




DUAL LANGUAGE PROGRAMS

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IN PARTNERSHIP WITH CENTER FOR APPLIED LINGUISTICS (CAL)

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DUAL LANGUAGE PROGRAMS

COMMON GOALS

- Develop high levels of language proficiency in English and a partner language
- Develop high levels of literacy in English and a partner language
- Promote academic achievement in two languages
- Encourage cross-cultural competence



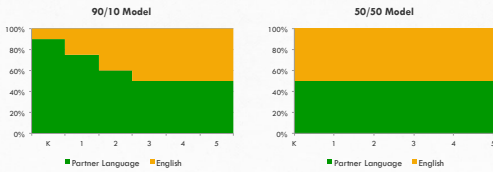
DUAL LANGUAGE PROGRAMS

TERMINOLOGY AND MODELS BASED ON POPULATIONS

Program	Other Names	Enrollment
Developmental bilingual	Maintenance bilingual, one-way immersion	Speakers of the partner language (usually English Learners or ELs)
Two-way immersion	Dual language, dual language immersion, dual immersion	Balance of fluent English speakers and speakers of the partner language (usually ELs)
Foreign language immersion	Immersion, one-way immersion	Fluent English speakers
Heritage language immersion	Indigenous language immersion	Fluent English speakers with a familial or community connection to the partner language

ELEMENTARY DUAL LANGUAGE

ALLOCATION OF LANGUAGES



ELEMENTARY DUAL LANGUAGE

ALLOCATION OF LANGUAGES

- Students alternate the partner language and English by half-day, by day, or by week
- One teacher teaches students in English and a different teacher teaches using the partner language, OR a bilingual teacher instructs in both language at different times
- Content areas may be taught in one language only or in both languages



(Cloud, Genesee, & Hamayan, 2000; Howard & Christian, 2002)

BENEFITS OF DUAL LANGUAGE

- Relationship between development of native language and English for ELs (August & Shanahan, 2006; Genesee, Lindholm-Leary, Saunders, & Christian, 2006)
- Closure of achievement gap between ELs and non-ELs (Lindholm-Leary, 2001; Thomas & Collier, 2002, 2012)
- Effectiveness of model for learning foreign languages (Lindholm-Leary & Genesee, in press)



DUAL LANGUAGE FOR EL STUDENTS

PROGRAM PLANNING CONSIDERATIONS

- English language development (ELD) instruction
 - Integrate into classroom instruction (language arts and other content areas) where fluent English peers can serve as models
 - Supplement through remediation/intervention models (e.g., ESL pullout or push-in) for students who need extra help
 - Consider state and other federal (i.e., Civil Rights) requirements
 - Qualifications of teachers who provide ELD
 - Amount of time ELD must be provided
 - Setting in which ELD must be provided
 - Align language and content instruction in English to state ELD standards



DUAL LANGUAGE FOR EL STUDENTS

PROGRAM PLANNING CONSIDERATIONS

- Enrollment in two-way immersion programs
 - Maintain a balance of native English and EL students
 - Promotes complex use of partner language so ELs are challenged
 - Ensures the presence of explicit English language development during English instruction
 - Develop strategies to ensure balanced population
 - Screening for language dominance
 - Lotteries
 - Outreach to bilingual community



DUAL LANGUAGE FOR EL STUDENTS

PROGRAM PLANNING CONSIDERATIONS

- Curriculum
 - Provide opportunities for native language literacy instruction for ELs beginning in Pre-K or K
 - Teach content areas through the "target language" when both English and the partner language are targets
 - Design all lessons in English and the partner language to provide support to language learners



DUAL LANGUAGE AND TITLE III

- Title III requirements regarding Language Instruction Educational Programs (LIEPs)
 - Title III does not favor or disqualify any model option for LIEP
 - LIEPs must be based on scientifically-based research
 - Dual language programs may be an allowable LIEPs model



