



Education Consortium, LLC

"The Language Acquisition Specialists"

An Effective Dual Language Program: From Theory to Practice

Wednesday: March 24, 2010
Manhattan/Staten Island BETAC,
Hunter College
Session 1

Presented & Compiled By:
Rosa Alcalde Delgado, Ed.M.
ELL Specialist

Education Consortium, LLC

Greetings!

- Introductions
- Name Tags
- Professional Journals
- Parking Lot

“Round Table” Activity

- Participants need to sit in small circles [groups of six (6)]
- Participants are provided a loose leaf of paper with a pencil/pen for each group of six (6)
- This is a timed activity. And so, when the facilitator says “Begin”, each of the small circles will write a response to the following question:
 - **Please share either a word, a phrase or a complete sentence regarding what you know about Dual Language Programs.**
- After you have recorded your response on the loose leaf of paper, pass it on to the next participant to your right
- The process will continue until the facilitator calls “time”, after 2-3 minutes

Group Share: Novel Ideas Only!

- Each Group of six (6) participants will identify a “Reporter” from their group who will share their short list to the entire group
- While each group “Reporter” shares their short list, all of the other groups MUST listen attentively
- Each group MUST listen attentively because the next group’s “Reporter” CANNOT REPEAT any word/phrase/or idea (conveyed through a sentence)
- This means each Group CAN ONLY share Novel Ideas Only!
- Facilitator will scribe as each group shares

“Tea Party” with Calderon & Minaya-Rowe (2003)

Tea Party Protocol: The following is a description of how to engage in a “Tea Party” with quotes from a text:

- To begin the activity, each participant should have a quote from a text.
- Then each participant will pair up with another participant to:
 - First, read the text aloud/silently to the other participant and vice-versa.
 - Then share an immediate reflection of how the quote relates to your classroom experience and/or to other pedagogical literature you have read related to the given topic.
 - Before moving on to selecting a new partner/participant, exchange quotes
- Select a new partner and begin the process over again

A Professional Quick-write Reflection

- In your Professional Journal, please write a Quick-write Reflection
- The Tea Party Activity:
 - What professional reflections/connections did you make with some of the Tea Party quotes?
 - Did the quotes remind you of other related texts on Dual Language Programs?

Dual Language Video

<http://www.youtube.com/watch?v=rPGFQvrY-Rk>

Professional Reflection

- Quick-write:
 - Why do you and/or your staff want to implement a Dual Language Program at your school? (3 mins)

- Voluntary Share

Definition

Dual Language:

- “The term dual language education is defined as a long-term additive bilingual and bicultural model that consistently uses two languages for instruction, learning, and communication, with a balanced number of students from two language groups who are integrated for instruction for all or at least half of the school in the pursuit of bilingual, biliterate, academic, and cross-cultural competencies.”

