



Key Characteristics of Dual Language Programs and Strategies for Implementation

By Sarina Karito

Day 1 Agenda



Icebreaker

Guess the Animal

Pre-Assessment

Check for understanding based on dual language programs

Understanding Dual Language Programs

Importance of understanding, key characteristics, dual language misconceptions

Dual Language Program Models

90:10

50:50

Closing Activity

Discussing key characteristics

Ice Breaker

Guess the Animal!

You will receive a sticky note with the name of an animal written on it in which you will place it on your forehead without looking at it.

The goal is for each person to figure out which animal they have by asking yes-or-no questions to the other participants about the animal's characteristics.

Move around the room to ask other participants questions.

Everyone is only allowed to ask one question to a singular participant before they must move on to someone else to ask their next question.

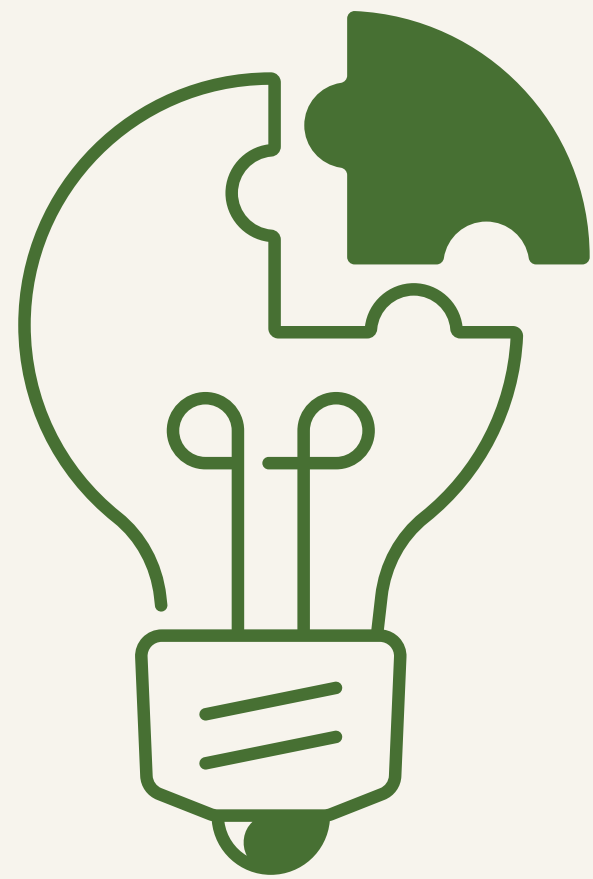
When you feel confident about your guess or have asked everyone in the room a question you can sit down.

One at a time each person will either ask the group two more questions about their animal if they're still unsure or they can share their guess with everyone before the animal is revealed.

Pre-assessment/Post Assessment
5-10min

Relax and take
your time....





Dual language programs are often misunderstood

The importance of ^{///}
understanding dual
language programs in
implementation _{///}

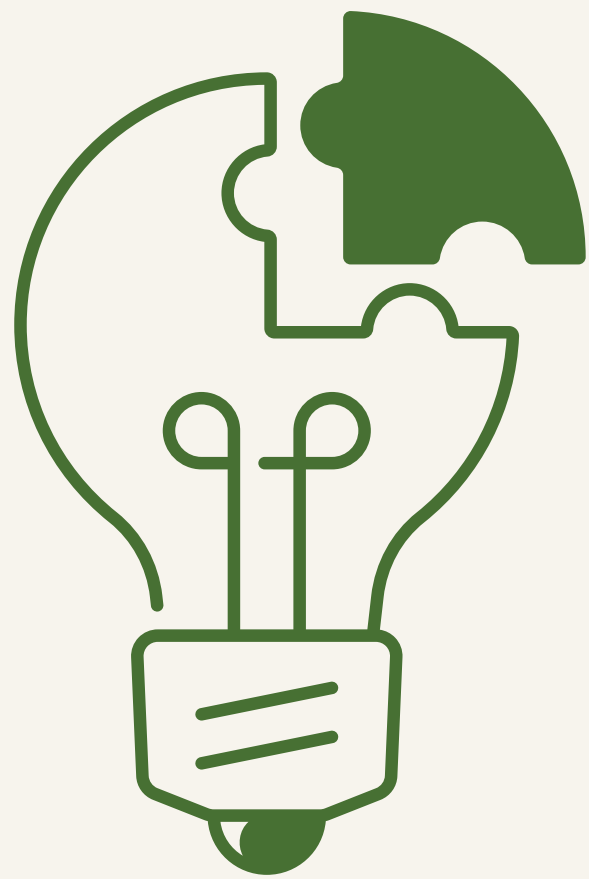


Dual language programs are often misunderstood

What does this mean?

Often misunderstood and misrepresented even by the educational communities.

