

Dr. Helena Castañón-Vargas

Biliteracy and Bridging:

Making Interlinguistic connections

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Greetings

1. Everybody turn video off. Make sure your name displays.
2. Someone say ***Good morning (name)*** to someone whose camera is off.
3. That person chosen will turn camera on and say ***Good morning (name)*** to someone whose camera is off.
4. Continue until all cameras are on.

Dr. Helena Castañón-Vargas

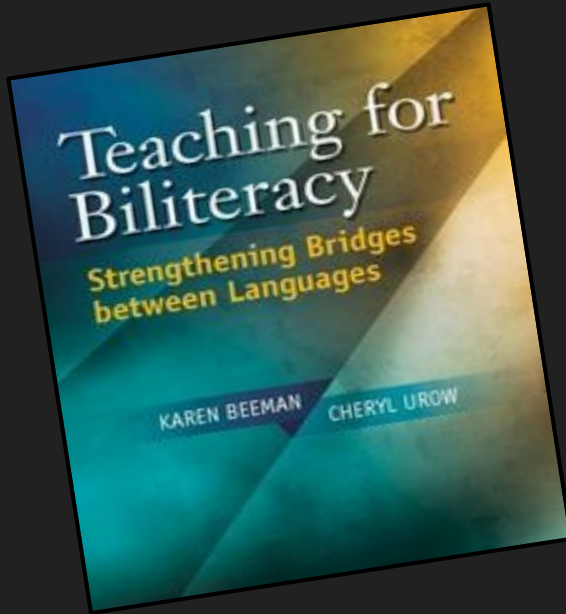
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Disclosure



The ideas presented are based on the work in the book *Teaching for Biliteracy, Strengthening Bridges between Languages*, by K. Beeman and C. Urow

<http://www.teachingforbiliteracy.com/>

Beeman, K. and Urow, C. (2013). *Teaching for Biliteracy: Strengthening Bridges between Languages*. Philadelphia, PA: Caslon Publishing

Objectives



Participants will...

examine the purpose of the *Bridge* (**the what**),

understand reasons to *Bridge* (**the why**),

and

differentiate the 2 purposes of the *Bridge* (**the how**).

THE WHAT



What is the Bridge?



- An instructional moment when teachers bring the two languages together.
- Teachers guide students to engage in contrastive analysis of the two languages.

What is the Bridge?



- An instructional **moment** when teachers bring the two languages **together**.
- Teachers guide students to engage in **contrastive analysis** of the two languages



“Bilingual students develop metalinguistic awareness when they compare and contrast their two languages. This contrastive analysis should be explicit and planned.

We call it the *Bridge and Bridging*.”

Urow and Beeman

What is the Bridge?

A time and space for
facilitating
cross-linguistic transfer and
for developing metalinguistic
awareness



Bridge

- The part of the **instruction unit** that has been planned and organized by the teacher.

Bridging

- The use of cross--linguistic strategies to leverage the entire linguistic repertoire of the child: **language, literacy, cognitive, and socio-cultural skills** for effective **thinking, communication, and problem-solving skills.**
- It's **flexible** and **spontaneous** and occurs during the bridge when teaching and learning language connections happen.

THE WHY

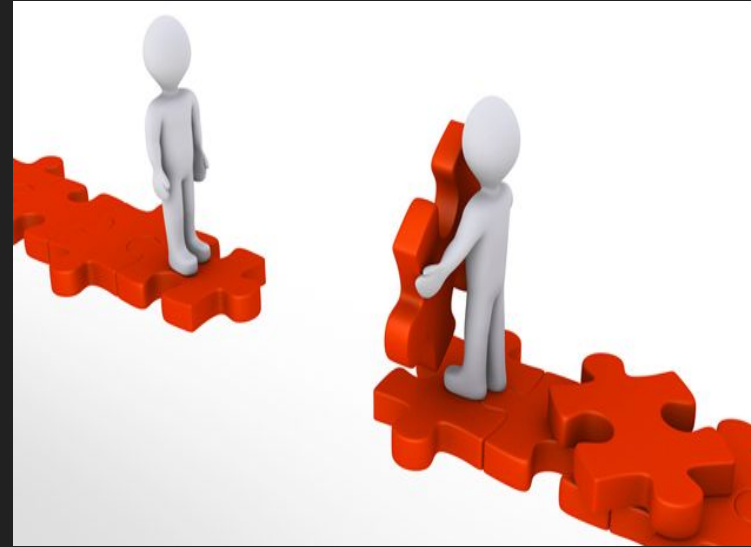


‘Bilinguals who learn about how their languages are similar and different -in other words, students with high levels of metalinguistic awareness-achieve higher levels of academic achievement in both their languages.’








