

# Dual Language Parent Information

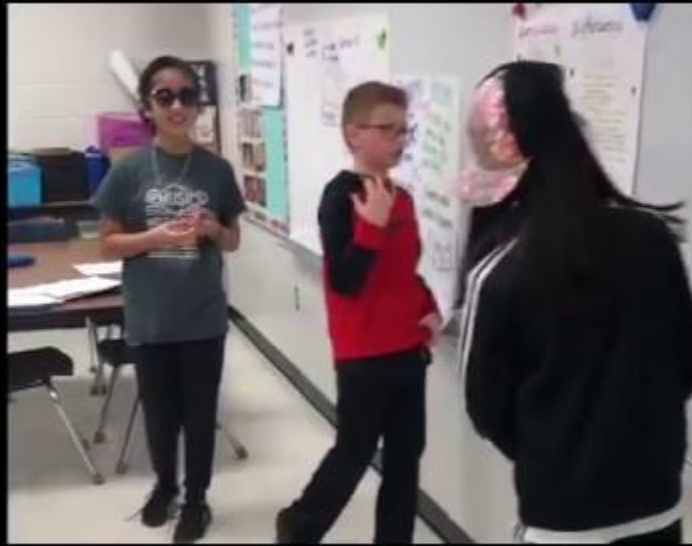


YORKVILLE

DUAL LANGUAGE

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# Dual Language Video



# What is a Dual Language Program?

One type of **English Learner** program that serves students in *English and Spanish*; and includes students who are already proficient in English and want to learn Spanish.

- Monolingual English-speaking students integrated with Spanish-speaking students in the same classroom
  - Academic instruction presented in both languages at specific times during the program
  - The curriculum is the same as in the Y115 General Ed classes with an emphasis on science and social studies integration into literacy
  - The program is a K-8 program
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- Develop high levels of proficiency in Spanish and English
- Achieve grade level **academic** performance in Spanish and English\*
- Take advantage of the optimal window of learning a second language during primary years
- Give students an upper edge in high school, college, and the workplace of a global economy with the Seal of Biliteracy

# Goals of Dual Language

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\* <http://www.cal.org/twi/FAQ/faq5.htm>

- Develop bilingualism, biliteracy, and biculturalism
- Develop skills in collaboration and interdependence as all students are both first and second language learners
- Develop positive cross-cultural attitudes and behaviors

# Goals of Dual Language

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- Students access multiple lenses through which to negotiate meaning for learning and creating



- Language learners show greater cognitive flexibility, better problem-solving and higher order thinking skills

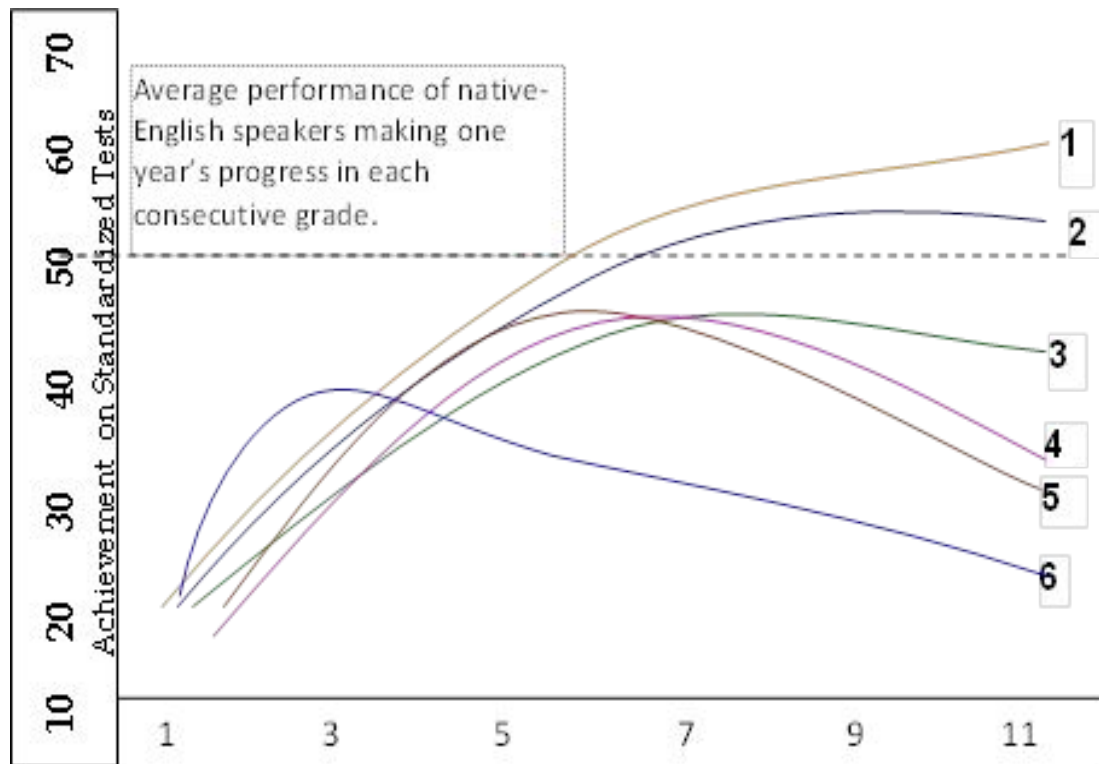
- People who are competent in more than one language consistently outscore monolinguals on tests of verbal and nonverbal intelligence

