

1) Good use of a Quotation/ Partial Quotation:

- * facts for evidence
- * seldom used
- * definitions of discipline-specific terms

Definition: Dual Language Bilingual Program

e.g. According to Alanís and Rodríguez (2008), Dual Language Bilingual Programs involve the use of two languages for classroom instruction and learning in which “Biliteracy is as much an aim as full bilingualism, with literacy being acquired in both languages either simultaneously or with an initial emphasis on native language literacy” (p. 306).

Student Activity: Take the following quotation and define ‘summary’ and ‘synthesis’ using a partial quotation.

“A literature review can be just a simple summary of the sources, but it usually has an organizational pattern and combines both summary and synthesis. A summary is a recap of the important information of the source, but a synthesis is a re-organization, or a reshuffling, of that information” (“Literature Review,” n.d.).

* Taken from The Writing Center University of North Carolina

2) Good use of Paraphrase in a Literature Review:

- * Combine many sources together to support thesis statement (synthesis)
This emphasizes the author's VOICE & guards from possible plagiarism.
What is the author's voice/ and or thesis statement?
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“Dual language bilingual programs address several serious issues facing education in the United States. ELs are no longer segregated for any portion of the school day but are receiving the same core academic curriculum as their English-dominant peers. It is the kind of access ELs have to high-status knowledge and the quality of instructional interactions in dual language programs that defines educational quality and promotes greater equity. This is possible because effective dual language classrooms promote a high degree of student involvement (A.G. Ramirez & Stromquist, 1978; Strong, 1983), contextualize classroom discourse (Wong Fillmore & Valadez, 1986), and value students' cultural and linguistic backgrounds (García, 2005). This situation empowers native Spanish and native English speakers by promoting native Spanish and English language development as well as academic progress, and it nurtures a strong sense of self-identity” (Christian, 1999; Thomas & Collier, 1999).

3) Good use of Synthesis/ Paraphrase in conclusion:

“It appears that the dual language program’s use of Spanish did not retard or impede children’s acquisition of English or their English academic achievement” (Alanís & Rodríguez, 2010, p. 311).

“Overall, these results for generally low SES Hispanic students support findings in the literature on dual language programs that students in these programs- whether initially EP or ELL- outperform their peers in mainstream classes on tests in English” (Lindholm-Leary & Block, 2010, p. 57.)

Take the information from the two sources and put your *voice* within it:

My Voice: I want to show how dual language Programs are effective...

e.g. There is overwhelming evidence from the literature examined that students in the Dual Bilingual Programs studied do not harm students’ English acquisition (Alanís & Rodríguez, 2010, ~~211~~) but rather, many actually outperforming their peers in mainstream classes on tests in English (Lindholm-Leary & Block, 2010, ~~57~~).

Student Activity: Take the following quotations and integrate them into a paraphrase or partial quotation that *voices* the following: *There are crucial factors that create a successful Bilingual Language Program.*

“Findings indicate that pedagogical equity, qualified bilingual teachers, active parent-home collaboration, and knowledgeable leadership contributed to the program’s success” (Alanís & Rodríguez, 2008, p.305).

“In fact, Howard et al. (2007) provide a set of guiding principles for developing high-quality dual language programs, with the principles oriented around program structure, curriculum, instruction, staff quality, and professional development, family and community, support and resources, and assessment and accountability” (Lindholm-Leary & Block, 2010, p. 43).