Torres-Guzmán et al. (2005) found that teachers often misuse the term "dual language" to refer to what is actually a bilingual enrichment program and this stems from the lack of knowledge of the basic guidelines that define a dual language program.



Dual language programs are often misunderstood

Spread the Knowledge

This is harmful for the students due to the misrepresentation of their education and future educators.

In order for dual language programs to be successful everyone must understand the components of dual language programs thoroughly. This includes goals of dual language programs,

Goal of Dual Language Programs

The goal of a dual language program is to cultivate biliteracy and cross-cultural understanding for all students within the educational model.

1. Understanding the goals of a dual language program creates a collaborative goal for all participants to work towards.
2. In order to achieve success it is essential to have a common goal moving forward.
3. Achieving biliteracy and cultivating cross cultural awareness should be the foundation of a dual language program.

Goal of Dual Language Programs

Why is this important?




Due to the historically tumultuous relationship bilingual education has had with government policy, sociopolitical factors, and ideologies this has dictated much of its success (Baker & Wright, 2021). There has not been a strong enough policy put in place to secure the success of a united understanding regarding dual language programs.

Key Characteristics of Dual Language Programs



Providing education in both English and the partner language equally to majority language students and minority language students.

Other Names Referred as...

1. Two Way Immersion
 2. Dual language immersion
 3. Dual Immersion programs
 4. Bilingual Immersion Program
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Key Characteristics of Dual Language Programs



A dual language program implemented with fidelity provides equal educational content in both English and the partner language throughout the duration of a student's education.

A true dual language program must maintain a balanced student population of both minority and majority language students.

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Key Characteristics of Dual Language Programs



This student composition is essential for fostering true bilingualism and cross-cultural understanding. Without the proper organization of students the program would not be preserving the core goals of dual language education. Dual language programs need balanced representation in order to achieve its intended purpose of providing equitable education in both the partner language and English.

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Program Models



90:10

In the 90:10 model 90% of educational instruction is provided in the partner language and the remaining 10% of instruction in English (Polanco & De Baker, 2018).

50:50

The 50:50 model promotes equity by providing equal instructional time for students in both the partner language and English from the time they enter school until graduation.

Program Models



90:10

In the 90:10 model 90% of educational instruction is provided in the partner language and the remaining 10% of instruction in English (Polanco & De Baker, 2018).

1. As students advance to second to third grade the amount of instructional time provided in the partner language decreases from 90% to 80%, with the remaining 20% dedicated to English instruction (Polanco & De Baker, 2018).
2. By the time students reach fourth grade the instructional time is evenly distributed between the partner language and English (Polanco & De Baker, 2018).

Program Models



50:50

The 50:50 model promotes equity by providing equal instructional time for students in both the partner language and English from the time they enter school until graduation.

1. This balanced approach ensures that minority and majority language students have ample chances to develop proficiency in both languages.
2. Both the 50:50 and 90:10 dual language program models aim to provide equal instructional time in the partner language and English at some point during a student's educational journey.
3. Specific distribution of time may vary the goals and characteristics as discussed remain the same.

Lets Review

Key Characteristics of Dual Language Programs

1. Majority and Minority Language Students
2. Balanced Class Size
3. Cross Cultural Understanding
4. Achieve Biliteracy

Program Models

1. 90:10
2. 50:50
3. Both maintain the same goal of achieving equal instruction in the partner language and English

