Rethinking Difference: How Bilingualism Research Helps Us Combat Linguistic Bias

by Aster Forrest—Lab Manager, Lobo Language Acquisition Lab and joint BA/MA student, University of New Mexico

You have likely heard the claims before— *"Bilingual children don't fully learn either language." "Bilingual children will struggle more in school." "Learning more than one language can disrupt language development."* While those of us dedicated to supporting bilingualism and bilingual education know these statements are false, such misconceptions remain commonplace among the general public and for many educators as well. The pervasiveness of these myths makes it difficult to provide adequate educational support to bilingual children and their families, often compounding the legacy of linguistic oppression that many speakers of minority languages continue to face. By focusing our research on bilingualism and childhood acquisition of minority languages in New Mexico—especially ASL, Navajo, and Spanish—the Lobo Language Acquisition Lab at the University of New Mexico aims to dispel these harmful misconceptions, shifting the focus instead towards bilingualism's numerous benefits. This article provides a brief overview of some of our findings and looks at the origins of these myths, demonstrating how research into bilingual language development is a vital part of combating linguistic bias and supporting bilingualism within our state.

Before we can challenge bilingualism myths, it is important we begin with a more general understanding of where negative perceptions about language variation come from. As anyone involved in language education or linguistics can tell you, the way we talk is not a socially neutral activity— prejudicial attitudes towards different social groups are often reflected in our perceptions about the languages people use and the ways that they use them. As such, linguistic bias can take many different forms in different situations. Speaking a minoritized language, for example, can carry a stigma when the people who speak it are marginalized in society. In New Mexico, this is a common experience within Indigenous, Hispanic, immigrant, and Deaf communities who have long faced oppression of their languages under prejudicial policies and English language dominance. But just as using a particular language can incur discrimination, so too can using certain variants or dialects— whether of dominant or minority languages—and for similar reasons. Thus, the most stigmatized language variants tend to be those used by groups with low socioeconomic status, such as the Spanish varieties spoken by many Latinx immigrants (Otheguy, 2016) or varieties of African American English spoken by many Black Americans (Wolfram & Schilling-Estes, 2015).

Whether aimed at a language or a language variant, the justifications given for these different forms of linguistic bias typically follow the same argument—that socially disfavored ways of speaking are stigmatized not because of who the speakers are but because they are ungrammatical, unsophisticated, or in some way deficient. What these claims fail to address, however, is that such assessments are contingent upon a comparison with some form of standard—be it a dominant language or a standard language dialect—and that these standards are determined and enforced by the speakers with the most power

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Shaping the Future for our Students:
Our Journey to Dual Language

by Blanca Manrique-Vivanco—Bilingual Instructional Specialist, Yakima, WA and Ashlee Mandrell—Instructional Facilitator, Martin Luther King Jr. Elementary School, Yakima, WA

Dual language? In our district? We were so excited! It all began in 2019 when a student, a member of the Yakima School District (YSD) Strategic Planning Committee, said "We want to be bilingual and biliterate!" That comment, supported by students and community members, resulted in the development of the 4th goal of the YSD Strategic Plan – a minimum of 75% of our PreK-5 schools will have a DL program by 2026.

And so began our journey to dual language!

Implementation Plan

	One-Way *(for 2021-22 only)* Two-way for 2022+				Two-Way			Two-Way		Two-Way		Two-Way	
School Year	**Adams 2021**	**Barge 2021**	**Garfield 2021**	**King 2021**	**McKinley 2022**	**McClure 2022**	**Hoover 2022**	**RV 2023**	**Whitney 2023**	**Gilbert 2024**	**Robertson 2024**	**Nob Hill 2025**	**Roosevelt 2025**
2021-22	Kinder	Kinder	Kinder	Kinder									
2022-23	1st	1st	1st	1st	Kinder	Kinder	Kinder						
2023-24	2nd	2nd	2nd	2nd	1st	1st	1st	Kinder	Kinder				
2024-25	3rd	3rd	3rd	3rd	2nd	2nd	2nd	1st	1st	Kinder	Kinder		
2025-26	4th	4th	4th	4th	3rd	3rd	3rd	2nd	2nd	1st	1st	Kinder	Kinder
2026-27	5th	5th	5th	5th	4th	4th	4th	3rd	3rd	2nd	2nd	1st	1st
2027-28					5th	5th	5th	4th	4th	3rd	3rd	2nd	2nd
2028-29								5th	5th	4th	4th	3rd	3rd
2029-30										5th	5th	4th	4th
2030-31												5th	5th

Figure 1: Yakima School District's timeline for dual language programming.

Our first step was to plan the implementation timeline. We needed to decide which elementary schools in the district would offer dual language (DL) programming. This timeline is presented in Figure 1. Three out of the four schools identified to begin DL programming in SY 2021-2022 were selected because they previously offered a transitional bilingual program, where EL students were transitioned to all English instruction by the second semester of 2nd grade. It was felt that their experiences in planning and instruction would support the move to dual language. Other schools would follow a staggered implementation schedule that would result in all 13 schools offering dual language education by 2026.

It was important to develop systems and structures to ensure successful, sustainable dual language programming for YSD. These systems included establishing a district Dual Language Leadership Committee to make key programmatic decisions and develop and provide multifaceted DL support and professional development at both the district and building levels.

Dual Language (DL) Leadership Committee

The YSD DL Leadership Committee is the decision-making body for our program and ensures that we have the right people at the table to provide critical input at the school and community levels. Additionally, a smaller planning committee was established to facilitate the monthly DL Leadership Committee meetings. In order to facilitate critical decision-making, three subcommittees were formed: Community Outreach, Staff Capacity Building and Curriculum, and Instruction and Assessment. These subcommittees meet one to two times a month, during which time the crux of the work happens.

Principals of the four schools scheduled to start DL programs in SY 21/22 were asked to identify potential DL Leadership Committee members, including parents, teachers, instructional facilitators, and assistant principals. In addition, district-level instructional specialists and directors were asked to be on the committee. We quickly realized that our leadership committee was going to be large—we currently have 40 members.

One of the first decisions that our DL Leadership Committee was tasked to make was to identify which DL program model we would implement - 80/20, 50/50, One Way or Two Way. We knew how important it was that all committee members contributed to this decision. The following was taken into consideration:

✳ We were in the middle of the COVID pandemic and its resulting impact on teaching and learning.

