

## Annotated Bibliography of Scholarly Articles About Translanguaging

These notes were prepared by [Erin Franzinger Barrett](#) for the purpose of organizing many of the required readings assigned through the [Roosevelt University Dual Language Teacher Leadership Program](#). Sources highlighted in [green](#) link to complete texts.

### [August & Shanahan \(2006\). Developing Literacy in Second-Language Learners Report of the National Literacy Panel on Language-Minority children and youth.](#)

- Purpose: identify, assess, and synthesize research on education of language-minority children regarding literacy attainment
- Phonemic awareness, phonics, fluency, vocab, and comprehension have benefits for language-minority students
- Good professional development gives opportunities for hands-on practice
- Oral proficiency in English is often overlooked.
- “Oral proficiency and literacy in the first language can be used to facilitate literacy development in English” (p. 5).
- Individual differences within a group can be more significant than across a group.
  - “with the exception of English oral-language skills, the profiles of poor readers in the two groups are very similar. Both groups demonstrate difficulties with phonological awareness and working memory. These findings suggest that underlying processing deficits, as opposed to language-minority status, are the primary issue for students experiencing word-level difficulties” (p. 6).
- Problems with assessment
  - Most assessments do not have predictive validity
  - Teacher judgment should be given specific criteria
- Directions for future research
  - Sociocultural factors
  - Home-school factors
  - Middle school minority language students with reading difficulties – higher phonological awareness than peers? (p. 6)
  - Sped/ELL?
  - Longitudinal studies to establish predictive validity for assessments
  - How to make teacher judgment more reliable
  - Older students with LD
- 3 important findings
  - “Language minority parents express willingness – and often have the ability – to help their children succeed academically” but schools underestimate and underutilize contributions (p. 7)

- “More home literacy experiences are associated with superior literacy outcomes” (p. 7)
- Relationship btwn home language and literacy achievement in English is unclear.

**Baker, C. (2011). Types of Bilingual Education. In C. Baker *Foundations of bilingual education and bilingualism* (5<sup>th</sup> ed; pp. 207–220). Bristol, UK: Multilingual Matters.**

2 kinds of “bilingual” ed: program that uses two languages, and monolingual ed in a second language for language minority children.

Transitional bilingual ed: shift the child from minority language to majority – assimilation

Maintenance bilingual ed: foster minority language. Static maintenance: stay at level child entered. Developmental maintenance: develop both to full proficiency.

Typology of forms of ed for bilinguals

Monolingual

-Mainstreaming/submersion: assimilation/subtractive

-Mainstreaming/submersion w withdrawal sheltered ESL: assimilation/subtractive

-Segregationist: minority language only- apartheid

Weak bilingual

-transitional- assimilation/subtractive

-Mainstream w foreign language teaching- limited enrichment

-Separatist: minority language by choice – detachment/autonomy

Strong bilingual

-immersion: language majority child, bilingual with initial emphasis on L2- pluralism, enrichment, additive

-Maintenance/heritage: Language minority child with emphasis on L1- Maintenance, pluralism, enrichment, additive

-Two way dual language: mixed min and maj students- maintenance, pluralism, enrichment, additive

-mainstream bilingual: two majority languages- maintenance, enrichment, additive

**Collins, B. A. (2014). Dual language development of Latino children: Effect of program type and the home and school language environment. *Early Childhood Research Quarterly*, 29, 389–397.**

- “only in classrooms where both Spanish and English were used did children reach age-appropriate levels of academic proficiency in both languages” (p. 1).
- “Children who were in schools where Spanish and English were used among the students and staff, and/or received instruction in both languages, made large gains (in most cases close to 1 SD) and reached age-appropriate levels of proficiencies in both Spanish and English. In the other classrooms where only or mostly English was used, children made significant gains in English but not in Spanish. Likewise in both the mainstream English and the English with support classrooms, children made significant gains in English but not in Spanish” (p. 11).
- “Classrooms where children were communicating in Spanish and English made gains in both languages over time, even when most or all of the instruction was in English” (p. 12).

**Cummins, J. (2005). A proposal for action: Strategies for recognizing heritage language competence as a learning resource within the mainstream classroom. *The Modern Language Journal*, 89(4), 58–592.**

Heritage language teaching is marginalized. Knowledge of languages is treated as irrelevant or an impediment. Leads to attrition of heritage language skills.

Students in bilingual programs naturally focus on similarities and differences in their languages, and so would benefit even more from systematic encouragement from teachers.

Cross-linguistic transfer

“Thus we are faced with the bizarre scenario of schools successfully transforming fluent speakers of foreign languages into monolingual English speakers, at the same time as they struggle, largely unsuccessfully, to transform English monolingual students into foreign language speakers” (586).

