Fostering Spanish Language and Literacy Development

Linguistic differences between Spanish and English and their impact on Spanish language and literacy instruction

CAL Webinar
May 19, 2020
Igone Arteagoitia, iarteagoitia@cal.org

Participating in the Webinar

- We recommend you use your computer audio
- Your microphone will be muted.
- You will be able to interact by writing your comments and questions here.
- There will be polls. Please make sure you are not in full-screen mode.

Webinar Series

http://cal.org/resource-center/freeresources

Welcome and Introductions

Lisa Tabaku
Igone Arteagoitia
Maria Cieslak

So, if you want to really hurt me, talk badly about my language…I am my language. Until I can take pride in my language, I cannot take pride in myself.
- Gloria Anzaldúa

¡Las lenguas son parte de nuestra identidad!
Welcome!

Three polls:

Poll #1: Your role
Poll #2: Your program
Poll #3: Your language

Objectives

Participants will:
- Expand their knowledge about bilingualism and bilingual education
- Examine some of the differences between Spanish and English
- Explore strategies to develop metalinguistic awareness and foster it in your classroom, school or district

Agenda

- Welcome
- Objectives and agenda
- Biliteracy in the context of bilingual education in the United States
- Metalinguistic awareness
  - Phonology/orthography (correspondences between sounds and letters)
  - Morphology (word formation)
  - Lexicon (cognates)
  - Syntax (sentence structure)
  - Discourse (oral and written)
  - Pragmatics (language use)
- Conclusion and reflection

Bilingualism

- Additive bilingualism: the first language continues to be developed and considered as an asset along with the second language
- Subtractive bilingualism: the second language is added at the expense of the first language

Three Pillars of Dual Language Education

Bilingualism and Bilinguality

Grade-Level Academic Achievement

Socio-Cultural Competence

Guiding Principles

- Based on the New Mexico Dual Language Program Standards
- Prepared by a national panel of researchers, teachers, administrators, and parents
- 3rd edition published by the Center for Applied Linguistics, Dual Language Education New Mexico, and Santillana USA
- Available online at www.cal.org/gp3

Common Core en español

- Translation and linguistic augmentation of the California Common Core ELA/Literacy Standards

Note: Collaboration between Council of Chief State School Officers (CCSSO), California Department of Education (CDE), San Diego County Office of Education (SDCOE)

Bilingual Education

Parallel Monolingualism

Students receive instruction in English in which:

- The instructional methods do not differ from those used in monolingual classrooms
- The development of literacy skills is measured in reference to norms established for English monolingual students

Students receive instruction in Spanish in which:

- The instructional methods do not differ from those used in English monolingual classrooms
- The development of literacy skills is measured in reference to norms established for monolingual students


BILINGUAL INSTRUCTION AND ASSESSMENT
Bilingual Education

Holistic Biliteracy Instruction

Students receive instruction in Spanish and English that:
- Takes into account the specific linguistic characteristics of the language in question.
- Incorporates strategies that foster the development of metalinguistic awareness.
- Includes assessment instruments that measure students’ biliteracy progress using norms established for emergent bilingual students.

Your context

Poll #4

How would you describe the model of bilingualism in your school or school district?
- Parallel Monolingualism
- Holistic Bilingualism
- Other

Holistic Bilingual Instruction

Beyond the four traditional skills:
- Oral language (speaking and listening)
- Reading
- Writing
- Metalanguage: the ability to reflect about language and make observations about it

Metalinguistic Awareness

- Definition — “The ability to identify, analyze, and manipulate linguistic forms” (Koda & Zehler, 2008:4).
- In a bilingual setting – The capacity to think and talk about language and to understand the relationships between languages.
- Evidence that instruction that focuses on similarities and differences between languages is beneficial for language learners (Dressler et al., 2011; Jiménez et al., 1996; Nagy et al., 1993).
- Comparing and contrasting language features promotes language transfer and contributes to the development of metalinguistic awareness (Koda & Zehler, 2008).
Phonological Awareness

- Phonological awareness skills transfer from one language to another (Cisero & Royer, 1995; Ehri, 2005).
- There is a strong relationship between phonological awareness and reading (decoding) in Spanish and English (Durgunoglu, Nagy, & Hancin-Bhatt, 1993)
  - However, it is not clear that in Spanish phonemic/syllabic awareness instruction plays as critical a role as it does in English (Goldenberg et al., 2014)

Orthographic Characteristics

Polls:
- Activity: Classification of orthographic characteristics
- You will see one characteristic at a time
- You have to decide whether it belongs to español or inglés
- We will see the winning answer
- We will provide the correct answer

Implications for Biliteracy Instruction

- Did you know that …
  - Spanish-speaking monolingual children acquire decoding skills more rapidly than their English-speaking counterparts? (Defior & Serrano, 2005)
  - The same is true with regard to spelling skills
  - In general, instruction and assessment focusing on the development of phonemic awareness and spelling skills does NOT need to be as extensive in Spanish as it does in English
PHONOLOGICAL AWARENESS INSTRUCTION

Pedagogical Implications

Phonological awareness instruction and assessment in Spanish must:

- Be explicit and systematic and provide immediate feedback: brief explanation, modeling, multiple opportunities for guided practice in small groups and individually
- Take place daily in K and at the beginning of first grade

Pedagogical Implications

Phonological awareness instruction in Spanish must:

- Follow a progressive sequence
  - Teach the most common sounds first:
    - vowels
    - consonants (+vowel): ma, me, mi, mo, mu
  - Start with most common syllables (CV) in short words that are part of the students’ oral language repertoire (e.g., me, la, mesa, sola)

Pedagogical Implications

Given these differences between Spanish and English, and the importance of teaching literacy taking into account the linguistic characteristics of the language in question...

