

MANY TONGUES



One Voice

English as a Second Language Department Newsletter

3rd Quarter, 2019

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Welcome to this year's third edition of *Many Tongues, One Voice*! This issue is dedicated to our many Spanish speaking students and families. Although there are 100 different home languages spoken by WS/FC students, Spanish is the largest language subgroup. Spanish is the official language in 21 countries around the world, with over 400 million native speakers. Although they are often grouped together, this represents an extremely culturally diverse population. We hope this issue will help

you to get to know and understand our Spanish speaking students a little better.

We would also like to take this opportunity to welcome our newest EL Team member, lead ESL Teacher, Tamara Coburn, who replaced Ann Talton after she retired this fall. Tamara will be assisting ESL teachers with planning, Title III compliance, and scheduling EL services. Please don't hesitate to reach out if you need assistance with the English Learners at your school.

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Did You Know?

Did you know English Learners in pre-K can go through a gibberish stage where they are speaking neither their native language nor the second language they are learning, but a combination of phonemes from both? This stage isn't seen in older students and doesn't last long, but is often perplexing to teachers and parents trying to figure out what the child is saying.



Reading in English vs. Other Languages

Mastering reading in English has been documented to take twice as long as in alphabetic languages with a transparent (or consistent) orthography. In other words, even though the processes are the same, because of the vast amount of irregular words and the number of phonemes in English (24 in Spanish vs. 44 in English, despite the Spanish alphabet having one more letter), it can take children significantly longer to learn to read in English. This is true even if they did not struggle to learn to read in their native language. For children who do struggle to learn to read in native languages with transparent orthographies, these difficulties manifest themselves in a slow reading rate, whereas in English such difficulties appear in both rate and accuracy, due to the opaque (or less consistent) nature of written English. Despite this, a child's phonemic awareness and word-reading ability in their native language are still the best predictors of their future development of reading skills in English.

Essentials of Assessing, Preventing and Overcoming Reading Difficulties by Kaufman & Kaufman

Hyperlexia in English Learners

Hyperlexia occurs when a child can read words that they cannot understand. Many ELs with limited vocabulary, whose native languages are alphabetic and who have strong decoding skills in their native language, may be particularly susceptible to hyperlexia-like reading behaviors. These students, sometimes labeled "word callers," may be able to decode text accurately, but lack the vocabulary knowledge to be able to comprehend what they are reading. This ability is often deceptive and may make the child appear more proficient in reading than he or she actually is. These children can sometimes skate by on compensatory skills for years, however, eventually as texts become more complex in subsequent grade levels, their lack of vocabulary knowledge catches up to them. Although many reading programs emphasize decoding skills, vocabulary knowledge is in fact the greatest contributor and/or impediment to English Learners' comprehension, and cannot be ignored. These children need to build their listening and speaking vocabularies, even as they are learning to decode in English.

Essentials of Assessing, Preventing, and Overcoming Reading Difficulties by Kaufman & Kaufman

"Language is the road map of a culture. It tells you where its people come from and where they are going."

-Rita Mae Brown





Predictable Behaviors

Did you know that many of the behaviors and difficulties English Learners display are predictable across language groups? The influence of native language on second language learning is consistent in many cases. Consider these typical challenges for a native Spanish speaker learning English as a second language.

- The many English vowel sounds (There are only 5 in Spanish)
- Use of dashes instead of quotations
- Adjectives follow the noun rather than precede
- There are no apostrophes in Spanish
- There are no contractions in Spanish
- Compound nouns are much less common in Spanish
- Spanish nouns and verbs have different sets of endings (inflections), whereas in English they may remain the same.
- The article, adjective, and other parts of the sentence must agree with the number and gender of the noun in Spanish. For example, *Las tres casas blancas*
- There are no specific words to translate auxiliary verb, such as *would, should, or could*.
- There are four words in Spanish for *the*: *el, la, los, and las*
- There are two words in Spanish for *you*: *usted and tu*
- The only nasal sound that occurs at the end of a word in Spanish is /n/. Therefore, the three English nasal sounds may be confused (for example *some, son, and sung*)
- In Spanish the subject may be dropped
- Double negatives are acceptable in Spanish
- English pronouns can be confused because the pronoun *su* represents both the masculine and the feminine forms in Spanish.
- Spanish does not have any words that begin with s-blends. S-blends always follow a vowel.

