



Implementing more Spanish Language Arts

Presented to School #33 Dual Language
Council

Presented by Adrializ Serrano

Activity 1: Approximately how much time do you have to teach SLA daily?



- Grade Levels
 - PreK?
 - K?
 - 1?
 - 2?
 - 3?
 - 4?
 - 5?
 - 6?

Whole Group Discussion

Big Question:

What causes the limit of Spanish language instruction in the classroom?



What is the purpose of Bilingual Education?

- Bilingual Education programs were established to serve the children who speak diverse languages in the education system.
- Around the world Bilingual Education is viewed as an elite program where students become the masters of two languages to have “vocational and social success” (Brisk, 1998, p. xv).

Did You Know???

Bilingual Education is commonly misinterpreted causing flaws in the implementation. In the U.S., Bilingual Education “refers to the education of children whose home language is not English” (Brisk, 1998, p. xv).





Bilingual Education: Dual Language

- ❖ The Maintenance and Enrichment programs maintain native language and aid the students in learning a second language.
- ❖ Student population consists of non-native English Speakers and native English Speakers.
- ❖ Intention: unify two language groups and not only teach both groups each language, but also create a unified cultural community “regardless of language or ethnic background” (Lindholm-Leary, 2001, p. 32).

What does a Dual Language Program need to be effective?

❖ Effective Leadership

- Must be supportive and educated on the components of Bilingual Education.
- Makes sure the school community understands the role of language learning, development, and education (Lindholm-Leary, 2001).

❖ School Environment

- Must be a welcoming and diverse for two groups of language learners.
- Enforces a positive morale for students so they can feel safe, prideful, challenged by high expectations, and filled with a variety of activities that build a strong welcoming school community (Lindholm-Leary, 2001).
- Integrates an “additive bilingual environment” where all students have the opportunity to develop and master a second language (Lindholm-Leary, 2001, p.62).
- Ensures a positive social and instructional interactions with teachers and peers.



What does a Dual Language Program need to be effective?

❖ Quality Teachers and Staff

- Know and understand language and culture of the students.
- Have “appropriate teaching certificates or credentials, have good content knowledge and classroom management skills, and training with respect to the language education model and appropriate strategies” (Lindholm-Leary, 2001, p.64).
- Skills teachers must possess:
 - ✓ *Understand all bilingual models*
 - ✓ *Know second language development and instruction*
 - ✓ *Create a cooperative learning environment*
 - ✓ *Trained in multiculturalism*



What does a Dual Language Program need to be effective?

❖ Instructional Design and Features

- The program needs the essential amount of four to six years of language exposure and instruction in order to develop linguistically bilingual students.
- The implementation of the model consists of differentiation of teaching for the learner, making the learning interesting, challenging and relevant (Lindholm-Leary, 2001).
- All academic instruction consists of the integration and application of both languages.

❖ Students

- Student population is made up of “50% English speakers to 50% target language speakers...” where a diverse student population allows a cultural and social background exchange (Lindholm-Leary, 2001, p.72).

❖ Active parent participation and involvement.



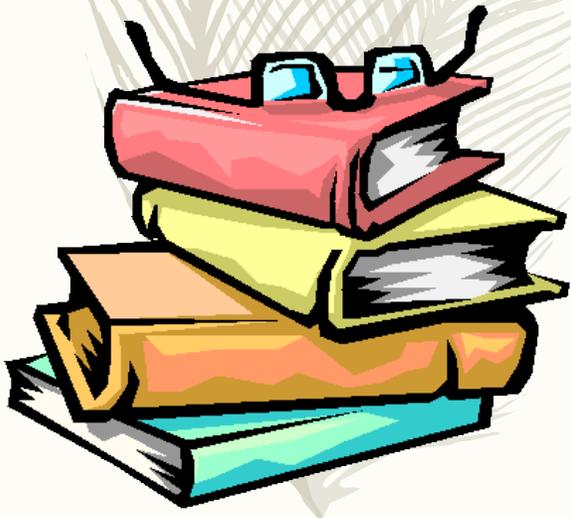
What does the research say????



