



Dual Language

Immersion Program



GIVE YOUR CHILD THE SUPERPOWER OF BILINGUALISM
DELE A SU HIJO EL PODER DEL BILINGUISMO

What is a Dual Language Program?

Dual language is an educational program in which students are taught literacy and content in two languages.



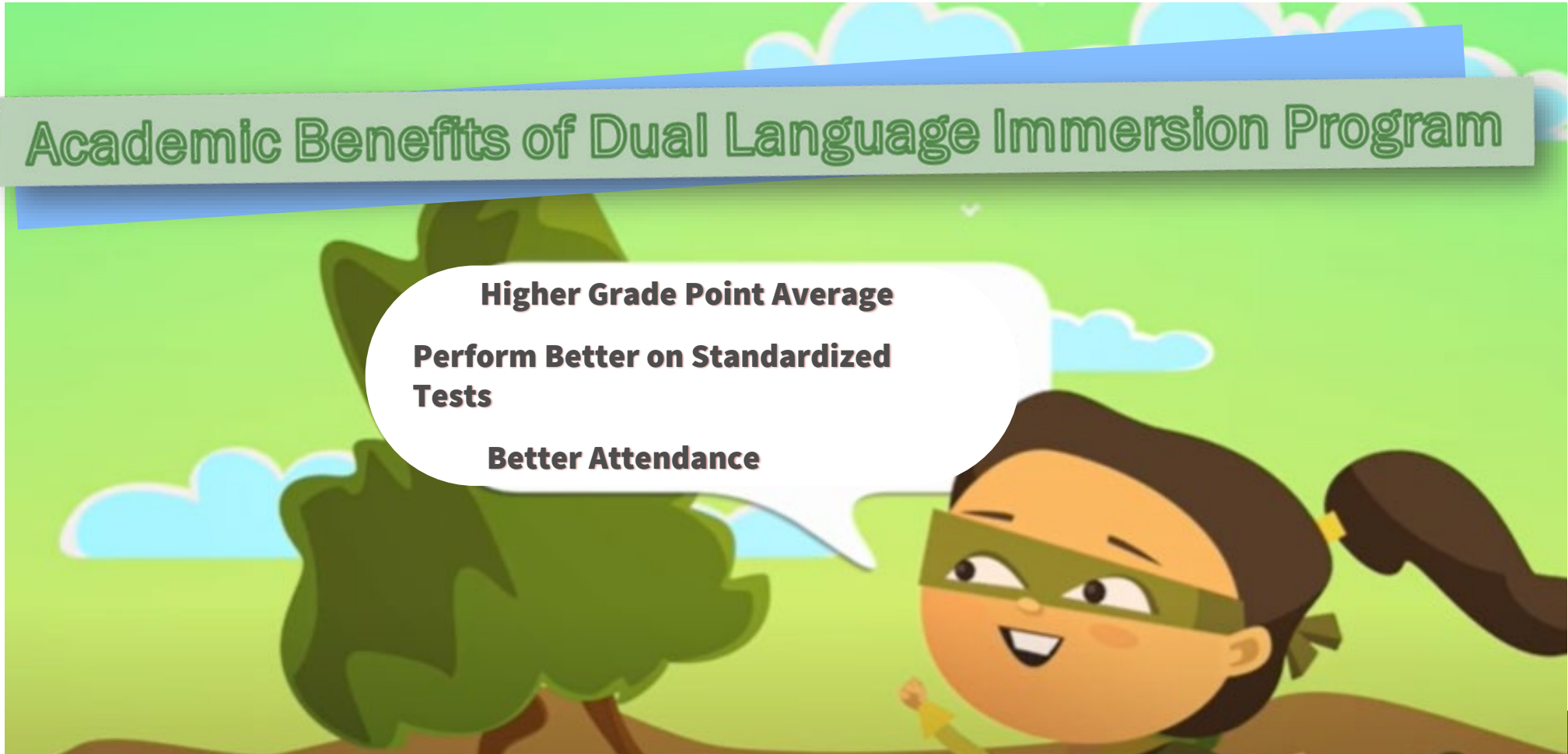
Benefits

John Rosales. "Dual Language Immersion Programs Boost Student Success." neaToday, 16 November 2018

