Teaching English through the content area is the best strategy to help English as a Second Language students learn English quickly. Not only is the language authentic and immediately applicable in their content area classes, but the students also have a venue to share what they already know about the targeted content area. To illustrate the practice of teaching English through the content area, I offer my ESL unit entitled “Great Expectations” that includes lessons on American money, economics, and reading Charles Dickens’ novel, *Great Expectations*.

Because economics is a required course for graduation, the students benefit from having this unit in order to become familiar with basic economic vocabulary and concepts which will be taught at the twelfth-grade level in their high school career. In addition, *Great Expectations* is often taught in the ninth-grade English curriculum, so the ESL students need to have experienced this novel in order to understand allusions that they may encounter in other English classes.

When discussing American money and working with mock purchasing situations in the ESL classroom, the students gain knowledge and experience which is mandatory for their survival outside of the classroom. At school they must be able to purchase lunches and know if the change they receive is accurate; and because they usually spend time shopping in the malls, they need to know how to purchase what they want. This is an authentic way to approach math concepts and the vocabulary needed to discuss purchasing.

While discussing American money, we always make comparisons to the money the students use at home. Many students bring in coins or paper money from their countries for the class to observe and make currency exchanges that give them a chance to be the experts and share what they have found out about exchange rates. In addition, we access websites that support the students’ knowledge on currency exchanges. Music also

---continued on page 2---

*Teaching the Content Area in ESL Classes*

by Jane Pierce, NBCT, La Cueva High School

Amaury Tallant (left), a student from France, and Ikuei Ikezawa, from Japan, work with teacher Jane Pierce to make connections to their timeline from the novel, *The Time Machine*. 

Also in this issue...

- [Picturing Words, Picturing Concepts: The PWIM Approach](#)
- [Diné Bizaad Biki’dii t’iilj dóó Bee yáált’i’goó Bee bín’eeł t’ágígíí Nabíhonitaáah](#)
- [Formación de oraciones](#)
- [Maintaining a Focus on Language](#)
- [Making More Connections!](#)
helps students understand basic differences in how people value money especially the songs “Money, Money, Money” by ABBA and “Can’t Buy Me Love” by the Beatles. These song lyrics generate meaningful discussion on values and should be presented on an overhead projector for clarification as students listen to the music. Students may be encouraged to bring in some of their own “money” songs to share.

The instructional purpose for the economics part of the unit is for the students to read and understand a section of an adapted content text, to transfer this information to a presentation, and to teach this section to the rest of the class. I select sections of the text *Economics: Concepts and Applications* by Larry D. Hodge, published by Steck-Vaughn, that explain four concepts that are basic to the economic curriculum taught in high school. The students are responsible for learning the concepts of capitalism, free enterprise, communism, and socialism. Students should be able to explain these concepts to their classmates in an understandable manner and to add any personal experiences they have had with the economic system from their home countries. Mastering these concepts gives the students a bridge to understanding similar content when they take the economics class as seniors.

Asking the students to learn about several economic concepts and teach them to the rest of the class is more effective than merely presenting the same material to them. In addition, the oral communication among the students must go beyond the social level in order to complete the assigned task, so the students get authentic practice in speaking in an academic register. All four basic language skills are addressed in this project. Students need to experience the challenge of negotiating the academic language of the text and to learn new vocabulary dealing with economics. They need to be good listeners and also be able to share what they comprehend from reading the text. Their writing skills are not the main focus for this part of the unit, but they write on posters and transparencies to supplement what they talk about during their presentations. Also, students continue to explore their intra-group and inter-group relationships as they work together; therefore, students should be grouped heterogeneously considering their English skills and social skills.