**Keep in mind Spanish is spoken in many countries in many ways. Therefore what is true of one student may not be true of EVERY student. These are generalities*

Vowel Phoneme Difficulties for Spanish Speakers

Long E – Short I

sheep - ship
beat - bit
heel - hill
eat - it

OO – Short U

soon - sun
room - rum
school - skull
shooter - shutter

Short U – Short A

but - bat
cut - cat
fun - fan
mud - mad

Short I – Short E –

Short A

sit - set - sat
did - dead - dad
tin - ten - tan
bitter - better -
batter

Long O – AU/OU/ UH

boat - bought
coat - caught
phone - fawn
mode - Maud

MISC.

broke - brook
poll - pole - pull
bowl - bull
code - could

Consonant Phoneme Difficulties for Spanish Speakers

V – B

very - berry
vet - bet
rove - robe

S – Z

sue - zoo
racer - razor
place - plays

S – TH

sin - thin
some - thumb
mass - math

CH – SH

chop - shop
chair - share
catch - cash

CH – J

choke - joke
cheap - jeep
chin - gin

J – Y

jet - yet
jeer - year
jot - yacht

D – TH

dare - there
day - they
read - wreath

Adapted from What's Different About Teaching Reading to Students Learning English? Study Guide and the North Carolina Teacher Academy Facilitator Manual



Spanish/English Cognate Patterns

Cognates can be very helpful to Spanish speakers learning English. Here are some common patterns students will encounter.

#	General Rule of Thumb	Examples
Rule #1	Words that end in -al are often the same in English	hospital, medical, animal, casual, digital, essential, abdominal, abnormal, exceptional, rural, plural
Rule #2	Words that end in -ile change to -il	agile to <i>ágil</i> , hostile to <i>hostil</i> , juvenile to <i>juvenil</i> , mobile to <i>móvil</i>
Rule #3	Words that end in -ify change to -ificar	certify to <i>certificar</i> , falsify to <i>falsificar</i> , identify to <i>identificar</i> , verify to <i>verificar</i>
Rule #4	Words that end in -ct change to -cto	act to <i>acto</i> , insect to <i>insecto</i> , perfect to <i>perfecto</i> , conflict to <i>conflicto</i> , product to <i>producto</i>
Rule #5	Words that end in -ence change to -encia	adolescence to <i>adolescencia</i> , congruence to <i>congruencia</i> , obedience to <i>obediencia</i>
Rule #6	Words that end in -ance change to -ancia	ambulance to <i>ambulancia</i> , France to <i>Francia</i> , distance to <i>distancia</i> , elegance to <i>elegancia</i>
Rule #7	Words that end in -ic change to -ico	alcoholic to <i>alcohólico</i> , basic to <i>básico</i> , fantastic to <i>fantástico</i> , generic to <i>genérico</i> , organic to <i>orgánico</i>
Rule #8	Words that end in -ar are often the same in English	familiar, lunar, muscular, regular, similar
Rule #9	Words that end in -ary change to -ario	canary to <i>canario</i> , diary to <i>diario</i> , glossary to <i>glosario</i> , primary to <i>primario</i> , salary to <i>salario</i>
Rule #10	Words that end in -ant change to -ante	distant to <i>distante</i> , elegant to <i>elegante</i> , important to <i>importante</i> , mutant to <i>mutante</i> , vacant to <i>vacante</i>
Rule #11	Words that end in -ble are usually the same in English	audible, cable, terrible, horrible, flexible
Rule #12	Word that end in -id change to -ido	acid to <i>ácido</i> , rapid to <i>rápido</i> , splendid to <i>espléndido</i> , timid to <i>tímido</i> , valid to <i>válido</i>



