







- 1  **Strengthening Connections Between L1 and L2 Through Biliteracy Projects**
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- 2  **Language across the curriculum**
 - emphasizes language development across all content areas of the curriculum
 - makes a student's language education the responsibility of all teachers
 - provides a refreshing antidote to the separation of language and content teaching
 - includes integration across languages (L1 and L2):
 - integrated language learning*
- 3  **Integrated language learning**
 - Requires language teachers to work closely together to establish as many connections as possible within and across languages
 - Languages constitute one of the most challenging subject areas to fully integrate, simply because of the different languages of instruction
 - Yet research strongly supports integrated language learning...
- 4  **Support from research**
 - Instruction that makes connections between L1 and L2 can:
 - facilitate biliteracy development
 - strengthen the common underlying proficiency between languages, which allows skills and concepts learned through one language to be transferred to another language
 - diminish "the two solitudes" approach whereby L1 and L2 are kept separate even though the goal is to develop proficiency and literacy in both languages
- 5  **Cummins (2000)**
- 6  **Bilingual read-aloud project (Lyster, Collins, & Ballinger, 2009)**
 - Aimed to promote cross-curricular and cross-linguistic collaboration between English and French teachers of same group of students.
 - English and French teachers read aloud from same chapter books over 4 months, alternating between French and English

for each reading.

➤ 3 schools, 6 teachers

➤ 3 books, all read-aloud sessions videotaped

➤ student & teacher interviews; student questionnaire

7 **New concepts reinforced in 2 languages**

1 French class:

■ *C'est quoi des monastères ?*

■ *Alors « Les envahisseurs ». Alors, c'est quoi un envahisseur ?*

2 English class:

■ *What do you think the monastery is?*

■ *Now what did he call them? The Viking invaders. What is that, the invaders?*

8 **Connections within and across languages**

9 **Connections within and across languages**

10 **Disconnections across languages...**

11 **Bilingual read-aloud project: Results**

➤ Students and teachers were enthusiastic.

➤ Teachers' attributed students' engagement to the bilingual reading, which allowed all students to understand, regardless of dominant language.

➤ Teachers did not plan with each other

➤ this led to many missed language and content connections

➤ time emerged as a key reason

12 **Teacher collaboration**

➤ difficult to sustain between language and content teachers of the same students:

➤ Arkoudis, 2006; Creese, 2002, 2006; Tan, 2011

➤ also appears minimal between teachers of each language:

➤ Lyster, Collins, & Ballinger, 2009

➤ yet hypothesized to strengthen academic literacy development:

➤ Cummins, 2000

13 **Teacher collaboration for integrated language learning (TCILL Project)**

➤ Building on the results of the Bilingual Read-Aloud Project (i.e., lots of enthusiasm but insufficient time to plan), we proposed a project with built-in planning time for teachers.

➤ We received financial assistance from the Quebec government to support a partnership in professional development between the school board and university.

14 **TCILL Project Objectives**

- to facilitate collaboration between French and English teachers
 - to foster integrated language learning across English and French language arts classes through thematic units based on picture books read in both languages
 - to strengthen students' biliteracy skills by enhancing vocabulary knowledge in both languages
- 15 **Previous observations of vocabulary instruction in immersion**
- overemphasis on decoding and understanding difficult words during reading activities
 - planned vocabulary instruction occupied "a rather narrow place" in the teachers' overall instructional approach
 - not much explicit attention drawn to the structural properties of words
- Allen, Swain, Harley, & Cummins (1990)*
- 16 **Lexical proficiency of immersion students**
- Overuse of all-purpose words:
 - words like *chose* ('thing'), *aller* ('go'), and *faire* ('do') to get meaning across in context
 - Underuse of productive affixes:
 - students underuse prefixes such as 're' in verbs like *recoucher* ("go back to bed"), opting instead for the lexical item *encore* ("again") to express less idiomatically the notion of going back to bed (*coucher encore*)
- Allen et al., 1990; Harley, 1992*
- 17 **Recommendations**
- more word-focused tasks to increase students' lexical resources
 - more explicit vocabulary instruction within communicative contexts that include cross-lingual teaching strategies and attention to structural and generative properties of words
- Allen et al., 1990; Clipperton, 1994*
- 18 **Morphological awareness**
- "conscious awareness of the morphemic structure of words and ability to reflect on and manipulate that structure" (Carlisle, 1995)
 - Results of meta-analysis (Bowers et al. 2010):
 - morphological instruction benefits learners
 - it brings particular benefits for less able readers
 - it is no less effective for younger learners
 - it is more effective when combined with other aspects of literacy instruction
- 19 **Teacher participants**