Visuals in all forms enhance language development and comprehension. When we stop to review or discuss unfamiliar vocabulary, these explanations are much more effective if the word is supported by a picture, an action, or realia. This does involve extensive planning, however, in order to have a picture of a carriage or a top hat available when the word is questioned or to demonstrate supply and demand with ten pieces of candy for fifteen students in the class. In addition, continually accessing the students’ background knowledge is an effective bridge to learning new concepts. For instance, students have ideas about money and how it is valued and spent in their own cultures and may bring examples of handmade articles from their culture to represent the concept of goods. Some tell of how such goods are sold at local markets, such as in Kenya and Turkey, which exemplify free enterprise. I use adapted texts which are age-appropriate for high school students as this ensures that the concepts are challenging without the language hindering access to content. The Cross Cultural Education Resource Library at Montgomery Complex is a good source for a range of adapted texts and novels suitable for ESL students.

After several days of working in small groups, the students are ready to present to the entire class what they have learned. Each group must have visuals to support their content such as a poster, a transparency for the overhead projector, or realia. Videotaping the presentations allows the students a chance to self-assess the group’s presentation and individual performance. This is a powerful tool for students to discover how they actually sound as compared to how they think they sound, and the video may serve as an impetus for the students to ask for more practice with oral language. In addition to the self-evaluations, I assess the group’s presentation using a rubric that has been shared with the students while they are still in the preparation stage of the...
Making Connections—May ’08

The teacher may assess not only the accuracy of the content and the effectiveness of the visuals, but also each student’s participation and oral language.

Following the presentations on economic concepts, the students now have the background knowledge to identify these concepts as they read Great Expectations by Charles Dickens. Globe Fearon offers an excellent adaptation of this classic novel by T. Ernesto Bethancourt. I allow students to listen to the recorded text while reading the written text because it is an excellent model for accurate pronunciation and helps comprehension.

This is also a good time to teach basic literary devices, vocabulary, character analysis, and other skills the students will need when they move to regular English classes. Students may write questions for chapters and pass them to another student as a comprehension quiz. Writing questions takes much practice to master, so this is an authentic way of getting that practice. Reading Great Expectations helps to bring together economic topics and one’s values, and students love exploring how they would spend their “great expectations,” should they have it. There are several good film adaptations of this novel available, and the teacher may choose to show one or parts of one to aid comprehension of the story and to help visualize this time period in England. A Venn diagram may be used to compare and contrast the two media, and this leads to a paragraph or an essay assigned according to each student’s writing skills.

A culminating assessment project for this unit on economics is having students create their own ESL economics textbook. Each student writes an article about the economic situation in his or her home country and illustrates it with drawings, charts, or pictures. These articles can be photocopied and published in the classroom with copies for each student, and if possible, a class set should be published to use when this unit is taught again. Another idea for a final project is to change the setting of Great Expectations and have students rewrite the story individually or in groups. Artistic students may want to create a comic book version of the novel. Whatever the project, take the time to create author pages at the back of the publication complete with pictures and biographies of the student authors, and be sure to celebrate the publication day with an autographing party. This also serves as practice for signing yearbooks later in the year, and the signed book becomes a keepsake for each student.

Many other content areas may be paired with required novels to create units of related study. Another favorite unit includes: U.S. Civil War and civil rights history, To Kill a Mockingbird, The Adventures of Huckleberry Finn, speeches of Dr. Martin Luther King, Jr., and heroes in students’ own cultures. Music and art from many cultures support these concepts, and students will be eager to contribute their knowledge here, too. Therefore, even though thematic units do initially take time to create, the time is well spent because students are motivated to participate in these meaningful lessons and units. Teaching English to ESL students through the content areas enables students to learn English quickly and to contribute effectively in their regular content classes.

—continued from page 2—

Phoeby Zhang, a student from China, and Emilio Hernández, from Mexico, work together to make a graphic organizer from their notes on The Time Machine.
WHAT IS PWIM?
The Picture Word Inductive Model (PWIM) is an instructional approach for the teaching of reading that uses pictures containing familiar objects, actions and scenes, to draw out known words from students’ listening and speaking vocabularies. This strategy helps students add words to their sight reading vocabulary, as well as their writing vocabulary, and to examine and categorize phonetic and structural principles represented in those words.