**de la Luz Reyes, M. (2012). Spontaneous biliteracy: Examining Latino students’ untapped potential. *Theory into Practice*, 51, 248–255.**

“Bilingual children become adept at lending, borrowing, and blending codes as means of comprehending and communicating ideas – largely because they focus more on content

than on the language utilized. This process helps them make important connections between their lived experiences and academic content – a process that can lead to higher order skills” (249).

Code switching (references translanguaging as a new term for code switching).

“Languages need not be treated separately if bilinguals can control them for their own use and present their work to a bilingual audience” (253).

Spontaneous biliteracy does not imply structured bilingual programs are not essential. English only texts do not measure full potential.

**De la Piedra & Araujo (2012). Literacies crossing borders: transfronterizo literacy practices of students in a dual language program on the USA-Mexico border.**

- Case study of middle school students on Juárez/El Paso border.
- “Literacy practices are not isolated skills, rather, they are ‘inextricably connected to identity work’” (p. 217).
- “the acquisition of school literacies is facilitated by creating spaces where students can use their own literacies. By recontextualizing literacies, students combined their out-of-school transfronterizo resources in new ways and for new academic purposes” (p. 227).

**Freeman & Freeman (2009). Teaching reading and writing in Spanish and English in Bilingual and Dual Language Classrooms. Heinemann.**

*Chapter 1- The Context for Developing Literacy for Bilingual Students*

Case study: Francisco, immigrant from El Salvador in high school. Grade level literacy in Spanish, immediate English submersion. Taught as a bilingual teacher but left when district ended instruction in Spanish.

Research: “students in late exit programs had higher academic achievement than students in either of the other two programs. In addition, he found little difference between students in structured English immersion and early exit programs” (p. 7).

“Short term studies do not reveal these positive effects of native language instruction” (p. 7).

“Students in enrichment bilingual programs, such as dual language programs, outperformed those in transitional programs. In general, the longer students received

primary language instruction, the better they did on academic measures of English” (p. 9).

“To the extent that instruction in Lx is effective in promoting proficiency in Lx transfer of this proficiency to Ly will occur provided there is adequate exposure to Ly (either in school or the environment) and adequate motivation to learn Ly” (p. 9) “Common Underlying Proficiency”

Biliteracy develops in schools that start with L1 and L2 literacy at the beginning and with only L1. English speakers who receive partner language only instruction in literacy catch up by 5<sup>th</sup> grade.

Anti-bilingual ed: late 19<sup>th</sup> century nativist groups, WWI.

Pro-bilingual ed: 60's & 70's civil rights movement.

Anti: 80's.

Case study: Guillermo, bilingual teacher with mostly LEP class, has to teach scripted curriculum in all English.

### *Chapter 2: A Word Recognition View of Reading*

Case study: Elena, 1<sup>st</sup> grade bilingual teacher teaches mostly in Spanish, teaches phonemic awareness and letter sounds.

Word recognition view:

English- 1. Phonemic awareness 2. Alphabetic principle 3. Phonics 4. Sight words

Spanish- 1. Phonemic awareness (limited utility) 2. Sílabas 3. Limited whole word

Learn to read, then read to learn. (comprehension can be taught after decoding is mastered.)

Research to support: teach systematic phonics to increase word recognition.

“Stanovich termed the relationship reciprocal and argued that phonemic awareness increases reading ability and more reading increases phonemic awareness” (p.33).

National Reading Panel: 1997. Examined scientific studies (not qualitative, no social context) of phonemic awareness, phonics, fluency, vocabulary, comprehension.

CONCERNS with word recognition view

-same # of studies show benefits of phonics & silent reading, but NRP advocates phonics, not SSR

- not much description of process, especially re: phonemic awareness
- is there really an alphabetic principle in English?
- neurologically it's hard to say how reading happens, since so many systems are activated at once.

#### ELLs and...

- Phonemic awareness
  - English speaking 4 year olds have the phonology to distinguish words. Communication focuses on meaning, not sounds. Very abstract and “unlike anything people normally do with language” (p. 38)
  - ESL students have different phonological system. Phonological activities are mismatched to skill base.
  - English – onset-rime may make more sense than phonemes (correlates to written morphemes as well)
  - Spanish makes most sense as syllables. NOT VALID to do phonemic awareness like m/ a/ r/ in Spanish!!
- Phonics
  - “ELL may have trouble understanding a rule because the students’ pronunciation of the word does not match conventional pronunciation” (p. 40).
- Fluency
  - “Fluency is a marker of proficiency, not a cause” (p. 40).
  - Readers should learn to vary their speed, not to speed all the time.
  - Better measure of fluency: Zutell and Rasinski multidimensional fluency scale that rates phrasing, smoothness, and pace

#### *Chapter 3: A Sociopsycholinguistic View of Reading*

Case study: Cristina: dual language 1<sup>st</sup> grade. Teaches reading in the context of content (Qué ropa ponemos? con ejemplos de ropa apropiada para tiempos diferentes, en vez de Qué tiempo hace? con ejemplos de palabras para el tiempo).