Jimenez, García, and Pearson, 1996, Dressler et al, 2011, de Jong 2011

Two Purposes of the *Bridge*

- **Transfer:**
English and Spanish side by side
- **Metalinguistic analysis:**
Comparative analysis of 4 elements



Example of *Transfer Bridge*

Lugares	Places	Act
Ilustraciones Illustration	Espanol	English
	clase	class
	la casa	home
	el pasillo	halls
	el colegio la escuela	school
	Comunidad Urbana	Urban Community
	Comunidad Suburbana	Suburban Community
	Comunidad Granjera	Rural Community

Phonology



- The sound of the language
- The letters that make those sounds

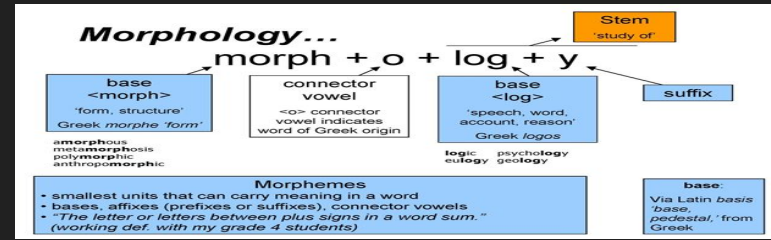
Metalinguistic focus: the similarity and differences between the sounds and letters

Phonology

	Vowels	Sounds	Diphthongs	Possible Obstacles
English	5	12	8	<ul style="list-style-type: none"> • Failure to pronounce the end consonant accurately or strongly enough ; e.g. cart for the English word card or brish for bridge or thing for think • Problems with the /v/ in words such as vowel or revive • Difficulties in sufficiently distinguishing words such as <i>e/she</i> or jeep/sheep/cheap • The tendency to prefix words beginning with a consonant cluster on s- with an /ε/ sound; so, for example, school becomes eschool and strip becomes estrip • The swallowing of sounds in other consonant clusters; examples: next becomes nes and instead becomes istead.
Spanish	5	5	5	

Diphthong- Two vowel sounds joined in one syllable to form one speech sound.

Morphology



- The structure of the words and parts of the words: stems, roots, prefixes, suffixes.

Includes cognates

Metalinguistic focus: The relationship of words to words within the two languages

Morphology

Mi hermano está leyendo un libro. ✓

My brother is reading a book ✓

Un libro está leyendo mi hermano. ✓

A book is reading my brother. ✗

→ It is a book my brother is reading. ✓

S--V-O in Spanish
is flexible

Syntax and Grammar



- The structure of sentences: word order and grammar rules; verb conjugation; and punctuation rules

Metalinguistic Focus: compare rules for punctuation, grammar and word order.

Syntax and Grammar

Negative Transfers

Spanish

¿Tienes una hermana?

No es fácil aprender inglés

¿En dónde está mi lápiz? ¿Lo has visto?

Soy más alta que mi hermano.

Ella se quitó los lentes.

English

Do you have sister?

It's not easy learn English.

Where's my pencil? Have you seen him?

I am more tall than my brother.

She took off the glasses.

Pragmatics



- The contextual and cultural norms that influence and govern language or “That’s how we say it”.

Pragmatics

Literal Translations

¡He dicho y punto!
That is what I said and point!

Mi papá gana mucho dinero.
My dad wins a lot of money.

Yo tengo hambre.
I have hunger.

Colloquial

¡Ponte las pilas!
Put your batteries on.
Get cracking!

Hablas hasta por los codos.
You talk through your elbows.
You're a chatterbox.

Have fun with it!

