

Promoting an Asset-based Education for Bi/multilingual Learners in Wisconsin

Module Two: Guidelines for Educators Working with Bilingual-bicultural Programs

WIABE:
Wisconsin Association for Bilingual Education



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Introduction

This module provides a resource for Wisconsin educators working with bi/multilingual learners within a bilingual-bicultural program or educators looking to develop a bilingual-bicultural program. This resource is designed to expand educators' understanding about language learners and how they acquire languages and to outline effective constructivist pedagogical practices that lead to high levels of bilingualism, biculturalism, and biliteracy. Bi/multilingual¹ learners are students whose language repertoires include two or more languages, often with different levels of proficiency. They are learning and being assessed in two languages. School districts offer bilingual-bicultural education in many formats across Wisconsin to serve different groups of students learning English. Some students are officially designated English learners and receive instruction accordingly, per federal and state regulations. Some students who speak only English choose to join bi/multilingual students in a program that involves English and a second, “partner” language. Second language immersion programs for students from English-only homes are not considered bilingual-bicultural education.

Part A of this module discusses knowledge educators need about students in bilingual-bicultural programs, the programs available in Wisconsin to serve them, and the advocacy needed to help them flourish. Part B focuses on language and pedagogy. Each section represents a research-based overview of the topic along with references for further exploration.

Audience

This is Module Two of a sequence of modules the WIABE Action Coalition. Module One 21) focuses on leadership and is directed primarily to administrators of bilingual-bicultural programs and to administrators in schools and districts with populations of bi/multilingual learners. Module Two focuses on educators in bilingual-bicultural programs. It offers insights and guidance for building coordinated and collaborative asset-based educational experiences for bi/multilingual learners. We recognize that bilingual teachers work in different settings and contexts. This document offers guidance regarding the background bilingual teachers should have, creating common ground for quality bilingual-bicultural programming. Though our primary audience is bilingual-bicultural educators, teachers who have bi/multilingual learners and English Learners in general education classrooms will also find this document to be informative in designing instruction and assessment that factors in the inextricable relationship between language and content.

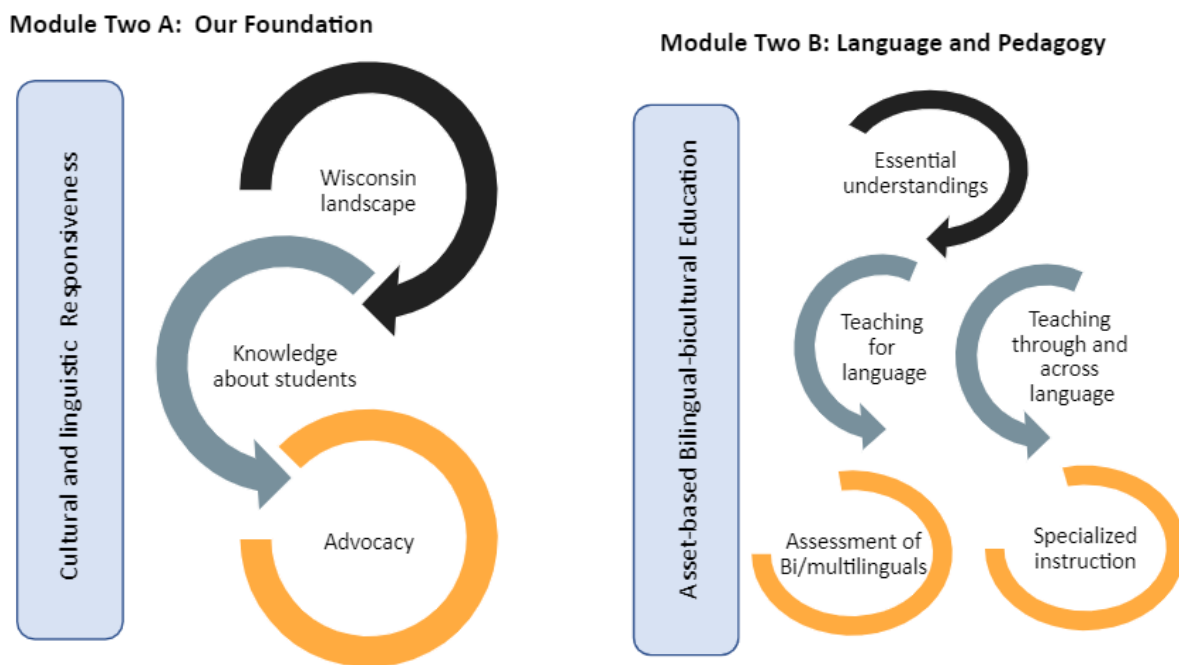
Module Framework

To design and implement an equitable and rigorous bilingual-bicultural program that builds on the linguistic assets all students bring to the classroom, educators need knowledge of language

¹ In keeping with other language education experts (Brisk & Kaveh, 2019), the Wisconsin Association for Bilingual Education (WIABE) uses the term “bi/multilingual” to recognize that students may speak two or more languages. We acknowledge the term “bilingual” is more commonly used, but it does not encompass students who know more than two languages. We use “bilingual” as necessary when referring to concepts in the academic literature (e.g., bilingual education).

learning as well as knowledge of who their students are and what their experiences have been, in order to effectively plan and implement instruction. Conceptually, this approach involves the expectation that students will have cognitive advantages because of their linguistic backgrounds. Figure 2.1 represents the framework used in organizing this module around knowledge about students, language, and pedagogy in bilingual-bicultural programs.

Figure 2.1 Module Two Framework



This framework is not attempting in an exhaustive and comprehensive way to address the numerous tensions, challenges, and possibilities that confront educators and practitioners who serve bi/multilingual students. Rather, this module attempts to augment the kind of knowledge that bilingual educators develop in teacher preparation programs and through access to professional learning opportunities offered through school district initiatives.

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Part A: Foundations

I. Wisconsin Landscape

Student success in bilingual-bicultural programs depends upon the development of high levels of oral fluency and literacy in two languages (biliteracy), academic achievement that meets or exceeds grade-level standards in both languages, and the ability to appreciate and participate fully in two or more cultures. Howard et al. (2018) refer to these as the three pillars of bilingual-bicultural programs (bilingualism and biliteracy; grade level academic achievement; and sociocultural competence). To help students meet these expectations, educators must first cultivate an understanding of asset-based bilingual-bicultural education among administrators and educators that recognizes the linguistic and cultural resources bi/multilingual learners bring to the classroom as assets that will enrich and strengthen their education over time.

- Additional research by Palmer et al. (2019), led to the addition of a fourth pillar, that of critical consciousness to focus on the “structural oppression” often encountered in bilingual-bicultural programs. This pillar emphasizes that educators should interrogate power, listen critically, historicize schools, embrace discomfort, and advocate for students and educators to address these issues aspects of structural oppression. Accordingly, the four pillars of bilingual-bicultural education are: Bilingualism and biliteracy
- Grade-level academic achievement Sociocultural competence

Critical Consciousness If equity for bi/multilingual learners is the end goal of instruction, then all educators who work with bi/multilingual students must collaborate. This cooperation implies shared ownership, with all educators taking responsibility for the ongoing development of language, content, and socio-emotional growth for all students. An equity framework that recognizes the importance of collaboration among all educators who work with language learners will help ensure that students receive the support and opportunities they need to be successful.

Fundamental Principles of Bi/multilingual Education

Despite the variety of bilingual-bicultural program designs in Wisconsin, every school/district must uphold several fundamental principles for these programs to succeed:

- The language(s) of the home is seen as a valuable cognitive resource and asset to develop alongside English and across both languages.
- Translanguaging (the practice of using more than one language to communicate) is viewed as an asset in enhancing communication and learning for bi/multilingual students.
- Both content and language objectives/expectations in each language serve as the basis for all instruction.
- Development of high-level, cross-discipline critical thinking skills in two or more languages is essential for meeting linguistic and academic standards.
- Multicultural competency is an integral component of the curriculum.

These fundamental principles should be reflected and endorsed in all school/district decisions and activities. It is especially important for each monolingual English teacher who partners with a bilingual-bicultural teacher to receive professional development opportunities that immerse the educator in effective pedagogy related to bilingual-bicultural instruction.

Wisconsin and Bi/multilingual Students

Though some of Wisconsin's English learners are immigrants or newcomers to the United States, 86% of Wisconsin's English learners in kindergarten through 12th grade were born in the United States (Wisconsin Department of Public Instruction, 2020; Sugarman & Geary, 2018; Wisconsin Policy Forum, 2021). Bi/multilingual learners regularly encounter and interact in languages in addition to English. Bilingual learners are those who are learning and being assessed in two languages. Simultaneous bilingual learners are students who have been exposed to two languages before age 3. Sequential bilingual learners have developed one language and are learning a second (Beeman & Urow, 2013). Multilingual learners are those students who enter bilingual-bicultural programs with additional language backgrounds. Bi/multilingual learners can include English learners, native English speakers, newcomers to the United States who may or may not speak any English, students from other countries where conflict, poverty, or politics interrupted their formal schooling, long-term English learners, English learners with disabilities, gifted and talented English learners, heritage language learners, and students who speak varieties of English or Indigenous languages. Table 2.1 outlines various profiles of bi/multilingual learners.

Table 2.1 Bi/multilingual Learner Profiles

Learners	Profile
Monolingual Speakers of Languages other than English	- Students who enter a program as monolingual speakers of languages other than English - In bilingual-bicultural program these students become <i>sequential</i> bilinguals
Monolingual English Speakers	- Students who enter a bilingual-bicultural program (not including immersion programs) speaking only English with the intent of developing literacy and academic content in English and in the partner language with classmates who are fluent in the partner language - In a bilingual-bicultural program, these students become <i>sequential</i> bilinguals
Simultaneous Bilingual Speakers	- Students who enter bilingual-bicultural programs with linguistic resources in two languages - they may or may not be formally designated as English learners - These students enter the school system as <i>simultaneous</i> bilinguals - Simultaneous bilinguals are not necessarily proficient in both languages-but they do have linguistic resources in two languages
Trilingual Speakers	- Students who enter a bilingual-bicultural program speaking two or more languages in addition to English (where one of the languages is not the partner language of the program) For example, a student may speak Hmong and English and be enrolled in a bilingual-bicultural program to learn Spanish. - In a bilingual-bicultural program, these students become <i>sequential</i> trilinguals.

Adapted from © Center for Teaching for Bilinguality

Historically, educators have cast students in bilingual-bicultural education programs into two groups: students who speak mostly non-English languages in the home and students who speak mostly English in the home. Recent scholarship has challenged this binary configuration, arguing that these two categories do not adequately reflect the diverse student profiles in bilingual-bicultural classrooms, calling for a more expansive understanding of students and their unique cultural/linguistic identities (Hamman-Ortiz, 2019).

Students who speak mostly languages other than English, varieties of English, or Indigenous languages in the home make up a linguistically (and culturally) diverse student population. These students may identify through a range of racial, ethnic, social, and cultural identities. However, linguistically diverse students bring a range of experiences that shape how they draw on their linguistic, cultural, and cognitive thinking resources to enter into and access instruction.

Students in bilingual-bicultural programs come from multiple language and cultural backgrounds. Students of varying levels of language development in two languages work together in cooperative learning structures to learn from each other and support each other as they acquire content, language, literacy, and cultural skills and abilities. Teachers utilize sheltered and scaffolded instructional techniques to ensure that the content is comprehensible and that all students are able to learn and participate.

Students who speak mostly English in the home also represent diverse cultural and linguistic profiles. In some bilingual-bicultural programs, this population comprises European Americans, African Americans, Hispanics, and Asian Americans. In other bilingual-bicultural language programs, the students who speak only English at home may be predominantly white. Increasing attention has been given to understanding the experience of Black learners in bilingual-bicultural education, and points to the potential these programs have on academic achievement and positive attitudes toward school (Howard et al., 2018). However, these programs have also often underserved Black students, and much more effort is needed to understand how such programs can better sustain Black and Afro Latino identities and experiences (Flores et al., 2020; Sung, 2018).

Researchers have categorized EL students in bilingual-bicultural programs into three major groups: newcomers with adequate schooling, newcomers with limited or interrupted formal schooling, and students who are long-term English learners (Freeman & Freeman, 2011). Long-term English learners, or students who have received six or more years of U.S. schooling, represent 60% of the U.S. student population in Grades 6-12 (Ascenzi-Moreno et al., 2013). These students often have needs that go unnoticed and underserved, and the field has called for more attention to understanding the characteristics of this population to better support their learning.

Bilingual-bicultural Program Models

Bi/multilingual learners can be found in a broad array of educational settings across Wisconsin. Figure 2.2 provides an overview of the varied formats bilingual-bicultural programming in Wisconsin. In some programs, all or most of the students come from a language background other than English. In other programs the population includes a mix of students with English-speaking

backgrounds and/or students with a language background other than English. Program models may start with the bulk of instruction in the non-English language and gradually move to equivalent amounts of instruction in each language or they may begin and continue across the grades with 50% of instruction in each language. In some programs, one teacher teaches in both languages and in other programs one teacher teaches in English and the second teacher teaches in the partner language (e.g., Spanish or Hmong). Note that immersion programs in which students are predominantly English-home language speakers are not included in this image because in Wisconsin they are not considered “bilingual-bicultural” programs.