- Predict words that will be found in a text
- Spelling problem? Look in a book or in the room
- Copy group paragraph into notebook to read to parents at home

#### Sociopsycholinguistic view of reading

- “Reading is one example of a general human ability to use language to make and get meaning. Reading is a process of constructing meaning, not just a set of skills for recognizing words” (p. 54)
- Research is often qualitative

- Readers make sense of texts using psychological strategies and linguistic cues as they read.
  - “once readers recognize that something is for reading, they initiate the process” (p. 55).

#### Psychological strategies

1. Sampling the text (fixations and saccades- stops and starts) – readers fixate only about 2/3 of the words in a text. Fluent focus on content words.
2. Predict – predict letters, words, where sentence is going, what text means
  - a. Authors expect readers to make inferences
  - b. Students need background knowledge
3. Confirmation/disconfirmation & correction
4. Integration – keep adding new meaning to previous understanding

#### Linguistic cuing strategies

1. Graphophonics
  - a. Orthography (writing system)
  - b. Phonology (sound system)
  - c. Phonics - an effect, not a cause, of skilled reading
2. Syntactic clues
  - a. Knowledge of syntactic patterns helps predict what comes next in sentence
3. Semantics
  - a. Predict what words come together.

Use all psychological and linguistic strategies to make meaning from text. Decoding – getting meaning. Recoding – changing code from one to another without meaning.

#### Miscue analysis

- “Unexpected responses to text help show how the reader is attempting to make sense” (p. 59)
- Full article given to reader. Read aloud is recorded and analyzed. Retell story.
- Not designed to test students. Assessment to target instruction.

Use the same methods to teach reading in English as in Spanish. “Focus on meaningful reading and writing to build academic concepts and vocabulary” (p. 63).

#### Checklist for effective reading instruction

1. Do students value themselves as readers, and do they value reading?
2. Do teachers read frequently to students from a variety of genres?
3. Do students have a wide variety of reading materials to choose from and time to read?
4. Do students make good choices of books to read?
5. Do students regard reading as meaning making at all times?

6. Do students make a balanced use of all three cueing systems?
7. Are students provided with appropriate strategy lessons if they experience difficulties in their reading?
8. Do students have opportunities to talk and write about what they have read, making connections between the reading and their own experiences? (p. 64)

“Some of her students simply need more time engaged in texts, not more instruction” (p. 70).

#### *Chapter 4: The History of Literacy Instruction in Spanish and English*

##### Early Spanish reading methods

- Synthetic: part-to-whole approach.
  - Letters, syllables, words, phrases, texts.
  - Recitation, memorization, pronunciation
  - “it was believed that the lower classes needed a very regimented, step-by-step progression in order to learn” (p. 80)
  - Silabario
- Analytic
  - Criticized synthetic as mechanical and artificial
  - Started with whole words
  - Ideovisual method
    - More focus on comprehension
    - Global method
      - Starts with sentence or phrase, moves to word, then syllable, then letter
- Both synthetic and analytic are “designed to teach students to recognize words. The synthetic approaches start from the parts – the letters, sounds, or syllables—and build up to identifying the whole, but the whole is the word or at most a sentence. In contrast, analytic approaches begin with the whole and break it down into parts. However, the whole is seldom even a complete sentence” (p. 83)
- Most common way of teaching now is to start with syllables.

##### Early methods in English

- Largely didactic (copying, memorization)
- Late 19<sup>th</sup>, early 20<sup>th</sup> century- progressive, child-centered
  - Emphasis on comprehension and silent reading
  - Literacy embedded in content
  - “students should ‘read to learn something from books’ and write ‘in order to record the thoughts of others and make clear their own thoughts’” (p. 84).
- Scientific management

- Committee on the Economy of Time in Education
  - “eliminate non-essentials from the elementary school curriculum, to improve teaching methods, and to set minimum standards for each school subject” (p. 84).
  - “establishment of test scores to mimic industry’s production figures” (p. 85)
- Whole word method
- Basal readers- vocab controlled, exercises to build decoding
- Sociopsycholinguistics
  - 1970s onward
  - “educators began to regard reading and writing as dynamic, interactive, and social” (p. 87).
  - Whole language “language should be kept whole, not broken up into meaningless parts” (p. 87).
  - Connecting reading with writing
  - Postmodernism!
    - “while in many quarters there was a strong sense of human rights and equity for all in our ‘global village,’ there was also a strong backlash toward fundamentalism from the far conservative right” (p. 88)
    - “Critical literacy, literacy that helps readers understand their own history and culture and how they fit into and also shape the social structure” could “transform the social distribution of knowledge” (p. 88)
    - Read the word and the world
  - In Latin America
    - Constructivismo/constructivism
      - “begin with the child and draw on the strengths and experiences of children to meet their varied needs” (p. 88)
      - “el alumno es el agente de la construcción del conocimiento, ya que sin su actividad mental no habría elaboración de significados. Pero es el profesor quien conoce en principio los significados que espera compartir y ese conocimiento le permite planificar la enseñanza” (p. 89)
      - “el proceso de enseñanza-aprendizaje no debe ser un reflejo mecánico de la planificación del profesor ni tampoco un reflejo simplista de la espontaneidad de los alumnos” (p. 89)
      - Interdisciplinary connections
      - Social/cultural/political issues connected to learning

