
Biliteracy: Our Best Bet


TESOL 2013

K12 DREAM DAY

March 20, 1:15 to 2:45

Cumberland J

Hyatt, Dallas, TX



Biliteracy, whether it be in bilingual, mainstream, or ESL classrooms, is the focus of this interactive session. Traditional bilingual methods will be adapted to fit unique classroom contexts. Participants will leave with an individualized plan of *best practices*, which enhance biliteracy for all students.

Best Practices

TESOL 2013 K-12 Day

Biliteracy: Bridging Mainstream and ESL

Our Time Together Today

First,

1:15 to 1:45: Joan shares rationale for biliteracy and conceptual grounding (Cummins) for our thinking together today.

Second


1: 45 – 2:15: Joan demonstrates how we will expand on Cummins (latest framework) for Best Practices; small groups continue to generate more best practices. We will follow the process of Roe/Wink from TESOL 2012.

Third

2:15 to 2:45: Whole group Share-Out. Each small group shares their best practices with all. Dawn captures the “best practices” which will be compiled and posted after TESOL 2013 on <http://www.joanwink.com/sched.php> and TESOL Resources <http://www.tesol.org/news-landing-page/2011/11/09/submit-features-or-resources-for-tesol-connections>

The public thinks:

- ***The more, the better.***
- ***The sooner, the better.***
- ***The faster, the better.***
- ***The harder, the better.***
- ***The louder, the better.***



Often, it seems that ~this~ is what the public seems to understand about second language acquisition—turns out, it's not true. If we want children to speak English, and we do, we do not have to give more, sooner, faster, harder, and louder. Because of this public (mis)understanding, each of us is often called upon to explain language acquisition, ESL (English as a Second Language), EAL (English as an Additional Language) ELD (English Language Development), sheltered content instruction, SDAIE (Specially-designed Academic Instruction in English), and the multiple approaches to bilingual education and immersion. No wonder the public doesn't understand. In what follows are some of user-friendly, non academic-ese ways of sharing our knowledge, depending on the audience and the context.

Bilingual Basics

- **Bilingual Basics**
- English is the primary goal of bilingual education.
- Bilingual education is all about *literacy* and *knowledge*.
- The truth is that we can all stop worrying about the kids not getting conversational English. They're all doing it. We can't stop them.
- However, conversational English alone is not the answer. Our job, as teachers, is to focus on academic language.
- Kids can't learn what they don't understand. Me either.
- Knowing your first language really well makes learning the second easier and faster.
- Retrieved from: www.joanwink.com/research/bilingualbasics-0811.pdf

Lots of first language literacy is a great indicator of success in school. Poverty is a great roadblock to literacy and knowledge; our job is to level the playing field while the kids are with us in school. People around the world feel strongly about their first language. And, why not? It is how we all originally received love from our parents and families. It is okay to love your first language. It is okay for everyone to love the first language. Being bilingual is not bad. In fact, it is very good. Students must be prepared for a world we can only imagine. Students need to be able to pose problems and solve programs with technology, which stretches beyond our wildest thoughts. Being able to do this in more than one language will be an advantage. Above all, students who will succeed socially and economically are those who can thrive in a multilingual world. And, when that day comes, it will still be okay for each of us to have strong feeling about our first language.

Benefits of Bilingualism

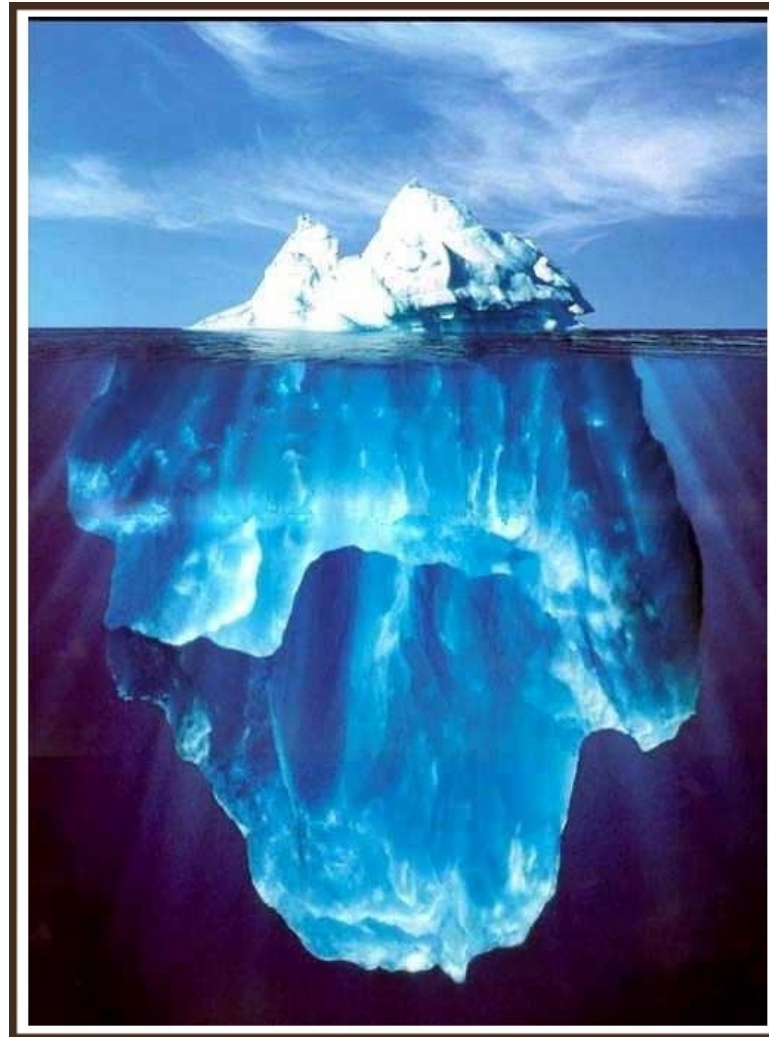
- Effective in fighting the negative mental decline in the aging process
- Increases intelligence
- Stimulates creativity
- Promotes cognitive flexibility
- Fosters divergent thinking
- Facilitates high levels of mental-linguistic and mental-cultural awareness
- Enables faster and more efficient learning of other languages
- Heightens sensitivity to feedback cues and general verbal communication



