






## Critical Components of Successful Dual Language Programs

Handouts

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### Dual Language Programs in the U.S.A.

			
Heritage	Developmental	Two-Way Bilingual Immersion	One Way Foreign Language Immersion

← Revitalization      Maintenance      Cross Learning      Enrichment →

### 11 Languages in TWBI/DL


- Spanish
- Korean
- Vietnamese
- Mandarin-Chinese
- Japanese
- Arabic
- French Immersion
- Italian, German, Russian, Armenian

- 95% of the TWBI/Dual Language Programs in the U.S.A. are Spanish/English:
  - Mandarin/English
  - Korean/ English
  - Japanese/English
  - Russian/English
  - Arabic/English
  - German/English

Spanish is a World Language

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TWBI & Dual Language Programs are considered the **“gold standard”** of all Bilingual Programs



- TWBI/DL education is the **best program option** for native speakers & English-only students to develop high proficiency levels in a target language & English & develop a new worldview!

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### Additive Bilingualism

*“No child loses a language to learn a language”*

Each language supports the learning of the second!

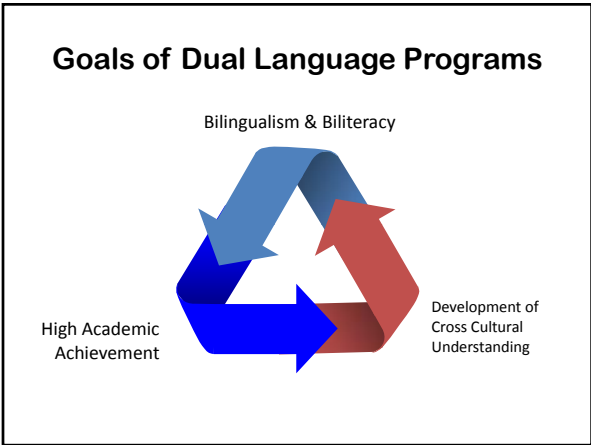
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### Are you REALLY a TWBI/DL Program?

- **Integration:** Language-minority and language-majority students integrated for at least 60% of instructional time (and ideally more) at all grade levels
- **Instruction:** Content and literacy instruction in English and partner language is provided to all students, and *all students receive instruction in the partner language at least 50% of the instructional day at all grade levels*
- **Population:** Within program, balance of language-minority and language-majority students, with each group making up between one-third and two-thirds of the total student population
- **Duration of Program:** The TWI/DL program begins in Pre-K, K or 1<sup>st</sup> and is continued through middle school and into high school

### Goals – Are you REALLY a Dual Language Program?

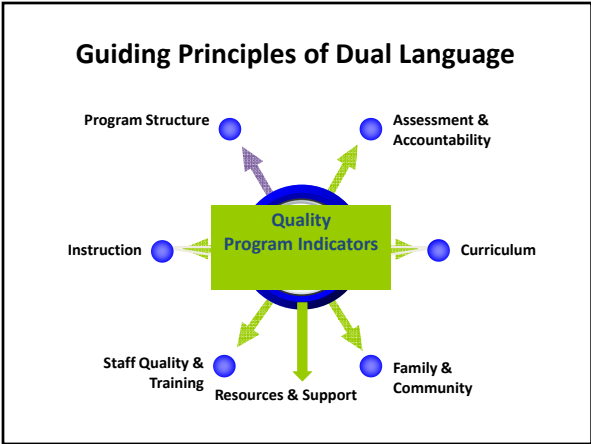
- Are your goals?
  - High level of bilingualism
  - High level of biliteracy
  - Content area achievement in both languages
  - Cross-cultural competence
- Do you measure outcomes for all of these goals? If not, how can you say your program is successful?



