

Dual Language 101

Dual Language Education of New Mexico
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Dual Language 101

- Presentation based on *The Two-Way Immersion Toolkit* (Center for Applied Linguistics, 2005)
 - Center for Applied Linguistics and The Education Alliance at Brown University (2005)
 - www.alliancebrown.edu/pubs/twi
- Agenda
 - Basics
 - Frequently Asked Questions (FAQs)

Dual Language 101



- What is a dual language program?
 - Definition
 - Common Goals
 - Non-negotiable Components
 - Different types of DL programs based on student population

Dual Language Programs.....

- Use two languages in two ways
 - Two languages are used for instruction
 - Two groups of students are involved
 - Native English speakers
 - Native speaker of Spanish, Navajo, Zuni or other languages

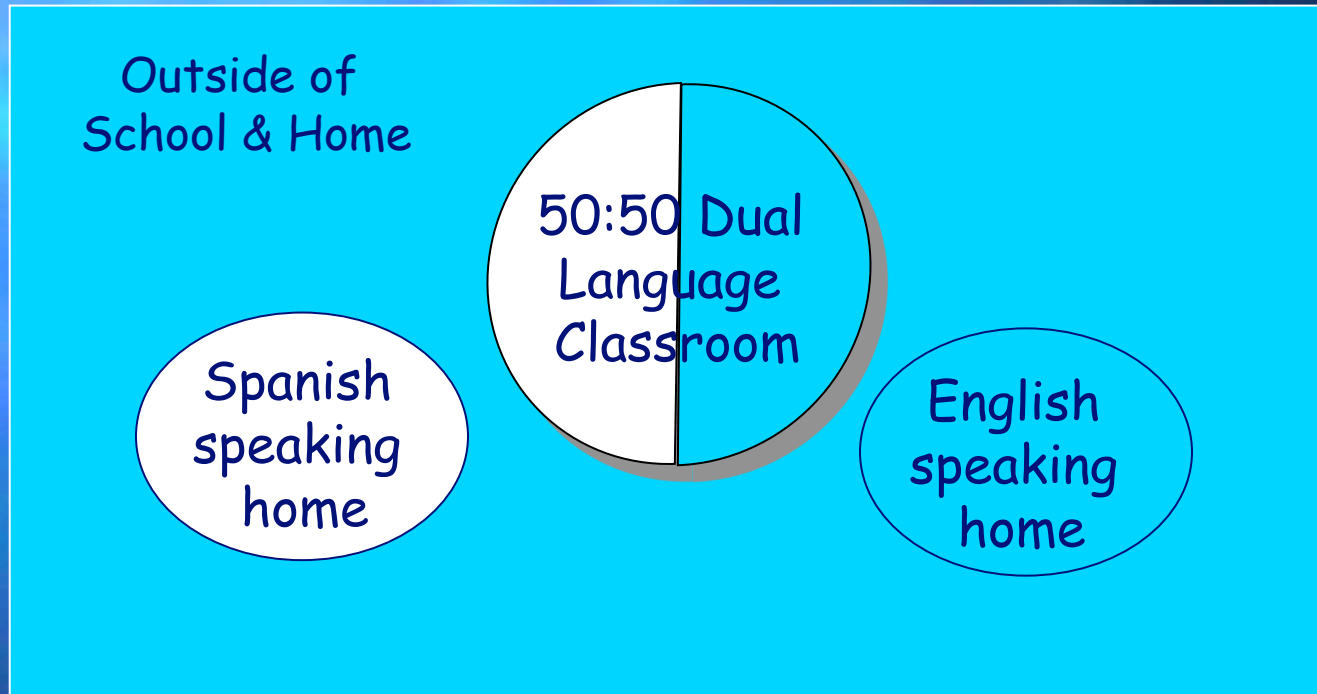
Dual Language Program Goals

- All students will.....
 - Be at or above grade level.
 - Develop high levels of proficiency in their first language.
 - Develop high levels of proficiency in a second language.
 - Demonstrate positive cross-cultural attitudes and behaviors.