Spanish/English Cognate Patterns Continued

#	General Rule of Thumb	Examples
Rule #13	Words that end in -ous change to -oso	curious to <i>curioso</i> , delicious to <i>delicioso</i> , glorious to <i>glorioso</i> , mysterious to <i>misterioso</i>
Rule #14	Words that end in -ate change to -ar	abbreviate to <i>abreviar</i> , communicate to <i>comunicar</i> , decorate to <i>decorar</i> , exaggerate to <i>exagerar</i>
Rule #15	Words that end in -ism change to -ismo	communism to <i>comunismo</i> , fatalism to <i>fatalismo</i> , organism to <i>organismo</i> , patriotism to <i>patriotismo</i>
Rule #16	Words that end in -ive change to -ivo	adhesive to <i>adhesivo</i> , effective to <i>efectivo</i> , negative to <i>negativo</i> , passive to <i>pasivo</i>
Rule #17	Words that end in -ment change to -mento	argument to <i>argumento</i> , cement to <i>cemento</i> , department to <i>departamento</i> , document to <i>documento</i>
Rule #18	Words that end in -nt change to -nte	arrogant to <i>arrogante</i> , consistent to <i>consistente</i> , efficient to <i>eficiente</i> , tolerant to <i>tolerante</i>
Rule #19	Words that end in -sion change to -sión	admission to <i>admisión</i> , comprehension to <i>comprensión</i> , discussion to <i>discusión</i>
Rule #20	Words that end in -tion change to -ción	abbreviation to <i>abreviación</i> , addition to <i>adición</i> , estimation to <i>estimación</i> , vacation to <i>vacación</i>

*Note: some words such as *móvil* and *departamento* may have other minor spelling changes.

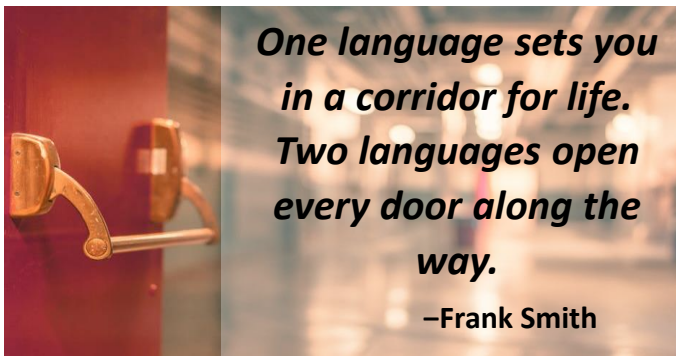
Reference [NYDPI](#) and [Linguasorb](#)

While these are not the only cognate patterns, they are a place to start. Helping Spanish speaking ELs make connections between what they already know and new words in English and emphasizing patterns over memorization, will help them navigate the complexities of the English language more easily and quickly. Research suggests that students do not necessarily develop such knowledge on their own, and will need direct, explicit instruction to take advantage of their background and vocabulary knowledge and apply it to learning English. Some linguists estimate 30-40% of all words in English have a related word in Spanish. Teachers can help students to notice these words, attend to subtle differences in spelling and meaning, and be on the watch for false cognates that may cause confusion.



Hispanic or Latino? What's the Difference?

The term Hispanic did not come into most people's vocabularies until it was introduced as a part of the 1970 US Census. Prior to this, groups such as Mexicans, Puerto Ricans, and Cubans were classified as white and distinguished by national origin. Terms regarding classifying people groups are often both confusing and controversial. It's important to note, that newcomers from Latin America may not self-identify as Hispanic, or have even heard the term for that matter. They may also be unfamiliar with the other commonly used term *Latino/Latina*, which generally refers to people of Latin American descent, although the broader application may be to people who speak Latin languages in general, including Portuguese. The term *Hispanic*, on the other hand, refers to people who are Spanish-speaking, including those from Spain. One good thing about identifying people groups is that it permits the US government to track their educational and economic progress for funding and allocation purposes and allows for collective advocacy. Negatives include the exclusion of individuals who don't fit a specific definition and lumping a hugely diverse group of people together without acknowledging their differences. Thus, it's important to keep in mind, personal preferences for identification may vary among people groups and individuals.