Academic Benefits of Dual Language Immersion Program

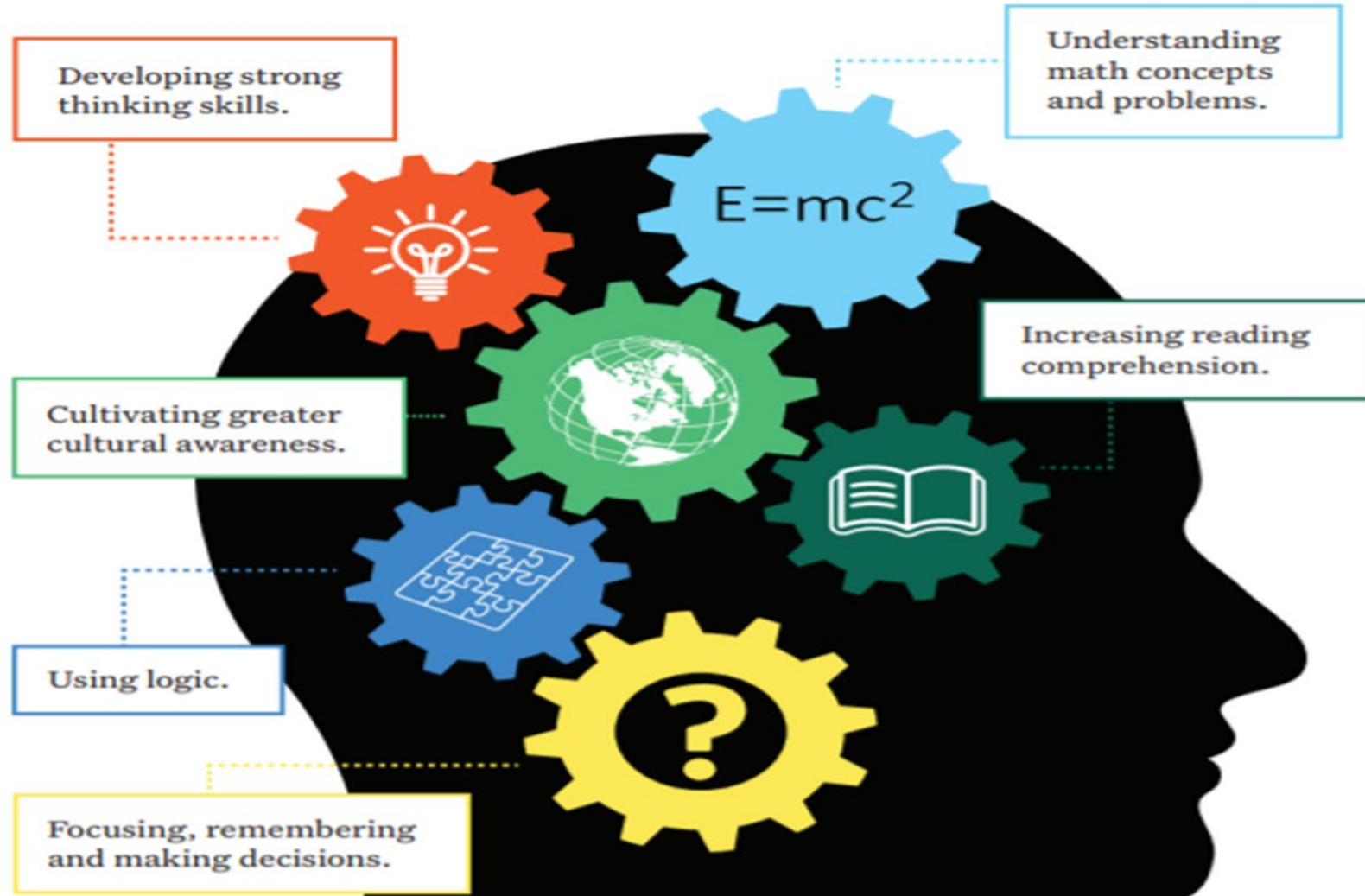
Higher Grade Point Average
Perform Better on Standardized Tests

Better Attendance



Benefits

Cognitive Benefits



Benefits

<https://www.childtrends.org/blog/dual-language-learners-and-social-emotional-development-understanding-the-benefits-for-young-children>

Social Emotional Benefits

- ❖ **Increased motivation**
- ❖ **Decrease in discipline rates.**

Economic Benefits

Making Languages Our Business: Addressing Foreign Language Demand Among U.S. Employers. 2019, American Council on the Teaching of Foreign Languages.

