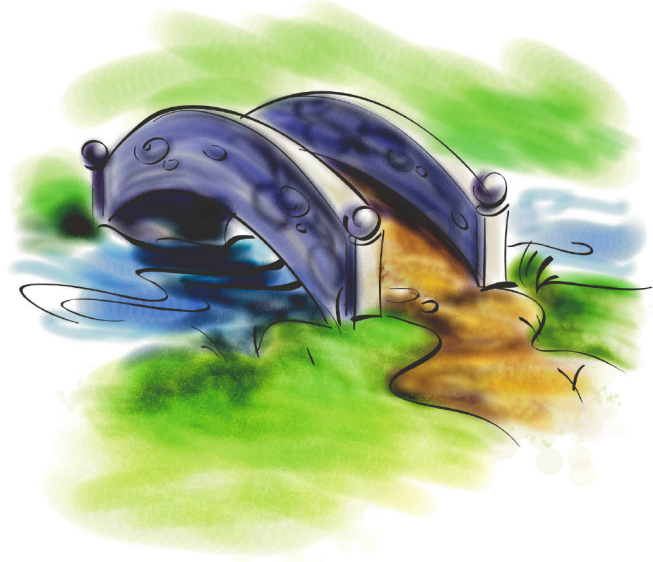


A Third Way – A Third Space: Bridging between Languages

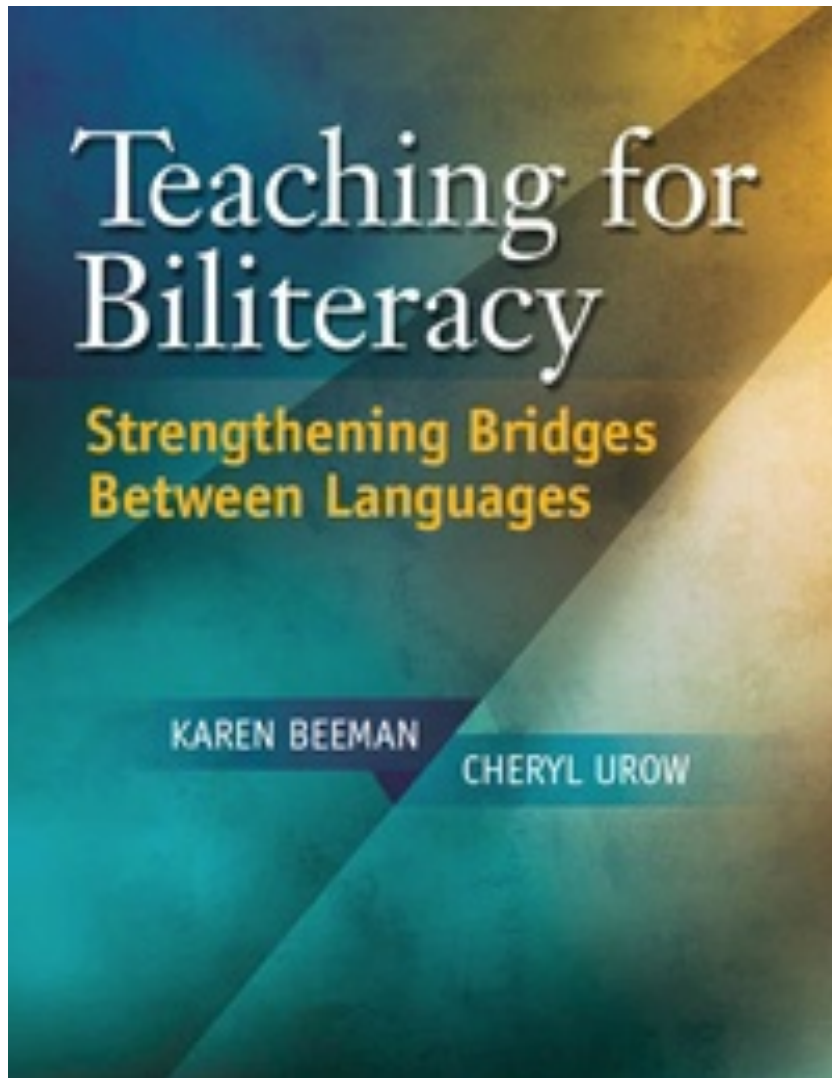


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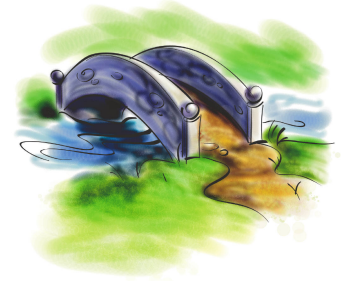
thecenterweb.org/irc



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Translanguaging



Multilingual students have linguistic resources in multiple languages; their knowledge base is shared across languages (Escamilla & Hopewell, 2010).