### Critical Components of Successful Dual Language Programs

1. Strong focus on **biliteracy and bilingualism** for all
2. Emphasis on **equity and excellence** for all
3. **Administrative support** and instructional leadership
4. **High quality teachers** and professional development
5. **Parent engagement** and home/school collaboration

## CRITICAL



### Research-Based Critical Components of Successful Dual Language Programs

These critical components align with the **Guiding Principles for Dual Language Programs**

- See research basis for Guiding Principles for Dual Language Programs
- See Resources for additional research
- Use Guiding Principles to promote higher quality program

Download 2<sup>nd</sup> edition for free at:  
<http://www.cal.org/twi/guidingprinciples.htm>

**Research-Based Critical Components**  
**Strong focus on Biliteracy and Bilingualism**

- **Program** – vision of bilingualism; *designed* to achieve goals of bilingualism & biliteracy
- **Curriculum** promotes development of bilingualism & biliteracy for all students
- **Instruction** enhances development of bilingualism & biliteracy
- **Assessment** plan includes accountability for bilingualism and biliteracy for all students
- Recruitment/retention of high quality **staff** who are highly proficient in both languages of the program and **professional development** for staff to improve their language proficiency

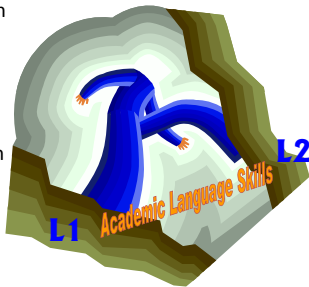
**Research-Based Critical Components**  
**Strong focus on Biliteracy and Bilingualism**

- **Demonstrated commitment to TWI/DL program through considerable planning**
  - Program, curriculum, instructional planning meetings with staff
  - Program articulated within & across all grade levels
  - Program, curriculum & instruction modifications are research-based
  - Plan for professional development
  - Assessment plan with benchmarks for bilingualism and biliteracy at each grade level
  - Assessment data used to examine program effectiveness

Do you really believe?

**Understanding Transfer**  
**Underlying Assumptions of Models**

- Knowledge learned through **one language** paves the way for knowledge acquisition in the **second language**
- Students who learn math in L1 can demonstrate knowledge in L2 once they acquire academic language skills in L2



**Content/Literacy instruction**  
**through L1 works best for ELLs!**

Many fairly recent reviews of research show that ELLs in bilingual or dual language/two-way programs achieve at levels that are at least comparable to, but usually higher than ELL peers in English mainstream classes

- ★ Many of these reviews of research funded by federal or state governments; results carefully reviewed by panels of experts

**Language Development for Academic Purposes takes time**

**Assume:** young children fast, efficient language learners who develop L2 quickly and effortlessly

**Research:**

- 5-8 years to achieve full academic proficiency in a second language (true for ELLs and foreign language learners)
- Half of secondary ELLs never fully proficient in English and most second/foreign language learners in US never move beyond intermediate levels of proficiency



**Stuck at Intermediate**

**Language Development for Academic Purposes Takes Time**

**Assume:** young children fast, efficient language learners who develop language quickly and effortlessly

**Research:**

- **L1:** Many students enter preschool and kindergarten with **very low** language and literacy skills

## 1. Strong focus on Biliteracy & Bilingualism

- **Separation of languages for instruction**
  - Monolingual lesson delivery is more effective than language mixing (including translation) for promoting higher levels of language proficiency
  - **Strategic** use of both languages can be incorporated in upper elementary and secondary levels but focus should always be on developing language competence within each language. Strategic use includes:
    - Study of cognates
    - Studying/improving translation abilities
    - Comparing/contrasting two languages and/or cultures

## 1. Strong focus on Biliteracy & Bilingualism

- **Language output**
  - Providing both structured tasks and unstructured opportunities for students to practice language
    - cooperative learning optimizes student interactions and shared work experiences

## 1. Strong focus on Biliteracy & Bilingualism

BUT - just placing students in pairs or groups does not assure they will use language or meet learning goals. They need clear guidance, and vocabulary and sentence patterns so they can USE language.