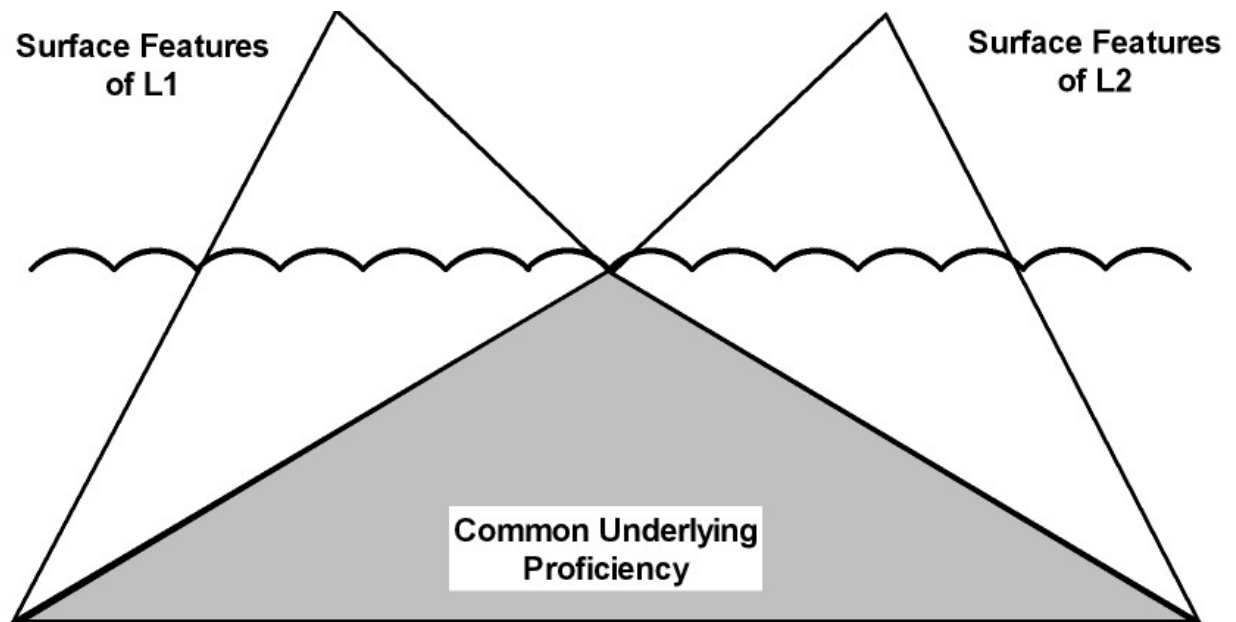
Cummins

- Why the mother tongue is so important
- This place nurtures my spirit
- <http://iteachilearn.org/cummins/spirit.html>

