How to Create and Sustain Effective Two-way Bilingual Programs

By

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Abstract

Over the last few decades, the population of English language learners (ELL) students in the United States of America has increased immensely, which has caused problems in their academic success Many factors contributed to the problem, including unequal educational opportunities. Studies have shown that ELL students do not have access to the same educational opportunities compared to non-ELL students (Linville,2017). There is a large gap in academic achievement between ELL and non-ELL students in the United States (Campbell, Hespe & Martz, 2016). To address such a problem school districts have looked towards implementing bilingual and TESOL programs within their schools (Campbell, Hespe, & Martz,2016). However, these programs have caused a lot of controversy among the people in society.There is a popular belief in the United States of American that mono-lingual classrooms are the only way for ELL students to be successful (Dubetz & J. de Jong, Ester, 2011). In my paper, I will prove how to create and sustain bilingual programs through following research based practices and creating my product that is geared to help teachers and school building leaders.

Chapter One: Introduction

The United States has a long history of welcoming immigrants, including English language learners (ELLs). In fact, the population of ELL students in the United States of America has grown immensely over the past few decades (Gandara & Escamilla, 2016). According to the National Center for Education Statistics (2020), in 2017 ELLs accounted for about 10% of a total of approximately 51 million students in U.S. public schools. This influx of ELL students has caused a decline in academic success and high test scores, among schools across the country. In response to this academic decline, school districts have implemented bilingual programs within their schools. Which are designed for students to have fair and equal educational opportunities in the school. However, schools across the states fail to implement bilingual programs such as the transitional bilingual education (TBE) and dual language bilingual program (Gandara & Escamilla, 2016).

History shows us how the current events can affect the education world. Specifically, the bilingual programs. For instance, after World War I, the people in the United States of America experienced an increase of patriotism. This mind set among the people decreased the number of Americans pursuing bilingual education (Gandara & Escamilla, 2016). In addition, many people wanted to prohibit the learning of foreign languages. However, after the Cuban Revolution in 1959, there was a population shift due to the Cuban immigrants in the United States (Ovando, 2003). This increase in the Hispanic population affected the need of bilingual programs. Since then, the need for bilingual education programs have grown. In 1978, the Bilingual Education Act (BEA) was put into effect, indicating that bilingual education programs come in effect to all grade levels. In addition, the TESOL and bilingual programs would receive funding so that they may improve. However, the BEA did not provide guidelines in how to improve the TESOL and bilingual programs (Pyon, 2009).

Many bilingual programs aim to help ELLs have access to the same educational opportunities compared to non-ELL students (Linville, 2017). However, they were ineffective in closing the academic gap between ELLs and non-ELLs (Campbell, et. al., 2016). ELLs may struggle to learn due to the language barrier or simply because of their cultural differences. ELLs who struggle to learn are subsequently referred for a special education evaluation (Zacarian, 2016). It is essential to understand the diversity among all students and plan to deliver instruction that is tailored to the needs of these students. The failure to successfully implement bilingual programs causes a misrepresentation among ELLs (Figueroa et al., 2013).

There are many differences in language and culture that ELL students face, which makes it harder for them to be successful. English language learners are more than three times more likely to have educators who are not qualified to work with their academic needs (Linville, 2017). Due to the many differences in language and culture that ELL students face, it is harder for them to be successful. The needs of ELL students have changed over the past decades. For example, nowadays many ELL students are not immigrants. There are ELL students who are not emigrating from other countries, but still require language supports. However, many schools have not kept up with neither the changes in ELL students, nor the research conducted to help make bilingual education successful. There is a demand for new programs and policies designed for the new "types" ELL students (Gandara & Escamilla, 2016).

The ineffectiveness of bilingual education programs has led many people in the United States of American to believe mono-lingual classrooms are the only way for ELL students to be successful (Dubetz & de Jong, 2011). Thus, it is essential that schools across the country explore the different bilingual education program options. It is equally important to research how to implement the programs into the school successfully. For example, the transitional bilingual

education (TBE) was created to help students achieve English acquisition through providing instruction in the ELL students' first language and English until the students are proficient enough in English to move onto the mainstream classrooms (Baker, 2017). Slowly, the reputation for TBE diminished due to the research proving the ineffectiveness, yet many schools across the states continue to use it (Baker, 2017). Another bilingual program, known as dual language bilingual program, has started to receive attention. The dual language program is designed for learning and instruction in the ELLs native language along with the majority language (Gandara & Escamilla, 2016). The make-up of the classroom is ELL and non-ELL students who acquire social and academic literacy skills in the minority and majority language (Sanchez, 2017).