- Synthetic methods (part to whole)
  - El método alfabético
    - Learn names of vowels, then names of consonants, then spell and pronounce syllables
    - Only uses graphophonic system
    - No parallel method in English
  - El método onomatopéyico
    - “Onomatopoeic words are used to teach students the sounds different letters make” (p. 101)
    - Language play
    - No parallel method in English
  - Método fónico o fonético
    - Focuses on sounds letters make
    - Use initial sounds to identify words
    - Bridge to syllabic method
    - Very common in English
  - El método silábico
    - Most widely used
    - Sequential, add one new consonant at a time
    - Pro- logical order, few materials needed, teachers satisfied
    - Cons- depends on memory, mechanical, not consistent with child psychology, can lead to word calling
    - No parallel method in English
- Analytic methods (whole to part)
  - El método global o ideovisual
    - Focuses on pre-reading skills like noticing differences in pictures
    - Language experience activity and students dictate to a teacher, then choral read what was written
    - Language experience very common in English
  - Método léxico
    - Present object or picture of object, say name, write and read name
      - Some: divide word into syllables and letters, form new words with those elements
    - Memorization
    - English: whole word method. Sight words.
  - El método ecléctico o mixto
    - Readiness activities for spatial organization/visual-motor coordination, auditory discrimination, attention, memory, oral language

- Letter sounds, names, symbols, syllables, words.
- Writing: dictate, copy, use known letters to create new words, visualize shapes
- Mixed method also common in English
- Basal readers often reflect this approach
- Principled eclecticism
  - “The basic problem with the eclectic approach is that teachers may combine techniques that reflect different views of how people learn to read. This sends a mixed message to students, and often they become confused about just what reading is supposed to be” (p. 121).
  - Principled eclecticism: “use a variety of techniques but... reflect a consistent view of how people learn to read” (p. 121).

*Chapter 6: A Principled Approach to Reading*

- “Principled teachers often use a variety of strategies, but their approach is consistent and reflects their beliefs about reading” (p. 124).
- Approach: set of beliefs, orientation
- Method: how beliefs are practiced, long term plan
- Techniques: specific activities
- Gradual release of responsibility- based on Vygotsky’s Zones of Proximal Development
  - What we can do now with help, we can do later independently
  - Read Alouds
    - Teacher models fluent reading
    - Give students a few minutes to adjust to thinking about the story
    - Make predictions
    - Think alouds
  - Shared reading
    - Students can chime in on repeated sections
    - Predict a hidden word
    - Think alouds
  - Interactive reading
    - Students read with and to other students
    - Bilingual pairs where each partner is the expert
    - Buddy reading/cross-age tutoring
  - Guided reading
    - Small leveled group
    - Short books

- Teacher introduces book, students read with teacher. Then students read on own. Write related to book. Teacher uses text to teach strategies in context.
    - Lessons designed to ensure student success.
  - Independent reading
    - Read for enjoyment & information
    - Elements of successful SSR program
      - Access, appeal, conducive environment, encouragement, staff training, nonaccountability, follow-up activities, distributed time to read
- Techniques
  - Focus on constructing meaning
  - Consistent with sociopsycholinguistic view of reading if they focus on comprehension

*Chapter 7: Effective Writing Instruction & Chapter 8: Stages and Levels of Writing Development*

- Traditional view
  - Parallels word recognition approach- starts with small and builds to wholes
  - Copy letters and words
  - Direct instruction to combine letters into words and sentences
  - Teacher assigns writing, provides direct instruction, corrects student work
  - Focus is on final product
- Process writing
  - Parallels sociopsycholinguistic view of reading
  - Focus on communicating meaningful message
  - “Students start with a message and teachers help them put their message in a written form that others can read” (p. 156)
  - Teacher creates situations in which writing is a natural way to communicate
  - Language experience
  - Focused on process of writing as well as final product
  - Writing is shared and social
- Gradual release model
  - Shared writing
    - Students tell teacher what to write
  - Interactive writing
    - Share the pen with the teacher
    - Students may add punctuation or correct teacher work
  - Guided writing

