



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**

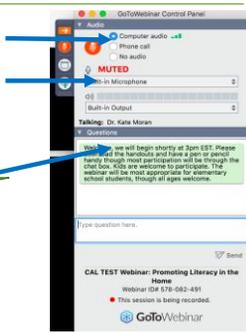
Igone Arteagoitia, iarteagoitia@cal.org



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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.



Comments and Questions



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Webinar Series

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

Who We Are What We Do Areas of Impact **Resource Center** New

Resource Center Home > Resource Center > Online Learning Resources

Online Learning Resources

In response to recent developments, the Center for Applied Linguistics (CAL) is offering FREE resources so that you can continue your practice, get some ready-to-use ideas, or just learn a new skill!

LEARNING FROM HOME SERIES BY CAL SOLUTIONS:

Click the topics below to watch the video. Handouts and PowerPoints are included in the descriptions:

- 9 Ways to Put "So what is Social Learning: Language Learning Activities at Home (Handout: PDF)
- 12+ Reading & Writing Activities to Promote Literacy in Your Home (Handout: PDF)
- Beyond Numbers: Language and Math in the Home... Live on Friday, April 3! Register to watch the live webinar here.



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Welcome and Introductions





Lisa Tabaku



Igone Arteagoitia



Maria Cieslak



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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!



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Igone

Researcher & Dual Language Specialist



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Welcome!

Three polls:

Poll #1: Your role

Poll #2: Your program

Poll #3: Your language



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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



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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

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BILINGUALISM AND BILINGUAL EDUCATION

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Your turn

Reflection about bilingualism

What is the difference between **additive** and **subtractive** bilingualism?



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Bilingualism

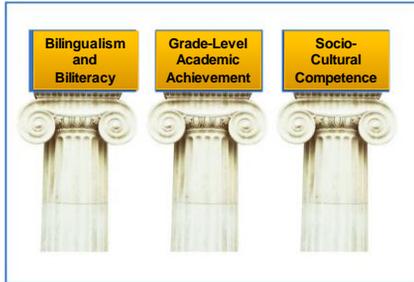
- Additive bilingualism:** the first language continues to be developed and considered as an asset along with the second language
- Subtractive bilingualism:** the second language is added at the expense of the first language



Cummins, J. (1994) The Acquisition of English as a Second Language, in Spangenberg-Urbschat, K. and Pritchard, R. (eds). *Reading Instruction for ESL Students*. Delaware: International Reading Association.

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Three Pillars of Dual Language Education

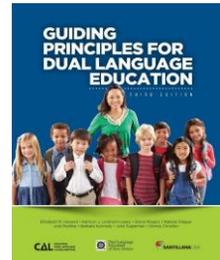


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Guiding Principles

- 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



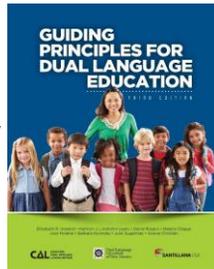
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Guiding Principles

Strands:

- Program Structure
- Curriculum
- Instruction
- Assessment & Accountability
- Staff Quality & PD
- Family & Community
- Support & Resources



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Common Core en español

<https://commoncore-espanol.sdcoe.net/>

- 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)

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BILINGUAL INSTRUCTION AND ASSESSMENT

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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

Adapted from: Escamilla, K., Hopewell, S., Butvilofsky, S., Sparrow, W., Soltero-González, L., Ruiz-Figueroa, O., & Escamilla, M. (2014). *Biliteracy from the Start*. Philadelphia, PA: Caslon, Inc.

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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**.

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Your context



Poll #4

How would you describe the model of bilingualism in your school or school district?

- Parallel Monolingualism
- Holistic Bilingualism
- Other



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Holistic Bilingual Instruction

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



Adapted from: Escamilla, K., Hopewell, S., Butvilofsky, S., Sparrow, W., Soltero-González, L., Ruiz-Figueroa, O., & Escamilla, M. (2014). *Biliteracy from the Start*. Philadelphia, PA: Caslon, Inc.

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Holistic Bilingual Instruction

- Metalinguistic awareness** plays a critical role in the development of literacy skills.
- Emergent bilingual students can benefit from instruction that offers them frequent opportunities to **compare and contrast** the use of the two languages in a variety of contexts.



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METALINGUISTIC AWARENESS

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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).

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PHONOLOGICAL AWARENESS

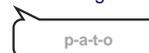


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Phonological Awareness

- **Phonological Awareness:** understanding that oral language is made up of phonemes that can be represented by letters or letter combinations
- **Syllabic Awareness:** the ability to detect, isolate, manipulate, combine and segment syllables in words
- **Phonemic Awareness:** the ability to detect, isolate, manipulate, combine and segment sounds in words



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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)



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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



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Orthography

Transparent: español	Opaque: English
27 letters and 22-24 phonemes	26 letters and 41-44 phonemes
Vowels represent one sound	Vowels represent multiple sounds
Most sounds are represented with one letter only	Many sounds are represented with more than one letter
Common syllabic structures: CV (me-), CVC (par-), CCV (cla-)	A great variety of possible syllabic structures
All words are decodable	Many irregular words



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Implications for Bilingual 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



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PHONOLOGICAL AWARENESS INSTRUCTION



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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



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Pedagogical Implications

Phonological awareness instruction and assessment in Spanish must:

- Be integrated within literacy activities (e.g., songs, poems, etc.)
- Include words that are part of students' oral language repertoire



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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 (ej., me, la, mesa, sola)



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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



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Word Walls: A Comparison

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



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Word Wall



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Paredes de palabras (ejemplos)