Mushroom

When all the family gets in the car there isn't _____.

Shoulder

My friend didn't know how to make tacos so I _____.

Texas

My mom always _____ me when I am not home.

Chicken

I was going to the store with my sister but _____ go by herself.

EXAMPLE OF METALINGUISTIC FOCUS



SYNTAX AND
GRAMMAR
(Possessive)

THE HOW

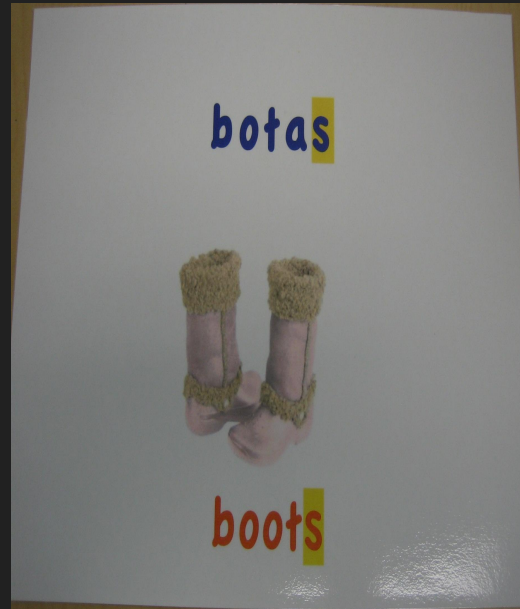


Three Strategies

Anchor Chart/ Carteles Didácticos

verb + ing (right now)	verbo + ando (están pasando)
combining	combinando
adding add (added) - past tense sum	sumando sumar sumé ← en el la suma
comparing difference subtraction subtracting minus farthest fewest less far quantity how much how many more	comparando la diferencia restar restando quita lo más lejos lo menos menos lejos cantidad cuánto cuánto más

Picture Cards



Notebook



TRANSFER OR METALINGUISTIC?

1

- hipótesis hypothesis
- lupa magnifying glass
- regla ruler
- balanza balance
- plantas plants
- termómetro thermometer
- experimentos experiments
- gafas goggles
- plan plan
- cronómetro timer
- observación observation
- pregunta question
- conclusión conclusion
- resultados results
- bata lab coat
- guantes gloves
- vaso de precipitados beaker
- mundo world

Austin, Texas

TRANSFER OR METALINGUISTIC

1

TRANSFER

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Austin, Texas

TRANSFER OR METALINGUISTIC?

2

Theme	Tema
Honesty	Honestidad
Friendship	Amistad
Compassion	Compañía
Kindness	amabilidad
Responsibility	Responsabilidad
Courage	valentía
Acceptance	Aceptación
Perseverance	perseverancia
Cooperation	cooperación
Respect	respeto
Message	mensaje

www.TeachingForBillie.com

TRANSFER OR METALINGUISTIC?

2

TRANSFER

Theme	Tema
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TRANSFER OR METALINGUISTIC?

3

<u>-ción</u>	<u>-tion</u>
<u>solución</u>	<u>solution</u>
<u>colección</u>	<u>collection</u>
<u>destrucción</u>	<u>destruction</u>
<u>celebración</u>	<u>celebration</u>
<u>construcción</u> ^(CN)	<u>construction</u> ^(CN)
<u>dirección</u> (AC)	<u>direction</u> (AC)
<u>corrección</u> (EF)	<u>correction</u> (EF)
<u>infección</u> (VS)	<u>infection</u> (VS)
<u>ficción</u> (clase)	<u>fiction</u> (class)
<u>multiplicación</u> ^(TR)	<u>multiplication</u> ^(TR)
<u>acción</u> (SH)	<u>action</u> (SH)

TRANSFER OR METALINGUISTIC?

3

METALINGUISTIC-
MORPHOLOGY
(PREFIXES AND
SUFFIXES)

<u>-ción</u>	<u>-tion</u>
<u>solución</u>	<u>solution</u>
<u>colección</u>	<u>collection</u>
<u>destrucción</u>	<u>destruction</u>
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<u>multiplicación</u> ^(TR)	<u>multiplication</u> ^(TR)
<u>acción</u> (SH)	<u>action</u> (SH)

TRANSFER OR METALINGUISTIC?

