

Biliteracy Development in Spanish and English Dual Language Programs Including Translanguaging Strategies

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Bilingualism around the world

Approximately 15-20% of people in the U.S. consider themselves bilingual compared with 56 % of Europeans

Numerically, bilinguals and multilinguals are in the majority in the world. It is estimated that they constitute between half and two thirds of the world's population. (Baker and Wright, 2017)

Need for Biliteracy

Having multiliterate citizens enhances intercultural competences, intergroup relations, and global economic competitiveness. (Soltero, 2016)

Bilingual students

García argues that students in dual language classes are bilinguals

Emergent bilinguals are students whose bilingualism is just emerging

Experienced bilinguals are highly bilingual and biliterate

Biliteracy Development Including Translanguaging Strategies

How can teachers include online teaching in dual language?

What are the models for biliteracy development?

What is a gradual release of responsibility model of biliteracy development?

What is translanguaging?

How can teachers include translanguaging strategies as they build students' biliteracy?

What are the models for biliteracy development?

sequential

almost always used in 90-10 two-way programs

Initial literacy is usually provided in the non-English language

teaching literacy first in the non-English language promotes equity

However, since testing is in English, there is pressure to start English literacy instruction early

In some 50-50 one-way and two-way programs all students receive initial instruction in their home language and then add literacy in their second language

simultaneous (paired)

primarily used in 50-50 one-way and two-way model programs

students receive more initial literacy instruction since they are taught language arts in each language every day

literacy skills transfer so teaching literacy in two languages simultaneously facilitates transfer

teachers can more easily use translanguaging strategies

prepares students for high stakes tests in English

Phonemic Awareness Instruction for Spanish Literacy

Goldenberg and his colleagues conducted research on the benefits of teaching phonemic awareness for Spanish reading.

His team studied three groups of Spanish-speaking first and second graders:

Children in Mexico	U.S. Spanish speaking children	U.S. Spanish speaking children
Instruction in Spanish	Instruction in Spanish	Instruction in English

Children in Mexico were the lowest in phonemic awareness among the three groups and very low in their entering first-grade reading skills.

However, they ended second grade matching or surpassing the reading skills of the U.S. students while remaining lower in phonemic awareness.

Findings cast doubt on whether phonemic awareness instruction is helpful for children learning to read in Spanish.

Literacy Squared

Paired biliteracy model

Components

authentic Spanish literacy (dictado)

literacy-based ELD (focus on oracy and comprehension)

cross language connections

Literacy Squared is a research-based method developed by Escamilla and her colleagues that uses appropriate strategies for teaching language arts in each language