The purpose of using PWIM is to develop students’ vocabulary, concepts about words, and sentence and paragraph structures through reading and content areas such as math, science, social studies, and health. Because PWIM, as an inductive instructional strategy, utilizes students’ existing oral language as a foundation, it is an effective tool to apply in differentiating instruction and is highly successful in a whole classroom setting, small group work, or with individual students.

HOW IS THE PWIM PHOTOGRAPH SELECTED?
Non-fiction photographs are preferred due to “common” vocabulary that students possess. That is, fiction-based photographs or images will more likely than not have objects that only a portion of classroom students can relate to or identify. The photograph that is selected needs to be large enough so that all students in the classroom can see it from their seats. The photograph should be one that has the following characteristics:

a. The photograph contains a plethora of familiar objects that all students can identify. This point is critical in that it allows all students to actively participate while also differentiating their learning experience.

b. The photograph should be the foundation for a unit of study. For example, if a photograph of an astronaut was selected, the photograph could be the foundation of a unit of study on space exploration, the planets, careers, explorers, and so forth. The image serves as a starting point for vocabulary development in a whole unit of study.

HOW IS THE PWIM PHOTOGRAPH USED?
The photograph is placed on oversized butcher paper in a location where students will have frequent access for viewing. Generally, the teacher does not say anything about the picture but can answer basic questions when presented with such. I would encourage students to see if they can find something that their classmates may not have seen. The photograph should be on the wall within a few days prior to the commencement of the study. This allows students ample time to view the photograph and doesn’t put them on the spot when it is time to “shake out” the words.

Words are “shaken out,” or listed, near the photograph by the students. Students take turns coming up to the photograph and identifying objects within the photograph. The teacher, using a dry erase marker, draws lines...
from the identified object in the picture to the butcher paper and says the word, spells the word, and says the word again. Students may be asked to echo the modeling by the teacher. The words are then categorized by students and read as a class over a series of days. Each class writes and reads sentences using the words. Then, depending on the grade level, the sentences are categorized and formed into paragraphs.

WHAT ARE THE ADVANTAGES OF THE PWIM AS A LANGUAGE ARTS ENHANCING STRATEGY?
The following list of advantages of the Picture Word Inductive Model is drawn from the work of Emily Calhoun (1999).

◆ The strategy emphasizes phonics, grammar, mechanics, and conventions of English.
◆ Pictures provide concrete visuals for the learning of new words, phrases, sentences, and review of prior knowledge.
◆ Because students are using pictures related to content material under study, they feel a part of the classroom community and can participate in class activities.
◆ The picture word chart serves as an immediate reference, or picture dictionary, that enables students to eventually add the words to their own sight vocabulary. The teacher can choose to emphasize almost any sound and symbol relationship (introduced or taken to mastery).
◆ Students are assisted in seeing the patterns and relationships of the English language, enabling them to apply this learning about semantics and syntax to newly encountered words.

◆ Students hear accurate pronunciation, see words spelled correctly, and participate in correct pronunciation, spelling, and writing.
◆ Learners benefit from the teacher modeling of the key words and concepts. With extensive practice, students begin to learn how to create sentences and paragraphs related to the subject under study.

Please do not hesitate to contact me with questions, comments, and ideas about this instructional approach. Some elements for study, planning and implementation include:

- Picture selection
- Organization
- Classroom management
- Sequence of activities
- Modifications to differentiate instruction
- Supplemental activities
- Strategies for developing and implementing read-alouds and think-alouds.

I will be happy to assist you in any or all of these components.

Alex J. Johnson-Jimenez
East San José Elementary School
505-764-2005
Jimenez_al@aps.edu or mrjjsclass@gmail.com

—an example of an individual student working on content area vocabulary—

Alex Johnson-Jimenez collaborates with students to generate vocabulary and background knowledge through the PWIM process.
According to reports from the last fifteen years on the status of Indigenous languages by language experts like James Crawford, there continues to be a rapid shift to English in many Indigenous language communities. For example, Crawford reported that "the percentage of Navajos who speak only English is growing, predictably among those who have migrated from their tribal homeland, but also among those who have remained" (Crawford, 1994). Furthermore, based on the yet unofficial preliminary findings of the Oral Navajo Language Assessment (ONLA) pilot-test being conducted right now in eight New Mexico public schools, more and more school-age Navajo children in urban and rural areas are not learning their heritage language.