Dual Language Programs

- Non-negotiable components
 - A minimum of 50% to a maximum of 90% of the daily instruction in the “target” language (e.g. Spanish, Navajo, Zuni, etc)
 - Strict separation of languages for instruction (no translation)
 - K – 12th grade commitment
 - Minimum K-5 if your district does not have secondary programs yet

Language Environment



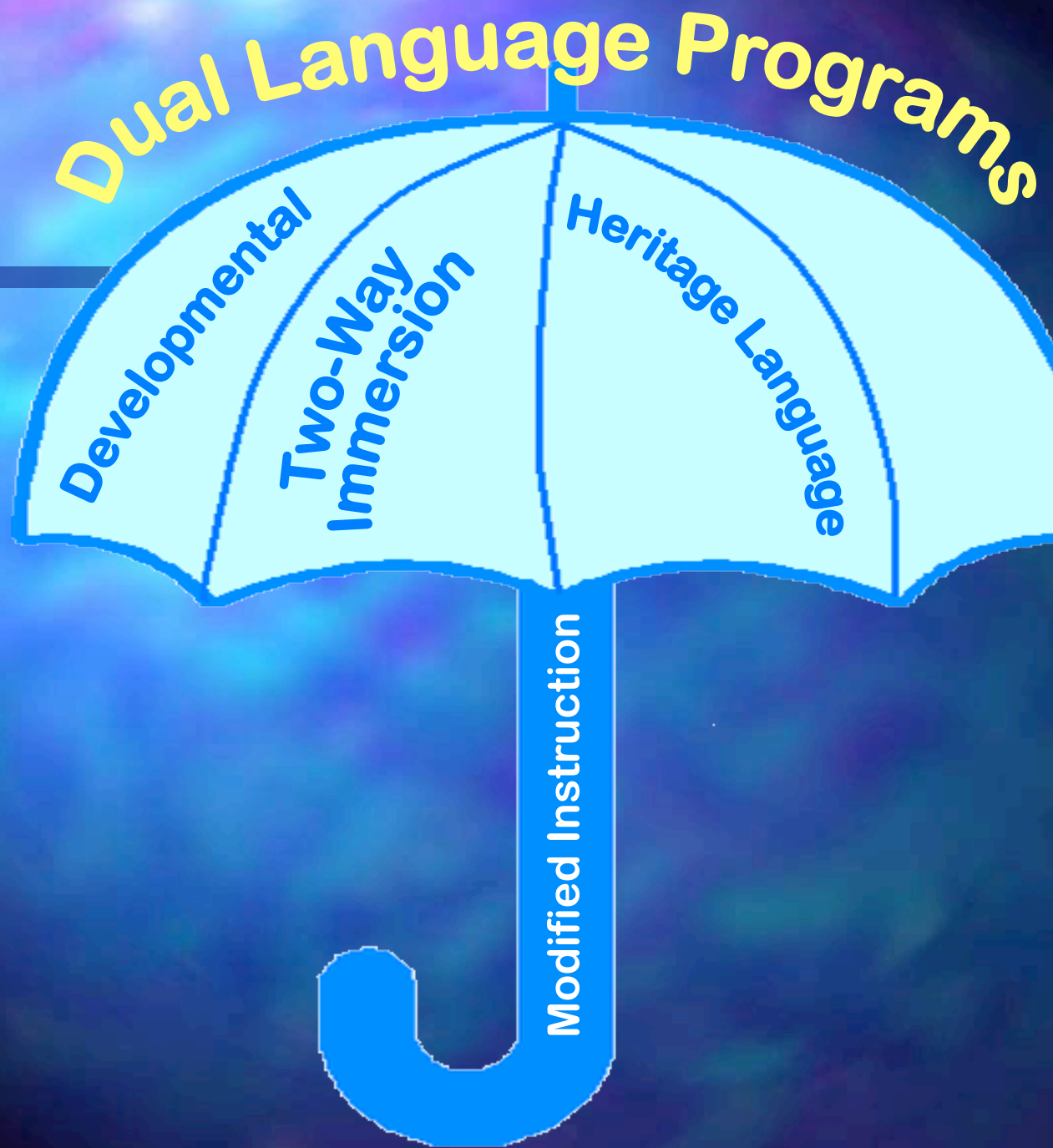
Blue = English

White = Spanish

Types of Dual Language Programs Based on Student Population

- Developmental One-Way
 - Mostly native Spanish speaking students (or other target languages like Zuni or Navajo)
- Two-Way Immersion
 - Balanced numbers of students who are native English speakers and native Spanish (or other target languages like Zuni or Navajo)
- Heritage Language One-Way
 - Native English speakers from the same cultural background (ancestors spoke the target language)





Examples of Modified Instruction

What can we do when we don't understand?

- observe who is speaking
- listen
- ask a friend or the teacher
- look for examples

Why should we learn Spanish?

- To talk to people who only speak Spanish or bilingual
- talk to friends & family
- good to know a lot of languages
- get a good job - that pays well
- help people

→ My name is Ms. Ruth. I'm from Guadalajara, Jalisco. I speak Spanish and English. I'm in 5th grade.