## 1. Strong focus on Biliteracy and Bilingualism

- **Language output**
  - Establish and enforce a strong language policy in classroom that encourages students to use instructional language and discourages students from speaking the non-instructional language



## 2. Emphasis on equity and excellence for all students

- **Excellence for all students**
  - Common Core Standards-based academic curriculum; same as non-TWI/DL
  - High expectations for all students
  - Language and academic targets set and measured

## 2. Emphasis on equity and excellence for all students

- **Equity for all students**
  - All students provided opportunity to develop second language at no cost to primary language and culture
  - *No child has to lose a language to learn a language!*

## 2. Emphasis on equity and excellence for all students

- **Equity for all students**

- School-wide focus and commitment to bilingualism, biliteracy, and achievement for all student



## 2. Emphasis on equity and excellence for all students

- **Equity for all students and their families**

- Program shows strong commitment to parents of both language groups.
  - Office staff members have bilingual proficiency and cross-cultural awareness.
  - Meetings with parents assure that parents of both language groups can understand and participate

## 2. Emphasis on equity and excellence for all students

- **Equity for all students and their families**

- Parents of both language groups provided with opportunities to participate in and out of classroom and to be involved in decision-making capacities and committees.

### Learner Background Characteristics: Who is/is not Appropriate for DL?

- Research does not indicate that any group could/should be excluded from DL programs
- While some students may be at greater risk for underachievement, research shows that these students achieve at higher levels than their peers in English-only programs

**There is no need for any placement testing to filter for “(in)appropriate” TWI/DL students – all students are potential candidates**

### Students in DL Programs Succeed in School! All groups do as well or better than peers in English mainstream

Research evidence for students of different backgrounds

- Spanish, Chinese, Korean, Japanese, Russian, Italian, French, and German DL programs
- Different ethnic backgrounds
- Current and former ELLs at elementary & secondary levels
- High-risk students:
  - Economically disadvantaged students
  - Students with disabilities

## 3. Administrative Support & Instructional Leadership

- **Administrative support - district and site levels**

- Strong support for program by district administration and local Board of Education
- Program not viewed as temporary
- Resources allocated appropriately and equitably for program

### 3. Administrative Support & Instructional Leadership

- **Instructional leadership**
  - Successful TWI/DL programs have instructional leader: program coordinator, resource teacher, vice principal, committee of site leadership and teachers
  - Extensive knowledge of TWI/DL, second language development, bilingual and immersion education theory and research, effective classroom practices, support for program and belief it will work if implemented correctly
  - Advocates for program, oversees model development and program planning

### 4. High Quality Teachers and Professional Development

- **Teachers need specialized training in TWI/DL**
  - TWI/DL model, bilingual/immersion research and theory
  - Second language development; sheltered language
  - Instructional approaches and strategies for promoting bilingualism, biliteracy, cultural competence
  - Cooperative learning, grouping

### 4. High Quality Teachers and Professional Development

- Teachers need opportunities to develop professional levels of proficiency in the second language
  - Professional Learning Communities (PLC) in target/ partner language can help.
  - Some universities offer Dual Language Certificates or MA programs specializing in dual language education.

### 5. Parent Engagement and Home/School Collaboration

- **Parent engagement**
  - research clearly shows that parental engagement is associated with higher achievement among students
- **Home/school collaboration**
  - research demonstrates effective programs incorporate variety of home/school collaboration activities



## Master Plan Your Program

Thinking through the Elements for a Successful Launch

### Structures for Quality Implementation

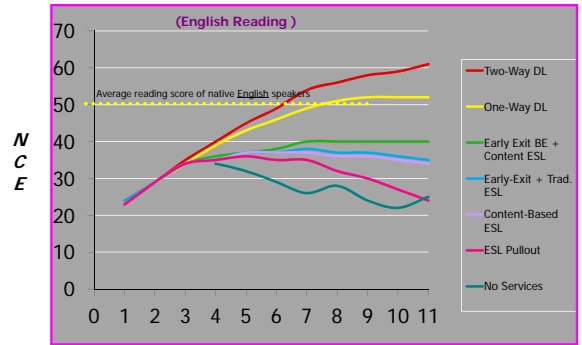
- Instructional Expectations and PD Plan
- Curriculum Articulation Plan
- Program Evaluation Plan
- Staffing Plan
- Entry/Exit Policies
- Marketing/Advocacy/Community Engagement Plan
- Student Recruitment/Retention Plan