Thus the purpose of this paper is to explore bilingual programs and their effectiveness to achieve academic success for ELLs and non-ELLs. In Chapter 2, I will review the literature on bilingual programs and ELL and non-ELL students' experiences with these programs. Which will help me to come up with the culminating project idea, "the Product." In Chapter 3, I will discuss the Product, which will be a model for professional development for teachers. Finally, I will conclude with implications for schools to successfully provide equal opportunities for ELL and non-ELL students.

Chapter Two: Literature Review

In this chapter, I will review relevant literature to explore the challenges that bilingual programs face in creating successful programs for ELL and non-ELL students. The literature reviewed is a based mixture of studies conducted within the elementary and secondary settings; as

well as in urban and suburban. The overarching argument throughout my paper is following research based practices and successfully implementing the practices into the dual language programs, teachers can help ELL and non-ELL students thrive academically. Thus closing the achievement gap between the two different learners.

The studies conducted in the literature review are dual language programs, also known as two-way bilingual education (TWBE), in different schools across the United States.A TWBE program is a balanced group of native majority language speakers and native-minority language speakers integrated in a classroom for instruction (Steele et al., 2017). I will first explain the controversies over dual language programs. Next, I will introduce the program design followed by students' academic achievement. Then I will discuss the challenges within dual language programs including the unqualified teachers within those programs, the underrepresentation of ELL students in dual language classrooms, as well as the lack of cultural competence and support outside of classrooms.

Controversy over Dual Language Programs

Throughout our history in the United States, bilingual programs have caused a lot of controversy among the people in society. Many Americans have argued that teaching students another language in the United States is unnecessary and a waste of time. Nevertheless, due to the growing population of ELL students now and throughout United States history, the policies have improved for bilingual education (Flink & Molina, 2016). Indeed, bilingualism has no negative effects and does not impede on English acquisition (Gandara & Contreras, 2009). Considering that it may take up to seven years for students to acquire the academic English language that is necessary to succeed in school, offering instruction in the students' native language is an important option to consider (Quezada & Alexandrowicz, 2019). Nevertheless, many schools nationwide

face many problems in implementing successful bilingual programs due to the lack of support and unclear guidelines on bilingual education throughout history (Pyon, 2009). ELL students come in with different linguistic, emotional, and educational challenges (Trickett et al., 2011). Although many changes on how these services for ELL students were made, it is still a struggle to offer adequate and successful services in many schools across the country. However, the failure in most schools to achieve equal opportunities for ELL and non-ELL students, are due to the lack of knowledge, from school building leaders and teachers, to sustain the bilingual programs (Gandara & Escamilla, 2016). It is essential that schools across the country research how to implement the programs into the school successfully. The schools across the nation must stay relevant and proceed to implement the most recent studies in education to achieve success.

The Center for Applied Linguistics has estimated that dual language programs within schools in the United States has grown rapidly (Steele et al., 2017). For example, the dual language programs grew from 278 to 448 between the years of 1999 and 2011. Dual language programs are designed to serve native speakers for both languages, whereas TBE serves to only teach the majority language. In effective dual language programs, the minority and majority languages are valued equally (Fránquiz & Ortiz, 2018). While teaching in a dual language setting, the teachers never switch languages to ensure comprehension, instead, the teachers stay in the same language the entire lesson and use only comprehensible input. This strategy offers language input in the non-dominant language that can be understood, despite not knowing all the words or grammar structure. A complete evaluation of the program's effectiveness should take in the performance of both minority and majority students in the program (Billing, 2013). Findings from studies assessing majority students' performance in the TWBE program have found that these students outperform their peers in mainstream classrooms (Billing, 2013). As mentioned, research has

concluded TBE to be less effective in comparison to dual language programs. ELL students in a dual-language program outperformed their peers in a TBE program on both English and Spanish reading tests (Steele et al., 2017). The preparations to help students become better citizens is just as important as learning or maintaining a language. Native and non-native English speakers, will benefit from bilingualism within a globally competitive society.

