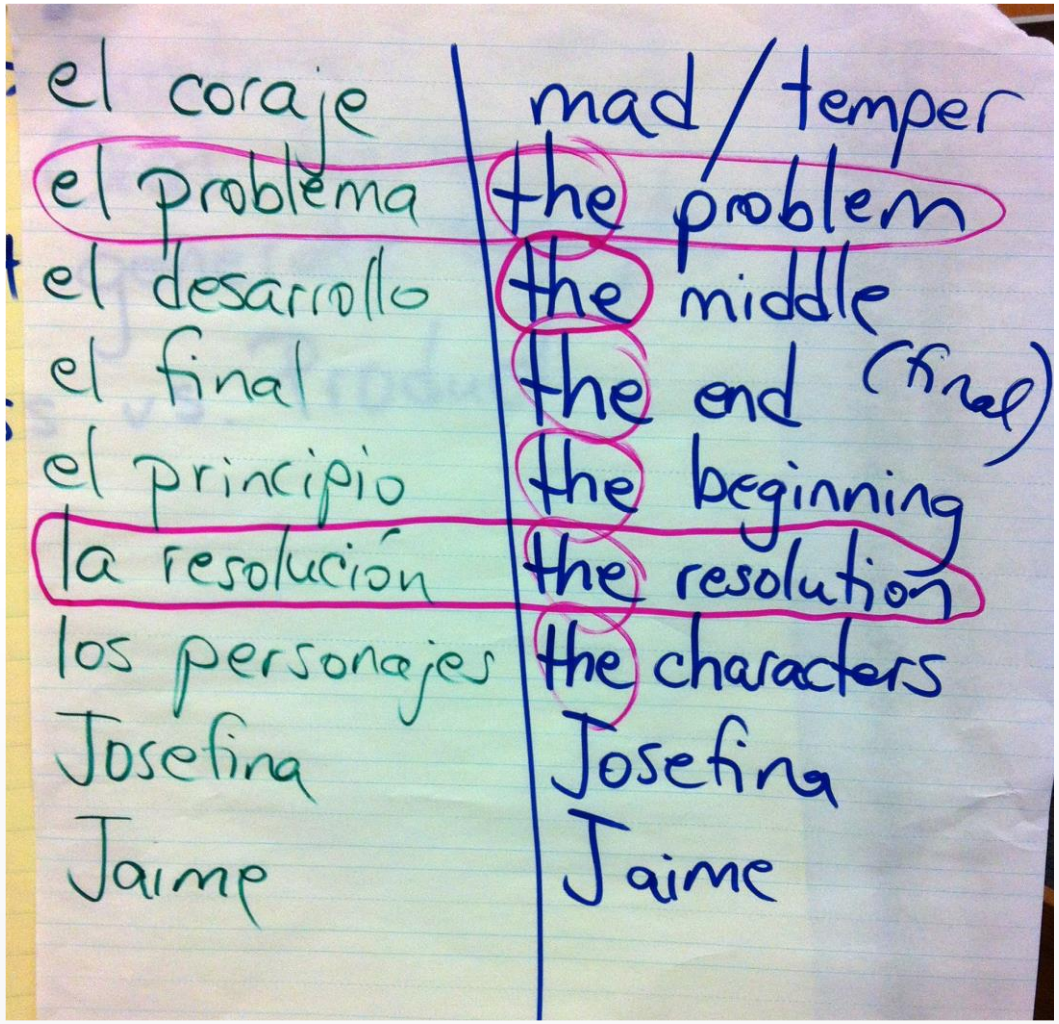
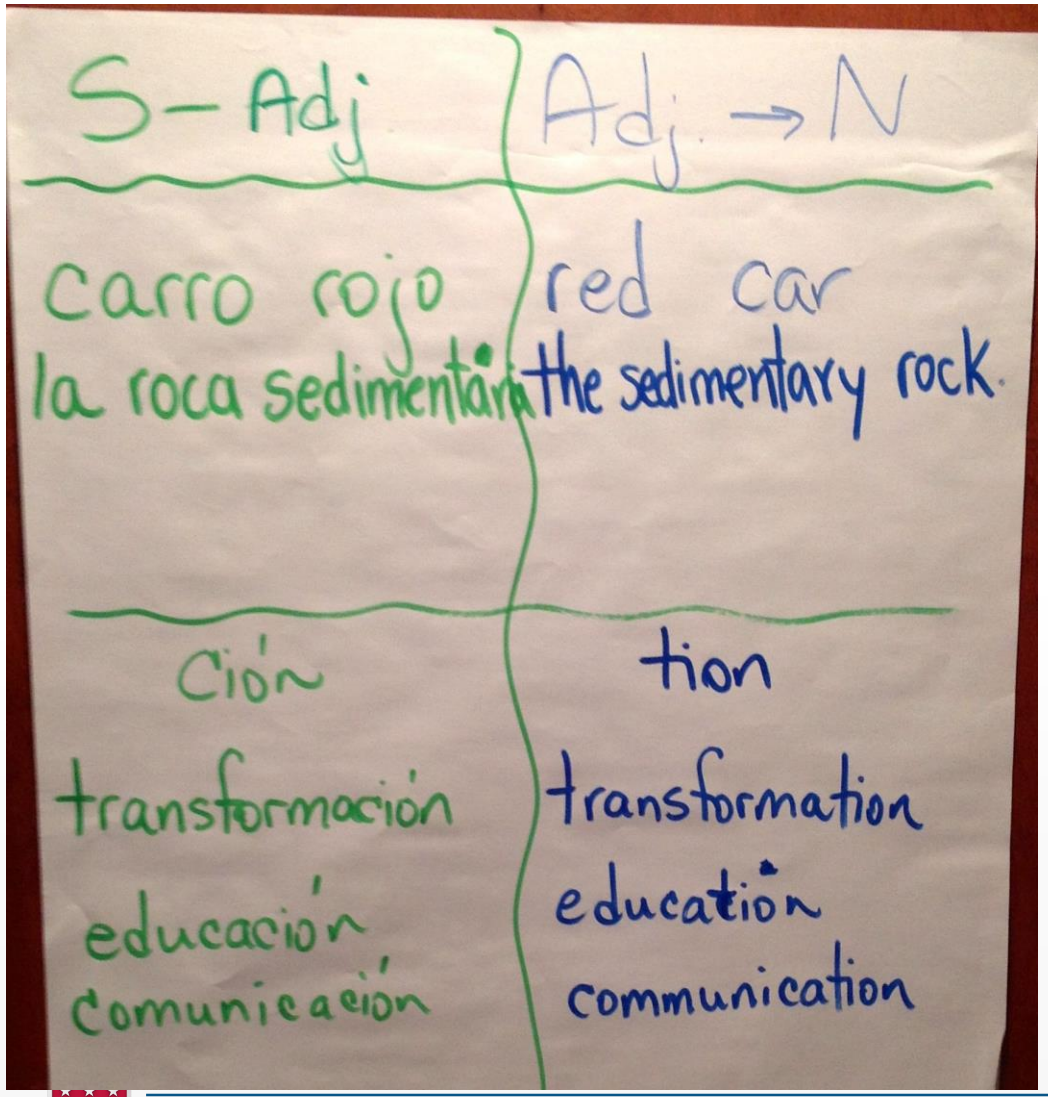
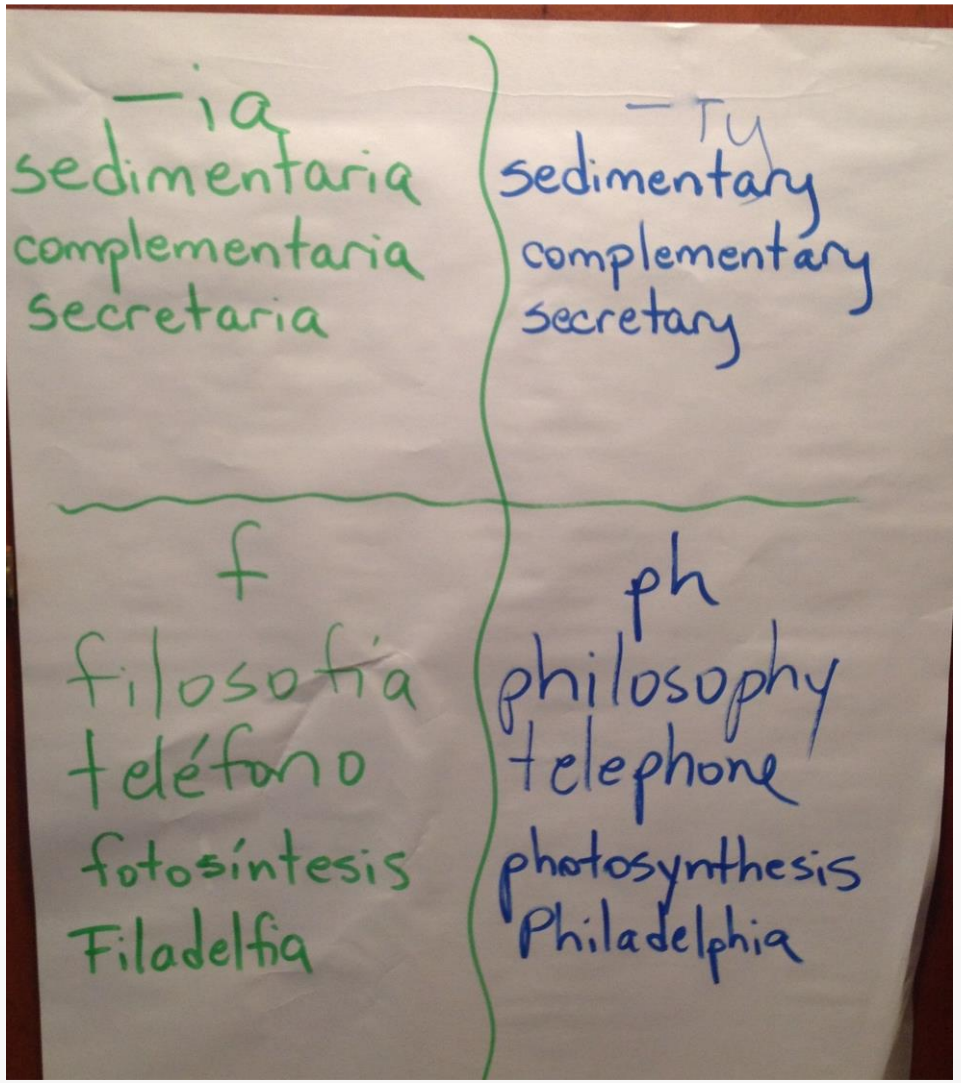


Cross-Linguistic Connection Anchor Charts





Closing Activity

Exit Ticket

Statement	Yes	Not Sure	No
I understand the importance of cross-language connections in a dual-language instruction.			
I am able to identify in the classroom the three linguistic spaces for dual-language instruction.			
My daily/weekly schedule reflects the time to implement cross-language connection strategies.			
I understand how cross-language connections strategies facilitate metalanguage awareness in my students.			
I feel confident to practice and implement cross-language connection strategies with my students this month.			

Q & A

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