- Students take on main responsibility for writing, but teacher is there to guide and support
  - Goal: independent writing
  - Word study parallel the whole time to build knowledge and skills
- Checklist for effective writing instruction
  1. Do teachers model the steps they go through to choose topics? Do they help students go through these same steps as they choose topics to write about?
  2. Are students encouraged to draw on their own experiences when they choose topics? Do they write for authentic purposes?
  3. Do students make connections between their reading and writing? Do they see that reading provides ideas for writing?
  4. Do students keep and update a list of topics that they have written about and that they plan to write about?
  5. Do students see writing as a process, and do they understand the various activities they should engage in as they move a piece of writing toward its final form?
  6. Does the classroom have ample accessible literature, content, and resource books for students to reference as they write?
  7. Are students allowed to invent spellings, drawing on their internal phonics hypotheses and their pictures of words derived from their reading experiences?
  8. Do students have opportunities to share their writing with others? Is there authentic response, which is both critical and sensitive to the writer's needs?
- Writing development
  - Buchanan's stages for English writing development
  - Ferreriero and Teberosky have 5 levels that correspond to Buchanan's stages for Spanish speakers
    - Prephonetic (F&T 1 & 2)
      - No cnxn btwn letters and sounds. Symbols represent things, not word for thing.
      - Egocentric: don't realize someone else should be able to read it
      - Written word should correspond to size of object (ie word for bear should be bigger than word for mouse because bear is bigger)
      - No clear distinction btwn writing and drawing
      - Making hypotheses about directionality of characters
      - May be able to copy some familiar text
      - F&T consider level 2 to have more recognizable letters, though still not connected to sounds

- Believe there is a certain fixed number of characters to constitute a word and that the letters must be different
- Wacky hypothesis: “The idea is that if we use short, simple words with only a few letters, we make reading easier for children. However, children may not believe that these short words are really for reading since they come to school already having made hypotheses about words based on the words they see around them every day. ... If reading materials start with the parts, this makes reading harder for children, not easier” (p. 173).
- Phonetic (F&T 3&4)
  - Early phonetic stage: cnxn btwn physical aspect of producing a word and the spelling of a word (not sound with spelling) – tongue placement is same for two consonants, so either could work for writing. One letter/syllable or word
  - F&T level 3: begin to assign sound value to letters, letters connect to sounds of words
    - In English, students tend to start with consonants
    - In Spanish, students tend to start with vowels. In environments dominated by English print, Spanish speakers tend to show a mix of vowels and consonants
    - Important for student to read writing to a teacher soon after writing it so teacher can transcribe with conventional spelling
  - Late phonic/Level 4: letter for each sound
    - Move from syllabic hypothesis to alphabetic hypothesis
    - Begin to use vowels and consonants
    - Students may use letter-name spelling from either any language they know
  - Teachers need to read to them, do language experience, lots of environmental print
- Phonic (F&T 5)
  - More focused on sounds than sound production
  - Realize one sound may be represented by more than one letter, same sound may be represented by different letters
  - Refine alphabetic hypothesis
  - Most words spelled conventionally
  - Can be helped by finding word patterns
- Syntactic-semantic

- Realize spelling systems reflect more than sound
- “students do best when they use syntactic and semantic information” (p. 206)
- Benefit from increased reading and writing, etymology

*Chapter 9: Thematic Teaching to Develop Biliteracy*

- Introduce a concept in one language and develop in next language
- Preview/view/review
- “We develop literacy so that we can understand our world and share that understanding. In our final chapter we have given examples of how two teachers developed quality biliteracy programs by drawing on a wealth of literature and by organizing themes around topics of interest to their students. Teachers working in Spanish-English bilingual and dual language classrooms must not simply teach their students to read and write: they must teach them to think and act to build a better world. Biliterate people are going to be our future leaders, and only if we help our bilingual students understand how to make the world a better place can we say that our teaching has really been successful” (p. 232).

García, O., Makar, C., Starcevic, M., & Terry, A. (2011). *The translanguaging of Latino kindergarteners*. In K. Potowski & J. Rothman (Eds.), *Bilingual youth: Spanish in English-speaking societies* (pp. 33–55). John Benjamins Publishing Company.

Looks at a two-way immersion setting.

Ways translanguaging functions:

- mediate understanding (translations & interpretations to mediate with others and themselves)
- co-construct & construct meaning (making use of the other language for understanding)
- include (responding to perceived interlocutor’s language use)
- exclude (exclude others from an interaction)
- show knowledge

“Although translanguaging encompasses code-switching and other features of language practices that socio-linguists often study as ‘language contact,’ it differs in that the starting point is not language as an autonomous skill. Bilingual people translanguage as they make meaning in speech communities that are, in the 21<sup>st</sup> century, no longer attached to a national territory, and thus to a single national language Bilingual

communities often experience transnational lives, shuttling between states, as diasporic communities. But most of the time, bilingual people shuttle between communities that are hybrids themselves, a product of postmodern societies” (35).

