

Dual Language Education

MERCEDES MICHAEL

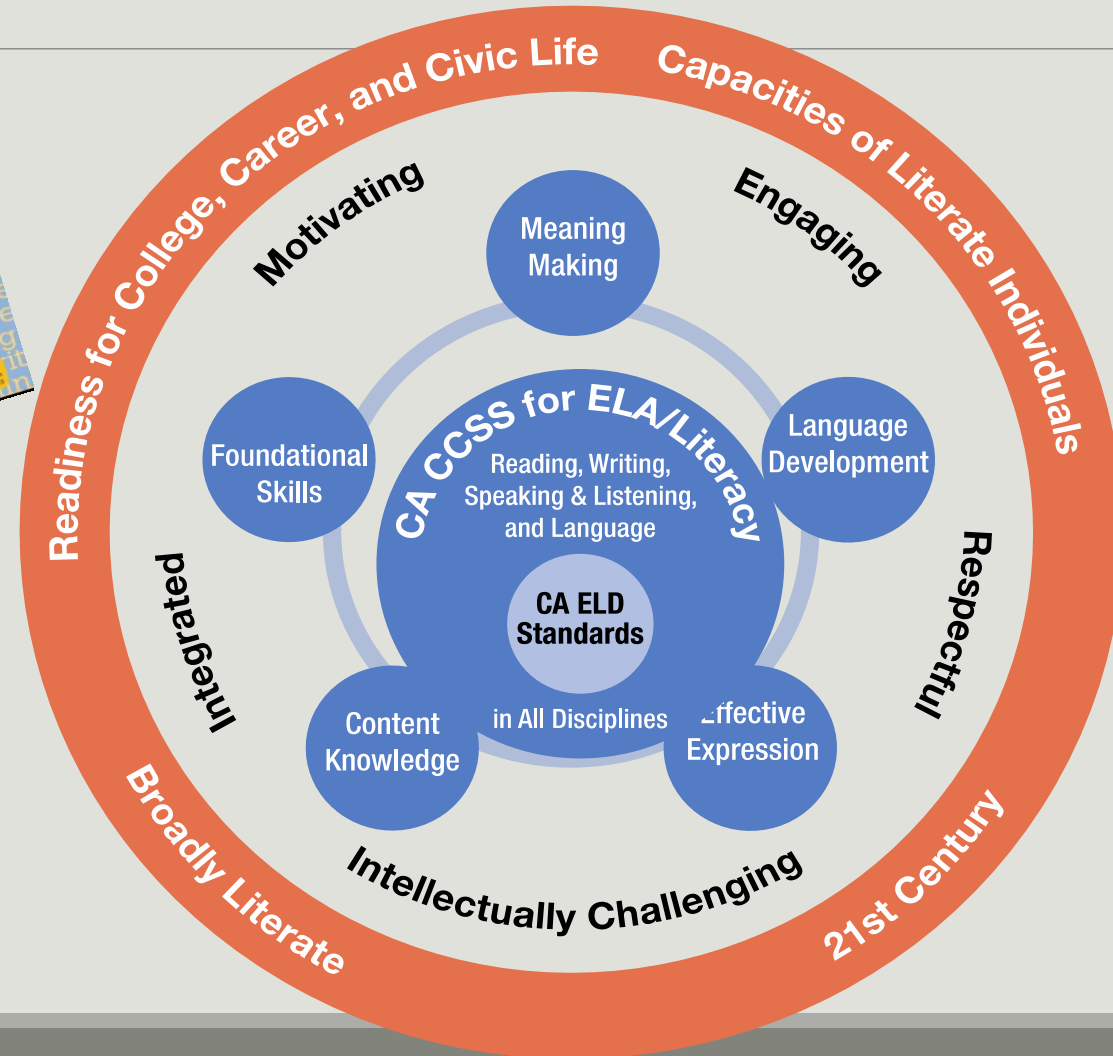
DISTRICT PROGRAM SPECIALIST ENGLISH LEARNER PROGRAMS AND MIGRANT
EDUCATION, HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT

Why is a dual language program important to you?

Make a mental image or find one on your phone that symbolizes why your child is in a dual language program.



