

NYS Spanish BETAC

Monthly Bulletin

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The NYS Spanish BETAC at the NYU Metro Center continues to work with teachers of Spanish-speaking LEP/ELL students. This monthly bulletin provides a sample of instructional resources, research news and updates concerning Spanish bilingual education, Spanish language programs and ESL programs. Please visit our website, and give us your feedback, and/ or share your professional development needs by taking our survey, or contacting us.

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De Orilla a Orilla

De Orilla a Orilla (Spanish for "from shore to shore") is an international teacher-researcher project that has focused on documenting promising classroom practices for intercultural learning over global learning networks.

In existence since 1985, Orillas has been characterized as "certainly one of the more, if not the most, innovative and pedagogically complete computer-supported writing projects involving students across distances" (SUNY Press, 1991, p. 116).

Orillas has been an international clearinghouse for establishing long-distance team-teaching partnerships between pairs or groups of teachers separated by distance, forming "sister" or "partner" classes with a focus that is both multinational and multilingual (including primarily Spanish, English, French, Portuguese, Haitian, and American and French Canadian Sign Languages).

The collaborating teachers make use of electronic mail and computer-based conferencing to plan and implement comparative learning projects between their distant partner classes. Such parallel projects include dual community surveys, joint math and science investigations, twinned geography projects, and comparative oral history and folklore studies. Often teachers in Orillas electronically publish their students' work over the Internet.

How to Participate:

Parents or teachers should contact Orillas if they are interested in participating in learning projects over global learning networks that:

1. Promote bilingualism and learning another language.
2. Validate the role of parents and families in a child's education and explore community knowledge, oral traditions associated with folklore, and learning from elders through oral history.
3. Advance anti-racist multicultural education
4. Develop new approaches to teaching and learning that encourage students, parents, and communities to take action for social justice and environmental improvement.

Contact www.orillas.org

SBETAC News

Two Spanish BETAC Resource Specialists have had their papers accepted for publication. Marguerite Lukes' paper, "Why Teach Students Spanish to Help Them Learn English: the Role of Native Language Instruction in the Acquisition of English for Immigrant Youth and Adults" will be published in the Literacy Assistance Center's annual publication *Literacy Harvest*, an annual peer-reviewed journal by and for literacy practitioners and researchers.

Dr. Irene C. Pompetti-Szul's paper, "Second Language Literacy Through Literature," will be published in the spring 2007 issue of *Academic Exchange Quarterly*.

In December, SBETAC Director, Nellie Mulkay, and SBETAC Resource Specialist, Dr. Gail M. Slater will travel to Puebla, Mexico to help develop a teacher exchange program between NYU and the University of Puebla.

Focus on Research

Six Research-Based Guiding Principles Serving the Needs of English Learners in Preschool “School Readiness” Programs Developed through the Southern California Comprehensive Assistance Center in Spring, 2005.

Principle # 1

A child’s home language is a crucial foundation for cognitive development, learning about the world, and emerging literacy.

Principle # 2

A learning environment that facilitates social-emotional growth and affirms a child’s culture and language is essential for full participation and healthy identity development.

Principle # 3

One language is enhanced by another – therefore, effective programs provide intentional support and access to opportunities to learn in, whenever possible, both the home language and in English.

Principle # 4

Effective approaches for linguistic and cultural congruity build strong home-school partnerships and support parents as a child’s first teacher.

Principle # 5

High quality, research-based professional development is needed in order for teachers, paraprofessionals and early childhood caregivers to meet the needs of preschool age English Learners and their families.

Principle # 6

Culturally, developmentally and linguistically appropriate assessment is essential for effective, quality early childhood education.



NABE’s 36th Annual Conference

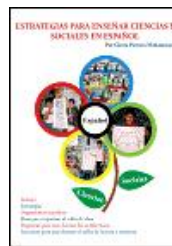
NABE will hold its 36th Annual Conference in San Jose, California, February 7-10, 2007 at the San Jose McEnery Convention Center. The theme of NABE ’07 is *One Nation: Many Languages, Many Cultures in a Changing World*. The NABE conference is the largest gathering of K-12 teachers, administrators, researchers, parents, and policymakers dedicated to serving English language learners and students learning a second language or a foreign language in the United States.

