Illinois CENTER for SCHOOL IMPROVEMENT

LEARNING SNAPSHOT

English-Spanish Biliteracy

- Teaching for biliteracy prepares students to think, speak, read, and write in more than one language and culture (García & Kleifgen, 2010; Gregory, 1996; Reyes, 2006).

- Opportunities to discuss, read, analyze, and apply concepts in both languages facilitate students' development of metalinguistic skills that are related to literacy outcomes in both languages (Proctor & Silverman, 2011; Soto Huerta, 2012).

- Regardless of the model adopted (see the descriptions of research-based biliteracy models below), teachers should employ instructional practices that ensure their classrooms are bilingual environments that support learning within and across both languages.

Instructional models:

- Literacy Squared is a research-based model for emergent bilingual students that utilizes paired literacy instruction with grade-specific time allocations for Spanish literacy and literacy-based English language development, with a focus on cross-linguistic connections. Longitudinal research on the use of this model found that participating English language learners (ELLs) outperformed their nonparticipating peers on the state-mandated assessment of English language proficiency (Butvilofsky & Escamilla, 2013; Sparrow, Butvilofsky, Escamilla, Hopewell, & Tolento, 2014).

- The Teaching for Biliteracy Framework provides a model for instruction in Spanish and English within a unit of study that integrates content and language arts. The strategic use of language is essential because Spanish and English are governed by distinct linguistic and cultural rules that have implications for planning, instruction, choice of materials, and assessment (Beeman & Urow, 2013; Escamilla, 2009).

- The Two-Way Immersion Sheltered Instruction Observation Protocol (TWIOP) is a research-based instructional model that is unique in that it adapts the original Sheltered Instruction Observation Protocol (SIOP) to an instructional context wherein students are developing literacy in two languages (Howard, Sugarman, & Coburn, 2006).

Instructional Practices

- Provide content and language objectives that are reviewed with students during each lesson and are aligned to the WIDA Spanish Language Arts Standards, WIDA English Language Development Standards, and Illinois Learning Standards.

- Provide opportunities for students to use the entirety of their linguistic repertoires to express their understanding of new content. For example, students may summarize their understanding of content in one language and then express and apply their understanding in the other language.

- Plan activities for students to explicitly compare and contrast the following in the two languages:
  1. Phonology (sound system)
  2. Morphology (word formation)
  3. Pragmatics (language use)

- Introduce key language and concepts using concrete, student-centered activities so that students are able to build background knowledge and make connections between languages.

- Facilitate activities that integrate all language domains (i.e., reading, writing, listening, and speaking) in both languages.

- Use instructional materials that reflect students' culture and values and celebrate learning two languages.

Resources

Center for Applied Linguistics

The Center for Applied Linguistics (CAL) website provides information and resources about the TWIOP model and its implementation.

http://www.cal.org/twi/twiop.htm

CAL also provides guiding principles for dual-language education.

http://www.cal.org/twi/pdfs/guiding-principles.pdf

Center for Teaching for Biliteracy

The Center for Teaching for Biliteracy is a forum that provides resources and support to educators who teach for biliteracy.

http://www.teachingforbiliteracy.com

Colorín Colorado

This English-Spanish bilingual site provides a variety of information and resources regarding ELLs for educators and families.

http://www.colorincolorado.org/

Literacy Squared: Building Trajectories Toward Biliteracy

The Literacy Squared model is a comprehensive biliteracy program and conceptual framework that is designed to accelerate the development of biliteracy in Spanish- and English-speaking students.

http://www.literacysquared.org/

The Division of English Language Learning (DELL) of the Illinois State Board of Education (ISBE)

DELL offers multiple professional development resources, including webinars and presentations, related to meeting the needs of ELLs.

http://www.isbe.net/bilingual/htmls/prof-dev.htm?col1=open#CollapsiblePanel1

The Illinois Resource Center (IRC)

IRC provides resources, professional development, and technical assistance to districts and educators serving ELLs throughout Illinois.

http://www.thecenterweb.org/irc/pages/f_workshops.html

References

Beeman, K., & Urow, C. (2013). *Teaching for biliteracy: Strengthening bridges between languages.* Philadelphia, PA: Caslon Publishing.

Butvilofsky, S., & Escamilla, K. (2013). *Literacy Squared® phase II: Colorado case study technical report year three, 2011–2012.* Retrieved from http://literacysquared.org/ABOUT%20Page/CO%20Case%20Study_Technical%20ReportLiteracy%20Squared%20Phase%20II%20Year%203_Final.pdf

Escamilla, K. (2009, July). *Literacy in Spanish: What's the same/what's different?* Paper presented at Two-Way CABE Conference, San Diego, CA.

García, O., & Kleifgen, J. (2010). *Educating emergent bilinguals: Policies, programs, and practices for English language learners.* New York, NY: Teachers College Press.

Gregory, E. (1996). *Making sense of a new world: Learning to read in a second language.* London, UK: Paul Chapman.

Howard, E. R., Sugarman, J., & Coburn, C. (2006). *Adapting the Sheltered Instruction Observation Protocol (SIOP) for two-way immersion education: An introduction to the TWIOP.* Washington, DC: Center for Applied Linguistics.

Proctor, C. P., & Silverman, R. D. (2011). Confounds in assessing the associations between biliteracy and English language proficiency. *Educational Researcher, 40*(2), 62–64.

Reyes, I. (2006). Exploring connections between emergent biliteracy and bilingualism. *Journal of Early Childhood Literacy, 6*(3), 267–292.

Soto Huerta, M. (2012). Guiding biliteracy development: Appropriating cross-linguistic and conceptual knowledge to sustain second-language reading comprehension. *Bilingual Research Journal, 35*(2), 179–196.

Sparrow, W., Butvilofsky, S., Escamilla, K., Hopewell, S., & Tolento, T. (2014). Examining the longitudinal biliterate trajectory of emerging bilingual learners in a paired literacy instructional model. *Bilingual Research Journal, 37*(1), 24–42.