“Bilinguals are not double monolinguals” (42).

“subtractive and additive models of bilingualism have been constructed from a monolingual perspective and as a result of a monoglossic ideology that views first and second languages as autonomous bounded codes. But bilingualism in the 21<sup>st</sup> century cannot be simply linear. Viewed from a bilingual and multilingual social reality, and a heteroglossic ideology that upholds multiple languaging practices, bilingualism also needs to be conceived as either recursive and moving back and forth as it blends its components, or as dynamic with both languages coming in and out fluidly” (43).

Recursive bilingualism – language revitalization. Don’t start as monolinguals, don’t add a second language. “recover bits and pieces of language practices that exist within their fluid bilingual social context” (43).

Dynamic bilingualism – “developing complex language practices that encompass several social contexts” (44).

“Teaching and assessing bilingual Latinos as if they were an English plus a Spanish monolingual excludes the possibility of their linguistic multiplicities and the potential of the languaging bilingually [...] translanguaging” (44).

See, J. P. (2002). Literacies, identities, and discourses. in M. J. Schleppgrail & M. C. Colombi (Eds.). *Developing advanced literacy in first and second languages: Meaning with power* (pp. 159-175). Mahwah, New Jersey: Lawrence Erlbaum.

- Big D Discourse
  - “distinctive ways of ‘being and doing’ that allow people to enact and/or recognize a specific and distinctive socially-situated identity” (p. 160)
  - “ways of recognizing and getting recognized as certain sorts of whos doing certain sorts of whats” (p. 160)
- Little d discourse
  - “language in use” (p. 160)
- Primary discourse
  - How to be an everyday person

- Enduring sense of self
- Can change, hybridize, or die
- Life world discourse
- Secondary discourse
  - Acquired in a public sphere, within institutions
- Filtering
  - Families incorporate aspects of valued secondary discourses into their primary discourse
  - Way to “give certain values, attitudes, motivations, ways of interacting, and perspectives, all of which are more important than mere skills for successful later entry into specific secondary Discourses ‘for real’” (p. 161)
  - Chaining discourses: learning one discourse facilitates certain other ones

González, N., Moll, L. C., Tenery, M. F., Rivera, A., Rendon, P., Gonzales, R., & Amanti, C. (1995). Funds of knowledge for teaching in Latino households. *Urban Education*, 29, 443–470.

Teachers and university researchers did a qualitative, ethnographic study of their students’ households.

“Teachers are capable of theoretical reflection as university professors” (445).

Developed teachers as qualitative researchers

Formation of new relationships with families

Redefining households as containing important funds of knowledge

Gort (2006). Strategic codeswitching, interliteracy and other phenomena of emergent bilingual writing: Lessons from first grade dual language classrooms. *Journal of Early Childhood Literacy* 6: 323.

- Case study that examined 1<sup>st</sup> graders doing writing workshop. All participants had achieved grade level literacy in home language, and spent second semester in a mixed dl writing class where they wrote in both home language and L2. Examined strategic code switching.
- “Spanish dominant children used English and Spanish in the process of creating Spanish texts; some also used both languages in the process of creating English texts. English dominant children, however, were observed to codeswitch between their two languages only while creating Spanish texts” (p. 335).

- Interliteracy
  - “Developing bilingual writers applied language specific elements of literacy of one language to the other” (p. 337).
  - “Initially, these students applied language-specific print conventions in L1, then in both L1 and L2, and then in L1-only. In addition, some Spanish-dominant students applied language-specific print contentions in English-only, then temporarily in both Eng and Span, and then in Eng only” (p. 340).
- “Although both children knew the English equivalents of these terms, as documented in the corresponding WW transcripts, they purposely used their knowledge of one language to help them convey a message in the other. They chose particular words from the other language to connote their understanding of what they may consider to be unique cultural constructs and not because of linguistic shortcomings or gaps in their vocabulary. While these examples are exceptions to the general trends exhibited by students in the English-context, they represent a type of strategic codeswitching that has been documented in young and older bilingual writers alike. ... Writers who use the language related to the acquisition of the topic knowledge ‘write better texts containing more content, and create more effective texts’” (p. 345).
- “Interliteracy thus represents growth of biliteracy and *not* a backward developmental progression” (p. 348).

[Gottlieb, M., & Ernst-Slavit, G. \(2014\). Academic language in diverse classrooms: Definitions and contexts. Thousand Oaks, CA: Corwin Press.](#)

*Chapter 1: What is Academic Language?*

Students “are (1) learning language, (2) learning through language, and (3) learning about language” (2).