- received age-appropriate books published in both French and English to read to their students
- participated in 6 half-day workshops:
 - 3 about biliteracy development, vocabulary instruction, and bilingual use of illustrated storybooks
 - 2 sessions to collaboratively design learning situations that cross borders between French and English classes
 - 1 session to view video recordings made while they worked with the same students on the same storybooks, but separately in different languages in their respective classes

20 **Catch That Cat! / Peux-tu attraper Joséphine?**

1 ➤ 10 verbs in French

- *venir*
- *entrer*
- *sortir*
- *revenir*
- *remonter*
- *monter*
- *descendre*
- *bondir*
- *s'enfuir*
- *grimper*

2 ➤ 4 verbs in English

- *jump into*
- *jump down*
- *run up*
- *run out*
- *ran off*
- *go into*
- *go back*
- *go down*
- *come down*
- *come back*

21 **Cliffhanger in *The Three Robbers***

- The next morning she awoke to find herself surrounded by trunks of glittering riches.
- “What is all this for?” she asked.
- The robbers choked and sputtered. They had never thought of spending their wealth.

22 **Content coherence across classes**

- 1 Teacher 1
(lesson 1 in language A)
 - 2 ↗reads aloud only up to the point where the orphan discovers the robbers' treasure
↗asks students in groups to make predictions about how the robbers will spend their money
 - 3 Teacher 2
(lesson 2 in language B)
 - 4 ↗asks students to recall their predictions orally then to write them down
↗reads entire book and students compare their predictions to the actual ending
- 23 **The Three Robbers / Les trois brigands**
- 1 « *Ils décident de partir à la recherche d'autres enfants malheureux et abandonnés et de s'occuper d'eux* ».
✓honnête \ malhonnête
✓propre \ malpropre
✓poli \ malpoli
✓sain \ malsain
 - 2 “*They set off and gathered up all the lost unhappy, and abandoned children they could find*”
✓able \ unable
✓aware \ unaware
✓believable \ unbelievable
✓fold \ unfold
✓lock \ unlock
✓pack \ unpack
- 24 **Connections within and across languages**
↗Help students hear the word ‘cheval’ in ‘chevalier’ then have them guess what a *knight* rides.
- 25 **Connections within and across languages**
↗Help students hear ‘roi’ in ‘royal’ and then elicit the best adjective in English to describe a *king* and his *kingdom*.
- 26 **Awareness of compound words**
↗SUNRISE = SUN + RISE
↗What do we call it when the sun is setting?
↗What do we call it when the moon is rising?
↗COURTYARD = COURT + YARD
↗What other words could we make with ‘yard’ by adding the following words: *school, back, junk, lumber, farm*?

➤ **MARKETPLACE = MARKET + PLACE**

➤ What could we call the 'place' where (a) you are born, (b) someone works, (c) someone makes a fire to keep warm?

➤ **BEDTIME = BED + TIME**

➤ Make other compound words with 'time' by using these words:
life, play, summer, spring, lunch, dinner, night...

27 **Focus on word formation**

1 French class

2 English class

28 **Student engagement**

➤ High level of engagement and participation

➤ Bilingual readings helped students understand the stories

➤ Repetition and switching between languages were not a problem

➤ Students appreciated support for their natural tendency to make links between languages

29 **Teacher engagement**

➤ Overall, very positive response:

➤ *"This was purposeful, and the kids appreciated it."*

➤ *"It opened my eyes to how students benefit in both languages. And I found that, for the first time with my colleague, we did sit and discuss our students and the activities that we would do in both languages."*

➤ Time was again a key factor:

➤ Time allotted to each language varied

➤ Planning time

30 **TCILL in its second year**

➤ *Sustainable professional development:*

➤ 3 members of the Year 1 cohort to help train the 12 teachers in the Year 2 cohort

➤ *More time:*

➤ full-day workshops instead of half-day workshops, with afternoons devoted entirely to collaborative planning

➤ *Pre- and post-test measures of language development:*

➤ morphological awareness

➤ phonological awareness

➤ receptive vocabulary size (PPVT)

31 **Special Issue of LTR on CBLT**

co-edited by Lyster & Ballinger (2011)

➤ Explored convergent concerns across divergent contexts of CLIL and immersion in China, Malaysia, Spain, and USA

- A common concern was professional development:
 - supports teachers in meeting challenges specific to CLIL
 - depends on institutional commitments to provide teachers with:
 - sufficient time
 - sustainable opportunities for peer coaching in the spirit of cross-disciplinary collaboration

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² Thank you33 **References**

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