

BILITERACY: INSIGHTS FROM BILINGUAL READING SPECIALISTS

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BILINGUAL EDUCATION – OPPORTUNITIES

As the USA becomes more diverse in the 21st century and it is impacted by global economies, “language diversity should become increasingly appreciated and bilingualism-biliteracy more widely embraced” Fitzgerald, 2000.



LITERATURE REVIEW

Critical Pedagogy

English
Hegemony

Schools as Sites
for Liberation

Teacher Preparation

National
Influences Frame
Subtractive
Practices

Need for Specific
Biliteracy
Pedagogy
Knowledge

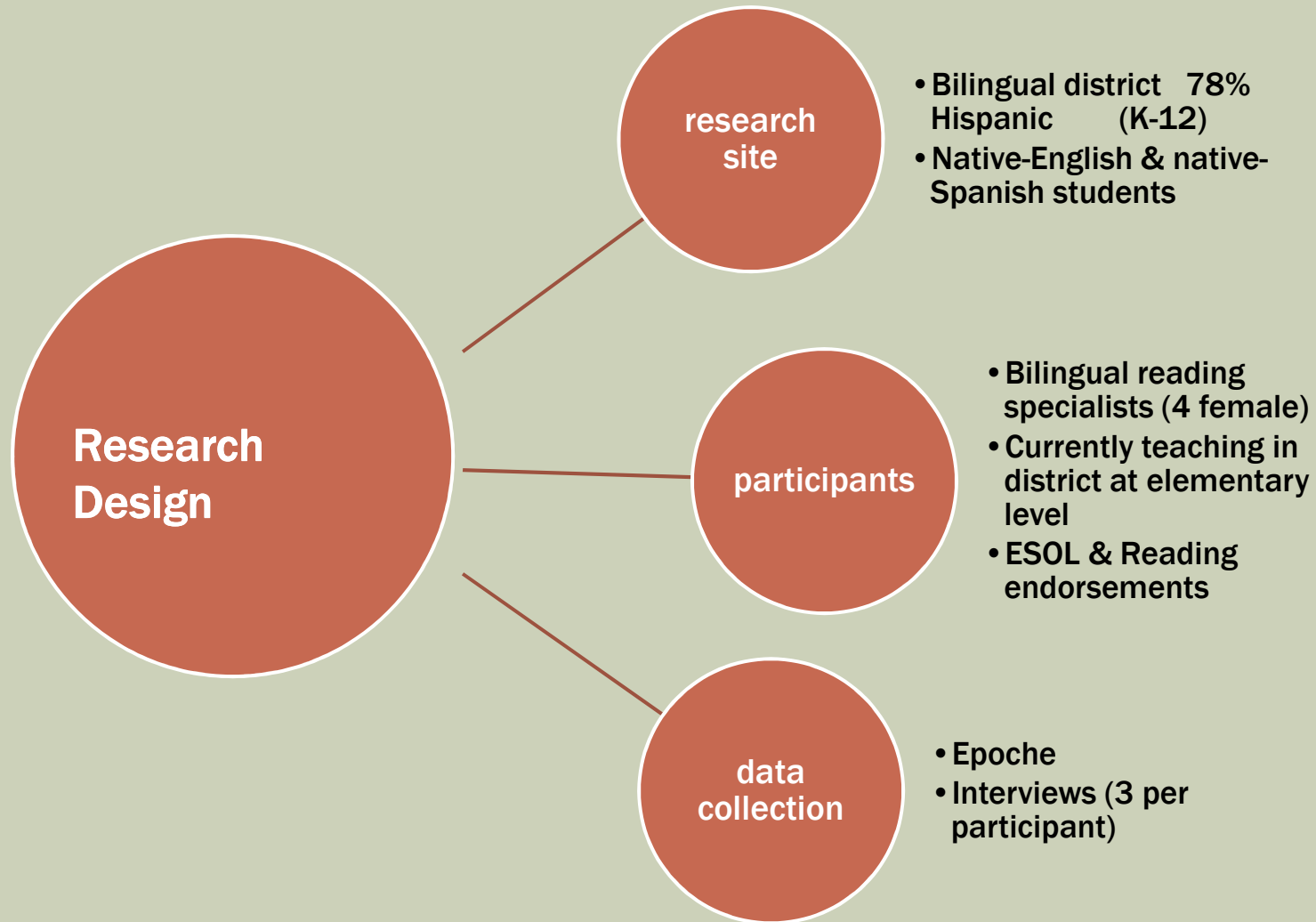
Reading Specialists

Teacher Leader,
Expert, Coach

Diversity
Standard Does
Not Address L1

METHODOLOGY

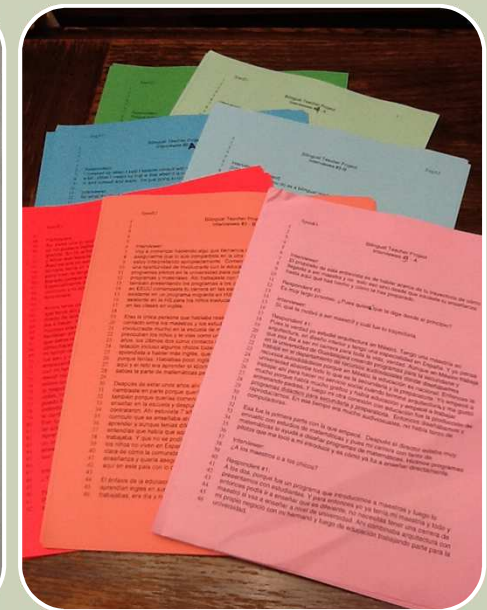
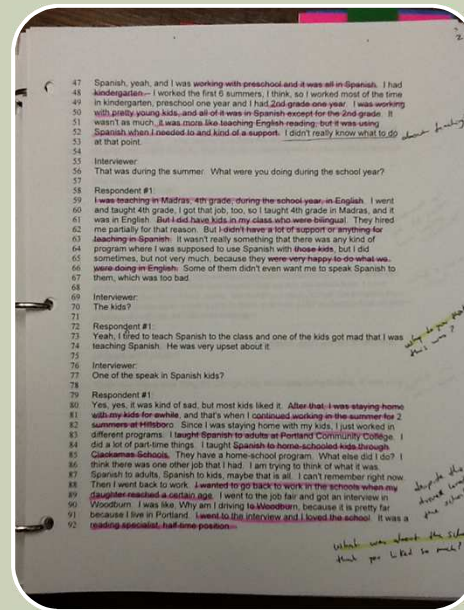
How does a bilingual reading specialist understand the phenomenon of teaching biliteracy to bilingual students?