An Iceberg



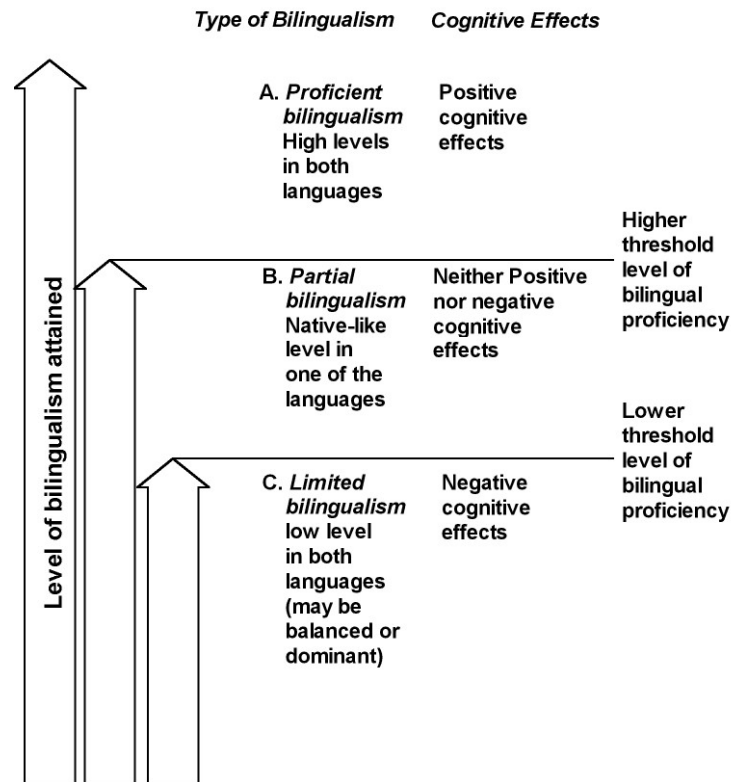
Cummins' Iceberg



Threshold Hypothesis

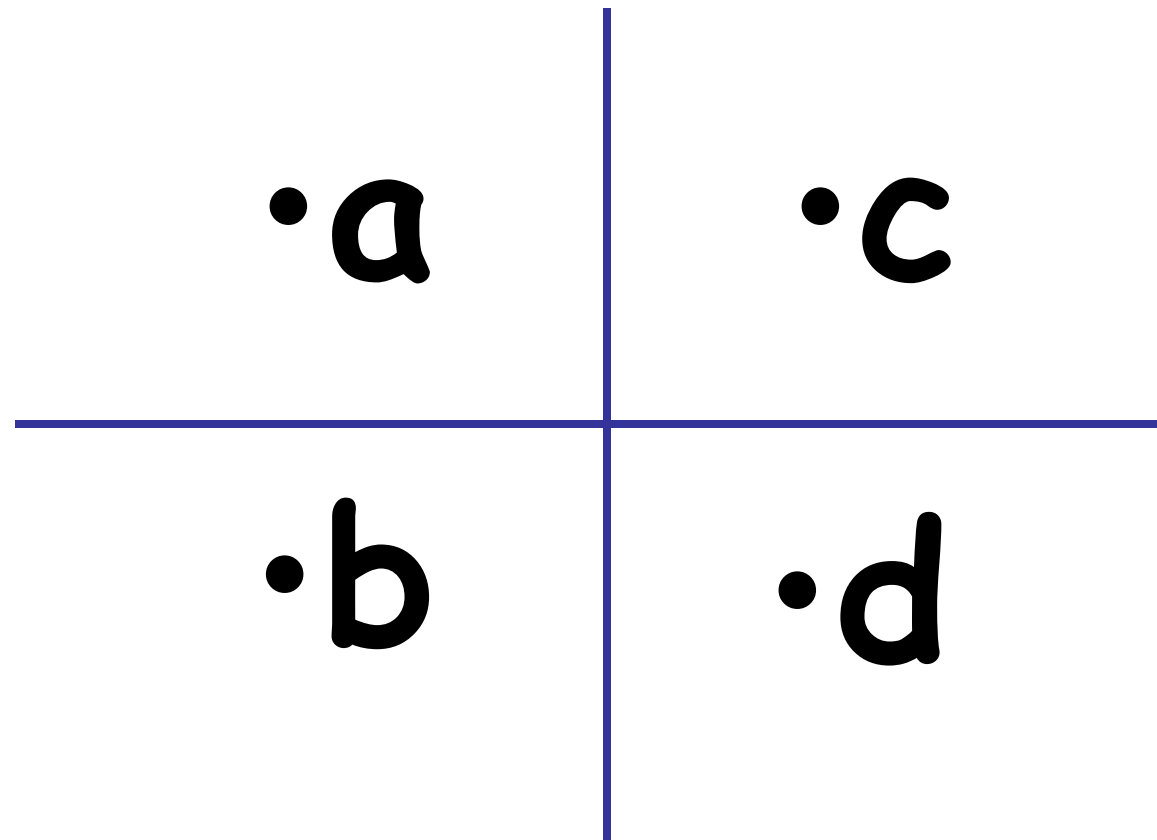
THRESHOLD HYPOTHESIS

Cognitive Effects of Different Types of Bilingualism



(Adopted from Cummins, 1981)