Figure 2.2 Bilingual-bicultural Programs

	Definitions <i>Dual language:</i> Teaches literacy and academic content in English and a partner language. <i>One-way dual language:</i> Predominantly serves speakers of a language other than English with the goal of developing literacy and academic content in that home language and in English. <i>Two-way dual language:</i> Roughly serves equal numbers of students from two language groups (e.g., English speakers and speakers of a language other than English) with the goal of developing literacy and academic content in the two languages. <i>Transitional bilingual:</i> Serves speakers of one language other than English) for a short period of time with the goal of developing literacy and academic content in English. Transitional bilingual programs have different goals than dual language programs; they guide students toward proficiency in the English language by using the partner language as a scaffold. Students transition into mainstream classrooms after a few years in the program, generally once they are proficient in the English language.
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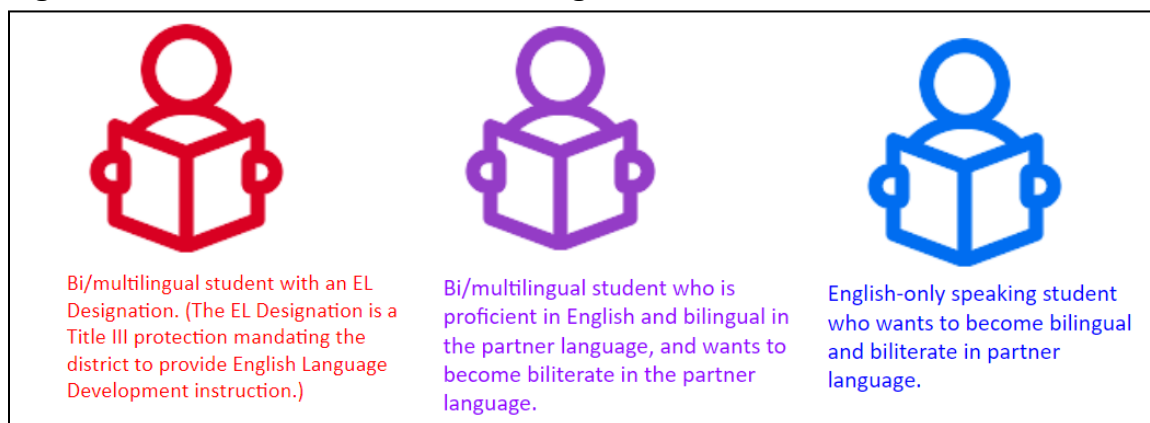
Wisconsin’s bilingual-bicultural programs vary (<https://dpi.wi.gov/english-learners/bilingual-bicultural>) due in large measure to how the state has defined these programs: “Bilingual-bicultural education program means a program designed to improve the comprehension and the speaking, reading and writing ability of a limited-English proficient pupil in the English language, so that the pupil will be able to perform ordinary classwork in English” ([Wis Stats. Ch 115.955\(2\)](#)). This definition is in fact a subtractive view of

bilingual-bicultural education, which does not honor or facilitate the continued development of the home language(s) of the student, prompting many school districts to expand the scope of their bilingual-bicultural programs to focus on the linguistic and cultural assets their students bring to the classroom and to set goals of bilingualism and biliteracy. “Ultimately, the success of the policy depends on coupling it with the appropriate guidance and resources to influence the design of effective support for the growing number of Spanish-speakers in Wisconsin’s schools” (Lowenhaupt, 2015, p. 258). In part, this document provides a measure of that support.

Two-way dual language programs are distinctive in that they are the only bilingual-bicultural programs that, by definition, include approximately equal numbers of English and partner language speakers. Other models (one-way dual language, transitional bilingual) include mostly native speakers of the partner language. Dual language programs have many names across Wisconsin: TWI-two-way instruction; DLE-dual-language education; DLI-dual-language instruction. Districts that use more than one model often use the term “bilingual-bicultural” to reflect the scope of their programs and to highlight that all these programs engage in bilingual instruction.

Generally, one-way and two-way dual language programs are known as developmental bilingual-bicultural programs (Figure 2.3) in that students learn in two languages across their educational experiences with the goal of bilingualism/biliteracy in both languages. Transitional programs have a goal of English proficiency and only use the non-English language to support learning until students are relatively proficient in English. This model is known as subtractive bilingualism as the goal is to replace the home language (i.e., Spanish or Hmong) with English as the primary language for academic learning. One-way developmental bilingual and two-way dual language bilingual-bicultural programs have been shown to be most effective in terms of academic achievement, bilingualism, and biliteracy outcomes (Lindholm-Leary & Genesee, 2014; Thomas & Collier, 2002). Figures 2.3 highlights the students served in each program and Figure 2.4 illustrates the characteristics of each model.

Figure 2.3 Who is Served in Each Program



Adapted from Sugarman, 2018

Figure 2.4 Characteristics of Dual Language and Transitional Bilingual Programs



Adapted from Sugarman, 2018

Each setting has implications for language learning, academic achievement, and the development of cultural competence for students. In bilingual-bicultural education settings, students learn in two languages, though not all programs have the same linguistic goals and outcomes. That being said, all bilingual-bicultural programs do require that educators understand that language learners:

- Engage in meaningful and rigorous disciplinary learning as a vehicle for expanding language
- Require specific and direct language instruction and practice at the discourse, sentence, and word levels in both languages as part of every lesson/unit.
- Learn more when they use their home language regularly in the classroom to clarify, discuss, and express understanding.
- Develop sociocultural competence through opportunities to explore their own culture and the cultures that surround them.

In the next section, we explore how expanding our knowledge about internal and external factors that impact bi/multilingual students can inform our understanding of challenges they may face.

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II. Knowledge about Students

Teachers can only build on the assets of students after identifying what those assets are. We contend that an equitable approach to teaching any learner, but especially the bi/multilingual learner, begins by building knowledge about students. In this section, we describe factors that influence the learning experience of these learners, including language attributes as well as home and school experiences. These factors are not meant to be all encompassing. No one student will neatly fit into a single description, which further emphasizes the need to get to know students individually.

Factors that Affect Bi/multilingual Learners

Several factors inside and outside the classroom impact the learning of every child. These factors are even more complex for children learning in more than one language, especially if they have endured hardships. These factors might be divided into two categories: internal and external (Lightbrown & Spada, 2013; Macaro, 2010). Internal factors include such aspects as age, language similarity, prior schooling, cultural differences and expectations, attitude, cognition, perception, and motivation. External factors might include immigrant experience, socioeconomic status, educational aspirations of parents for children, curriculum and instruction, and access to native speakers. These factors are likely to affect students differently depending on whether they are recent immigrants or have lived all or most of their lives in the U.S. The latter group represents the majority of students in Wisconsin's bilingual-bicultural programs.

Internal Factors

Age: While students at any age can be successful in learning another language, younger children are often greater risk takers in language learning. It is generally more challenging for older students to speak a new language with native-like pronunciation and intonation, though they intuitively understand more about language than younger learners.

Multilingualism: Students who speak several languages are more likely to learn another language with greater ease as they have a greater understanding of language structure and use.

Language Similarity: When students are learning in two languages that are from the same language family, language learning is facilitated. However, when children are learning in languages that are very different, such as English and Arabic, the linguistic load is more intense, especially when each language uses different writing systems.

Prior Schooling: Children who are more recent immigrants to the U.S. may have lived in areas of conflict or in areas of high poverty and thus may have experienced interrupted or limited schooling that stymied their academic achievement. Some students may have left school in their home country at an early age to help support families or their teachers did not have a high level of educational experience.

Conversely, some students may have strong educational backgrounds, but due to their opportunities and insufficient time to learn the English language, they are not yet able to demonstrate their level of academic achievement through the English language. When the students' initial language of instruction is the partner language in a bilingual-bicultural program, their overall level of academic progress is much easier to determine.

Some multilingual learners have been in the United States for all or most of their educational experience and yet have not reached grade-level academic expectations, even into high school. These students are often labeled long-term English learners. However, educators may ascribe negative connotations to this label and not understand those students' language practices and abilities (Flores et al., 2015) are equally as valuable as those of students whose grandparents were born in the U.S. and grew up speaking English only. Educational programs and experiences often have not been effective in guiding these students to academic and linguistic success. As scholars have argued, the lack of resources and supports available to English learners, particularly in high schools, and standardized one-size-fits-all approaches have failed to address their needs (Menken et al, 2021).

Cultural Differences and Expectations: Culture is significantly encoded in language. Therefore, when students are living and learning in a multicultural setting and determining their identities within this context, bilingual-bicultural programs must ensure that all cultures are reflected in the learning environment in ways that give equitable status to each language and culture and don't marginalize students or their families. Children from traditions with very different practices in terms of gender, social, and/or religious norms and expectations will find it more challenging to learn how the new culture operates and to find appropriate ways to embrace .

Attitude: Students may bring positive or negative attitudes about language learning to the classroom where their teachers may approach them with positive or negative attitudes. Some students may be eager to begin learning another language and culture and find the experience invigorating. Others may be placed in bilingual-bicultural education classrooms against their wishes and not be motivated to engage fully in learning. Still others have moved to the United States and are afraid, lonely, or angry about their new life circumstances.

Perception and Investment: Student attitudes mirror teacher attitudes, and students develop the ability to perceive how their teachers perceive them, a skill that has been described as "double consciousness" (DuBois, 1897). In turn, they react to the way they feel they are perceived in their environments. Therefore, if students recognize that their teachers and administrators view them as capable and welcome in the school/classroom, they are more likely to take risks with learning both language and academic content. In addition, students may feel differing degrees of

investment in learning or speaking the languages of the bilingual-bicultural program. Some students may feel a deep investment in learning English due to the social capital they gain in American society, whereas others may feel strongly invested in developing their home language to maintain connections with their family, community, and identity. Teachers need to understand that investment is dynamic and fluid, and an individual student's response to a given language can change with circumstances and relationships.

External Factors

Immigrant Experience: Families that have experienced extreme hardship before or in the process of arriving in the U.S., including violence, poverty, and personal insecurity, may be dealing with fear, depression, and anxiety, making it difficult for students to concentrate in school, even if those students were born in the U.S. Even after arriving in the U.S. or after living in the U.S. for extended periods of time, some families may face violence or fear of deportation for themselves and others within their communities. Families may experience chronic stress due to family separations or uncertainty about the well being of family and friends remaining in the home country. While the majority of bi/multilingual learners are U.S.-born, these factors create a great deal of vulnerability for bi/multilingual learners and their families, which may affect school success.

Socioeconomic Status: Newly arrived immigrant families may have left areas of extreme poverty and have few resources to begin a new life in the United States. Nevertheless, families often face financial hardships even after arriving in the U.S., such as limited or inconsistent access to housing, food, basic necessities, healthcare, etc. All these factors may make it very challenging for bi/multilingual students to have equal opportunity to benefit fully from a public education and to succeed academically.

Educational Aspirations: Parents generally hold very high educational aspirations for their children and have invested a great deal of effort to ensure that they provide everything possible to this end. Some families in great financial need, however, require that their children leave school before high school graduation to help provide for the family. In other situations, parents have limited formal education themselves and are not familiar with how to guide their children through the educational system or how much education is required to achieve specific objectives. Educators should assume all parents have high educational aspirations for their children though in some unforeseen cases, other family needs may prevail.

Curriculum and Instruction: Most instruction in the U.S. is not linguistically, culturally, or academically responsive to bi/multilingual learners. The most successful programs provide appropriate linguistic and academic supports and/or scaffolding to enable bi/multilingual learners to access grade-level standards in a meaningful, culturally relevant, and comprehensible manner in their home language and English.

Curriculum is most successful in meeting the linguistic and academic needs of students when specific plans for supporting and scaffolding language learning are an integral part of the design. Daily opportunities to engage in disciplinary study that integrates reading, writing, listening and speaking in learning experiences across both languages are essential. Some bi/multilingual learners have had consistent, uninterrupted formal schooling in their home countries; these

learners might experience a period of adjustment as they adapt to the type of instruction they encounter in U.S. schools.

Access to Proficient Speakers: Bi/multilingual students need constant and meaningful interaction with the languages of the classroom to attain high levels of bilingualism and biliteracy. Access to proficient speakers of the program partner language(s) helps ensure that students have accurate and authentic linguistic role models and opportunities to refine each of their languages. In bilingual-bicultural programs, students are generally paired with other students to provide ongoing and substantive engagement with both languages. Teachers need to be aware, however, that this access alone will not guarantee positive and culturally sustaining interactions among peers. Next we turn our attention to the role of advocacy in the classroom and beyond.