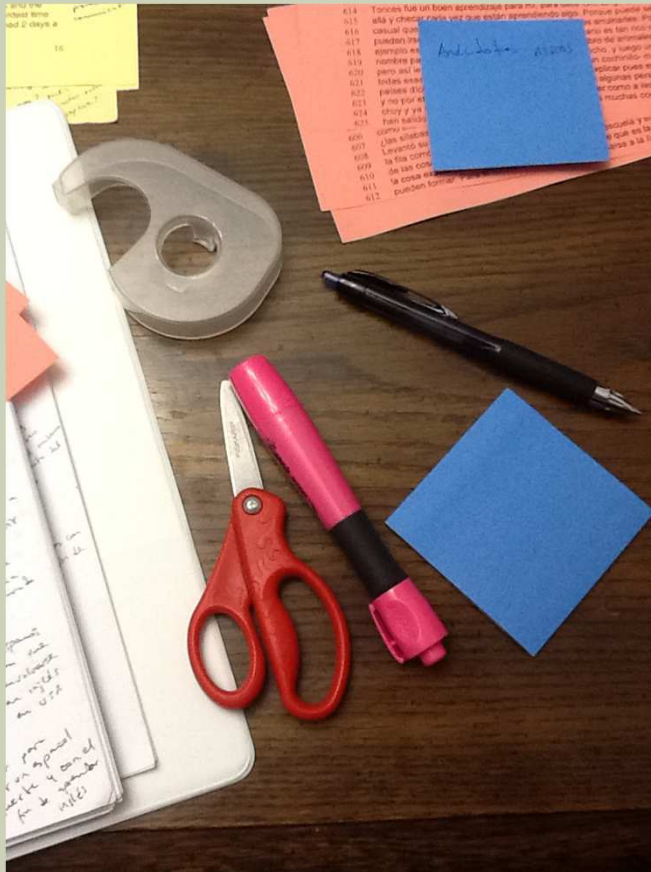
TRUSTWORTHINESS



- Epoche
- Triangulation
(internal consistency)
- Peer coding
- Member checking



DATA ANALYSIS



A	B	C	D
Participant	Quote	coding1	coding2
EngV1	3:478 This right here -- in Spanish they only have the continuing one that goes to 2nd grade. They have word work in here, but what they did for their word work, is they took the English ideas of what word work should be and they just translated it kind of into Spanish and then they tried they tried to find words that would need. . . to me it looks like they have made the transfer into Spanish, thinking of the ways we teach English. Whereas teaching Spanish, you might want to change some more things, make some changes.	language	materials
SpanR1	3:465 Si por ejemplo, cómo ha cambiado mi vida, cómo ha influenciado mi vida es tanto, que si me ofrecieran trabajar en otro lugar donde no estuviera enseñando biliteracy, eso es lo que dice la pregunta? ...OK, pues ha influenciado totalmente en mi vida. Mi vida ha cambiado y ha crecido por biliteracy. O sea para eso es para lo que yo me he preparado y me sigo preparando, para eso. Así de grande es. Si a mí me ofrecieran hacer otra cosa en educación, no lo tomaría. Yo creo que da tantas oportunidades a los niños y lo veo desde el punto de vida personal. Primero porque el idioma es parte de mí. Soy yo.	language	support BE
EngV1	3:441 (being bilingual gives you a different perspective) You get a lot of the perspective of what it is like to read books that have been translated from English into Spanish, because we do that a lot, and the differences in literature, the differences in the way people use language. Right now the books I read with kids are very basic, and I have kids who are pretty low. So I don't read even books like Jenny B Jones (?), but when I was, or if I was reading any book that was a 2nd or	language	materials
SpanR1	3:327 Ya no son los niños los que siempre están aprendiendo. Yo les digo a mis niños, a ver ahora tú le vas a enseñar a él cómo se dice, ahora tú le vas a mostrar y tú le vas a platicar. Tonces ya cambió, ya el inglés no está en poder sobre el español. Por lo menos en estas clases es igual o el español está dominando. Tonces los niños son maestros y son los modelos. Y entre ellos mismos enseñan. No solamente yo.	language	value of Spanish

