

**Examining the Writing of
Emergent Biliterate Children**

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Purpose

- Part of a larger study - Literacy Squared®
- Examine the writing behaviors of early elementary emergent biliterate children who are learning to write in both Spanish and English simultaneously.
 - Content
 - Conventions
 - Cross language transfer
 - Code-switching

Related Literature

- Literacy instruction in U.S. has focused on reading and not writing;
- Research on cross-language transfer has focused on reading and not writing (Slavin & Cheung, 2003; August & Shanahan, 2006);
- Recent research suggest that writing may be a higher correlate of cross-language transfer than reading (Garcia, 2004; Carlisle, 1989; Escamilla et. al., 2006);
- Research suggests that learning to write assists in learning to read (Riojas Clark, 1995; Vernon & Ferriero, 1999);

Research Questions

- What is the relationship between Spanish and English writing for early elementary emerging biliterate children?
- What specific skills, strategies and content are children transferring across languages?
- How do we need to assess a trajectory toward biliteracy in writing?

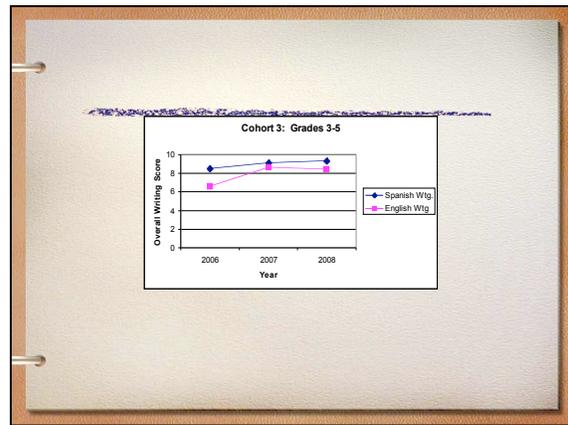
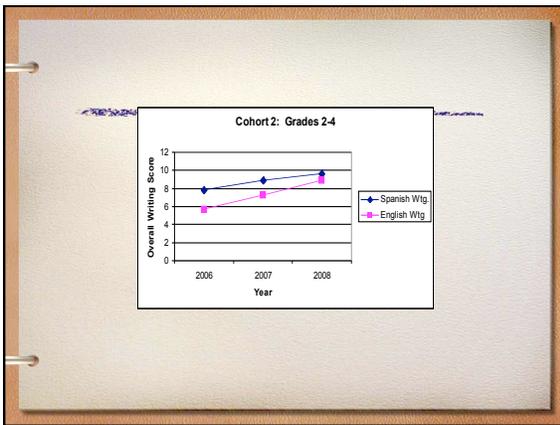
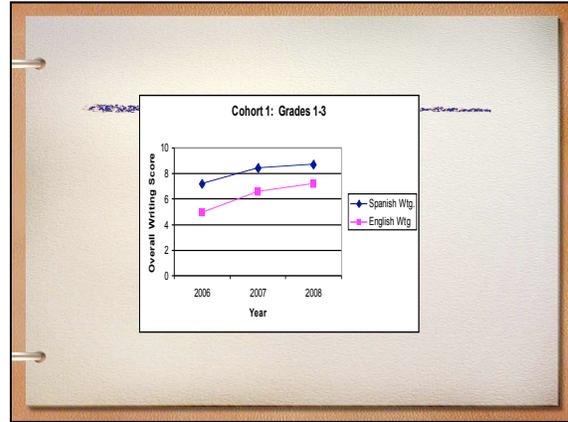
Mixed Methods

- Longitudinal Study (Literacy Squared®) - 2004-2009
- Writing data are collected during Dec./Jan. each year
- Data were collected via a 30 min. writing prompt done first in Spanish and two weeks later in English
- Prompts are similar across languages but NOT the same
- Data collected include children in 1st-5th grades

Data Analysis

- Data are scored using a project developed rubric.
 - Content (0-7)
 - Punctuation (0-3)
 - Spelling (0-4)
 - Overall (0-14)
- Data are analyzed using quantitative and qualitative measures.
- Data are analyzed via growth across time.
- Data from Spanish and English are correlated.
- Data on teacher notations will be analyzed 2009.

