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The New York State Association for Bilingual Education

NYSABE News

Winter Issue

January/February 2010

A Message from the President, Margarita Reyes



Dear Members and Friends,

It is with honor that I address you in the second issue of the 2009-10 NYSABE newsletter to information about the gradual accomplishment of the goals established for the present term:

We have continued to strengthen our spirit of collaboration and mutual support by joining forces with organizations that advocate for the academic achievement of English language learners; among them, NYSTESOL, NYSUT, NYSCEA, CEEELL, NY Immigrant Coalition, and Advocates for Children. In the area of professional development and networking, NYSABE delegates have conducted regional professional activities and social events which have enhanced our lines of communication with educational and community-based organizations and members. Our membership has increased as a result of our intensive campaign and the ongoing dissemination of information on Bilingual Education via electronic mail, NYSABE newsletter, presentations, and participation at numerous conferences and meetings.

This second issue of the NY-

SABE Newsletter focuses on the teaching and learning process in Bilingual Education. As the ELL population continues to increase in the United States, educators persevere in their search for effective pedagogical strategies that can accelerate their students' academic achievement as well as their learning of English. According to current demographic data, the number of foreign-born students and those born in diverse communities continues to grow. New York State has become more culturally and linguistically enriched by the diversity of its communities and schools, where more than 150 languages are identified as native tongues. This ongoing growth represents a challenge to all educators who must make every effort to educate all students equitably.

Current research studies affirm that the educational attainment of diverse students and their communities greatly depends on the validation that schools give to the students' and parents' native language and culture. Accordingly, this issue of the NYSABE Newsletter reiterates our organization's mission to foster "the awareness and appreciation of bilingualism and biculturalism as an integral part of cultural pluralism in our society." Further, NYSABE reaffirms its commitment to its goals:

- To promote the establishment, maintenance and expansion of quality Bilingual Education programs as a means to ensure equitable educational opportu-

nities for all students.

- To promote Bilingual Education as an educational process by which academic success of students is ensured through instruction in the students' native language and English. For students who are native speakers of English, instruction is provided in English and a second language.
- To foster the recognition by the entire community of the importance of bilingualism and its contributions toward a better understanding of the cultural and linguistic differences among people.

I would like to thank NYSABE's Executive Board, Delegate Assembly, Conference committee, members, and friends for their dedication, excellent work, and commitment to the accomplishment of NYSABE's goals.

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**From the Desk
of the Editor,
Tamara Alsace,
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*Director of
Multilingual
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**Misconstructions
of Bilingualism in
U.S. Education**

*By Ofelia García
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In this, our second issue of this year's NYSABE newsletter, we commit ourselves anew to the principles upon which NYSABE was founded:

WHEREAS, in a multilingual multicultural society, language is one of the most obvious cultural characteristics of its people, and **WHEREAS**, it is understood that a truly important part of the total process of learning in our society is the awareness and appreciation of bilingualism and biculturalism as integral components of cultural pluralism in this society, **THEREFORE**, we who are advocates of bilingual education and are interested in the promotion, progress and the implementation of effective programs, unite to bring our

common efforts into one fraternal organization.

-NYSABE Bylaws Preamble

According to Vygotsky, "Thought is not merely expressed in words; it comes into existence through them."

In this issue, Ofelia García expounds on the need to re-construct our discourse in the field and re-claim the term "bilingual," a word which has been virtually eliminated from the national dialogue in recent years through changing policies and ideologies.

Also in this volume, Nancy Maldonado describes a best practice that crosses linguistic and cultural boundaries in her piece on language development through fingerplays, and

Betsey Malesardi pronounces the successes of the first Korean/English bilingual program on the East coast. Finally, we include several state-wide events and activities—most notably a summary of the Committee of Practitioners (COP/ELL) meeting with New York State's new Education Commissioner, David Steiner. It proposes a new era of collaboration between NYSABE and the State Education Department, with a mutual goal of improving educational outcomes for *all* learners. It is our hope that by sharing research, policy, and best practices through this newsletter, we will help in ensuring that bilingualism and biculturalism maintain a prominent place in the consciousness of our citizenry.

The world's multilingualism is more evident in the 21st century than ever, as technology and globalization has brought all of us closer. And yet, there isn't an issue that is as misunderstood today as the world's multilingualism, and the bilingualism and plurilingualismⁱ of students in today's classrooms. This has to do with the fact that schools are the product of national ideologies that usually support only one national language in instruction. And although in some parts of the world (in India, for example), more than one language is used in instruction, national ideologies continue to be monoglossic, in the sense that the two or more languages are considered autonomous skills

that need to be separately treated in instruction, as if the students were two monolinguals in one (García, 2009a; Grosjean, 2004).

These short reflections address how these monoglossic ideologies (for more on this, see García, 2009a) have resulted in misconstructions that are responsible for the inequities that language minority students face in schools. I will address some of these misconstructions:

- Misconstruction of students as "English language learners"
- Misconstruction of bilingualism as linear
- Misconstruction of ESL and bilingual education

models and pedagogical practices

- Misconstruction of bilingual programs that serve language minority students as "dual language."

All these are ways in which educators, even those who are committed to the education of language minority students, often are complicit in the mis-education of students.