- Let’s take a look at some examples of tools and strategies that can be used in the Spanish language classroom to promote phonological awareness and metalinguistic awareness more broadly

Word Walls: A Comparison

<table>
<thead>
<tr>
<th>Word Walls</th>
<th>Paredes de palabras</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common method in English medium classrooms in the U.S. for teaching phonological and orthographic awareness in English</td>
<td>A pedagogical practice that is not common in classrooms where Spanish is the language of instruction</td>
</tr>
<tr>
<td>Organized by alphabetical order</td>
<td>Organizing by alphabetical order is not necessary because Spanish has a highly regular and transparent orthography</td>
</tr>
<tr>
<td>Emphasize the initial letter, due to the fact that English is an opaque language with many orthographic inconsistencies</td>
<td>More beneficial to language learners if words are organized by letter raramousas, word families and word parts, cognates, or grammar, thematically</td>
</tr>
</tbody>
</table>
**Word Wall**

**Paredes de palabras (ejemplos)**

Organizadas por "letras trampas"

- S: sábado, Sara
- Z: zapato, Zoraida
- X: xilófono, Xavier

- C: casa, cuanto
- qu: quitar, quinta
- k: koala, kilómetro,

**Bilingual Word Wall (example)**

Organized by morphology

- **-able/-ible**
  - responsable
  - manageable
  - rectificable
  - increíble

**Pared de palabras en español**

Organized by orthographic accent

<table>
<thead>
<tr>
<th>Palabras agudas</th>
<th>Palabras llanas o graves</th>
<th>Palabras esdrújulas</th>
<th>Palabras sobreesdrújulas</th>
</tr>
</thead>
<tbody>
<tr>
<td>papá</td>
<td>López</td>
<td>pájaro</td>
<td>cuéntame</td>
</tr>
<tr>
<td>ratón</td>
<td>árbol</td>
<td>carátula</td>
<td>devuélvemelo</td>
</tr>
<tr>
<td>compás</td>
<td>césped</td>
<td>pánico</td>
<td>ábremelo</td>
</tr>
</tbody>
</table>

Other Linguistic Differences

Other linguistic differences between Spanish and English that have an effect on biliteracy instruction and assessment:

- High frequency words
- Rhyming
- Orthographic accent

High Frequency Words

**English**

1. High frequency words
   - Words that occur frequently in texts
2. Sight words
   - Words that occur frequently in texts but are not readily decodable
   - Learned through memorization
   - Examples: one, the, who

**Español**

1. Palabras de alta frecuencia
   - Palabras que aparecen con frecuencia en textos
   - Por ejemplo: hoy, día, yo
2. Sight words?
   - Se decodifican fácilmente
   - No es necesario aprenderlas de memoria

Rhyming

**Rhyming in English**

- There are a large number of one- and two-syllable rhyming words.
- Aids in recognition of word families, which play an important role in learning how to decode (read) and encode (write) words
- Links directly to the teaching of literacy skills through the use of onset-rime patterns
- Examples: Back, sack, rack, Rumble, tumble, mumble

**Las rimas en español**

- Ayudan a los chicos inicialmente a prestar atención a los sonidos de las palabras
- No juegan un papel fundamental en el aprendizaje de la lectoescritura porque es un idioma con una ortografía transparente
- No hay ninguna conexión directa entre la capacidad de hacer rimas en español y la habilidad de leer y escribir palabras
Common Core en español: el acento

According to the Common Core en español:

- In K, students recognize that the orthographic accent is a mark that goes over vowels and that denotes emphasis and serves to distinguish between pairs of words such as paso-pasó.
- By second grade, they recognize and use the orthographic accent to break a diphthong in known words (e.g., María, maíz).
- By third grade, they categorize known words according to their tonic accent (e.g., llanas, agudas, esdrújulas).

Orthographic Accent: Summary

Stress Pattern and Orthographic Accent

1. Most words in Spanish end in a vowel or n/s with the penultimate syllable accentuated
   Examples: libro, mesa, maestra; examen, comen, cactus

2. If a word ends in any other consonant, the last syllable is accentuated
   Examples: papel, poder, cuidad, reloj

3. In any other case, it is necessary to mark the word with a written accent.
   Examples:
   - pasó, maní, rincón, inglés
   - árbol, ángel
   - pájaro, vámmonos; devuélvemelo

Teaching and assessing acentos

- Minimal pairs that are part of students’ oral language repertoire
  - Examples: s/e; más/mas; tú/tu; qué/que; sí/si; papa/papá; libro/libro; paso/pasó; beso/besó

- Question words
  - Examples: ¿qué?, ¿cómo?, ¿dónde?, ¿por qué?

Review of the Objectives

Participants will:

- Expand their knowledge about bilingualism and bilingual education
- Examine some of the differences between Spanish and English
- Explore strategies to develop metalinguistic awareness and foster it in your classroom, school or district

Review and Reflection
Your turn

☐ Share a strategy that you will implement in your classroom, school or district to promote metalinguistic awareness.

Questions?

iareagoltia@cal.org

Thank you!

You will receive a message from CAL in a few days. It will include:
☐ A certificate of attendance
☐ A link to the webinar recording and PPT handout, available at http://www.cal.org/resource-center/free-resources

Please complete the survey when the webinar closes.

Look for news from CAL about our summer institutes on Spanish Language and Literacy in Spanish and in English!