Multilingual students therefore use all they know in all their languages when they learn.

Multilingual students who learn about how their two languages are similar and different achieve higher levels of academic achievement (Dressler et al, 2011, de Jong, 2011,).

Translanguaging



- Translanguaging, refers to the interaction of two languages (or more) by bilingual students (Garcia, 2011).
- By engaging in contrastive analysis, or “bridging”, students develop metalinguistic awareness.
- Translanguaging, or “bridging”, comes from a multilingual perspective of students and teaching.

Monolingual Perspective

- Assessment is conducted in one language
- Students are placed in either a Spanish or an English literacy class based on their strongest language.
- Goals and objectives for students are limited to one language.
- The two languages are viewed as separate and students are compared to monolingual speakers in either language.
- When compared to monolingual learners, the student use of language is looked at as a deficit. Students are viewed as “low” in both languages.

Multilingual Perspective

- Assessment practices can accommodate two languages
- Students are placed in a bilingual classroom that can take advantage of their bilingual linguistic resources.
- Goals and objectives for students cover both languages.
- The two languages are viewed as complementary and students are compared to other bilingual learners and not to monolingual learners.
- When compared to bilingual learners, student use of language is looked at as a reflection of a bilingual context. Neither language is viewed as “low.”

Translanguaging

- “When bilingual students translanguange, they creatively use linguistic features and language modes to make meaning that is socially categorized as belonging to one or another language.” (García, 2011)
 - No hay sopa en el baño.
 - Se me mojaron mis socketines.
 - La rufa está liquiando.
 - Teacher, I am planching!

The Bridge

The Bridge is the period during the unit where the focus is on instructing students in how to transfer what they have learned from one language to the other and on engaging in a contrastive analysis between Spanish and English.



Areas explored during the Bridge

- Phonology: letter sounds: “q” and “k”

A - Ana	A – Amy
E – Eleazar	E – Elaine
I – Isabel	I – Ivan
O - Oscar	O - Olivia
U -Ulises	U - Urow

- Morphology (Cognates: **energía** – **energy**) –
Word – Expression Level

- Syntax and Grammar (Sentence Level):
 - El carro rojo – The red car
 - !Te adoro! – I adore you!
 - !El papá es guapísimo. - The father is very handsome!
- Language Use (Discourse Level and Socio-Cultural Letter):
 - Mensaje Indirecto Direct Message
 - “!Y punto!” That’s it! (not and Point)

Spanish in the U.S.

Casa	Escuela
puchar	empujar
tochar	tocar
onde	donde
lonche	almuerzo
Picar	escojer
Cache	a gate
Muncho	mucho


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Kinder



Kinder




Los gusanos 

- humedad → poca agua
- comida
- hojas y comida
- tierra
- plantas
- cuerpo
- segmentos
- clitelo
- crías → bebés de los animales.
- se arrastran

- blandos
- largos
- cortos

The Worms

- moisture → little water
- food - leaves and dirt
- help plants grow
- body
- segment 
- clitellum
- animal babies
- crawling