How committed educators participate in these misconstructions, resulting in educational inequities (García & Kleifgen, 2010), has to do with Bourdieu's concept of *habitus*. According to Bourdieu (1991), *habitus* is "a system of dispositions common to all productions of the same conditions" (p. 59), by which the ma-

i. I'm using plurilingualism in the way described by the Council of Europe (2000a) as a person's ability to use several languages to varying degrees and for distinct purposes. I reserve the term multilingualism to describe contexts in which many languages are used. Thus, there are bilingual and/or multilingual classrooms, but there are bilingual and/or plurilingual students.

terial form of life is “embodied and turned into second nature” (p. 63). We have acquired our ways of thinking, speaking and acting with regards to language minorities as a result of socialization in a majority society which views bilingualism and its speakers with suspicion. Thus, as dominant majority society and scholars misconstrue conceptions about language minorities, their educational programs, and their ways of using language, minority peoples and scholars become conditioned to these constructions, adopting them and using them. My reflections are meant to disrupt this conditioning, asking especially language minority scholars and educators to name our own realities from our own perspectives.

The misconception of students as “English language learners”: When educators speak about English language learners, they often forget that there is more to these students than simply learning English. These students are creative, intelligent, and resourceful. They have sometimes led difficult lives in other countries as a result of poverty and war, and inferior schooling. Sometimes these hardships are multiplied in the United States, as (im)migrationⁱⁱ immerses them into a life of poverty, many times without the comfort of close family, and in segregated schools with inequitable resources. Many of the children have experienced parental separation and family disruptions. And yet, whether born abroad or in the United States,

most of the children have a rich family life with abundant *linguaging*ⁱⁱⁱ in languages other than English (LOTEs). Calling these students English language learners dismisses and erases the bilingualism that these students develop if successfully learning English, ignoring the most important aspect of their lives and education—their bilingualism. Through school and through acquiring English, these children become *bilingual*, able to continue to function in their home language as well as in English—their new language and that of school. When officials and educators ignore the bilingualism that these students can, and must, develop through schooling in the United States, they perpetuate inequities in the education of these children. That is, they discount the home languages and cultural understandings of these children and assume their educational needs are the same as a monolingual child. This in itself has huge implications for the ways in which we educate those I have called *emergent bilinguals* (García, 2009b; García & Kleifgen, 2010).

The misconception of bilingualism as linear: The study of bilingualism has often followed linear models proposed by North American scholars in the 20th century, which seem outdated for the 21st century. In particular, bilingualism is often described as being *subtractive* or *additive* (Lambert, 1974). In subtractive bilingualism the home language is subtracted as the school language is learned. In additive

bilingualism, on the other hand, the school language is added to the home language as it is maintained and developed. But as I have proposed elsewhere (2009a), bilingualism is not linear but *dynamic*. The dynamic conceptualization of bilingualism goes beyond the notion of two autonomous languages and of additive or subtractive bilingualism, and instead suggests that the language practices of all bilinguals are complex and interrelated; they do not emerge in a linear way. Bilingualism does not result in either the balanced wheels of two bicycles (as the additive bilingual model purports) or in a monocycle (as the subtractive bilingual model suggests). Instead, bilingualism is like an all-terrain vehicle with individuals using it to adapt to both the ridges and craters of communication in uneven terrains (García & Kleifgen, 2010).

Dynamic bilingualism refers to the development of different language practices that people use to varying degrees in order to interact with increasingly multilingual communities. Thus, educating for dynamic bilingualism for all students builds on the complex and multiple language practices of students and teachers. Unlike additive and subtractive models of bilingualism, a dynamic bilingualism model proposes that complex bilingual language practices are both the center of how languaging occurs and the goal for communication in an increasingly multilingual world.

“Calling these students ‘English language learners’ dismisses and erases the bilingualism that these students develop if successfully learning English, ignoring the most important aspect of their lives and education—their bilingualism.”

ii. I use (im)migration to include the reality of Puerto Ricans, US citizens upon migrating to the United States.

iii. I use *linguaging* to refer to the multiple discursive practices that individuals use, which extend beyond the sociopolitical constructions of a “language” as proposed by states and social groups (Makoni & Pennycook, 2007; García, 2009) and used in schools.

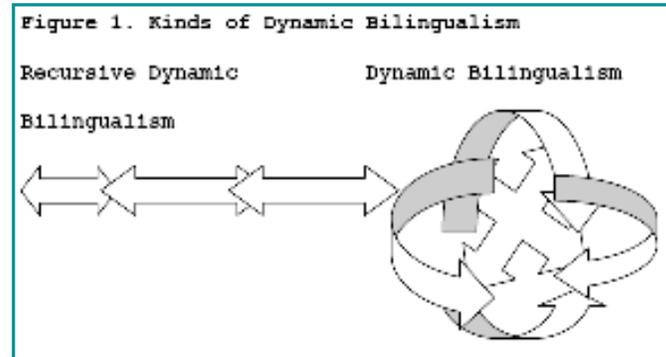
A representation of two models of dynamic bilingualism appears in Figure 1. Language practices intermingle as both students and teachers make meaning in multilingual classrooms. In most bilingual encounters in the 21st century, bilingualism in multilingual classrooms is portrayed as in

Direct methods and communicative approaches to language instruction have traditionally excluded the students' home language practices from ESL and bilingual classrooms. In ESL classrooms, many teachers continue to believe that it is best to use English exclusively. In

comers), there is also a growing need to develop education models that build on students' complex bilingualism and plurilingualism and respond to and validate their multiple bilingual practices (*dynamic bi/plurilingual education*) (García & Kleifgen, 2010).