ELA/ELD Literacy Framework Circles of Implementation



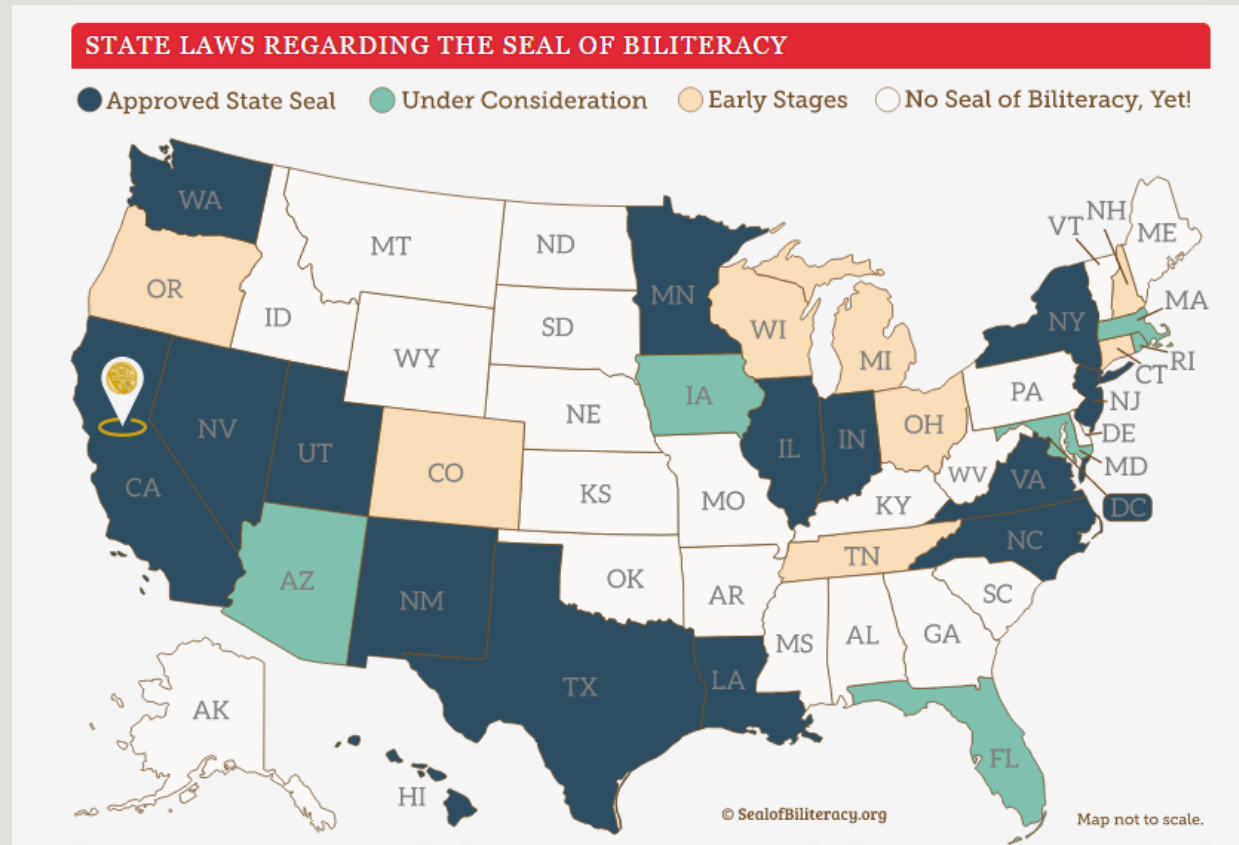


ELA/ELD Framework

Fluency in a second language helps our students be well-prepared to compete in a global marketplace. The gold seal on their high school diploma recognizes and celebrates a second language as an asset not just for themselves, but for our state, nation, and world.

T. Torlakson, State Superintendent of Public Instruction
<http://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>

Seal of Biliteracy in the USA



Purposes for the Seal of Biliteracy



To encourage students to study languages

To certify attainment of biliteracy skills

To recognize the value of language diversity

To provide employers with a method of identifying people with language and biliteracy skills

To provide universities with a method to recognize and give credit to applicants for attainment of high level skills in multiple languages

To prepare students with 21st century skills that will benefit them in the labor market and the global society

To strengthen intergroup relationships and honor the multiple cultures and languages in a community.

ABOUT DUAL IMMERSION

Dual Immersion, or Two Way Bilingual Immersion, teaches school subjects in both English and a target language. Language learning is immersive, occurring while students learn math, social studies, and more. Students negotiate meaning further through interaction with their peers in a class made up of native speakers of both languages

More than 40 years of research consistently documents the power of “additive bilingual” programs to help students attain high levels of second-language proficiency. No other type of instruction is as successful, and young children thrive in this type of instructional environment.

For English-speaking students, research shows that a second language is best developed through early and full immersion in that language (Genesee, 1985). For non-native speakers, English is best acquired when academic proficiency in their first language is firmly established (Hakuta & Gould, 1987) serving as a base to add on their English academic skills. For both types of students, Dual Immersion is a great choice!

Children generally perform at or above their non-immersion peers on standardized tests administered in English. They become biliterate, meaning they can read, write, and communicate in both languages. Students learn from teachers and from each other, and share not only academics, but language, culture and friendship.