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Multilingual Research Journal, 6(2), 121-142.

III. Advocacy for Bi/multilingual Learners

Advocacy for bi/multilingual learners in a bilingual-bicultural program means defining whom the program ultimately serves and how all students benefit. Defining the “who” will contextualize the content and language allocation plan (which determines which content areas are taught in which language) needed to serve students. Planning and implementation for the program must value and center the partner language and ensure students and educators value cultural similarities and differences. Additionally, the bilingual-bicultural education program must ensure equity of language/culture status, meaning that educators convey that all languages and cultures are equally rich and teachers value and celebrate bi/multilingual learners’ personal and academic accomplishments, and students draw on their resources in both languages in equal ways. Additionally, this advocacy work must extend to families so they are consulted, heard, included, and valued in all aspects of schooling. Advocacy also means what Lilia Bartolomé (2008) calls “political and ideological clarity” such that bilingual programs are understood to be in service to bi/multilingual learners and their personal and academic needs. In other words, the bilingual-bicultural program must be valued and understood from this perspective at the central office level so that all decision-making takes into account the needs of the program and its students, plus the ripple effects of any decision-making for monolingual programs.

One of the “Big Ideas” of the WIDA ELD Standards Framework (2020) is collaboration among stakeholders. Advocacy is a key component in developing collaboration to ensure all languages and cultures are treated equally within a school’s culture and to develop “high-quality educational experiences that are coordinated and comprehensive” (p. 19) for bi/multilingual learners.

Advocating for Programming

District administrators must be thoughtful about how the bilingual-bicultural program fits within the context of district programming. Although the broad-level curricular frameworks and grade-level expectations are the same, bilingual-bicultural programming requires flexibility in the curriculum, the order in which it is taught, and the way it is adapted to the bilingual-bicultural education settings. Any overlap in teaching content between the two languages will need to be trimmed, as time is a precious resource when instructing in two languages. Because standardized assessments in English cannot accurately capture what bi/multilingual learners know and can do, districts must consider assessment requirements for bilingual-bicultural programming. Bi/multilingual learners who are officially designated as English learners are often over-assessed and caution must be used when determining what will be assessed and why in a bilingual-bicultural program (Hamayan et al., 2013).

Teachers and administrators alike must understand and promote bilingual-bicultural theory and practice. A robust professional development plan should be developed and articulated to support teachers at each grade level throughout the year. Professional development topics might include:

- How language and culture inform learning

- How language proficiency and literacy develop in two languages
- Instructional strategies to promote language development in each language through a cross-disciplinary approach
- Assessment and monitoring of student progress across two languages
- Cross-linguistic transfer and bridging of the languages
- Grouping and pairing students depending on types of activities and language abilities
- Supporting all learners with differentiated language practice
- Development of antiracist/antibias education

When district administrators plan for staffing of teachers, a clear and articulated plan should be developed for hiring, preparing, and maintaining teachers for grade levels and subject areas. Based on the content and language allocation plan and the linguistic competence of each teacher within specific content areas, teachers may teach only in English, only in the partner language, or in both languages. The number of teachers needed for a bilingual-bicultural program is the same as in a monolingual program. The student-to-teacher ratio is the same. The needs of teachers and students within the program are also similar to monolingual programs wherein specialists who serve students with individual education plans or interventionists are needed to support students. All specialists who work with bi/multilingual learners and teachers should have professional development and training on the goals of the bilingual-bicultural program and the tenets of language acquisition. Additionally, when hiring staff the district should prioritize adding bilingual-bicultural personnel to ensure greater flexibility for the program and student offerings. Due to the complexity of designing a bilingual-bicultural program within a district or school, experts recommend that administrators place priority on the bilingual-bicultural program when determining schedules for specialists (Hamayan et al., 2013).

The district will also follow Wisconsin statutes (Wisconsin Statute 115.95) for guidance in determining which students will be recruited and selected for the program, with preference given to English learners. This decision is guided by the vision and mission for the bilingual-bicultural program and the aforementioned purposes of equity and social justice. If the program prioritizes students whose home languages are not English (and who are English learners) as well as simultaneous bilinguals, then the program will be articulated based on building and sustaining the bilingualism of those students throughout their K-12 pathway. This articulation will also determine who is accepted into the program and at what point particular students may enter. For example, sixth-graders who come into the United States from Mexico would be given the opportunity to join the bilingual-bicultural program as they have strong oracy in Spanish. A student whose first language is English and who has no oracy in Spanish would not be eligible for the program after first grade due to the language gap between language proficiency needed for literacy and academic content achievement in the partner language and lack of exposure to the partner language outside of the classroom. Another consideration is the proportion of students in the program from the two language groups over time. If the primary goal of the program is to support bi/multilingual students whose first language is Spanish, for example, then a district may choose to have more students whose home language is Spanish in the program than English (Beeman & Urow, 2013). Adhering to these guidelines of eligibility for placement in a bilingual-bicultural program as diligently as possible will help ensure fidelity to the linguistic, academic, and socio-cultural goals of the program.

The bilingual-bicultural program *must* have representation at the district level when making any changes or doing any type of strategic planning. The district must also ensure that all instructional, curricular, and assessment decisions are made with input from bilingual-bicultural representatives in the district. If the district purchases materials for monolinguals, then what resources will be provided for the bilingual-bicultural program in the district? Are textbook adoptions made with a focus on how they will support bi/multilingual learners? Are the textbooks and materials available in the partner language, as well as English so they might be used with both English and partner language literacy development? What supports, adaptations, and training are provided for the assessment process with bi/multilingual students? When the library is adding resources, does the district ensure that materials are purchased in the partner language to extend the bilingual-bicultural curriculum? If the district is adding more instructional coaching or specialists, how will those roles support the bilingual-bicultural program needs?

Advocating within the Classroom

Teachers must be knowledgeable about bilingualism, biliteracy, and biculturalism and bring these critical understandings to every lesson they instruct and develop with bi/multilingual learners. The program is articulated with the goal that all students will be bilingual, biliterate, and bicultural and will be able to access grade-level content and curriculum in two languages. Teachers affirm student identities and learn about their students' funds of knowledge in order to connect the curriculum to the student. Teachers become ethnographic learners and researchers about students and their families so they can create an environment that cultivates the brilliance of each student in their class. Teachers understand that students are emergent bilingual-bicultural learners and have linguistic resources in and across languages from which to draw and utilize in their learning. They create regular opportunities for students to explore how the languages are similar and different and how they can use what they know of one language to inform use of the other (Joseph & Evan, 2018).

When teachers formatively assess students to determine instructional goals and linguistic scaffolds needed, they do so from a holistic perspective and analyze the students' oracy and literacy abilities across their languages (Escamilla et al., 2014). From this additive perspective, the teacher facilitates content learning and language development. Bilingual-bicultural teachers advocate for and promote the use of these strengths to all educators who work with the child. Administrators and teachers evaluate student progress by analyzing the full repertoire of student linguistic and academic abilities and are not limited to evaluation through a monolingual English-only lens.

Teachers affirm student identities and cultures by creating a [transculturing](#) environment that values both the collectivist and individualist mindsets that students bring to the classroom. A transculturing environment involves the use of strategic bilingual-bicultural pairing in which students alternate between being the leaders and the learners in language use and thus develop greater appreciation of cultural similarities and differences. Teachers also ensure that students' cultures and languages are represented on the classroom walls, in reading materials, and through units of study.

Advocating Beyond the School

Parent education is vital for both language groups. English-speaking parents are eager for their children to become bilingual-bicultural but often do not understand the language development process and are concerned about what their children are missing out on in English-speaking environments. Oftentimes they want extra support for their children and are frustrated when they are unable to help them with their homework. Parents who speak a language other than English are generally anxious for their children to become fluent in English, sometimes at the expense of the home language. As questions and concerns arise from both groups of parents, administrators and educators will need to be knowledgeable and able to answer these questions. One option is to form a bilingual-bicultural action or advisory committee that meets regularly throughout the school year and provides program input and answers and supports parents' questions and concerns (Freeman et al. 2018). Districts should also provide comprehensive parent education programs grounded in best practices in adult learning (see the free Dual Language and Immersion Family Education Program at the Center for Advanced Research on Language Acquisition as a model (UMN. (2022) CARLA)).

Parent and advocacy groups should include members of the school board to facilitate communication and opportunities to become familiar with the program, the goals, the successes, and ongoing challenges. The school board should be kept informed about yearly outcomes for the program to ensure the continuation of bilingual-bicultural education and advocate for the program within the district and the community (Freeman et al, 2018). Successful programs also include yearly informational sessions that update parents on current trends in bilingual-bicultural education, answer questions, and ensure parental involvement and support of the programming.

District and administrative leaders will want to cultivate community partnerships and support for the bilingual-bicultural program, for example, with a district forging a partnership with an institution of higher education to recruit and develop future bilingual-bicultural teachers or to provide professional development to the program. The district may also wish to partner with the local library to ensure additional resources in the partner language for students and families. Ongoing district and community support will be vital to the success of the bilingual-bicultural program.

Part B will provide an overview of language learning and the stages of language development. It will focus on language and pedagogy with bi/multilingual students.

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Questions to Foster Reflection

Review Part A: Foundations and reflect on the following questions:

- After identifying critical factors, how will you develop goals and an implementation plan to address internal and external factors that impact student learning and well being?
- What is the current advocacy plan for bilingual-bicultural programs at the district level? How could it be improved?
- What is the current advocacy plan for bilingual-bicultural programs at the classroom level? How could it be improved?
- What is the current advocacy plan for bilingual-bicultural programs beyond school? How could it be improved?
- What is the role of ALL teachers in supporting and advocating for students and families?

Part B: Language and Pedagogy

One of the most amazing accomplishments of childhood is that nearly all children become fluent speakers of their home language, and in some cases more than one home language, without formal instruction. Infants begin with the ability to hear and distinguish all the sounds of human language ([www.verywellfamily.com/ how-do-children- learn-language-1449116](http://www.verywellfamily.com/how-do-children-learn-language-1449116)). Sounds that children do not use in their environment gradually disappear from their repertoire of language sounds.

The number and richness of linguistic encounters affects how fully children learn two or more languages. Simultaneous language learners (those who learn more than one language by age 3) learn language differently from those who acquire a second language later in life. Initially, infants and toddlers growing up with two or more languages progress in a pattern similar to monolinguals with babbling and one/two word utterances. However, simultaneous language learners do not differentiate between the two languages and have a single lexicon for both. Gradually, young children begin to sort the vocabularies of the two languages according to the language they speak with an individual, but use the same syntactic rules for both languages. Eventually, the child differentiates between the two languages by both lexicon and syntax (Genesee, 2019; Genesee & Nicoladis, 2006). Genesee and Nicoladis (2006) conclude that simultaneous bilingual learners “acquire the additional skills that are required to manage and use two languages for communicative purposes. From a very early age, they know when to use each language and when to code mix and how much. ... They are also able to identify breakdowns in communication that are due to inappropriate language choice ... and they have strategies for repairing such breakdowns” (p. 22). Simultaneous language speakers are said to have “acquired” both languages from birth.

Sequential bilinguals are individuals who begin learning a second language a bit later, often when they enter school or immigrate to a new language environment. They are said to be “learning” a second language, because at this stage language learning takes place in a different part of the brain from language acquisition at birth (Bialystok & Hakuta, 1994). They also bring an understanding of language use to the task of learning a new language.

I. Essential Understandings

First and foremost, it is important to understand how language interacts within the brain. The common underlying proficiency (CUP) proposed by Cummins (2017, 1981) in the 1980s supported the notion that language proficiency in the first and second languages was interdependent. For example, if students understood the concept of pronouns as noun referents in Spanish this understanding would easily transfer to use in English. This inferred that there is a single storage area for languages, though when using one of the languages students may be able to “tune out” the other(s) or as Grosjean (2001) described it, one language is active and the other is “resting” but ready to be activated as needed. Teachers often note the influence of one language on the speaking and writing patterns of the partner language or ascertain that students may know some terms and concepts in one language or the other.

In contrast, more recent work by Ofelia García shows how languages interact within the brain and thus influence each other. García (2009) posits that whether we use one or multiple named

languages, what we have is language, singular: A unitary system of language. What does this mean? The common underlying proficiency model hypothesized underneath the surface language is seen as one, while above the surface, languages become distinct. García pushes us to think beyond the named language so that we see all output as one. Figure 2.5 depicts how García's work expands the notion of the common underlying proficiency model.

Figure 2.5 A Unitary System of Language

Adapted from Cummins (2017, p. 4)

Furthermore, García explains that the language practices of a people within one named language are known as languaging. When language practices include more than one named language, language use is known as translanguageing.