Because bilingualism in education is seen only linearly, as either subtractive which is presumed to be "bad", or additive which is acknowledged to be "better", bilingualism in education in the US has been pushed back to a very small corner of the educational enterprise—two-way bilingual education in which both language minorities and language majorities are educated together. It is true that such programs hold more promise to develop the dynamic bilingualism needed for the 21st century—much more so than transitional bilingual education programs (which are in decline in most regions of the US) or ESL programs (which are rising in popularity). But bilingualism in education must be at the center of all educational programs for language minority students (and language majority students). We cannot lose sight of the benefits of using the home language in any child's education, and we cannot ignore the benefits that will accrue to anyone in the 21st century who has bilingual and plurilingual abilities. In García, Flores and Chu (forthcoming) we describe ways in which secondary schools that cater to emergent bilinguals are extending their inclusion of bilingualism in education, even in cases where the school does not have a bilingual education program per se. Instead of bilingualism being

"Dynamic bilingualism refers to the development of different language practices that people use to varying degrees in order to interact with increasingly multilingual communities."



the right in Figure 1. Often, however, the dynamism refers not only to the synchronic interrelatedness of language practices taking place in a present interaction, but also to diachronic intermingling of practices as speakers blend together remnants of past practices with some features of those of the present. This languaging is often exhibited by indigenous peoples and ethnolinguistic groups who have lived in the United States for more than three generations. This recursive dynamic bilingualism is portrayed in figure 1.

Thinking about bilingualism as dynamic, and not linear as in the 20th century, enables us to question models of education and pedagogical practices that have long been associated with the education of language minorities, topics to which I now turn.

The misconception of ESL and bilingual education models and pedagogical practices:

bilingual classrooms, the separation of languages has been the most accepted practice, with a clearly demarcated English-only and LOTE-only curricular schedule.

In the past, bilingual education programs have targeted speakers of one specific language group at a time. Bilingual education programs generally include emergent bilingual students of one language background (*transitional bilingual education or developmental bilingual education*) or, in some cases, bilingual students of the same language minority background (emergent and not) alongside those of English-speaking background (*two-way bilingual education*). Although residential segregation as well as the large population of Spanish-speaking students continue to make these bilingual education programs important in some communities (see, Bartlett & García, forthcoming, for an example of a bilingual secondary school for Latino new-

planned from the top-down as in bilingual education programs, the students' bilingualism emerges from the bottom-up, as students themselves use all the language practices available in the classroom to make sense of the lesson in English, as well as of each other's identities. By transferring the locus of language control from the teacher to the students, schools are able to build a multilingual community where each child's language is appreciated and used in the act of teaching and learning.

Educators meaningfully educate when they draw upon the full linguistic repertoire of all students, including language practices that are multiple and hybrid. Any language-in-education approach—be it monolingual or bilingual—that does not acknowledge and build upon the hybrid language practices in bilingual communities is more concerned with controlling language behavior than in educating (Cummins, 2007; García, 2009a; García, Flores & Chu, 2009). Effectively educating emergent bilinguals, even in programs that teach through the medium of English, must include and support the dynamic bilingual practices by which bilinguals construct knowledge and understandings.

The ideological opposition that often exists between ESL programs and bilingual education programs must cease. Instead, all educators must embrace dynamic bilingualism as a tool in the education of all language minority and major-

ity students, and as a goal of all serious and rigorous educational enterprise.

Misconstructions of bilingual education programs as "dual language": Misunderstandings surrounding the growing presence of dynamic bilingualism in the United States, as well as the xenophobia that has accompanied the greater movement of peoples and information that accompanies globalization, has led many to silence the word "bilingual," even in referring to true bilingual programs where the goal is to develop the children's bilingualism. These programs are most often called "dual language" programs, erasing and dismissing the bilingualism that characterizes these classrooms, and reserving the term "bilingual" for *transitional bilingual education* programs. This measure is one way of ensuring that bilingualism in education continues to be seen only as a remedial practice, limited to transitional bilingual programs.

In reality, so-called "dual language programs" are either *two-way bilingual education programs* or *one-way bilingual education programs* (also called *developmental bilingual education programs*). In two-way bilingual education programs, some of the emergent bilinguals initially speak only the minority language, while others speak only the majority language. Together they develop into bilingual students. In one-way bilingual education programs children of the same ethnolinguistic group with different languaging

abilities are taught in two languages.

But in the naming of these programs as "dual language," another reality is revealed. Just as the term "dual" erases that of "bilingual," "dual" points to the separation of two clearly autonomous languages, instead of to the use of both languages in more complex and hybrid ways. So-called "dual language programs" pride themselves in the exclusivity and separation of each language, with a clearly demarcated English-only and LOTE-only curricular schedule. But this approach has been increasingly questioned, as scholars around the world demonstrate that *translanguaging*^{iv} (2009a) in the classroom, if properly understood and suitably applied, can in fact enhance the complex cognitive, linguistic, and literacy abilities that students need (see García, 2009a for these multiple flexible bilingual approaches). This is not to say that allocating languages to periods of the day, teacher or subject matter is not important for bilingual programs. But within those spaces, teachers and students must learn to use translanguaging as an important sense-making mechanism. Developing standard academic English effectively does not rely solely on transfer from standard academic uses of the home language, but on the interdependence of complex translanguaging practices that support academic language development (García, 2009a). The "dual language" programs that separate languages strictly fail

"By transferring the locus of language control from the teacher to the students, schools are able to build a multilingual community where each child's language is appreciated and used in the act of teaching and learning."

iv. I borrow the term "translanguaging" from the Welsh educator, Cen Williams, (cited in Baker, 2001) who used it to refer to a pedagogical practice that switches the language mode in bilingual classrooms; for example, reading is done in one language and writing in another. Translanguaging for García (2009a) goes beyond William's definition, as well as beyond code-switching and translation, to include all hybrid language use that is part of a sense-making process among bilingual and plurilingual individuals.

