



District of Columbia
Office of the State Superintendent of Education

Teaching Strategies to Develop Cross-Language Connections

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Warm-up Activity

Slide 3

Student A
What can the student do?
What supports does the student need?
How would you engage the student in meaningful instructional tasks?
What instructional resources will you need?
How will you measure successes?





Student B
What can the student do?
What supports does the student need?
How would you engage the student in meaningful instructional tasks?
What instructional resources will you need?
How will you measure successes?

Three Linguistic Spaces – In Bilingual Students

Slides 7-9

Instructions: Based on the emergent bilingual profiles, write down the number of emergent bilinguals enrolled in your school/classroom and respond to the questions below.

Individual task

Number of Students	Emergent Bilingual
	 <ul style="list-style-type: none"> • Students who enter the program as monolingual speakers (Spanish, French, Chinese, etc.). • These students are classified as English learners. • In a dual-language program, these students will become sequential bilinguals.
	 <ul style="list-style-type: none"> • Students who enter the program as monolingual English speakers (non-English learners). • In a dual-language program, these students will become sequential bilinguals.
	 <ul style="list-style-type: none"> • Students who enter the program with linguistic resources in both languages. • These students may or may not qualify as English learners. • These students enter the school system as simultaneous bilinguals.
	 <ul style="list-style-type: none"> • Other English learners (Mixteco speakers, for example) and other bilingual, non-English learners (French/English bilinguals, for example) who have a background in a third language (not one of the program languages). • In a Spanish/English dual-language program, these students will become trilingual.

Team task

How can this information help you meet the needs of your students?

What kind of instructional differentiation (in addition to instruction in Spanish) is needed?

How can you explain and defend this need to parents and school administrators?

Three Linguistic Spaces – In Curriculum and Schedules

Slides 10-17

Instruction: After defining and understanding the language allocation plan implemented at your school, work with your team and think about your current practices and the content area in which you are delivering instruction. Fill out the form below indicating the concepts that are transferable from L1 to L2 and topics and/or concepts that need explicit instruction in the target language.

Concept by Subject	Transfer from one language to another	Non-transferable, needs explicit instruction in the target language.
Math		
Science		
Social Studies		
Language Arts		

Bilinguals transfer _____

The cross-language connection occurs _____

because _____

Planning to Develop Cross-language Connections

Slides 19-25

Areas of Focus for Contrastive Analysis

Element and Area of Focus	Examples
<p>Phonology (sound system)</p> <ul style="list-style-type: none"> • Sounds that are different in two languages • Sounds that are similar in the two languages 	<ul style="list-style-type: none"> • Sound-symbol correspondence (e.g., the [k] sound: “qu” or “c” in Spanish; “c” or “k” in English) • Silent letters (e.g., “h” and “u” in Spanish; many in English) • The existence of the [th] sound in English but not in Spanish; therefore, students select the closest Spanish phoneme, which is /d/
<p>Morphology (word formation)</p> <ul style="list-style-type: none"> • Prefixes and suffixes shared between the two languages (cognates) 	<ul style="list-style-type: none"> • informal – informal • informar – inform • socialismo – socialism • desastroso – disastrous • preparar – prepare • profesión – profession • educación – education
<p>Syntax and grammar (sentence structure)</p> <ul style="list-style-type: none"> • Rules for punctuation, grammar, word order, and so forth, unique to each language • Areas that are similar and areas that are different 	<ul style="list-style-type: none"> • Spanish uses the initial inverted exclamation point; English does not (e.g., ¡Me encanta! – I love it!) • Articles have gender in Spanish but not in English (e.g., el título – the title; la revolución – the revolution) • In Spanish, accents change the meaning of words (e.g., <i>el papa vive en Roma</i>; <i>la papa es deliciosa</i>; <i>mi papá es muy trabajador</i>) • Spanish has many reflexive verbs; English has few (e.g., <i>Se me cayó</i>) • Conjugation of verbs in Spanish reduces the need for the pronoun (e.g., <i>¡Voy!</i>) • An adjective follows a noun in Spanish and precedes it in English (e.g., <i>centímetros cuadrados</i> – square centimeters) • English contains possessive nouns; Spanish does not (e.g., my grandmother’s house – <i>la casa de mi abuela</i>)
<p>Pragmatics (language use)</p> <ul style="list-style-type: none"> • Cultural norms or comments that are reflected in language use • Use of overlapping cultural norms in a bilingual context 	<ul style="list-style-type: none"> • Questions about age avoid the word “old” in Spanish because it has a negative connotations (<i>¿Cuántos años tienes?</i>) • Figurative language from English is translated directly into Spanish: <i>Estoy encerrado afuera</i> (I am locked out!) rather than <i>Me quedé afuera</i>. • Spanish constructs are used during English (<i>Mis padres ganan mucho dinero</i> – <i>my fathers win lots of money</i>).