- Research indicates that knowing two languages may help stave off age-related mental decline

# Why Bilingualism?

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## General Pattern of K-12 Language Minority Student Achievement on Standardized Tests in English Reading Compared Across Six Program Models



1	Dual Language two-way
2	Late-Exit Bilingual or Dual Language one-way
3	<b>Early-Exit Bilingual</b>
4	Part-time Bilingual + ESL Pullout
5	ESL Pullout Academic Content
6	ESL Pullout Basic Language only

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Data was aggregated from a series of 3-7 year longitudinal studies of records of more than two million students from well-implemented, mature programs in US schools.

## Student Achievement across Six Program Models

Grade	Spanish	English
K	90%	10%
1st	80%	20%
2nd	70%	30%
3rd	60%	40%
4th-6th	50%	50%
7th-8th	35%	65%

- Literacy is taught in Spanish and English
  - Science is in Spanish and social studies is in English
- Math is taught in Spanish K-3
- All subjects are bridged and extended into the other language

# Language Allocation

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- Simultaneous biliteracy
- Non-negotiables for effective DL programs\*:
  - A minimum of 50% to a maximum of 90% of daily instruction in Spanish
  - Offered at least K-6th grade, with K-12 encouraged
  - Program and curriculum decisions must be based on research for EL students

- Students progress from listening, then to speaking, then to reading and writing
- Silent period from weeks to months is normal
- 4 – 10 years to reach advanced stages of bilingualism

## Stages of Language Acquisition



Student achievement on standardized tests may not show equal gains compared to monolingual English students in the first years

- Due to *standardized tests only in English!*
- Long-term nature of acquiring bilingualism

Research shows DL students surpass English-Only students by middle school

Students remain together through sixth grade –

- There will be opportunities for interacting with other classrooms for school activities, field trips, specials and lunch-recess.

**Helping students succeed**

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## How parents can help with homework -

- Reinforcing Big Ideas at home
- Reading 20-30 minutes a night in *your* home language
- Discussing daily what students are learning in the classroom

Dual Language Kinder Jump Start will be planned to familiarize students with new language

## Bilingual Parent Advisory Committee Plans –

- Support group for families
- Dual Language family events

# Helping students succeed

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- Understand it is a long-term commitment – If starting in kinder, students should remain in the program until at least until 3rd grade; although continuing through 8<sup>th</sup> grade strongly recommended
- Develop an understanding of dual language education and encourage the use of the target language outside of school
- Show an interest in and value other cultures and languages
- Enjoy the challenges and celebrate the results
- Attend BPAC meetings and events

# Family Commitment

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- Identified English Learners whose home language is other than English who qualify due to their specific level of English proficiency
- Kinder siblings of students currently in Dual Language
- An English dominant student can enter the program up to 1<sup>st</sup> grade after consulting with program coordinator - *space permitting*
- Previous Dual Language student who transfers into the district or any student who transfers in and has Spanish literacy and oral proficiency skills, depending what grade levels DL is offered
- Students with special needs of either language will be considered on a student by student basis

## **Selection Criteria**

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- Turn in an Application & Commitment form by **Friday, April 23rd**
- Review of Applicants:
  - If there are more candidates than available seats, a lottery will be held from qualifying candidates, students may be put on waiting list
- A phone call will be made to selected and non-selected candidates the second week in May

## **Selection Process**

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Now we will share the links to the application in the Chat. Click to open. Download, fill out, and bring or mail the application to the address indicated on the form.

There will be printed copies available at each elementary school immediately as well, in English and Spanish.

# Solicitudes

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*Want to contact other parents with kids in the Dual Language Program?*

Theron Garcia, BPAC President  
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Administrator Contact Information

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