✳ We needed to ascertain which avenues of communication with parents were available.

✳ We needed to become familiar with available research on 80/20, 50/50, one-way and two-way dual language program models.

✳ The transition to a one-way dual language program model would be easier from the early-exit transitional bilingual program model already in place in three of the four schools.

✳ We needed to establish the availability of staff, including bilingual staff, at each of the schools.

The planning committee then developed a proposal and presented it to the DL Leadership Committee. In order to facilitate the conversation and allow for more participation among all members, the Leadership Committee was divided into small groups, where each group's discussion was documented and presented to the whole group. An example is shown in Figure 2 below.
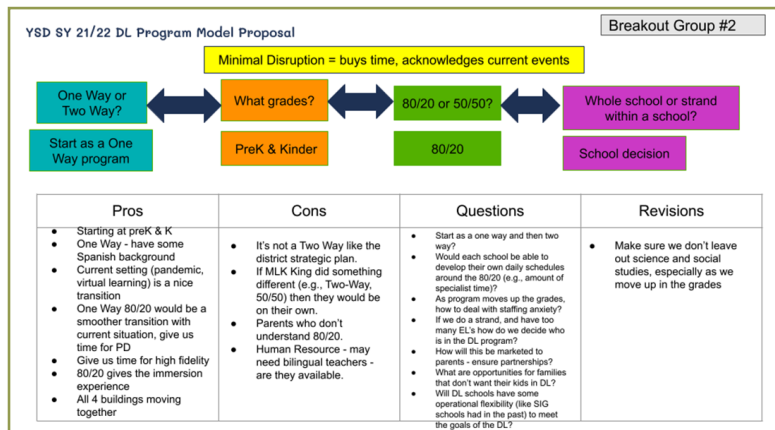
Figure 2: This is an example of the discussion documentation of the DL Leadership Committee.

Finally, in order to keep the decision-making process transparent, each committee member was asked to vote on the proposal. The results are shown in Figure 3.

A consensus was achieved when 88.9% of committee members indicated agreement with the proposal. Minor issues were identified and recorded so that they could be addressed as implementation moved forward. In addition, the concerns of 11.1% of committee members who felt there were major issues that needed to be addressed were also captured for future problem solving. This decision-making process, including the discussion of the proposal and the consensus voting, allowed us to move forward with our planning, while ensuring that everyone was involved and understood how the decisions were made.
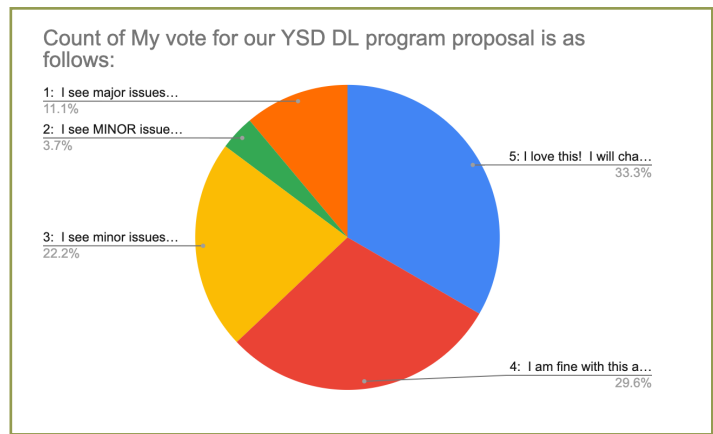
Count of My vote for our YSD DL program proposal is as follows:

1: I see major issues… 11.1%
2: I see MINOR issue… 3.7%
3: I see minor issues… 22.2%
4: I am fine with this a… 29.6%
5: I love this! I will cha… 33.3%

Figure 3: The results of committee members' vote on the YSD DL program proposal are reflected here.

District Level Systems of Support and Professional Development

The Yakima School District believes it is crucial that there is a multifaceted system of support for the DL program. For the first year of implementation, the following systems of support were provided by the district for personnel at the DL schools:

✳ YSD Dual Language Academy (DL foundations, *artes de lenguaje en español, matemáticas, ciencias, estudios sociales,* sheltered instruction) - In spring of 2021, DL teachers, instructional facilitators, reading interventionists, librarians, music teachers, PE teachers, and instructional specialists took part in the YSD DL Academy. During this academy, participants set the groundwork for dual language planning by learning about DL foundations, and later, breaking into subgroups for specific learning aligned with their positions. Specialists, librarians, music- and PE teachers learned more about sheltered instruction in order to support them in planning integrated lessons and to better understand the needs of their DL students. Kindergarten teachers, along with their building instructional facilitator, dug deep into content for several days to jump-start their planning and get a feel for the unit planning documents. Building psychologists, resource room teachers, speech and language pathologists, and other applicable staff were also invited for those days that would best suit their positions.

✳ *Dr. Jill Kerper Mora offered professional development on Spanish Language and Literacy* based on the *Common Core en Español* through her MoraModules (moramodules.com).

✳ Office managers and assistants learned about

¡Sumergidos en un mundo de programa de lenguaje dual! Técnicas de uso diario para apoyar a los estudiantes en el salón de clase

por la Dra. Myrna Rosado-Rasmussen, Coordinadora de Programas de Lenguaje Dual— Agencia de Educación de Texas (TEA)

Programas Duales

Los programas de lenguaje dual han aumentado en popularidad en los Estados Unidos porque ofrecen a los estudiantes bilingües emergentes la oportunidad de mantener su lengua materna a la vez que aprenden un segundo idioma. Estos programas deben cubrir las necesidades afectivas, lingüísticas y cognitivas de los participantes. Varios estudios empíricos e información en libros han proporcionado pruebas sustanciales que demuestran que los estudiantes que participan en programas duales implementados con fidelidad durante un período de tiempo prolongado (cinco años por lo general) superan a los estudiantes que participan en programas regulares en las pruebas estandarizadas del estado (Lindholm-Leary, 2000, 2001; Soltero, 2016; Thomas & Colliers, 2002, 2012). Con frecuencia, estos programas se ofrecen desde *kindergarten* y continúan hasta el 5º grado. La instrucción debe incluir un mínimo de 50% de la instrucción en la lengua materna del estudiante, aunque existen otros modelos con diferentes porcentajes. Debemos referirnos a estos programas duales como programas de enriquecimiento donde eleva a los estudiantes a un nivel académico más alto, similar al programa para niños superdotados y talentosos. Cuando se permite la interacción natural entre los estudiantes y se utilizan las interconexiones entre el español y el inglés en un programa dual se facilita el desarrollo de la biliteracidad y la interacción sociocultural (Gort, 2008).

