

Ch. 5 Metalanguage

Date: _____

Start time: _____

End time: _____

Materials needed: Paper and writing utensils.

Meeting 5		LC Goal #	At the end of your meeting, document your progress:			
			Did not start	Did some	Did most	Met goal
1	Define and exemplify metalanguage					
2	Consider authors' word of caution					
3	Analyze teaching strategies to develop cross-language connections (based on given criteria)					
4	Explore code-switching as an aspect of biligual development					

START HERE

Facilitator: Welcome members to the meeting.

Time Keeper: Start time and ask for agreement on when to stop the meeting. Establish a mechanism (e.g., wave hand, play Oscar music, hold up sign) to signal 5–10 minutes remaining.

Recorder: Write the names of the attendees, noting if individuals have specific roles, such as Facilitator, Time Keeper, and so forth.

Facilitator: Review the Meeting 5 activities and the Learning Community (LC) goals that the group selected during Meeting 1. Ask participants to identify any activities that specifically and directly contribute to the LC goals established in Meeting 1. Add the LC goal number next to the activity(s).

Attendance

Facilitator(s)

Time Keeper

Recorder

Other Participants

Activity 1: Define and Exemplify Metalanguage

Facilitator: Ask participants to consider the following statement from page 67:

[M]etalanguage is thinking and talking about language, and in the case of biliteracy, understanding the relationships between and within languages. It is the language used to talk about language, and its mastery allows students to analyze how language can be leveraged to express meaning.

Ask participants to find a partner and share an example of each of the following:

- When they experienced metalanguage as a learner
- When they used metalanguage as an educator
- When they used metalanguage to come to an understanding (outside of a formal education setting)

Time Keeper: Set a time limit for this pair discussion and a signal for when the group should reconvene.

Facilitator: Invite 3–4 volunteers to share one of the examples; make sure that you have at least one example from each perspective (teacher, learner, outside formal education). Encourage volunteers to explain how the metalanguage talk was initiated, and by whom. For example, it could have been started by a learner asking for an explanation of something he or she heard, a learner making an error that a teacher tries to address, or a breakdown in communication.

Activity 2: Consider Authors' Word of Caution

Facilitator: Ask participants to independently (re)read the paragraph titled “A Word of Caution about Concurrent Translations” (p. 69).

Invite a volunteer to define the term *concurrent translation*. Ask members if they have used or observed this strategy in bilingual classrooms or interactions. Why do they believe it was used in the past? For example, to help a listener understand, to emphasize a point, to provide input in two languages.

Ask the group to paraphrase the authors' objection(s) to the use of this strategy in biliteracy instruction. Then invite participants to respond. Do the authors' views align with what they already knew or believed? Or has the caution provided a new viewpoint? If the latter, what change, if any, do they see making in their future practice? Encourage participants to offer specific examples.

**Activity 3: Analyze Teaching Strategies to Develop Cross-Language Connections
(Based on Given Criteria)**

Recorder: Create the following table in a location (e.g., white board, poster board, projector) visible to all participants:

	Bilingual Books	Cognate Instruction	Strategic Use of Language	Así se dice
Strategic integration into literacy instruction				
Purposeful planning and explicit teaching				
Explicit guidance to promote higher-order thinking				
Focus on group and collaborative projects				
Bidirectional (Spanish to English and English to Spanish)				

Facilitator: Divide participants into four groups and assign each group one of the approaches named across the top of the table created by the Recorder.

Ask each group to provide a brief statement of how its assigned approach meet the criteria listed in the first column of the table. If the group agrees that the answer might be “obvious,” encourage members to provide an example to illustrate rather than a description statement.

As groups agree on their statements, ask volunteers from each group to add them to the table.

Time Keeper: Set a time limit for this activity (including adding statements to the table) and a signal for when the group should reconvene.

Facilitator: Give participants a moment to read the completed table. Then ask volunteers from each group to highlight 1–2 of their statements, explaining why they find it/them to be significant or noteworthy (rather than have the groups read each one of their statements).

Recorder: Prepare to share the table with the group after the meeting.

Activity 4: Explore Code-Switching as an Aspect of Biligual Development

Facilitator: Ask participants to each take a piece of paper and, for one minute, write everything they have heard (or experienced) related to the term “code-switching.” The lists could include what the term means, when code-switching might occur, attitudes toward code-switching, and so forth.

Time Keeper: Set the timer for one minute and let everyone know when to start and stop.

Facilitator: Ask participants to then do the following with their free-writes:

- Underline anything they perceive to be negative.
- Circle anything they perceive to be positive.
- Highlight (or put a square around) anything they perceive to be neutral.

Ask participants to compare their free-writes and markings with a partner. Are there similarities? Differences? Then, have pairs compare these with the authors’ perspectives presented on pages 77–79.

Time Keeper: Set a time limit for this activity and signal for when the group should reconvene.

Facilitator: Ask for volunteers to share what they found and how it might inform their future practices.

WRAP UP

Facilitator: Ask members how much of each activity was achieved and note the results on the chart.

Remind members of the next meeting day/time.

Ensure that the roles of Facilitator, Recorder, and Time Keeper have been established.

Discuss which chapter(s) need to be read before the next meeting

Time Keeper: Note end time.

Facilitator: Thank members for attending the meeting.