DUAL LANGUAGE AND TITLE III

- Activities that may qualify as allowable uses of Title III funds for supporting LIEPs for English learners, such as dual language programs, include:
 - Development of supplemental program, curriculum, or materials
 - Family/community outreach, participation, and education
 - Intensified instruction (tutoring) in English
 - Professional development for practitioners



DUAL LANGUAGE AND TITLE III

ROLE OF STATE DIRECTORS

- Typical areas of concern for which LEAs request feedback re: allowable uses of Title III funds when implementing dual language programs:
 - Supplemental materials in English
 - Materials in the partner language
 - Instructor salaries
 - Assessment
 - Curriculum and benchmarks
- Supplement, not supplant requirement applies



DUAL LANGUAGE AND TITLE III

ROLE OF STATE DIRECTORS

- Other issues for consideration based on Title III requirements
 - How dual language programs function within accountability framework (i.e., benchmarks toward progress and proficiency)
 - Special requirements for teacher qualifications: Title III states that teachers must have fluency in “English and any other language used for instruction, including having written and oral communication skills” [Section 3116(c)]



RESOURCES

ORGANIZATIONS PROVIDING PROFESSIONAL SERVICES AND RESOURCES FOR DUAL LANGUAGE PROGRAMS

- Association for Two-Way and Dual Language Education: www.atdle.org
- Center for Advanced Research on Language Acquisition: www.carla.umn.edu/immersion/
- Center for Applied Linguistics (two-way immersion page): www.cal.org/twi
- Dual Language Education of New Mexico: www.dlenm.org
- Illinois Resource Center: www.thecenterweb.org/irc
- National Association for Bilingual Education: www.nabe.org



RESOURCES

SELECTED BOOKS ON DUAL LANGUAGE EDUCATION

- Collier, V. P., & Thomas, W. P. (2009). *Educating English learners for a transformed world*. Albuquerque, NM: Fuente Press.
- de Jong, E. J. (2011). *Foundations for multilingualism in education: From principles to practice*. Philadelphia, PA: Caslon.
- Gottlieb, M., & Nguyen, D. (2007). *Assessment and accountability in language education programs*. Philadelphia, PA: Caslon Publishing.
- Hamayan, E., Genesee, F., & Cloud, N. (2013). *Dual language instruction from A to Z: Practical guidance for teachers and administrators*. Portsmouth, NH: Heinemann.



RESOURCES

SELECTED BOOKS ON DUAL LANGUAGE EDUCATION

- Howard, E. R., & Sugarman, J. (2007). *Realizing the vision of two-way immersion: Fostering effective programs and classrooms*. Washington, DC and McHenry, IL: Center for Applied Linguistics and Delta Systems, Co.
- Lindholm-Leary, K. (2001). *Dual language education*. Clevedon, England: Multilingual Matters.
- Thomas, W. P., & Collier, V. P. (2012). *Dual language education for a transformed world*. Albuquerque, NM: Fuente Press.



RESOURCES

OTHER RELEVANT RESOURCES

- Guiding Principles for Dual Language Education: www.cal.org/twi/guidingprinciples.htm
- Seal of Biliteracy: sealofbiliteracy.org/



RESOURCES

STANDARDS AND ASSESSMENT

- Common Core en Español: State Standards Initiative Translation Project: commoncore-espanol.com/
- Foreign Language Assessment Directory: www.cal.org/projects/fldirectory.html
- Guidance for Spanish Language Arts in Dual Language: maec.ceee.gwu.edu/node/371
- Spanish-Language Assessments for Dual Language Programs: www.cal.org/twi/assessment.htm
- WIDA Spanish Language Arts Standards: wida.us/standards/sla.aspx
- Other resources: www.cal.org/twi/standards.htm



RESOURCES

FAMILY AND COMMUNITY

- Colorín Colorado: www.colorincolorado.org/
- Speaking in Tongues: speakingintonguesfilm.info/