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:

<table>
<thead>
<tr>
<th>Children in Mexico</th>
<th>U.S. Spanish speaking children</th>
<th>U.S. Spanish speaking children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction in Spanish</td>
<td>Instruction in Spanish</td>
<td>Instruction in English</td>
</tr>
</tbody>
</table>

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 europeo.

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

Contact Information
david.freeman@utrgv.edu
yvonne.freeman@utrgv.edu

davidandyvonnefreeman.com
Checklist for Effective Biliteracy Instruction:
Using and Choosing Bilingual Books

Drs. David and Yvonne Freeman
University of Texas Rio Grande Valley

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.
   - Entreguen 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 opinión 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: 4
   - 3: 2
   - Not at all like us: 1

2. Have you ever lived in or visited places like those in the story?
   - Yes: 4
   - 3: 2
   - No: 1

3. Could this story take place this year?
   - Yes: 4
   - 3: 2
   - No: 1

4. How close do you think the main characters are to you in age?
   - Very close: 4
   - 3: 2
   - Not close at all: 1

5. Does the story have main characters who are boys (for boy readers)?
   - Yes: 4
   - 3: 2
   - No: 1

6. Do the characters talk like you and your family?
   - Yes: 4
   - 3: 2
   - No: 1

7. How often do you read stories like this one?
   - Never: 1
   - Often: 4
   - 3: 2

8. Have you ever had an experience like one described in this story?
   - Yes: 4
   - 3: 2
   - No: 1

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Contact Information

david.freeman@utrgv.edu
yvonne.freeman@utrgv.edu
davidandyvonnefreeman.com
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_sbtp-0-7

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

https://www.youtube.com/playlist?list=PLLm5WlmS5XmJ6L3FGA89I-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-iie.org (4 videos)
- Research reports and briefs

Professional Books

**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


**Children's literature**