- soft
- long
- short

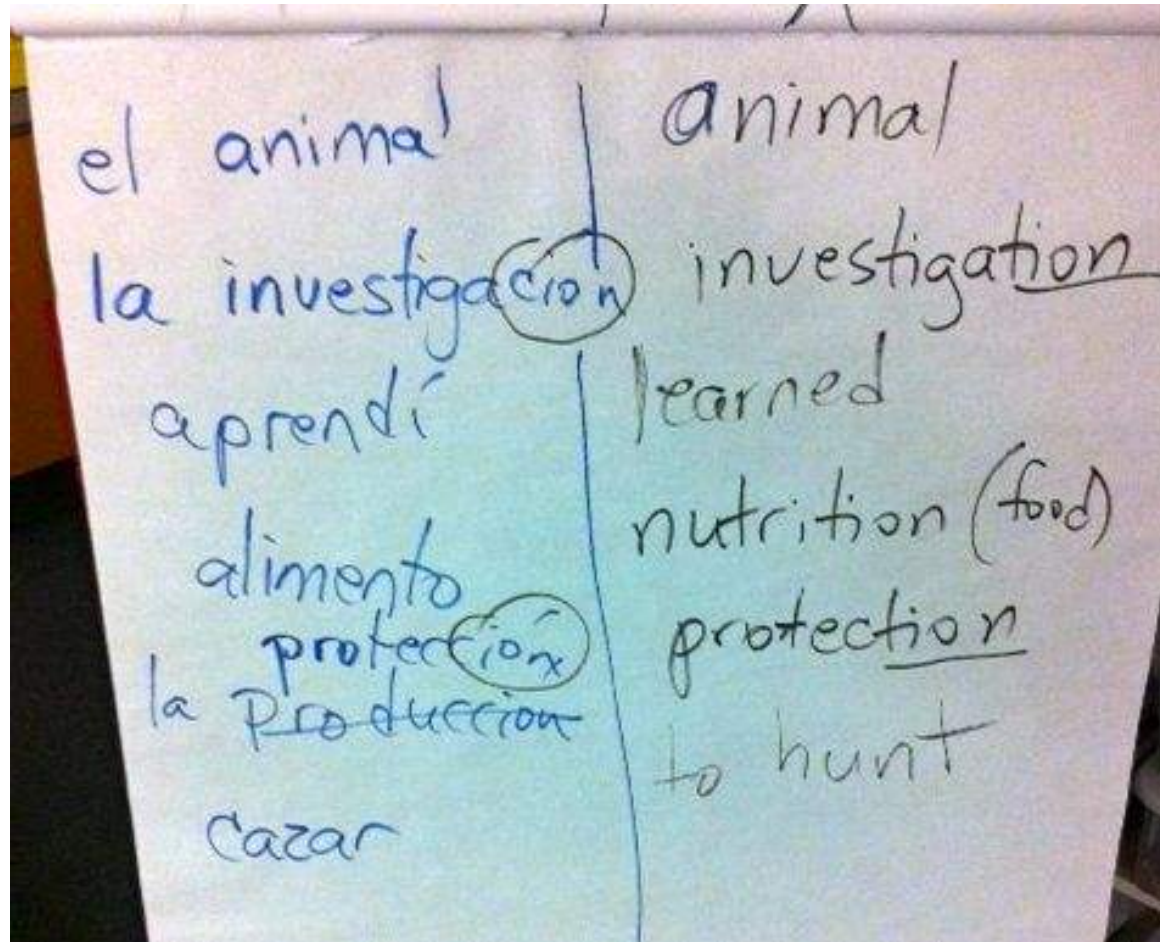
The Things We Learned About Worms

The worms poop helps plants grow. The worms are slimy. Worms eat dirt so they can move. Worms can be long or short. Worms can be soft. Worms do not have eyes, ears, or a nose. The worm babies come out of the clitellum. The dirt needs a little water to have moisture for the worms. Worms have a lot of segments.

First Grade

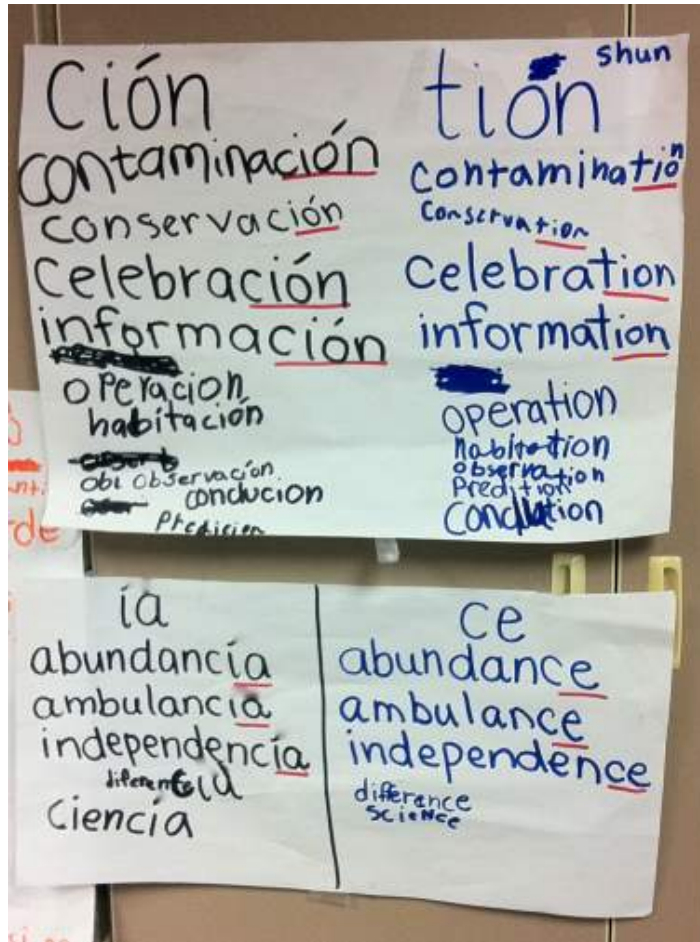


Second Grade



Contrastive Analysis

<u>Es</u> español	<u>S</u> inglés/ English
<u>e</u> scorpión	<u>s</u> corpion
<u>e</u> scuela	<u>s</u> chool
<u>e</u> spañol	<u>s</u> panish
<u>e</u> stante	<u>s</u> helf
<u>e</u> strella	<u>s</u> tar
<u>e</u> spaña	<u>s</u> pain