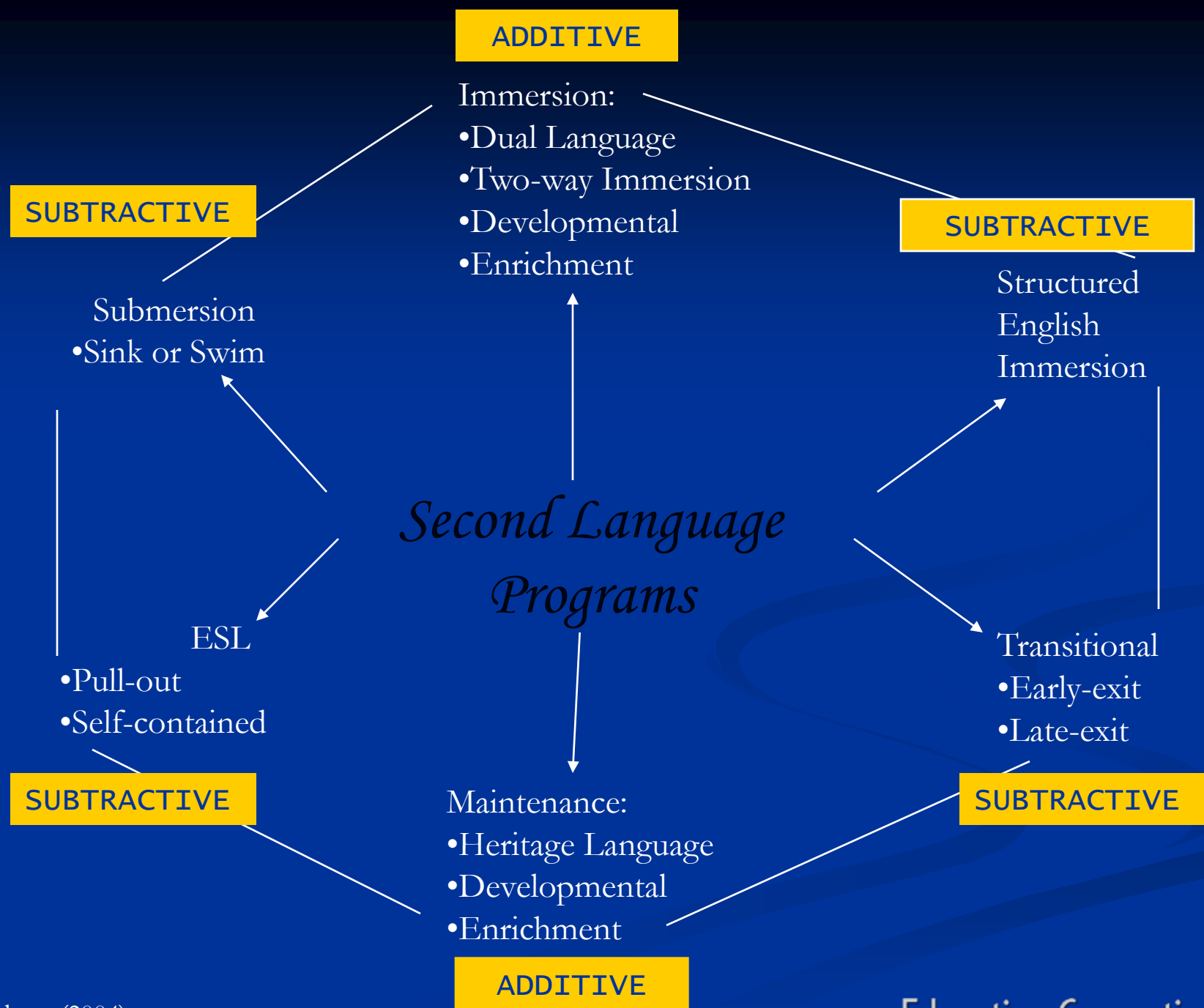
Dual Language: Teaching and Learning in Two Languages, Soltero (2004)

Dual Language for Decades

- Contrary to popular belief, Dual Language Programs are not a new phenomena
- Many other parts of the world have been promoting multilingualism for decades (i.e., Sweden, Switzerland, China, and Canada)
- The success of bilingual programs in Florida after the Cuban revolution spawned the implementation of dual language programs across the nation
- According to the Directory of Two-Way Bilingual Immersion Programs in the US (www.cal.org/twi/directory), there are 359 programs in 28 states (plus D.C.) as of January 10, 2010

Theoretical Perspectives

- Dual Language Education & Bilingualism has engendered many aliases:
 - Developmental Bilingual Education
 - Bilingual Immersion
 - Double Immersion
 - Bilingual Enrichment
 - Two-Way Immersion



Goals of Dual Language Programs

- Bilingualism and Biliteracy (English and another language)
- High Academic Achievement
- Positive Cross-cultural Relations

Dual Language Models

What kinds of Students?

- Language Majority and Language Minority

What type of teacher credentialing is needed?

