Using the *Guiding Principles for Dual Language Education* to Inform
Dual Language Program Development and Enhancement

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Research Findings in Dual Language Education

Benefits for all students
Students in dual language programs have been found to be more likely than their peers in mainstream programs to:

- Complete high school
- Take Advanced Placement courses
- Have positive attitudes towards school and bilingualism
- Have a greater understanding and appreciation of other cultures
  (de Jong & Bearse, 2011; Thomas & Collier, 2002)

Benefits for students learning English

- Research shows that English learners (ELs) benefit from continuing to learn in their native language (Ball, 2010; Lindholm-Leary & Genesee, 2014).
- Oral proficiency and literacy in a student’s first language facilitates English literacy development (August & Shanahan, 2006).
- ELs are less likely to fall behind in core subject areas if they are able to continue learning grade-level content in their home language while acquiring proficiency in English (Lindholm-Leary & Genesee, 2014).

Benefits for English speakers

- Native English-speaking students in dual language programs develop more advanced language skills than students in conventional foreign language programs
- Native-like listening and reading skills
- Fluency and confidence
- May still make grammatical errors or have limitations in vocabulary or idiomatic speech
  (Lindholm-Leary & Genesee, 2014; Lindholm-Leary & Howard, 2008)

Benefits for Society

- Valuable resource in the U.S.: estimated 4.6 million students who come to school already speaking a variety of home languages, most commonly Spanish, Vietnamese, Chinese, Arabic, or Hmong.
- These languages are significant for our economic security…
  (Duncan & Gil, 2014)
Guiding Principles for Dual Language Education: 3rd Edition

- GP3 released in November 2017 at La Cosecha Conference!
- Based on the New Mexico Dual Language Program Standards
- Prepared by a national panel of researchers, teachers, administrators, and parents
- Released by the Center for Applied Linguistics, DLeNM, and Santillana USA
- Available online at www.cal.org/gp3

Guiding Principles Strands

- Strand 1: Program Structure
- Strand 2: Curriculum
- Strand 3: Instruction
- Strand 4: Assessment and Accountability
- Strand 5: Staff Quality & Professional Development
- Strand 6: Family and Community
- Strand 7: Support and Resources
Guiding Principles for Dual Language Education: 3rd Edition

- A Review of Research and Best Practices:
  - The GP3 literature reviews have been updated to reflect new research supporting each of the seven strands

- Guiding Principles for Dual Language Education:
  - Updated detailed rubrics for each strand and supporting principles

- Blank Rating Templates:
  - Updated rubrics may be used for self-reflection, program evaluation, and as a continuous improvement tool for all stakeholders
  - Qualitative data collection is now needed to support levels of implementation to include Minimal, Partial, Full, and Exemplary

The 3 Pillars of Dual Language

- Bilingualism & Biliteracy
- High Academic Achievement
- Sociocultural Competence
Pillar One: Bilingualism and Biliteracy

- Students are able to speak and understand each of the two program languages
- Students can also read, write, translate, and use each of the two program languages to support the continued growth of the other

Pillar Two: High Academic Achievement

- Students are able to achieve grade level expectations in core areas and specials courses in both program languages
- Specials, special education, gifted & talented, and intervention services must be offered in both program languages
Pillar Three: Sociocultural Competence

- All stakeholders work to ensure equity by understanding and advocating for the culturally, linguistically, and socioeconomic diverse needs of all.
- Sociocultural competence also includes the use of multiethnic curriculum resources and valuing families’ home languages and dialects.
### STRAND 1: PROGRAM STRUCTURE

**Principle 1** All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.

**Principle 2** The program ensures equity for all groups.

**Principle 3** The program has strong, effective, and knowledgeable leadership.

**Principle 4** An effective process is in place for continual program-planning, implementation, and evaluation.

### STRAND 2: CURRICULUM

**Principle 1** The program has a process for developing and revising a high-quality curriculum.

**Principle 2** The curriculum is standards-based and promotes attainment of the three core goals of dual language education.

**Principle 3** The curriculum effectively integrates technology to deepen and enhance learning.

### STRAND 3: INSTRUCTION

**Principle 1** Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model.

**Principle 2** Instructional strategies support the attainment of the three core goals of dual language education.

**Principle 3** Instruction is student-centered.

**Principle 4** Instructional staff effectively integrate technology to deepen and enhance the learning process.

### STRAND 4: ASSESSMENT & ACCOUNTABILITY

**Principle 1** The program creates and maintains an infrastructure that supports an assessment and accountability process.

**Principle 2** Student assessment is aligned with program goals and with state content and language standards, and the results are used to guide and inform instruction.

**Principle 3** Using multiple measures in both languages of instruction, the program collects and analyzes a variety of data that are used for program accountability, program evaluation, and program improvement.