***One language sets you
in a corridor for life.
Two languages open
every door along the
way.***

—Frank Smith

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What's Normal for ELs?

If you've ever wondered if your students are on the right track, know that it's normal for ELs...

- To make transference errors from their native language
- To code switch between languages
- To need repetition, slower speech, and visual cues to comprehend
- To need extra time to translate, process, and respond
- To be more comfortable in social settings and reserved in academic ones
- To be stronger in one domain or develop at different rates in reading, writing, listening, and speaking
- To struggle with writing longer than the other domains
- To have long term gaps in vocabulary
- To need specific feedback and encouragement from educators
- To need years of study to be proficient



Learning to Read in English vs. Spanish

By Diana Castano, Bilingual Coach

Learning to read in any language can be an interesting experience, to say the least! I know first hand that learning to read in Spanish can be very easy, but that was because I had already learned to read in English. Since Spanish and English are both alphabetic languages, for this language system, we only need to learn how to read once. Most skills will transfer.

Here is how English and Spanish are different, English is orthographically deep and opaque, there are multiple ways to pronounce and spell certain sounds - example: long a can be spelled a, a_e, ai, ay, ei, ea. Spanish is orthographically shallow and transparent, in other words, the letters make the same sound and spelled generally the same way in most situations. In English, the reader will typically hear the consonant sound first, whereas in Spanish, the reader will typically hear the vowel sound first. Therefore it makes sense to teach the all the vowels in Spanish first and some consonants first in English. Also, when teaching blending or segmenting in English, you will teach individual sounds and segmentation. For example, bed = /b/ /e/ /d/. In contrast, when teaching blending in Spanish (after teaching the vowels), you blend by syllables. For example, casa = ca - sa.

Teaching students how to read in either language will involve strategic and developmental teaching of phonological awareness, phonics, vocabulary, text comprehension, fluency and concept of print/word/sentence. The teaching strategies and experiences will be similar. Remember, you only need to learn how to read once!

Facts about Spanish

- Spanish, or *español*, is also called Castilian or Castellano because it originated in the Castile region of Spain.
- Spanish is the second-most widely spoken language in the world (after Mandarin Chinese).
- Spanish is spoken by more than 400 million native speakers in 21 different countries.
- Some research suggests languages of Latin origin share up to 25,000 English words.
- Spanish is generally thought of as one of the easier languages to learn. It's a phonetic language, meaning the way it's written is the way it's pronounced.
- The biggest differences in English and Spanish include the use of gender agreements and verb conjugation (Spanish is more extensive with six different endings for each tense).
- The Spanish spoken around the world is mutually intelligible but there are regional differences in vocabulary usage, pronunciation, and intonation.
- Just as English has borrowed words like *siesta* and *tortilla* from Spanish, Spanish has also borrowed words from English, such as *las jeans* (*jeans*), *el fútbol* (*football*), and *el hotel* (*hotel*).

References: [BBC](#), [British Council](#), [FluentU](#), [Cognates.org](#)





Need Translation Help?

While it is true that WS/FC Schools' translation needs are great, there are tools available for school personnel who need to contact parents who speak other languages. The broadest resource base, with hundreds of school-based documents in many languages, is TransAct.com. The school system has a contract with this online company, and all WSFCS educators have paid access. Click [HERE](#) to enroll and follow the directions below:

1. From the registration page choose your state, county, and district.
2. Enter your name, position, school, and email address.
3. You will get an email with a pre-generated password you can then change.
4. Use your WSFCS email address as the user name and create a password. From this point on you will only have to sign-in. You do not have to re-register from year to year.
5. Once you have access, click on the **All Documents** button in the left hand corner.
6. Most of the documents you will need are under the **Gen. Ed translations e-library**.
7. You can change the language by clicking on the orange drop down button that says **English**.