Prácticas culturales y lingüísticamente adecuadas para la validación de las identidades

Los maestros que participan en los programas de lenguaje dual deben utilizar diferentes estrategias que incluyen el crecimiento del idioma académico. Se debe considerar que el lenguaje se produce en el contexto de la cultura familiar del hogar. Por esta razón, se debe tomar el tiempo para

Los estudiantes bilingües comparten su conocimiento y negocian su entendimiento a través de conversaciones.

conocer mejor lo que ocurre en la vida de los estudiantes fuera del salón de clases (fondos de conocimiento) y utilizar esa información a la hora de planificar lecciones ya sea con actividades verbales, de escritura o añadiendo libros escritos por autores hispanos que discuten tradiciones o información de ciertos países. La planificación de las lecciones es esencial, pues las estrategias que se usan en estos programas deben ser incluidas en la planificación de las lecciones para que realmente ocurran. En los grados primarios, PK- 2º es esencial que los estudiantes aprendan a leer y escribir en su lengua materna. Después que estos estudiantes adquieren una fundación sólida literaria, ellos tendrán las herramientas necesarias para transferir esas destrezas a un segundo idioma. La idea de que deben aprender inglés lo antes posible es errónea y no ayuda al estudiante a crecer académicamente. La lengua materna de los estudiantes es un enfoque muy valioso que promueve la adquisición del inglés y apoya el concepto del bilingüismo aditivo. Debemos considerar que el lenguaje siempre está en movimiento y por esta razón debemos usar estrategias que ayudan a los estudiantes a continuar aprendiendo. El uso de las oraciones auxiliares explícitas es una buena base para comenzar la escritura; estas ayudan a los estudiantes a hacer conexiones entre lo que ya saben, sus experiencias personales y lo que están aprendiendo. Un ejemplo de una oración auxiliar puede ser: ***Yo conecto el/la_____ con_____porque_____.*** Esta actived brinda a los estudiantes a compartir sus experiencias a la vez que el maestro aprende más sobre la vida de sus estudiantes. El maestro puede comenzar modelando la oración auxiliar compartiendo sus experiencias y creando un ambiente ameno y de confianza. Creando conexiones entre los conceptos que están aprendiendo y lo que hacen en sus casas es una manera de recontextualizar el conocimiento, construyendo un ambiente seguro

de aprendizaje. Recuerde compartir el trabajo de los estudiantes con la clase para monitorear progreso y para que los estudiantes se sientan valorados.

Entorno en el salón

Cuando entramos a un salón de lenguaje dual, el entorno debería reflejar lo que los estudiantes están aprendiendo en cada área de contenido. Esto ayuda no solo a las visitas a informarse de lo que ocurre en el salón, pero también a demostrar con orgullo el trabajo que están realizando los estudiantes. El entorno debe ser rico en materiales impresos creados por los estudiantes. Los estudiantes pueden crear etiquetas (labels) tanto en inglés como en español y ponerlos alrededor del salón. Esta actividad puede ser incluida durante las lecciones, lo cual si se hace como práctica diaria crea un ambiente rico en vocabulario que los estudiantes pueden usar de referencia a la hora de escribir. Otro ejemplo es el boletín de contenido demostrado en la foto. Aquí el maestro ha incluido diagramas de anclaje, vocabulario académico y ejemplos del trabajo de los estudiantes. Estas estructuras visuales promueven una mayor autoestima y una motivación positiva para aprender, especialmente entre los estudiantes bilingües emergentes.
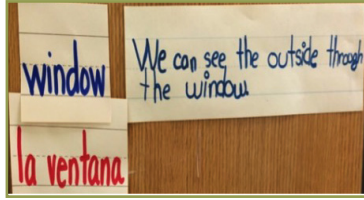
En cuanto al lenguaje, se recomienda estructurar la instrucción mediante el uso de dos colores para cada idioma. Esto ayuda a los estudiantes a seguir el lenguaje de instrucción utilizado en el marco del programa de lenguaje dual del distrito. Las etiquetas en el salón deben incluir la palabra con la imagen, si es posible, para que los estudiantes puedan ver la diferencia entre las palabras y comprender el concepto. También se recomienda añadir un boletín de cognados en el salón que esté relacionado con

la unidad de estudio. Por ejemplo, el maestro puede hacer referencia a los cognados mientras le esta leyendo un libro a la clase; esto ayuda a los estudiantes a enriquecer su vocabulario académico. Otra idea es crear un área con falsos cognados

COGNATES / PALABRAS AFINES					
ENGLISH (ab-ac)	**SPANISH**	**ENGLISH (ac-ad)**	**SPANISH**	**ENGLISH (ad-ag)**	**SPANISH**
Abandon	Abandonar	Accuse	Acusar	Adoration	Adoración
Abdicate	Abdicar	Accustom	acostumbrar	Adore	Adorar
Abnormal	Anormal	Acid	Ácido	Adulation	Adulación
Abolish	Abolir	Acquire	Adquirir	Adult (adj.) (n.)	Adulto
Abolition	Abolición	Acquisition	Adquisición	Advance (n.)	Avance
Abominable	Abominable	Act (n.)	Acto	Advance (v.)	Avanzar
Abound	Abundar	Act (v.)	Actuar	Adventure	Acentuar
Abrupt	Abrupto	Actuate	Actuar	Adventurer	Aventurero
Absolute	Absoluto	Action	Acción	Adverb	Adverbio
Absolutely	Absolutamente	Active	Activo	Adversary	Adversario
Absorb	Absorber	Activity	Actividad	Adverse	Adverso
Abstain	Abstener (se)	Actor	Actor	Adversity	Adversidad
Abstraction	Abstracción	Actress	Actriz	Aesthetic	Estético
Absurd	Absurdo	Actuality	Actualidad	Affable	Afable
Abundance	Abundancia	Adapt	Adaptar	Affect (v.)	Afectar
Abundant	Abundante	Addition	Adición	Affection	Afección

español e inglés para ayudar con la escritura, ya que algunas de estas palabras pueden escribirse de forma similar pero no significan lo mismo: por ejemplo *just/justo* y *notice/noticia*. Los estudiantes pueden crear sus propias listas en *Google classroom* y usarlas como referencia.