**Principle 4** Student progress toward program goals and state achievement objectives is systematically measured and reported.

**Principle 5** The program communicates with appropriate stakeholders about program outcomes.

### STRAND 5: STAFF QUALITY & PROFESSIONAL DEVELOPMENT

**Principle 1** The program recruits and retains high-quality dual language staff.

**Principle 2** The program provides high-quality professional development that is tailored to the needs of dual language educators and support staff.

**Principle 3** The program collaborates with other groups and institutions to ensure staff quality.

### STRAND 6: FAMILY & COMMUNITY

**Principle 1** The program has a responsive infrastructure for positive, active, and ongoing relations with students’ families and the community.

**Principle 2** The program promotes family and community engagement and advocacy through outreach activities and support services that are aligned with the three core goals of dual language education.

**Principle 3** The program views and involves families and community members as strategic partners.

### STRAND 7: SUPPORT & RESOURCES

**Principle 1** The program is supported by all key stakeholders.

**Principle 2** The program is equitably and adequately funded to meet program goals.

**Principle 3** The program advocates for support.
A Reminder: Additive vs. Subtractive Bilingualism

- **Additive Bilingualism**  the first language continues to be developed and the first culture valued as additional languages are added
  - Hamayan, Genesee, & Cloud (2013)

- **Subtractive Bilingualism** – the second language is added at the expense of the first language and culture
  - Hammer, Lawrence, & Miccio (2008)
  - Lindholm-Leary (2014)
  - Montrul (2016)
Building the Foundation: What is dual language education? And whom does it serve?

- What is dual language education?
  - An educational program model in which students participate in core content instruction in more than one language
  - Used in many countries throughout the world to promote multilingualism and multiculturalism
  - Used in the U.S.A. to serve students who speak a language other than English in their homes AND/OR to provide opportunities for English-fluent children to acquire an additional language at school from a young age

- What does the law say?
  - Supreme Court Case: Lao versus Nichols (1974)
  - California class action suit
  - **Issue:** Chinese-American children who were not proficient in English were not experiencing success in schools
  - **Ruling:** Children who are not proficient in English have the right to equitable access to education
  - Equitable ≠ equal
  - School districts are responsible for ensuring that students not proficient in English receive specially designed instruction so that they gain access to the content AND support needed to develop English language and literacy

- Entitlement services vs. supplementary services
  - Students identified as English learners (not yet proficient in English) are entitled to services that make content accessible and ensure support in language and literacy development (as a basic component of standard education services)
  - English-proficient students may participate in programs that provide opportunities to develop proficiency in an additional language (as a supplement to standard education services)

- Why is this important?
  - English learners and English-proficient students may participate side-by-side in dual language programs
  - Legislative and fiduciary mandates may apply to English learners that do not apply to English-proficient program participants, including
    - Funding allotments
    - Program placement
    - Assessments
Strand 1: Program Structure

- Principle 1: All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.
- Principle 2: The program ensures equity for all groups.
- Principle 3: The program has strong, effective, and knowledgeable leadership.
- Principle 4: An effective process is in place for continual program planning, implementation, and evaluation.

Dual Language Model Fundamentals

Consistent and defensible model linked to program goals
- Consistent: model components are related and clearly articulated within and across grades
- Defensible: based on high expectations for bilingualism and biliteracy for all students

Basic Program Model Variables
- Time in partner language in primary grades (e.g., 90/10, 80/20, 70/30, 50/50)
- Language of initial literacy (both languages, first language, second language)
- Language allocation
  - Time
  - Content
  - Teacher assignments

Program Models

Non-50/50 Program Models
- 90/10, 80/20, 70/30 Programs

Kinder
- 90%/80%/70% of instruction in Partner Language
- 10%/20%/30% of instruction in English

Subsequent Grades
- Increasing amount of English until 50:50, usually at 3rd grade

Languages of initial literacy
- In these models, initial literacy is fundamentally in the partner language/first language of ELs
- English literacy is expanded upon each year (i.e., beginning with shared, interactive reading, development of oral language and vocabulary)

50/50 Program Model
- Equal instruction in two languages
• English language arts and Spanish language arts taught equally throughout the grades
• Every content area taught at one time or another in each language

**In Both Program Models**
• Sheltering strategies used consistently to develop language and make content comprehensible
• Strategic and explicit linking of the two program languages at pre-conceived intervals.