## Key Concepts

### Theories of Learning & Theories of Language

- > Learning is a social activity, and we learn through meaningful interaction with others.
  - > Learning occurs when learners build on prior knowledge and engage in intellectually and linguistically rich tasks with appropriate levels of support.
  - > Language is both a form of social action and a resource for accomplishing things in the world.
  - > Language and content are inextricably linked.
  - > Knowing about how language conveys meaning and how meaning is embedded in language helps us understand both content and language better.
- (Christie, 2012; Gibbons, 2009; Halliday, 1993; Vygotsky, 1978; Krashen and van Lier, 2010)

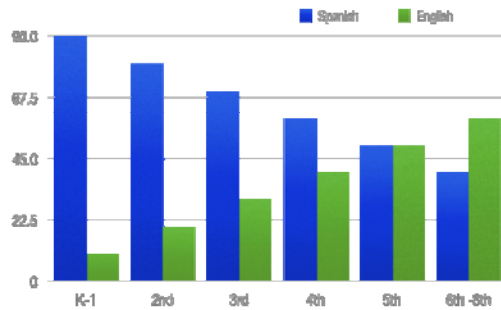
### National Research - Models for Educating Spanish Dominant Students Collier and Thomas 1995-2005



## Elementary Program Models

- There are two researched based models in TWBI/Dual Language Programs
- These models differ in the percentages of time in the target language and English at the outset
- Both programs ultimately end up in 50% of the time in the target language and 50% of the time in English

### 90/10 Model of TWBI

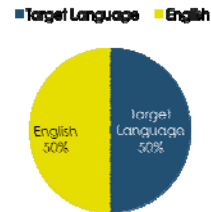


## Elementary 90/10 Program

Target Language (Span/Kor/Jap/Russ)	English Portion of the Day
Opening Spanish Language Arts (all students)	Academic English Language Development and English Language Arts (all students)
Matemáticas	P.E.
Ciencias Sociales *	Science *
Ciencias Naturales *	Social Studies *
Specials * (art, music, library, technology) taught by Spanish speaking specialist?	Specials * taught by Specialists - changes percentages of time?