TWBE Program Design

Many teachers in mainstream or TBE programs struggle in implementing the latest research into the curriculum due to The new Common Core State Standards (CCSS) (Gándara & Escamilla, 2016). The CCSS were designed to prepare students post-high school for pursuing higher education. The implementation of the CCSS is to improve the assessment score across the United States. However, the CCSS supports monolingual and a mono-cultural environment because the standardized tests are in English only (Gandara & Escamilla, 2016). These findings suggest that CCSS causes teachers across the country to have little control of what is taught in the classroom. Nevertheless, the academic curriculum that ENL teachers use is very flexible and the teachers use this to their advantage. Due to the flexibility in curriculum, ENL teachers can create lessons that are closely related to ELL students' language and culture. In order for the dual language programs to achieve high academic achievement for all students, there must be access to authentic L1 instructional and related materials (Fránquiz & Ortiz, 2018).

Most TWBE programs are implemented at the elementary level with Spanish as the minority language. There are different program designs, but if implemented in schools, the most commonly implemented program is the 50/50 TWBE program (de Jong, 2002). Students in the 50/50 TWBE program receive literacy instruction in both the majority and minority language. Native English speakers serve as a model for non-native English speakers, while learning the

minority language as their second language. While language minority students have the chance to maintain their native language while learning English. However, the main goal for a TWBE program is to promote interactions among students from different cultural and linguistic backgrounds.

The Barbieri School's TWBE program is successful because it implements research based practices into the classrooms. An example of this is the literacy focus in the majority and minority language (de Jong, 2002). This school presented solutions to potential problems and properly followed theory-based approaches for the TWBE program. The educators in the TWBE Barbieri program ensure to follow curriculum guidelines. All units taught in the program are thematic and the topics never repeat (de Jong, 2002). All the teachers follow literacy practices using a balanced literacy framework; and have organized their classrooms around this framework, providing opportunities for read alouds, shared reading, guided reading, independent reading, interactive writing, shared writing, writer's workshop, and independent writing. Research suggests that students with high levels of bilingual proficiency exhibit higher levels of academic and cognitive functioning than monolingual students, as well as more employment opportunities in the future (Quezada & Alexandrowicz, 2019).

Academic Achievement Within Successful Dual Language Programs

The Barbieri school based their approach in the TWBE by examining the results in two other bilingual programs. One of the two-way bilingual programs, there were observations made to focus on how well the school, faculty, and students did through implementing research based practices. This study took place in Canada in a two-way immersion program. Researchers observed classrooms that focused on whether students learned the target language and how well (Swain, 1996). There were majority speakers and minority speakers mixed within the classroom. The

research showed that students developed high communicative fluency levels in the target language (Swain, 1996). However, there were some errors in the students' grammar when writing or speaking. In conclusion, the integrated setting was found to be important for second language development and for forming positive relationships among classmates (Swain. 1996). In another in-depth study conducted in Washington, DC-based Oyster School TWBE program, researchers observed identical routines in kindergarten and sixth grade classes in Spanish and in English (de Jong, 2002). Rebecca Freeman (1996), found that the teacher emphasized academic skill building more in English than Spanish because the native English speakers' second language skills. She described the kindergarten opening routine practice statements. For example, telling the date, of how many people there are in the classroom, and etc. This shows that the expectations of the target language are easily lowered for the Spanish speakers in a native/non-native speaker integrated setting. In order to ensure higher expectations in the Barbieri TWBE program, the school building leaders chose to keep students grouped by language background for language arts.

In the dual language study conducted in Portland, the students were surpassing their peers in mainstream classrooms (Steele et al. 2017). In reading, the advantages of immersion program entry in kindergarten range from nearly a tenth of a standard deviation in Grade 3 to about a fifth of a standard deviation by Grade 8. The students were more likely to be classified as English proficient by grade 6 (Steele et al., 2017).. In the mathematics department, immersion students out-performed peers by 12% to 31%. In the science department, immersion students out-performed peers by 14% to 27%. In another study, researchers found that middle and high school students in dual language programs in comparison to mainstream classroom students, are more likely to be enrolled in higher math courses, more likely to pass the high school exit exam, and less likely to

drop out (Lindholm-Leary, 2012). These studies suggest that both ELL and non-ELL students benefit from a dual language program.

