

# ENGLISH LANGUAGE ASSISTANTS WORKSHOP

---

**Dr. Joseph Wiemelt**

Director of Equity & Bilingual Programs

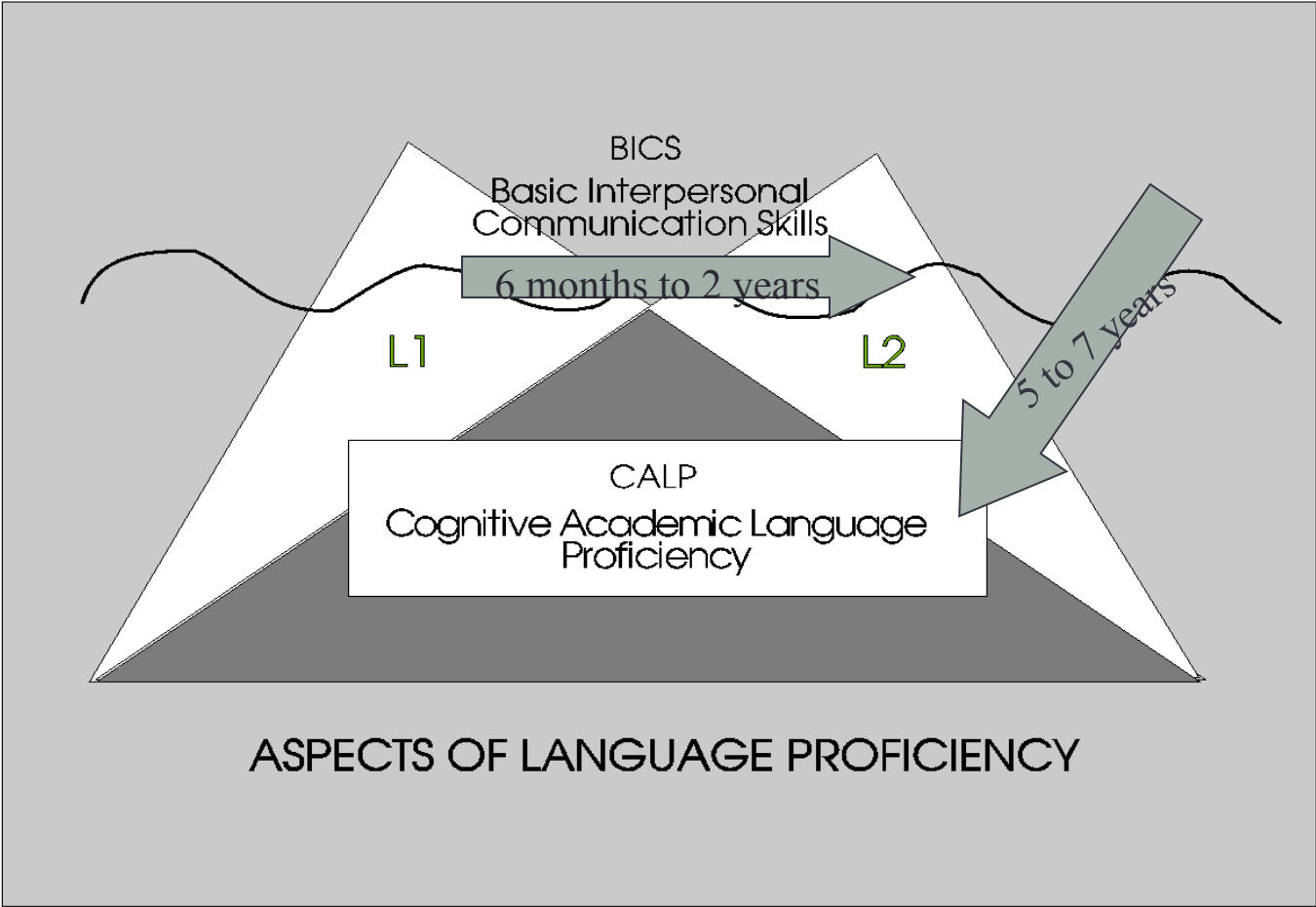
Urbana School District 116, Urbana, IL, USA

Professor, University of Illinois at Urbana-Champaign

# Introduction

- Name
- Position
- Pathway to Bilingualism





# Stages of Second Language Acquisition (SLA)

- Second-language acquisition assumes knowledge in a first language and encompasses the process an individual goes through as he or she learns the elements of a new language, such as vocabulary, phonological components, grammatical structures, and writing systems.
- Language is both social and academic

## Social language (BICS)

- Social
- Skills include: greeting, leaving, borrowing, asking permission, sharing personal info...
- Focus on communication
- Meaning is negotiated
- Repeating, rephrasing are possible
- Quickly acquired, easily assessed

## Academic language (CALP)

- Academic
- Skills include: reading, writing, predicting, summarizing, making connections, taking notes...
- Focus on delivery of info
- More difficult to acquire in L2, more difficult to assess
- Most critical to academic success of ELL

TRUE OR FALSE?

