BENEFITS

COGNITIVE BENEFITS:

¨ Higher levels of critical thinking and problem solving skills
¨ Higher flexible thinking skills and enhanced creativity
¨ Increased ability to concentrate

ACADEMIC BENEFITS:

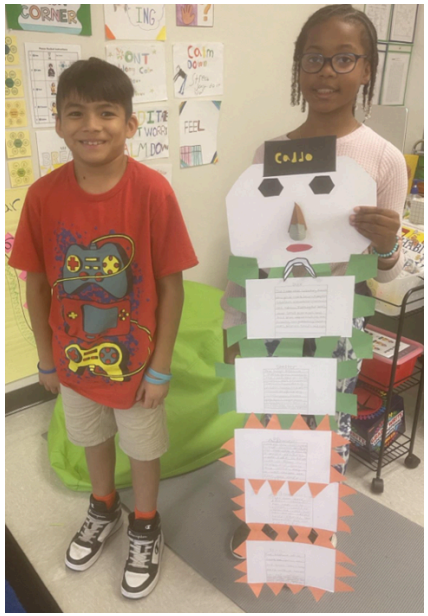
¨ Higher academic achievement
¨ Higher levels of second language proficiency
¨ Higher results on state and standardized tests

SOCIAL BENEFITS:

¨ Greater understanding of other cultures
¨ Greater acceptance of others
¨ Greater appreciation of personal heritage

OTHER BENEFITS:

¨ Increased opportunity and ability to fulfill language requirements for high school and college
¨ Increased employment opportunities



What is the Dual Language Program?

The dual language program is both an additive bilingual program for Spanish-speaking students and a foreign language immersion program for English-speaking students. In dual language classrooms, a combination of native Spanish speakers and native English speakers are taught together in an effort to develop full bilingualism and biliteracy for both groups of students.

In the early grades (K-2) all students receive instruction in language arts and content subjects primarily in Spanish with a grade-specific amount of instruction in English language development daily. English instruction is increased through the grade levels. By third grade instruction is presented in a 50% Spanish—50% English format. All students learn to listen, speak, read, and write in both languages.



"Learning another language is not only learning different words for the same things, but learning another way to think about things."
Flora Lewis

CONDIT

Dual Language Program



One more window from which to look at the world!

¡Una ventana más para ver el mundo!

BILINGUAL - BILITERATE - BICULTURAL

How do children learn a second language?

Students develop proficiency in the second language by building on the primary language's skills and by hearing and using the second language to learn the school subjects rather than by studying the language itself. The students use both languages to process and respond to information. However, the teacher keeps the languages of instruction separate. For example, the teachers let the students use their language of choice in cooperative group activities, but they require the final product to be in the language of instruction. In addition, the teacher makes patterns and analogies across languages explicit through cross-linguistic connections.

Instruction is provided using sheltered instruction strategies such as: body language, visuals, real objects, color-coding, sentence stems, and structured conversations. These strategies are presented in the context of songs, rhymes and dramatization.

Another important strategy is the lesson structure of preview, view and review. The lesson or "view" is in the language of instruction. Vocabulary and main points are presented in the opposite language during "preview and review" before and after the lesson.



What can be expected according to research?

· The stronger the development in the native language, the greater the proficiency in the second language.

· While instruction is extensive in Spanish, English skills may lag temporarily. After a year or two of instruction in English, this discrepancy disappears.

· Code-switching or alternating between two languages in the same conversation is not a sign of confusion, but a sign of linguistic and cognitive control.

· Bilingual children develop separate linguistic systems allowing them to learn a new language without interfering with the development of the first one.

· After 2-3 years, students demonstrate fluency and confidence using the immersion language; and their listening and reading skills are comparable to those of native speakers the same age.

· It takes 5-7 years to achieve grade-level curricular mastery in the second language.

· Students in dual language programs outperform students taught in one language on all measures on norm-referenced tests. (Collier and Thomas, 2001)

· Immersion students exhibit greater non-verbal problem-solving abilities, enhanced creativity, and analytical thinking (Collier & Thomas, 2005).

How can parents help?

Strengthen the Native Language:

· Read aloud with your child in your native language every day. This creates an interest in books. It enlarges your child's vocabulary, and it broadens his/her experience. Talk to your child about the characters, the plot, and what they liked or didn't like about the story.
· Talk with your child about things you do together, for example: cooking, going to the shopping center, attending sports events or going to the zoo.

Provide a Safe Space for the Other Language:

· Look for experiences outside of school such as: movies, cultural fairs, and sports events.
· Check out library books.
· Be positive about the second language and encourage the student to persevere during difficult times.
· Show enthusiasm for learning and the language.
· Ask questions about homework, so the child may talk about the assignments in his/her first language.

Connect with the School:

· Attend parent meetings.
· Attend parent conferences.
· Volunteer a minimum of 10 hours per year.

Questions?

Contact: Fio Brito
Dual Language Coordinator
Fiorela.Brito@houstonisd.org
713-295-5255