Unqualified Teachers In The Dual Language Classrooms

In the article "Effective Bilingual Education: From Theory to Academic Achievement in a Two-Way Bilingual Program," I learned about an elementary school, the Barbieri School, that achieved success in its bilingual program. The Barbieri School is a K-5 school and offers a Two-Way Bilingual Education program, which includes majority and minority-language students. At first, the school struggled in finding qualified and bilingual teachers for the program. Evidence suggests that students with qualified teachers have had positive effects within their academics, than students with unqualified teachers (Gandara & Escamilla, 2016). The new dual language educators are required to not only have high levels of language or native-like proficiency in the partner language, but also collaborate with other teachers, parents, and administrators. Studies show that transitional and dual language bilingual education programs are more successful with qualified teachers (Quezada & Alexandrowicz, 2019). Therefore, the Barbieri school did not stop its search until the trained teachers and specialists were found (de Jong, 2002).

A study on a dual language program in Portland, researchers found that many of the teachers were less experienced or unqualified for the positions (Steele et al., 2017).This is due to the teacher shortage (Billing, 2013). In 2010, it was reported that only 1% of teachers graduated with a degree in TESOL or bilingual education. Ironically, the reason for the shortage of teachers is the English-only educational policies over the past decades (Moore, 2017). Teacher candidates graduate college with little to no training in working with ELL students in the mainstreams classrooms (Moore, 2013). This issue is one that affects many different bilingual education programs in the United States. The students in this program did not perform well and researchers

are correlating the lack of success due to the unqualified teachers within the program. In order for programs to succeed, the teachers must be qualified and trained to work with the ELL students. To ensure that future dual language teachers are qualified, teacher preparation programs need a strong course sequence and a consistent field experience that allows them to think theory to practice (Quezada & Alexandrowicz. 2019).

Underrepresentation of Minority Students in a Dual Language Program

The dual language program should aim to keep a balanced student population between the minority and majority speakers. The Barbieri School encountered an issue in enrolling an equal number of minority and majority students within the dual language program. If there were to be more majority language students than minority language students enrolled in the program. English would become the dominant language in the TWBE program (Steele et al, 2017). The dominance in English among the students would negatively affect the proficiency skills of the students in the minority language. Therefore, defeating the purposes of the TWBE program. Nevertheless, the Barbieri school solved this issue by allowing minority students from other districts into the TBE program (de Jong, 2002). By allowing the out-of-district minority students into the program, in 1999, the TWBE student population was 130 native Spanish-speaking students and 128 English-speaking students. Nowadays, the Barbieri TWBE program enrolls 22 English speakers and 22 Spanish speakers in Kindergarten each year. It is designed to teach Spanish and English speakers (de Jong, 2002). By the 3rd grade, all students receive 50% of instruction in their first language and 50% of instruction in their second language (de Jong, 2002). Student integration in the Barbieri School begins in kindergarten and is only in the special areas, such as physical education, music, and art. Then it gradually increased over time and students integrated in the core subjects such as math and language arts.

A study conducted in a different dual language immersion program in Portland, admitted students into the program through a lottery system (Steele et al., 2017). The school administrators opened lottery slots for students who live in the school's catchment neighborhood, and students living in other neighborhoods as well. Students who do not win an immersion slot are assigned to regular instruction programs in the default neighborhood schools. The balance of minority and majority speakers plays a role in ensuring that one language does not dominate over the other (Gandara & Contreras, 2009). These creative solutions in both schools helped to create a balance in the minority and majority languages. Thus avoiding the issue of the minority or majority language dominating over the other.

Underpreparedness Among Co-teachers Within Dual Language Programs

The academic and social language program encourages the maintenance of the students' native language; however, the emphasis is on English acquisition (Mejias-Anderson, 2002). A particular support that I would like to focus on is the push-in services to ELLs within dual language programs. This service requires the two teachers to collaborate and co-teach the ELL and general education students effectively. It is very important that the teachers plan efficiently with one another because it can provide meaningful professional growth and development (Peercy et al., 2015). However, many different problems occur with this method of teaching. Studies show that the mainstream teachers in U.S. classrooms have admitted to feeling inadequately prepared to teach ELLs (Ponce, 2017). It is important that bilingual teachers recognize how many needs English language learners have. The lack of preparation on the mainstream teacher's side can negatively affect the students' learning.