---

LEARNING ENGLISH AS A SECOND  
LANGUAGE

IT TAKES 5 – 10 YEARS TO ACHIEVE  
NATIVE-LIKE PROFICIENCY IN A  
SECOND LANGUAGE.

---

**TRUE**

THE MOST SIGNIFICANT FACTOR IN  
ACQUIRING A SECOND LANGUAGE  
IS FIRST LANGUAGE PROFICIENCY.

**TRUE**



LEARNING TO READ IN ONE  
LANGUAGE INTERFERES WITH  
LEARNING TO READ IN A SECOND  
LANGUAGE.

---

FALSE

STUDYING ENGLISH IN ISOLATION  
(AS A STAND ALONE SUBJECT) IS THE  
BEST WAY TO LEARN.

---

**FALSE**

THE MORE TIME STUDENTS SPEND IN  
A MONOLINGUAL ENGLISH CLASS,  
THE FASTER THEY'LL LEARN ENGLISH.

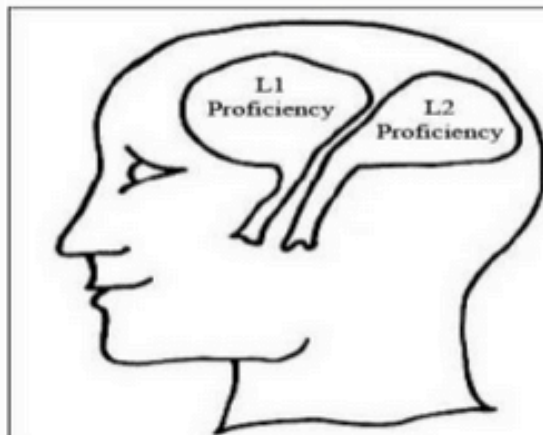
FALSE



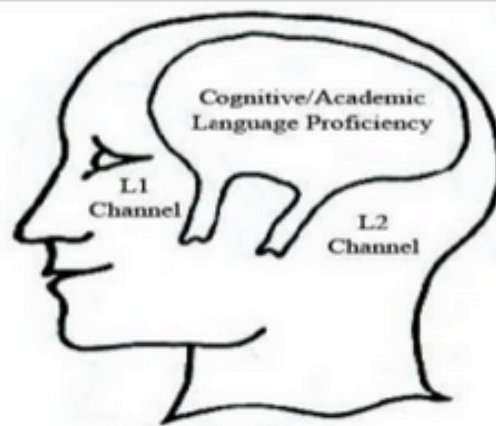
## SUP

VS

## CUP



- Two languages stored separately.
- Increase in one language will result in a loss of some of the other.
- Bilingualism = cognitive overload



- **Internally:**  
Both languages are merged – do not function independently of each other.
- **Outwardly:**  
Both languages are different in conversation.



