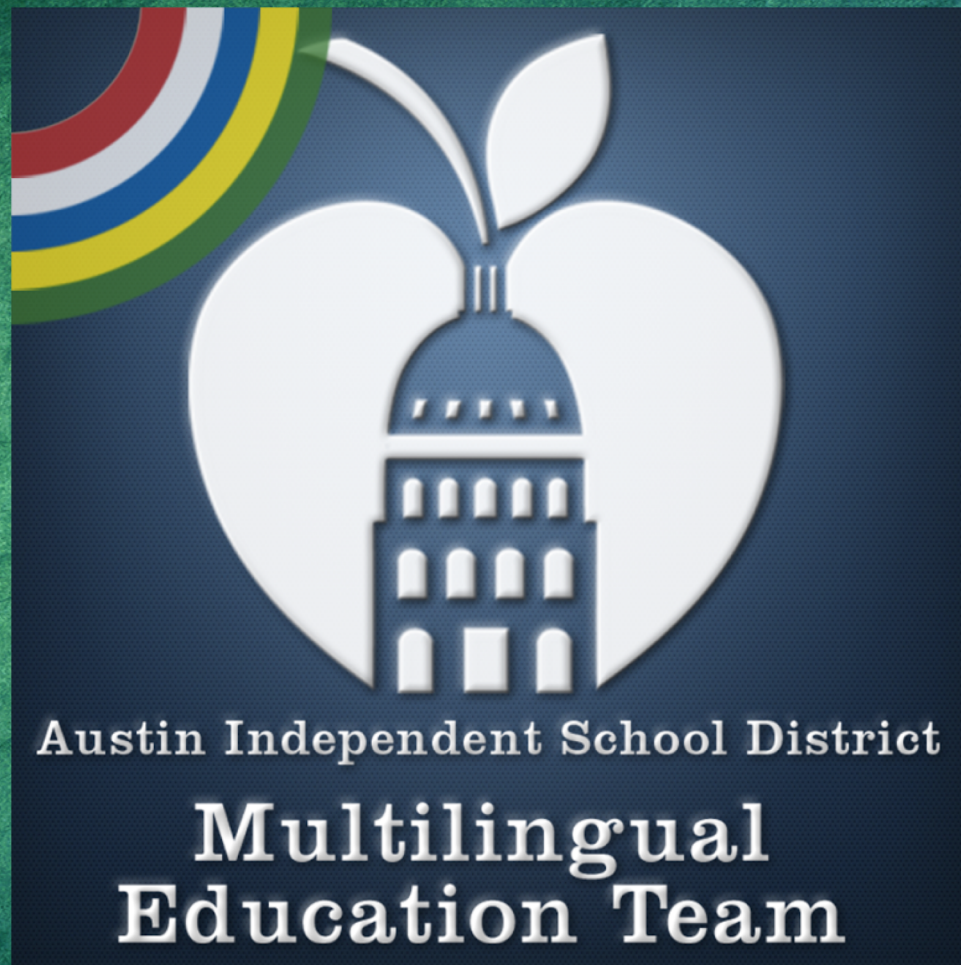




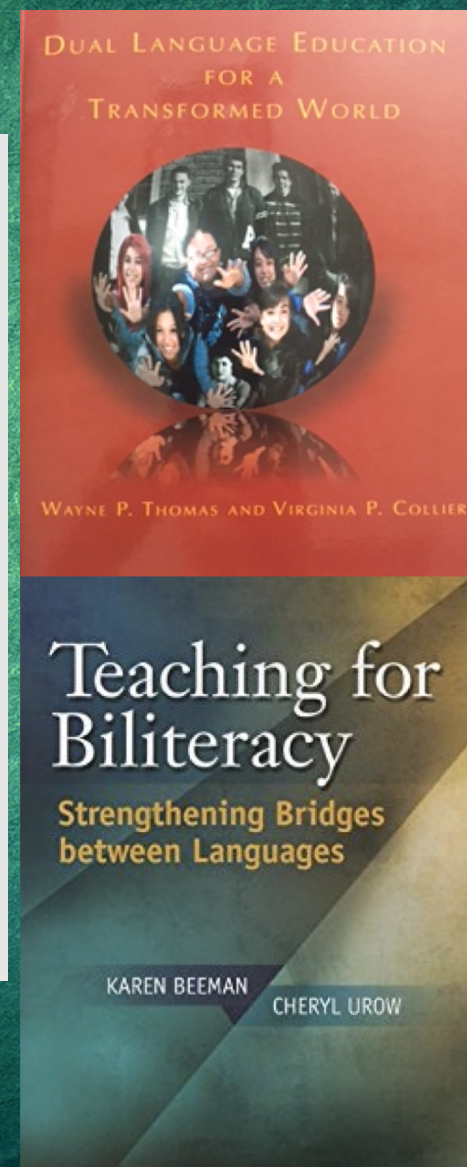
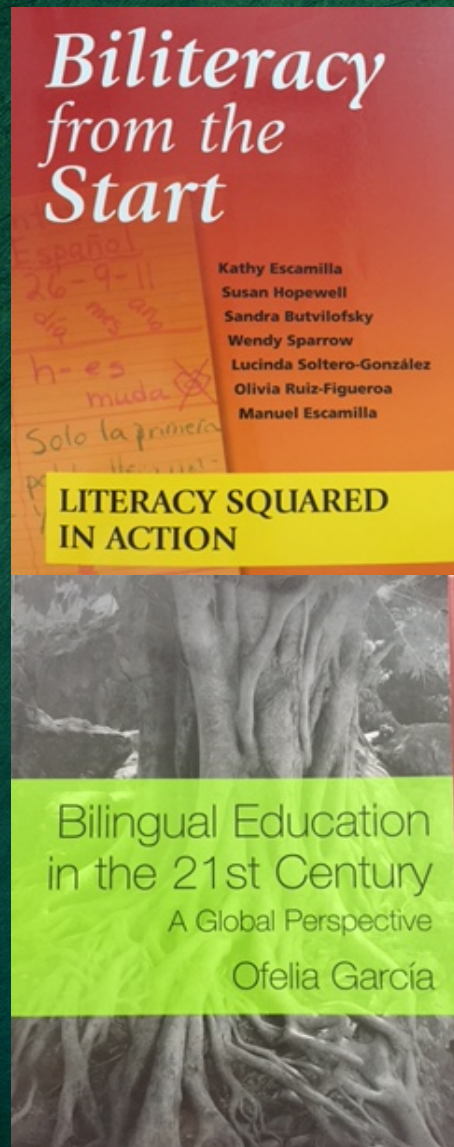
LENGUAJE
DUAL
LANGUAGE





NON-NEGOTIABLE COMPONENTS OF DUAL LANGUAGE EDUCATION

- At least 50% of the instructional time must be taught in the non-English (partner) language
- Strategic separation of the two languages for Instruction
- PK/K-12 commitment



2009, D. Rogers: Thomas & Collier 2012



Dual Language Promotes Multicultural Competencies

- Positive attitudes towards other languages, ethnic groups.
- Bilingual and bicultural
- Comfortable with students of other ethnicities / languages.

Lenguaje Dual Promueve Las Competencias Multiculturales

- Actitudes positivas hacia otras lenguas, etnias.
- Bilingüe y bicultural
- Cómodo con estudiantes de otras etnias / idiomas.

10 Things You Should Know About Current Dual Language Research

Kathryn Lindholm Leary, Ph.D.
San Jose State University



Deliveries of Dual Language Implementaciones de Lenguaje Dual



One-Way Dual Language supports one group of students.

El programa de Lenguaje Dual **Unidireccional** apoya a los estudiantes de un solo grupo de idiomas. Por ejemplo, los estudiantes cuyo idioma nativo es el español aprenden en inglés y español.



Two-Way Dual Language supports two groups of students.

El programa de Lenguaje Dual **Bidireccional** apoya a estudiantes de dos grupos de idiomas. Por ejemplo, estudiantes cuyo idioma nativo es el español y estudiantes cuyo idioma nativo es el inglés aprenden juntos el inglés y español.