Teachers struggle to co-teach within a dual language program because their schools do not properly collaborate as a whole (Murawski, 2013). Teachers are expected to work with multiple

teachers and have little to no planning time together. A research study on the ENL program in Saint Paul Public Schools explained how consistent professional development meetings have helped. At this school, there are weekly PD meetings conducted by different types of resource teachers (Pardini, 2006). These resource teachers, also known as coaches, have different areas of expertise. These areas include but are not limited to staff collaboration, teaching reading of writing, and cultural awareness. The coaches offer support and answer any questions asked by teachers and administrators. A coach from the Saint Paul Public Schools says that the goal is to help the staff learn how to work together (Pardini, 2006). The administrators learned they must ensure teachers common planning time, co-teacher requests, workshop requests, etc. The school now even follows a rubric for School Collaboration that assists teachers and administrators work together.

Lack of Cultural Competence Within Classrooms

Studies show that mainstream teachers see ELL students as problems rather than assets in the classroom (Téllez & Varghese, 2013). General education teachers have been found to believe that ELL students are less capable than non-ELL students are. This belief among general education teachers is very negative and is detrimental to the learning of the English language learners in the classroom. This type of mindset puts down students before they even have a chance to prove themselves (Hopkins, 2013). In order for a classroom with ELL students to be successful, teachers must embrace the linguistic and cultural differences that ELL students have to offer. The differences provide learning opportunities for all students and teachers. ELL students need to feel as if they are a part of the learning environment and community (Téllez & Varghese, 2013).

The Barbieri TWBE program is where the native English speakers and Hispanic students come together and integrate for social and academic purposes. ELL students need multiple opportunities to develop their personal identities and appreciate cultural differences (Fránquiz &

Ortiz, 2018). It is also essential that teachers educate ELL students on social justice matters. ELL students should learn about stereotyping, oppression, and bias targeted towards minority groups. This can possibly relate to their current issues in society (Linville, 2017). It is important that teachers shed light on these issues so that ELLs feel better prepared to handle them when or if they occur. These connections that ENL teachers try to make between ELL students and the material, is beneficial to the learning process.

Lack of Support for ELL Students Outside of Classrooms

Since English as a New Language (ENL) and bilingual teachers work so closely with ELLs, they understand the specific and individual needs of each ELL student. It is important that ENL and bilingual teachers advocate for their ELL students in the schools. Many ELL students cannot or do not know how to advocate for themselves. In the majority of cases, the parents of the ELL students do not have the abilities to advocate for their child either. Bilingual and ENL teachers should support and advocate for students inside and outside of the school (Howell, 2017). However, it is equally as important that ENL teachers teach students and families how to advocate for themselves as well. The students have also improved in the feelings of their own self-worth and validation through these language groupings. The latter finding is consistent with students in which second language learners show an increase in participation when found with other non-native speakers, as opposed with native speakers (de Jong, 2002). A way that schools try to tackle the issue of the misunderstanding between teachers and ELL students, is through professional development meetings. These meetings help advance professional knowledge among educators (Téllez & Varghese, 2013). On many occasions, ELL students or bilingual teachers conduct the Professional development meetings. These educators lead these professional development meetings because they have the knowledge, strategies, and abilities that help the needs of ELL

students. However, mainly, the ENL and bilingual teachers advocate for collaboration efforts among them and mainstream teachers. To ensure an effective classroom environment for ELLs, it is a team effort (Hopkins, 2017). Studies show that mainstream teachers typically blame ELL students or bilingual teachers if an ELL student does not transition well (Téllez & Varghese, 2013). Professional development meetings are a way for ENL and bilingual teachers to have their voices and ELL students' voices heard.