El aprendizaje en cooperación

Los programas de lenguaje dual les ofrecen a todos los estudiantes la oportunidad de trabajar juntos en grupos cooperativos, centros de aprendizaje o en grupos pequeños. Los métodos de aprendizaje cooperativos, si se aplican correctamente, benefician a todos los participantes independientemente del nivel académico de cada uno de ellos (Gómez, 1995). Es esencial ofrecer a los estudiantes múltiples oportunidades para interactuar con el contenido y explorar a fondo las destrezas. Los estudiantes deben platicar uno con el otro sobre lo que están aprendiendo, mientras tanto, la maestra debe escuchar a los estudiantes y actuar como modelo, demostrando la instrucción sin corregir a los estudiantes si no cumplen con el objetivo. En vez de corregir, el maestro modela la manera apropiada de la destreza que se está enseñando. El aprendizaje cooperativo proporciona apoyo entre los estudiantes donde el filtro afectivo baja y esto les permite a todos a aprender independientemente en su nivel lingüístico o académico, participando en el proceso de aprendizaje.

Se debe tomar en consideración que algunos estudiantes inmigrantes que han llegado recientemente pasan por un período de silencio. Esto no quiere decir que no tienen conocimiento

Modifying Project GLAD® Strategies to be Inclusive of Young Learners

by Samantha Kuchen—Kindergarten Teacher, Arrey Elementary School,
Truth or Consequences School District, NM

In 2014 I moved from Chicago to New Mexico, and so did my teaching career. I started off as a substitute in a small rural school in Arrey, often filling in for a kindergarten teacher who implemented OCDE Project GLAD® strategies. I saw the GLAD® charts on the walls, had a quick "this is how we do things" tutorial from the class educational assistant, and did my best to follow the teacher's instructions. The following school year, I was hired as a full-time kindergarten teacher. Towards the middle of my first-year, a coworker, a fifth-grade Project GLAD® certified teacher, introduced the staff to GLAD® during a school-based meeting. Hearing how effective the GLAD® strategies were, I was motivated to attempt a GLAD® unit during the last quarter of the school year, even though I was not officially trained. I researched the protocols online, read descriptions of the strategies, studied written procedures, collaborated with the teacher who utilized the GLAD® strategies, and decided to teach a Living Things unit to my kindergarteners. I also used my well-developed understanding of developmentally appropriate instruction and experience to make adjustments to the strategies that I attempted. Here are a few that I used:

Ms. Kuchen modifies OCDE Project GLAD® strategies to meet the developmental needs

Poetry, Chants / Some Big Books

OCDE Project GLAD® stipulates that Poems and Chants are written on white butcher paper and Teacher-Made Big Books are written on construction paper, both include images to support students' understanding of the text. Since my very young students had a short attention span and were often overwhelmed by a large amount of text, I created PowerPoint presentations with the text added line by line. It allowed me to focus more on rhythm and important phrases as they appeared on the screen. Also, I arranged related images to appear alongside the text to support comprehension and encourage choral reading.

Narrative Input Charts

Typically, Narrative Input Charts consist of story illustrations that are displayed on a laminated backdrop as the teacher "tells" the story to students. I used a more interactive approach—I created a backdrop by drawing the setting on butcher paper and created cut-outs of characters and items to act out the story. It was more engaging for students to observe, and they were able to participate by assisting me in moving key characters and items from the story. Also, students could retell and reenact the story independently or in small groups while identifying key components of the story and distinguishing story elements.

Other Input Charts

While I was substituting in the kindergarten class, I noticed that the students understood the content very well, but most struggled with phonics. To ensure that my students both understood the content and developed strong phonics skills, I connected the two by intentionally highlighting word-study elements to the writing included on our charts. I underlined parts of words or would write lists of related spelling patterns of key vocabulary on Input Charts, particularly if they could be applied to phonics patterns being taught at the time. This included letters, short vowels, magic e, bossy r, and other patterns.

I also adjusted my Input Chart procedures. Normally, Input Charts are presented for the first time to students who are sitting up close in a direct-teaching format. The teacher presents the information to students by adding sketches and text and encouraging students to repeat key vocabulary along with gestures that support comprehension. Later, related Picture File Cards are handed out to students to add to the chart as the teacher reviews information. I added a layer

of scaffolding by doing a "picture talk" before I reviewed the information on the chart. Students were paired—sometimes assigned, sometimes given free choice, and placed in a circle. I gave a picture or two related pictures to each pair. Pairs circulated the pictures and discussed observations in 30-second intervals until all pictures had been seen by all students. This allowed students to see pictures up close and utilize key vocabulary in safe, risk-free, partnered conversations.

When I reviewed the information and students added the appropriate pictures to the chart, their understanding of the content deepened, and they were better able to articulate their learning.

Expert Groups

Project GLAD® Expert Groups are basically expert Jigsaws. One student from each team meets with the teacher, who guides the group through an expert text, teaching them how to take notes and use context clues and related images to support their understanding. The students are then guided in transferring key information to Mind Maps that can be used to share what they learned with their original team. Rather than assign students to a particular expert group, I let them choose which expert group they want to be in to allow more ownership of learning. Within the group, students can complete Mind Maps individually or use a share-the-pen strategy, depending on their writing level. The Expert Group together presents the information learned to the whole class. This allows students to support one another in remembering and delivering the information, and allows me to support them with probing questions as needed.

My Journey

I was formally GLAD® trained during the 2017-2018 school year. Between the success I had with teaching the Living Things Unit for two years and being officially trained, I was encouraged to "GLADify" more of the content I was teaching. I found corresponding units online and created Poetry, Chants, Big Books, and Expert Groups to supplement a "Me Unit" (I Can, Emotions, and Five Senses) and an "Autumn Unit" to implement

Additional word study elements were added to the Pictorial Input Chart to support students' understanding of phonics.

during the first semester of the school year. While reviewing and creating these elements, I made sure to emphasize or embed IStation vocabulary (NM's universal screener and progress monitoring tool) to teach and reinforce vocabulary in context.