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Third Grade



Morphology









Third Grade

A handwritten chart on yellow lined paper titled "cognados" in blue ink. The chart is divided into two columns: "English" and "español". A vertical line separates the two columns, with arrows pointing from the English words to the Spanish words. The words listed are: nervous (nervioso), absolute (absoluto), text (texto), connection (conexión), cognates (cognados), data (datos), information (información), tornado (tornado), page (pagina), September (septiembre), November (noviembre), insect (insecto), line (linea), markers (markadores), actions (acciones), and responsible (responsable).

English	español
nervous	nervioso
absolute	absoluto
text	texto
connection	conexión
cognates	cognados
data	datos
information	información
tornado	tornado
page	pagina
September	septiembre
November	noviembre
insect	insecto
line	linea
markers	markadores
actions	acciones
responsible	responsable

! False Cognates!

CUIDADO · CAUTION · CUIDADO

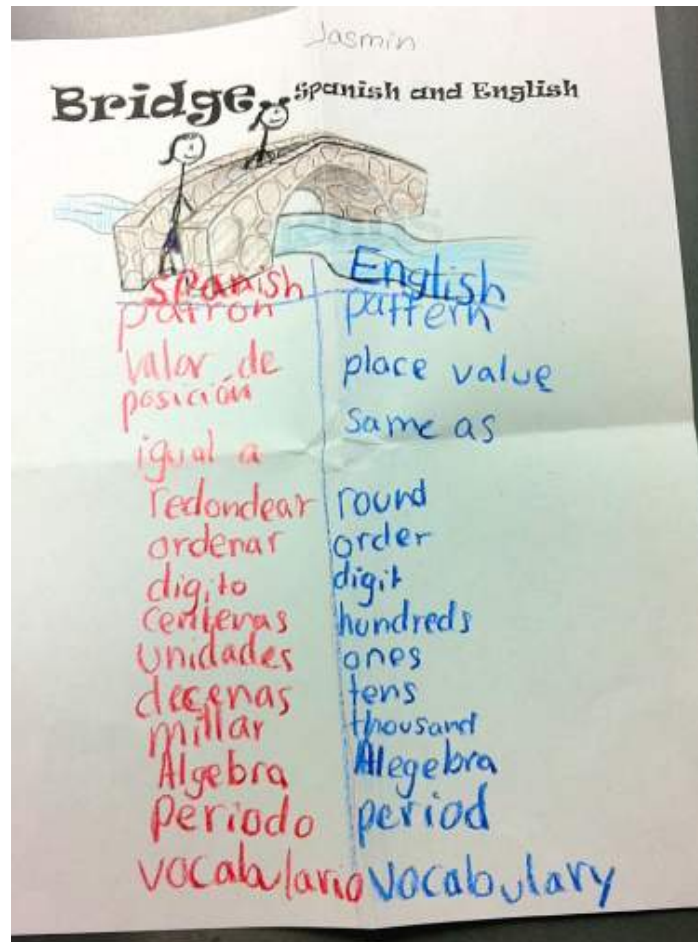
English	Spanish
folder NOT: carpet	carpeta
globe	globo
pie 	pie 
rope 	ropa 
soap	sopa 
embarrassed	embarazada 

Morphological Patterns (Word Level)

<u>-ción</u>	<u>-tion</u>
<u>solución</u>	<u>solution</u>
<u>colección</u>	<u>collection</u>
<u>destrucción</u>	<u>destruction</u>
<u>celebración</u>	<u>celebration</u>
<u>construcción</u> (CS)	<u>construction</u> (CS)
<u>dirección</u> (AC)	<u>direction</u> (AC)
<u>corrección</u> (EF)	<u>correction</u> (EF)
<u>infección</u> (VS)	<u>infection</u> (VS)
<u>ficción</u> (clase)	<u>fiction</u> (class)
<u>multiplicación</u> (TE)	<u>multiplication</u> (TE)
<u>acción</u> (SH)	<u>action</u> (SH)

Third Grade

Spanish	English
patrón	pattern
Valor de posición	position place value value value
igual a	same as
redondear	round
orden/ordenar	order
digit(o) <i>cognates</i>	digit



Así se dice – Sentence Level