## 50/50 Model

### Language Breakdowns

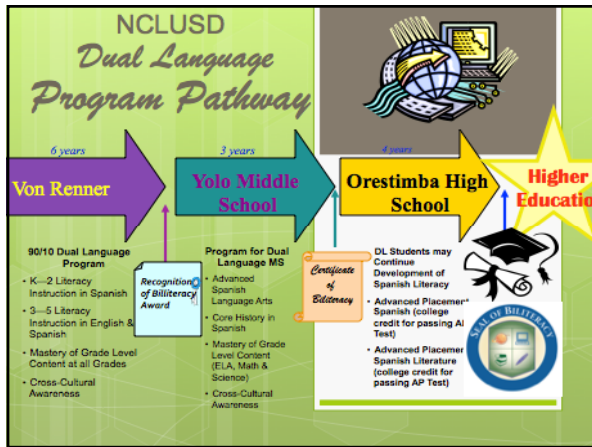


## Elementary 50/50 Program

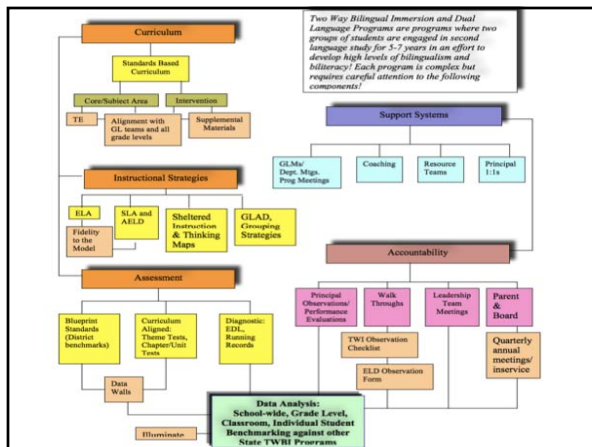
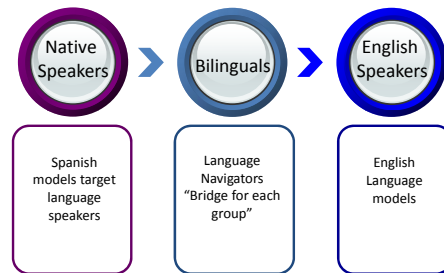
Target Language (Sp/Kor/Jap/Mandarin/Russ)	English
Language Arts in Target Language	English Language Arts Through literature and social studies themes
Science related to the language arts	P.E.
Mathematics in the target language	Specialists taught by English speaking specialists: Art, music, library & technology
50%	50%

## Middle School Programs

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Spanish Language Arts	Spanish Language Arts	Spanish Language Arts
Spanish Social Studies – Ancient Civilizations	Spanish Social Studies State and U.S. History	Spanish Science
English 6 <sup>th</sup> Grade Math	English 7 <sup>th</sup> Grade Pre-Algebra	English 8 <sup>th</sup> Grade Algebra
English Language Arts	English Language Arts	English Language Arts
P.E.	P.E.	P.E.
Science or Elective	Science or Elective	Social Studies or Elective



## Linguistically Balanced Classrooms



## YISD K-12 Curriculum Alignment Plan

	Kinder	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Science ELD (total)		Science ELD (total)	Science ELD	Science	Science	Science	Science	Science 7	Science 8	Biology	Chemistry	Physics	Scientific Research & Design
Math	Math	Math	Math	Math	Math	Math	Math	Math 7	Math 8 Or Algebra 1	Algebra 1 Or Geometry	Geometry Or Algebra 2	Algebra 2 Or PreCalculus	PreCalculus Or Calculus
Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Texas History	US History	World Geography or Spain L.A.	World History or Spain L.A.	U.S. History	Government & Economics
Spanish Lang Arts	Spanish Lang Arts	Spanish Lang Arts	Spanish Lang Arts	Spanish Lang Arts	Spanish Lang Arts	Spanish Lang Arts	Spanish Lang Arts	Spanish PreAP Language	Spanish AP Language	Business Information Management	Computer & Health	Spanish PreAP Literature	Spanish AP Literature
P.E.	P.E.	P.E.	P.E.	P.E.	P.E.	P.E.	P.E.	P.E.	Career (Career Wellness)	P.E.	Elective	Career Practicum	Career Practicum
Fine Arts 1 <sup>st</sup> Lang	Fine Arts 1 <sup>st</sup> Lang	Fine Arts 2 <sup>nd</sup> Lang	Fine Arts 3 <sup>rd</sup> Lang	Fine Arts 3 <sup>rd</sup> Lang	Fine Arts 3 <sup>rd</sup> Lang	Fine Arts 3 <sup>rd</sup> Lang	Fine Arts 3 <sup>rd</sup> Lang	Fine Arts	Fine Arts	Fine Arts	P.E.	Elective	Elective

Blue= Spanish Green= English Red= 3<sup>rd</sup> language



### DIFFERENT APPROACHES TO L2 INSTRUCTION

- Grammar-Translation Approach
- Direct Approach
- Reading Approach
- Audiolingual Approach
- Community Language Learning
- The Silent Way
- **The Communicative Approach**
- Functional Notional Approach
- Total Physical Response Approach
- The Natural Approach

TWB/DL Approaches K- 8th

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### Traditional Secondary Programs

