

SESSION 1: DUAL LANGUAGE AND IMMERSION BASICS



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USDE Grant: Dual Language and Immersion Pathways to English Learner Success

Thank you for joining us this evening. We hope that you will enjoy the learning activities that we have prepared for you. Please do not hesitate to ask questions during the presentation.

The Dual Language and Immersion Family Education program is supported by a United States Department of Education grant from the Office of English Language Acquisition.

We are going to be giving these sessions bilingually rather than separating you into different language groups. Your children are together for instruction and that integration is key to program success. Keep in mind, however, that although we will be doing these sessions bilingually, your children are taught in one language or the other – the teachers don't translate or use both languages during their instruction.



Partners



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Introductions



- Your name
- Number and ages of your children
- Your school
- Languages spoken at home
- What motivated you to come here tonight

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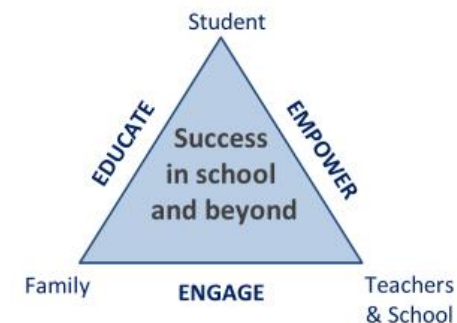
This grant was awarded to the University of Minnesota in partnership with the following districts/programs: Eastern Carver County Schools, Minneapolis Public Schools, Northfield Public Schools, Richfield Public Schools, Risen Christ Catholic School, Roseville Area Schools, and Saint Paul Public Schools.

Mission Statement

To enrich the educational experience of Dual Language and Immersion (DLI) learners by **engaging, educating, and empowering** families.

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So what does this mean? *Point to the 3 points of the triangle to emphasize this partnership.*

Students, families, teachers and other school professionals work in partnership to ensure that students achieve success while in school and beyond into the future.

First, it is important for parents and families to be engaged in their children's education. To be engaged means giving your full attention to something, to be in it – to give it your all. The same expectation holds for teachers and students – the idea is for everyone in this partnership to be committed to the child's education and to give it their all.

It is also important for parents and families to be educated and informed about the program – to understand what dual language and immersion programs offer children so that you are able to ask questions and offer feedback to teachers and other school professionals.

Finally, it's critical for families and parents to become empowered. When you're empowered you feel stronger and more confident, especially when it comes to supporting your child's education and asserting your child's educational rights.

When you are engaged and educated, you become more empowered. Those 3 attributes will help lead to your child's success in school and beyond. You are your child's strongest advocate and asset!

Workshop Topics

1. Dual Language and Immersion Basics
2. Bilingualism and Biliteracy
3. The Challenges of DLI
4. College and Career Opportunities

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These are the four topics to be covered in the Family Partnership workshops. We strongly encourage you to attend all four sessions. You will graduate and receive a certificate after completing all four classes.

1. What do we mean by Dual Language and Immersion? What are the most important things to know about it?
2. What do we mean by "bilingualism" and "biliteracy"? How can you help your child become bilingual and biliterate?
3. What are some of the challenges that you and your child might face in a DLI program? How can you meet those challenges?
4. How can bilingualism and biliteracy open doors for your child in the future?



Session Objective

I understand the **goals** and **key features** of Dual Language and Immersion Education (DLI).

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What is Dual Language and Immersion?



(Adapted from "The Dual Language Umbrella" in U.S. Schools (Howard et al., 2003))

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DLI education fosters the idea of additive bilingualism, where students become highly proficient in both English and the partner language. There are four main program types that fall under the DLI umbrella.

*Point to each section of the umbrella as you introduce the four **prototypical** program types that exist in the US. **IMPORTANT: Some programs in MN might not correspond exactly to the four described here.***

- **Indigenous/Heritage language immersion:** These programs are designed to revitalize endangered indigenous – or native - cultures and languages. They typically enroll students of indigenous heritage. In Minnesota we have Ojibwe and Dakota language immersion programs.
- **Developmental Bilingual Programs:** These bilingual programs serve language learners with similar language and cultural backgrounds – for example, a group of students who speak Spanish at home. Learners have the opportunity to maintain and improve their home language as they learn English. In Minnesota the developmental programs are all in Spanish.
- **One-Way World Language Immersion:** This program is designed for learners whose home language is English. In Minnesota there are one-way programs in Spanish, French, German, Mandarin and Korean.
- And finally, the program that is represented here tonight is the **Two-Way Immersion** program. It intentionally brings together children from two language groups – English home language and those who speak the partner language (Spanish) at home. In MN we have two-way programs in Spanish and Hmong.