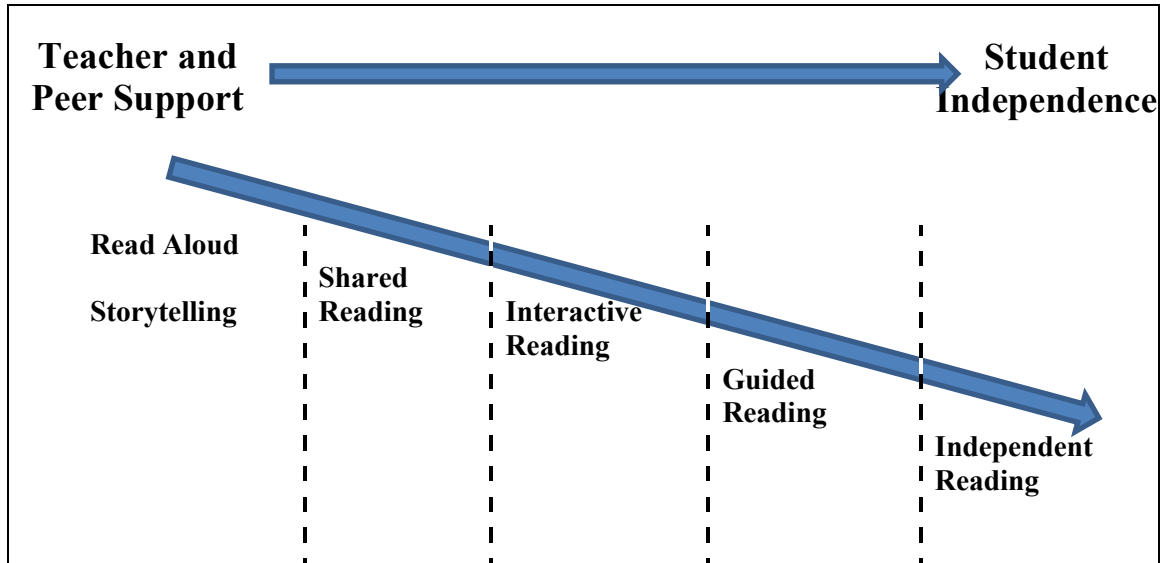
Gradual Release Model for Reading

In the gradual release approach the teacher gradually releases the responsibility for reading to the students.

Support is provided to students until they read independently with confidence.

This model provides authentic, balanced literacy instruction

Gradual Release Model



Teaching Approaches

Read Aloud

During remote learning

- Read Aloud in English or Spanish
- Students respond in HL or English.
- Written Response in Google docs
- Students can re-tell the story to a family member in home language.

Audible (Amazon) provides read alouds in 5 languages

Shared Reading

Teacher or student reads and other students chime in

Interactive Reading

Leer con unos amigos o parientes

Pueden turnarse leer or hacer comentarios sobre la lectura

Guided Reading

Could be done virtually With small Zoom group

Independent Reading

Get Epic is a resource for books

What is Translanguaging?

Translanguaging is the strategic use of students' home languages during instruction

Teachers can draw on students' home languages to affirm students' bilingual identity, to build metalinguistic awareness, and to scaffold instruction

21st Century View of Dynamic Bilingualism

Features of both languages are always active in the mind of a bilingual person.(Bialystok, 2011)

The features of the two (or more) languages are a linguistic repertoire bilinguals can draw on to communicate effectively and solve problems.

A translanguaging corriente runs through a dual language classroom

Gracia's model of dynamic bilingualism

Linguistic Repertoire – One linguistic system - a set of linguistic features -phonemes, morphemes, syntactic rules, discourse rules, etc. that people draw on to communicate.

Bilinguals and multilinguals have linguistic repertoires with features that are used in more than one language.

“But isn't translanguaging just code-switching?”

Code Switching

Translanguaging is what many refer to as code switching.

Although code switching is a common practice in bilingual communities and serves different social functions, some people see it as a sort of crutch for someone who does not have full command of both languages

Concurrent Translation

The teacher translates each thing she says

Today we will study the reasons for European exploration.

Hoy vamos a ver las razones por la exploración europea.

Translanguaging

Students read and discuss European exploration in English, the reasons for it, expansion and colonization. The teacher draws on Spanish cognates for these key concepts by making a wall chart.

Teacher (or students) create a cognate word wall of key terms

Translanguaging is not concurrent translation

Cummins – Use of Two Languages

There are times during instruction to keep the two languages separate. However, there are also times for creating “a shared or interdependent space for the promotion of language awareness and cross-language cognitive processing”

Macro- & Micro Alternation

Macro-Alternation

Dedicated time for each language

Spanish Day/English Day

AM Spanish/ PM English

By subject matter

Program Level

Micro-Alternation

Translanguaging spaces within the dedicated Spanish or English time.

Flexible language use by teachers and students

Strategic

Scaffold / differentiate

Preview- view – review

Classroom or online level
Biliteracy Development Including Translanguaging Strategies
How can teachers include translanguaging strategies as they build students' biliteracy?