Partly in response to such alarming data, some Indigenous language communities and nations like the Navajo Nation are increasing their efforts to offset and curb the trend of language shift by creating language policies and appropriate curricula and finding more effective ways to collect educational research data that reflects Navajo language program efficacy and accountability.

THE NEED FOR A COMMON ASSESSMENT
As a Navajo language educator, I have many concerns about the number of Navajo students (from elementary to high school) coming to school who are not proficient in their heritage language. Over the last seven years, due to the lack of a common Navajo language proficiency assessment instrument and inconsistent data collecting, it was rather difficult for me and other Navajo language teachers to accurately determine the actual proficiency levels of the students in the Albuquerque Public Schools District. During the past several years, I have worked with several other Navajo language teachers (primarily at the elementary level) to begin collecting Navajo language proficiency data using several different Navajo language tests. Regardless of the inconsistencies due to the lack of a common language assessment, from the data that we have collected, we have seen some increase in students’ Navajo language proficiency levels, particularly with those who stay in a language program over a two-year period or longer and have strong family support in learning the language at home. However, as mentioned before, it is difficult to clearly assess such data and make effective programmatic decisions given the inconsistencies that result from using various instruments and measurements.

DEVELOPING THE ONLA
Only within the past three months have we started to definitively assess our students using the Oral Navajo Language Assessment. However, the ONLA is just now being pilot-tested to verify that the instrument or test is well formulated and to check for reliability, validity, and relevance. After the ONLA is pilot-tested, it will be revised by the advisory committee one more time, and it will be...
presented to the Navajo Nation Council Education Committee and Navajo Nation Board of Education for final approval to be used as the Navajo Nation’s common oral Navajo language assessment.

Following this legal procedure, there will be ongoing training for Navajo language teachers to implement district-wide language assessments in schools with Navajo language programs. As reported at the last meeting of the advisory committee in March, there were about 110 students who have been tested so far in the pilot-testing. Early indications from the test do reveal that there are large numbers of students who are testing as novice or beginning-level speakers of Navajo. More students are scheduled to be tested within the coming months. Final results will be shared at the meeting of the advisory committee in Blanding, Utah.

It was at the request of some concerned Navajo language educators, legislators, parents, and community people, that the Navajo Nation’s Office of Diné Culture, Language, and Community Services (ODCLCS) and the New Mexico Public Education Department’s (NMPED) Indian Education Division collaborated on a two-year-long project starting in 2006 to create a common Navajo language assessment. Since there was no common language assessment on the Navajo Nation that could measure language proficiency for Navajo students and no reliable way to report data on Navajo students to the newly created Navajo Nation’s Department of Diné Education in regards to language program accountability, developing a common oral language assessment seemed the most appropriate and logical step to address both of these needs.

Benefits of the ONLA
As such, this assessment would hopefully influence and inspire Navajo schools, communities, students, parents, and leaders on the Navajo reservation, and beyond, that Navajo language instruction is important and vital to the life-way of the Diné people. Also, it is predicted that the data that is collected would validate bilingual education research data from the last thirty years which suggests that learning a second or heritage language contributes to academic success and achievement, especially in the case of the Navajo language (Rosier and Holm, 1980). Furthermore, the assessment could help to improve instructional delivery, highlight best practices in language teaching and methodology, and emphasize program accountability and efficacy for all schools that serve Navajo students. Thus, with the appropriation of some Native language grant monies from the NMPED Indian Education Division, the ODCLCS formed an advisory committee to create a Navajo language assessment. The advisory committee consists of many Navajo language experts, educators, and parents from New Mexico, Arizona, and Utah school communities.