What Foreign Languages Mean for U.S. Employers

9 out of 10 
rely on employees with
language skills other than English

56% 
say their foreign language demand
will increase in the next five years

Most In-Demand Foreign Languages Reported by U.S. Employers



The Foreign Language Skills Gap*

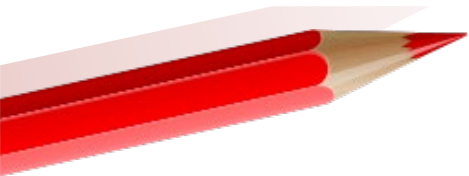
 **1 in 3**
foreign language-dependent U.S.
employers reports a **language skills gap**



 **1 in 4**
U.S. employers lost business due to
a **lack of foreign language skills**

**A foreign language skills gap occurs
when an employer has foreign language
needs that are not currently met by its
employees.*



Language Learning Vs. Language Acquisition

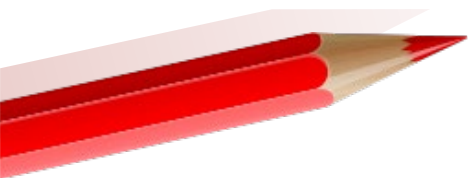


 LEARNING	 ACQUISITION
Artificial	Natural
Technical	Personal
Priority on the written language	Priority on the spoken language
Formal teaching	Meaningful interaction
Theory (language analysis)	Practice (language in use)
Deductive teaching (rule-driven; top-down)	Inductive coaching (rule-discovery; bottom-up)
Conscious	Subconscious
Preset syllabus	Learner-centered activities with room for improvisation
Translation and use of L1 included	No translation; no L1
Activities ABOUT the language	Activities IN the language
Focus on form	Focus on communication
Produces knowledge	Produces an ability

Stages of Language Acquisition



Stages	Length of Stage	Productive Language/Behavior
1	0-6 months	Non-verbal Draw Point Gesture Nod
2	6 months-1 year	Short Utterances 1-2 Word Responses
3	1-3 years	Many errors in simple sentence structures
4	3-5 years	Complex Sentences