A meta-analysis of cross-linguistic transfer shows a greater degree of language development between languages that have similar structural features, even more so when students receive instruction in each language (Melby-Lervåg & Lervåg, 2011). As such, the unitary linguistic repertoire is the underlying principle that supports bilingual-bicultural education, and it is why bilingual-bicultural instruction is found to be more effective than English-only instruction for people learning English. In maintaining an asset-based, disciplinary-focused view of bilingual-bicultural learning, teachers recognize the totality of student learning in both languages and use this student knowledge as a starting point to continually enhance language and content learning in both languages (Beeman & Urow, 2013).

However, cross-linguistic transfer is not necessarily automatic. Thus, understanding and fostering interdependence within and across languages is critical to the development of biliteracy. To this end, the interdependence of language domains (listening, speaking, reading, writing) within a language takes on critical importance in language development.

How does a Student Learn Another Language?

Generally, students who develop high levels of proficiency in a second or subsequent language have regular and sustained engagement with the language. In school settings, students are immersed in the development and integration of reading, writing, listening, and speaking skills across the content areas in both languages. Frequent metalinguistic opportunities where students

analyze the syntactic, semantic, and structural similarities and differences between their languages enable students to explore how each language is structured and how languages are similar/different and how they can work together. Learning experiences that are student-centered, authentic, holistic, reflective, expressive, social, collaborative, cognitive, constructivist, and developmental provide meaningful ways to engage fully with both languages (Tokuhamma-Espinosa, 2008).

Steven Krashen (1983) highlighted the importance of creating a supportive learning environment in which students feel comfortable and accepted and are more likely to take risks with language learning. He refers to student comfort level as the “affective filter” and maintains that when the affective filter is low, students are less anxious and therefore able to focus more fully on the learning at hand and achieve greater success in school.

In bilingual settings, speakers may move back and forth between the languages. At one time it was thought that this code switching reflected a lack of proficiency in using one or both of the languages. Further study has revealed that bi/multilinguals bring all of their linguistic and cultural resources to bear in communication settings and this results in the development of richer problem solving and critical thinking skills that García et al. refer to as “dynamic bilingual-biculturalism” (García et al., 2017; Sánchez et al., 2018; Hopewell & Abril-Gonzalez, 2019).

Though bi/multilingual students may draw from their named languages fluidly, bilingual-bicultural programs tend to allocate program languages into separate instructional spaces. Educators debate language separation. Supporters of language separation maintain that minoritized languages (like Spanish or Hmong) need spaces to be preserved, especially in the U.S. where English is the language of power (Ballinger et al., 2017; Lyster et al., 2013). On the other side of the debate are advocates of a translanguaging approach, arguing that language separation does not fully represent the lived experiences of bi/multilinguals and limits opportunities for learning (García & Wei, 2014; Grosjean, 1989; Hamman-Ortiz, 2019). There is consensus, however, on guidance for schools with bilingual-bicultural programs to develop language policy with expectations for language use, and for this policy to be communicated to school stakeholders (Howard et al., 2018).

Even though different views on policy related to language use exist, some fundamental principles shape how students develop a new language:

- Language learning is regarded as a social process.
- Students develop language when their languages are valued and treated with respect and appreciation.
- Linguistic development occurs as students use language for a variety of purposes across the curriculum.
- Students develop language most fully by receiving comprehensible input within a safe environment.
- Students develop language in classroom spaces that provide active engagement, including the development and interaction of the four language domains: reading, writing, listening and speaking.

Though students may acquire proficient conversational language within about two years in most contexts, their control of language required for academic purposes, or the language of the classroom, may take 5-7 years (Thomas & Collier, 2017) within a strong bilingual-bicultural program. In social contexts students have many cues from the environment. The setting may be less formal and involve the language of conversation and generally, the communication does not involve the language of text. Conversely, in more formal settings like school, more specific academic vocabulary is used, literacy is often involved, and a more formal register of language is used, highlighting the linguistic and cognitive load that classroom learning requires.

Stages of Language Development and Respective Support

Language learners pass through predictable stages of development as they learn new language though it is critical to remember that no two students learn and develop their bilingualism or multilingualism in any predictable way. Krashen and Terrell (1983) first outlined stages of language development as follows: pre-production, early production, speech emergence, and intermediate fluency. Hill and Flynn (2006) summarize and expand on this work (Table 2.2). These stages serve to organize instruction within Krashen and Terrell's Natural Approach to second language teaching, which exemplifies a progression in language development. The first stage, pre-production, shows that students primarily communicate with gestures and actions. During early production, students begin to use one- or two-word phrases. It is at the third stage, speech emergence, when students use longer phrases or complete sentences. At the fourth stage, intermediate fluency, students engage in conversation and produce connected narratives. In the last stage, advanced fluency, students have a near-native level of proficiency. Again, since these stages are presented as progressive levels, our understanding of said progression is instrumental to instructional design.

Table 2.2 Stages of Language Acquisition

Stage	Characteristics	Approximate Time Frame	Teacher Prompts
Preproduction (may include an initial silent period)	The student ● has minimal comprehension ● does not verbalize ● nods "yes" and "no" ● draws and points	0-6 months	● Show me ... ● Circle the ... ● Where is ...? ● Who has ...?
Early Production	The student: ● has emerging comprehension ● produces 1- to 2- word responses ● uses keywords and familiar phrases ● uses present-tense verbs	6 months-1year	● Yes/no questions ● Either/or questions ● Who ...? ● What ...? ● How many ...?

Speech Emergence	The student: ● has good comprehension ● can produce simple sentences ● makes grammar and pronunciation errors ● frequently misunderstands jokes	1–3 years	● Why ...? ● How ...? ● Explain ... ● Questions requiring phrase or short-sentence answers
Intermediate Fluency	The student: ● has excellent comprehension ● makes few grammatical errors	3–5 years	● What would happen if ...? ● Why do you think ...? ● Questions requiring more than a sentence response
Advanced Fluency	The student has near-native level of speech	5–7 years	● Decide if ... ● Retell ...

Adapted from Krashen and Terrell (1983).

The WIDA (2020) proficiency level descriptors articulate bi/multilingual students' development of interpretive and expressive English language across levels. Language development is characterized in terms of student ability to use language at the discourse level, the sentence level, and the word level, aligned to grade-level clusters. A description of the proficiency level descriptors for each grade level/grade-level cluster may be found at the end of each section in the WIDA English Language Development Standards 2020 Framework.

The proficiency level descriptors outline what language learners can do at each level of proficiency in coordination with the language expectations of the content standards, the key language use that is most prominent, and the features of language needed to make meaning. The proficiency level descriptors show how students develop language as they move toward the language expectation.

The criteria for the dimensions of discourse, sentence, and word are represented vertically in Tables 2.3 and 2.4. Above each row of the dimensions is the language function. For example the language functions of the discourse criteria are to create coherent text, create ideas across a whole text, and elaborate or condense ideas. The language function of the sentence dimension is to extend or enhance meaning, and the language function in the word dimension is to create precise meanings. The functions that run across the levels of language development tell that all kids can, for example, create coherent texts, at their proficiency level.

Table 2.3 features a sample of proficiency level descriptors for Grades 2-3 in the interpretive communication modes of listening, reading, and viewing. Table 2.4 features proficiency level descriptors for kindergarten in the expressive modes of speaking, writing, representing. The charts outline aspects of language that students might be expected to produce with support, as they conclude each level. Bi/multilingual learners may fall anywhere from very beginners who

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speaking little or no English (Level 1), to those who need minimal support in completing grade level work and using grade level academic language (Level 6). Similar tables can be found on the WIDA website (WIDA 2020) for specific grade levels/grade level clusters.

Table 2.3 Grades 2-3 WIDA Proficiency Level Descriptors for the Interpretive Communication Modes (Listening, Reading, and Viewing)

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	around general topics (continents, shapes, animals) with short sentences	around specific topics (habitats, diet, behavior) with multiple related simple sentences	to meet a purpose (to inform, narrate, argue or explain) in a series of extended sentences	to meet a purpose in a short text	to meet a purpose through generic (not genre-specific) organizational patterns in texts (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (paragraph openers and topic sentences signaling relationships between paragraphs)
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	repetitive chunks of meaning across text (<i>red crayon, yellow crayon, blue crayon</i>)	frequently used cohesive devices (demonstratives: <i>this, that, these, those</i>)	a few different types of cohesive devices (pronoun referencing, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass: shapes like circles, triangles, and rectangles)	a wide variety of cohesive devices that connect ideas throughout text (whole/part, class/subclass, substitution: <i>The rectangle is a big one.</i>) and ellipsis (<i>There isn't any. (milk)</i>)
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	frequently used multi-word noun groups (<i>green frogs</i>)	multi-word noun groups with connectors (<i>green and slimy frogs</i>)	expanded noun groups with classifiers (<i>tree frogs and poison frogs</i>)	expanded noun groups with prepositional phrases (<i>three little green tree frogs on the log</i>)	expanded noun groups with embedded clauses (<i>three little green tree frogs that jumped into the water</i>)	expanded noun groups with a variety of embedded clauses (<i>three little green tree frogs with long legs that swam away and didn't come back</i>)
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	chunks of language (<i>stick to rocks and coral</i>)	simple sentences (<i>They stick to rocks and coral.</i>)	related simple sentences (<i>They look like plants. They stick to rocks and coral.</i>)	multiple related simple sentences (<i>They are called anemones. They look like plants. They stick to rocks and coral.</i>)	simple and compound sentences with familiar ways of combining clauses (using coordinating conjunctions: <i>They are called anemones and they look like plants.</i>)	compound sentences with frequently used ways of combining clauses (coordinating conjunctions: <i>Anemones look like plants but they are sea animals.</i>)
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	frequently used words and phrases in familiar contexts and topics (<i>time to clean up</i>)	situation-specific words and phrases (<i>How do we spell that word?</i>)	an increasing number of words and phrases (my favorite characters in this story)	a growing number of words and phrases in a variety of contexts (nonfiction books)	an expanding number of words and phrases, including idioms and collocations (plus and minus)	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns (in the book about dolphins...)

Table 2.4 Kindergarten WIDA Proficiency Level Descriptors for the Expressive Communication Modes (Speaking, Writing, and Representing)

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	single words, phrases, or chunks of language to represent ideas	phrases or short sentences to represent ideas with an intended purpose (to describe, narrate, share opinion)	short sentences linked together to convey an intended purpose (<i>and, then</i>)	short sentences that convey an intended purpose with emerging organizational patterns	sentences linked together to convey an intended purpose (inform: <i>The parrot eats nuts and seeds.</i>)	text that conveys an intended purpose with emerging organizational patterns (<i>first, and then, also, next</i>)
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	single words and phrases related to topic (<i>water, leaf</i>)	an emerging use of cohesive devices (repetition: <i>water, water, the water</i>)	a few frequently used cohesive devices (repetition: <i>this leaf is red, this leaf is yellow</i>)	some frequently used cohesive devices (demonstratives)	some formulaic cohesive devices (pronoun referencing)	a growing number of cohesive devices (emerging use of articles to refer to the same word)
DISCOURSE Density of language	Elaborate or condense ideas through...					
	limited elaboration (single words)	simple elaboration (familiar single nouns)	simple types of elaboration (newly learned single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: <i>the</i> or <i>these</i> clouds)
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	words, pictures, and phrases (<i>cats and dogs</i>)	words, pictures, phrases and chunks of language (<i>cats meow and dogs bark</i>)	sentence fragments (<i>cats and dogs</i>)	sentence fragments and emerging use of simple sentences (<i>Dogs sleep, Dogs bark.</i>)	simple sentences (<i>Cats like to climb. Dogs like to run.</i>)	sentences with emerging use of clauses (<i>My cat sleeps all day. My dog runs all the time. They are my pets.</i>)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	frequently reoccurring words and phrases (<i>Good Morning, let's play</i>)	emerging use of words and phrases with attempted precision (<i>Today is Friday, September 15.</i>)	few frequently used words and phrases with emerging precision (<i>lunch time, morning meeting</i>)	some frequently used words and phrases with some precision (<i>my pattern is red, blue, red, blue</i>)	a small repertoire of words and phrases with developing precision (<i>beautiful butterfly, repeating pattern</i>)	a growing repertoire of words and phrases with growing precision (<i>green and yellow stripes</i>)

All three dimensions (discourse, sentence, word) of language use are critical to effective communication and require explicit instruction and ongoing opportunities for students to practice and expand in both languages of the program. Table 2.5 provides an overview of the three dimensions across interpretive and expressive modes of communication.