Dual Immersion started in the US in 1963 with a group of Cuban citizens in Florida. What began as an English Learning program has blossomed into an enrichment program for all students, where the final outcome is bilingualism, high level of literacy in two languages or more, and improved academic achievement.

Other benefits of Dual Immersion Education include the following:

Additive bilingualism: Students gain a new language and maintain their native language.

High academic achievement: Students in Dual Immersion programs perform at or above other seventh-grade classes on standardized tests in Math, Science, and Social Studies. (1996, Collier Thomas Study).

Students will qualify for the Seal of Biliteracy on their High School Diploma through an application process.

More job opportunities in many careers.

Effective Features of Dual Language Education Programs: A Review of Research and Best Practices

Assessment and Accountability

Curriculum

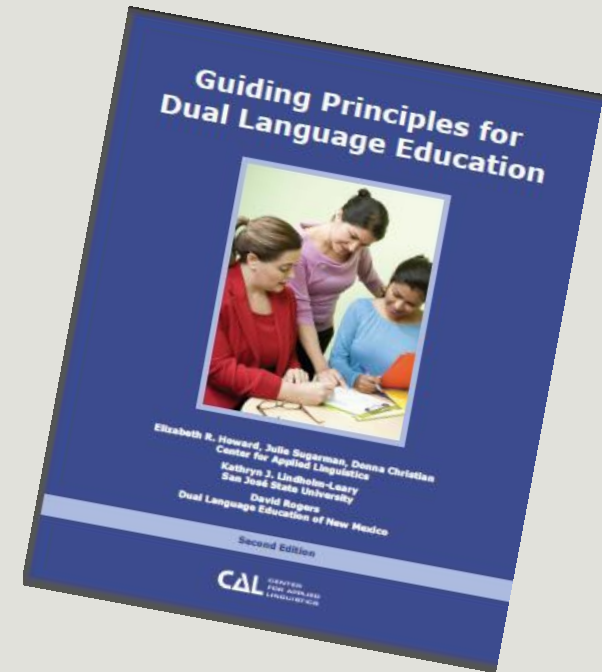
Instruction

Staff Quality and Professional Development

Program Structure

Family and Community

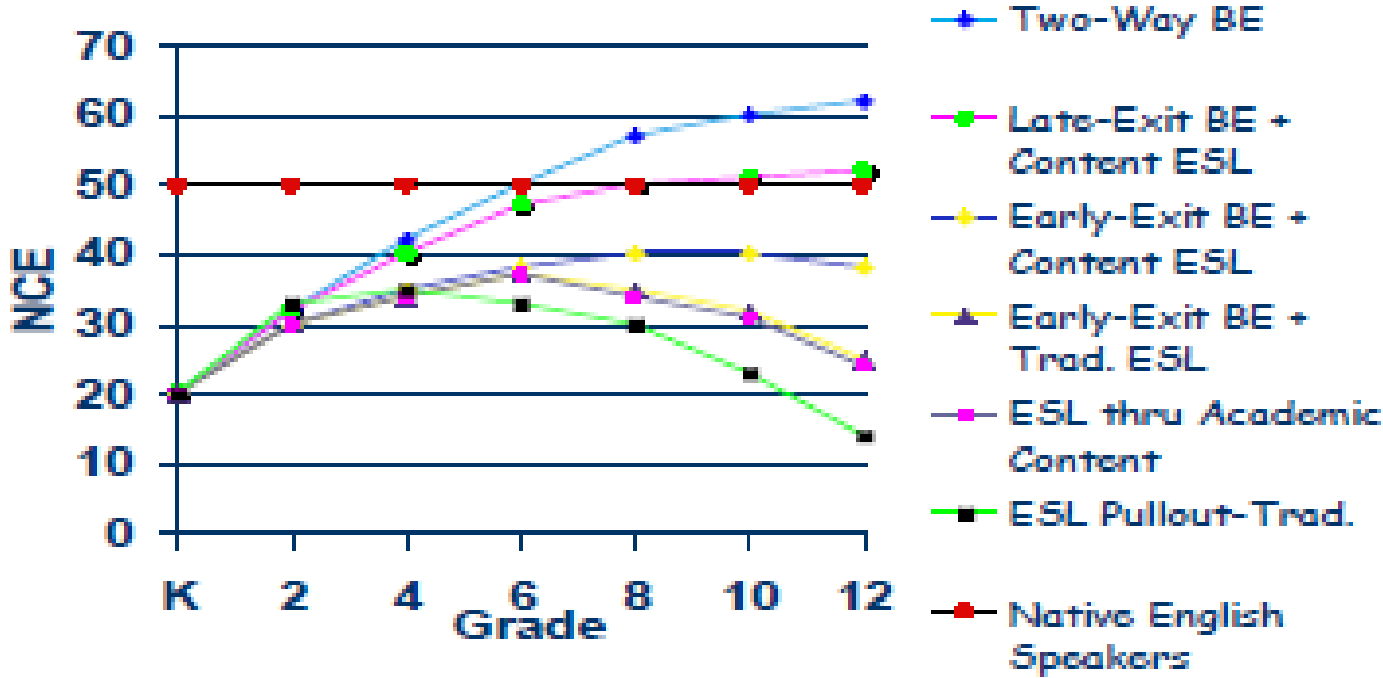
Support and Resources



English Learners Long Term K-12 Achievement on Standardized Tests in English Reading Compared Across Seven Program Models