Cummins' Quadrant



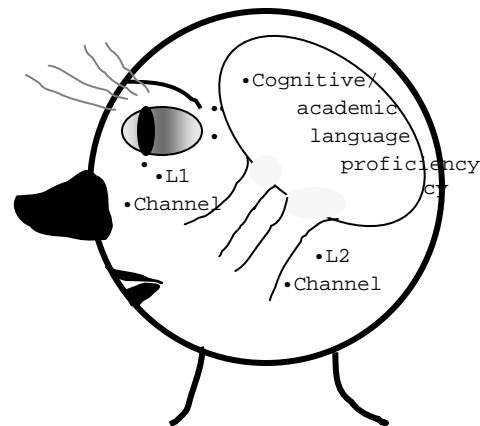
SUP

Separate Underlying Proficiency

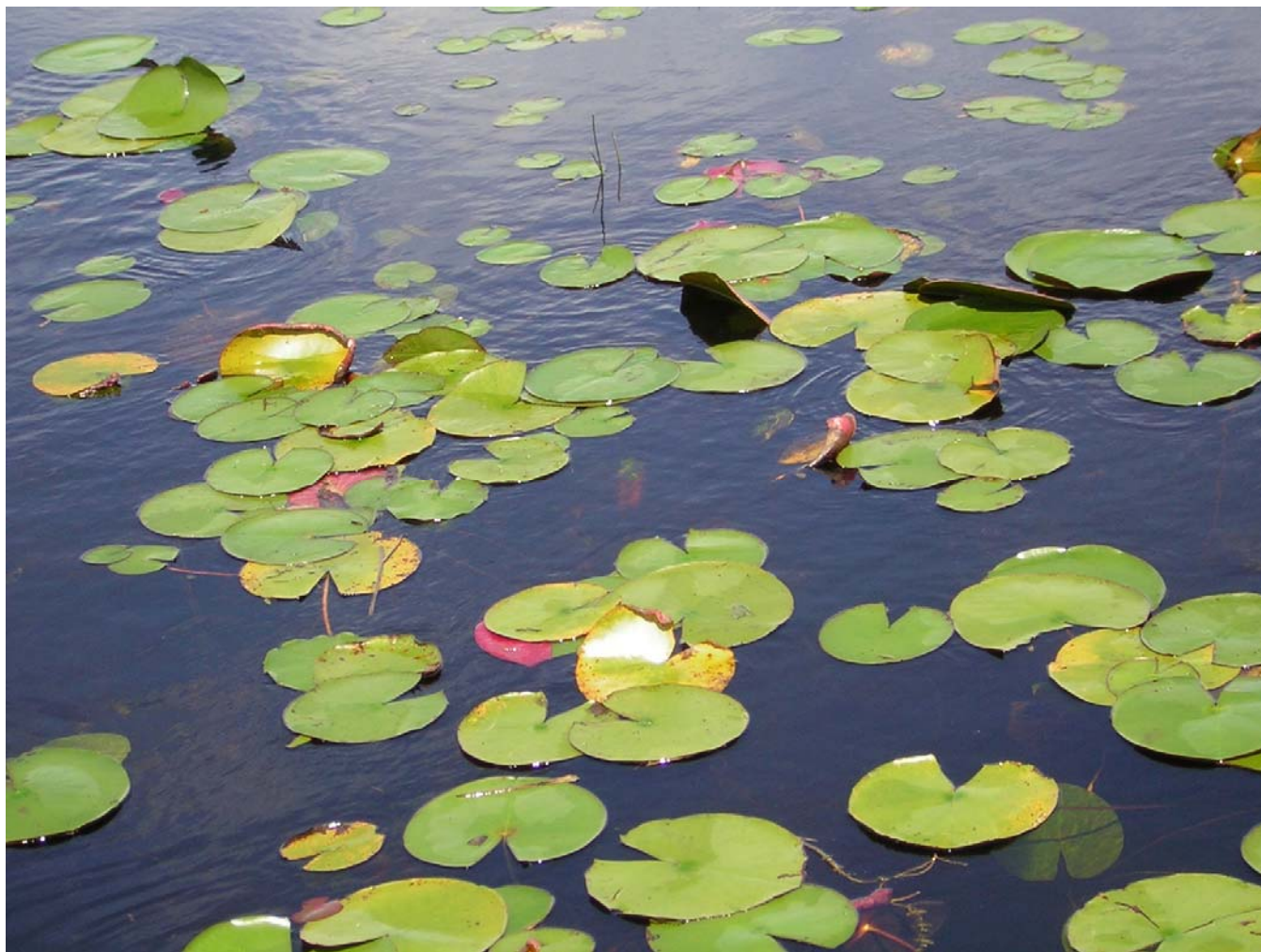


CUP

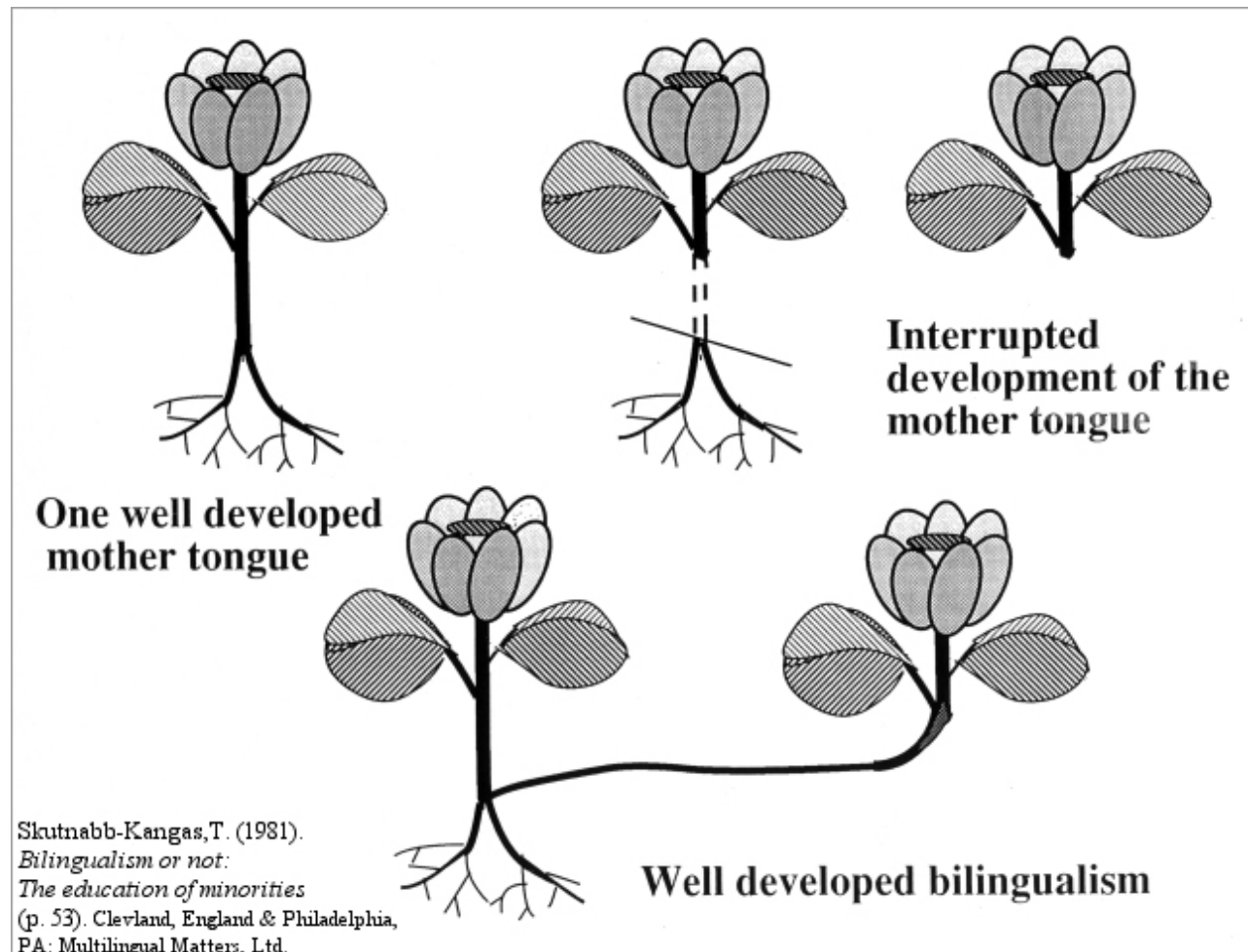
Common Underlying Proficiency



A Water Lily