Planning to Develop Cross-language Connections

Slides 19-24

Planning for Cross-Language Connections	
<p>1. Review in the language of instruction.</p> <p>How are students using their linguistic resources when they speak? When they write?</p> <p>How do they use ALL their languages?</p>	<p>4. Match the keywords/phrases/sentences to the other language.</p> <p>Which foundational skills can be highlighted during the contrastive analysis bridge? Which linguistic similarity or difference is appropriate at my grade level?</p>
<p>2. Elicit keywords/phrases/sentences in the language of instruction from students.</p> <p>If these are the words that the students will transfer, which linguistic similarity or difference should I highlight?</p>	<p>5. The bridge for metalinguistic analysis. Compare and contrast languages.</p> <p>Consider the four areas of metalinguistic focus: phonology, morphology, syntax and grammar, pragmatics.</p>
<p>3. The bridge for transfer: Practice the terms in the new language.</p> <p>Does the contrastive bridge include both languages? Is the contrastive bridge color-coded?</p>	<p>6. Extension: Continued practice in the other language.</p> <p>Is it clear to the students what they will be practicing?</p>

Strategies to Develop Cross-language Connections

Slides 25-36

Directions: Use the template below to take notes about each of the strategies practiced in the workshop. Check the purpose of each strategy.

Strategy	Purpose
Observation Charts/Exploration Report	<input type="checkbox"/> Transfer <input type="checkbox"/> Contrastive Analysis
Cognitive Content Dictionary	<input type="checkbox"/> Transfer <input type="checkbox"/> Contrastive Analysis
Input Charts	<input type="checkbox"/> Transfer <input type="checkbox"/> Contrastive Analysis
Así se dice – That’s how you say it	<input type="checkbox"/> Transfer <input type="checkbox"/> Contrastive Analysis
Side by side	<input type="checkbox"/> Transfer <input type="checkbox"/> Contrastive Analysis

The Three Instructional Moments

Slides 37-44

Sample metalinguistic charts with additional areas of metalinguistic focus.

Note: In the classroom, these charts would be

- Created with the students
- Color-coded
- Accessible to students so that they could add further examples of the metalinguistic pattern

Verbos + Preposiciones	Verbs + Prepositions
Pensar en / pensar acerca de	To think about / to think of
Enojarse con	To get mad at
Soñar con	To dream of
Decidir sobre	To decide on

la, las, el, la	my, your, his, her, their, our
Hacer la tarea.	To do your homework.
Levantar la mano.	To raise my hand.

Different number of words in English than in Spanish

Español	English
Voy a buscar la tarea.	I am going to look for my homework.
Llamé a la maestra.	I called the teacher.
¡Me mojaron los zapatos!	They got my shoes wet!

tomar	hacer	to do	to make	to take
tomar una decisión			to make a decision	
	hacer la tarea	to do your homework		
tomar turnos				to take turns