NM Pilot-testing Schools
Currently, these tribal and state entities are collaborating with seven public school districts in New Mexico to pilot the recently developed Oral Navajo Language Assessment to determine proficiency levels in Navajo language for third grade students that are in Navajo language programs. The New Mexico public schools which were identified and selected to pilot the assessment to evaluate its overall effectiveness and reliability are: Lowell Elementary, Painted Sky Elementary, and La Mesa Elementary from the Albuquerque Public Schools District; Central Elementary from the Bloomfield School District; Milan Elementary from the Grants Cibola School District; Kirtland Elementary from the Central Consolidated School District; Bluff View Elementary from the Farmington School District; and Navajo Elementary from the Gallup McKinley County School District.


La tabla de formación de oraciones

La tabla de formación de oraciones de “Guided Language Acquisition Design”, (siglas en inglés GLAD) les ofrece a los estudiantes numerosas oportunidades para practicar no sólo las partes de la oración sino también los patrones sintácticos del lenguaje. Ésta es una adaptación de una técnica que los McCracken, expertos en la lectoescritura temprana, introdujeron hace muchos años. La tabla, generada por los estudiantes mismos, enmarca las partes de la oración en diferentes colores dentro de cada columna. Las palabras se combinan para formar oraciones que los alumnos pueden cantar con la tonada de “The Farmer in the Dell”.

<table>
<thead>
<tr>
<th>Sustantivo* (¿Qué es?)</th>
<th>Adjetivo (describe)</th>
<th>Verbo (¿Qué hace?)</th>
<th>Frase preposicional (¿Dónde sucede?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>El lobo</td>
<td>espantoso</td>
<td>muerde</td>
<td>en el bosque</td>
</tr>
<tr>
<td>hambriento</td>
<td>vive</td>
<td></td>
<td>en manadas</td>
</tr>
<tr>
<td>enorme</td>
<td>protege</td>
<td></td>
<td>debajo de los árboles</td>
</tr>
<tr>
<td>amigable</td>
<td>comparte</td>
<td></td>
<td>con los cachorro</td>
</tr>
<tr>
<td>cooperativo, etc.</td>
<td>corre</td>
<td></td>
<td>al lado de la cueva</td>
</tr>
<tr>
<td>caza</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Nota: Sólo se usa un sustantivo. Todas las oraciones tienen el mismo sujeto.

Por ejemplo:  
El lobo hambriento...
El lobo hambriento...  
El lobo hambriento y espantoso...  
caza en manadas.

Esta tabla les ayuda a los estudiantes a practicar nuevo vocabulario, el orden de las palabras en las oraciones y las partes de las oraciones, al mismo tiempo que los motiva a usar lenguaje altamente descriptivo en un ambiente de poca ansiedad y de juego. Una vez que los estudiantes en conjunto hayan creado varias oraciones, pueden empezar a jugar con ellas.

**JUEGO DE LECTURA:** La maestra le da a cada grupo una oración de la tabla que haya copiado en una tira y luego recortado. Para los principiantes, la maestra colorea las palabras según las partes de la oración de la tabla. Los estudiantes ponen la oración en orden y la cantan a la clase.

**JUEGO DE INTERCAMBIO:** Las tarjetas con palabras del juego de lectura se reparten al azar entre los grupos. Cada grupo debe de ir con otros grupos para negociar intercambios de palabras que necesiten. Por ejemplo: “Tenemos un adjetivo de más. ¿Nos lo cambios por un verbo?” Los estudiantes deberán usar el lenguaje académico correcto al hablar sobre las partes de la oración y no solamente decir: “¿Nos pueden dar una palabra azul?” Una vez que las oraciones estén completas, los grupos cantan la oración que hayan creado.