(Thomas and Collier, 2000)

Table 1: English Learners Long Term K-12 Achievement on Standardized Tests in English Reading Compared Across Seven Program Models (Thomas & Collier, 2000)



Multiple Measures

Effective schools use assessment measures aligned with the school's vision and goals and with appropriate curriculum and related standards (Lindholm-Leary & Molina, 2000)

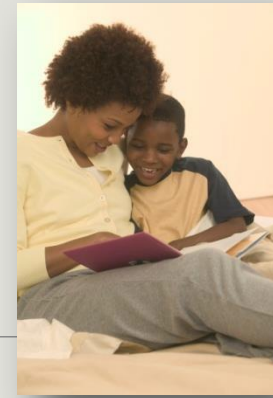
Dual language programs require the use of multiple measures in both languages to assess students' progress toward meeting bilingual and biliteracy goals along with the curricular and content-related goals (Montecel & Cortez, 2002).

Studies show that it is important to disaggregate the data to identify and solve issues of curriculum, assessment, and instructional alignment (Corallo & McDonald, 2002; Lindholm-Leary, 2001; Department of Education, 1998; WestEd, 2000).

It is important to analyze and interpret assessment data in scientifically rigorous ways to achieve program accountability and improvement.

How Can You Help?

Support Your Home Language



- Read to your child in your strongest language to encourage development of the home language and to model fluent reading.
 - Literacy in a native language is an advantage when one is learning to read in a second language.
 - Multilingual Children's Association says, "Frequent book reading leads to more advanced language skills." It does not matter which language the books are read in.
 - Talk about the books with your child. Talk about the characters, plot, and what they liked or didn't like. Encourage conversation in the home language.

**Angelina Sáenz, M.Ed., lead teacher for the Aldama Elementary Dual Language Program in LAUSD*

Positive Attitude & Perseverance

- Be positive about the language and encourage the student during difficult times to persevere.
 - Show enthusiasm for learning and the language. Have a positive attitude about the language class.
 - Children who do well in language programs are those who have learned to continue with a task even though it is difficult. Parents can model this behavior and help children learn how to continue and persevere.

Perseverance: If at first you don't succeed, try, try again.





Follow-up at Home

- Encourage the child by following up with homework, class work, and providing time and materials for the work.
 - Ask questions about the homework so the child explains about the assignments in his/her first language.
 - Check the child's backpack each day. Watch for newsletters or other ways the teacher communicate with parents.
 - Provide a quiet space and ample time to do homework. When possible provide dictionaries in both languages.
 - Set up "homework buddies" for the language class. When your child may not understand an assignment, you can contact this child for help. If many students are confused, communicate with the teacher. Remember homework should be skills that were taught in class and should be able to be completed independently.



Encourage Use of the Language



- Interact with native speakers.
- Attend cultural events.
- Check out books in the language from the local library. Request additional books from library staff or donate a book on your child's birthday to the library.
- Allow your child to visit parent-screened web sites in the target language.
- Watch your student's favorite DVD with the target language audio track and subtitles turned on.
- View or participate in music and dancing reflective of the countries who speak the target language.
- Explore topics of interest to the child in countries that speak the language. (For example: athletic teams, dancers, instrumentalists, artists, singers, historical events, etc.)

Strengthen the Home-School Connection

- Volunteer in the classroom or to help teachers by doing tasks at home.
- Share with students aspects of the culture. (i.e. dance, art, food, music, etc.)
- Set up or participate in dual language family social gatherings.
- Contribute to the school newsletter items regarding dual language immersion.
- Serve as chaperones for class field trips and other school events.
- Become involved with the school community council.



Home & School
Connection





ELA/ELD Framework

In the pursuit of a biliterate and multiliterate citizenry, California has the opportunity to build on the linguistic assets that our English learners bring to public schools while also supporting the acquisition of biliteracy and multiliteracy in students whose home language is English. This goal is a necessary component of a world-class education and will contribute to California's continued leadership in the nation and the world.

T. Torlakson, State Superintendent of Public Instruction
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