

This case study examined the biliteracy practices at a private middle-upper class bilingual school in Mexico. Two main objectives were to compare the differences and similarities between literacy instruction in the Spanish and English classroom and the strategies students applied during literacy activities. Data were collected through classroom observation, teacher, student and parent interviews, document analysis of students' literacy work and school documents, photographs and video footage of literacy instruction.

The results reflected that literacy instruction in the Spanish and English classrooms were different and that students tended to use the teacher-taught strategies in the classroom. The study also revealed that students were not always able to transfer literacy skills interchangeable from their L1 and their L2 due to differences in the Spanish and English classrooms' curriculum.