

Bilingual Schooling Through Dual Language Programs



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Description



Dual language programs provide opportunities for students from two language groups to become proficient in two languages, excel academically in two languages, and become productive members of two cultural communities. This presentation will focus on the essential components of a well designed program and discuss the non-negotiable components that prepare you for success in program implementation.

Multilingualism



We need to renew our efforts so that every American citizen can become multilingual in every aspect of the word. The more individuals that can speak more than two languages and understand the cultural variances between languages, the more we can become a country that avoids cultural and linguistic misunderstandings.



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Non-negotiable Components of Dual Language Education



- ❧ At least 50% of the instructional time must be taught in the non-English (partner) language
- ❧ Separation of the two languages for instruction
- ❧ PK/K – 12 commitment

Bilingual Categories

Based on Bilingual Syntax Measure. Use for listening, speaking, reading & writing assessments.



English - Language of power

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| 2 | 2 | 3 | 4 | 4 |
| 3 | 3 | 3 | 4 | 5 |
| 4 | 4 | 4 | 4 | 4 |
| 5 | 4 | 5 | 4 | 5 |

RED - Limited
Bilingual
ORANGE -
Monolingual
BLUE -
Dominant
GREEN -
Balanced
Proficient



*When Learning a Second Language
Means Losing the First*

*Lily Wong Fillmore**
University of California, Berkeley



“The findings suggest that the **loss of a primary language**, particularly when it is the only language spoken by parents, can be **very costly** to the children, their families, and to society as a whole.

Immigrant and American Indian families were surveyed to determine the extent to which family language patterns were affected by their children's early learning of English in preschool programs.”



“ ... this article deals with the phenomenon of "subtractive bilingualism ... the erosion or loss of their primary languages...”

“Once these children learn English, they tend not to maintain or to develop the language spoken at home, even if it is the only one their parents know.”

Why emphasize the partner language in the primary grades?



- ❧ “The dominant language [English] is the power language.”
- ❧ “Minority languages are often vilified.”
- ❧ “The major goal of the program is full proficiency in both languages.”
- ❧ “Curricular materials and authentic literature are not as easily available and accessible as materials in English, especially in the upper grades”

Dual Language Education for a Transformed World.
Collier & Thomas, p. 31-33



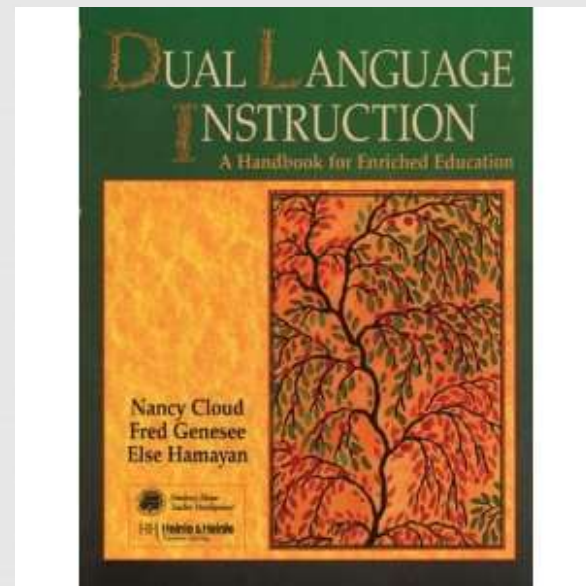
Seal of Biliteracy



- ☞ “The Seal of Biliteracy is an award given by a school, school district or county office of education in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. Appearing on the transcript of the graduating senior, the Seal of Biliteracy is a statement of accomplishment for future employers and for college admissions.”
- ☞ <http://www.californianstogether.org/>

Dual Language Immersion Programs

- ❧ “Two-Way Immersion is a type of dual language education in which two languages are used for instruction: English and a partner language.”
- ❧ Additive bilingual environment
- ❧ Academic content and literacy in two languages
- ❧ Positive cross-cultural attitudes and behaviors
- ❧ <http://www.cal.org/twi/index.htm>



<http://www.heinemann.com/authors/4926.aspx>

Criteria for Effective Two-Way and One-Way Dual Language Education

[Thomas & Collier p 53]