- Bilingual Credentialing

Program duration can be:

- Kindergarten through Fifth Grade (K-5)
- Kindergarten through Eighth Grade (K-8)

What is the Role of L1 (Primary Language) & L2 (Second Language)?

- The L1 & L2 are used as medium of instruction
- L2 taught using second language methodologies

Dueling Models of Dual Language Instruction, Mora, Wink and Wink (2001)

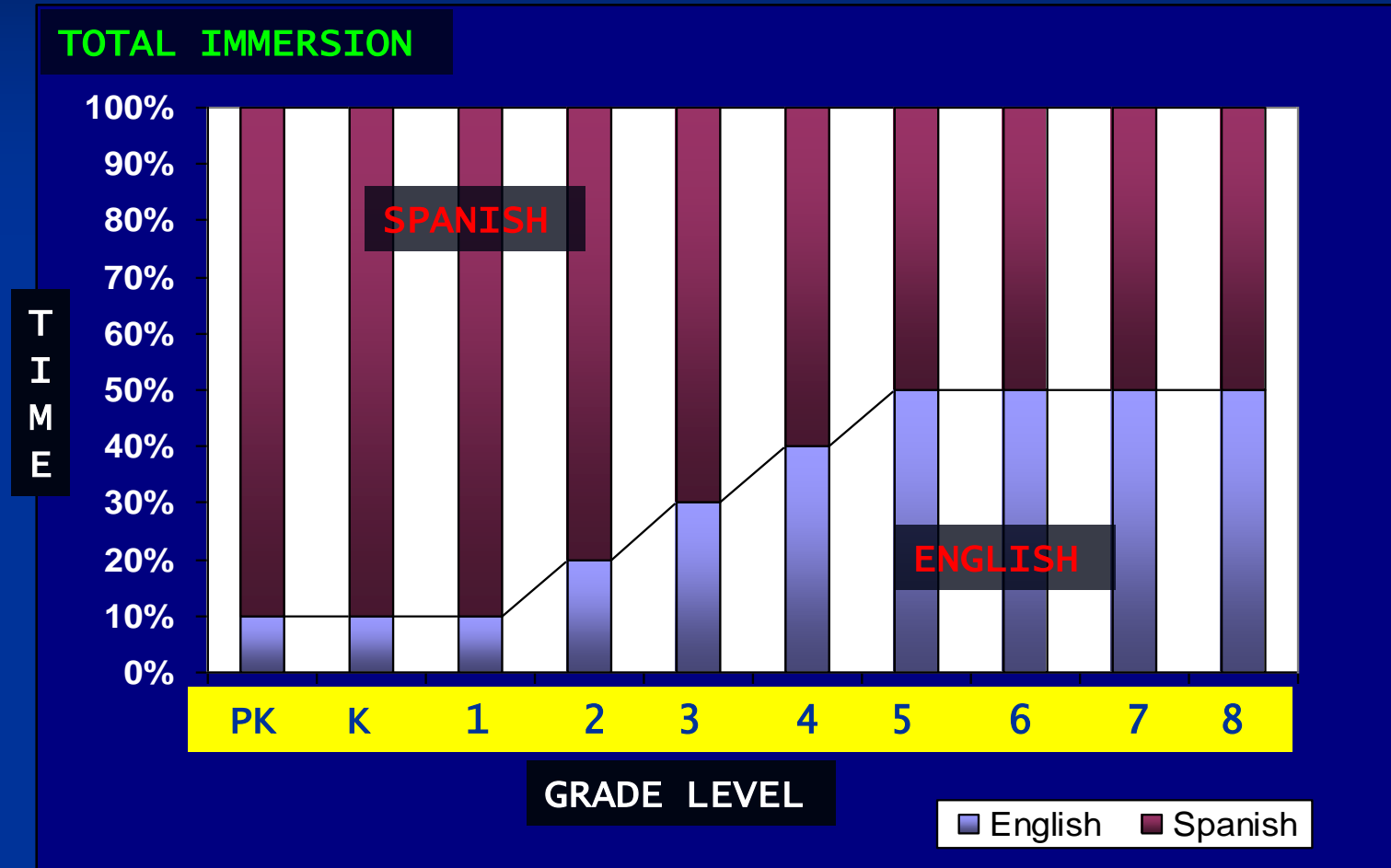
Dual Language Program Models

Total Immersion Vs. Partial Immersion:

- Main difference between the two is the amount of time allocated to each language at each grade level
- Total immersion programs require that most teachers be proficient in two (2) languages because the majority of instruction is done in the non-English language;
- In partial immersion, teachers can team-teach with bilingual teaching partners

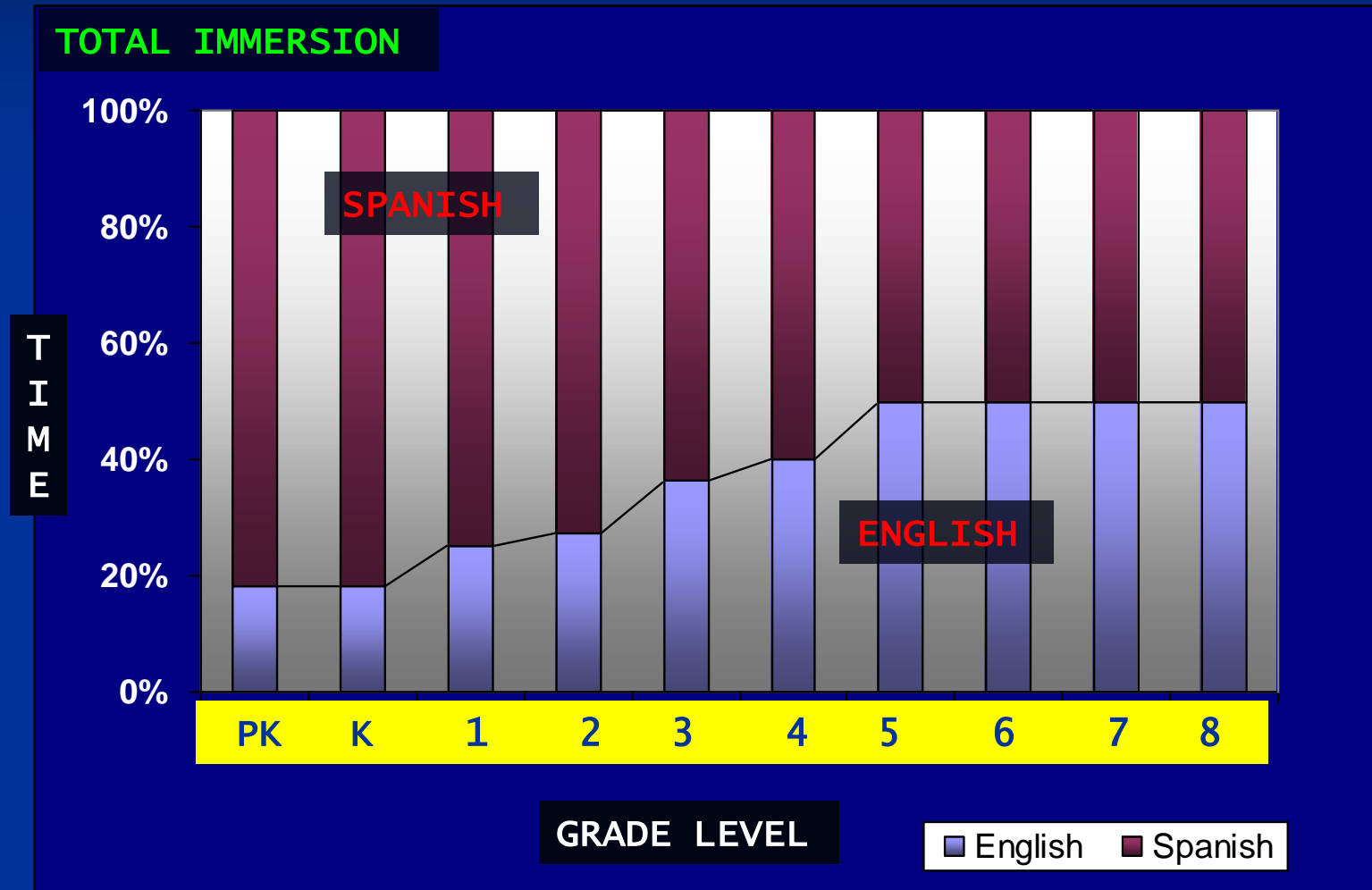
90-10 Model

(the Minority-Language Dominant Model)