When our school (as well as all of New Mexico) moved from our state's standards for Physical, Life, and Earth Science to Next Generation Science Standards, I was further motivated to "GLADify" all the content I was teaching. I created more Poetry, Chants, Big Books, and Expert Groups to support units on Weather, Transportation, and Habitats. I arranged my units to maximize my students' prior knowledge and increase their relatability to the units. We began our year with a unit on Emotions and the Five Senses, things they experience daily. Then we moved to units on: Autumn, Weather, and Transportation; things they can observe; Animal Habitats, concepts they learn from external resources, and then to Living Things (with a focus on New Mexico), allowing students to connect with living things they can observe around them.

COVID-19

During the height of the COVID pandemic, I was informed that I needed to receive my TESOL endorsement to stay employed at my school. I took an accelerated online summer program in which the classes, The Theoretical Understanding of Second Language Literacy and Teaching English as a Second Language, reinforced and further guided my desired instructional path. GLAD® strategies were taught and encouraged, which allowed me to create a Forces Unit, the one science standard I had not yet addressed. I leveraged the assignments from my courses to create additional components to build a cohesive unit in its entirety.

Coming back into the classroom, I recreated my GLAD® units digitally using Microsoft® Word and PowerPoint so I could teach virtually or in-person. Activities were no longer hands-on, information could not be given with students up
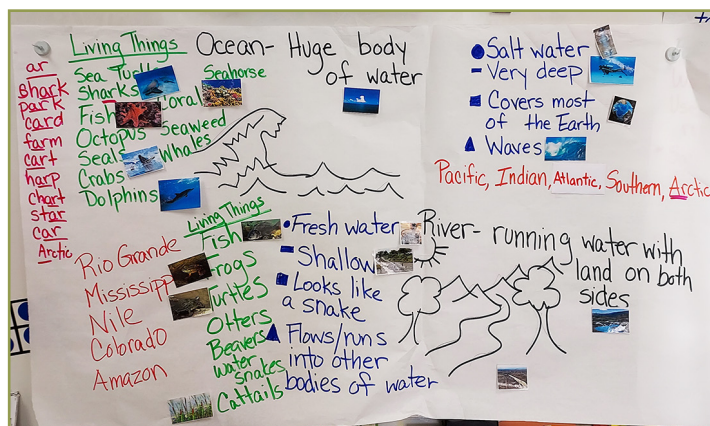
(Potowski & Shin, 2019; Wolfram & Schilling-Estes, 2015). Thus, a language variety becomes the standard against which other varieties are measured simply because it is the variety used by the socially dominant group, not because it is in some way superior or more grammatical. In fact, linguistic research has demonstrated that all languages and their variants are equally systematic and complex, with language variation being a normal and essential quality of all human languages. Ascribing value to different ways of speaking according to how closely a language or variant aligns with a standard has less to do with the quality or correctness of specific language features and more to do with how society values different groups of speakers.

Lobo Language Acquisition Lab investigators, faculty, and students meet to discuss ongoing research.

Unfortunately, often neglected within the linguistic bias conversation are bilinguals, their distinctive language variants, and the complex forms of prejudice they face. This is particularly true for heritage bilinguals, defined as those who grow up learning a minority language at home (Valdés, 2005), many of whom experience a dominance shift to a majority language after beginning school (Shin et al., 2019). Not only are heritage bilinguals likely to encounter one or more types of negative linguistic bias for speaking a minority language and possibly one or more stigmatized variant, but they can come under additional scrutiny when their language development is assessed using monolingual speakers as a baseline for comparison (Otheguy, 2016; Kupisch & Rothman, 2016; Tseng, 2021). Instead of focusing on how their unique linguistic experiences shape their language development, heritage bilinguals are often evaluated according to how well they align with monolingual trajectories, with divergence from this standard being treated as 'incomplete acquisition' rather than as occurring along the natural spectrum of language variation. Such bias in favor of monolingual standards has its roots in the early research into child language development—research that tended to come from monolingual-dominant societies like the U.S. and the U.K.—which posited that bilingualism has a negative impact on linguistic development because it 'confuses' children (Kupisch & Rothman, 2016). While this view has long since been refuted by more recent scholarship and research, it endures in the myths about bilingualism that remain popular today. Consequently, this bias continues to impact how we assess and perceive bilinguals and the ways that they speak.

Now that we have established some of the common bilingualism misconceptions and their origins, we can turn our attention to what our research reveals about bilingual language development in its own right. Focusing again on heritage bilinguals, a recurring finding shows us that the unique linguistic environments characteristic of these speakers impact their developmental trajectories and individual language variation. In particular, amount and type of language input are key, as these factors tend to vary within this population, who are, by definition, exposed to their two languages differently. For example, while most child heritage speakers in New Mexico receive a high level of English exposure at school, the amount of input they receive from their minority language at home varies from child to child. Unsurprisingly, this variable input quantity is correlated with their rate of acquisition—the more exposure children have to a language, the quicker they will learn it (Dijkstra et al., 2016).

But our research suggests that input quantity also influences the pathways of development that a child's language learning takes. For instance, a study on the use of Spanish demonstratives—such as *'esta'* (this) and *'esa'* (that)—among child heritage speakers in New Mexico found that children with restricted Spanish input followed a different learning trajectory than children with abundant input did (Shin et. al, 2021). While those with more Spanish input mirrored Spanish monolinguals in their development and produced a mix of proximal and distal demonstratives to refer to objects both near and far from them,

children with restricted input relied almost entirely on the demonstrative *'esa.'* As previous research has suggested that Spanish monolinguals tend to rely more on proximal demonstratives like *'esta'* in their early development of this feature, the opposite finding for restricted-input speakers indicates that input quantity influences not just the rate at which children learn but also the direction that their learning takes.