- ❧ 6+ years
- ❧ Core academic curriculum in two languages
- ❧ Language arts in two languages
- ❧ Separation of languages for instruction
- ❧ 90%-50% instruction in partner language
- ❧ Full support by all for an additive program
- ❧ Positive interdependence
- ❧ High quality personnel
- ❧ Active parent-school partnerships

Parent Choice



- ❧ Application, Interview, & Selection process
- ❧ Recruited by dual language parents
- ❧ Must demonstrate long term committment
- ❧ Waiting lists common
- ❧ Prop 227 Waiver required



Program Language Ratios



- ❧ Ideal ratio: 1/3 English + 1/3 Bilingual + 1/3 Target Language
- ❧ Initial entry period: K-1st
- ❧ After 1st grade, English speaking students must demonstrate bilingual and academic skills [former bilingual, dual language, or other L2 programs]
- ❧ After 1st grade, monolingual target language speaking students must demonstrate strong academic proficiencies.

Achievement Gap



Thomas & Collier “concluded that for English Learners, only additive two-way and one-way dual language education have the potential to fully close the achievement gap with native-English speakers.” (p 17)

“What is amazing is that dual language programs close the achievement gap not only for English Learners but also for other groups as well.” (p 112)

Literacy Instruction



- ❧ All students learn to read in the target language in grades K-1
- ❧ English literacy is introduced to all students in 2nd grade
- ❧ Literacy instruction continues in both languages from grade 2+
- ❧ Goal: All students become proficient in literacy in both languages

Target Language Materials

- Abundance of classroom and library resources
- Check ratio of English/L1 materials in your school
- Use supplemental funds to purchase L1 materials
- Primary input from Dual Language Teachers



MESA BOOK DRIVE CAMPAIGN.

A recent fire destroyed our school library. All library books and materials were not salvagable. We are in need of:

- Navajo Language & Culture Books & Materials
- Genres in need of:
 - Non-Fiction: Informational, Science, Geography, Cultures, Autobiographies, Biographies, etc.
 - Fiction: Chapter Books, Fairy Tales, Folklore, Author Series, Mystery, Science Fiction, Historical Fiction, etc.
- Accelerated Reading Books & Materials
- Library Posters
- DVD's & CD's
- Level K- 5 Grade Type Books
- Library Teaching Skills Books & Materials
- Teacher Professional Books

Book Drive Campaign for Mesa Elementary School Shiprock, New Mexico
Kindergarten through 5th Grade

Book Donations may be placed with the school
Mailing Address:
Mesa Elementary School
P.O. Box 1803
Shiprock, NM 87420

Physical Address:
Mesa Elementary School
North Highway 491, Mesa School Road
Shiprock, New Mexico 87420

P.O. Box 1803 • Shiprock, NM 87420 • 505.368.4529 • www.centraischools.org

"Help Us restore our Home of Students Hopes and Dreams"

Krashen

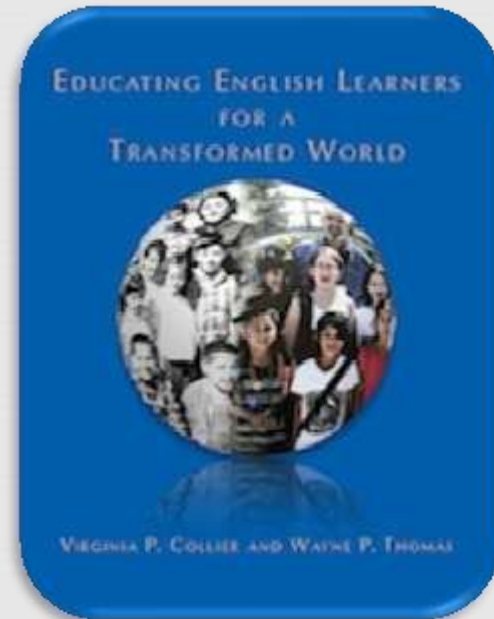
<http://www.sdkrashen.com/>



There is consistent evidence that children and adolescents get a substantial percentage of the books they read (from 30 to 99%) from classroom, school or public libraries.