ENL and bilingual teachers are qualified and trained to work with the ELL students' needs in the classroom (Dubetz & J. de Jong, 2011). Because ENL and bilingual teachers work so closely with ELL students, they understand their social and academic needs best. Schools expect ENL and bilingual teachers to advocate for their students. ENL teachers work with ELL students inside and outside of mainstream classrooms (Linville, 2017). Studies show that ELL students are more likely to learn faster in an environment they feel comfortable in (Dubetz & J. de Jong, Ester, 2011). It is important that all students feel as if they belong in the classroom. ENL and bilingual teachers can help students feel this way out in the community as well. These teachers do this by hosting field trips, cultural showcases, and connect families with support organizations. It is required that ENL and bilingual teachers help ELL students and their families. Unfortunately, ELL students' families face many problems when it comes to self-advocacy. The parents of ELL students are unable to self-advocate due to the language barrier and lack of cultural and political knowledge. However, ENL and bilingual teachers can help and teach the parents to advocate for themselves. The teachers can link parents with, or create, an ELL parent committee (Howell, 2017). The meetings held by this committee would be in regards to how to better the current situations for ELLs overall. The ELL parent committee can meet with the teachers and administrators so that they can work together

to create a better environment. Advocacy for ELL students can come in many different ways; and it is necessary to have in and out of the school.

In my research, I learned how different dual-language programs have accomplished success through recruiting well-trained staff, effective team teaching, enough planning time, creating cross-cultural awareness, professional development opportunities and other theory-based approaches implemented into the programs. The TWBE program shows the strength of connection theory with decisions about program designs and implementations within a school. The approach taken at the Barbieri school shows how educators should move away from a focus on "models" toward a focus on theory-based educational approaches. This study has also shown that ELL students in two-way immersion programs outperform their peers in the mainstream classrooms. The schools had knowledge in the theoretical based practices and made sure it was implemented into the dual language programs. If there was a challenge the schools mentioned, felt unsure of how to handle, the faculty reached out for help from professionals to better understand and learn how to provide better services to their ELL students. In my next chapter, I will be discussing a type of workshop that I plan to give to help schools create and show the benefits of dual language programs, as well as how to successfully implement these programs using research based practices. The goal is to help schools learn the academic benefits of the dulan language program and to help close the gap between ELL and non-ELL students.

Chapter Three: The Product

In this chapter, I will discuss my "product," I am choosing to offer a professional development (PD) workshop on how to implement a two-way immersion bilingual program. This PD aims to guide school building leaders and teachers consistently run a successful bilingual program. This PD will include what a two-way bilingual program design looks like, the academic and social benefits, as well as the potential problems within this type of program. My PD workshop will take place during the first week of July in the school auditorium during the day. Teachers and building leaders would be able to attend because it is during the summer break. It also allows time for teachers and school building teachers time to prepare for the bilingual program before the start of the school year. I will use a PowerPoint for my presentation in the PD workshop. Along with the presentation, I will include videos, infographics, and handouts to make the presentation more interactive for the participants. The PD workshop would last over the course of three days. Each day, the session could last between 30 minutes to 45 minutes. Each day would be specific to teaching a skill or knowledge to school building leaders and faculty.

The Myths Behind Bilingual Programs

On the first day, I will start by clearing up all the myths and controversies that are related to bilingual education. For many years, society has instilled the notion that bilingual education is ineffective (Dubetz & de Jong, 2011). Therefore, many schools across the United States have believed that monolingual education would be the most effective. Nevertheless, research indicated that they are indeed effective (Linville, 2017). In my PD workshop, I start by handing out a What do you Know, Want to know, and what have you Learned (KWL) chart. I will ask the participants to fill out what they know about bilingual education and to then fill out what they want to know. Next, I will ensure that school building leaders and teachers understand that bilingual programs do not impede on English acquisition (Gandara & Contreras, 2009). I will do this by showing a video

that shows the benefits of bilingualism in people. I will include a text that reveals myths and fiction in regards to bilingual programs. I will also show my research that I have found to be true in dual language programs for students. For example, I will help school building leaders and teachers understand the academic and social benefits that come with bilingual programs. ELL students in a dual-language program outperformed their peers in a TBE program on both English and Spanish reading tests (Steele et al., 2017). I would also explain how the exposure to diversity can help the student become better global citizens. I would end the session by completing the KWL chart and reviewing the information we have learned in the PD.