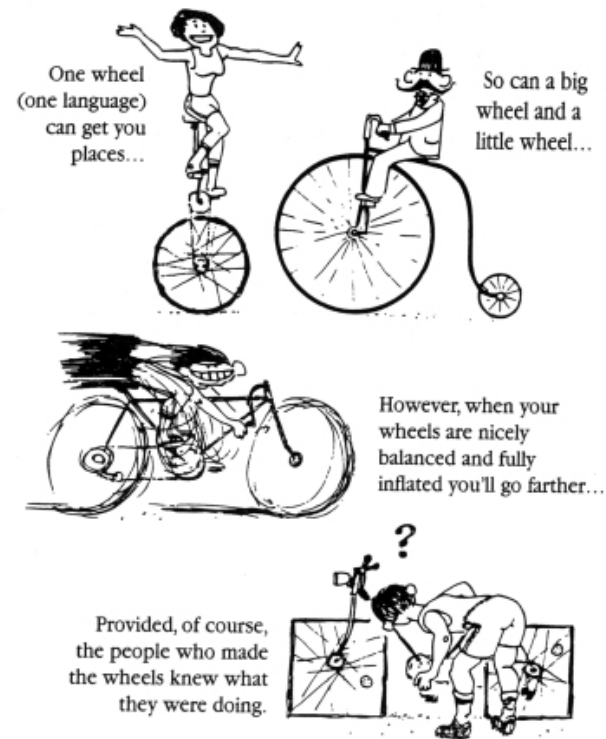


Tove Skutnabb-Kangas



Bilingual Bike

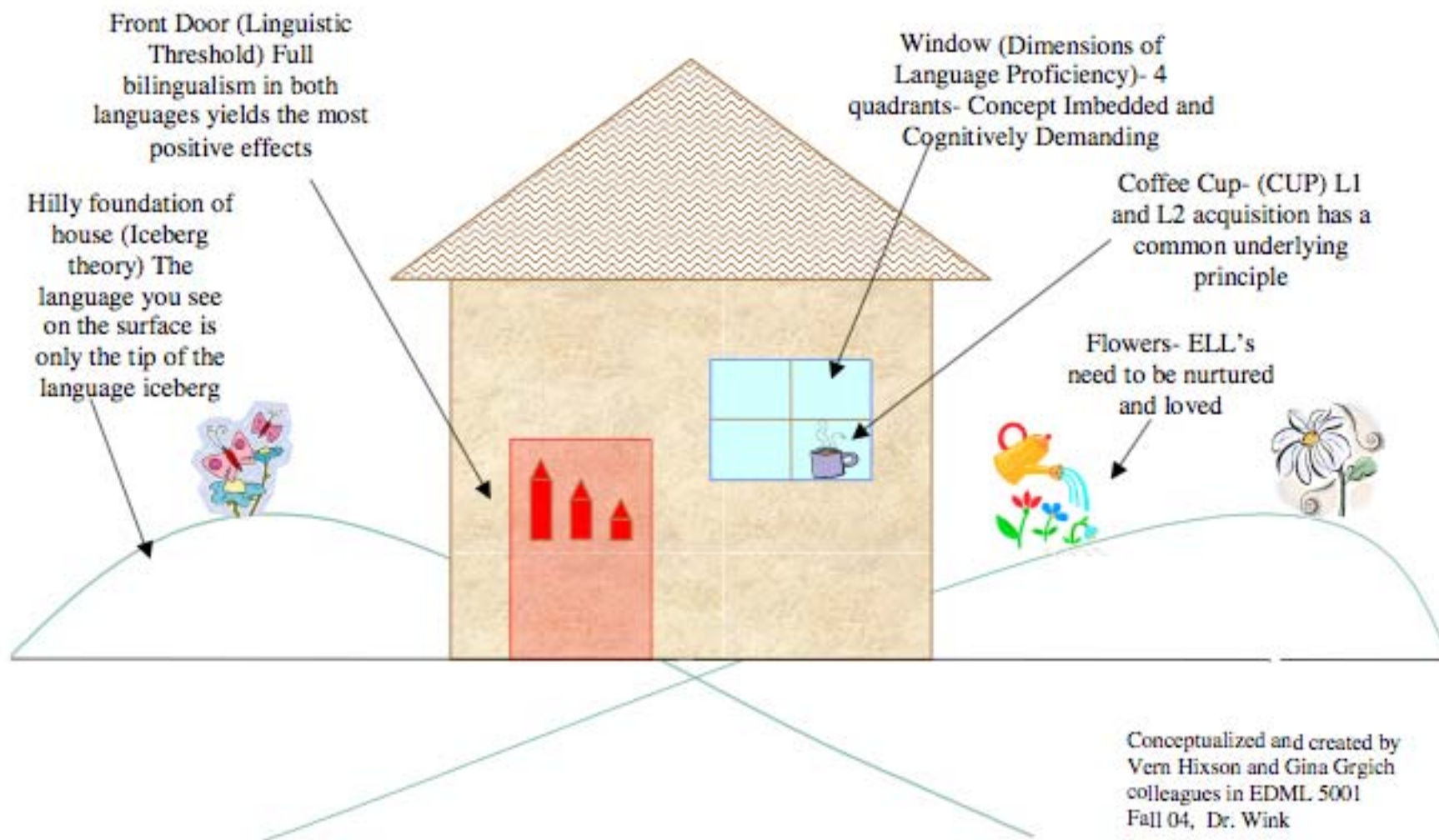
The Effects of Bilingualism



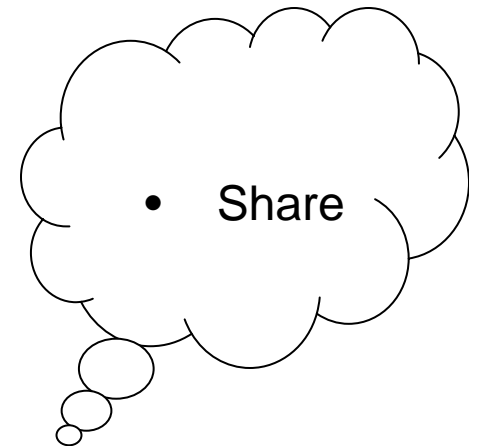
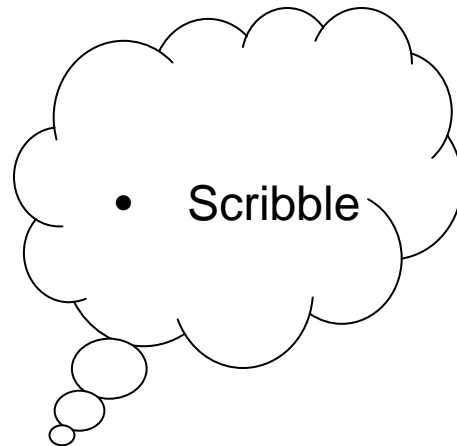