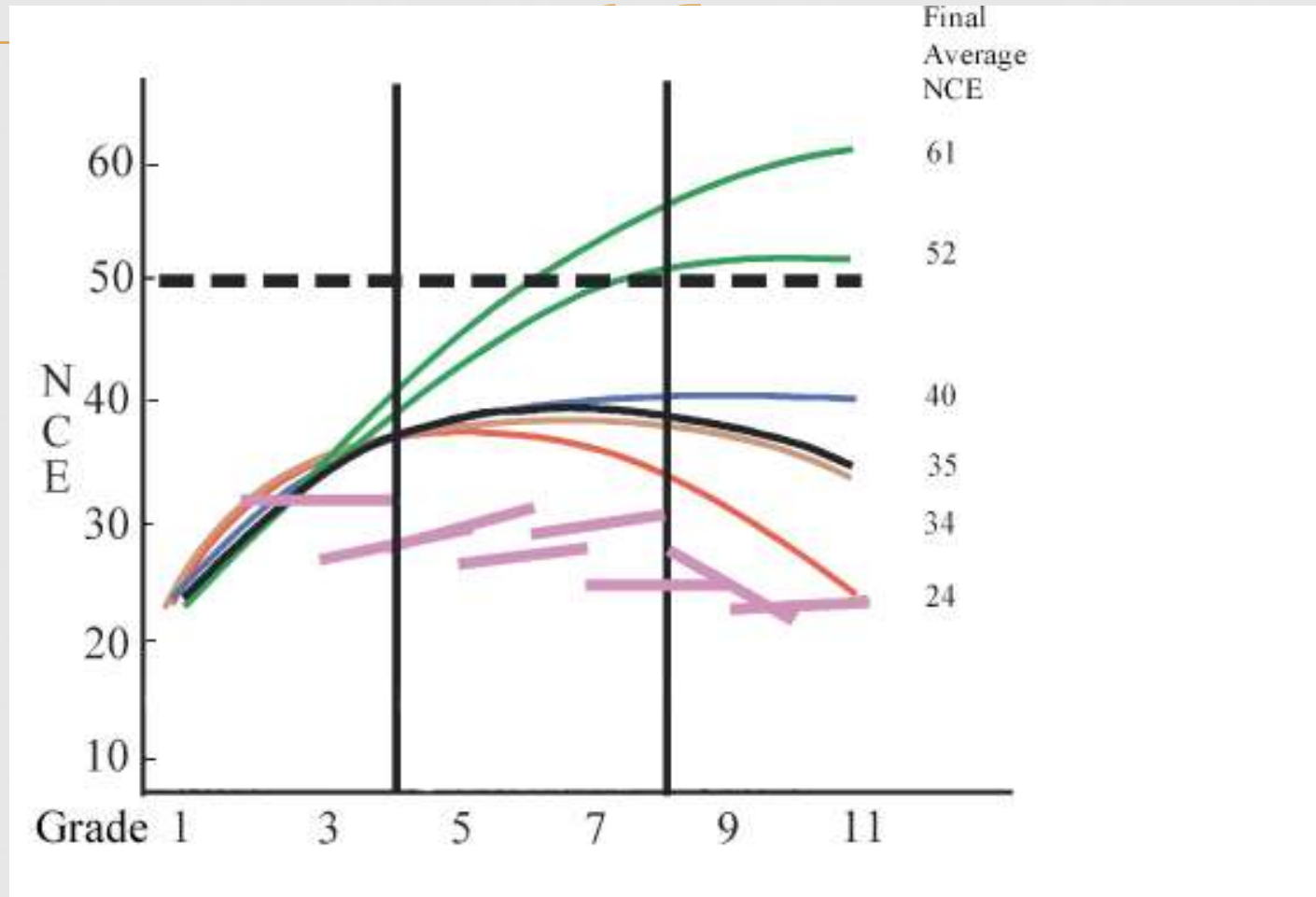
Thomas and Collier Research

- ❧ Educating English Learners For a Transformed World. Albuquerque, 2009.
- ❧ **“In our research findings, the program with the highest long-term academic success is two-way {& one-way} dual language education.”** [Thomas & Collier, p. 52]
- ❧ <http://www.dlenm.org/>