The Goals of DLI Education



Academic achievement
Bilingualism and biliteracy
Cultural competence

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(Fortune, 2013)

All four of these program types share the same 3 goals. Think of the ABCs of Dual Language and Immersion:

- Academic achievement has to do with how well students do in school.
- Bilingualism means speaking two languages to a high degree. Biliteracy means reading and writing in two languages.
- Cultural competence is about understanding how culture (our own and other cultures) affects the way we think and act.



Goal 1: Academic Achievement

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Academic Achievement

In general, by middle school, **both English home language and Spanish home language/bilingual students** do as well as or better on standardized tests given in English (Math, Reading, Language Arts) than their peers in English-only classrooms.



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(Lindholm-Leary & Genesee, 2014)



Academic Achievement



English home language students may experience a temporary lag in English reading and writing skills, but within a year after instruction in English language arts begins, the lag disappears.

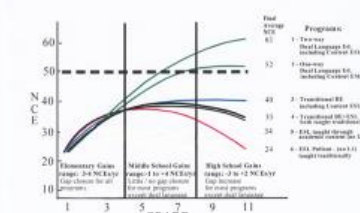
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(Genesee, 1987)

ENGLISH LEARNERS' LONG-TERM K-12 ACHIEVEMENT IN NORMAL CURVE EQUIVALENTS (NCEs) ON STANDARDIZED TESTS IN ENGLISH READING COMPARED ACROSS PROGRAM MODELS

Results aggregated from a series of longitudinal studies of well-implemented, mature programs

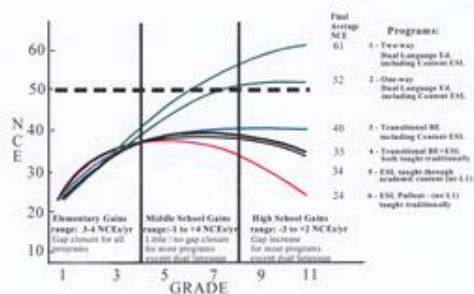
Program 1: Two-way Dual Language Education (DLE), including Content ESL
 Program 2: One-way Dual Language Education, including ESL taught through academic content
 Program 3: Translational Bilingual Ed. (TBE), including ESL taught through academic content
 Program 4: Translational Bilingual Ed. (TBE), including ESL, both taught traditionally
 Program 5: ESL taught through academic content using content approaches with no L1 use
 Program 6: ESL pulled - taught by pulled from mainstream classrooms with no L1 use



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14. This graph shows how English learners achieve in English reading in a variety of program models. It represents longitudinal research involving over 15,000 students in different programs and languages across several US states (but not including MN). Longitudinal research means that we're looking at the same students over time. Let's look at a larger version of the graphic to better interpret it.

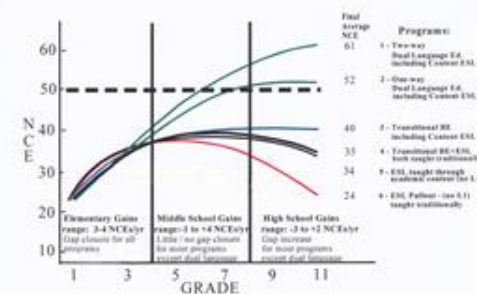


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English learners in DLI programs

- catch up to their English-speaking peers in reading by Grade 5 or 6.
- outperform average English-speaking peers if they continue in the program through high school.

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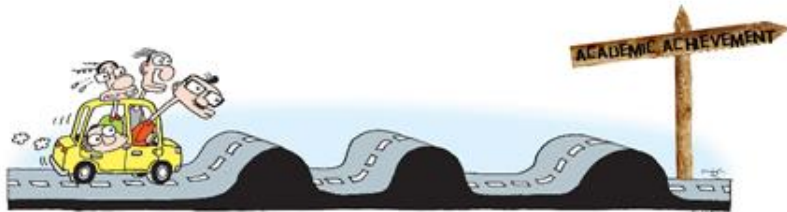
What makes the difference for Spanish ELs?

- continued learning in Spanish in school
- ongoing use of Spanish in the home

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The Road to Academic Achievement



- Read each “bump in the road” statement.
- Share ideas you have for responding to these “bumps.”

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The road to bilingualism is a bumpy one! Tonight, you will learn how to deal with those bumps with your child. The first two bumps are about Academic Achievement.



In 2nd grade, you might begin to worry that your child isn't yet reading in English. Plus, your child may see friends reading much harder and more interesting books in English and may want to be part of that reading experience.

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In 3rd grade, when standardized testing begins, your child's test scores may be lower than expected.