"By changing our discourse we would be asserting what many of us who are privileged to be bilingual believe—that bilingualism is essential for an inclusive and equitable educational reality in the 21st century"

to provide students with the complex understandings of bilingualism and language use that will be important in the 21st century. In addition, by insisting upon the "dual," these programs run the risk of ignoring the multiple language practices of individuals within these bilingual classrooms.

Students in bilingual education programs do not start out as simple monolinguals in one language or the other. The supposedly English speakers use different varieties of English, and often speak a LOTE other than that of school at home. The LOTE speakers not only speak different varieties of the LOTEs, but also often use more than one LOTE. All language practices of students in classrooms, and especially in bilingual classrooms, need to be recognized, and given an important role in intellectually challenging assignments. There is much more that needs to be recognized than duality; bilingualism in its full dynamic complexity must enter classrooms. And scholars interested in protecting and developing these multiple language practices need to stop speaking about dual language programs, and bring back the label "bilingual" to refer to educational models and pedagogical practices that build on this dynamic and complex heterogeneity.

Conclusion: It is important for scholars and educators who are interested in providing equitable educational opportunities to language minority students in the 21st century to question discourse that creates inequitable conditions. Speaking about emergent bilinguals as "English language learners," and bilingualism in

education as "dual language" negates the growing bilingualism of the United States, as well as its functionality as an important resource in education and in a global society. Having a linear conceptualization of additive bilingualism as two autonomous skills maintains the status quo by privileging monolingualism in one or the other language. Finally, speaking about ESL or different types of bilingual education programs ignores that dynamic bilingualism in education must be a part of all education of emergent bilinguals in the 21st century, as their bilingualism and plurilingualism is developed.

Discourse is capable of changing our realities. The silencing of the word "bilingualism" by the federal, state and local government agencies in the last twenty years in the United States has had a deep impact on the shrinking of bilingual education programs in the nation. Scholars and educators committed to the many benefits of bilingualism in education must then call each reality by its name. We must stop speaking about "English language learners" and insist that they are "emergent bilinguals." We must stop calling bilingual education programs of one kind or another "dual language education." We must cease advocating for additive bilingual education programs that treat each language as if the child were monolingual in two languages, and instead start promoting dynamic bilingual practices that reflect the linguistic realities of bi/plurilingual peoples. And finally, we must break down the barriers that presently

separate ESL and bilingual education programs, so that all students, and especially emergent bilinguals, can benefit from the bilingualism in education that will promote the plurilingual citizens of the 21st century.

We may not be able to change policies that seriously impact on the education of language minorities in the United States, but we can be in control of how we name our reality. Our reality is bilingual and dynamically complex. Our reality supports this complex use of bilingualism in the education of all US children. We must stop saying "dual," and reclaim "bilingual" in describing educational programs. We must not characterize "emergent bilinguals" as simply "English language learners." By changing our discourse we would be asserting what many of us who are privileged to be bilingual believe—that bilingualism is essential for an inclusive and equitable educational reality in the 21st century.

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A Note on Haiti

Nicole Rosefort,
HABETAC Director

On Tuesday, January 12, 2010, Haiti was hit by a 7.0 catastrophic earthquake, the worst in 200 years. Port-au-Prince, Leogane, Petit-Goave and surrounding areas are completely devastated. Many of us have family and friends who have either lost their lives or have been displaced among the three million people who lived in the area or were visiting. The inability to respond quickly and the lack of communication have been the most stressful aspects of this critical situation. Landmarks such as the Cathedral, hospitals and government buildings, including the national Palace, have been destroyed. Many countries and various organizations are coming to Haiti's aid; however, there is a need for a coordinated effort to reach out to all the affected areas. Most of those who survived are homeless or unable to inhabit their unstable houses with the

aftershocks that continue to occur. Others have been able to pool their resources together with other family members or friends and try to survive as a group. Many still remain with no water, food, medical supplies, or any access to medical care.

The Haitian community thanks all those who have reached out or have donated to the Haiti relief efforts. The world has responded with donations to agencies that they believe have the capacity to provide the kind of help urgently needed, large organizations that have been working in Haiti and can provide immediate assistance (see sidebar).

At this time, we are receiving information from local Haitian organizations and individuals who still have not received any assistance. We would like to encourage donations to some organizations with whom we have worked, servicing children who normally would not be able to attend school without our support. Also, many Haitian students have begun to arrive in our schools; many with hardly any school records. Supportive services will be needed for Haitian families living and coming to New York and other states. New York, Florida, and Georgia will receive many displaced earthquake victims. Some Haitian organizations are making every effort to provide much needed aid. Donations to well-known US-based community and regional organizations are also encouraged, as they build capacity to provide assistance to those in Haiti as well as Haitians in the diaspora.