This annual meeting will focus on how dual language education advances vital national interests in an era of global interdependence and competition, English as a Second Language, Sheltered Instruction, Heritage Language Programs, and other approaches for students in grades K-12. We anticipate that more than 8,000 educators, parents, policymakers and government officials will attend the conference. To register for our conference online, please click on the link below or visit our website at: www.nabe.org

Registration:

<http://www.wynjade.com/nabe07/index.cfm>

New Books



Estrategias para Enseñar Ciencias y Sociales en Español (left) and *Taller de Lectoescritura en Español: Lecciones para Maestros Biligües* (right) are



two new teaching guides in Spanish for bilingual teachers by Gloria Mohammad. They are available at BarnesandNoble.com and at Amazon.com.

Exciting Opportunities

LIBROS EN ESPAÑOL

The **Consulado General De México En Nueva York**, through the Office of the Consul for Community Affairs, is making available “15 colecciones de libros para niños” which they would like to donate to an urban school or library with a large number of students from Mexico. Please call:

Eduardo Peñalosa. at 212-217-6428.

PROGRAMA DE INTERCAMBIO DE MAESTROS MÉXICO-EE. UU 2007

Patrocinado por el Instituto de Mexicanos en el Exterior (IME) y el Consulado General De México en Nueva York

Gran Oportunidad para Maestros de Niños y Jóvenes Mexicanos e Hispanoamericanos

Si usted...

- Es maestro
- Habla español
- Trabaja con niños mexicanos y/o mexicano-americanos y/o participa en programas bilingües para inmigrantes
- Es ciudadano estadounidense
- Tiene vocación de servicio
- Tiene deseos y considera importante conocer los lugares de origen de los inmigrantes mexicanos, incluyendo Puebla, Oaxaca, Guerrero, o el D. F.
- Puede ausentarse una semana durante el ciclo escolar
- Puede encontrar hospedaje aquí para un maestro mexicano durante una semana ...entonces participe en el intercambio de maestros de 2007.

Fecha Límite para aplicar: 5 de Enero de 2007

Llame al Departamento de Asuntos

Comunitarios y pregunte por:

Eduardo Peñalosa

212-217-6428



Academic news
Noticias académicas

LEARN SPANISH

From January 8 to March 26, 2007

30 hours in 10 weeks
All levels



Register now to learn Spanish and discover Hispanic culture in our state-of-the-art new facilities in midtown Manhattan.

Every student registered in any course will receive a **FREE**

Membership card

which can be used to make the most of our fantastic library resources and to receive discounts in various places and events.



Students registered in our language courses will have free access to our Spanish on-line course. For more information, please visit our web page at: <http://ave.cervantes.es>

For complete information about

Instituto Cervantes, please visit the website at: www.cervantes.org



Meet the Publishers

GRANTS!



Santillana USA FREE GRANT WRITING SERVICES

LAURA BUSH AMERICAN LIBRARIES GRANT
Awarding \$5,000 per campus
Apply Now!

Santillana USA collaborates with districts and educational institutions across the country to help implement or expand instructional programs!

Santillana USA writes grants proposals for any client interested in including Santillana USA materials in a grant application.

We create a grant proposal targeting available federal, state, and foundations' funding to supplement the district budget and help with the application process.

We offer Research-based Materials and Professional Development Trainings with an emphasis on the requirements of the specific grant.

Santillana USA can assist with Competitive Applications for Discretionary Grants:

- Parent Information Resource Centers
- School Improvement – Foreign Language Assistance Program
- Migrant Education/ Even Start
- Early Reading First Program
- Improving Literacy through School Libraries
- 21st Century Community Learning Centers Grant
- Charter School Programs (SEA Grant)
- Charter School Programs (Non SEA Planning, Design, and Implementation)
- Charter School Programs (Non SEA Dissemination)

Santillana has written and received multiple awards on behalf of clients for the following grants:

- 21st Century Community Learning Center Grant
- Early Reading First
- Improving Literacy through Libraries Grant
- FLAP
- Even Start
- Capital Funds Investment Grant
- Title III
- Barbara Bush Literacy Grant
- Foundations Grants
- Reading First

Your local educational representative can assist with the initial process. For more information, please contact:

Trina K. Martinez
National Marketing Manager
Children's Literature and Grants
1-866-538-4739

Spanish BETAC Upcoming Workshops

Calling all educators!