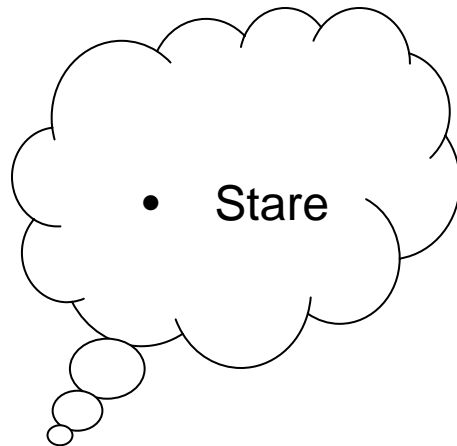
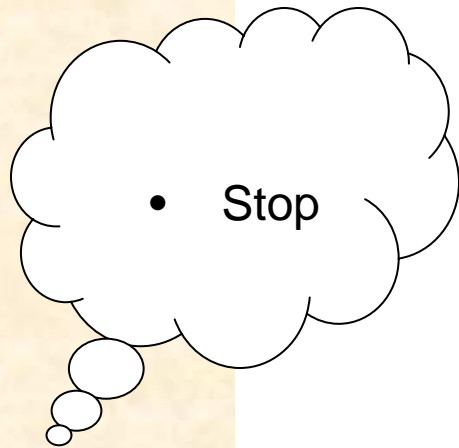
Cummins, J. (2001). *Negotiating identities: Education for empowerment in a diverse society* (p. 171). Los Angeles, CA: California Association of Bilingual Education.