The NYS Haitian Bilingual/ESL Technical Assistance Center (habtac@brooklyn.cuny.edu) continues to provide technical assistance to districts, schools, and their Haitian students and families. HABETAC staff can also be reached at (718) 951-4668. Opportunities for quality Bilingual/ESL services and staff development are essential to the cognitive, emotional and social development of

Large Organizations Taking Donations

- Text "HAITI " to "90999" and an immediate donation of \$10 to the **Red Cross** will be charged to your cell phone bill.
- Text "**Yele**" to 501501 to donate \$5 to Yele Haiti, a humanitarian aid organization started by Wyclef Jean.
- **Doctors Without Borders** (with 3 clinics in Haiti) takes donations online and on the phone.
- **UNICEF** takes donations online to unicefusa.org/haitiquake or over the phone (800) 4UNICEF.
- **Mercy Corp** takes online donations (mercycorps.org) or mail checks to Haiti Earthquake Fund, Dept. NR, PO Box 2669 , Portland , Ore. 97208 or call (888) 256-1900.

HABETAC recommended organizations

- **Sant Twa Ti Flè**, a school started by Dr. Yves Dejean in the outskirts of Ti Goave, can receive donations by check at: Three Little Flowers, Inc. , PO Box 821031 Pembroke Pines 33082. For more information, contact: Wilhel Jean-Louis at 954.704.8069 or threelittleflowers2002@yahoo.com.
- **Colombes Foundation**, K – 6 children who have no other school outside of Thomazeau, can receive checks payable to COLOMBES FONDATION, 7829 NW 72nd Ave, Miami , FL 33166 or donate online at colombes-foundation.org.
- **Friends of Montfort**, educating deaf and blind children, can receive donations at Friends of Montfort, Inc., PO Box 314 , Merrick , New York 11566-0314 or online at friendsofmontfort.org.

these recent immigrants. BE-TACs offer many workshops and conferences free of charge. It will take much time, effort, and commitment to help the millions of lives that have been disrupted by this catastrophic event. The resilience of the Haitian people, the response of the world community, and our individual caring will sustain the rebuilding Haitian cities and of the human lives affected.

Enhancing baby's language development through fingerplays

By Nancy S. Maldonado,
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York

Focus on Infants and Toddlers,
Quarterly from the
Association For Childhood
International.
22(1) p.6-8

Since Froebel's kindergarten in 1837, the use of fingerplays or Mutter und Kose Lieder (mother's songs) have been used to develop babies' body movements and language. Let's reflect back for a minute and ponder: "What would a young child's life be without 'Patty Cake, Patty Cake,' and the 'Eency Weency Spider'(Itsy, Bitsy Spider)?"

Through the use of fingerplays, mothers and caregivers provide one of the most significant contributions to their babies' development by enhancing their oral and receptive language. Documented historically, throughout the ages and in numerous languages, fingerplays are rhymes accompanied by hand movements that symbolize a story. Whether they are found in *Mother Goose's Nursery Rhymes*, *Aesop's Fables*, *Fairy Tales*, or *Lullabies*, fingerplays provide babies and toddlers opportunities for developing listening, imitating, and rhyming skills; fine muscle development, as well as the rudimentary beginning sounds of language. The use of fingerplays and rhymes is a central part of Froebel's philosophy of early interaction between mother and child, which he fondly named "*Mother Play*" (Blow, 1907). Based on his study of childhood and motherhood, Froebel acknowledged "the point of contact between the manifested needs of the one [child] and the instinctive effort of the other [mother] to meet such needs" (p. 19). Through this genre, baby's receptive language increases as she/he makes the connection between words and ac-

tions. Froebel found that fingerplays (mother songs) enabled a baby to learn the characteristics of his/her mother's voice as it soothed, pacified and created a center of attachment toward mother, though he or she does not literally understand a word of what is said (Blow, 1899). In other words, Froebel recognized that the bonding interaction between mother and child is strengthened by the use of fingerplays, songs and rhymes spoken by mother to child. Poulsson (1889) simplifies this philosophical notion best by quoting Froebel:

"What the child imitates," says Froebel, "he begins to understand. Let him represent the flying of birds and he enters partially into the life of birds. Let him imitate the rapid motion of fishes in the water and his sympathy with fishes is quickened. Let him reproduce the activities of farmer, miller and baker, and his eyes open to the meaning of their work. In one word let him reflect in his play the varied aspects of life and his thought will begin to grapple with their significance" (p.5)

The practice of fingerplays by mothers in their everyday communications with their babies is universally evident in cultures and languages throughout the world. Fingerplays, such as *Ten Fingers* (Chinese), *Tortita de Manteca* 'Little Shortening Cookie', (Spain), etc. (<http://www.mamalisa.com>) have been passed on from one generation to the next and in many cases are mothers' first utterances to their babies. "Patty Cake [Pat-a-

Cake, Pat-a- Cake]" (1698), (http://www.rhymes.org.uk/pat_a_cake_pat_a_cake.htm) is one of the first fingerplays introduced to babies and toddlers in English speaking countries. Though hundreds of years old, this fingerplay still provides enjoyment and an assortment of learning experiences by building vocabulary, and comprehension of actions and words.

Regardless of the language of origin, the use of fingerplays is widespread cross-culturally. The context conveyed in rhyming words and hand movements of fingerplays not only engages baby in a pleasurable interaction with mother and/or caregiver, but also helps to develop memory skills by listening to the words accompanied by clapping hands and fine motor movement. These types of verbal engagement increase baby's ability to make connections between words and hand actions. Moreover, by listening to and observing fingerplays, babies develop an awareness of emotions, feelings and the rhythm of language. Baker (1992) encourages the use of fingerplays with young children as a means to improve in many areas: attention span, focus, following directions, number sense, counting, language skills, sequencing, order, collaboration with others, and delight in rhythmic activities (pp. 3-4). What better means is there for mothers and/or caregivers to provide the foundation of young children's language development and comprehension?