Table 2.5 WIDA Interpretive and Expressive Proficiency Level Descriptors

Dimensions of Language	Interpretive Communication Mode <i>(listening, reading, and viewing)</i>	Expressive Communication Mode: <i>(speaking, writing, and representing)</i>
Discourse: Organization of Language	Student understands how coherent texts are created	Student creates coherent texts (spoken, written, multimodal)
Discourse: Cohesion of Language	Student understands how ideas are connected across a whole text	Student connects ideas across a whole text
Discourse: Density of Language	Student understands how ideas in text are elaborated or condensed	Student elaborates or condenses ideas
Sentence: Grammatical Complexity	Student understands how meanings are extended or enhanced in text	Student extends or enhances meanings
Word/Phrase: Precision of language	Student understands how precise meanings are created through everyday, cross-disciplinary, and technical language	Student creates precise meanings through everyday, cross-disciplinary, and technical language

Adapted WIDA (2020)

Bi/multilingual learners will rarely be at the same level across the three language dimensions. Bilingual-bicultural teachers maintain records that indicate where each student begins and progresses during the school year for each dimension. With a holistic approach to language proficiency, a teacher will track this information in both of the student's languages to understand his/her entire linguistic repertoire. The WIDA Spanish language standards (<http://wida.wisc.edu/resources/wida-spanish-language-development-standards>) guide instruction and monitor student growth in Spanish, thus providing a more comprehensive overview of bilingual development. This practice enables teachers to use the same academic content standards for all students and differentiate instruction to meet the academic and linguistic needs of each student.

Educators unfamiliar with second or subsequent language development may find two areas perplexing. The first is that students at language proficiency Level 1 generally experience an initial "silent period" where they are developing emergent listening skills but are not yet ready to communicate orally in the new language. With time students will begin using the new language, especially in learning environments they deem safe and that encourage risk taking. The second phenomenon is that student use of social language skills often outpaces student academic performance. While social language usage also involves complex language structures and contexts, there are many paralinguistic cues, such as facial expressions or other environmental clues that support understanding and use of language. School-related texts and tasks require use of language for disciplinary purposes with fewer cues and use of many skills, vocabulary, and

strategies not frequently used outside of the classroom. Explicit instruction to support comprehension and language use in the content areas, therefore, is an integral part of successful bilingual-bicultural programs (Walqui & van Lier, 2010; Freeman, et al., (2005).

It is incumbent on teachers to know the language levels of their students and differentiate instruction accordingly. Table 2.6, provides an example of how teachers might plan for differentiating instruction in the use of questioning to match the language levels of their students. At each level, students are engaged in learning activities that develop higher level thinking skills and expand their linguistic repertoire.

Table 2.6 Sample Question Prompts for Each Stage of Second Language Proficiency

Language Level	Sample Questions
Entering	Ask questions that students can answer by pointing at pictures in a text.
Emerging	Ask questions that students can answer with one or two words.
Developing	Ask “why” and “how” questions that students can answer with short sentences.
Expanding	Ask speculation and opinion questions: “What would happen if” and “Why do you think”
Bridging	Ask students to retell the story, including main plot elements but leaving out unnecessary details.

Adapted from Hill and Flynn (2008) In summary, knowledge about language acquisition and development is critical for bilingual-bicultural educators to provide equitable instruction. When teachers understand how languages interact in the brain, they can recognize student knowledge draws from a single repertoire. By realizing the stages of language development, teachers can establish language goals and provide supports with the right amount of challenge. We now turn to address how teachers can build upon knowledge about language with intentionally designed, scaffolded instruction.

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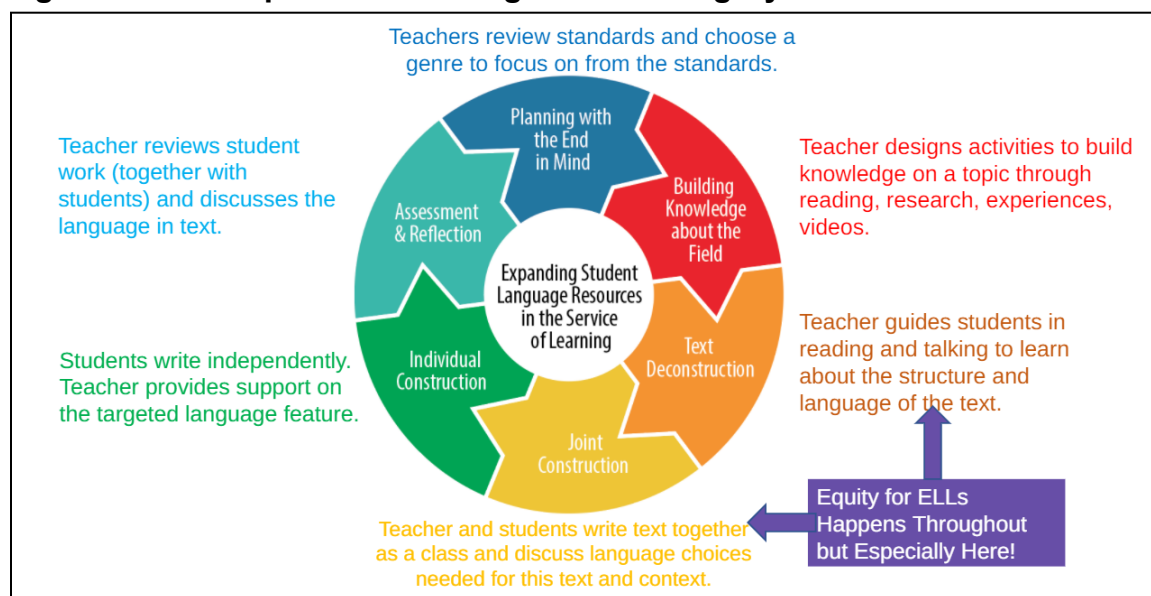
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II. Teaching *For* Language

Teaching for language development encompasses the planning phase for both academic content and language learning for bi/multilingual learners. The content standards are the basis of what is being learned and the language standards determine how students will use language in both the interpretive and expressive modes in the classroom in English and the partner language. The language objectives provide opportunity for students to make meaning at their own level of language development, as well as provide opportunity to grow and develop academically and linguistically. From the standards teachers determine a focal genre and guide students through a teaching and learning cycle that constructs knowledge with the students on a topic. Instruction begins with oracy. It moves to interpretive understanding of the text and then to students demonstrating their comprehension through joint construction of an expressive response. Equity for bi/multilingual learners happens when the lesson guides students in understanding and using language at the discourse, sentence, and word levels and focuses on meaningful learning as outlined in Figure 2.6.

Figure 2.6 The Equitable Teaching and Learning Cycle



Westerlund (2021)

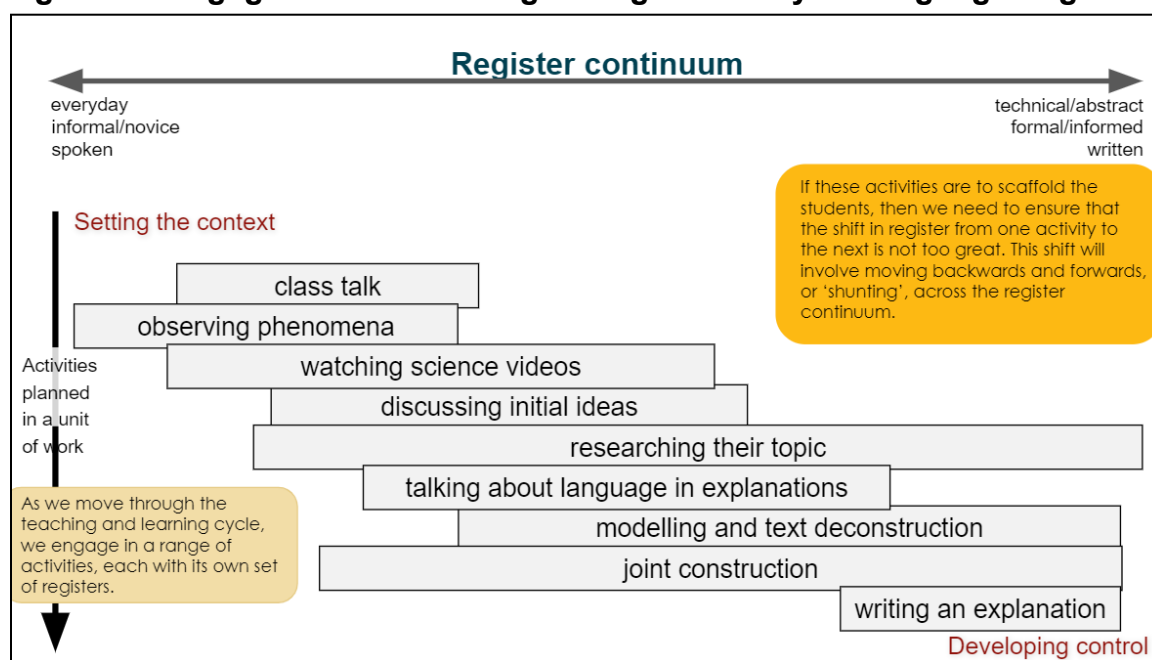
Developing Oracy

Since bi/multilingual learners differ in important ways from monolingual peers, educators, school leaders, and decision-makers must understand the critical nature of oracy (listening and speaking) to developing a second language and biliteracy. Oracy is a key component in the development of bilingualism and biliteracy. Well-designed bilingual-bicultural lessons should have both literacy and oracy objectives, plus multiple opportunities for students to talk and work toward the objectives when communicating with teachers and collaborating with peers.

Teachers select oracy objectives by determining the language and register (level of formality determined by who the listener is) students will need to gain familiarity with to accomplish particular literacy tasks, as well as the language skills that will be needed to communicate what

they have learned. Students determine a register by considering the audience, setting, and purpose of the communication (see Figure 2.7). Oracy objectives will be different in each language to address the language levels of the students and the demands of the content objectives. These objectives might include a focus on the formation of questions, retelling a story, agreeing/disagreeing with a stance, formulating opinions, etc. Dialogue, sentence structures, and specific vocabulary related to the objectives are explicitly taught and practiced through a variety of meaningful and integrated activities. Interactions with the content concepts in the language(s) of instruction are important components of oracy development. Oral rehearsal for writing following opportunities to explore meaning making serves as a very useful tool for language learners by enabling them to orally express their ideas before expressing them in writing (Gibbons, 2009). Feedback on progress toward oracy objectives is essential in guiding students to ever more sophisticated use of oral language.

Figure 2.7 Engagement in Learning through a Variety of Language Registers



Adapted from Lexis Education (2020).

Key Language Uses

WIDA (2022, <https://wida.wisc.edu/resources/introduction-updated-key-language-uses>) has identified four key language uses (narrate, inform, explain, argue) of academic language (Table 2.7) continually needed by students to meet the demands of content standards “and that can be used to prioritize and organize the integration of content and language” (WIDA 2022, p. 26). Specific areas or genres for how each key Language uses might be represented in the curriculum have also been identified. Often the four key language uses are not used separately but are integrated in learning experiences. WIABE recommends these four uses be developed with particular care as they are represented in Wisconsin academic content standards across all grade levels in varying degrees.

Table 2.7 Key Language Uses

Key Language Use	Description	Genre Examples
Narrate	Represent experiences through stories and histories	Personal account Autobiographies Historical recounts
Inform	Communicate factual information on a topic	Reports: - descriptive - comparative/contrastive - lab investigations
Explain	Give account for how or why things work	Accounts: - sequential - causal - mathematical
Argue	Justify one's claims using evidence and reasoning	Discussion Challenge Critical response

Adapted from WIDA (2020) p. 219.

Explicit teaching of the key language uses across the academic content areas helps ensure that students can recognize and interpret information through listening, reading, and viewing experiences. This method helps students apply the key language uses in expressive experiences involving speaking, writing, and representing. In the 2020 WIDA English Language Development Standards Framework, each of the Key Language Uses has been outlined for the various grade-level clusters: (kindergarten (p.58-59), Grade 1 (p.80-81), Grades 2-3 (p.102-103), Grades 4-5 (p.136-138), Grades 6-8 (p.172-175), and Grades 9-12 (p.210-213)). These outlines serve as a useful resource for instructional planning for bi/multilingual learners even when they are not officially designated as English learners.

Fostering Translanguaging

The WIDA (2020) framework highlights the central focus of “using content and language concurrently, with academic content as a context for language learning and language as a means for learning academic content” (p. 19). Translanguaging (García et al., 2017) builds on and affirms the language that children have and that they bring to learning experiences.

Translanguaging is a dynamic component in disciplinary learning and enables students to do their deepest thinking and most comprehensive learning. The translanguaging classroom operates on two levels. “From a sociolinguistic perspective [the term “translanguaging”] describes the fluid language practices of bilingual communities. From a pedagogical perspective it describes a pedagogical approach whereby teachers build bridges from these language practices and the language practices desired in formal school settings” (Flores & Schissel, 2014, p. 461-462).

Translanguaging involves many different aspects of language and culture (Table 2.8). Bi/multilingual learners explore how languages and cultures are represented in their lives in a way that strengthens identity and language status. Use of culturally relevant materials and learning experiences gives status to the cultural experiences of the students and expands their understanding of how cultures interact. Through metalanguaging activities, students gain a

strong understanding of structure, grammar, and vocabulary of each language and have opportunities to explore how they are similar or different. They also build strong oracy, biliteracy, and critical thinking skills through a rigorous curriculum that continually focuses on the development of both language and content.