Like quantity, input quality also matters, as the different language variants that children are exposed to influence the types of variants that they themselves speak. This impact is twofold—children naturally emulate the variants in their environment, but these variants can also exert influence on one another. For example, another factor that may contribute to the overreliance on *'esa'* seen in the heritage speakers with restricted Spanish input is the influence of English, since English monolingual speakers similarly produce high rates of distal demonstratives—in this case 'that'—in their early development (González-Peña et al., 2020). Importantly, our research indicates that such interaction between a bilingual's two languages is variable and can affect distinct types of linguistic phenomena differently (Shin et al., 2019; Shin, et al., under review). For instance, we have found that the amount of exposure to English at home is positively correlated with the rate of gender mismatches for Spanish direct objects, as in *¿Qué hace con la ventana?* **Lo abre** 'What does she do with the window? She opens it', where we expect feminine pronoun *la,* but bilinguals sometimes produce masculine pronoun *lo.* In contrast, while the omission of Spanish direct objects, as in *¿Qué hace con la ventana? Abre* 'Opens' instead of *La abre* 'Opens it', is more frequent among bilingual children than monolingual children, this phenomenon is not due to influence from English; bilingual children who omit many objects in Spanish omit very few in English (Shin, et al., 2019; Shin et al., under review). Furthermore, the durability of cross-linguistic influence can also vary, with English influence on certain aspects of Spanish fading as children age but persisting for others (Shin, 2018). While our research clearly indicates that there are key differences in the ways bilinguals use and develop their languages, it is important to emphasize that difference is not the same as delay. Bilinguals' developmental pathways and language variants may diverge from those of monolingual speakers, but this is a natural product of their

unique linguistic environments and not an indication that the ways they talk are somehow deficient or underdeveloped. In fact, sometimes bilinguals add additional complexity to language (Shin, 2014). As with the other forms of linguistic variation we have discussed, assessing bilingual language variants solely in terms of deviation from a standard—whatever that standard may be—is a flawed method of evaluation that often stigmatizes the most marginalized speakers and fosters harmful misconceptions about bilingualism. Improving how we teach and assess bilingual children begins with shifting our attitudes toward language variation—changing how we think about difference—and advancing our understanding of what makes bilingual varieties unique through research that focuses on bilingual language development in its own right. As our knowledge and insights into language variation grow, so does our ability to support bilingualism and cultivate healthy language diversity.

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Schedule-at-a-Glance

Wednesday, November 2nd
6:30 a.m. – 2:30 p.m. School Visits*
8:30 a.m. – 3:00 p.m. Pre-Conference Institutes*
12:00 p.m. – 5:00 p.m. Early Check-In
1:00 p.m. – 5:00 p.m. Exhibits Open
5:30 p.m. – 7:00 p.m. Opening Session (Live Stream)
7:00 p.m. – 8:30 p.m. Opening Reception & Night at the Exhibits

Thursday, November 3rd
7:30 a.m. – 3:30 p.m. Check-In
7:00 a.m. – 5:00 p.m. Exhibits & Career Fair
9:10 a.m. – 2:50 p.m. Concurrent Sessions
12: 15 p.m. – 1:15 p.m. Networking Luncheon
3:15 p.m. – 4:30 p.m. Plenary Session (Live Stream)
7:30 p.m. – 10:30 p.m. Conference Dance/Fundraiser*

Friday, November 4th
7:30 a.m. – 11:30 a.m. Check-In
8:00 a.m. – 5:00 p.m. Exhibits & Career Fair
9:10 a.m. – 2:50 p.m. Concurrent Sessions
12: 15 p.m. – 1:15 p.m. Networking Luncheon
3:15 p.m. – 4:30 p.m. Plenary Session (Live Stream)
8:30 a.m. – 3:00 p.m. Student Leadership Institute & Family and Community Institute

Saturday, November 5th
7:45 a.m. – 9:00 a.m. Breakfast with an Expert
9:10 a.m. – 12:15 p.m. Concurrent Sessions
11:30 a.m. – 12:00 p.m. Closing & Pow Wow
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the why and what of DL programming, as well as how to help encourage parents to enroll their students in the program.

✳ Sessions offering a YSD DL program overview for parents and community members were held in English and Spanish at the district level and recorded for later viewing.

✳ Instructional facilitators and specialists grew their knowledge of dual language education through book studies (e.g., *The Guiding Principles for Dual Language Education 3rd Edition (Howard et. al, 2018)* and *Teaching for Biliteracy (Beeman & Urow, 2013)*). They also met to address specific questions regarding instruction, participated in learning walks, and convened planning sessions.

✳ Principals participated, along with the Director of Multilingual Education, in a book study of *The Guiding Principles for Dual Language Education* 3rd Edition (Howard et al. 2018) and discussed specific issues.

✳ Instructional specialists created curriculum maps for the DL teachers to use as guides in their unit planning.

✳ Dual Language Education of New Mexico (DleNM) offered just-in-time DL programming consultation to YSD's Multilingual Education Department.

✳ Onboarding schools will participate in *La Siembra* Program Planning Retreat offered by Dual Language Education of New Mexico.

✳ Opportunities will be provided for staff to attend relevant conferences (WABE DL Winter Institute, Palabra Amiga, La Cosecha).

✳ DL teachers will meet two to three times per week as a team with the Instructional Specialists to backward plan upcoming units and lessons for Spanish language arts, science, math and English language development, and prepare needed materials.

Systems of Support and Professional Development at the Building Level

In addition to the systems of support and professional development that were offered at the district level, each school's leadership team made decisions for building-specific systems of support and DL professional learning. Each building had a whole-staff professional development opportunity with the purpose of laying a foundation for what DL is, why the

school was moving in that direction, and how the DL program would be implemented. The goal of delivering this to all staff at each DL building was to help start building a culture that "we (the school) are DL" instead of the us-vs.-them attitude that sometimes surfaces, creating a divided staff. In addition, each building held parent and community DL information sessions.

We are so thankful to our directors, principals, teachers, instructional specialists, paraeducators, office staff, support staff, parents, students, and so many more people for moving forward with the best program for our YSD multilingual learners. Bilingual! Biliterate! By Graduation!

Martin Luther King Jr. Elementary

At MLK Elementary starting with culture was vital. We wanted to make sure the entire staff, not just the teachers instructing in Spanish, understood the why, how, and what of DL. Our school had done intensive work to improve instruction for mulitlingual students for over eight years, so we started making connections there. Our principal, office staff (including a migrant student advocate and community liaison), and counselor are bilingual and biliterate. This is important because, in addition to the teachers and paraeducators, they can support students, instructional staff, and families.

The master schedule consisted of an 80/20 allocation plan for kindergarten to ensure that all teachers had a common planning time for collaboration and the same number of instructional minutes, and lunch, and recess times.