Note: Multi-lingual school signage is located under the **School, Office, & Classroom Folder**.

**A language
unknown is
a fortress
sealed.**
-Marcel Proust



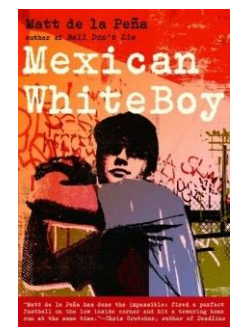
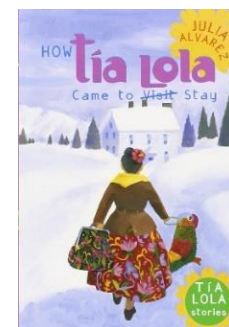
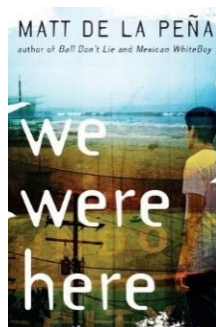
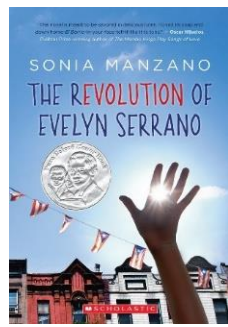
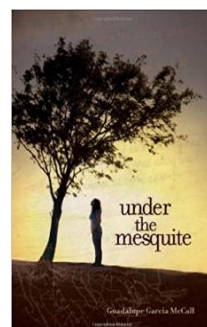
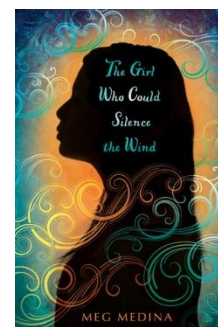
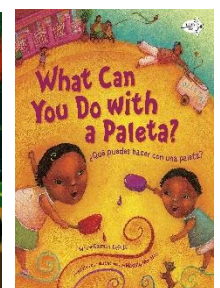
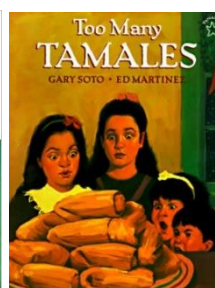
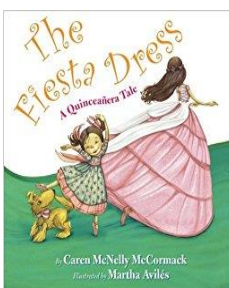
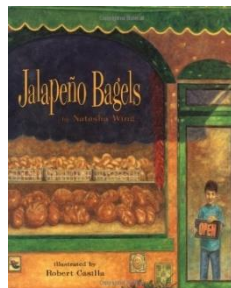
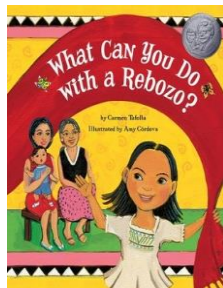
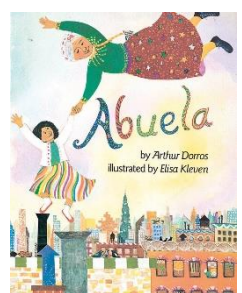
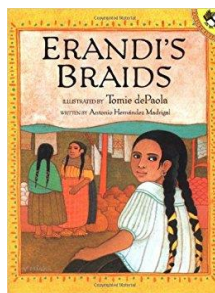
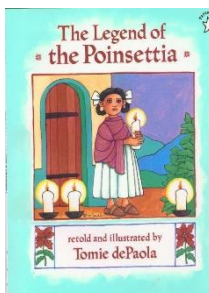
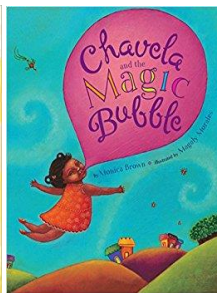
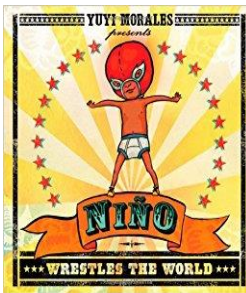
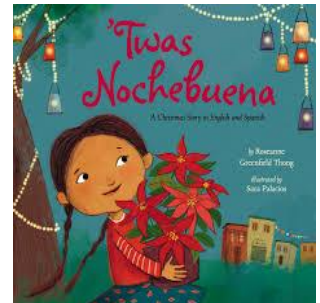
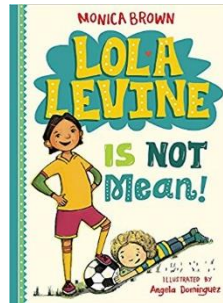
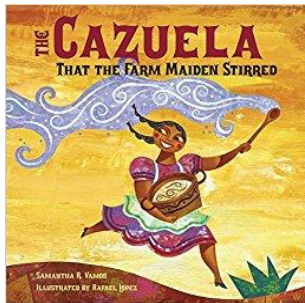
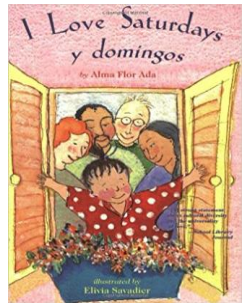
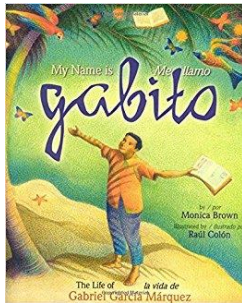
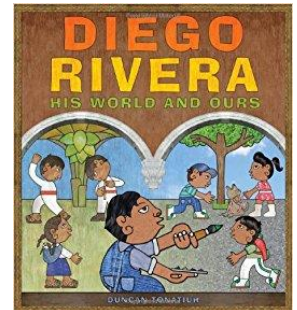
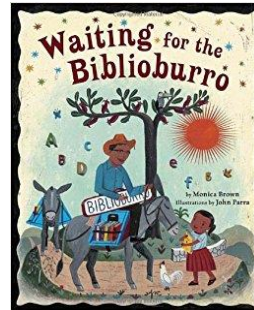
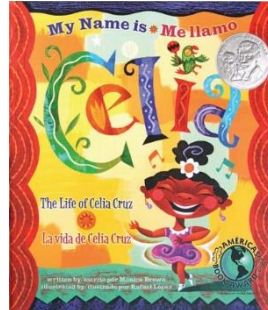
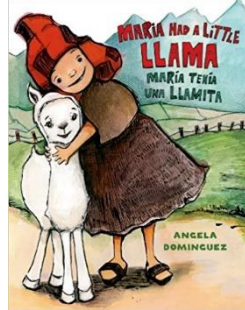
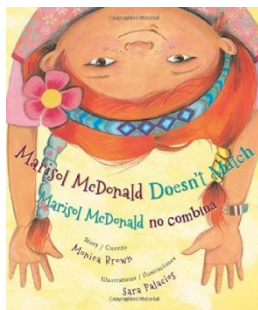
A Word of Caution

If personalization to a document is needed, there are free online translation sites. You will find [Google Translate](#), [SDLFreeTranslation](#), and [Babelfish](#) sites easy to use. Be warned though, the translation you receive is only as good as the input. Think about the vast amount of multiple meaning words in the English language. With free sites, there is no guarantee that your message has been translated as intended. In addition, some programs give you a transliteration, or word-for-word translation, which may not take into account the different word order and syntax of other language. This can result in a message that is garbled and hard to read. In general, with electronic translations, romance languages (Spanish, Italian, French) translate better to English those that are more dissimilar (Arabic, Bengali, Japanese). If you do use these sites, simplify your message (who, what, when, where) and use basic sentences. Avoid idiomatic expressions, multiple meaning words, slang, and figurative language. For newsletters and calendars, use picture support to clarify when you can.

Hispanic Literature

Check out these great titles!

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