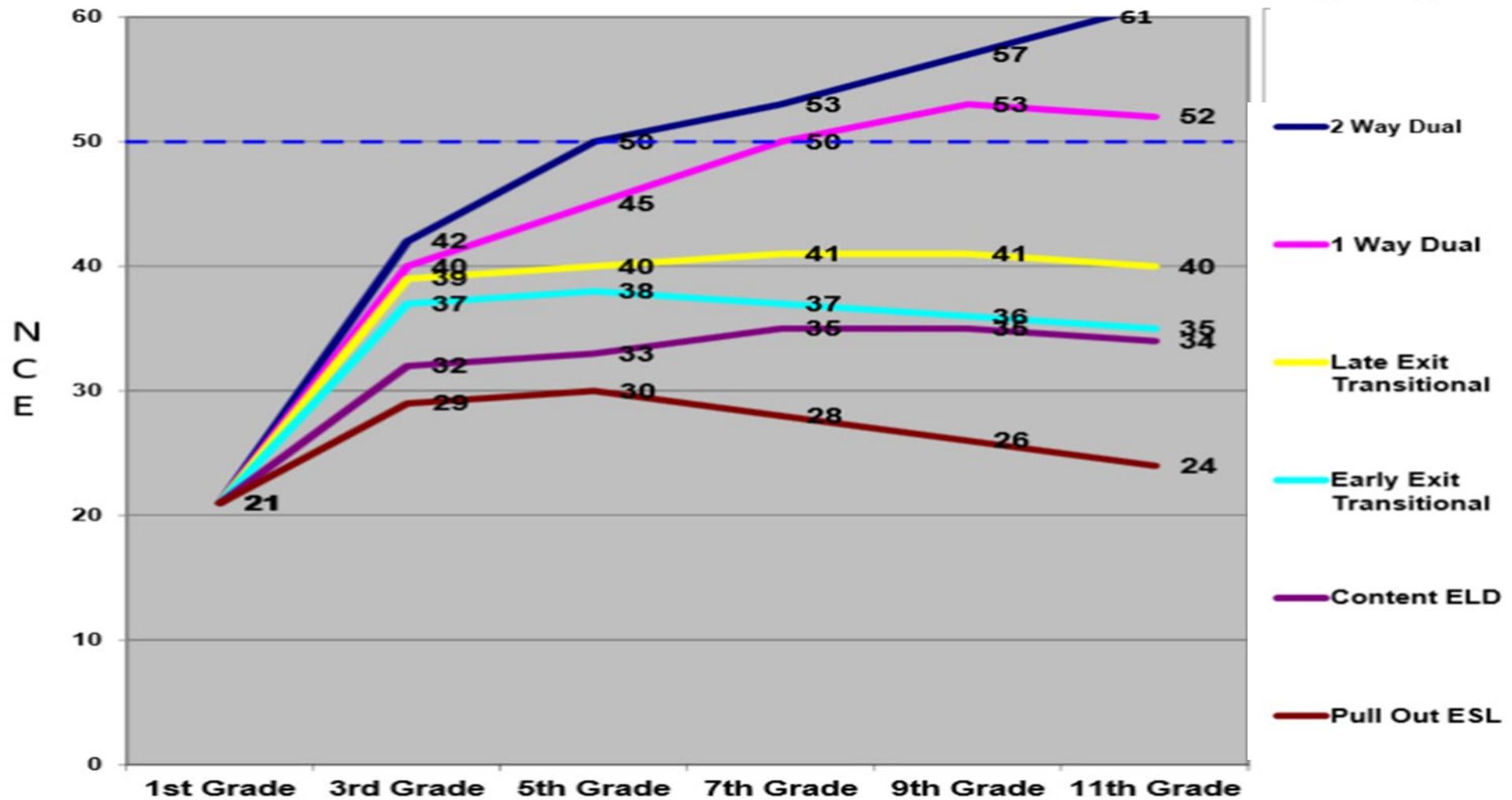


Krashen and
Terrell, 1983

National Longitudinal Data

W. Thomas y V. Collier, 2001-2009

English Learners' Long-Term Achievement by Program Model



2021-22 Data Snapshot

Wetherbee Elementary Orange County Schools

Students in a Dual Language Program typically achieve the same or higher assessment results than their monolingual peers.

2020-2021 i-Ready Reading Kindergarten									2020-2021 i-Ready Reading First Grade								
District	School	TWDL	District	School	TWDL	District	School	TWDL	District	School	TWDL	District	School	TWDL	District	School	TWDL
BOY	BOY	BOY	MOY	MOY	MOY	EOY	EOY	EOY	BOY	BOY	BOY	MOY	MOY	MOY	EOY	EOY	EOY
50%	65%	79%	73%	93%	94%	85%	96%	97%	34%	53%	73%	46%	58%	79%	60%	74%	85%

2020-2021 i-Ready Reading Second Grade								
District	School	TWDL	District	School	TWDL	District	School	TWDL
BOY	BOY	BOY	MOY	MOY	MOY	EOY	EOY	EOY
34%	43%	62%	48%	48%	72%	58%	59%	79%

2021-2022 Data Snapshot

Students in a Dual Language Program typically achieve the same or higher assessment results than their monolingual peers.

2020-2021 i-Ready Reading Third Grade								
<u>District</u>	<u>School</u>	TWDL	<u>District</u>	<u>School</u>	TWDL	<u>District</u>	<u>School</u>	TWDL
BOY	BOY	BOY	MOY	MOY	MOY	EOY	EOY	EOY
49%	63%	81%	60%	69%	81%	67%	86%	94%