Modes and Languages Cen Williams

Translanguaging strategies to Build Biliteracy
Teacher reads in English and students write about the story in Spanish.
Teacher reads a story in Spanish and the class discusses the story in English and then writes about it in Spanish

Translanguaging strategies to build biliteracy
Students read in Spanish and then retell to a classmate in English
Students read in English and then write about the story in Spanish
Students watch a video clip in English and discuss it in Spanish

Preview (home language) View (target language) Review (home language)

Preview	View	Review
Ch 1 in English	Chapter 2 in Spanish	We talked about ch. 2 in English

Preview	View	Review
Build Background		Check for comprehension
Books Websites on Padlet Videos	Sharing w/ family	Writing in HL
	Sharing with partner	in HL

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Checklist for Effective Biliteracy Instruction: Using and Choosing Bilingual Books

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Checklist for effective biliteracy instruction

1. Do students value themselves as readers and writers and value biliteracy?
Hacer libros para la casa
Tomar fotos cerca de tu casa para hacer libros
Leer tus libros con tu familia

2. Do teachers read frequently to students from a wide variety of genres and have students write different genres?
Leyendo en casa
¿Qué leen los miembros de tu familia?
Tomen fotos de la familia leyendo.
Entregen una lista
¿Qué se encuentra en mi casa?
 - Poner etiquetas sobre los objetos de tu casa.
 - En inglés y/o en español.
Unas listas de objetos en mi casa
Poner en una lista de palabras que
 - Empiezan con ciertas letras....
 - Terminan con ciertas letras....
 - Tienen solo una sílaba (luz)
 - Tienen dos sílabas (cama)
 - Tienen más de dos sílabas (microonda)
 - Tiene acento (sofá)

3. Do students have opportunities to talk and write about what they read?
Diarios durante períodos importantes
 - La vida durante la Segunda Guerra Mundial
 - Diario de una niña en proceso de inmigrarse.
Diarios sobre la pandemia y/o las marchas de protesta
Escriba algo en su diario sobre:
 - Un viaje al supermercado-Haciendo compras durante la pandemia
 - Cuando cancelaron las clases en la escuela
 - Tu opinión sobre las clases via internet
 - Cómo pasas el tiempo en casa durante la pandemia
 - Su opinion sobre las marchas de protesta

4. Are students provided with strategies that support their biliteracy development?

5. Do teachers use and choose books that develop biliteracy?

Using bilingual books that have both languages in one book

Bilingual books with both languages may cause some concern among teachers who want to avoid concurrent translation

However, bilingual books can be used effectively in a variety of ways

The students read in the target language and use the home language text as a resource to check if they have difficulty

Students in home language groups read different bilingual books on a topic in their home language and report back in the target language referring to the target language text for support

Bilingual books affirm bilingual identity and help students reflect on their own experiences

Using Bilingual Fiction/Nonfiction Pairs

Nonfiction books can help build background for fiction

Spanish – English pairs can be used to provide preview/view/review and text comparisons

Characteristics of Texts that Support Reading

Like all books that teachers choose, bilingual books should have characteristics that support reading.

Checklist: Characteristics of Texts that Support Readers

1. Is the language of the text natural? When there are only a few words on a page, do these limited-text books sound like real language, something people really say?

2. Are the materials authentic? Authentic materials are written to inform or entertain, not to teach a grammar point or a letter-sound correspondence.

3. Is the text predictable?

Books are more predictable when students have background knowledge of the concepts, so teachers should activate or build background

For emergent readers -

Books are more predictable when they follow certain patterns (repetitive, cumulative) or include certain devices (rhyme, rhythm, alliteration)

For developing readers

Books are more predictable when students are familiar with text structures (beginning, middle, end), (problem-solution), (main idea, details, examples, etc.)

4. Are the materials interesting and/or imaginative? Interesting, imaginative texts engage students.

5. Is there a good text-picture match? A good match provides nonlinguistic visual cues. Is the placement of the pictures predictable?

6. Are the texts culturally relevant?

Do the situations and characters in the book represent the experiences and backgrounds of the students in the class?