Different registers.

Perspectives on Academic Language

1. Academic language versus social language

-BICS/CALP (basic interpersonal communication skills and cognitive academic language proficiency)

-BICS/CALP criticized for characterizing CALP as decontextualized, or BICS as not sophisticated

2. Systemic functional linguistic perspectives

-“language functions are the goals a speaker is trying to accomplish through the use of specific language structures and vocabulary” (8).

-What are we asking students to do with language?

### 3. Language skills

-school navigational language (SNL) and curriculum content language (CCL)

### 4. Sociocultural perspectives

-language learning as social practice

-students as active participants

-factors inside and outside of school (class, culture)

### 5. Language as social action perspectives

-language as action

-action based learning

-language scaffolded by social activity

-learners have agency

-“language learning is not only a cognitive process but involves the mind, body, emotions, and all the senses” (11).

### Oral and written language

“The language needed in these different situations increases in complexity and precision as students move from everyday language to academic language and from oral to written modes as they navigate through the different grade levels” (20).

Multiliteracies and multimodalities- print, digital, visual, oral

Social justice- ELLS “teacher talk during content area instruction heavily relied on everyday language and was filled with contractions, colloquialisms, indefinite referents, homophones, heteronyms, and idiomatic expressions, all of which have the potential to cloud understanding” (25).

“Not teaching those rules to our students is equivalent to [...] a ‘pedagogy of entrapment’” (25).

### *Chapter 2: What Are the Dimensions of academic language?*

Discourse: socially acceptable ways of using language

“Aspects of language of the disciplines- reducing long sentences into shorter phrases, using connectors to link technical vocabulary, focusing on details, excluding ambiguous interpretations, assuming an impersonal authoritative voice, and, most important, using

academic language for thinking and knowing” (28).

Fiction and nonfiction both use narrative and expository writing.

Sentence level structures, including keywords in sentences (on the other hand...)

Vocabulary – systematic instruction, rich and varied language experience

“Tiers” of vocab: Tier 1- basic words, Tier 2-high frequency, appear in various contexts, Tier 3- low frequency, domain specific and technical

TESOL categories: 1- general academic vocabulary encountered across content areas, 2- specialized academic vocabulary that is specific to a content area, 3-technical academic vocabulary necessary for discussing specific topics within a content area.

Strategies for teaching academic language

*Chapter 3: How do standards define and shape language use?*

“In the context of the CCSS and the NGSS, almost all students can be considered academic language learners” (p. 56)

4 major changes in ed practice from CCSS: stronger content area knowledge (and acad lang), increased sophistication of texts, balance of info/literature, evidence and justification for writing from text.

“While content and language learning have slowly started to be viewed as a totality, it is academic language that has served as the gatekeeper for the two” (p. 62)

*Chapter 4: How is academic language used in content areas schoolwide?*

Vignettes from various content area classrooms incorporating planning for vocab & usage development. Consideration of ELL level of proficiency, cultural funds of knowledge.

Categorizing types of academic language in texts for a unit: text type, discourse level, sentence level, word/expression level

Strategies for supporting students' oral language development: wait time, repetition (teacher repeats & expands on student utterance), recasting (t provides acad vocab), reformulation (t models acad lang), prompting (t prompts students to reformulate)

*Chapter 5: How can academic language be integrated into instruction and assessment?*

Unit planning requires: clear targets (whole unit, for all students) and objectives (differentiated, lesson by lesson), informative feedback, student interaction, assessments

ELLs benefit from extra supports like visuals, opportunities for interaction with English proficient students, use of home language to support conceptual understanding

7 intellectual practices

- Ss engage with key ideas and concepts of the discipline in ways that reflect how experts in the field think and reason
- Ss transform what they have learned into a different form for use in a new context or for a different audience
- Ss make links between concrete knowledge and abstract theoretical knowledge
- Ss engage in substantive conversation
- Ss make connections between the spoken and written language of the subject and other discipline-related ways of making meaning
- Ss take a critical stance toward knowledge and information
- Ss use metalanguage in the context of learning about other things

Support teacher & student reflection through assessment

[Hesson, S., Seltzer, K., & Woodley, H. H. \(2014\). \*Translanguaging in curriculum and instruction: CUNY-NYSIEB Guide for Educators.\*](#)

Translanguaging is the normal discourse practice of bilinguals.

“their flexible use of their complex linguistic resources to make meaning of their lives and their complex worlds” (2).

“Translanguaging is not code-switching! The academic literature on code-switching assumes that the two languages of bilinguals are two separate monolingual codes that could be used without reference to each other. Instead, translanguaging posits that

bilinguals have one linguistic repertoire from which they select features strategically to communicate effectively” (2).

“Translanguaging is an expert language practice of the many bilingual American students in our classrooms” (3).