Best Bilingual Program Design

On the second day, I would ensure to explain how the program design of the bilingual program should look like. There are different program designs, but my PD workshop will target to educate school faculty on the 50/50 TWBE program. This is actually the most implemented bilingual program in the United States (de Jong, 2002). Students in the 50/50 TWBE program receive literacy instruction in both the majority and minority language. In order for the 50/50 TWBE program to work, the classrooms within the bilingual two-way immersion program should have half native and half non-native English speakers. It is important that the classrooms have an even amount of native and non-native speakers to make sure that one language does not dominate over the other. The 50/50 language instruction and even amount of native and non-native English speakers ensures the proper amount of acquisition in the minority and majority languages; as well as helps students from different cultural and linguistic backgrounds connect and learn from one another. The diversity within the classrooms helps students become better global citizens (Ponce, 2017). I will show this by sharing a video on 50/50 bilingual programs and then sharing my research on the topic. I will assess what the participants have learned by including an Exit Ticket.

They will have to write down three things they learned, two things they found interesting, and one question they still have. The Exit Tickets will be turned in at the end of the PD.

Overcoming Potential Problems in Bilingual Education

On the third, I would discuss the potential problems that may occur within the implementation of the bilingual program. I will start the session by going over the learning targets for the PD. Afterwards I will share my research with the participants. I will explain a concept and why and how it is effective for a bilingual program. The potential programs that I will list are the underpreparedness between co-teachers, as well as the lack of culture and support in and out of the bilingual classrooms. Research has found that many co-teachers in bilingual programs are unprepared in the classroom (Ponce, 2017). Co-teachers are unprepared to work together due to many different reasons, one being, no no-planning time together and another reason being working with multiple different teachers. It is important that schools assign the same teachers to work with one another, as well as offer the same planning time so that they may work together. It would be most effective to assign the same teachers together. This same schedule will also allow for common planning time. Teachers will be more prepared because they have planned the lessons together. I will explain to school building leaders and teachers that within the bilingual programs, it is important that the same co-teachers work together and have the same co-planning time. This will ensure that the lessons are more organized and effective for the students. I will also explain that within these bilingual classrooms, teachers must create lessons that help the minority students see themselves as assets. Therefore, teachers will help all students appreciate the cultural differences among their peers (Fránquiz & Ortiz, 2018). I will also explain how the support for students does not end when school ends, it is important to help and support students and their families outside

of school. I will encourage school building leaders and teachers to do this by hosting field trips, cultural showcases, and connecting families with support organizations. This will help create a sense of community inside and outside of the school. Studies show that ELL students learn faster when they feel like they belong in the school and their community (Dubetz & de Jong, 2011; Howell, 2017). At the end of the PD, I will have the participants evaluate their learning in the session by taking a post-it note and placing it along the Learning Target poster. If participants place their Post-it in the bullseyes, they truly understand the learning target. If not, they must write the question or concept they are still confused with on the Post-it.

Expected Outcomes

Through this PD workshop, school building will learn how effective dual language bilingual programs are and how they should look within a school. It is important for the school building leaders and teachers to believe in the bilingual program they are building and creating. This way, the program could motivate them in the classroom, and potentially motivate students as well. School building leaders and teachers will also understand how to implement the program. The classrooms will be filled with an even number of native and non-native English speakers. This will allow for the program to succeed in teaching the majority and minority languages. In addition, school building leaders and teachers will know how to overcome potential problems they may face within the program. I believe it is important to discuss these to ensure the full comprehension of how to run a bilingual program.

Chapter Four: The Conclusion

The purpose of this paper was to show school building leaders and teachers how to create and sustain an effective two-way bilingual program. I started my investigation by following the research conducted in bilingual schools across the country, as well as in foreign countries. Through my investigation I was able to unveil how schools have created their bilingual programs. It is important that the bilingual programs are created the most effective way if it is going to succeed. In my research, I also uncovered potential problems schools might face within a bilingual program. Fortunately, I also found ways that schools had overcome those problems. My chapter three is meant to explain my product that will help over school building leaders and teachers build and

sustain an effective bilingual program in their own schools. In this chapter, I will summarize the studies that I have investigated in order to create my product. Then I will go over the implications for students and teachers from the product. Lastly, I will state my recommendations and final thoughts on creating and sustaining effective bilingual programs.