Cultural Relevance Rubric	
1. Are the characters in the story like you and your family? Just like us Not at all like us 4 3 2 1	Ethnicity
2. Have you ever lived in or visited places like those in the story? Yes No 4 3 2 1	Setting
3. Could this story take place this year? Yes No 4 3 2 1	Year
4. How close do you think the main characters are to you in age? Very close Not close at all 4 3 2 1	Age
5. Does the story have main characters who are boys (for boy readers)? Girls (for girl readers)? Yes No 4 3 2 1	Gender
6. Do the characters talk like you and your family? Yes No 4 3 2 1	Language/ Dialect
7. How often do you read stories like this one? Often Never 4 3 2 1	Genre
8. Have you ever had an experience like one described in this story? Yes No 4 3 2 1	Background

Freeman, 2000

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Resources Freeman and Freeman, 2020
CABE DLI Summer Institute

Newsela is a website with articles on topics related to different subject areas. Many articles are also available in Spanish. Accessed free to teachers and students

<https://newsela.com>

Audible (Amazon) is a website with stories that you can listen to online. (5 different languages) Many stories originally written in Spanish for children are available. Can choose *acento castellano* o *acento latino neutral*

https://stories.audible.com/discovery/enterprise-discovery-21122525011?ref=adbl_ent_anon_ds_ds_dccs_sbt0-7

Getepic

Classic children's literature books in English and Spanish available free

<https://www.getepic.com>

Esperanza Rising

Karina Chapa reads chapter by chapter in Spanish on youtube

<https://www.youtube.com/watch?v=BW7bRp4QOHA>

Black Lives Matter Instructional Library – read-alouds that include books in Spanish

https://www.goodreads.com/list/show/101851.Black_Lives_Matter_Kids

<https://www.youtube.com/playlist?list=PLlm5WImS5XmJ6L3FGA89I-cJ6HWRR3Wen>

Translanguaging (all free)

- <https://www.cuny-nysieb.org/#>
- Translanguaging guides including **Translanguaging in Dual Language Bilingual Education: A Blueprint for Planning Units of Study**
- culturally relevant annotated book lists including **The CUNY-NYSIEB Guide to Translanguaging in Latino/a Literature**
- teaching videos including **Videos for working with immigrants** <https://www.cuny-iiie.org> (4 videos)
- Research reports and briefs

Professional Books

Freeman, Y., & Freeman, D. (2006). *Teaching Reading and Writing in Spanish and English in Bilingual and Dual Language Classrooms*. Portsmouth, NH: Heinemann.

Freeman, Y., & Freeman, D. (2007). *La enseñanza de la lectura y la escritura en español y en inglés en clases bilingües y de doble inmersión*. Portsmouth, NH: Heinemann.

Freeman, Y. S., Freeman, D. E., & Mercuri, S. (2018). *Dual Language Essentials for Teachers and Administrators*. Portsmouth, NH: Heinemann.

García, O., Johnson, S. I., & Seltzer, K. (2017). *The Translanguaging Classroom*. Philadelphia, PA: Caslon

Bilingual Books in Spanish and English

Paired Okapi Books read in Spanish and English

<https://myokapi.com/education/literacy-voices/el-gran-concurso-de-cultivo-de-calabazas/>

<https://myokapi.com/education/literacy-voices/the-great-pumpkin-growing-contest/>

<https://myokapi.com/education/literacy-voices/que-necesitan-las-plantas/>

<https://myokapi.com/education/literacy-voices/what-do-plants-need/>

<https://myokapi.com/education/literacy-voices/sorprendentes-partes-de-animales/>

Okapi paired books

Beck, J. (2019a). *Salamandar Surpise*. Temecula, CA: Okapi.

Beck, J. (2019b). *Salamandra Sorpresa*. Temecula, CA: Okapi.

Creasy, M.-A. (2019). *Clever Tails*. Temecula, CA: Okapi.

Creasy, M.A. (2019). *Colas inteligentes*. Temecula, CA: Okapi

Feeley, J. (2019). *Arañas*. Temecula, CA: Okapi.

Feely, J. (2019). *Spiders*. Temecula, CA: Okapi.

Feely, J. (2014). *Manta Rays*. Temecula, CA: Okapi.

Feely, J. (2015a). *La mantarraya que quería volar*. Temecula, CA: Okapi.

Feely, J. (2016). *Finding Food*. Temecula, CA: Okapi

Feely, J. (2016) *Encontrar comida*. Temecula, CA: Okapi.

Feely, J. (2015b). *Mantarrayas*. Temecula, CA: Okapi.

Feely, J. (2017). *The Ray Who Wanted to Fly*. Temecula, CA: Okapi.