The following is a brief selection of fingerplays that will invoke warm memories and reminiscences of childhood:

The Mice

(Emilie Poulsson, 1889)

Five little mice on the pantry floor,
Seeking for bread crumbs or something more;
Five little mice on the shelf up high,
Feasting so daintily on a pie—
But the big round eyes of the wise old cat
See what the five little mice are at.
Quickly she jumps! but the mice run away.
And hide in their snug little holes all day.
"Feasting in pantries may be very nice;
But home is the best!" say the five little mice.



Pat-a-cake, pat-a-cake (Patty Cake)

Pat-a-cake, pat-a-cake, baker's man,
Bake me a cake as fast as you can.
Roll it, and prick it, and mark it with a "B"
And put it in the oven for Baby and me!

Earliest Rendition

Pat-a-cake, pat-a-cake, baker's man,
So I will, master, as fast as I can.
Pat it, and prick it, and mark it with a "T"
And put it in the oven for Tommy and me!
(From *The Real Mother Goose*, 1916, Rand McNally Chicago, Illinois)
<http://www.gutenberg.org/files/10607/10607-h/10607-h.htm#a16>



The Eency Weency Spider (Itsy bitsy Spider)

Author unknown

*The eency weency spider
Went up the water spout
(use index and thumb to move up an imaginary spout)
Down came the rain
And washed the spider out
(lower arms in a dramatic sweep)
Out came the sun
And dried up all the rain
(lift arms above head to form circle)
And the eency weency spider
Went up the spout again.
(From Litchfield, 2005)*



In Spanish:

La Araña Pequeñita

*La araña pequeñita
Subió, subió, subió
Vino la lluvia
Y se la llevó
Salió el sol
Y todo lo secó
Y la araña pequeñita
Subió, subió, subió.*



Tortita de manteca Little Shortening Cookie

*(clapping fingerplay)
Tortita de manteca
para mamá que me da la teta,
tortita de cebada
para papá que no me da nada.
In English*

*Little shortening cookie
For mommy who nurses me,
Little barley cookie
For daddy who gives me nothing.*



Ten Fingers (Chinese in next column) Finger Play

*Three horses are drinking,
Three horses are feeding,
The two men are fighting,
The old woman pleading,
The baby is crying,
But no one is heeding.
<http://www.mamalisa.com>
Retrieved 8/14/09*

三馬吃草三馬吃料
兩人打架
老太太說罷罷
小孩兒在屋裏嘎嘎拉拉

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"The context conveyed in rhyming words and hand movements of fingerplays not only engages baby in a pleasurable interaction with mother and/or caregiver, but also helps to develop memory skills by listening to the words accompanied by clapping hands and fine motor movement."

Striving for Success for All: PS 32 Korean Dual Language Program

By PS 32 Principal
Betsey Malesardi

As the first school on the East coast to offer a Korean Dual Language (DL) Program, PS 32 is proud to say that this innovative bilingual program shows great prom-

Korean and English are used equally for instruction at PS 32's Korean Dual Language Program (K-3).



ise. The program was first initiated in the Fall of 2006, with one DL kindergarten class comprised of English language learners (ELLs) whose native language is Korean and students who are proficient in English. Four years later, the program has grown to include four classes, ranging from kindergarten to third grade, with one class at each grade level. In this program both languages, Korean and English, are used equally for instruction across the curriculum. Since the inception of the program, the data indicates that participating students

are developing literacy skills in both languages, and are extremely successful in their academic achievement.

PS 32, located in Flushing, Queens, New York City, serves students in kindergarten through fifth grade. The student population is 730, with 140 identified as English language learners (ELLs). The neighborhood in which the school is situated has a prominent Korean immigrant influence, and it is not unusual to find signs and Korean cultural displays in nearby churches, restaurants and stores. The school community, however, is multicultural, comprised of children not only from Korean heritage backgrounds, but from African American, Italian, Irish, Chinese, and Hispanic backgrounds as well. The goal is for all students to meet or exceed city and state standards, and to demonstrate respect, knowledge and appreciation of other cultures. This is a community that embraces multiculturalism.

At PS 32, the Columbia University Teachers College (TC) Workshop Model is used for literacy instruction in all classes, including the DL classes. As part of this model, ongoing assessment is used to identify students' instructional needs and strengths in order to inform instruction. For example, teachers keep running records, administer Teachers College reading leveling tests four times a year to correctly identify children's reading proficiency levels and conference with students so that appropriate instruction can

be provided. According to the data gathered from these ongoing assessments, students in the DL program are making progress that is on a par with or surpassing their counterparts in monolingual classes. This year, third grade dual language students will be participating in the English language Arts statewide assessment program for the first time. The school is confident that the students in the DL Program will perform well on ELA assessment. It is important to note that ELLs in the DL classes are making rapid progress in learning English and often achieve proficiency on the NYSESLAT after one year. The school believes that this may be an instructional model that can help close the achievement gap between ELLs and non-ELLs.