Table 2.8 Aspects of Translanguaging

Aspects	Focus	Instruction	Examples
Culture, Language, and Identity	• Language status • Social justice • Identity	• Language biographies • Language passports • Language dossiers	• Description of own languages and cultures • Identity texts • Rubrics, charts to describe competencies in each language • Examples of work from each language
Transculturalism	• Exploration and celebration of students' languages and cultures • Multiculturalism	• Culturally relevant content and literature	• Content area/ literature • Connections to students' cultures and experiences • Exploration of culture through content • Discussions about culture
Metalinguage (<i>language development</i>)	• Language objectives * Structure * Grammar * Vocabulary	• Explicit teaching of how each language is structured • Explicit teaching of similarities and differences across languages	• Analysis of how each language is structured • Compare and contrast across languages
Metalinguage (<i>content</i>)	• Language objectives - o Oracy - o Biliteracy - o Language of genre • Bi-directional learning	• Use of resources from both languages • Point of view • Perspective • Language and content of discipline	• Compare text and translation of text • Compare two texts on same topic/different languages • Analyze semantic similarities and differences

Integrated Instruction in Two Language *Using all linguistic resources	● Deepen content/cultural knowledge ● Enhance development of content and language in discipline-specific and cross-disciplinary learning ● Enhance biliteracy ability	● Use both languages strategically to enhance learning ● Metalinguistic discussions ● Collaborative work ● Grouping language experts	○ A. Home language preview in home language ○ view in language of instruction ○ review in home language B. Bridging
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Adapted from work of García, et al (2017).

As depicted in Table 2.8, bi/multilingual learners in shared spaces work collaboratively with both languages to explore the genres of disciplinary-specific and cross disciplinary content. Discussions within the classroom surround metacognitive/metalanguage understanding about how languages of a bi/multilingual person are intertwined and how they interact to enhance learning and strengthen bi/multilingual learners' ability to use their full linguistic repertoire effectively on a socio-cultural level. Students also learn about how to recognize, confront, and make changes in inequalities within their schools and communities represented through use of language. One example from Rosa (2021) is of high school students who examined posters throughout the campus and noted that those pertaining to college applications and exams were only in English, while those with a more punitive tone were only in Spanish. Changes were made and students became more aware of the impact of language use.

The goals of individual programs in relation to separation of languages and spaces for putting two languages together must be taken into consideration when formulating a strategic/collaborative translanguaging plan. A well-developed translanguaging plan will dedicate significant amounts of time to the full use of each language and the expansion and integration of reading, writing, listening, speaking, viewing, and interpreting skills within and across languages to enhance learning. Teachers will create opportunities for students to use the language of choice at specific times, explore how the languages are similar or different, and analyze how knowledge of one language/culture influences learning in another/others.

Translanguaging includes an important caution. Without thoughtful implementation, translanguaging can be reduced to simply translating classroom communication into the more familiar language (Poza, 2018), or it can enable English to dominate bilingual-bicultural classrooms (Tedick & Lyster, 2020). For example, allowing fluid use of language in the classroom throughout the day might be a disservice in not encouraging students to take risks in their less-dominant language. Translanguaging in literacy can accelerate and liberate readers, but its implementation must be strategic and not haphazard.

In the allocation plans of some programs, languages are strictly separated during initial instruction and a bridging component enables students to compare and contrast the concepts, grammar, and vocabulary across the two languages and to extend learning in the partner

language. In other programs, literacy, oracy, and content area instruction occurs in each language along with translanguaging opportunities. However, the use of both languages is more fluid and students may be introduced to content in one language, have opportunities to discuss concepts in small groups in their language of choice, and respond back to the group in the language of instruction. Section III explores the pedagogy of the bilingual-bicultural classroom and the development of biliteracy.

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III. Teaching *Through* and *Across* Languages

Pedagogy is closely tied to the goals of an educational program as well as the knowledge and science about how students learn. Students in bilingual-bicultural programming are immersed in complex learning environments that necessitate a pedagogy that differs from instruction in a monolingual classroom in several significant ways. Unlike their monolingual counterparts, bilingual-bicultural educators utilize both languages to leverage learning. Students acquire linguistic skills and content across two languages by developing oracy (listening and speaking) and literacy (reading and writing). Additionally, students develop, deepen, and strengthen their intercultural skills as they navigate and negotiate relationships with classmates and teachers who may come from collectivist or individualist cultural backgrounds, utilize varieties of their homelanguages and English, and develop skills to enable them to be productive citizens of our global, multicultural, multilingual 21st century society. This section centers on essential understandings that all educators and decision makers must adopt to strategically develop, support, and foster bilingual and biliterate students in their educational endeavors.

The primary goal of bilingual-bicultural programs is to provide rich educational and linguistic opportunities first and foremost to students learning English as a second or subsequent language and strengthening their home language(s). Bilingual-bicultural programs may benefit students who are proficient English speakers, but all bilingual programs exist first and foremost to support the needs of the bi/multilingual learners who are learning English. The programs play a critical role for ensuring equitable education through rigorous and supportive bilingual-bicultural programs. The status of the home language is elevated as students gain linguistic skills and expand cultural understandings, which serves to strengthen positive student identity as members of a bilingual-bicultural community.

High-challenge Instruction

Language learning is not linear; therefore, any instruction that supports the development of critical thinking skills starts with students' current academic and linguistic skills and addresses grade-level academic content standards in an authentic, rigorous, and interesting manner. Language and content are always intricately interwoven throughout learning experiences. Explicit instruction expands students' understanding and application of the key language uses and highlights each language-dimension (discourse, sentence, word). Teachers scaffold in a comprehensible and meaningful manner as needed to ensure students have access to grade-level academic content.

A multimodal approach uses learning experiences that focus on the interpretive and expressive use of language to provide students with opportunities to continually refine their disciplinary and linguistic skills. More comprehensive learning experiences, such as units of study, author units, or science experiments present greater opportunities for students to use interpretive language in reading and researching in a particular area and then to express their understanding and learning through presentations, discussions, and simulations. Learning is social, and language learning benefits from collaboration among students in each of their languages.

Feedback on both content and language objectives is a critical component for learning with multilingual learners. Formative feedback from teachers enables students to gauge their own

progress and learn from their missteps. In turn, teachers gain information to help plan next instructional steps. Self-assessment is an important component in student learning, as students compare their work to content and language objectives, set goals, and discuss their progress. When students work together they are able to help one another continually expand their use of the dimensions of language through learning experiences that challenge them and help them reflect on their use of language to communicate. Other topics related to assessment with bi/multilinguals are further discussed in Section VI, Assessment with Bi/multilingual Students.

Collaboration beyond the classroom is essential in guiding students to develop as fully as possible. When classroom/content area teachers, English learner teachers, and bilingual teachers work together to focus on supporting bi/multilingual learners in developing critical thinking skills, the students benefit from learning opportunities that combine content and language learning to a high degree.

Supports

For bi/multilingual learners to be engaged with authentic and cognitively demanding learning tasks, the teacher does not simplify the task, but rather *scaffolds* the task so those students can access (Escamilla et al., 2014; Freeman et al., 2018; Gibbons, 2015) content and requisite language to complete the task. Expectations are similar for all students; what differs is the nature and amount of scaffolding. These scaffolds or supports for bi/multilingual learners might be conceptualized through three main areas: language, physical/sensory, and pedagogy scaffolds.

Language Supports: Language supports reinforce use of scaffolds to support comprehension of language, i.e., interpretive listening and reading skill development; and production of language, i.e., development of expressive speaking and writing skills.

Scaffolds that Support Comprehension of Language: The main focus on reading text for both literacy and content area purposes must be placed on *comprehension* across academic genres. Comprehension tools enable students to understand and analyze text more fully.

- Teach emergent comprehension strategies such as use of picture and context clues, rereading, and application of prior knowledge
- Teach comprehension strategies, such as, predicting, interpreting graphic organizers, making connections, drawing conclusions, inferencing
- Teach the skills to deconstruct the complex language and concepts of the text
- Use simplified comprehensible text as needed, while ensuring content still provides access to content objectives
- Allow students who can comprehend text but are not yet able to read it fluently to listen to audio recordings of text first
- Use echo or choral reading as needed

Word work is an important component of literacy development, but should reflect the content of learning sessions as much as possible.

- Focus on word patterns
- Teach word parts to determine meaning, i.e., prefixes and suffixes
- Differentiate instruction for emergent literacy skills by language. In Spanish, for example, vowels will appear more frequently in emergent student writing, whereas

consonants will be found in English. In Spanish, initial literacy instruction focuses on identifying syllables as opposed to individual letter sounds and word families in English.

- Provide opportunities to build and use vocabulary
- Develop word walls to highlight the thematic and function words that students will need for particular content areas
- Create charts to compare words and phrases across languages

Scaffolds that Support Production of Language: *Oral language supports* are an important component for any instructional plan with bi/multilingual learners to guide them in expanding their use of language for multiple purposes (Escamilla et al., 2014). Accordingly, teachers should:

- Develop critical thinking skills by having students orally express opinions, infer, make connections, evaluate, etc. using scaffolds as needed
- Strategically use questioning techniques and instructive feedback to support extended student discourse
- Utilize retelling and discussion of text
- Use total physical response, visuals, sentence frames, and manipulatives to support oracy
- Select language objectives that target specific areas of language structure and grammar where students need support

Writing should be encouraged and supported every day. Bi/multilingual learners are supported in their writing activities by many of the following scaffolds:

- Incorporate aspects of genre study in which students are guided through deconstruction and co-construction of a desired genre before independent writing
- Use oral rehearsal for writing to generate ideas and anticipate the language needed to express those ideas
- Use the language experience approach or shared writing, as a support for emergent writers in a new language.
- Meet individually with students to provide immediate feedback about both content and language
- Have students share completed writing pieces and receive feedback from each other

Physical/sensory Supports: Visual, kinesthetic, movement, and musical activities are very helpful for bi/multilingual learners when used throughout a unit to reinforce language and concepts. Such tools and activities can include:

- Visual representations of new vocabulary and concepts
- Realia displays in the classroom for teachers and students to reference
- Manipulatives to enable students to understand concepts, formulate language, make connections, and demonstrate understanding
- Graphic organizers to categorize content and concepts
- Movement activities, including total physical response to clarify and solidify concepts and vocabulary
- Songs and chants to solidify vocabulary and concepts

Each of these scaffolds provides academic and linguistic support for bi/multilingual learners, but also engages them more fully in active, authentic, and enjoyable learning experiences.

Pedagogy Supports: Lessons can be structured to address the linguistic and academic needs of bi/multilingual learners and enable them to meet or exceed grade-level academic standards. Below are some examples of pedagogical supports:

- Activate/build background for a particular unit of study or topic through a variety of active learning experiences
- Preteach concepts and vocabulary/language needed to understand and manipulate the concepts
- Model and practice expectations
- Incorporate learning activities that reflect the culture and experiences of the students
- Select authentic learning experiences that engage students in disciplinary genres
- Provide daily opportunities to engage in reading, writing, listening, speaking, viewing, and representing activities in each language
- Engage first in oral and interactive introductions to new material followed by reading activities and finally by writing activities (Gibbons, 2015)

Utilize gradual release of responsibility approach, to guide students to greater independence in learning (Fisher & Frey, 2008). Table 2.9 from Staehr, Fenner, and Snyder (2017) offers a model of scaffolds that might be applied at beginning, intermediate, and advanced levels for both languages.

Table 2.9 Outline of Language Scaffolds for Instruction by Level

Beginning	● Access to text, video, and/or instructions in home language, as well as in English ● Sentence frames to help students respond to text-dependent questions posed throughout the lesson ● Word walls and word banks ● Reduced linguistic load for language of instruction	● Modifications/adaptations of content based on language proficiency and language needs ● Concise background knowledge ● Pretaught vocabulary and concepts ● Modeling vocabulary, concepts, and language
Intermediate	● Access to text, video, and/or instructions in home language, as well as in English, as appropriate ● Sentence stems ● Word walls and banks	● Graphic organizers ● Glossaries ● Dictionaries ● Repetition, paraphrasing, and modeling ● Pair and small-group work ● Home language materials
Advanced	● Clarify confusing/nuanced vocabulary, grammar, and meaning ● Support research and presentation skills	

Adapted from Staehr Fenner and Snyder (2017)

The two vignettes that follow provide strong examples of how teachers structured learning for English learners to focus on developing higher level thinking, while also focusing on the development of language needed to successfully meet learning objectives.

Practitioner Vignette 2.1: Instruction that Supports the Development of Critical Thinking Skills

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Tumaleo was new to English. She was my second-grade student who had only been in the U.S. for eight months. Kibembe was her primary language, and she could speak Swahili and some French. She, with her mother and baby brother, had moved to America from Tanzania. While living in Tanzania, she attended a school in their refugee camp very infrequently and could read and write very little Swahili. That year, her teacher and I helped her develop English and have access to the content being taught by co-teaching English language arts, giving clear and concise language, modeling tasks, using repetition, providing a lot of opportunities for oral language practice, attaching oral language to writing and realia, and demonstrating and practicing using total physical response. In addition, we worked with her one on one for 45 minutes every day teaching her early literacy and math skills and strategies.