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Goal 2: Bilingualism & Biliteracy

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The second goal of DLI is Bilingualism and Biliteracy. Because there is so much information to share about this goal, we will dedicate the entire next session to it. Be sure to come back for this important presentation.





Goal 3: Cultural Competence

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Cultural Competence

Some research findings:



1. Two-way immersion students value having classmates from a variety of linguistic and cultural backgrounds.

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(Feinauer & Howard, 2014)

Cultural Competence



In a DLI program, partner language and culture are intertwined and are both highly valued.

Students learn to **understand**, **communicate with**, and effectively **interact** with people both in English and in the partner language.



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(Australian Children's Education and Care Quality Authority, 2014)

Cultural Competence

2. Positive cross-cultural attitudes are frequently more common among DLI students than among students in other types of programs.



3. Partner language students say attending a two-way immersion program is central to their identity because of the opportunities for extended home language and literacy development.

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(Feinauer & Howard, 2014)



Cultural Competence

Learning a language without the cultural framework in which it exists is like cooking ethnic food without the spices of the region. You simply will remove all of the flavor from the language.



(Zart, 2012)



In 4th grade, many children begin to assert their identity and have a strong desire to “fit in” with U.S./English-speaking culture. They might not want to speak Spanish anymore. This is true for *all* learners.

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The Road to Cultural Competence



- Read the “bump in the road” statement.
- Share ideas you have for responding to this “bump.”

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Key Features of DLI

- **50% or more** of partner language instruction (Spanish) through the elementary years.
- **High status of partner language and culture** in the classroom and in the school community.
- Fairly equal numbers of **two groups of students** are recommended: English-speakers and speakers of a partner language, such as Spanish.

(Christian, 2011; Fortune & Tedick, 2008; Hamayan, Genesee & Cloud, 2013)

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28: Take a Break 29: Bingo



Key Features of DLI



- An integrated **language and content** model, which provides a wide variety of contexts in which to use the target language.



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(Christian, 2011; Fortune & Tedick, 2008; Hamayan, Genesee & Cloud, 2013)

In the photo you see an example of a kindergarten calendar routine in Spanish. Besides learning math concepts through this daily routine, DLI students learn the foundations of the partner languages: colors, numbers, days of the week, weather expressions and even clothing.

In the video you see students learning Spanish in a wide variety of content areas, from preK to 5th grade. Although this is a one-way program, it gives you a good picture of what it's like for children to learn math, science, social studies and more in Spanish.

Key Features of DLI



- Literacy instruction in **both languages for all learners throughout the program.**
- Core subjects (math, science, social studies) divided between languages.
- **Integration** of English-speaking and Spanish-speaking language learners for all instruction.

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(Christian, 2011; Fortune & Tedick, 2008; Hamayan, Genesee & Cloud, 2013)

Key Features of DLI



- Instruction in the **same core subjects** as in the other schools in the district: mathematics, language arts, science, and social studies.
- Instruction based on **national and state standards and district curricula.**

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(Christian, 2011; Fortune & Tedick, 2008; Hamayan, Genesee & Cloud, 2013)



Key Features of DLI



- **Maximizing teacher and student use of Spanish** during instructional time in Spanish.

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Research on how we learn second languages shows that we have to use the language consistently in order to learn it. We have to prioritize, privilege and protect Spanish in these programs. Students WILL learn English – it's Spanish that is more challenging for us to develop in these programs – even for Spanish home language students.

Tic-Tac-Toe! What do you know?



1. Place your cards face down to form a grid, with the X/O “wild card” in the middle.
2. Turn over one card at a time and read the statement. Together, the team decides if the statement is true or false.
3. If it is true, place an O on the card. If it is false, place an X.
4. If you get 3 in a row, call out Tic-Tac-Toe! but continue filling in your grid.

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36-37: Tic-Tac-Toe

We thank you for coming this evening and for your active participation!

Please complete the short questionnaire to help us to see what you learned in this workshop and how we can improve it.



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ANSWERS



- Remind your child just how special it is to be reading in another language.
- If your child is feeling disheartened about not being able to read a certain book in English, read the book aloud together if that is possible or check out the audio book from the library.
- But continue to encourage reading in the partner language and show enthusiasm for the books your child can read.

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- Remember that it takes time for positive academic outcomes to appear.
- Your child is on the path to speaking, reading and writing in two languages, reaping many benefits along the way that are not measured on a standardized test.

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- Research shows that all DLI children – regardless of home language – prefer to use English, and that preference increases as they advance in grades (e.g., Ballinger & Lyster, 2011; Freeman, 1998; Hernández, 2015; Potowski, 2004).
- It's your job to remind your child of the value of bilingualism and to offer encouragement, praise, and support.

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