¿Qué hora es?

Es la _____.

Son las _____.

¿Cuándo tenemos desayuno?

Tenemos _____ a las _____.

almuerzo

educación física

recreo

la clase de español

Activity: *What are the benefits to being bilingual?*

- Record each different reason on a Post-It Note.
- Share your reasons with others in your group.
- Sort all of your groups reasons into categories with similar ideas.
- Develop a title for each category.
- Be ready to share with the whole group.

Frequently Asked Questions

- What advantages are there for my child in a DL program?
 - Students develop high academic achievement in reading, writing & oral proficiency in two languages.
 - Allows them to see their first language in a comparative perspective, which helps them analyze and refine their language use.
 - Students develop positive attitudes toward themselves as learners.

Advantages for Native English Speakers

- Students achieve at the same or higher levels in English compared to their English-only speaking peers in English-only classrooms.
- Students develop very positive attitudes about students of other language and cultural backgrounds.

AND/OR

- Students develop very positive attitudes about their heritage language and cultural background.

Advantages for Native Spanish Speakers

- Students achieve at the same or higher levels in **English** than their peers enrolled in other programs.
- Increased sense of pride and self-esteem.
 - School – models of proficiency in Spanish
 - Home – Students develop very positive attitudes about their heritage language and cultural background and are able to continue communicating w/family

Frequently Asked Questions

- How do students in DL programs compare academically to students in other types of education programs?
 - Both groups scored at or well above grade level in both languages by middle school.
 - Native English speakers outscored their English-only peers in English-only classrooms.
 - Native Spanish speakers scored significantly higher than their English language learning peers who had studied in other kinds of programs.

Frequently Asked Questions

- When do students perform at grade level on standardized achievement tests, academic content, and in both reading and writing in their first and second languages?
 - Native English
 - In English - when they receive formal reading instruction in English
 - In Spanish – 3rd grade through middle school
 - Native Spanish
 - In Spanish – 2nd grade
 - In English – 3rd grade through middle school

Frequently Asked Questions

- What are the characteristics of students who are successful in DL programs?
 - Enjoy learning new things
 - Have parents who strongly support the program
 - Realizes that learning in two languages can be challenging at times
 - Persistent
 - Risk-taker
 - No particular type of student fails to flourish in DL programs!

Frequently Asked Questions

- What kind of homework support can the program provide?
 - Ongoing communication with parents in home language
 - Class buddy systems
 - After-school homework club
 - Homework hotline

Frequently Asked Questions

- What should a DL program do to promote home-school connections?
 - All communication in both languages
 - Back-to-back, side-by-side
 - Meetings to educate parents on DL related topics
 - Offer ESL and SSL classes
 - Bring two groups together often
 - Recognize skills & strengths of DL families as a resource

Frequently Asked Questions

- What questions or information do I have the right to ask for?
 - My student's achievements, tests, and records
 - Homework and time to understand and support my child with this information
 - The translation of information

Activity: What can I do as a parent to participate and support my child at home, at school, and in my community?

- *3 Minute Silent Brainstorm Carousel*
- Each group member has a different colored marker.
- Record your answer to the question on the chart paper and then pass it on to the next person.
 - If you can't think of anything just pass it on.
- Be ready to report to the whole group.

FAQ: What can I do as a parent to participate and support my child at home?

Especially if I don't know the language...

- Right environment & tools
 - Quiet space, enough time, dictionaries in both languages
- Support their children's language and literacy development in two languages
 - Ask questions about the homework, in the language spoken at home
 - Read books, write, and watch movies in the second language
 - Attend cultural festivals
 - Provide opportunities for authentic language exchanges

How can I help my child maintain both languages?

- Form friendships that would provide opportunities for visits and correspondence in both languages
- Make time each day to read and write in both languages
- Visit places

FAQ: What can I do as a parent to participate and support my school & community?

- Volunteer in the classroom
- Share aspects of home language & culture
- Attend parent education workshops
- Participate in DL family social gatherings
- Co-present at conferences with teachers
- Contribute to school newsletter
- Serve as chaperone for class trips
- Assist with on-going recruitment
- Keep in touch w/other dual language parents about program developments

Frequently Asked Question

- How can I advocate for DL programs?
 - Organize a *Parent-to-Parent Information Day*
 - Personal testimony
 - Guided tours by parents
 - Join advisory committees
 - Testimonials at public board meetings
 - Appointments with district administrators
 - Writing letters to the editor

Frequently Asked Questions

- What resources exist for parents of DL students?
 - Books
 - Videos
 - Websites
 - Organizations
 - Conferences