In the spring, our students were working on composing personal narratives. We shared with them examples that emphasized that a personal narrative is a story about our lives that contains a beginning, middle, and end, and includes dialogue. Every day, we started each lesson with content and language objectives highlighting important vocabulary we wanted our students to read aloud with us as we introduced the lesson. We scaffolded instruction by providing a story map and having our students retell their story orally touching each of their fingers as they stated each story element aloud. To help our students visually organize their story, we gave each student an 11X17 sheet of paper folded into 8 squares. In each square, our students sketched their story and added words or phrases to describe each event. After they rehearsed their story, touching each square while orally recalling each event, they wrote their compositions on paper containing a blank space on the top half of the paper for illustrations and lines on the bottom half for their story.

Tumaleo looked and listened as one of us led each lesson. We kept close proximity to her and prompted her to repeat the vocabulary we taught and to share her story using multiple sources of information (oral, visual, hearing, and physical). As she touched each picture and recited her story to us, we listened to her phrases and sentences closely anticipating what small lesson we could teach her next within her zone of proximal development. She eagerly wrote a story that she will always remember and hold dear. Here is her story: "One day, I went to the park with Sophia, Beatrice, and Usia. I did not know English and I was sad. "I want to go home," I said. I eat my dinner and went to bed. I had a dream. I was talking in English. Then I wake up. I was happy and I smiled."

Secondary Educators
Hilary Haskell, EL Instructional Coach
Appleton North High School

Historically, sheltered instruction for English learners (ELs) has led to high failure rates and consistent tracking into courses with low expectations, but this doesn't need to be the case. Very often, teachers are expected to support newcomers, students with refugee backgrounds, and ELs in their classrooms without any preparation or support. Typically, content area teachers are not trained in the kinds of differentiation or literacy-based instruction that ELs need to succeed, and the thought of successful integration can seem impossible. However, with a deep level of trust and collaboration across teaching and administrative teams, a model of inclusion can offer a different reality. Over the past 5 years I worked with a team of educators who shared a common and radical vision for EL student success. My content area colleagues and I partnered through a coaching, team-based setting to provide rigorous, accessible instruction to all students regardless of language, background knowledge, or disability. This involved on-the-spot coaching throughout the school year, relationship building, and training before we entered the classroom together.

We were able to not only reverse the failure rates for EL students, but also increase engagement and success for students with individual educational plans, and improve peer relationships across all groups.

Our team of ivics teachers responded to this model with enthusiasm. In previous years, students with specific learning needs were scheduled into courses without any additional support or training for the teachers. They now had that dedicated instructional support. My highest priority was establishing a trusting relationship built on the shared norms of student engagement and success for all learners. The summer before we began co-teaching, the team and I spent time dreaming over coffee about the pride we would feel halfway through the year when students who had never spoken with their peers before would have the courage and support to make an argument for legislation supporting Deferred Action for Childhood Arrivals immigration policy. This dreaming led us to discuss the optimal conditions needed for successful intergroup interactions and to build our classrooms in such a way that students had many opportunities to form social capital through bonding within and bridging across identity affinity groups. We set up group work to help students reduce prejudices and build authentic relationships.

These chats then led into a book study for educators as well as a summer seminar where I modeled hands-on approaches to learning content through a literacy lens as well as establishing important background for teachers on culturally sustaining pedagogy and information about ELs. We also reviewed best practices around co-teaching and collaboration, which set our roles and norms as to how we would work as a team to plan, deliver, and reflect on the teaching and learning in our classrooms. We set goals for daily instruction such as displaying clear and specific learning objectives, pre-teaching vocabulary, monitoring the ratio between teacher and student talk time, and providing an opportunity for students to show learning.

Once the school year started, we met weekly to write lesson plans, divide and conquer assignment creation, discuss instructional strategies, and problem solve sticking points in implementation. I led these discussions as a coach, providing templates for planning, which enabled quality online collaboration and clarified unit objectives and teaching strategies. I also supported the other teachers as an EL teacher to create differentiated notes, assignments, and projects so that our students had accessible versions meeting the same learning targets while focusing on language acquisition.

This process was not without difficulties. Our lessons weren't always perfect. It took a few weeks to hold students accountable to incorporating daily vocabulary in their writing while providing authentic and timely feedback to 120 students. We didn't hit every mark we set for ourselves. Sometimes we had to regroup with our Level 1 ELs outside of class to fill in background knowledge. There were days when we were dismayed by a lack of time to complete projects or when we had to scrap what we came up with and start over. Despite these setbacks, our consistent reflection and documentation of student success kept us focused on what was possible for our beginning ELs as well as our high-achieving native English speakers.

An EL instructional coach cannot only support individual teachers through daily co-teaching and lesson modeling, they can support school-wide teams to dissect assessment data, address leadership challenges, and look at the school-wide culture of learning through an equity lens. A coaching model can enable teaching and administrative staff to move closer to the goal of meeting the needs of all students while reducing persistent inequities. If we truly seek to transform our classrooms into places of belonging for all students, we need a flexible and responsive systems-wide approach that supports teachers in their individual mindset and skill set development and sets transformative priorities for teaching and learning.

^a The book study group's books: *Collaborating for English Learners: A Foundational Guide to Integrative Practices* by Honigsfeld and Dove; *Unlocking English Learners' Potential: Strategies for Making Content More Accessible* by Staehr, Renner, and Snyder; *EL Excellence Every Day* by Singer; and *No More Low Expectations for English Learners*, by Nora and Echevarria.

Developing Biliteracy

High-challenge, high-support practices call for explicit attention to developing biliteracy, with the goal of high-level literacy and thinking skills in two languages. This section describes the role of transfer of literacy learning across languages. We also provide an overview of program designs to support biliteracy development.

Literacy across languages is bidirectional: literacy in one language supports literacy in another, and vice versa. For literacy learning in any educational setting, children intuitively draw upon their current understandings of reading and writing. These understandings may come from any language. They might use what they know about the phonics of one language when encoding (writing) or decoding (reading) in another language. Or, they may apply a strategy for making meaning of text in one language to make meaning of text in the other. When teachers are knowledgeable about universal constructs of literacy, they can explore home language literacy skills that might be leveraged. B sAn efficient path to literacy learning builds upon the child's resources in any language, and some research has pointed to how teachers apply this in practice. Bilingual-bicultural teachers use guided reading to teach how decoding and comprehension strategies apply from one language to another (Ascenzi-Moreno & Quiñones, 2020; Zoeller & Briceño, 2021). Bilingual-bicultural teachers can design instruction that aligns literacy blocks in the two languages by theme, genre, and/or strategy. Approaches that unify literacy learning across languages, instead of keeping them separate, support students in utilizing their entire repertoire of literary understandings.

Teachers can organize their learning units around essential questions that integrate content into literacy. Content becomes the driving force that engages learners with essential questions worth investigating. Teachers identify specific areas of content and language objectives for study within the unit. The following benefits are realized in these types of units (Freeman et al., 2018):

- Students grasp the big picture more fully through more comprehensive study of concepts, as well as the use of comprehensible input.
- Content areas are interrelated and students can make more connections.
- Students practice key vocabulary continually and authentically across the unit.
- Students are more fully engaged and experience more success through active learning experiences.
- Teachers have more authentic ways to differentiate instruction within a larger unit of study.
- Teachers can connect curriculum to students' lives and backgrounds.

Though researchers agree on the theory of language transfer in literacy, their models organize transfer of learning in different ways. For example, in the literacy squared holistic biliteracy framework (Escamilla et al., 2014), English and Spanish literacy development are paired to enable emerging bilingual students to develop literacy skills simultaneously in both languages. "While students may understand a particular text they read, it does not mean that they have the language to discuss it, especially for different functions of language (e.g., predicting, inferring)" (p. 22). Therefore, teachers take care to ensure bi/multilingual learners are developing those oracy (speaking and listening) and literacy (reading and writing) skills through a variety of learning experiences. In this framework, the use of two languages is viewed holistically as a single system "that includes oracy, reading, writing, and metalanguage" (p. 7). Literacy

instruction takes place separately in each language, but students have regular opportunities to engage in translanguaging activities to explore how both languages are structured and used and how to use this knowledge to expand their learning both academically and linguistically.

Another pedagogical approach organizes for the deliberate teaching of literacy transfer. Teaching for Biliteracy (Beeman & Urow, 2013) utilizes a biliteracy unit framework (BUF) for building oracy and literacy, which promotes the development of students' ability to use, understand, and produce a variety of language genres. The BUF framework has three parts: "(1) learning new concepts and literacy skills in one language, (2) the Bridge where both languages are side by side, and (3) extension activities in the other language" (p. 14). Each part is anchored in the strategic development of oracy to build background, explore new concepts, and examine language structure and use across the two languages. The unique role of assessment of both language and content is explored in the next section.

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IV. Assessment with Bi/multilingual Students

Guiding Principles of Assessment

A systematic and comprehensive approach to assessment in two languages is critical to actualize an equity promise for bi/multilingual learners. An effective assessment system will provide opportunities for bi/multilingual learners to reveal their academic, linguistic, and cultural assets in each of their languages. Utilizing these assets as part of instruction can support student progress toward meeting or surpassing grade-level expectations. Assessments are most effective when they reflect guiding principles for bilingual-bicultural education, i.e., scaffolded, focused

on meaning making, multiple modes of response, etc. A review of the literature (Gottlieb, 2020, 2016; Liu et al., 2020; Escamilla et al., 2014; Fairbairn & Jones-Vo, 2019; MacDonald et al., 2015) focuses on effective ways to gauge the progress and meet the needs of bi/multilingual learners. These include the assessment of language development, modification of assessments to make them more accessible, the role of formative assessment in guiding student learning, holistic analysis of assessment data and student progress in the biliteracy zone, which is the relationship in literacy development between the two languages of a bilingual-bicultural program.

Assessing Language Development

Each year, bi/multilingual learners participate in assessments that gauge their language proficiency in both program languages. In bilingual-bicultural settings, teachers need to consider assessment in English, the home language, and bilingually. There is no shortage of English-language assessments to determine English language proficiency, though teachers will need to be mindful about the appropriateness of these assessments for their bi/multilingual learners. Assessments across a range of named/non-English languages may or may not be available. Yet, teachers might choose to collaborate to develop teacher-created assessments in the target language and to assess student learning bilingually or translingually.

Teachers can review assessment data and use this information to guide instruction. For example, a group of students may demonstrate solid progress in reading but not in writing. Special emphasis can be placed on writing for a variety of purposes and using knowledge of reading to enhance their writing. Or some students' scores may reflect challenges in oral language development in the content areas. Lessons for this group might focus on strengthening skills in recounting and explaining.

Modifying Assessment for Accessibility

Formative and summative assessments for bi/multilingual learners should be adapted to their language levels to provide the greatest opportunity to demonstrate learning in a particular area. It is important to review assessments to ensure that content is being assessed and that the language of the assessment does not prohibit the student from demonstrating learning. Adjustments to assessments might include (Gottlieb, 2021; Valdez-Pierce, 2003):

- simplifying the language and/or format of the assessment
- using meaningful visuals or graphics
- allowing a pictorial, oral, or physical response
- providing word banks and/or sentence frames
- allowing completion of outlines, T-lists, or labeling

Figure 2.8 provides an example of a typical third-grade mathematics test item and how it might be adapted for bi/multilingual learners at intermediate and beginning levels of English, respectively. A well-designed assessment plan will focus on teaching the necessary concepts and language prior to any testing. Feedback and student self-assessment further capitalize on assessment results.

Figure 2.8 Modifying Assessments for Bi/multilingual Learners

Grade 3 Mathematics Test Item	
Original	Will and his father decided to start a sweet corn garden. They went to the store and purchased 48 sweet corn seeds. If William wanted to have 6 plants in each row, how many rows would they have?
Simplified language	You want to plant corn. You get 48 seeds. plant 6 seeds in each row. many rows will you have?
Demonstration	Materials: packet of seeds, graphing paper, multiplication chart The teacher demonstrates using different numbers and then indicates that the student(s) should do the same using 48 seeds. (The students either use the seeds or a multiplication chart to determine the answer, depending on their math skills.)

Assessments for bi/multilingual learners must be evaluated for their ability to measure progress toward both content and language objectives. Teachers often use separate rubrics or scoring sheets to indicate student performance in each area.

Using Formative Assessment

Ongoing formative assessment (Gottlieb, 2016; MacDonald et al., 2015) is a key to monitoring student growth in academic content and language skills in two languages for the teacher and the students. Providing feedback to students as they explore new language and concepts is a critical piece of the assessment process as it enables them to refine and practice their learning in a safe environment where they are encouraged to take risks and solidify learning. Student self-assessment of progress helps them engage more fully in evaluating their progress and taking greater responsibility for their own learning. Teachers may use information gleaned from the formative assessments to adjust the pace of learning and/or to provide additional supports as needed.