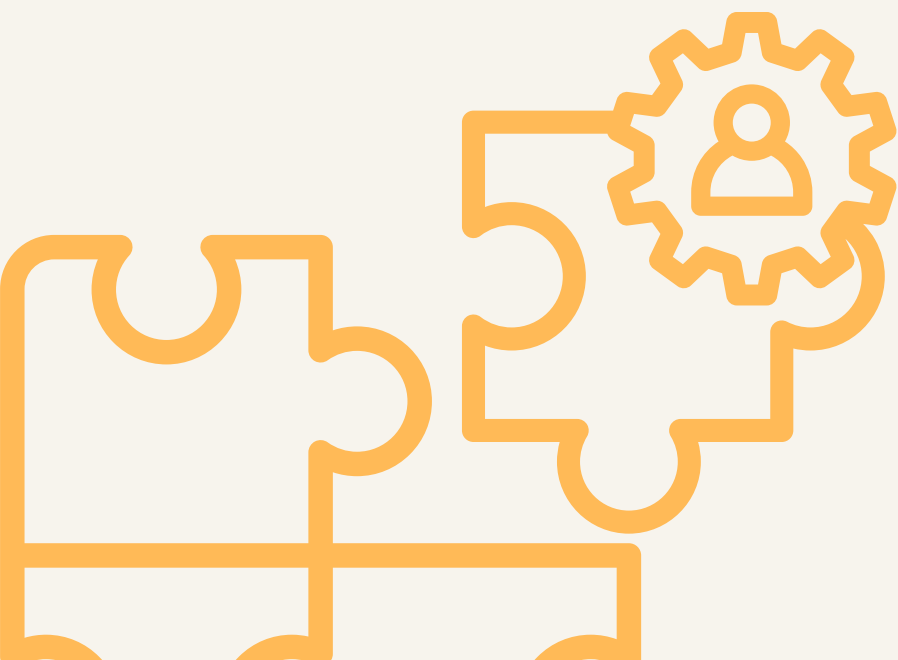


Group Activity

Given the absence of specific guidelines from educational policies of dual language programs it is crucial for educators and administrators to have access to a clear understanding for the primary characteristics and objectives of these programs



1. Handout Activity
2. Group with a partner or more
3. 5-10 minutes
4. Go over as a group
5. Keep as a future reference





Day 2



Benefits of Dual Language Programs and Strategies for Implementation



Day 2 Agenda



Icebreaker
Guess the Fruit

Discussing strategies for implementation
and continuation of DC programs

Refresher
Key Characteristics and Program Models

Activity

Discussing issues and solutions

Reviewing research that has discussed
the benefits of dual language programs

Post Assessment

Guess the Fruit




1. You will receive a sticky note with the name of a fruit written on it in which you will place it on your forehead without looking at it.
2. The goal is for each person to figure out which fruit they have by asking yes-or-no questions to the other participants about the animal's characteristics.
3. Move around the room to ask other participants questions.
4. Everyone is only allowed to ask one question to a singular participant before they must move on to someone else to ask their next question.
5. When you feel confident about your guess or have asked everyone in the room a question you can sit down.
6. One at a time each person will either ask the group two more questions about their animal if they're still unsure or they can share their guess with everyone before the fruit is revealed.



Refresher

Key Characteristics and Dual language program Models

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 1. Majority Language and Minority Language Students
 2. Bilingual
 3. Balanced student ratio and cross cultural understanding
 4. 90:10
 5. 50:50
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Benefits of Dual Language Programs

Many researchers and educators believe that two way immersion programs are a promising method to bridge and close the achievement gap caused by inequities of emergent bilingual students (Ci et al., 2016).

Benefits of Dual Language Programs

Due to the key characteristics of dual language programs which includes equal representation of majority language students and minority language students this helps to break down social justice barriers and support biliteracy (De Jong & Howard, 2009).

The two way language setting enables students to practice literacy with native speakers of both languages, an opportunity that would not be possible in a one-way immersion setting (De Jong & Howard, 2009).

Cognitive Benefits of Dual Language Programs

Based on cognitive research studies have found bilingualism can improve working memory and selective attention, both of which are beneficial for academic success (Ci et al., 2016).

Additionally studies have shown that emergent bilingual students in TWI programs demonstrate greater levels of reading fluency and faster growth in reading measures compared to students in traditional reading programs or Transitional Bilingual Education programs (Polanco & De Baker, 2018).

Cognitive Benefits of Dual Language Programs

A study done by Serafini et al. (2020) found that fifth-grade students in a two-way immersion program exhibited better academic achievement.

Thomas and Collier (2002) found for language minority students in comparison to other bilingual educational programs, two way immersion was the strongest program for achieving long-term academic success.

Questions?



Strategies and Obstacles for Implementation

lack of guidance and educational policy for teachers and administrators to refer to.

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Strategies for Implementation

One of the first tools needed when implementing a dual language program is to identify the partner language you would like to serve. Assess how community members would benefit from the dual language program as well as students.

Strategies for Implementation

All staff should be equipped to support this model by being bilingual in the partner language or including bilingual paraprofessionals that can assist.

Cocating qualified bilingual educators

Establish and foreign exchange program (Kim et al., 2013).

Strategies for Implementation

Professional Development sessions

Set time for teacher collaboration

Clear goals and framework

Collaborative engagement for students

Group Activity

Identify one specific challenge regarding the implementation of dual language programs based on your current district and how can this challenge be addressed?

Open Discussion

Identify one specific challenge regarding the implementation of dual language programs based on your current district and how can this challenge be addressed?

Post Assessment

Remember this will be used as a resource for future guidance

Questions?

Thank you for your participation

References

- Ci, J., Steele, J., Slater, R., Bacon, M., & Miller, T. (2016). Teaching Practices and Language Use in Two-Way Dual Language Immersion Programs in a Large Public School District. *International Multilingual Research Journal*, 10(1), 31–43. <https://doi.org/10.1080/19313152.2016.1118669>
- Kim, Y. K., Hutchison, C. A., & Winsler, A. (2013). Bilingual education in the United States: an historical overview and examination of two-way immersion. *Educational Review*, 67(2), 236–252. <https://doi.org/10.1080/00131911.2013.865593>
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