Cohort	Language	2006	2007	2008
Grade range (n)		\bar{X} (SD)	\bar{X} (SD)	\bar{X} (SD)
Cohort 1 Grades 1-3 n=52	Spanish	7.2 (2.5)	8.4 (1.9)	8.7 (1.8)
	English	4.9 (2.3)	6.6 (2.1)	7.2 (2.1)
Cohort 2 Grades 2-4 n=72	Spanish	7.8 (2.3)	8.9 (1.7)	9.6 (1.6)
	English	5.7 (2.3)	7.2 (2.1)	8.9 (3.6)
Cohort 3 Grades 3-5 n=19	Spanish	8.5 (2.3)	9.1 (2.0)	9.3 (2.5)
	English	6.6 (2.3)	8.6 (2.4)	8.4 (2.8)



Correlation between Spanish and English Writing

Grade	Cohort I	Cohort II	Cohort III
First	.49		
Second	.56	.64	
Third	.73	.60	.38
Fourth		.72	.56
Fifth			.92

Spanish/English Correlation

Writing Trait	Correlation
Content	.65
Punctuation	.55
Spelling	.35
Overall	.67

Qualitative Analyses

- **Bilingual Strategies**
 - Code-switching
 - Intersentential (I love my new ropa)
 - Intrasentential (I got a power ranger. Me gusta mucho)
 - Syntax (The bike of my sister; Marta's chancas hacen mucho ruido)
- **Spelling Strategies**
 - Spanish influenced
 - Common to grade

10-06
19455

Al animal favorito es el Oso
 panda y su color es negro con
 blanco. El oso come frutas y cañas.
 Sus ojitos son dos círculos
 negros. su pancita es gordita.
 Me gusta porque es un oso
 muy bonito.

10-06
19456

My febreit toy
 My febreit toy is a boniand
 ji dñs. My mam gevet in Crismas.
 Ai love juen ji danses. Ai love jim
 sou mach. Ji muves ji lars juen ji
 danses.
 May boni is uite.

High correspondence between Spanish and English

C = 5.5; P = 2.2; S = 2.1

<ul style="list-style-type: none"> • L1 • Febret - favorite • Ji - he • Gevet -gave it • Ai - I • Juen - when • Jim -him • Sou - so • Mach - much • lars - ears • May - my 	<ul style="list-style-type: none"> • Common • Conventions • Organization • Voice • Crismas - Christmas • Danses - dances • Muves - moves • Whit - white
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10-06
19457

¿Cuál es el programa de televisión que más te gusta? Escribe un pequeño resumen de lo que se trata el programa.

My Programa Favorita es
 Discovery en español
 ese canal me gusta porque
 aseen cosas diferentes como
 animales, cosas que son pa
 niños de la casa y otros
 los ratos cuando a mi
 me gusta porque tambien
 vi programas de la casa
 y programas de animales

10-06
19458

What is your favorite story or book in English? Write a summary of this story or book.

My favorite book
 is The Three Little Pigs
 and I like that
 book because the three little
 pigs were from an old
 man and he had three
 sons. One was a pig and
 one was a wolf. The wolf
 then ate the pig and the
 other two pigs.

Multiple Strategies

- Discoveri en español
- Age - word spacing
 - Megusta
 - enelagua
- Spanish development
 - Y/I; I for y
 - Ai for hay
 - B/V - tivurones
- English - primero, segundo
- Llinarybredman
- Age - word spacing
- Spanish influenced Llinarybredman (?)
 - Ets - its
 - Mi - my
 - Ji-he
 - Its - eats
- English
 - First, second, third etc.
 - Dat - that
 - Awei

Findings

- High and positive correlations between writing in Spanish and English at all grade levels and for all cohort groups;
- Writing strategies used by emerging biliterate children are complex - multiple cross-language strategies are used within words and across words and sentences;
- 50% of all spelling errors were 'typical' to monolingual children;
- 50% were L1 influenced;

Findings

- Content scores at all grade levels were higher than punctuation and spelling;
- Within and across language correlations between punctuation, spelling and overall rating;
- Teachers had difficulty identifying cross-language strategies.

Implications

- Rubrics to look at development of emerging biliteracy.
- Analyses need to look at two languages separately and together;
- Need to develop a paradigm of interlanguage and not interference;

Implications

- What is "normal" or "common" writing development for a student who is monolingual in English
- What is "normal" or "average" for a student who is monolingual Spanish
- What is "normal" or "common" for an L2 English writer
- What is "normal" or "common" for a simultaneous bilingual writer
- We need to know MORE about the interactions between Spanish and English in emerging bilingual/biliterate children