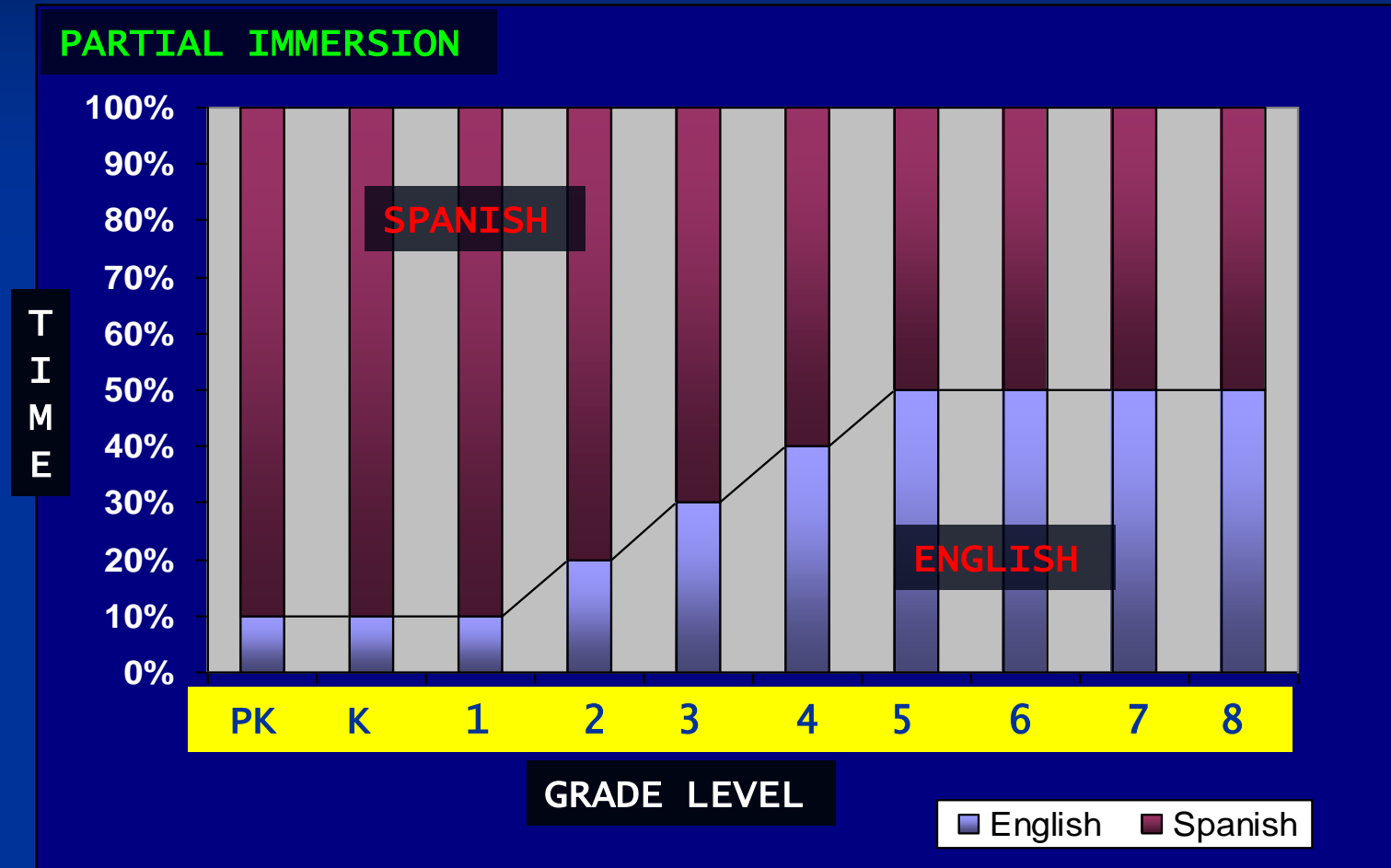
80-20 Model

(the Minority-Language Dominant Model)