2020-2021 Third Grade FSA

<u>District</u>	<u>School</u>	TWDL
ELA	ELA	ELA
55%	69%	91%

Wetherbee Elementary
Orange County Schools

Data Snapshot

2018-2019 FSA-English Language Arts Gulfstream Academy of Hallandale Beach

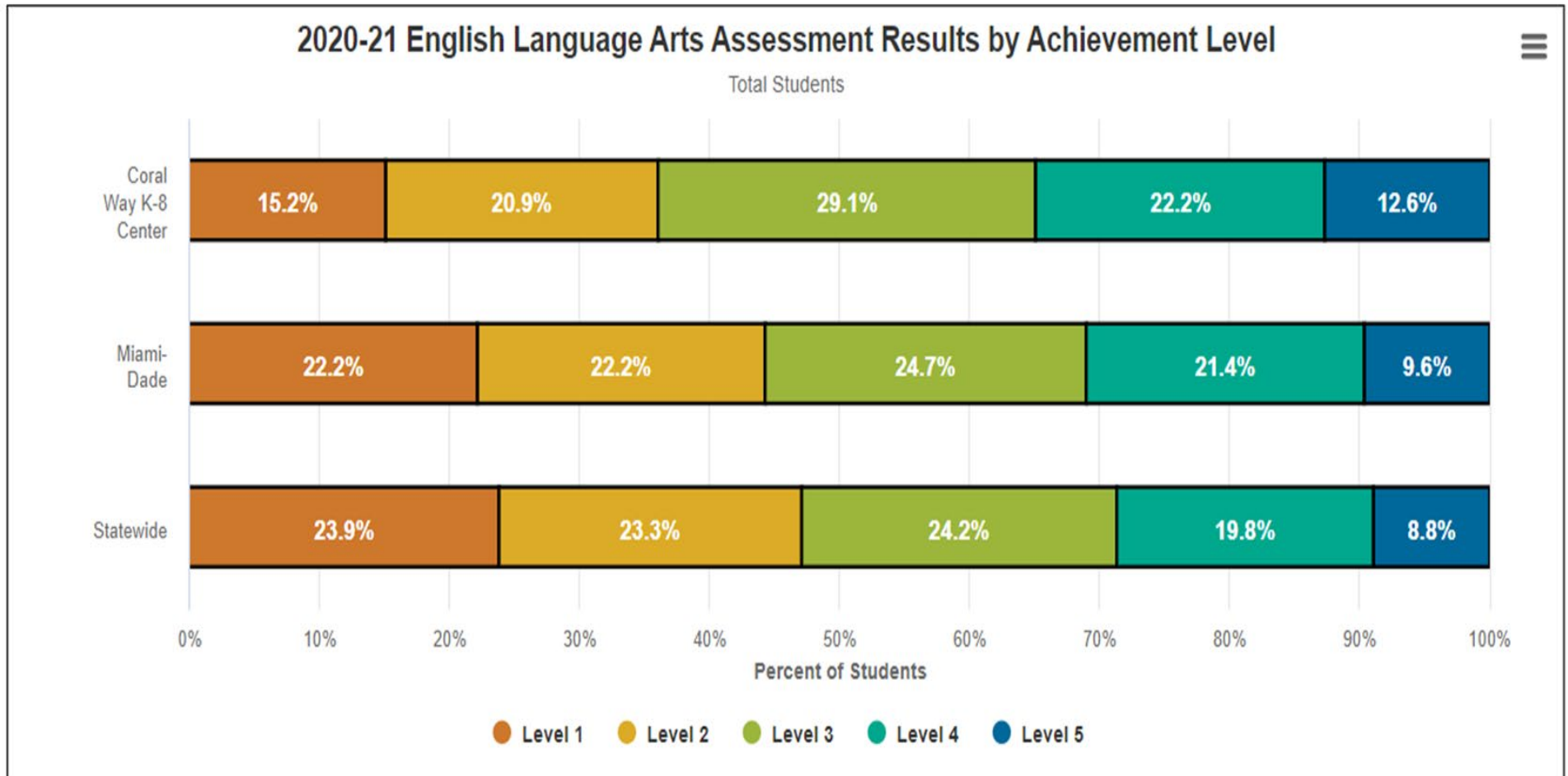
Broward County Dual Language Data

Dual Language Status	Grade	Achievement Level					Total	Number Proficient*	Percent Proficient*	
		1	2	3	4	5				
Dual Language	03	1	4	12	12	5	34	29	85.3%	+45
Non-Dual Language	03	38	33	40	7	1	119	48	40.3%	
Total	03	39	37	52	19	6	153	77	50.3%	
Dual Language	04	0	0	2	8	5	15	15	100.0%	+61.7
Non-Dual Language	04	48	44	29	21	7	149	57	38.3%	
Total	04	48	44	31	29	12	164	72	43.9%	
Dual Language	05	0	1	15	19	10	45	44	97.8%	+65.4
Non-Dual Language	05	48	52	34	11	3	148	48	32.4%	
Total	05	48	53	49	30	13	193	92	47.7%	
Dual Language	All	1	5	29	39	20	94	88	93.6%	+56.8
Non-Dual Language	All	134	129	103	39	11	416	153	36.8%	
Total	All	135	134	132	78	31	510	241	47.3%	

Data Snapshot


2020-2021 FSA-English Language Arts Coral Way K-8 Center

Miami-Dade
County
Dual
Language
Data





Dual Language Classrooms



Holly Hill School will have a 50/50 English/Spanish VPK Dual Language Immersion Program and Spirit Elementary will have both a VPK and Kindergarten program to develop bilingual, biliterate and bi-cultural students.

Native English-speaking students and native Spanish-speakers will study together, beginning in VPK or kindergarten.

Parents and students will need to make a commitment to the program through 5th grade.

Parent Orientation Meetings



There will be parent information meetings:

- ❖ Spirit Elementary - tomorrow at 5:00 p.m. in the school cafeteria
- ❖ Holly Hill School – Thursday at 8:00 a.m. and 5:30 p.m. in the school media center

VPK Registration



STEPS

1. Parent application is completed and turned in.
2. VPK Office reviews application.
3. VPK office communicates with the family via email to inform of next steps.

**Give your child a
Super Power!**

**Join the VPK or
Kindergarten Dual
Language Program!**

**The first 15 students to
register will be
guaranteed a spot!
Space is limited!**



To learn a new language is to open another window from which to see the world!





For additional information call:

Gianna Acevedo Alamo, Coordinator
Extension 23070

Sylvia Garcia-Wolff, Elementary Specialist
Extension 23063

Ines Ramos-Feliciano, Resource Teacher
Extension 23021



Thank You

Gracias

Questions