4

responsabilidad	responsibility
responsable	responsible
reciclar	recycle
cuidar	take care of
cumplir	complete
respetar	respect
organizar	organize

TRANSFER OR METALINGUISTIC?

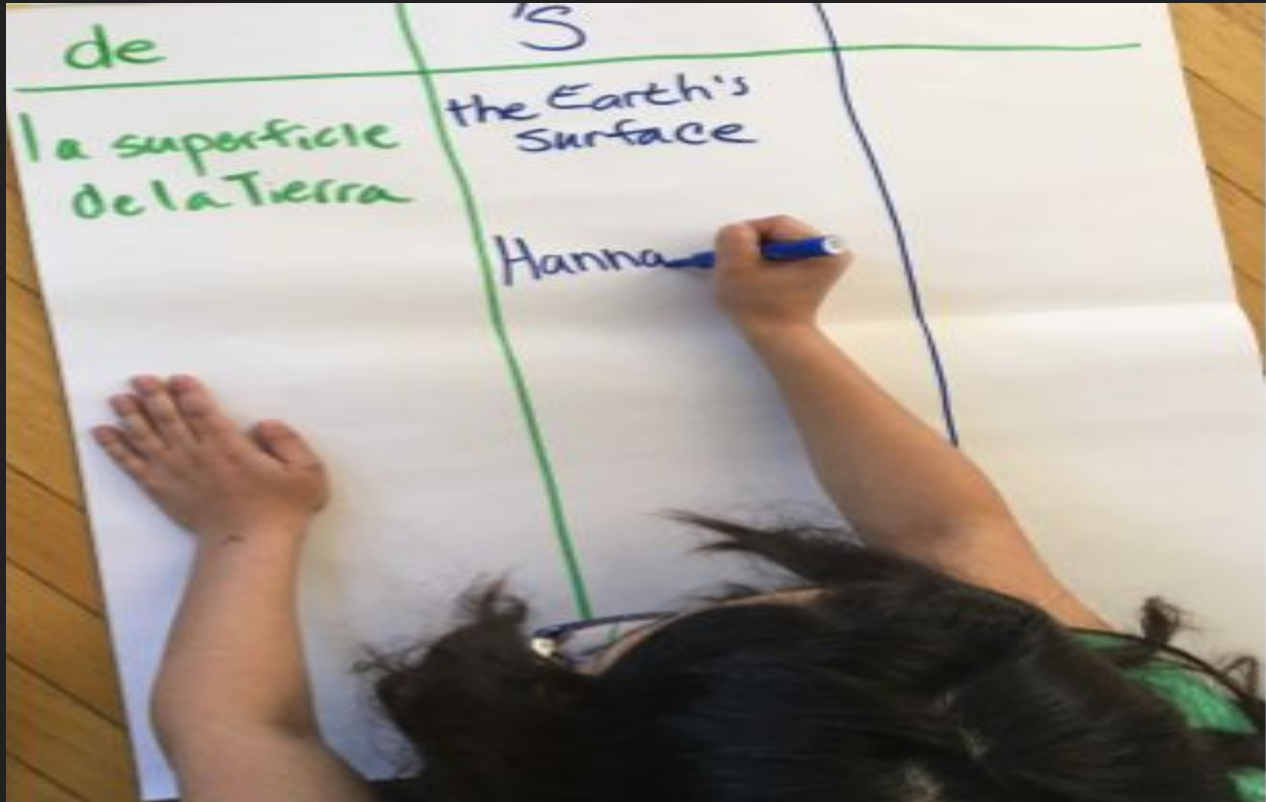
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TRANSFER

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TRANSFER OR METALINGUISTIC?