► **Separate Underlying Proficiency**

**Common Underlying Proficiency**



One language



One bigger  
than  
the other



bilingualism

## *Subtractive* bilingualism



Language difference as a **problem**

Additive bilingualism  
**Monoglossic ideologies**



L1  $\xrightarrow{+ L2}$



L1+L2

Language as privilege for elite, **their right**

---

## Bilingualism in **20th** century

- A bicycle with two full **separate** wheels

- $L1 + L2 = L1 + L2$



- *Balanced bilingualism*
-



21st century  
**Dynamic bilingualism**



Language as **resource**

## *Enacting* dynamic bilingualism

*English as a  
subject*

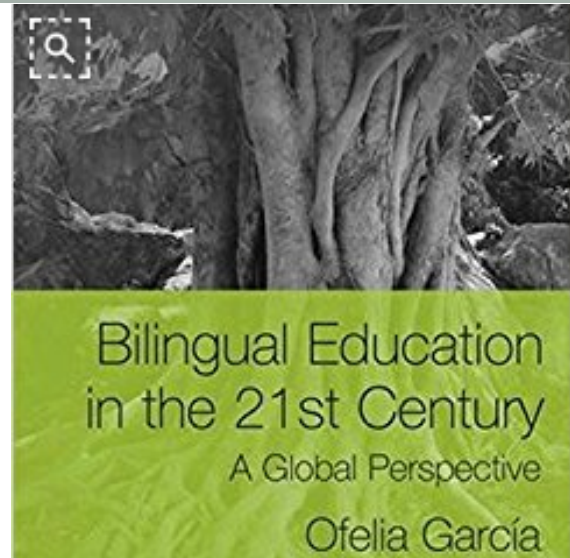


Monolingual  
English

*English as a  
source*

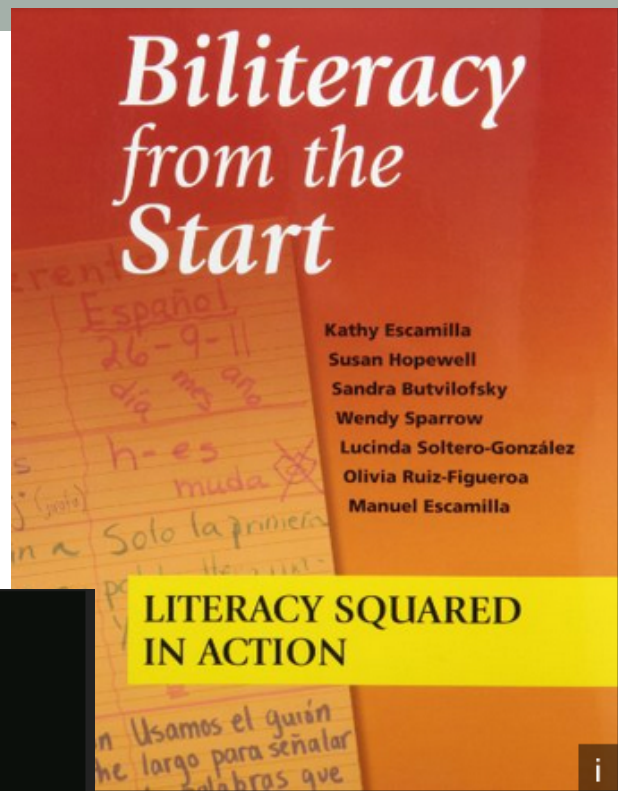


Bilingual  
English-Spanish



## Books on

- Dynamic Bilingualism
- Translanguaging
- Bridging



## Teaching for Biliteracy

Strengthening Bridges  
between Languages

KAREN BEEMAN

CHERYL UROW

# Research Shows That:

- We use language to communicate and to think - both come from the same source.
- Knowledge affects everything we do, including learning a language. We can learn through more than one language.
- Students can use both languages to build new knowledge or express understanding.
- If you know a concept in the first language, you need only to learn how to express it in the second language.

# Research shows that:

- Knowledge learned in one language transfers to another language.
- If students do not have adequate proficiency in language of instruction their learning will be negatively affected.
- Students entering school have already developed concepts and understandings in their first language.
- The first language is a tool for learning the second language.
- Surface features of the languages may be different, but the underlying knowledge about language itself is similar.

# Cognitively Complex Instruction

- Language classes that concentrate on academic content and language simultaneously, not discrete skills
- Learning through projects across academic areas is the best way for children to learn a second language

# Biliteracy Units/Project

Big Idea ( <i>One language until the Bridge</i> )		Formative Assessment
Comprehensible Context (Background Knowledge & Oral Academic Language)		
Reading Comprehension		
Writing		
Word Study	Fluency	
<i>The Bridge (Both languages side by side)</i>		
<i>Extension Activities in the Other Language</i>		

# Effective Biliteracy Units

Three linguistic spaces:

- Spanish
- Bridge
- English

or

- English
- Bridge
- Spanish



# Key Strategies to Highlight Today

Concept Attainment

Total Physical Response (TPR)

Four language domains in one lesson

L1 & L2

# Comprehensible Input

- Appropriate Speech
- Clear Explanation of Academic Tasks
- Concepts Clarified Through a Variety of Techniques
- **Concept Attainment**

This strategy can be used to emphasize or review key vocabulary. It is an excellent strategy for helping students to problem-solve and learn vocabulary and content area concepts based on their critical attributes. First, the teacher draws two columns on the board and labels them example and non-example. The teacher places examples of the concept that he or she wishes the students to figure out, while placing non-examples in the other column to serve as a contrasting or limiting reference. Examples and non-examples are provided until the students are able to identify the concept.

[http://www.youtube.com/watch?v=VxvX6B\\_0nnI](http://www.youtube.com/watch?v=VxvX6B_0nnI)-introduction video

# Concept attainment using L1-L2

<https://www.youtube.com/watch?v=Z2lYxZErB2g> -

Kindergarten example

MODIFIED across Spanish, Bridge, English for 5 year olds.

Living and non-living things

# Reflection

What are your thoughts about teaching across the 3 linguistic spaces of Spanish, the bridge, and English?

How can you incorporate this into your units in Spain?