Parent involvement is critical to the success of the program. Monthly meetings are organized specifically for the DL program parents to inform them of their children's progress, share pertinent program information, and discuss strategies that parents can use to support learning in the home. In a meeting held on January 26, the Director of the New York State Asian Languages Bilingual/ESL Technical Assistance Center (ALBETAC), Pat Lo, was invited to speak about the latest research on DL program implementation in other parts of the country. Parents are pleased with PS 32's DL Program. Jihye Kim, whose child is now in third grade, has a lot to share with other parents. She is amazed at how her son can read and write in both English and

Korean. Another child, kindergarten Juliana, is learning Korean as her 3rd language and "she's doing fine and is a very happy child", according to her mother, Bibiana Parecki. PS 32's DL Program has even attracted participants from outside the school's home district. Evelyn Mallo, who does not live in the school's home district, learned about the program from a friend. She was so impressed by the program and the unique opportunities that it could provide her son Connor that she arranged to register him in the DL kindergarten class. Evelyn now drives Connor to school every day and is very pleased with his progress.

Parent satisfaction and the high level of student performance validate the hard work of the teachers and administration of PS 32. One of the biggest challenges that the program has faced is the lack of Korean materials. Although there are beautiful books in Korea, they are not aligned with the curricula in New York. In addition, purchasing them overseas is always a difficult and tedious process. The DL Program teachers volunteer their own time to work extended hours to identify, develop, translate, and adapt materials that are appropriate for their students. The school also conducts outreach to many organizations for assistance. The Korean Consulate in New York, the National Korean American Teacher Association, the New York Korean American Teacher Association (KATANY), the Korean American Parent Association and ALBETAC are all partners

in PS 32's endeavor to offer an enriched and promising instructional program model for the children.

As the school works to expand the DL program into the fourth, then the fifth grades, there are still many challenges to overcome. The PS 32 community is confident that they will have good news to share with you once the third graders take the NYS standardized assessments. Come and visit!



Commissioner Steiner meets with the LEP/ELL Committee of Practitioners Fordham University, December 18, 2009

New York State Education Commissioner David Steiner conveyed the urgency over closing the achievement gaps and raising graduation rates for *all* students to an assembly of approximately 60 members of the Committee of Practitioners (COP) and other officials from the six regions in NYS representing the needs of Limited English Proficient/English language learners (LEP/ELL). To make this a reality, he spoke about a comprehensive, integrated and innovative education reform agenda which takes into consideration the education of English language learners. "Convinced that our current system leaves far too many students falling short of all those goals we all share," Commissioner Steiner reiterated the Board of Regents' and his commitment of getting to the heart

of the matter by creating a demanding, clear curriculum, reliable assessments (performance-based), high standards, effective teachers in every classroom and great school leadership. Under this education reform agenda, Commissioner Steiner elaborated on key strategies that are under development to transform struggling schools through the Title I "Race to the Top" initiative, and the creation of a comprehensive P-20 data system.

Deputy Commissioner John King, also addressing the group, added that the expectation is that this initiative will help to link student performance data to educator effectiveness, provide electronic transcripts for all students, connect P-12 with higher education, and integrate non-educational databases. Reform initiatives and innovative models of instruction (dual language, Students with Interrupted Formal Education (SIFE), and Long Term ELL programs, etc), proven effective in educating LEP/ELLs will be studied and considered under Title I.

Steiner's education reform agenda proposes the expansion of curricular offerings to embrace the knowledge and skills our students need in the 21st century, by offering curricula and assessments in the Arts, Economics, and Multimedia/Computer Technology. He emphasized that the new curricula and assessment models will not work unless teacher and school leader preparation programs are redesigned.

NYSABE concurs with the Commissioner's statement that, "Nothing is more important... in closing the achieve-

"Each one of the 3.1million K-12 students, of which 215,527 are LEP/ELLs in New York State, deserves a world-class education, the chance to succeed in college or meaningful employment in our 21st century global economy, along with the tools and the desire for a lifetime of learning."

—Commissioner Steiner, 2009



NYSABE delegates at COP Meeting with Commissioner Steiner (from left to right) Eudes Budhai, Diana Hernández, Rose Colón Cisneros, María Barreto, Ray Sánchez, Dr. Tamara Alsace, and Abul Kalam Azad.

ment gap than putting highly effective teachers in every one of our classrooms.” For LEP/ELLs this means a significant increase in the number of certified and qualified teachers with a serious commitment to implementing high quality programs and improving outcomes for them. Taking the current number of teachers certified to teach LEP/ELLs and attrition rates into account, the *ELL Costing Out Study* estimates that an additional



Members of the AIAE, a non-profit organization to support parents, students, and educators, held its first annual meeting in December.

7,780 teachers of LEP/ELLs are needed in New York State. In addition, Commissioner Steiner elaborated on the need for the New York State Board of Regents, the New York State Education Department, and institutions of Higher Education to partner to reform teaching preparation programs. The underlying principle of the new teacher performance standards assumes that *all* teachers have to be prepared to teach *all* students.

While NYSABE broadly embraces the goal of standards-based reform ensuring that all students receive a meaningful education and shares the Regents’ urgency over closing achievement gaps and raising graduation rates, it will continue to advocate for the equitable access to optimal educational opportunities for LEP/ELLs. It will advocate for the appropriations to: 1) design, implement, and disseminate LEP/ELL program models, 2) increase the number of bilingual and ESL teachers, 3) guarantee equity and accuracy in testing, 4) require multiple measures and alternate assessments, 5) ensure that Native Language Arts (NLA) standards are included in the SED’s revision process, and 6) support the Regents’ efforts in redesigning training and professional development for all teachers.

