Presenter
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Biliteracy: Our Best Bet
K12 Dream Day, TESOL 2013
Best Practices Session
March 20, 1:15 to 2:45
Cumberland J of Hyatt of Dallas TX

What is heritage language?
A heritage language is the language of the heart. It is the language spoken between parent and child to express love. It is the language of childhood and family stories. Each person carries within all of the norms, stories, politics, spirituality, expectations, and history of our heritage language. Experiences feel more real. For example, often Holocaust survivors cannot describe their experiences in the heritage language. The pain is too intense. They can describe these horrors only in their second or third languages. These languages learned later, provide the necessary distance to make the words utterable. Our heritage language with all that it encompasses is a primary lens through which we experience the world (Wink & Wink, 2004, p. 112).

Session Description
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.

English language learners are in fact emergent bilinguals
(García, Kleifgen, & Falchi, January 2008).

Our Task
What is biliteracy? How can we use it to link the learning to all classrooms?

To take away our mother tongue from us is like skinning or flaying us alive
(Skutnabb-Kangas, 1981, p. 54-55).

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

Resources

Bilingual Basics
http://www.tesol.org/news-landing-page/2011/11/03/bilingual-basics-news-volume-8-1-(june-2006)
    Several related articles can be found at this site.

Education Week: A good overview.
http://www.edweek.org/ew/issues/english-language-learners/

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.

    Permission was granted to published this framework in:
    Wink, J. (2011). *Critical pedagogy: Notes from the real world.* Pearson: Saddle
    The following is a part of that overview, but the four posters are on these pages.
    http://www.joanwink.com/cp4/cp4_pgs188-191.php

    Cummins' on his Multiliteracy Framework
    Jim Cummins is speaking at CTL, (Curriculum, Teaching and Learning of OISE)
    http://www.oise.utoronto.ca/ctl/Faculty_Staff/Faculty_Profiles/1464/James_Cummins.html

    This site has a break webcast of Jim and Elizabeth Choelho
     http://resources.curriculum.org/secretariat/december7.shtml

    Jim giving a keynote on: How Can We Improve 2nd language teaching?
    http://www.youtube.com/watch?v=rqcfaIHHGZQ

    Implementing Multiliteracies Pedagogy (Jim on YouTube)
    www.youtube.com/watch?v=YWKZWIdVQe4

García, O., Kleifgen, J.A., & Falchi, L. (2008). From English language learners to emergent bilinguals. In *Equity Matters: Research Review, No. 1.* New York: A Research Initiative of the Campaign for Educational Equity. Retrieved May 25, 2008 from http://www.tc.edu/faculty/garcia/home/publications/6468_Ofelia_ELL__Final.pdf.

Roe, C., & Wink, J. (2012) TESOL 2012, *Scaffolding: What, Why, How*. This overview of Best Practices is shared at: http://www.joanwink.com/scheditems/TESOL_2012_Scaffolding_Presentation.pdf
    And
    Participants from TESOL 2012 generated scaffolding activities at the same session. This overview of Best Practices can be seen at:
        http://www.joanwink.com/scheditems/TESOL2012-Comments.pdf

Skutnabb-Kangas, T. (1981). *Bilingualism or not: The education of minorities.* Clevedon, Avon: England.

Wink, J. (2011). *Critical pedagogy: Notes from the real world.* Pearson: Upper Saddle River, NJ.

Wink, J. & Wink, D. *Teaching passionately: What's love got to do with it?* Boston, MA: Allyn & Bacon.