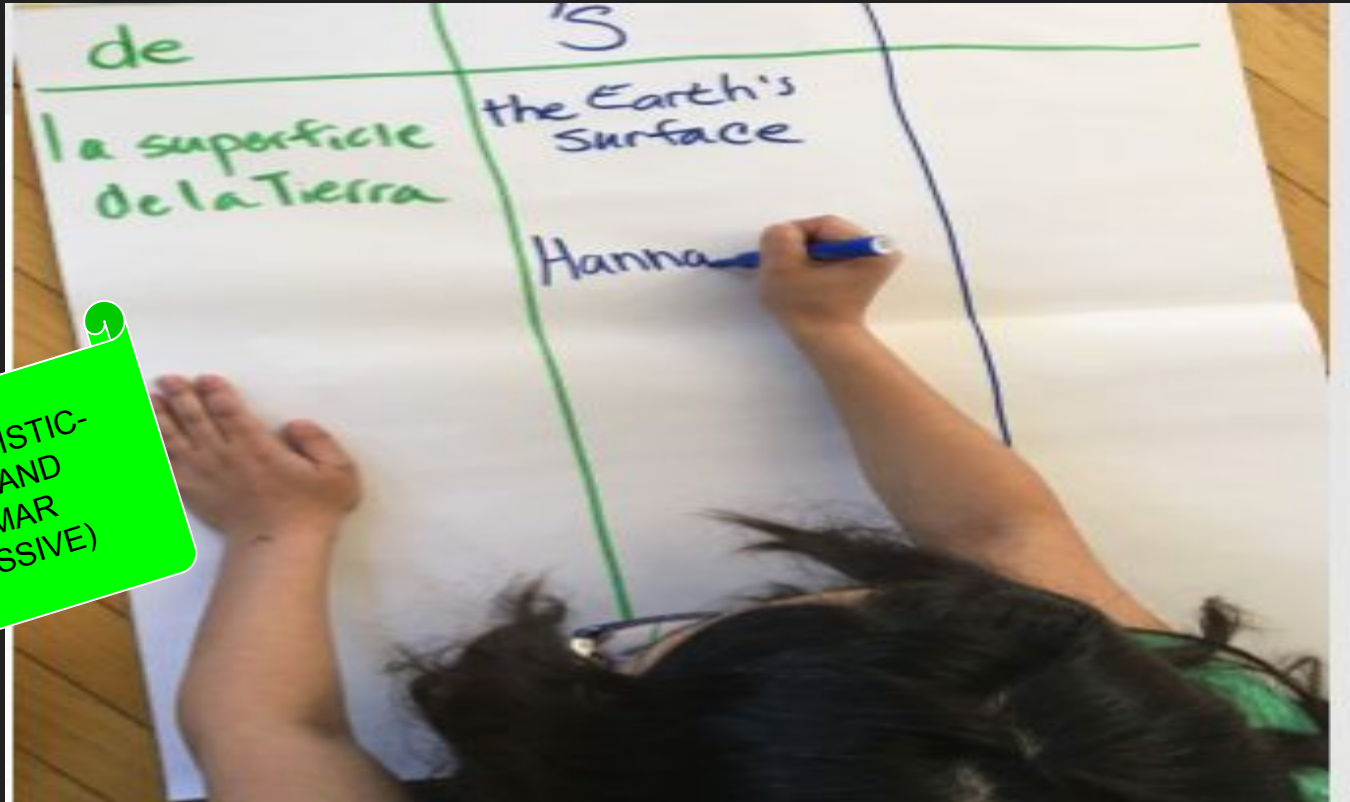
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TRANSFER OR METALINGUISTIC?