Who is the program for? Para quien es el programa?



Dual Language Works with Different Types of Students!

- Economic status
- Ethnicity
- Special Education

¡Lenguaje Dual Funciona con Diferentes Tipos de Estudiantes!

- Estatus económico
- Etnicidad
- Educación especial

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Spanish Language Arts

- 💧 Oracy
- 💧 Teaching for Transfer

PK	117 min.
K	127 min.
1	117 min.

Literacy Based English Language Development

- 💧 Oracy
- 💧 Teaching for Transfer

PK	30 min.
K	30 min.
1	40 min



Highlights for Teaching Biliteracy/ Enfoque en la Enseñanza Bialfabetización

Oracy & Building Background /

Oralidad y creación de conocimiento anterior

Reading- Read Aloud, Shared, Small Group /

Lectura- Leer en voz alta, Compartida, Grupo pequeño

Writing- Shared, Collaborate, Small Group /

Escritura- Compartida, Colaborar, Grupo pequeño

Teaching for Transfer- Phonology, Morphology, Pragmatics, and Syntax /

Enseñanza de Transfer-fonología, morfología, pragmática, y la sintaxis

•



Things You Should Know Cosas que Debes Saber



Elementary Schedule Samples:

Lower Grades:

70%- 90% of instruction in target languages (Spanish, Vietnamese, Mandarin)

Upper Grades:

50%-50% balance of instruction in both languages

**Elementary
Foundation in
biliteracy
PK-5**

**Middle School
6th Spanish I
7th Spanish II
8th Spanish AP
+
Spanish CORE**

**High School Spanish AP Lit,
Language other than English
HS Endorsement,
Bi-literacy Seal
Distinguished Plan**



Main Goal

The main goal of **Dual Language Instruction** is
to develop stronger cognitive and academic skills

through the **intentional development** of on-level
bilingualism and **biliteracy**

Students also develop higher levels of
self-esteem, cultural pride
&
intercultural understanding
and **collaboration**

All students can participate and benefit
by participating in DLI



Will my child be able to speak English in class until she learns enough vocabulary to communicate?

“Like any young child, your child will be tired at the end of the school day, and it could be even more exhausting when processing a new language.

If you are worried your child is not enjoying school or thriving in the DL environment, talk to the teacher. Studies show that it takes time for children to acclimate to routines and language of instruction.

Most students respond well to the program, as they are made to feel secure right from the start and, after the first few weeks, they do not focus on the fact that the teacher is not speaking English.

It is very important to work with your child's teacher to explore the need for additional supports that may not have a thing to do with language.”



Will my child speak English in the classroom?

What we know:

- *you will often hear children speaking or responding to teachers in English in Kinder
- *teachers will be speaking only in Spanish to them, using a lot of gestures and educational tools to convey messages
- *teachers will encourage new language learners to respond in Spanish by giving them the needed vocabulary
- *teachers are asked not revert to English unless safety or emergency necessitates

Alexandria Public School Website, 2016



Help! I don't speak the language! How can I support my child?

- *Encourage friendships with students who speak the other language
- *Understand it takes time to learn a second language. Be patient, and encourage your child to persist
- *Ask your child to explain what he or she is learning and doing. (child should do this in the home language)
- *Develop a working relationship with your child's teacher
- *Read and speak to your child frequently in your home language
- *Show interest in learning the second language (this shows you value language learning)



So, I won't be able to help my child at home?

***Read to your child.**

Reading in any language supports the acquisition of reading skills such as fluency, vocabulary building and comprehension.

*Your child's homework should support what he has learned in class, so students should be able to tackle the assignment on their own.

*You will be able to identify what skill is being addressed and support learning in the skill, even if you can only help in English.

*Homework should not be a struggle. If it is, please talk with your child's teacher.



What else can I do to help?

- Be a strong parent advocate
- Start an DL parent group to
 - support and educate one another,
 - share successes, challenges and ideas to make the program better
- Recruit kids and families for your school