Greenslade, M. (2016a). *Los osos polares y el hielo del mar Artico*. Temecula, CA: Okapi.

Greenslade, M. (2016b). *Polar Bears and the Arctic Sea Ice*. Temecula. Ca: Okapi.

Lay, P. (2019a). *Deep in the Sea*. Temecula, CA: Okapi.

Lay, P. (2019b). *En lo profundo del mar*. Temecula, CA: Okapi.

Mills, D., & Alva, A. (2018). *La Frontera*. Cambridge, MA: Barefoot Books.

Reed, H. (2010). *Animals in Caves*. Temecula, Ca: Okapi.

Reed, H. (2015). *Animales en cuevas*. Temecula, CA: Okapi.

Reed, H. (2019a). *Animales que necesitan lodo*. Temecula, CA: Okapi.

Reed, H. (2019b). *Animales that Need Mud*. Temecula, CA: Okapi.

Shanahan, K. (2014a). *Big Homes, Little Animals*. Temecula, CA: Okapi.

Shanahan, K. (2014b). *Grandes casas, animales pequeñas*. Temecula, CA: Okapi.

Shanahan, K. (2014c). *A Home for Turtle*. Temecula, CA: Okapi.

Shanahan, K. (2014d). *Sobrevivir en el bosque helado*. Temecula, CA: Okapi.

Shanahan, K. (2014e). *Surviving en the Frozen Forest*. Temecula, CA: Okapi.

Children's literature

Ada, A. F. (2002). *I Love Saturdays and Domingos*. New York: Atheneum Books.

Ada, A. F. (2004). *Me encantan los Saturdays y los domingos*. Miami: Santillana.

Altman, L. J. (1993). *Amelia's Road*. New York: Lee & Low Books Inc.

- Altman, L. J. (1993). *El camino de Amelia*. New York: Lee & Low Books.
- Anzaldúa, G. (1993). *Friends from the Other Side: Amigos del otro lado*. San Francisco: Children's Book Press.
- Chavarría-Chávez, B. (2001). *Magda's Piñata Magic: Magda y la piñata mágica*. Houston: TX: Piñata Books.
- Creasy, M.-A. (2019). *Clever Tails*. Temecula, CA: Okapi.
- Dumas-Lachtman, O. (1995). *Pepita Talks Twice: Pepita habla dos veces*. Houston: Piñata Books.
- Garza, X. (2006). *Juan and the Chupacabras/Juan y el Chupacabras*. Houston: Piñata Books.
- Garza, X. (2008). *Charro Claus and the Tejas Kid*. El Paso, TX: Cinco Puntos Press.
- Garza, X. (2005). *Lucha libre: The Man in the Silver Mask*. El Paso, TX: Cinco Puntos Press.
- Hayes, J. (2002). *Pájaro Verde: The Green Bird*. El Paso, TX: Cinco Puntos Press.
- Hayes, J. (2005). *A Spoon for Every Bite: Una cuchara para cada bocado*. El Paso, TX: Cinco Puntos Press.
- Kurusa. (1983). *La calle es libre* Caracas, Venezuela: Ediciones Ekaré-Banco del Libro.
- Laínez, R. C. (2010a). *From North to South: Del norte al sur*. New York: Children's Book Press.
- Laínez, R. C. (2010b). *My Shoes and I: Crossing Three Borders*
Mis zapatos y yo: Cruzando tres fronteras. Houston, TX: Piñata Books.
- Perez, Amada Irma. *My Very Own Room: Mi propio cuartito*. San Francisco: Children's Book Press.
- Pérez, A. I. (2009). *My Very Own Room: Mi propio cuartito*. San Francisco: Children's Book Press
- Saenz, B. (1998). *A Gift from Papá Diego: Un regalo de Papá Diego*. El Paso, TX: Cinco Puntos Press.
- Sáenz, B. A. (2008). *A Perfect Season for Dreaming: Un tiempo perfecto para soñar*. El Paso, TX: Cinco Puntos Press.
- Womersley, J. (1999). *Carlos*. Boston, MA: Houghton Mifflin.