

Biliteracy Development in Dual Language Education – Strengthening Bridges between Languages

Karen Beeman: kbeeman@cntrmail.org

Cheryl Urow: curow@cntrmail.org

1

- The Bridge is the instructional moment in teaching dual language when teachers bring the two languages together, guiding students to engage in contrastive analysis of the two languages and transfer the academic content they have learned in one language to the other language.
- Bridging involves the use of cross-linguistic strategies and leads to the development of metalinguistic awareness.

2

Dual language instruction has three parts: instruction in the non-English language, the Bridge (both languages side by side), and English instruction. The Bridge occurs once students have learned new concepts in one language. It is the instructional moment when teachers bring the two languages together to encourage students to explore the similarities and differences between the two languages in the phonology (sound system), morphology (word formation), syntax and grammar (sentence structure), and pragmatics (language use) of the two languages, that is, to undertake contrastive analysis and transfer what they have learned from one language to the other. The Bridge is also the instructional moment when teachers help students connect the content area knowledge and skills they have learned in one language to the other language.

3

The Bridge is a simple but powerful concept: with strategic planning, the Bridge allows students who are learning in two languages to strengthen their knowledge of both languages. The Bridge is a tool for developing metalinguistic awareness, the understanding of how language works and how it changes and adapts in different circumstances. An important aspect of the Bridge is that it is two-way. It goes from the non-English language to English and from English to the non-English language. It recognizes that because bilinguals transfer what they have learned in one language to the other language, they do not have to learn content in both languages, even when they are tested only in English. For example, if students study math only in Spanish, the Bridge provides opportunities for them to attach English to that math content without relearning the math concepts and skills again in English.

4

For many years in the United States we have taught students to keep their two languages separate. One reason for this practice is to avoid devaluing the non-English language, which often occurs when English comes into the time devoted to the non-English language. While the potential for devaluing Spanish, for example, and thus limiting students' ability to reach deep levels of learning in Spanish is a consideration that must be addressed, keeping the two languages separate has had the unfortunate effect of emphasizing to students that what they know in one language cannot be used in

1

Adapted from Beeman, K. and Urow, C. (2012). *Teaching for Biliteracy: Strengthening Bridges between Languages*. Philadelphia, PA: Caslon Publishing for CARLA, Immersion 2012: Bridging Contexts for a Multilingual World



4

their other language. We have also assumed that students have engaged in contrastive analysis on their own. But not all students know, for example, that pairs of words like *energía* – energy are cognates. Recent research has shown that bilingual students who receive instruction in how their two languages are similar and different engage more regularly and successfully in cross-linguistic transfer, the application of a skill or concept learned in one language to another language, than do bilingual students who do not receive such instruction (Dressler, Carlo, Snow, August, and White, 2011) and that bilingual students who understand how their two languages are similar and different achieve higher levels of academic success (Jimenez, García, and Pearson, 1996). The Bridge is our response to this reality.

Notes

Areas of focus for contrastive analysis

Element and area of focus	Examples
<p>Phonology (sound system)</p> <ul style="list-style-type: none"> • Sounds that are different in the two languages. • Sounds that are similar in the two languages. 	<ul style="list-style-type: none"> • 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; may be written as d. Students may use the /d/
<p>Morphology (word formation)</p> <ul style="list-style-type: none"> • Word formations unique to each language • Cognates (words with similar origins) • Prefixes and suffixes shared between the two languages 	<ul style="list-style-type: none"> • Prefixes and suffixes <ul style="list-style-type: none"> ○ The two languages share many prefixes and suffixes <ul style="list-style-type: none"> <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
<p>Syntax and grammar (sentence structure)</p> <ul style="list-style-type: none"> • Rules for punctuation, grammar, word order, etc. unique to each language • Areas that are similar and areas that are different 	<p>Spanish uses the initial inverted exclamation point; English does not (e.g., <i>¡Me encanta!</i> – I love it!)</p> <ul style="list-style-type: none"> • 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. • Adjective usually follows the noun in Spanish and precedes it in English (e.g., <i>centímetros cuadrados</i> – squared centimeters) <p>English contains possessive nouns; Spanish does not (e.g., my grandmother’s house – <i>la casa de mi abuela</i>)</p>
<p>Pragmatics (language use)</p> <ul style="list-style-type: none"> • Cultural norms or contexts that are reflected in language use. 	<ul style="list-style-type: none"> • <i>¿Cuántos años tienes?</i> Questions about age avoid the word “old” in Spanish because it has negative connotations . . . • Students may use figurative language from English in Spanish: <ul style="list-style-type: none"> ○ <i>Estoy encerrado afuera</i> (I am locked out!) instead of “<i>Me quedé afuera</i>”. • Students may use Spanish constructs during English: <ul style="list-style-type: none"> ○ My fathers win lots of money (<i>Mis padres ganan mucho dinero</i>)

El análisis contrastivo
(p.142 del libro de Teaching for Biliteracy)