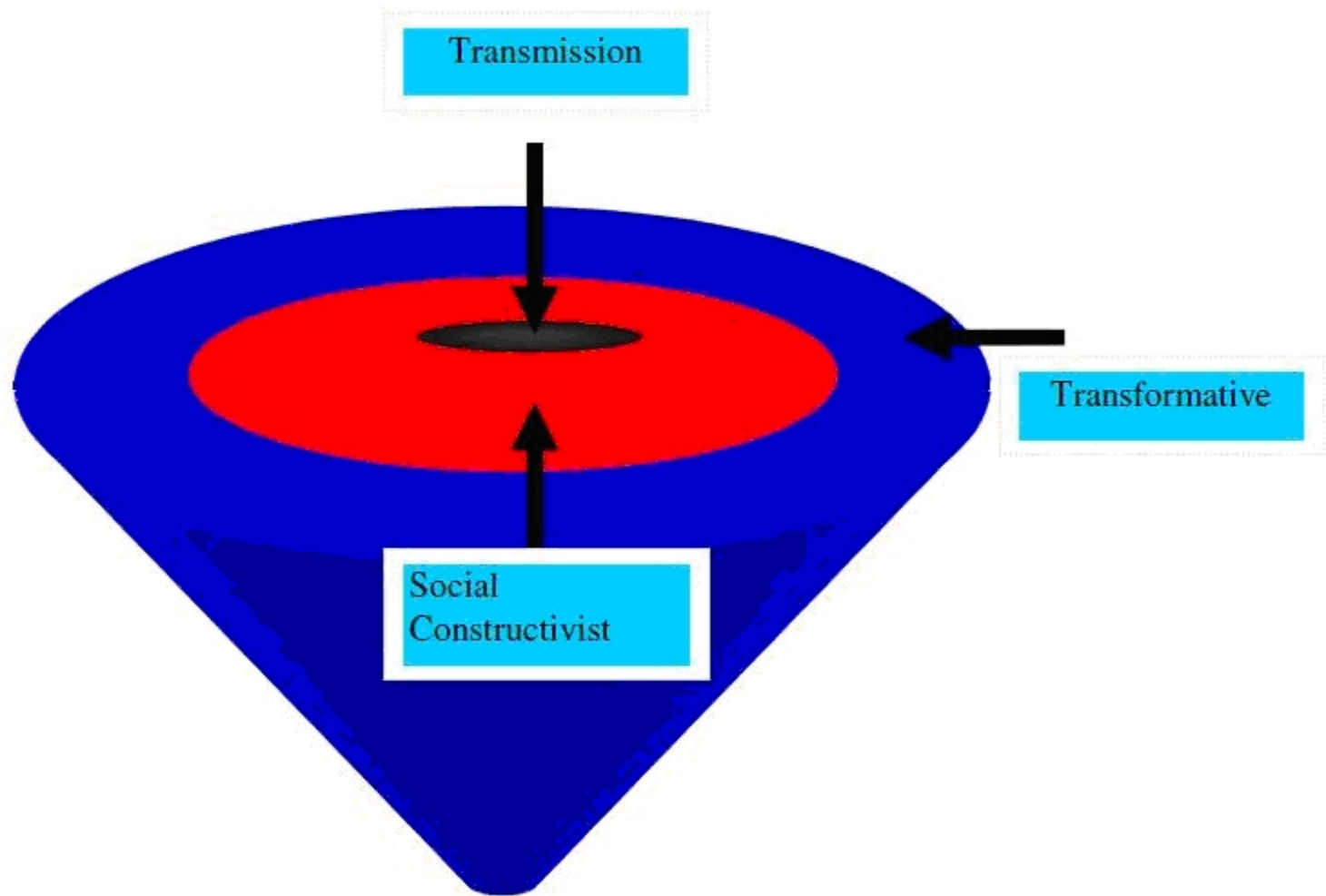
The Principles of Bilingual Education

The Principles of Bilingual Education



Stop. Stare. Scribble. Share.





- Cummins, J. (2009) Transformative multiliteracies pedagogy: School-based strategies for closing the achievement gap. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 11(2), 38-56. Used with permission, Wink, J. (2011) p. 189

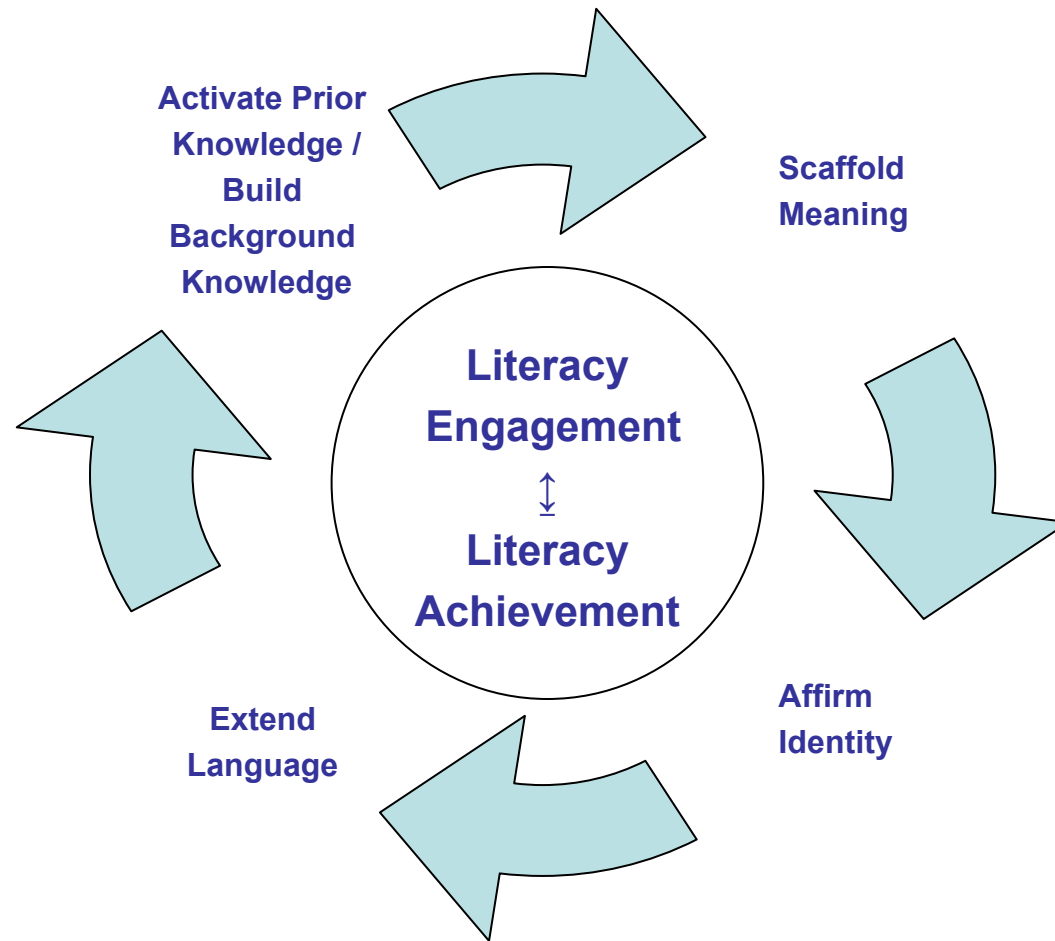
School-based Language Planning: An Initial Framework

Literacy Attainment



Literacy Engagement





Cummins, J. (2009) Transformative multiliteracies pedagogy: School-based strategies for closing the achievement gap. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 11(2), 38-56. Used with permission, Wink, J. (2011) p. 190

•scaffold
meaning

•affirm
identity

•extend
language

•activate
prior
knowledge

Jim's multiliteracy and build on activities

Negotiating Identity

Affirming Identity

Our Task

First,

1:15 to 1:45: Joan shares rationale for biliteracy and conceptual grounding (Cummins) for our thinking together today.

Second

1: 45 – 2:15: Joan demonstrates how we will expand on Cummins (latest framework) for Best Practices; small groups continue to generate more best practices. We will follow the process of Roe/Wink from TESOL 2012.

Third

2:15 to 2:45: Whole group Share-Out. Each small group shares their best practices with all. Dawn captures the “best practices” which will be compiled and posted after TESOL 2013 on <http://www.joanwink.com/sched.php> and TESOL Resources <http://www.tesol.org/news-landing-page/2011/11/09/submit-features-or-resources-for-tesol-connections>

Small Group Tasks

- 1:45 – 2:15 Sit in Small Groups
- First, look at the strategies for scaffolding from TESOL 2012 Roe/Wink.
- Choose one strategy and tell how you have used it.
- Using the stickie notes provided, each group will place several strategies on the large poster paper provided.
- This is only a ***short, 5 minute*** activity.