**Ésta es una tabla en inglés. Se puede usar esta técnica en cualquier lenguaje que se esté enseñando en una lección o unidad específica.**
Maintaining a Focus on Two Languages
by Dr. Annette Maestas and Kathy Waldman

Many teachers use code switching and concurrent/consecutive translation as an attempt to help their Spanish speaking ELL’s (English Language Learners) access the curriculum in English. Cummins (1999) states, “A generally accepted ‘rule of thumb’ … is that … languages should be kept separate for instructional purposes. This is due to the fact that students have to establish the two languages as separate systems in their brains, and to do this they have to have consistent input in each language.”

CODE SWITCHING
Code switching is an informal conversational technique and can be used to build rapport among members of bilingual communities (see table on page 11). It is rule-governed and often takes place unconsciously (Grosjean, 1984). “It is a common linguistic phenomenon noted among bilingual populations. In order to code switch effectively, students must possess a high level of understanding of the two cultures, as well as a deep understanding of the underlying structures and purposes of two language systems. Code switching, rather than reflecting the traditional view of a disadvantaged and semiliterate background, actually reflects an intellectual advantage” (Hughes et al, 2006). However, it is only effective in situations where all participants are fully bilingual, and it is not an instructional register.

CAUTIONS FOR THE CLASSROOM
Code switching in the classroom could share many functions of conversational switching; i.e., to clarify, emphasize, attract attention or bid for conversational turn, or to refer to an item or concept specific to one culture. It is not, however, an academic register. Since academic language is not usually learned at home nor from peers, teachers are often children’s only academic language role models. “Academic language is not learned through osmosis – there must be attention given to, and engagement with, the language for it to be learned.” (Fillmore, 2007)

When, as teachers, we code switch in the classroom, we do not give equal weight in both languages. Dr. Alexander Sapiens studied code switching in high school classes. He described one teacher who thought the use of code switching with his students enhanced learning. The author found that the teacher actually used English to convey key concepts twice as often as Spanish. Sapiens concluded that although code switching may have helped motivate and maintain rapport with students, the teacher wasn’t a good language model in either language. “The linguistic repertoires of the students were not developed equally in both languages because English was clearly favored in instruction, classroom control, and solidarity.” This imbalance leads to loss of language.

CONCURRENT TRANSLATION
Translation is not an instructional program either. Yet, concurrent translation is used in many classrooms. Translating is not helpful to students because the language is not used in a long enough sequence for there to be sufficient conceptual development in either language. Switching back and forth between English and Spanish may help everyone understand the material, but it actually has a negative effect on learning. When most teachers say they are using concurrent translation, they are not usually translating everything they say from one language to another. That would be extremely difficult and time consuming. As a result, the entire message never gets presented completely in either language.

Because information is given in both languages, the students simply stop listening to the language they don’t understand as well. They can count on getting information in their native language. Thus, part of the class is disengaged at all times. Children who are not engaged tend to misbehave in one way or another and become a distraction to the students who are engaged and are trying to learn. Concurrent translation relieves the learners of the need to make an
—continued from page 9—

The teacher does not shelter either language and it becomes an obstacle to second language learning. ELL’s are not challenged to make sense of English, and the English speakers are not challenged to make sense of Spanish. A second language cannot be learned until the learner tries to make sense of it.

FOCUS ON LANGUAGE

So what should we be doing? During English instruction, teachers should make the curriculum accessible to ELL’s by sheltering English. (See the NEWSLETTER ARTICLES and SHELTERED INSTRUCTION buttons at icequity.com for additional resources.) Similarly, the Spanish instructor of a dual language or bilingual program needs to shelter Spanish. Teachers need to keep the languages of instruction separate, but students may mix languages as they are developing their second language. Just as we would scaffold a students’ language for clarity, we accept students’ code switching, rephrase in the target language, and encourage students’ use of the target language for academic purposes.

BECOME LANGUAGE DETECTIVES

There is, however, an important role for focusing directly on language in teaching. Teachers facilitate academic language development by calling students’ attention to the language used in texts and in instructional activities, giving them ample opportunities for discussion. The research suggests that many bilingual children spontaneously compare their two languages and become more aware of how language itself works as a result of access to two languages. Teachers can help make this process happen by spending some time each week focusing on similarities and differences between Spanish and English. Students can become language detectives, exploring the many cognates in Spanish and English, creating word banks of cognates in the classroom computer or in their personal journals, and carrying out projects on how both languages are used in their communities.