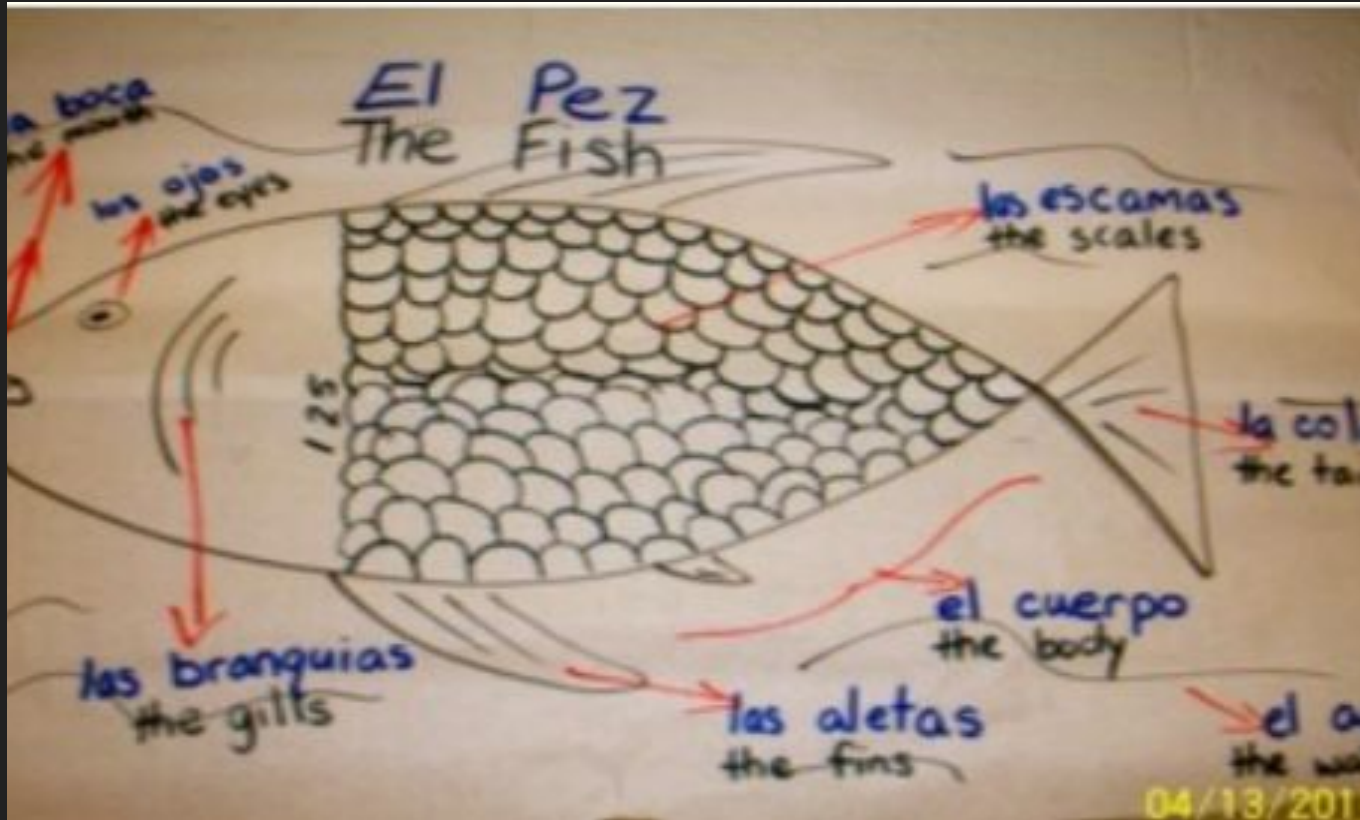
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METALINGUISTIC-
SYNTAX AND
GRAMMAR
(POSSESSIVE)



TRANSFER OR METALINGUISTIC?