Summary

The first main problem I found was that many people believed that bilingual education is ineffective. Many people believe that bilingual programs will cause delays in the students' learning. Therefore, school building leaders and teachers are less likely to implement and follow such a program. However, in my research, it has been found that bilingual education does not impede English acquisition (Gandara & Contreras, 2009). As a matter of fact, bilingual programs have been found to be more effective than mono-lingual and TBE programs. Students have been found to out-perform their peers in the mainstream classrooms (Steele et al., 2017). It is important that the school faculty believe in the programs if it is going to succeed.

Now that I have concluded that bilingual programs are in the best interest of students. I investigated what the best program design is for two-way bilingual programs. I found out that there are many designs for two-way bilingual programs. For example, there is 80/20 and 90/10. Nevertheless, I found that the most popular and effective program design is 50/50. Students enrolled in this type of program will receive literacy instruction in the minority and majority language. Students in this program would serve as models for both the languages in the classroom (de Jong, 2002). It is important that the teachers never switch languages throughout the instruction in class. The teacher must maintain the target language throughout the lesson.

Next, I identified potential problems school building leaders and teachers face in sustaining effective bilingual programs. I found that there are many unqualified teachers, an

underrepresentation of minority students, unprepared teachers, lack of cultural competency, as well as lack of support for the minority students. In my research, I found that schools overcame the problem of unqualified teachers through recruiting nationally until a qualified teacher is available. Next, I found out that a school overcame the issue of an unbalanced classroom through extending the bilingual program to students in other school districts. This was able to help classrooms maintain a balance so that one language does not dominate over another. This usually happens when there are more majority speakers than minority speakers. After, I found that schools were able to support teachers in preparing to co-teach in bilingual programs through professional development classes and common planning time. Then I found that teachers were able to create a classroom environment with more cultural competence through providing learning opportunities through the differences the students have to offer in the classroom. However, it is also important to support ELL students outside of the classroom to help them feel like they are part of the community. I found that schools did this through cultural showcases, school field trips, and helping the families connect with the support organizations.

Implications

The belief was that immigrants should assimilate to the country. There were programs geared towards English acquisition and did not promote the maintenance of the students' first language. This was actually detrimental to the students learning because it caused confusion in both, or more, languages. The bilingual programs will help ELL and non-ELL students become better global citizens through cultural and linguistic awareness. In addition, students will also thrive in their academic learning. In a study, it has been found that the students enrolled in bilingual programs are also more likely to pass the highschool exit exam and less likely to drop-out (Lindholm-Leary, 2012). However, it is important to successfully support the students in and out

of the classroom as well. Through helping students and families outside of the school, it will help students feel valued and more apt to learning. The main goal is to help the students, families, teachers, and school building leaders come together to create a better school environment.

Bilingual education has consistently been misunderstood. The belief that bilingual and TESOL education services were harmful to ELL students' education was the case for a long time. Therefore, it is important that the school building leaders and teachers understand and believe in the bilingual program they are implementing. This will help ensure the success of the bilingual program. School building leaders and teachers must all work together to sustain the program. School building leaders can find PDs and create common planning time for teachers to ensure that they have enough time to collaborate and have access to many different resources. This will help benefit the teaching and learning within classrooms.

Recommendations

How do we ensure that more bilingual programs are implemented into schools across the nation? There are still many people who believe in mon-lingual learning, and do not understand the benefits of bilingualism. For future research, I would recommend investigating, what needs to change in order for more schools to implement bilingual programs?

Final thoughts

In order for schools to successfully implement and sustain bilingual programs, it is important that they follow research-based practices. This will ensure that the schools close the gap in the academic learning of ELL and non-ELL students.

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Appendix A:

Professional Development Handouts Day 1

https://docs.google.com/presentation/d/1f11kmxUHOrA-

CM8eIWuwVWvR4b66NtRmbq9TGfkguOA/edit?usp=sharing

Appendix B:

Professional Development Handouts Day 2

https://docs.google.com/presentation/d/1f11kmxUHOrA-

CM8eIWuwVWvR4b66NtRmbq9TGfkguOA/edit?usp=sharing

Appendix c:

Professional Development Handouts Day 3

https://docs.google.com/presentation/d/1f11kmxUHOrA-

CM8eIWuwVWvR4b66NtRmbq9TGfkguOA/edit?usp=sharing