Escamilla suggests having something like a language rule wall where students could locate rules unique to each language such as adjective placement, use of capitals, etc.

CODE SWITCHING IN WRITING

Often children will code switch in writing to get their thoughts on paper. When possible, the teacher should help them put their thoughts into the target language. There are certain phrases in other languages that cannot be translated because they are culture-bound (e.g., bar mitzvah). They have unique meanings and are generally accepted in academic works. Escamilla’s research indicates that children’s code switching contained the following content that is not critical for teachers to worry about changing or correcting. This includes the following:

• Proper names (Mi maestra se llama Miss Jones)
• Names of books & T.V. programas (Clifford the Dog se trata de un perro rojo... My favorite program is Chavo del ocho)
• Conceptual code switches (Si no se porta bien, la maestro le da time-out)
• Strategies to denote that code switching is coming. (My favorite book in Spanish is Caperucita Roja.)
• Use of quotations (vimos “jelly fish”, jugamos “tag” afuera)

“Contrary to being problematic the code switches above indicate that children have a [high] level of cognitive flexibility with regard to use of two languages.”

Sometimes writers use code switching or other forms of informal language to give authentic voice to their characters. These are stylistic choices that should be pointed out, discussed and celebrated. They help children learn to value the beauty and uniqueness of various cultures. Books such as A House on Mango Street and Chato’s Kitchen are more meaningful because of the code switching. Poems by Langston Hughes give voice to African American culture because of his use of the vernacular.

PURPOSEFUL USE OF TWO LANGUAGES

Code switching is a speech style, not an instructional methodology. Just as with all speech styles (registers, dialects, languages), we should think carefully about why we might want to speak in a particular way (emphasis, establishing rapport, providing examples, etc.). In instructing, it is not appropriate to simply use a word in one language because you don’t know it in the other language. This keeps children...
from developing the academic register in the target language. Remember that code switching is only understood by students with high levels of bilingualism. It does not support monolinguals.

We encourage students to make linkages between their first and second languages by becoming language detectives while still maintaining the separateness of languages. Teachers need to maintain the language of instruction, even while pointing out the differences between the two languages. This is not the same as translating. We want students to know when it is appropriate to use the social register of code switching. We also want to honor their “breakthroughs” in attempting the new language through code switching. But our main goal for students is to acquire academic language while accessing the curriculum.

**Reasons for Code-Switching—Adapted from Valdes-Fallas (1978, p.16)**

<table>
<thead>
<tr>
<th>Patterns</th>
<th>Definitions</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Situational switches</td>
<td>Related to social role of speakers</td>
<td>Woman uses Spanish to chat with her mother but switches to English to talk to son.</td>
</tr>
<tr>
<td>Contextual switches</td>
<td>Situation, topic, setting, etc., linked to the other language</td>
<td>People may switch to English to discuss numbers or money.</td>
</tr>
<tr>
<td>Identity markers</td>
<td>In-group membership stressed</td>
<td>Ese bato, órale, ándale pues used in English conversations regardless of actual Spanish fluency</td>
</tr>
<tr>
<td>Quotations and paraphrases</td>
<td>Contextual: related to language used by original speaker.</td>
<td>Le dije a la mujer, &quot;I’m gonna get out of line.&quot; (Remark was actually made in English)</td>
</tr>
<tr>
<td>Random switches of high-frequency items</td>
<td>Unpredictable; does not relate to topic, situation, setting, or language dominance: occur only on word level.</td>
<td>Very common words such as days of the week or colors—function like English synonyms. No aguanto los Mondays.</td>
</tr>
<tr>
<td>Switches reflecting lexical need</td>
<td>Related to language dominance, memory, and spontaneous versus automatic speech.</td>
<td>Yo tengo un plastic bag grande. Includes the “tip-of-the-tongue” phenomenon; item may be temporarily forgotten or unknown word.</td>
</tr>
<tr>
<td>Triggered switches</td>
<td>Due to preceding or following items</td>
<td>I wanted to pero no podia. (Switch is triggered by the discourse marker pero)</td>
</tr>
<tr>
<td>Preformulations</td>
<td>Include linguistic routines and automatic speech</td>
<td>Por ay, ¿Qué no?, You know, once in a while</td>
</tr>
<tr>
<td>Discourse markers</td>
<td>But, and, of course, etc.</td>
<td>I wanted to pero no podia.</td>
</tr>
<tr>
<td>Quotations and paraphrases</td>
<td>Non-contextual; not related to language used by original speaker.</td>
<td>...y dije , “I guess no one is here.”</td>
</tr>
<tr>
<td>Stylistic switches</td>
<td>Obvious stylistic device for emphasis or contrast</td>
<td>Me tomé toda la cafetera, the whole coffee pot.</td>
</tr>
<tr>
<td>Sequential switches</td>
<td>Involve using the last language used by the preceding speaker</td>
<td>Certain speakers will always follow the language switches of other speakers; others will not.</td>
</tr>
</tbody>
</table>