- 1: **Two-way** Dual Language Education (DLE), including Content ESL
- 2: **One-way** DLE, including ESL taught through academic content
- 3: **Transitional** BE, including ESL taught through **academic** content
- 4: **Transitional** BE, including ESL, both taught **traditionally**
- 5: **ESL** taught through **academic** content using current approaches with no L1 use
- 6: **ESL pullout** - taught by pullout from mainstream classroom with no L1 use
- 7: **Proposition 227** in California (successive 2-year quasi-longitudinal cohorts)

National English Reading NCEs



Bilingual Immersion Programs



- ☞ “As of August 9, 2012, the Directory lists 415 programs in 31 states (plus D.C.).”
- ☞ “This directory lists two-way immersion (TWI) programs in the U.S. that serve students in Pre-K through 12th grade.”
- ☞ Center for Applied Linguistics. <http://www.cal.org/twi/index.htm>
- ☞ See also: ADTLE Association for Two-Way& Dual Language Education. <http://atdle.org/>

Heritage Languages in America: Profiles
For Indigenous languages and Spanish

<http://www.cal.org/heritage/profiles/index.html>



- ☞ Anishinaabemdaa - MI
- ☞ Aaoga Samoa - CA
- ☞ Chinuk Wawa - OR
- ☞ Denaakk'e Athabascan - AK
- ☞ Hawaiian - HI
- ☞ IchChishKiin - WA
- ☞ Navajo - AZ, NM
- ☞ Samoan - HI
- ☞ Spanish - AZ, CA, CO, GA, IL, IN, MD, NC, NE, NJ, NY, SC, VA, WA
- ☞ Tongan - UT

Dual Language programs in the San Joaquin Valley

<http://www.fresnomaderacabe.org/TwoWaySchools.html>



- ❧ Ann Leavenworth Elementary - **Fresno**
- ❧ Campus Park Elementary - **Livingston**
- ❧ Dual Immersion Pre-K - **Chowchilla**
- ❧ Dutcher Middle School - **Turlock**
- ❧ Elim Elementary - **Hilmar**
- ❧ Ewing Elementary - **Fresno**
- ❧ Harmony Elementary - **Delhi**
- ❧ Joe Serna Jr. Charter - **Lodi**
- ❧ Laton Elementary - **Laton**
- ❧ Nueva Vista Language Academy - **Delano**
- ❧ Osborn Elementary - **Turlock**
- ❧ Santa Fe Elementary - **Porterville**
- ❧ Simas Elementary - **Hanford**
- ❧ Sunset Elementary - **Fresno**
- ❧ Voorhies Elementary - **Bakersfield**

Bibliography

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- ❧ Californians Together <http://www.californianstogether.org/>
- ❧ DLENM Dual Language Education of New Mexico <http://dlenm.org/>
- ❧ Dual Language Education For A Transformed World. Thomas & Collier 2012
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<http://dlenm.org/>
- ❧ Fresno Madera CABE/CASBE Chapter <http://www.fresnomaderacabe.org/>
- ❧ Heritage Languages in America: Profiles For Indigenous languages and Spanish
<http://www.cal.org/heritage/profiles/index.html>
- ❧ Lucerito's Music/Bilingual Education <http://www.lucerito.net/bilingualed.html>
- ❧ Two-Way Programs in the US www.cal.org/twi/directory/state.htm
- ❧ The Case for Libraries and Librarians. Krashen 2004. <http://www.sdkrashen.com/>
- ❧ *When Learning a Second Language Means Losing the First.* Lily Wong Fillmore, University of California, Berkeley. <http://www-psych.stanford.edu/~babylab/pdfs/sdarticle.pdf>

“We know that all good things take time...
Therefore, be patient, little by little we will go far.



The destination ...**Bilingualism** – is worth the time invested.” (Yolanda Lucero, Two-Way Kindergarten Teacher).

<http://www.lucrito.net/I%20Want%20My%20Children%20to%20be%20bilingual.pdf>