FINDINGS

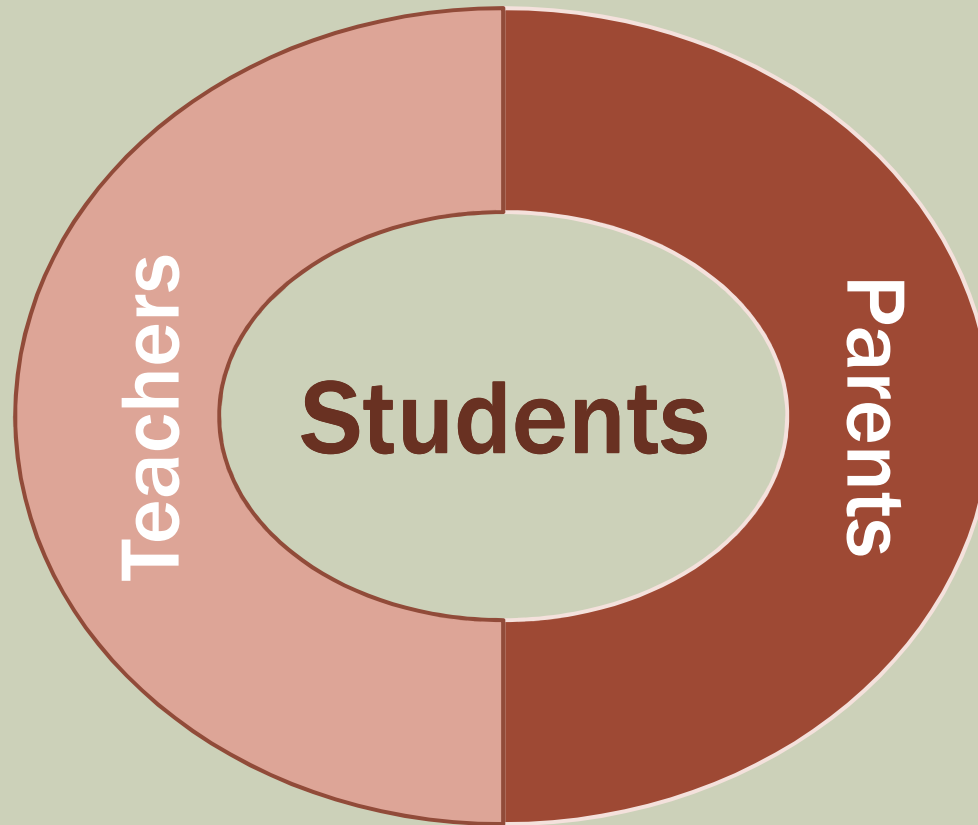
How does a bilingual reading specialist understand the phenomenon of teaching biliteracy to bilingual students?

SIGNIFICANT STATEMENTS

Theme: Subcategories	Marie	Diana	Sally	Gema	Total:
Collaboration	11	17	17	18	63
Collaboration with teachers	6	2	14	5	27
Collaboration with parents	5	15	3	15	36
Language					
Language	10	11	18	28	67
PD not in Spanish	2	2	8	6	18
Materials & time	5	5	2	4	16
Additive view of BE	3	4	8	18	33
Caring					
Caring	10	14	17	6	47
Engaging students	3	6	5	4	18
Motivating	7	8	12	2	29
Total Significant Statements					
Total Significant Statements	31	42	52	52	177