NYSABE wants to share its hope for Commissioner Steiner’s leadership of education in our state as he commits to working collaboratively by obtaining the perspective supplied by experts in the field. The association looks forward to working

closely with Commissioner Steiner to ensure that all students receive a meaningful and enriching education.

•••

Association of Indian American Educators (AIAE)

The Association of Indian American Educators (AIAE) conducted its annual meeting at Flushing Library, Queens, on December 19, 2009. All educators highlighted the importance of supporting the students with English as a Second language and students with special needs. Sushma Malhotra, the president of the organization, emphasized that support is needed from parents and educators simultaneously.

One goal of the Association is to create a network of educators; not limited to those of Indian origin, and irrespective of nationality, caste, creed, or religion; to share views and ideas to advance educational activities and promote cultural understanding.

Another important goal is to interact and coordinate with other similar organizations such as NYSABE and ALBERTAC. AIAE members will attend the meetings of those organizations and invite them to participate in the activities of the Association of Indian American Educators.

In order to build awareness of the linguistic, social, and cultural aspects of India, the AIAE will collaborate with other Indian Cultural Associations to present Indian culture through various activities.

Region II (New York City)

Celebrating our Past: Defining our Future

By Lorraine Estrada,
NYC Region II Delegate

On December 8, 2009, Region II organized a Holiday Celebration/Fundraiser. Maria de los Angeles Barreto, First Vice President, was instrumental in inviting sponsors to support the event, which enabled us to offer tickets at a modest fee to attract new and returning members to NYSABE. District 32's Superintendent, Lillian Druck, became one of our new members during the event, along others from all over the five boroughs. Welcome to the family known as NYSABE!

We also came together to honor three of our past presidents, Dr. Angela Carrasquillo, Dr. Delores Fernandez and Ms. Sandra Ruiz, in what many described as an intimate evening recalling the wonderful work they accomplished during their presidencies, and the impact of their current work. As we heard the honorees talk about the issues that we still face after so many years of advocacy, it became clear that our future mission was being defined for us as they spoke. We must go beyond advocating for a system of equitable education for our ELLs, and learn how to lead our supporters to demand their civil rights. It became clear that December evening that we are facing a more subtle giant and we must learn the power of activism in these days of twitter and facebook. We must think smarter and

harness the energy of our members, parents, community partners, and our students to answer the call to action, not reaction. Adversity faced with dignity and resolve conquers all! Yes, we too can bring about change. Are you up to it?

●●●
Tri—Regional (Buffalo-Rochester-Syracuse) Event

By Millie Bermudez-Merner, Region V Delegate

NYSABE ushered in the holidays on December 5 with a Tri-Regional Event that included Rochester, Buffalo and Syracuse members. Colleagues, parents and community leaders attended the successful fundraising event. Melisza Campos, Rochester City School District Board member, opened the event with a strong message

in support of bilingual education. Faculty from the Bilingual and Foreign Language Department from SUNY Brockport were among the guests, as was New York State Senator James Alesi, NYS Senator. It was a night full of fun in a collegial atmosphere.



NYSABE past presidents are honored at Region Two's Holiday Party on December 8.



Tri-Regional NYSABE Members, including President Margarita Reyes (third from left) and New York State Senator James Alesi (fourth from left), raised money and holiday cheer at the December holiday event.

NYSABE wishes to thank all of our contributors and supporters for lending their expertise to this publication.

NYSABE News Staff includes

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www.nysabe.org

New York State Association for Bilingual Education

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THE ORGANIZATION

NYSABE is a multilingual, multicultural association founded in 1975, which represents all language groups and educational sectors throughout the State.

NYSABE unites educators, parents, community and business leaders, elected officials, the media and policy makers in a common interest — excellence and equity for language minority students.

NYSABE encourages the establishment, maintenance, and expansion of quality programs in bilingual education.

NYSABE promotes bilingual education as a process by which students achieve success through instruction in their native language while learning English.

NYSABE supports the belief that language pluralism and bilingual competence in English and other languages benefit the nation and all its citizens.

NYSABE believes that bilingual education is a critical component of contemporary education in the United States.

NYSABE is affiliated with NABE (National Association for Bilingual Education), SCOL (New York State Council of Languages) and NYSCEA (New York State Council of Educational Associations).

MEMBERSHIP BENEFITS

Join the NYSABE team. Through your membership dues and involvement, you have the opportunity to make integral contributions towards positive educational change for limited English proficient students. Membership benefits include:

NYSABE Journal • The yearly issue of this journal is a must for every library and member of the association. It publishes articles of professional and academic significance to bilingual education. Scholarly research, instructional methodology, techniques, and second language learning are the topics of articles by respected educators in the field of bilingualism.

NYSABE Newsletter • A quarterly issue bringing you updates on the activities of the association and its members; local, regional and state calendar of events; information on current legislative and policy developments related to the field of bilingual education.

Professional Development • NYSABE offers local and regional educational activities and the opportunity to network with other professionals in your field of interest.

Activism • The opportunity to work in Committees, Special Interest Groups, Language groups, and much more.

And the pride in belonging to the only association that protects the rights of the limited English proficient students participating in bilingual education.

CONSTANTINIDIS & ASSOCIATES, P.C.

*salutes The New York State Association for Bilingual Education
and congratulates Ms. Estee López, recipient of the
2010 Gladys Correa Memorial Award*

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