The Three Instructional Moments

Slides 37-44

Grapho-phonemic Transfer from Spanish and English		
<p>Vowels</p> <p>Vowels in Spanish have only one sound. Therefore, the concepts of long vowels, short vowels, r-controlled vowels, and schwa vowels in English have no Spanish equivalent. Additionally, nearly every vowel in Spanish is pronounced, so two vowels don't "go walking" and that silent, but bossy, final "e" is conceptually foreign. However, "u" is mute when it appears after "g" and "q" and before to vowels "e" and "i" as in queso, guitarra, quiero.</p>		
English Letter/Sound	Spanish Equivalent	Example
<p>/Ā/ as in able</p> <p>/Ē/ as in ear</p> <p>/Ī/ as in icicle</p> <p>/o/ as in octopus</p> <p>/ū/ as in uniform</p>	<p>e; ei</p> <p>i</p> <p>Ai; ay; hay; (the "h" is silent in Spanish)</p> <p>a</p> <p>iu</p>	<p>trein/train</p> <p>sin/seen</p> <p>Ay/I; bait/bite</p> <p>cat/cought</p> <p>ciut/cute</p>
Consonants – Individuals and Clusters		
English Letter(s)/Sound	Spanish Equivalent	Example
<p>Cc – ck</p> <p>D – as in food or door</p> <p>Soft g – as in gesture or giraffe</p> <p>H – as in hair</p> <p>J – as in Jello</p> <p>Qu – as in quaint or quote</p> <p>Sh – as in Sheep. This sound only exists in Spanish words of native origin, such as Uxmal.</p> <p>Th – as in thumb</p> <p>V – as in vest</p> <p>W – as in Washington. This sound does not exist in Spanish.</p> <p>Y – as in yarn</p> <p>Z – as in zipper</p>	<p>c, k, Qu</p> <p>d or r</p> <p>y; ll</p> <p>j</p> <p>y; ll</p> <p>cua, cuo</p> <p>X (though usually less familiar to students here); next closest approximation is ch.</p> <p>d</p> <p>f; b/v</p> <p>gu (as in agua)</p> <p>ll</p> <p>s</p>	<p>Soquer/soccer; tiket/ticket</p> <p>Fur/food</p> <p>lliant/giant</p> <p>jelp/help</p> <p>yumo/jump or llelo/yellow</p> <p>cuin/queen</p> <p>chain/shine</p> <p>den/then</p> <p>fine/vine</p> <p>guent/went</p> <p>llam/yam</p> <p>sebra/zebra</p>
<p>* Spanish had no S-initiated blends (sc, scr, sk, sl, sm, sn, sp, spl, st, sw...)</p> <p>* Spanish has few contractions (del, al) and they do not use an apostrophe.</p> <p>* Spanish sentences have flexible word order structures (e.g., voy corriendo, corriendo voy).</p> <p>* Spanish does not require the use of pronouns, as they are indicated in the verb conjugation (e.g., hablo = yo hablo/I speak).</p> <p>* Spanish rarely has double letter (happen/happen; buk/book).</p>		

The Three Instructional Moments**Slides 37-44**

Cross-language effects of Spanish derivational awareness on English vocabulary and reading comprehension were studied in Spanish-speaking English language. English phonological awareness, and English word reading revealed that Spanish derivational awareness was related to English cognate vocabulary. Knowledge of cognates facilitates the transfer of Spanish derivational awareness to English vocabulary and reading comprehension.

Inflection - yields different grammatical forms of a word without altering its meaning or part of speech.

Example:

book – books

play – played

libro – libros

juego – jugué

Compounding - refers to the information of new words by combining two or more words.

Example:

airplane

sunflower

grasshopper

aeroplano

girasol

saltamontes

Derivation - forms a new word by combining a root word with an affix (prefix or suffix). The word carries the basic meaning and the affix modifies or adds meaning to the root.

Example:

farmer

baker

carpenter

cooker

granjero

panadero

carpintero

cocinero

A reader who is aware of morphological relations can deduce the meaning of a novel word from its constituent morphemes.

Closing Activity

<p>Goal What is the purpose of planning and implementing cross-language connection strategies in a dual-language/bilingual program?</p>	<p>Students What is expected for students to demonstrate during cross-language connection instruction?</p>
<p>Implementation</p>	
<p>Which strategy(es) would you consider implementing before the end of this school year?</p> <p>Why?</p>	<p>How would these strategies facilitate collaboration among teachers delivering instruction in two languages?</p>