COLLABORATION

Bilingual Reading Specialists



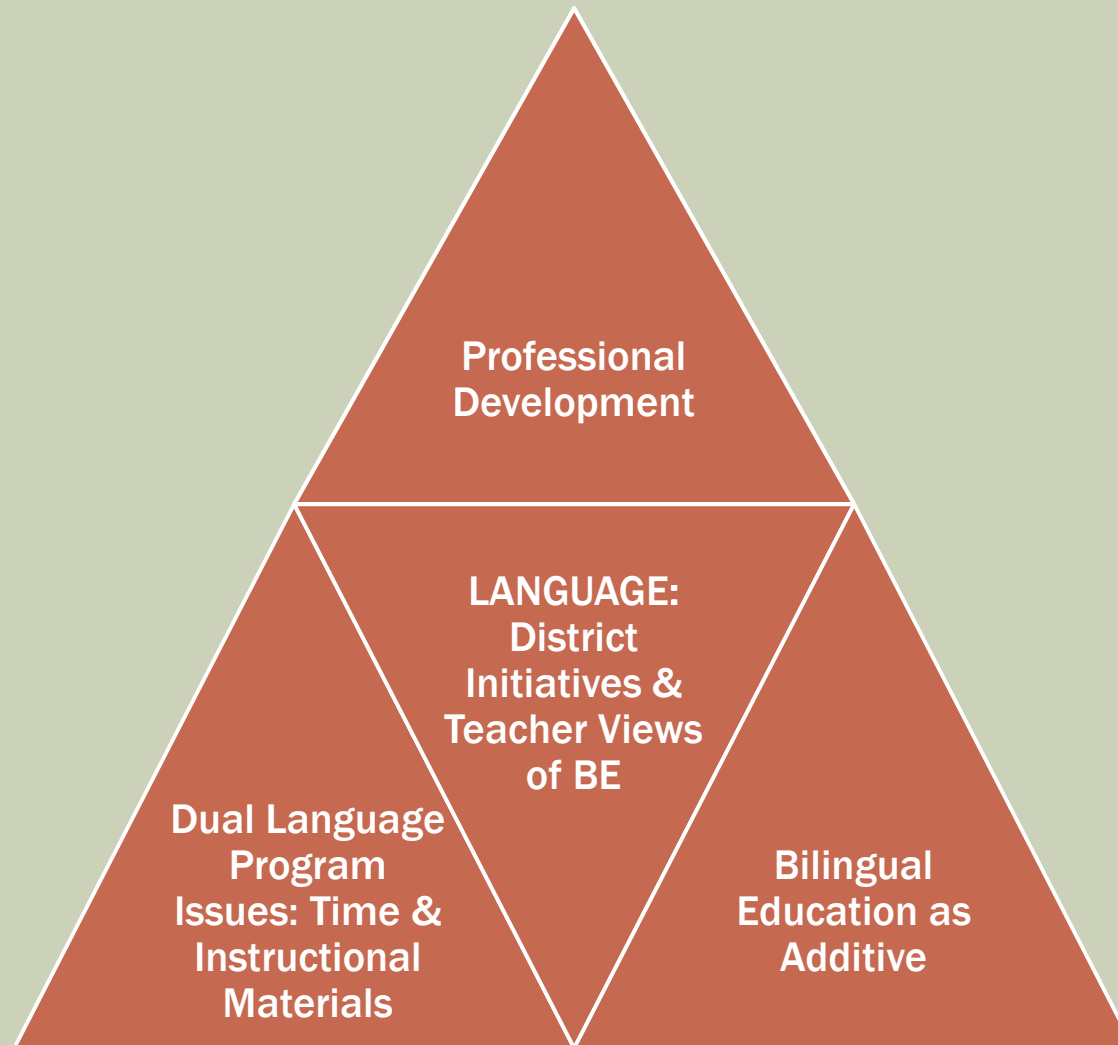
COLLABORATION WITH TEACHERS

- I really relied on my colleagues. I asked for a lot of help. I went down to primary people and asked them for help because I figured maybe they could help give me clues about how to help this little boy. (S, Interview #1)
- For instance, a fourth grade teacher might have one student that is reading at a level of first grade or barely started to read yet and don't know what to do. Then I try to support them by getting them the right books to use with those kids and showing them different things that they could use, like letter charts. (M, Interview #3)

COLLABORATION WITH PARENTS

- It is really important to have parents reading to the kids, so I've always emphasized that. I have found that has been one of the most successful things for me, to have parents that read to the kids... I try to write the reasons why and that they [students] will be checking out books and they get to bring one home every night and you [parents] can read it to them. (M, Interview #2)
- The other reason why I want to involve parents is because I want them to work at the same level as the teachers because a lot of our parents are afraid, they are ashamed and they don't know how to get involved. So, I feel like a bridge between parents and school. I feel that is my work here...I feel I am a communication bridge and I also have to inform parents not only about their responsibilities but also about their rights, because they don't know and they don't dare to ask. (G, Interview #1)

LANGUAGE



PD NOT FOCUSED ON SPANISH

- And there were classes that she [literacy consultant] came and modeled. And I told her that I wanted her to come model in my class and tell me how to. “Well I can’t” That is what I want to know! I don’t just want to be told how to do it. How am I going to do it with the kids who speak Spanish? How am I going to do it with those who are learning Spanish? (G, Interview #2)
- I've heard other bilingual reading specialists say this before, is that we could have more PD around really how you teach literacy, reading in Spanish. Most of us have been primary teachers of Spanish. We just do what we think is the best thing to do. We read literature to try and get ideas about how to help them [students]. We use bits and pieces of some programs that we find that are helpful, like Estrellita, for example. But really, none of us learned how to teach exactly just Spanish, like how do you teach Spanish reading. We have never really learned that. (S, Interview #2)