One of our DL kinder teacher shared that being part of this program has allowed her to feel more connected to her roots. Both DL teachers feel they have grown in their practice as a result of their participation in the dual language program.

previo. Los estudiantes que aprenden un nuevo idioma suelen pasar por este periodo por varias semanas o más en lo que asimilan el nuevo idioma y los nuevos sistemas. Por esta razón, es importante el uso de visuales y los trabajos en cooperación entre ellos mismos. El modelo de las 5E (por sus siglas en inglés) es muy adecuado para los estudiantes bilingües. Este se compone de cinco fases: participar, explorar, explicar, elaborar y evaluar. Por ejemplo, se puede usar esta secuencia:

| Conexión con los conocimientos previos. Puede ser mediante plática—voltear y conversar con un(a) compañero(a). La maestra modela al principio. | Exploración del concepto. Aquí el maestro puede usar fotos, canciones, videos y luego pedir que los niños compartan con su pareja. | Los estudiantes pueden explicar el concepto a su pareja y luego algunos reportan a la clase. | Los estudiantes pueden dibujar o explicar el concepto en su libreta y compartir con su compañero(a). | El resumen del concepto puede llevarse a cabo entre dos y así cada estudiante se ayuda uno al otro. Ellos pueden usar las oraciones auxiliares como guía: "Nosotros usamos_____ porque_____." |

Fondos de conocimiento - (Gonzales, Moll, & Amanti, 2005)

Los estudiantes no llegan al salón de clase como una hoja en blanco. Los fondos de conocimiento de los estudiantes toman en consideración sus experiencias y su origen cultural, reconociendo sus destrezas y aplicándolas en la escuela. Samson y Collins (2012) mencionan que "las normas de comportamiento, comunicación e interacción con los demás que los bilingües emergentes utilizan en sus hogares a menudo no coinciden con las normas que se aplican en el entorno escolar" (p. 10). Las experiencias de los estudiantes deben ser implementadas como parte de la instrucción, considerando la diversidad de los estudiantes, los fondos de conocimiento y la conciencia crítica. Howard (2003) señaló que sólo mediante una reflexión personal continua desafiando sinceramente sus propios sistemas de pensamiento, los maestros pueden comenzar a comprender cómo su posición influye en los estudiantes. Esto significa que los maestros deben familiarizarse con la cultura de sus estudiantes y también compartir con ellos

información sobre sus experiencias y cultura. La reflexión sobre su origen cultural es un componente esencial en la gama de enfoques educativos. Las experiencias del maestro, aunque sean diferentes, pueden ayudarles a comprender las semejanzas y diferencias entre las culturas de sus estudiantes, permitiéndoles crear un espacio donde todos puedan sentirse seguros y valorados. Al principio del año escolar se puede crear una tabla para cada estudiante que incluye información sobre sus

niveles en los dos idiomas y mantenerla al alcance durante la preparación de lecciones. Cuando los estudiantes son sujetos activos en la creación de conexiones entre el hogar y la escuela, el sistema educativo valida su identidad.

Biliteracidad

La biliteracidad se relaciona al termino de leer y escribir en dos idiomas (Escamilla, 2014). Si pensamos en el aumento del número de hispanohablantes en los Estados Unidos, nos damos cuenta que en los contextos públicos sociales se necesitarán más personas que sean bilingües y biculturales. No obstante, muchas veces las escuelas carecen de proveer apoyo lingüístico a los estudiantes. Estos lo necesitan para poder conectar en sus cerebros bilingües la información que están aprendiendo de una manera que tenga sentido. En la actualidad, en los salones tenemos estudiantes con diferentes habilidades lingüísticas. Esta gran variedad de bilingüismo nos lleva a reflexionar en el modelo de *Continuo de biliteracidad,* el cual es un marco ecológico que sintetiza las teorías de biliteracidad y el multilingüismo que


Funds of Knowledge/Fondo de conocimientos
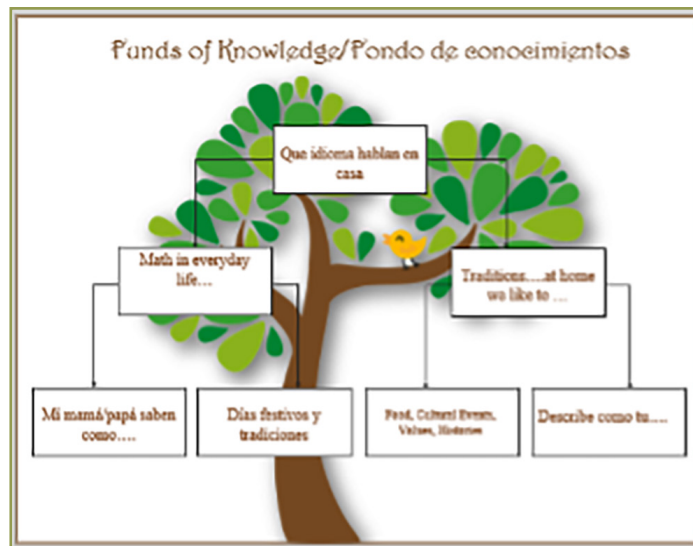
pone en primer plano la situación particular de los estudiantes minoritarios en la escuela y en la sociedad (Hornburger, 2004). El nivel de participación de los estudiantes y el de los maestros con sus estudiantes puede contribuir positivamente en la vinculación de las actividades literarias. Tomando en consideración que los estudiantes bilingües no tienen dos cabezas monolingües (Grosjean, 1989) y que están en diferentes áreas en el continuo bilingüe, debemos crear oportunidades para la participación utilizando su idioma como recurso y familiarizándonos con la información de cada estudiante.