- ❖ **Problem:** lack of instruction in the native language other than English.
- ❖ The focus the U.S. culture and society has had on assimilation to the dominant language, or English, causing more focus on English instruction than the second language (Hakuta & August, 1997).
- ❖ Literacy and language arts are important to help build both languages in all content areas, but very minimal instruction of native language arts causes concern for language growth in other content areas (Perez & Torres-Guzman, 2002).

What does the research say????

- Literacy is an essential component of language arts in dual language programs to build student language skills along with skills that can be transferred to the second language.
- Great programs have teachers who are knowledgeable on...“whole language, natural language acquisition through all content areas, cooperative learning, interactive and discovery learning, and cognitive complexity for all proficiency levels” (Freeman, Freeman & Mercuri, 2005, p. 139).
- The implementation of reading should begin in the native language adding the second language as the student has mastered key components of the native language (Freeman, Freeman & Mercuri, 2005, p. 144).

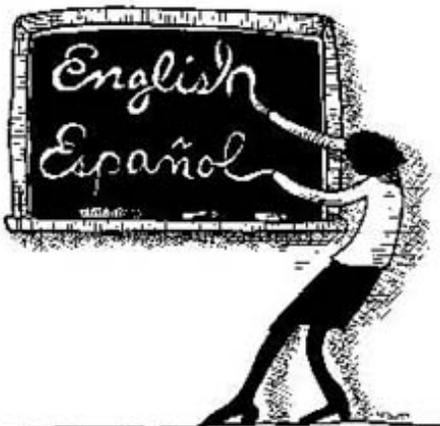


What are ways we can implement more Spanish Instruction?

- ❖ Creating Word Walls
- ❖ Encouraging Parents to continue practicing the language at home and help with assignments.
- ❖ Integrating SLA Centers

Literacy:

- ❖ Pérez and Torres-Guzmán (2002) mention in their research:
 - ❖ The importance of thematic units of literature for the exposure of different genres including cultural text.
 - ❖ The importance of phonemic awareness and the building of vocabulary that can foster literacy skills.
- ❖ These important components of literacy can later build on literacy skills in other content areas with the exposure of vocabulary and genres to further comprehension in both languages.





What are ways we can implement more Spanish Instruction?

Writing:

- ❖ Writing instruction is a skill that goes sequentially with reading due to the exposure to different writing styles and vocabulary.
- ❖ Students must have exposure in a variety of writing genres such as poetry, nonfiction text, fiction, and drama.
- ❖ Students can enjoy the reading diverse genres, but most importantly to build on good writing (Pérez and Torres-Guzmán, 2002) .

Additional Resources

- ❑ Bilingual Common Core Initiative that is a guide for teachers to implement the Bilingual Common Core Progressions → Can Be found on EngageNy.com
 - There are language arts standards for students whose native language is not English
 - The progressions focus on skills in the development of the Home Language (Native Language)
 - The initiative includes ways to differentiate and build on linguistic demands for native language arts using similar standards from the English language arts standards (New York State Bilingual Common Core Initiative: Engage NY, 2014).
 - The progressions can be utilized as a tool to guide teachers in native language arts instruction.
 - The progressions are similar expectations as English Language Arts standards, allowing the student to build on the same skills no matter the language.



Activity 2: Create your own Daily Schedule Outline

- With a group or partner your task is to choose a grade level and create an outline of a realistic daily schedule that includes Spanish language instruction.

Things to Consider:

- *300 Instructional Minutes(equivalent to a full school day without lunch and specials)*
 - *A percentage or the amount of Spanish Language instruction has to be included on the outline for each subject area. (The grade level must be considered)*
- Be prepared to share your outline with the whole group.
 - Have Fun!



References

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Exit Ticket

Thanks for attending and listening to my presentation and research!!!
If you would so kindly, please complete my survey!!!