PROGRAM ISSUES: TIME & RESOURCES

- I felt that we had short time to establish a strong [Spanish] language. In other words we had to elevate it, always having high expectations for them [Hispanic students] because soon, soon, their language was going to reduce in percentage during the day; in third grade is 50/50. In part, that is why...we always ask more from the Hispanic [student]. (D, Interview #3)

PROGRAM ISSUES: TIME & RESOURCES

- The fact that we teach Spanish in a language where we are immersed in English is not always easy because we were not finding good materials. And we had to create them. But the fact that we had to create them made them also more authentic. They have been more authentic and we can create them with the students. For instance, the Language Experience [Approach] is very easy. We have everything there and it comes from the kids and we don't need much. (D, Interview #3)
- In Spanish, many publishers use the ideas of English of what word work should be in Spanish. They have word work in here, but what they did for their word work, is they took the English ideas of what word work should be and they just translated it kind of into Spanish and then they tried to find words that would need--to me it looks like they have made the transfer into Spanish, thinking of the ways we teach English. Whereas teaching Spanish, you might want to change some more things, make some changes. (M, Interview #3)

ADDITIVE VIEWS OF BILINGUALISM

- My daughter, [name] is in 5th grade. She is reading at the 9th grade level in Spanish. I'm really proud. I know, she is qualified for TAG because of that, partly. And my 2nd grader is reading at about a 3rd grade level right now... She is one level above where she should be and in English she is a year ahead. Bi-literacy works is my statement. (S, Interview #2)
- They all have the right to learn, they have the right to learn in their language and the children who don't speak the language have all the right to learn it. All countries in the world speak more than one language, except here almost. Then it is a need, it is a reality and a right for all the students. (G, Interview #3)

CARING

Engaging students to read

Considering students' emotional needs and promoting their self-esteem and self-efficacy by:

- Celebrating student successes
- Making learning fun

Motivating students to read

Helping students to change their attitudes towards reading

Presenting reading as meaningful and useful

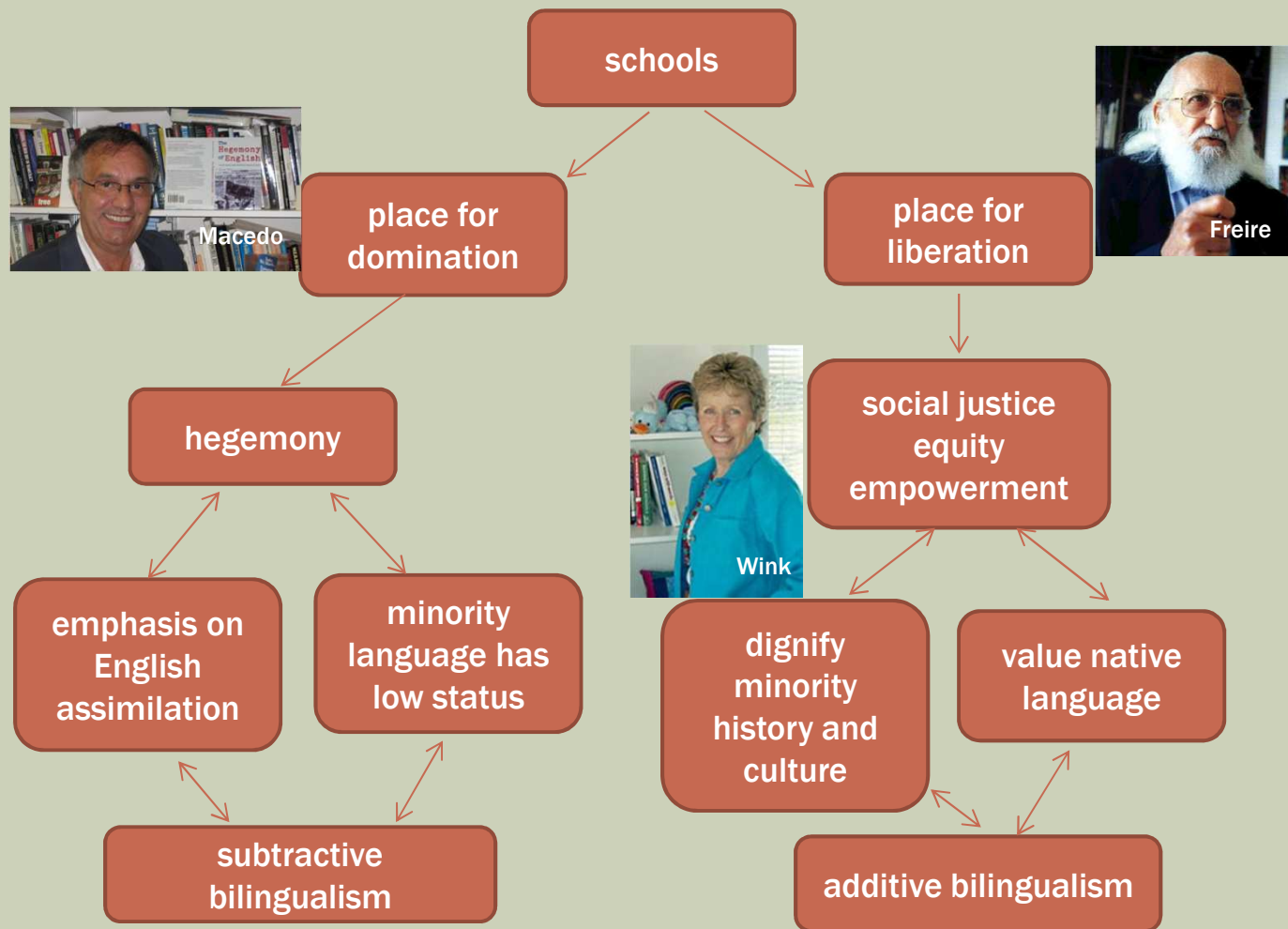
ENGAGING STUDENTS TO READ

- You have to be very resourceful because sometimes we don't have all the means. It has to be fun and enjoyable for the kids. It has to be a fun teacher for these kids are frustrated. They know they are not as capable as the other kids, they have been identified, and their self-image is low. So we have to raise their self-image, show them that they can and use positive reinforcement always. Be joyful, have the capacity to celebrate each effort they make. Anything to celebrate because for them it is great, and it is true that it is great in that moment and we have to celebrate those moments. (D, Interview #3)
- As they progress and get out of the baby reader stage, they start to be able to read books that don't have patterns and stuff. It is exciting to watch them get to funny parts and they start to understand that it is supposed to be funny and you are supposed to laugh. They are just so cute because they are trying so hard to read it. And then they, ha, ha, that was funny. I love, love, love to watch them get to that point. It is fun. I really enjoy watching that happen and being a part of it. (S, Interview #3)

MOTIVATING STUDENTS TO READ

- I try to set up a goal with them. The first day they come here we set up the goal. OK. What do you want [to accomplish]? Then they write their name, who is their teacher, in which grade they are and what is their goal. So it is to read well, says this one. Alonso is in first grade and wants to be a *equequeco* [reads the student writing]. Librarian. Is one that has to do with this little books.” (D, Interview #2)
- It is so exciting when they finally have that independence. When they are first learning, they are just constantly [pause] they will read a word and then look at me, and then read a word and look at me, and then read a word and look at me and read a word and look at me. It is like, you can do this. Just stay focused on the text. Then once they get it, it is a different degree of, Look at me, teacher, look at me, because they are like, oh, my gosh, I can read! Look at me! (S, Interview #3)

BILINGUAL READING SPECIALISTS IDENTIFY WITH CRITICAL PEDAGOGY VIEW OF ADDITIVE BILINGUALISM



TEACHER PREPARATION

Professional development is not focused on Spanish literacy

Critical Pedagogy:
Cultural competency
Clinical practice

Preparation of bilingual reading specialists

RECOMMENDATIONS FOR STAKEHOLDERS