Organizadas por "letras tramosas"

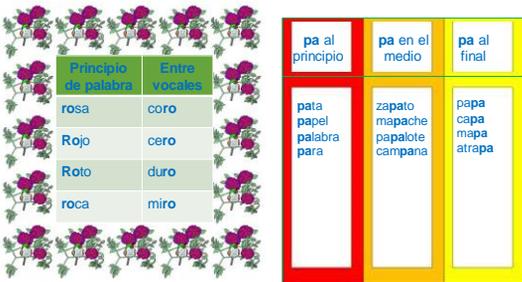


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Paredes de palabras (ejemplos)

Organizadas por sílabas



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Bilingual Word Wall (example)

Organized by morphology

-able/-ible	-able/-ible
responsable	responsible
maneable	manageable
rectificable	rectifiable
increíble	incredible

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Pared de palabras en español

Organized by orthographic accent

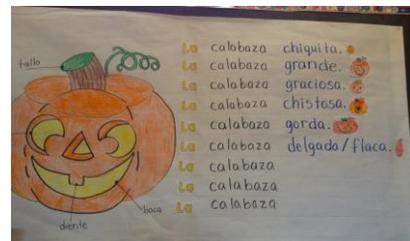
Palabras agudas	Palabras llanas o graves	Palabras esdrújulas	Palabras sobreesdrújulas
papá	López	pájaro	cuéntamelo
ratón	árbol	carátula	devuélvame lo
compás	césped	pánico	ábremelo

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Pared de palabras en español

Organized by grammar

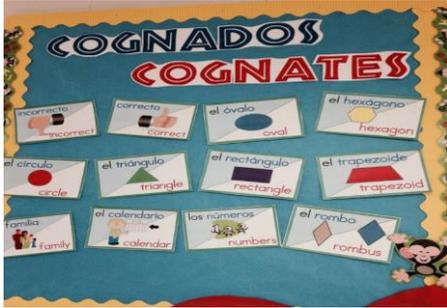


Source: <http://spanglishbaby.com/2013/10/peek-dual-language-kinder-class/>

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Bilingual Word Wall



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Your turn

Can you think of other ways to foster metalinguistic awareness in the Spanish classroom?



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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

OTHER DIFFERENCES BETWEEN SPANISH & ENGLISH

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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



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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

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Common Core en español: el acento

ESTÁNDARES DE LECTURA: DESTREZAS FUNDAMENTALES

Estos estándares son dirigidos a fomentar la comprensión de los estudiantes y el conocimiento de conceptos de la impresión, el principio alfabético y otras normas básicas del sistema de la escritura en español. Estas destrezas fundamentales no son un fin en sí mismas, sino que son un componente necesario e importante de un programa de lectura eficaz y completo diseñado para desarrollar lectores competentes que tengan la capacidad de comprender textos de diversos tipos y disciplinas. La instrucción deberá ser diferenciada: los buenos lectores necesitarán mucha menos práctica con estos conceptos que los lectores con dificultades. Lo principal es enseñar a los estudiantes lo que necesitan aprender y no lo que ya saben. — *dejarlos cuando demuestren éxito o determinadas actividades necesitan más o menos atención. Los suplementos lingüísticos específicos al idioma español, se han marcado con letra azul. Se ha añadido una sección para la la enseñanza del acento que se relaciona y se enseña a través de conceptos de la impresión, escritura y reconocimiento de palabras, y su ortografía.*

Nota: en kindergarten, los niños deberán demostrar cada vez mayor sensibilización y competencia profesional en las áreas que siguen.

ESTUDIANTES DE KINDERGARTEN	ESTUDIANTES DE PRIMER GRADO
<p>1. Demuestran comprensión de la organización y características básicas de los materiales impresos.</p> <p>a. Siguen las palabras de izquierda a derecha, de arriba hacia abajo y página por página.</p> <p>b. Reconocen que el lenguaje oral (palabras habladas) se representa en el lenguaje escrito por secuencias específicas de letras.</p> <p>c. Entienden que las palabras están separadas por espacios en los materiales impresos.</p> <p>d. Reconocen y nombran todas las letras mayúsculas y minúsculas del alfabeto.</p>	<p>1. Demuestran comprensión de la organización y características básicas de los materiales impresos.</p> <p>a. Reconocen las características particulares de una oración (por ejemplo la primera palabra, el uso de letras mayúsculas, la puntuación al comienzo y al final, interrogación (?), exclamación (!), y abreviatura con guión largo un diálogo).</p>
<p>Acentuación</p> <p>a. Reconocen que el acento escrito (acento ortográfico) es una marca sobre una vocal que se llama tilde.</p>	<p>b. Reconocen que el acento escrito (acento ortográfico) es una marca colocada sobre una vocal que se llama tilde y que indica la pronunciación de la palabra.</p> <p>c. Reconocen que el acento escrito (acento ortográfico) a veces indica el significado de palabras que se escriben con las mismas letras pero con un significado o uso diferente en la oración (e. g., <i>la, ni, ni, ni</i>).</p>

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Orthographic Accent: Summary

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*).

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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, vámonos; devuélvemelo*

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Teaching and assessing acentos

- Minimal pairs** that are part of students' oral language repertoire
 - Examples: *sé/se; más/mas; tú/tu; qué/que; sí/si; papa/papá; libro/libró; paso/pasó; beso/besó*
- Question words
 - Examples: *¿qué?, ¿cómo?, ¿dónde?, ¿por qué?*

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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

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Your turn

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



Questions?

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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/freeresources>

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!