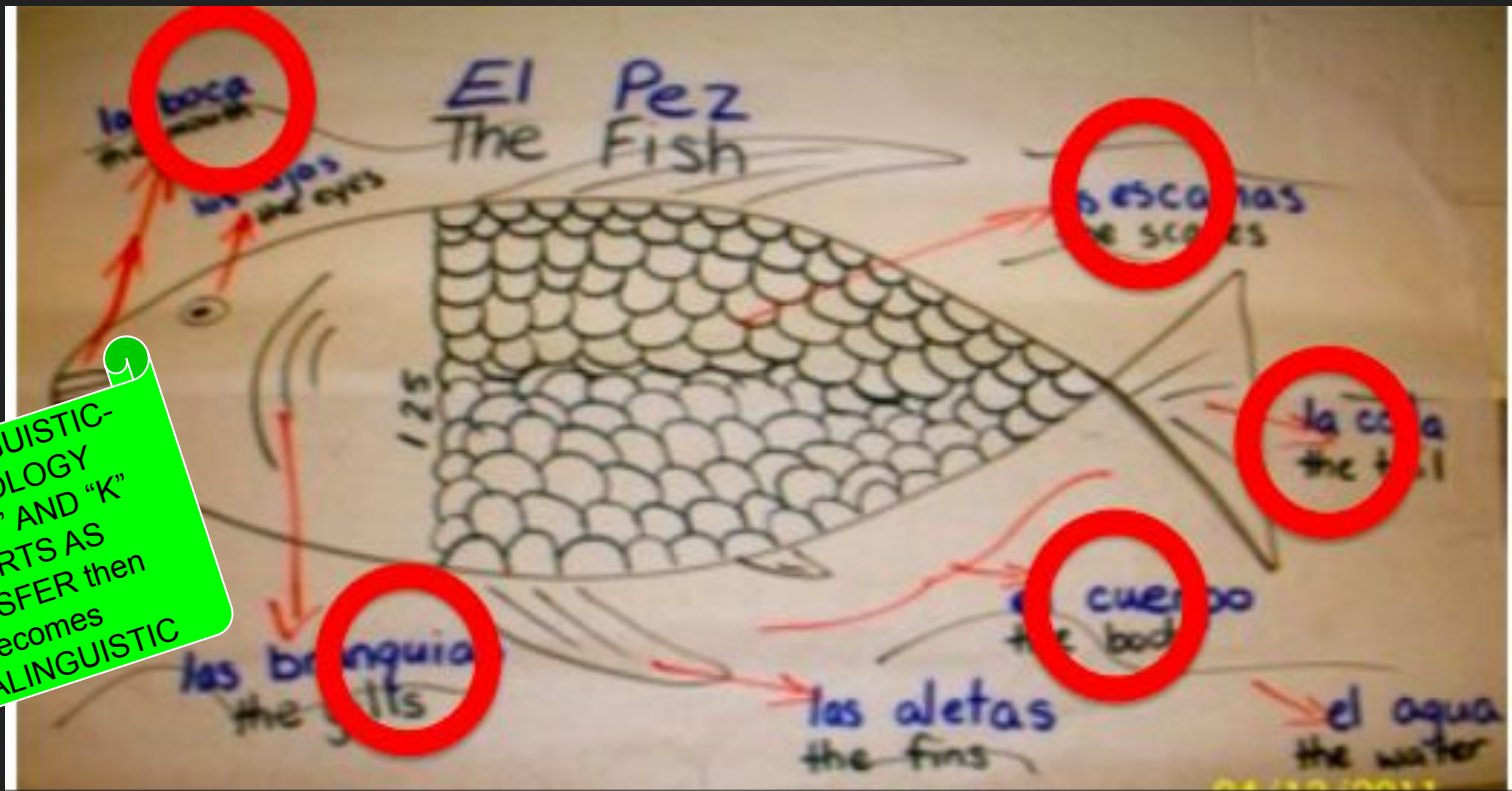
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TRANSFER OR METALINGUISTIC?

6

METALINGUISTIC-
PHONOLOGY
("C" "QU" AND "K")
-STARTS AS
TRANSFER then
becomes
METALINGUISTIC



Translating or Bridging



Suggested Implementation

Guided Reading Framework

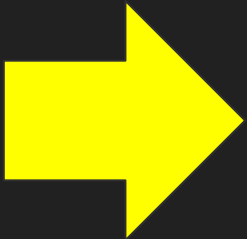
Interactive Read Aloud (whole group)