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Coming Events

❖ **California Association for Bilingual Education**—16th Annual National Two-Way Immersion Program Summer Conference: June 30 to July 3, 2008, in Newport Beach, California. For more information, please visit the CABE website at www.bilingualeducation.org.


❖ **International Reading Association’s 22nd World Congress on Reading**—Reading in a Diverse World/Llectoescritura en un mundo diverso: July 28-31, 2008 in San José, Costa Rica. For more information, visit the IRA website at wwwира.org.

❖ **Las Semillas de La Cosecha 2008**—De la comunidad al salon de clases—dual language family and community conference: September 19, 2008, in Albuquerque at the UNM Continuing Education North Building. For program information and registration, go to www.lassemillas.dlenm.org.


FYI...

**Summer TESOL and Survival Spanish Courses**
The APS Department of Language and Cultural Equity offers courses for the TESOL endorsement and in Survival Spanish for Teachers at the College of Santa Fe in Albuquerque. These courses are open to APS teachers, who are reimbursed for tuition costs. Tuition for all courses is $525, paid on the first day of class and reimbursed when the course has been passed. Contact Prof. Henry Shonerd at hshonerd@csf.edu or 855-7271.

Wilson Middle School Fancy Shawl Dancers (left to right) Kjrystin James, Demetria Jefferson, Mariah Willis, and Brianna Billie join together for a photo after their participation in the Grand Entry at the 25th Annual Gathering of Nations Powwow in April. The dancers are part of an extracurricular group at Wilson, where the students learn to fringe their shawls, teach each other dances, and perform at various functions. There were 38 students from Wilson attending the powwow with their sponsor, Ms. Bernice Gutierrez.

**Cross Cultural Resource Library**

Tuesday and Wednesday: 7:30-5:00  
Monday, Thursday, Friday: 8:00-4:30  
Closed daily for lunch: 12:00-1:00

**Library Specialist:** JoAnn Gonzales

Please call 880.8249, ext. 154, before making the trip to be sure the library is open.

**Department of Language and Cultural Equity**

*City Centre, 6400 Uptown NE, Suite 601 West, Albuquerque, NM 87110  
Phone—505.881.9429; Fax—505.872.8859; Website—lcequity.com*

Director: Lynne Rosen  
ALS Instructional Managers: Nana Almers, Rosa Osborn, Margarita Porter  
Multicultural Education Coordinator: Joycelyn Jackson  
Translation and Interpretation Services Coordinators: Tomás Butchart and Jason Yuen

**Making Connections** is a publication of the Department of Language and Cultural Equity, Albuquerque Public Schools; it is distributed to the Board of Education, district administrators and departments, and all schools. Please direct questions and comments to the editors: Nancy Lawrence and Dee McMann, 881.9429.