“Having translanguaging spaces for instruction does not in any way dismiss the need for separate spaces in which children are asked to perform in one language or the other. These separate spaces have been created so that the teacher knows what language to use, and so that students have to expand their language practices to meet the exigencies of communication with monolinguals.

Just as teachers allocate time to different content areas but make connections among them, bilingual teachers in dual language bilingual classrooms must also allocate a different space to each of the languages, but they must also make connections among the different language practices. We know it is good teaching practice for teachers to make connections between the different content areas, even when they’re taught by separate teachers or in different time periods. Thus, for example, science teachers make connections to math, social studies and language arts content. In the same way, bilingual teachers must allow students to make connections between their different language practices because they’re teaching the whole child who must integrate all the language practices as his or her own. Bilingual teachers are not just teaching language, they are teaching a bilingual child” (10).

Provides adapted unit plans to include translanguaging strategies for reading, writing, speaking, listening, tech & media, collaboration, students with low literacy.

Jost, K. (2009). Bilingual education vs. English immersion. *CQ Researcher*, 19(43), 1031–1051.

Compares forms of bilingual ed and English only. Many studies are ideologically biased. Court cases, policy, history of bilingual ed. Quotes Juan Rangel of all people.

Krashen, S. (1993). We learn to write by reading, but writing can make you smarter. *Ilio de Oesterro A Journal of English Language, Literatures in English and Cultural Studies*, 29, 027-038.

- we write to communicate with others and to clarify and stimulate our own thinking
- “any kind of written response leads to better performance than does reading without writing” (p. 32)

- “style comes from reading, but actual writing can make a profound contribution to cognitive development” (p. 33)
- “superstitions” about writing – that it must have xyz form
- learning a composing process in first language can transfer to second
- “second language reading gives us the ‘code,’ while first language reading provides background knowledge that aids second language reading, as well as providing some aspects of the code” (p. 35)

[Mercuri, S., & Ebe, A. E. \(2011\). Developing academic language and content for emergent bilinguals through a science inquiry unit. \*Journal of Multilingual Education Research\*, 2\(1\), 6.](#)

- 5 guidelines for powerful practices for bilingual learners
  - Teachers develop standards-based challenging, enriching, inquiry based curriculum
  - High expectations for all students, capitalize on funds of knowledge
    - Research at home
  - Use a variety of strategies to foster content and language development at the same time
    - Cognates, bridging, multisensory lessons
  - Create an environment that supports and values primary language development
    - Translanguaging while learning, assessments in specific target language
  - Focus on students’ academic language development in both languages
  - Bridge often

[Moje, E. B. \(2000\). Circles of kinship, friendship, position, and power: Examining the community in community-based literacy research. \*Journal of Literacy Research\*, 32, 77–112.](#)

How do we define community? Why?

“Literacy researchers risk overdetermining, essentializing, and romanticizing what it means to engage in community-based literacy if we do not define what we mean by community and explicitly acknowledge the complex nature of communities, especially the ways in which communities overlap, converge, and conflict” (82).

Common goals & metaphors

Fix – problem  
Interpret – Unknown  
Integrate – Resource  
Reposition – Alternative

“We should clarify our metaphors, goals, and definitions as we study and write about communities. We should also commit to studying the complexity and hybridity of communities even as we continue to study what makes particular communities unique and unified” (106).

[Moje, E. B., Ciechanowshi, K. M., Kramer, K., Carrillo, R., & Collazo, T. \(2004\). Working toward third space in content area literacy: An examination of everyday funds of knowledge and discourse. \*Reading Research Quarterly\*, 39\(1\), 38–70.](#)

Third space: “bringing together of Discourses and knowledges in third space as a productive scaffold for young people to learn the literacy practices that are framed by the Discourses and knowledges privileged in the content areas. With this scaffold, students would be able to better access and negotiate the privileged texts of upper level, content area classrooms” (44).

Family funds of knowledge

- parents’ work outside the home
- Work in the home
- Travel across countries
- Environment and health funds

Community funds of knowledge

- ethnic, cultural, activism

Peer funds

- Informal peer activities
- Formal peer activities

Popular cultural funds of knowledge

- Music
- Magazines
- News media

-TV and movies

[Moschkovich, J. \(2002\). A situated and sociocultural perspective on bilingual mathematics learners. \*Mathematical thinking and learning\*, 4\(2-3\), 189-212.](#)

- “Learners participating in multiple language communities”
- Extending bilingual learning beyond just words and into developing arguments
  - Words have multiple meanings
  - Everyday vs mathematical register
- “Situated socio-cultural perspective”
  - Social and cultural learning
  - Focus on resources and competencies
  - Negotiated learning through conversations
- Assessments not only paper and pencil. Include oral & projects.
- Connect math with real life situations.
  - Third space