NYS Spanish BETAC invites you to participate in **Workshop Series I** in February 2007, and **Workshop Series II** in March and April. Topics include Content Area Teaching Techniques for Science, Social Studies, and Math, ESL Teaching Methodologies, Spanish Classroom Libraries, and more.

Follow the links below to learn more about dates, times, locations, and how to register:

<http://steinhardt.nyu.edu/metrocenter/SPANISHBETAC/PDF/series1flyer.pdf>

<http://steinhardt.nyu.edu/metrocenter/SPANISHBETAC/PDF/series2flyer.pdf>

Also, save the date for the following:

April 27 – Symposium of Mexican and Mexican American Authors

May 4 – Symposium of Children's and Young Adult Literature

Institute for Language & Education Policy

Keep in touch with experts in the field of ESL and Bilingual Education and consider submitting articles, news items, links, and ideas. Jim Crawford reports that the Institute for Language & Education Policy web site is now online: <http://www.elladvocates.org>

Poetry Corner

“Poetry and Science Education” by Davi Walders [abbreviated review from *ERIC Digest*, 11/2000]
<http://www.ericdigests.org/2003-1/poetry.htm>

The article discusses how effective and intriguing lessons can become if teachers are willing to weave poetry into all areas of the curriculum, especially the sciences. Introducing quality literature of any sort when beginning a lesson, truly motivates the students and creates for an extraordinary learning environment.

The author who was a former teacher and poet explains how poetry stimulates and provokes creative thinking, attention to detail, discovery humor, etc. which are all critical for students who are learning science. There are some great poems that can introduce a lesson. Emily Dickinson (USA, 1830-1886) wrote many on nature and other “science” subjects. Here is “Poem II” of the *Nature Collection*.

Will there really be a morning?
 Is there such a thing as day?
 Could I see it from the mountains?
 If I were as tall as they?

Has it feet like water-lilies?
 Has it feathers like a bird?
 Is it brought from famous countries
 Of which I have never heard?

Oh, some scholar! Oh, some sailor!
 Oh, some wise man from the skies!
 Please to tell a little pilgrim
 Where the place called morning lies!

Teachers should also have the students write their own poems, giving choices on how to create one, possibly as a rap or written in vernacular. Poetry written by famous authors or peers can deepen and clarify meaning like nothing else.

Poetry helps students think and feel when learning new material. It broadens their minds and aids in their thinking beyond ways imaginable. Teachers should try to incorporate poetry and other types of quality literature into other curriculum areas to keep the students involved and excited about learning.

ESL Websites

Julie Madigan, a professor at De Anza College recommends the following ESL websites:

Activities for ESL Students

<http://a4esl.org>

Play games, take quizzes, read grammar, and practice vocabulary

Dave’s ESL Cafe

<http://www.eslcafe.com>

Easy to use, lots of activities, including games, quizzes, pronunciation practice, and stories

Karin's ESL Partyland

<http://www.eslpartyland.com>

Lots of great ESL activities

About.com ESL Guide

<http://esl.about.com/homework/esl/>

Quizzes and tests for different levels.

EnglishCLUB.net

<http://www.englishclub.net/grammar>

Games, quizzes, stories and jokes.

English Page <http://www.englishpage.com/>

Lots of activities for all skill levels; exchange messages with other students, and ask questions

Randall’s ESL Cyber Listening Lab

<http://www.esl-lab.com>

Excellent listening practice

Vocabulary (Greek and Latin roots)

[http://www.kent.k12.wa.us/KSD/MA/resourc/es/greek and latin roots/transition.html](http://www.kent.k12.wa.us/KSD/MA/resourc/es/greek%20and%20latin%20roots/transition.html)