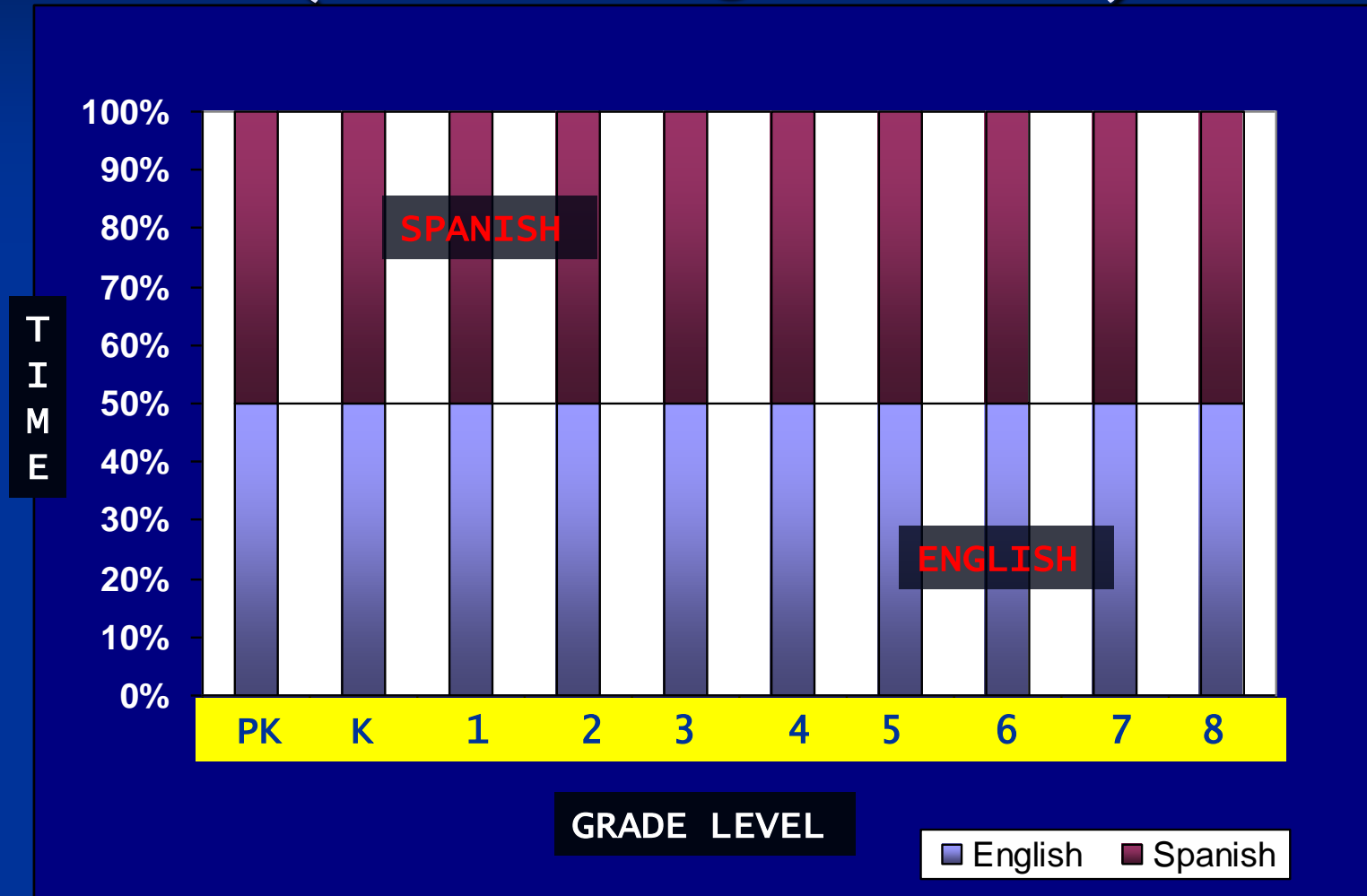
90-10 Model

(the Minority-Language Dominant Model)



50-50 Model

(Balance Program Model)



Dual Language Education Models & Components

Total Immersion 90-10 or 80-20

Language:

- The minority language is used the majority of the time in the early grades, increasing English to reach an equal balance by grade 5 or 6

Literacy:

- Formal literacy instruction may be in the minority language for all students, or in the students' native language

Partial Immersion 50-50

Language:

- Both languages are used in equal amounts of time at all grade levels

Literacy:

- Formal literacy instruction is typically in the students' native language

Dual Language Education Models & Components

Total Immersion 90-10 or 80-20

Content:

- ❑ Instruction of content areas is in the minority language most of the time in the early grades, increasing instruction in English to reach an equal balance by grade 5 or 6

Partial Immersion 50-50

Content:

- ❑ Instruction of content areas is in both languages at all grade levels

Dual Language Education Models & Components

Total Immersion 90-10 or 80-20

Grouping:

- ❑ Students from both language groups are integrated for all or most of the day
- ❑ Students may be separated by language for literacy or second language instruction for short periods during the day or week

Partial Immersion 50-50

Grouping:

- ❑ Students from both language groups are integrated for all or most of the day
- ❑ Students may be separated by language for literacy or second language instruction for short periods during the day or week

Dual Language Education Models & Components

Total Immersion 90-10 or 80-20

Setup:

- ❑ Classrooms may be set up in self-contained or team-teaching arrangements. Most teachers are bilingual proficient

Partial Immersion 50-50

Setup:

- ❑ Classrooms be set up in self-contained or team-teaching arrangements. At least half the teachers are bilingual proficient

Considerations for Planning & Implementation

- **Jigsaw:Read:** *Planning & Designing a Two-Way Bilingual Program*
- Home Base Groups – Number-off Participants
- Expert Groups – Letter-off Participants
 - Expert Groups Move to Letter Group & Assigned a Section of the Chapter
 - Expert Groups Summarize their Assigned Sections
- Expert Groups Return to Home Base with their Expert Summaries
- Home Base Teams Summarize the Entire Chapter Using a Semantic Flower, each “Expert” sharing their piece of the puzzle.

Initial Planning for a Dual Language Program

- Participants will pair up in groups of 3-6
- Participants to use the Initial Planning Template to begin initial planning efforts with their group.
- If you are here with a small team from your school, work together
- If you are here alone from your school, pair up with other colleagues who are also here alone and begin some initial planning as well
- Each group will have approximately 35 minutes to work in groups

A Quick-write...3-5 minutes only!

■ Quick-write Prompt:

- What aspects of today's training has shaped and/or influenced your thinking for your Dual Language Programmatic Planning?

■ Share Quick-write responses through a Voluntary Share



Evaluation

- Please make sure to complete all 4 quadrants
- In the third quadrant (reading from left-to-right on the left hand side), bullet comments from your Quick-write
- Thank you so much for your time and attention!!!