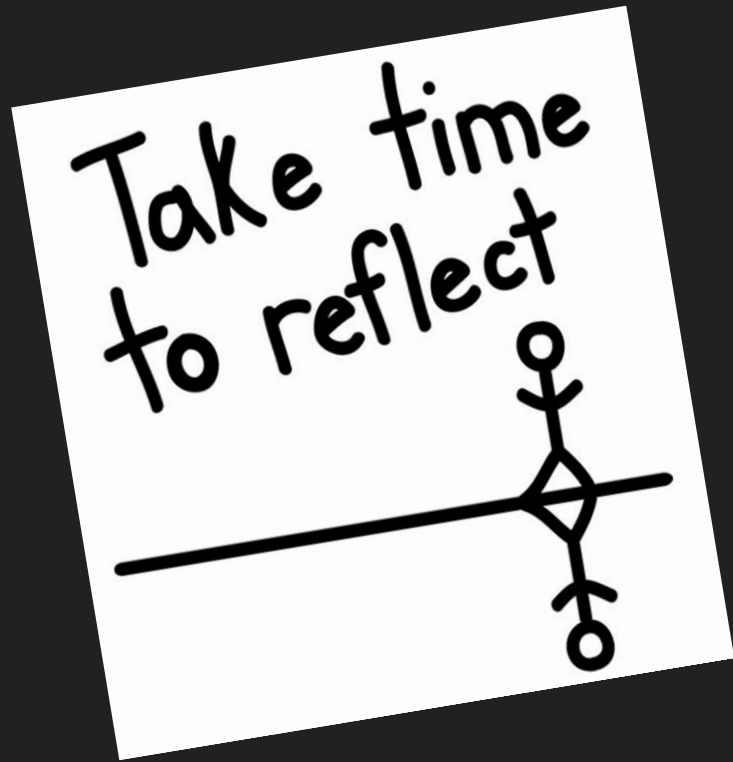
Mini-Lesson (Learning Experiences)

Guided Reading (Small group)

Word Study (TEKS)

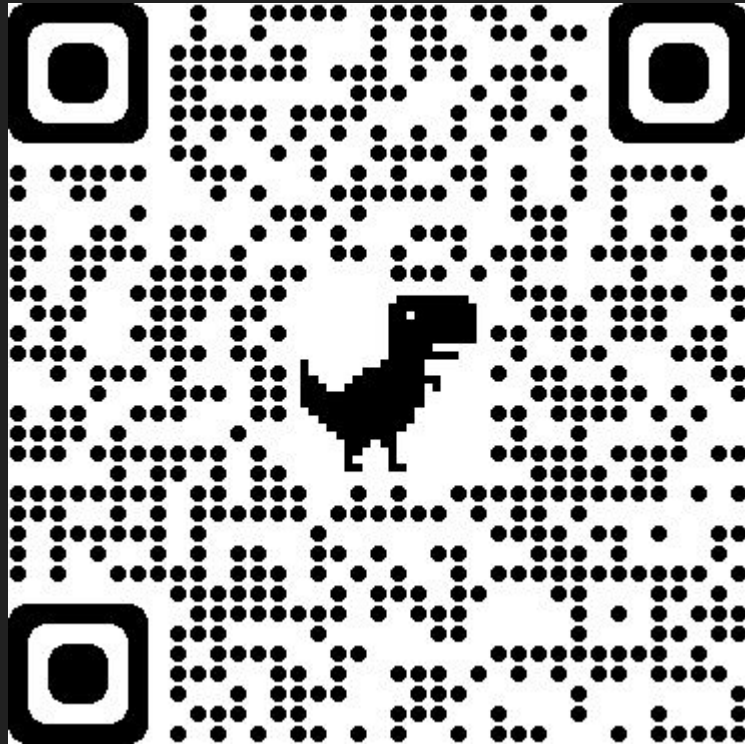
Shared Reading





How do you see the Bridge happening in your classroom?

Reflection Time



Review Objectives



Participants will...

examine the purpose of the *Bridge* (**the what**),

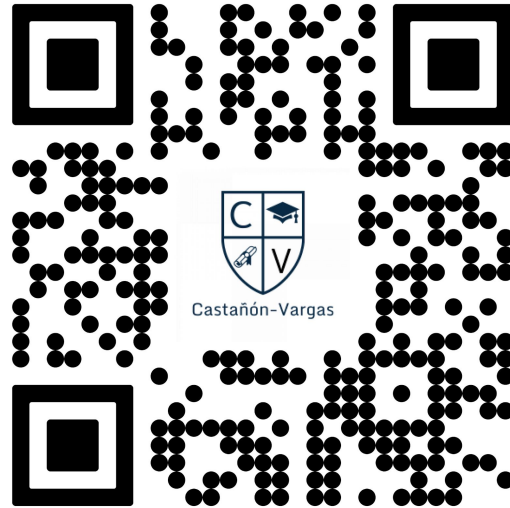
understand reasons to *Bridge* (**the why**),

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Social Media

Thank
you!



SCAN ME