Elemento y área de enfoque	Ejemplos
<p>La fonología: sonidos de las letras</p> <ul style="list-style-type: none"> • Sonidos que son diferentes en los dos lenguajes • Sonidos que son similares en los dos lenguajes 	<ul style="list-style-type: none"> • Correspondencia entre letra y sonido (ej., el sonido de la [k]: "qu" o "c" en español "c" o "k" en inglés) • Letras silenciaas (ej., la "h" y la "u" en español; muchas letras en ingles) • El uso del sonido [th] en ingles pero no en español; se puede escribir con la /d/ porque así suena en español.
<p>Morfología (formación de palabras)</p> <ul style="list-style-type: none"> ○ Formación de palabras que corresponden a un lenguaje y no el otro ○ Cognados (palabras que tienen raíces similares) ○ Prefijos y sufijos compartidos entre los dos lenguajes 	<ul style="list-style-type: none"> ○ Prefijos y sufijos <ul style="list-style-type: none"> ○ Los dos lenguajes comparten muchos sufijos y prefijos <p style="text-align: center;"> <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 </p>
<p>Sintaxis y gramática (estructura de la oración)</p> <ul style="list-style-type: none"> • Reglas de puntuación, gramática, orden de palabras, etc. que corresponden a uno de los dos lenguajes únicamente • Áreas que son similares y que son diferentes entre los dos lenguajes 	<p>El español utiliza el signo de exclamación al iniciar una oración, mientras que el inglés no (Ej., <i>¡Me encanta!</i> – I love it!)</p> <p>Los artículos tienen género en español pero no en ingles (Ej., <i>el título</i> – the title; <i>la revolución</i> – the revolution)</p> <p>Los acentos en español cambian el significado de las palabras (Ej., <i>el papa vive en Roma</i>; <i>la papa es deliciosa</i>; <i>Mi papá es muy trabajador.</i></p> <p>El español tiene muchos verbos reflexivos; el inglés tiene pocos (Ej., <i>Se me cayó</i>)</p> <p>La conjugación de los verbos en español reduce el uso del pronombre lo cual no sucede en inglés (<i>¡Voy!</i>)</p> <p>El adjetivo usualmente sigue al sustantivo en español lo cual es al revés en inglés (Ej., <i>centímetros cuadrados</i> – square centimeters)</p> <p>El ingles contiene muchos sustantivos posesivos y el español pocos (Ej. <i>my grandmother's house</i> – <i>la casa de mi abuela</i>)</p>
<p>Pragmática (uso de lenguaje)</p> <ul style="list-style-type: none"> • Las normas culturales y sus contextos reflejan en el uso del lenguaje. 	<ul style="list-style-type: none"> • <i>¿Cuántos años tienes?</i> Las preguntas acerca de la edad en español lo preguntan que tan "viejas" son las personas por man tener el respeto • La traducción del lenguaje figurado de parte de los estudiantes de un lenguaje a otro: <ul style="list-style-type: none"> ○ <i>Estoy encerrado afuera</i> ("I am locked" out en vez de "<i>Me quedé afuera</i>". • Se usan construcciones del español en el inglés: <ul style="list-style-type: none"> ○ <i>My fathers win lots of money</i> (<i>Mis padres ganan mucho dinero</i>)

METALINGUISTIC FOCUS ON BRIDGING

PHONOLOGY-sound-symbol correspondence

Sound	Spanish	English
/k/	"q" or "c"	"c" "k"
silent letters	"h" "u"	artistically, comb, scissors, name, sign, etc.
/th/	closest sound is /d/	"th"

MORPHOLOGY- word formation and prefixes and suffixes

Prefix/Suffix	Spanish	English
in	informal informar	informal inform
ism	socialismo	socialism
oso/ous	desastroso	disastrous
pre	preparar	prepare
sión/sion	profesión	profession
ción/tion	educación	education

SYNTAX AND GRAMMAR- rules for punctuation, grammar and word order

Prefix/Suffix	Spanish	English
exclamation marks	¡! ¿?	! ?
articles	la, el, ella, él	the
accents	papa, papá	N/A
reflexible verbs	<u>aburrirse, despertarse,</u> <u>mirarse, distraerse</u>	<u>myself, yourself,</u> <u>himself. Herself,</u> <u>itself</u>
contractions	two: al= a el and de el=del	I'm, you're, your, they're, their
possessive nouns	N/A	Grandma's house
conjugations	¡Voy!	They/we/he/she/I

PRAGMATICS- cultural norms or context

Prefix/Suffix	Spanish	English
"old" has negative connotation	¿Cuántos años tienes?	How old are you?
Figurative language and incorrect translations	<i>Incorrect:</i> "Estoy encerrado afuera" <i>Correct:</i> "Me quedé afuera"	"I am locked out"
word constructs	"Mis padres ganan mucho dinero"	<i>Incorrect:</i> "My parents win a lot of money" <i>Correct:</i> "My parents make a lot of money."



Para teclear los acentos a mano (usando el teclado estadounidense en inglés):

PC:

Alt + el código siguiente:	Alt + el código siguiente:
160 á	173 ï
130 é	164 ñ
161 í	165 Ñ
162 ó	129 ü
163 ú	0205 Í
168 ï	0201 É
0193 Á	0218 Ú

Mac:

Letra minúscula: <i>Option</i> + e después letra	<i>Option</i> + n = ñ
Por ejemplo: <i>Option</i> + e después o = ó	<i>Option</i> + u = ü
Por ejemplo: <i>Option</i> + e después i = í	<i>Option</i> + <i>shift</i> + ? = ï
Por ejemplo: <i>Option</i> + e después a = á	
Letra mayúscula: <i>Option</i> + e después <i>shift</i> letra	<i>Option</i> + l = ï
Por ejemplo: <i>Option</i> + e después <i>shift</i> i = Í	
Por ejemplo: <i>Option</i> + e después <i>shift</i> u = Ú	
Por ejemplo: <i>Option</i> + e después <i>shift</i> e = É	