Transferencia, Similitudes, Diferencias

Muchas características de la literacidad son de tipo universal y se pueden enseñar en un solo idioma donde el estudiante aprende el concepto y luego lo transfiere, como por ejemplo la idea principal. Sin embargo, el lenguaje inglés tanto como el de español tiene ciertos atributos únicos los cual es necesario enseñar. Cuando estamos cubriendo una unidad de contenido podemos crear un gráfico de anclaje reflejando los cognados con palabras que quizá se escriben de manera similar en inglés y el sonido inicial es igual en los dos idiomas. Pero cuando no se escribe de la misma manera, como por ejemplo la palabra fotosíntesis y *photosynthesis,* es importante enseñar los elementos diferenciados. Gráficos de anclaje que demuestran el equivalente de ciertas palabras en una unidad de matemáticas ayudan a fomentar la comprensión metalingüística. Al final de una unidad, se puede combinar estos gráficos en un centro de aprendizaje para que los estudiantes continúen interactuando con el lenguaje.
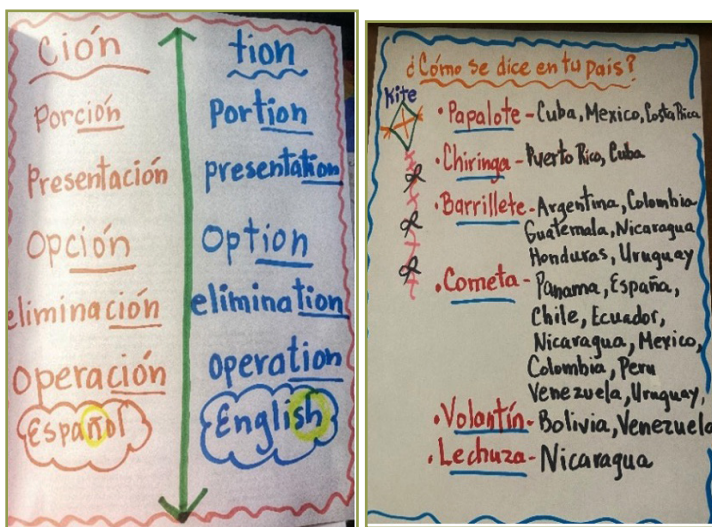
Estos gráficos de anclaje fomentan la comprensión lingüística.

Conclusión

En general, los programas de lenguaje dual son efectivos cuando utilizamos estrategias con consistencia para ayudar a los estudiantes a desarrollar los dos idiomas. Es importante la planeación anticipada de estas actividades para poder obtener un impacto positivo. Cuando somos maestros participando en un programa de lenguaje dual debemos crear un ambiente donde se le da la bienvenida a todas las culturas, se valora el lenguaje con sus variaciones, se utilizan visuales para ayudar con la comprensión y se promueve la integración del hogar y la comunidad para crear un fuerte vínculo entre estas.

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close, all of which effected student engagement, but we accomplished them with some success. I even implemented my Force Unit the 3rd quarter of the 2020-2021 year, which allowed me to practice, evaluate, and adjust the unit.

This past school year, I found I had to make further adjustments for the new group of students and a new schedule. Students' maturity levels were no longer the same and our school adopted FLEx Fridays, meaning that I had a four-day teaching schedule. As a result, many of my procedures could no longer be carried out as usual. Following are some of the ways that I modified the strategies for the four-day schedule:

Process Grid

Normally the Process Grid is developed with information learned from Input Charts and Expert Groups. Since my students were not confident working with text, not familiar with note-taking, and struggled to work independently or in small groups, more modeling and whole-class instruction was needed. So, this past year we created Process Grids with information obtained through whole group read alouds from Big Books and Epic Books (an online program). This was less time-intensive and provided more modeling of extracting information from text.

Cooperative Strip Paragraph

Typically, the Cooperative Strip Paragraph comes together when students in teams use the Process Grid to create an oral sentence, write it on sentence strips, and add it to a teacher-created topic sentence in a pocket chart. The sentences from each team are put together into a paragraph that is revised and edited as a class. This past year students in teams created sentences orally then wrote or dictated them onto a whiteboard. I then guided each team in editing their sentences for grammar, spelling, and other conventions. Each team copied their edited sentences onto sentence strips using the share-the-pen strategy. Once all the teams had their edited sentences on sentence strips, we put them together and revised the paragraph as a class. This allowed us to focus on content and paragraph structure (the BIG idea).

I utilize and favor Project GLAD® strategies because they are engaging and address all the learning modalities. Students are stimulated visually with Big Books, Poetry, Chants, and Charts that include sketches and real-life images to support
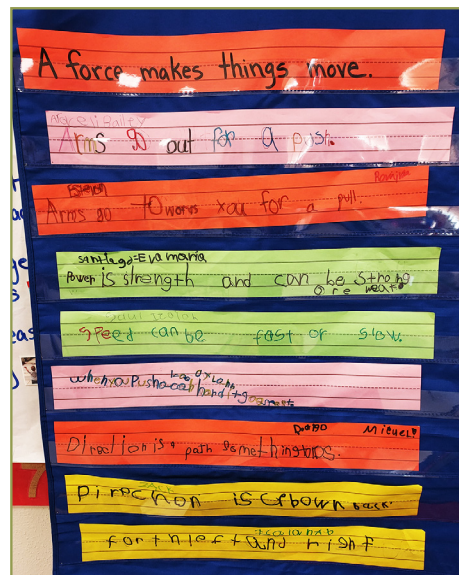
Slight modifications to the Coop Strip Paragraph process allowed Ms. Kuchen to focus on content and paragraph structure.

comprehension. Chants, songs, and direct instruction during the building of Charts appeal to auditory senses. Total Physical Response, or gestures, as well as hands-on activities such as sorting, building, and exploring during the implementation of these strategies allow for kinesthetic interaction. The repetitive listening and reading methods serve as comprehensible input that allow for retention of key concepts and the language needed to articulate learning. Speaking and writing during such strategies as Expert Groups and the Cooperative Strip Paragraph allow for further learning to take place. Overall, these strategies teach concepts and vocabulary in an authentic way.

As a teacher, I appreciate the fact that GLAD® strategies can be used to cover any content area and are particularly supportive of addressing science and social studies standards. They incorporate all language domains and develop appropriate classroom routines. Students are eager to learn new poems, stories, and information using GLAD® methodology. Modifications can be made to support all students, as I have explored here. In the beginning, the number of possible strategies and their procedures felt overwhelming, but every year I have become more familiar with them and better prepared to address my students' instructional needs. Every year I feel confident in adding more components, strengthening my practice, and supporting my students.

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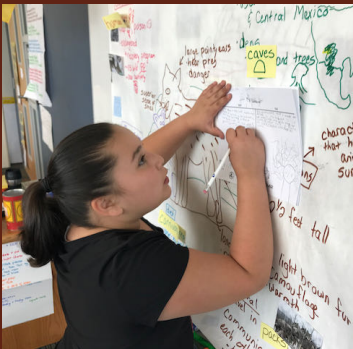SEPTEMBER 24
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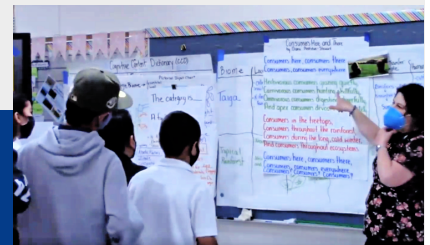
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