Assessing Holistically

Holistic assessment refers to tools that address multiple aspects of learning. Because this type of assessment often integrates reading, writing, speaking and listening, language learners are positioned to demonstrate their potential while navigating the test's linguistic demands. These performance assessments actively engage students in demonstrating how they can represent/engage with content using the language of the genre. The holistic assessment is an excellent way to measure student use of both language and academic content in an integrated and authentic way. They also provide teachers with a more holistic and meaningful understanding of students' application of their understanding of content area knowledge and a more authentic context for students to make connections among the concepts they have studied.

When analyzing student reading data or student work in an academic content area, the teacher must consider language development. Assessment questions often include academic vocabulary that prevents students from knowing what the question is asking. In other cases, students' developing syntax influences how they read text aloud. Teachers find value in considering students' language development stages and implications for assessment when designing assessment instruments. Table 2.10 offers a reflection guide for teachers to observe language alongside literacy (Zoeller, 2021). This guide can serve to distinguish language-controlled errors in reading or writing, and to inform teacher response.

Table 2.10 Reflection Guide for Assessing Literacy Alongside Language Proficiency

Guiding Question	Look-fors (in English)	Teacher Moves
<i>How might the student's knowledge of language influence this sample?</i>	Are there errors in words like leaving off inflectional endings such as "es" or "ed"? Does the child struggle with irregular past tense verbs (e.g., ran, said, lost)? Are there miscues in two-word verbs (button up, take down), prepositions (around, through), or idiomatic expressions (under the weather)? In reading or writing, do errors reflect vocabulary that the child does not yet control orally? Are there challenges in producing academic language structures in text?	Engage in frequent and authentic conversation. In discussion, "stretch" the child's language by asking them to say it another way or by probing to elicit more language. Determine reading accuracy by considering language-related errors. Select books that have an appropriate level of challenge for language learning. Explicitly teach text genre and language features expected in reading and writing that genre.
<i>How might the student's knowledge of literacy in another language influence this sample?</i>	In spelling, is there evidence where the child applies phonics knowledge from one language to another? (for example, writes "i" for /ee/ in English, spells "like" using Spanish phonology "laik") In words, does the child attempt using vocabulary or terms from their other language? In reading and writing, do sentence structures apply syntactical rules from another language? (for example, writes "the birthday of Moira" for "Moira's birthday")	Make a contrastive analysis t-chart that shows word structures or cognates in each language. Point out to the child an example in their writing where they applied knowledge from another language. Show them "the way we'd see it in a book" Invite them to apply in other examples Provide explicit teaching on language structures and "another way to say it". Generate new examples or search for examples in text.

The Biliteracy Zone

Escamilla et al. (2014) propose a paradigm of assessment of students in bilingual-bicultural programs that involves “reinterpretation of reading and writing assessments to better understand how the development of biliteracy is different than the development of either Spanish or English monoliteracy” (p. 9). Escamilla and colleagues have created bilingual trajectories in reading and writing that teachers can use to monitor student progress across both languages. In assessing how students use all their “intertwining” linguistic resources in learning, more precise instructional decisions can be made to guide them to higher levels of bilingualism and biliteracy. This approach to assessment is based on the notion of holistic bi/multilingualism, suggesting that the totality of the child’s understandings can only be understood when assessed in both languages.

Within this construct, Escamilla et al. introduced the biliteracy zone. The biliteracy zone reflects the relationship between English and home-language literacy development. By comparing competencies across languages the notion that literacy knowledge in one language does indeed apply to the other language can be put to the test. By understanding a student’s biliteracy zone, a teacher can make instructional decisions such as what to focus on with language development or what areas of literacy processing should receive attention. The teacher can also select appropriate text and instructional supports.

The biliteracy zone, and a child’s capabilities within that zone, can be determined through holistic observation and assessment. An example is the paired literacy writing rubric (Escamilla et al., 2014, pp. 99–100), designed to quantitatively and qualitatively assess aspects of writing. This rubric can reflect approximations attributed to bilingualism and note how each language influences the other. Research builds upon this approach by applying holistic observation to reading or writing to highlight an opportunity for cross-language teaching (Zoeller & Briceño, 2021). Teachers analyze a reading or writing sample in both languages and identify student strengths exhibited in one language but not the other. Feedback can help a student to apply a literacy skill or strategy from one language to the other. Table 2.11 illustrates an example with foundational skills of reading.

Table 2.11 Holistic Observation Tool: Foundational Skills Observation Framework

Foundational Skillthe Student Uses	Observations in Target Language	Observations in English
Uses One-to-one correspondence		
Uses Phonology/Phonics		
Uses Directionality		
Uses Punctuation		

Uses Word Analysis		
Uses Sight Words		
Language: Consider the child's languages. Consider language demands in the text or task. In what ways might language influence any of the above?		
Holistic Analysis: Look vertically. What do you notice about the child's behaviors across components? Look horizontally. What do you notice about the child's behaviors across languages? Look back. What do you notice from previous assessments?		
Transleyendo opportunity: Identify a strength(s) the reader exhibits in one language but not yet in the other. This strength might be what you teach for in the mini-lesson.		

Zoeller and Briceño (2021)

As depicted in Table 2.11, teachers can conduct cross-language assessment to record a student's literacy behaviors in two or more languages and to inform their teaching. Since some of a student's literacy skills transfer across languages, the potential for learning should reflect knowledge in any language and how one shapes the other; holistic assessment offers a path for teachers to harness students' full literary and linguistic repertoires.

The vignette below illustrates how one district has used data to provide evidence of the effectiveness of their dual language program.

Practitioner Vignette 2.3: Assessing the Biliteracy Zone

The School District of Abbotsford in north central Wisconsin has 763 students, 57.4% of whom are Hispanic, 68% are economically disadvantaged, and 40% are English language learners. Many of our students are in all three of these categories.

The first question was, how could we turn these truths to our advantage? Abbotsford chose to start a dual language program. Our intent was to begin with a class in the lower elementary and as the class proceeded to the next grade level hire and expand the program upward over time. We were fortunate enough to hire three bilingual Spanish and English speaking teachers within 2 years. Each teacher splits their day in half to teach two grade levels: kindergarten and grade 1, Grades 2-3, and Grades 4-5. We have chosen English language arts and math curricula that parallel English and Spanish versions. The 2020-2021 school year is the third year of our program. The program has grown and matured over time.

The second question was and is how do we know if the dual language program is working for our students? The past two years we have used MAP Growth scores and compared dual language sections to non-dual language sections and have found that the growth of the students in the dual language sections exceeds that of the students in the non-dual language sections. More recently we developed a system of benchmarking the biliteracy of our dual language students. Based on the *Biliteracy from the Start: Literacy Squared in Action* by Escamilla et al. (2014) we adapted the biliteracy zone to our assessments and expanded it to include biliteracy benchmarks for English heritage speakers. This has given us a starting point to measure both the achievement and growth of our bilingual students. This work has shown that the English reading levels remain on track and the Spanish reading levels, especially in our fifth grade, are accelerated. These students have only had two prior years of Spanish and on average they have increased six guided reading levels thus far this year. The use of benchmarking for biliteracy gives us a much more accurate picture of student achievement and growth.

In the final section of this module, we turn to the design of specialized instruction and the role of scaffolding for students who need additional support with language and/or academic development.

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V. Designing Specialized Instruction

Too often, bi/multilingual learners are presumed to need intervention for a potential disability when a closer look reveals that they are on a natural continuum of language learning (Hamayan et al., 2013; Barrio, 2016). Conversely, bi/multilingual learners can be “off the radar” for intervention with an approach that involves wait and see. In either scenario, bi/multicultural students may be disadvantaged. Nondisabled students learning English may encounter lower expectations from teachers and/or fewer opportunities to develop as quickly and fully as possible. For bi/multilingual learners with learning disabilities, the delay robs them of critically needed cognitive support. All educators must analyze content area assessment data alongside language proficiency data to monitor progress and make decisions about intervention with multilingual learners. This section discusses guidelines for instructional intervention plans.

Cristina Sánchez Lopez, Theresa Young, (Young & Sánchez Lopez, 2018; Damico et al., 2013) and Catherine Collier (2011, 2016) are three leading experts in differentiating between language learning and disability. They emphasize the complexity of factors that impact achievement with bi/multilingual learners and highlight the need to carefully consider how each of these may affect student progress. They also offer teaching, learning, and assessment suggestions for educators working with bi/multilingual students with disabilities.

Designing a Plan for Intervention/Acceleration

The first step in designing a plan for bi/multilingual learners who need additional academic support or acceleration in English, the home language, or both languages is to examine the types of supports offered in the classroom, and to ensure that these are fully implemented. Second, formal and classroom assessments, work samples, and measures of language proficiency should be analyzed to determine the areas where students would benefit most from intervention. Information about linguistic and academic progress in both languages should be included to provide a more robust profile of the student’s level of achievement and to determine if the student is more successful in one language or the other. Information about length of time in the U.S. and other factors that may be impacting student achievement should also be taken into consideration (See Part A-II Knowledge about Students). Any plan to support these students should capitalize on what they know and are able to do in each of the languages in different content areas.

Third, after these baseline data have been analyzed and specific areas of need have been identified, a targeted intervention plan can be developed. The most successful interventions are those that are planned and implemented in a coordinated fashion among all of the educators responsible for the student’s welfare. Connecting learning experiences with the objectives and work of the classroom through preteaching or postteaching of concepts, as needed, further supports student learning.

Effective intervention for bi/multilingual learners is:

- Targeted
- Scaffolded
- Language-based
- Rigorously taught and monitored

Any targeted intervention plan should address the specific linguistic and academic needs of the students and identify specific instructional scaffolds that will be used to support learning. Both language and content objectives should be selected, introduced at the beginning of each session, developed throughout the lesson, and reviewed at the end of each session to ensure that students are focused on what is being expected of them. Daily opportunities to develop and refine skills in reading, writing, listening and speaking provide students with opportunities to move toward grade level expectations in each of these areas. An intervention may focus on a discrete skill that surfaced from assessment data; this skill can be targeted alongside language development and higher level thinking skills being developed through learning experiences.

Progress Monitoring

As in any intervention plan, progress monitoring is an important component, but with bi/multilingual learners both language proficiency and academic progress must be monitored. Measuring the progress of students across the academic year provides the best indicator of how much growth students are demonstrating. However, progress against grade-level academic standards also must be monitored to ensure students are moving steadily toward grade-level academic proficiency. Students in bilingual-bicultural programs will have data in both languages that can be analyzed to compare progress across languages.

As in assessment of core instruction, several measures can determine the level of student progress in both language proficiency and academic content. Classroom measures such as work samples, anecdotal notes, and running records provide a great deal of information about student progress. Measures of language proficiency progress relative to the objectives that have been developed through the intervention sessions should be analyzed separately and in relation to content to measure language development. District and state level assessments provide information about student progress relative to grade level standards. Analysis of all this information is useful in informing instruction for the next learning experiences. Student self-assessment provides students with opportunities to monitor their own progress and to take greater control of their own learning.

One such intervention, the Literacy Club (Henn-Reinke & Yang, 2017) is designed specifically as an intervention for bi/multilingual learners who struggle with literacy in English and/or Spanish in a bilingual setting. The Literacy Club emphasizes the development of biliteracy through a focus on oracy, literacy, and metacognition. A bridging component provides meaningful translanguaging opportunities for students. Strategy development is an integral component of this approach. Rigorous instruction along with in-depth progress monitoring enables the Literacy Club to function more as an enrichment opportunity than a traditional intervention.

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Questions to Foster Reflection

Review the section on Language and Pedagogy and reflect on the following questions:

- How rigorous is your current linguistic and academic program for bi/multilingual learners? What areas of the curriculum should be more rigorous?
- In what ways do you take advantage of your students' strengths in designing and implementing a curriculum for them?
- What scaffolds would be needed to support student learning more fully?
- To what extent does your assessment system acknowledge the role of language development?
- To what extent does your assessment system acknowledge literacy competencies across languages?

Reflect on a student of concern. Do their issues reflect language development or literacy processing?

Conclusion

As stated in the introductory materials to these modules, WIABE has taken a firm stance in endorsing the development of asset-based bilingual-bicultural programs that enhance the educational and life opportunities of bi/multilingual students in Wisconsin. The focus in the WIABE Action Coalition modules has been to provide additional support in guiding the design of high-quality bilingual-bicultural programs that leverage the linguistic assets, the cultural capital, and innate brilliance of our bi/multilingual students. The WIABE Action Coalition Modules are aimed at dismantling the racial hierarchies of education that impede educational equity and require districts to examine practices and remove barriers to learning. We hope that educators find these materials helpful for their teaching. We encourage readers to share them with colleagues who work with bi/multilingual learners in schools, districts, or across the state.