- ✓ **Grammar-Translation Approach**
- ✓ Direct Approach
- ✓ Reading Approach
- ✓ Audiolingual Approach
- ✓ Community Language Learning
- ✓ The Silent Way
- ✓ The Communicative Approach
- ✓ Functional Notional Approach
- ✓ Total Physical Response Approach
- ✓ The Natural Approach

Secondary Programs

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### Non-Negotiables of Dual Language Programs - Elementary

- **Minimum of 50% to a maximum of 90%** of instruction in the target language; daily instruction in both languages!
- **Separate spaces language instruction** – no translation or code-switching during academic language instruction
- **K-12<sup>th</sup> grade Program Pathway** planned from the outset
- **Extensive exposure and use of the two languages through challenging, interactive settings**...students learn together in bilingual pairs/varied groupings

### Non-negotiables in Dual Language Programs

- **Assess students in both languages from kindergarten/first grade thru high school!**
- Develop an **evaluation plan** that allows you to disaggregate the data and make the instructional changes necessary to keep students working together toward grade level proficiencies in both languages!

### Non-Negotiables of Dual Language Programs – MS

- Students from the Dual Language program are able to **continue to study content in the target language (eg. Sp Language Arts) and an additional content area (Science & Social Studies)** instruction in the target language on a daily basis. 100% of these courses are taught in the target language.
- Dual Language Program students are **mainstreamed into the middle school coursework which include English Language Arts, content courses, electives, P.E.**
- Students are readied to be able to enter high school coursework at the most advanced levels of L2 instruction.

### Non-Negotiables of Dual Language Programs – HS

- **Students from the Dual Language program are able to continue to study at the most advanced levels of the language –AP, IB, final years of the TL**
  - Awarded the Seal of Biliteracy upon successful completion of the requisites at high school
- **Dual Language students have access to high school coursework to complete their a-g requirements for college/university admission.**

## Your Turn

- What does the following screen mean to your practice in Dual Language programs? What does it mean in your practice?
- Discuss and give examples...

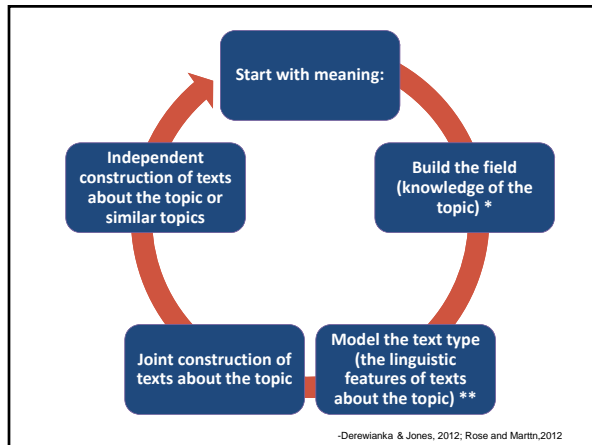


A clear focus on the academic & linguistic advancement of Native Speakers & both groups of students benefit.

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## Conclusions

- Variations in outcomes among schools demonstrate the **importance of strong focus on biliteracy and bilingualism**, emphasis on **equity and excellence** for all students and their families, lots of **planning, high quality and well-trained teachers, strong leadership, administrative support, and parent engagement.**

## It Can Be Done... It is Being Done

- We can improve the fate of poor Latino and African American students if we focus on them and leave nothing to chance...good teachers, a rigorous curriculum, a leader that can drive the team to be accountable to their students and each other, and motivating students through academic success! Without that, the students do not stand a chance in our systems.
- **Katy Haycock, Ed Trust**

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## Conclusions

The TWI/DL model is very successful in promoting high outcomes (bilingual, bicultural, achievement) among student participants, and benefits the whole family

**BUT**

- The TWI/DL model is not a panacea – no shortcuts.

## **Shift the Paradigm**

- Shift from the compensatory structures that plague most educational programs for language minority students to programs that are affirmative, additive, 21<sup>st</sup> century global vision of cooperation!

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