Now, look at the scaffolding
activities from the participants,
TESOL 2012

Scaffolding Strategies from Roe/Wink

- Story Boards
- Cloze procedure
- Pull in prior knowledge
- Model
- Key vocab: Simplify and extend
- Sequencing of strategies and content
- Visuals
- Technology As the More Capable Peer
- Create a problem-solving task for whole group
- Create a problem-solving task for small group
- Create a problem-solving task for individual
- Math: terms used in lesson- students define, draw, explain, and provide another example
- Social Studies: connect history to present day example
- Science: model, students replicate, explain in own terms, teach another
- Language Arts: Speaking/Writing prompt
- PE: Demonstrate activity without words, students replicate
- Art: Show, interpret, Show
- Music: Sing/Play piece, students repeat, add parts, put together

1. I do, We do, You do:

KWL

Think Aloud

Reciprocal Teaching

Group letters

2. Journals:

Scaffolded clues

3. Prior Knowledge:

Lists of what we know

Realia

Video (incremental)

Reciprocal Teaching

Vocabulary (plot)

4. Using Prompts

Zoom in

Necessary Vocabulary

Group writing &

Individual writing

5. Venn Diagram:

Compare & Contrast likes & differences

Use with whole class and Partners

Subject area: whole, partner, individual

6. Technology:

Google Docs
Online dictionary
Videos & games
Peer and virtual peer
PPT presentations
I make, you take

7. Story Boards:

Label (plant)
Pictures – arrange in order
Draw life cycle
Whole group &/or individual

8. Cloze:

Reading summary
Word bank
Prediction

9. Key Vocabulary:

Visuals
Talk about places they have been, what they have done
Matching exercise
Read text

10. Problem Solving (Problem Posing)

Smart phones
T-Charts for pros and cons
Poll
Homework apps
Persuasive writing
Proposals to school board

OUR PRIMARY TASK

Small group continues.

Which of these previously-discussed scaffolding ideas can also be used to affirm identity?

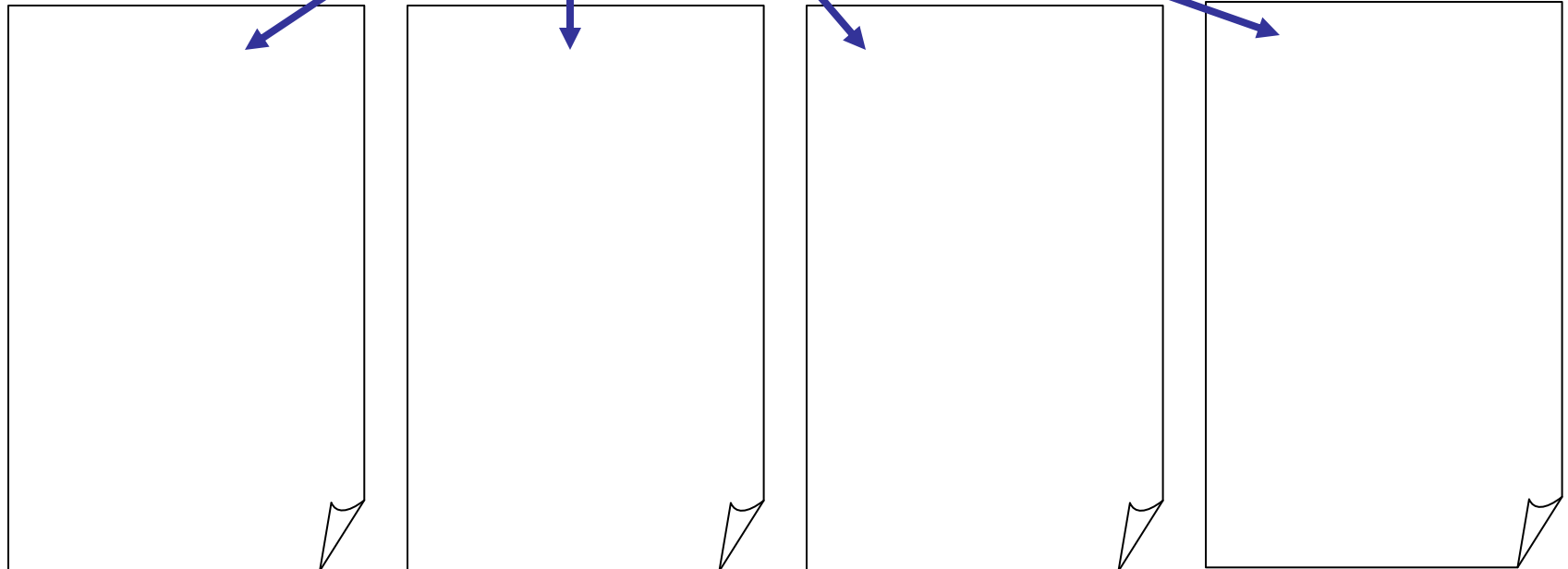
Make a list of which of these activities you would use and how you would use them in your own context?

•scaffold
meaning

•affirm
identity

•extend
language

•activate
prior
knowledge



Our Primary Task: To transform these scaffolding strategies into biliteracy activities.

- In your small group, choose 1, 2, or 3 of the scaffolding strategies and adapt them in ways which **affirms identity** by the use of the primary language to access knowledge and literacy.

Whole Group ShareOut

2:15 to 2:45

Each small group will share with the whole group.

Dawn will capture each strategy, and these will all be placed at

www.JoanWink.com/schedule (under TESOL 2013)

Stop. Stare. Scribble. Share.