**Number of teachers and their languages**
• One English teacher and one partner-language teacher teach two classes (“side by side”)
• One teacher teaches both languages but at different times to a single class (“self-contained”)
• Team model (teachers specialize in language used by content area teaching multiple classes)

<table>
<thead>
<tr>
<th>Benefits of Side by Side</th>
<th>Benefits of Self-Contained</th>
</tr>
</thead>
<tbody>
<tr>
<td>‣ Fidelity to language allocation determined by schedule</td>
<td>‣ Fewer transitions</td>
</tr>
<tr>
<td>‣ Students associate each teacher with one language</td>
<td>‣ Teacher as bilingual model</td>
</tr>
<tr>
<td>‣ Classroom becomes immersion environment</td>
<td>‣ Teacher experiences bilingual development</td>
</tr>
<tr>
<td>‣ Teacher prepares lessons in one language</td>
<td>‣ Less co-planning</td>
</tr>
<tr>
<td>‣ Co-planning is essential</td>
<td>‣ Teachers responsible for only one class</td>
</tr>
<tr>
<td></td>
<td>(e.g., easier for conferences and report</td>
</tr>
<tr>
<td></td>
<td>cards)</td>
</tr>
</tbody>
</table>

**50/50 Content by Language**
Which content is in what language?
• Language arts in both languages at every grade level
  … in both languages with frequent switch (daily or every other day)
• Math, science, social studies (and specials)
  … in both languages every year with frequent switch (half-day, daily, or weekly)
  … in both languages every year switching by unit/theme
  … in both languages every year switching by quarter or semester
  … in one language one quarter/semester/year and the other language the next quarter/semester/year
Sample 50/50 Half Day Schedule

Notes:

- 50/50 Model: Half the day in English and half in Spanish. Any imbalance of time between morning and afternoon is "made up" the following week.
- All academic domains taught in all languages, but with a full week in each language to promote continuity within a unit.
- Students from the two language backgrounds are together all day.
- The teacher does the same lesson in the morning and in the afternoon (once with each class), allowing the teacher to prepare "half as much" to compensate for working with two classes of students.
- When possible, the language of instruction for specials should be balanced between English and Spanish.

90/10 and 50/50

- Both models have strong track record of closing the achievement gap between EL and non-ELs
Selecting the Best Program Model for Your Context

Considerations

- Goals of the program
- Philosophical foundation of the program/leadership
- Physical capacity (number of classrooms per grade)
- Transitions
  - Geography of classroom space
  - Management
  - Where to begin and end the day
- Availability, quality, affordability of materials
- Standardized, high-stakes testing
  - Pressure to score well in English
  - Subjects tested in each grade
  - Availability of assessments in partner language
- Staff capacity
  - Incorporation of existing staff and recruitment of new staff
  - Number of classroom and specials teachers who can teach in English, partner language, both
  - Number of aides and resource/support teachers and their language capabilities
- Staff talents and capabilities
- Teacher prep time
- Integration of support services
  - ESL, partner language support
  - Special education
  - Interventions, RTI Tier 2 & 3
  - Gifted or accelerated classes
- Special programs and school initiatives

Myths

- There is a best program model.
- If it’s working in the school down the street, it will work at our school too.
Strand 2: Curriculum

- Principle 1: The program has a process for developing and revising a high-quality curriculum.
- Principle 2: The curriculum is standards-based and promotes attainment of the three core goals of dual language education.
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Strand 3: Instruction

- Principle 1: Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model.
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Curriculum and Instruction Features

- Language and content are integrated
- The curriculum is organized to balance the cognitive load in English and the partner language across the course of the program (making the input comprehensible and building background knowledge)
- The curriculum is aligned with state and district standards
- The curriculum is articulated across grades and languages and coordinated with support services
- Curriculum and instruction are based on research on bilingualism and biliteracy development
Guidelines for Language Use in Dual Language Classrooms

Dual language learners thrive in settings that support language and content acquisition and promote cross-linguistic and cross-cultural respect and understanding.

The adoption of a language policy that simultaneously supports language experimentation while upholding accountability for target language production is crucial for student success in achieving these goals. The following are general guidelines for effective classroom management in dual language settings.

- The teacher functions as a language model and uses the target language exclusively during instruction in order to model fluent, extended discourse.
- Effective teaching strategies for making content concepts clear in the target language include the incorporation of visuals, gestures, and repetition, rather than providing clarification in the partner language, which is not a viable strategy for effective dual language instruction.
- Students may at times utilize the target language, the partner language, or sometimes both program languages within a single class period, particularly when processing new information and/or challenging content.
- It is important to make a distinction between student processing language, which may incorporate either or both program languages, and student language as an end product. As students gain increasing understanding of content concepts and familiarity with the language required to express their understanding of the content, they should be held accountable for producing linguistic output (oral and/or written) in the target language.
- The teacher’s incorporation of well-designed content and language objectives, as well as instructional scaffolds designed to support students in achieving those objectives, are crucial components in moving students toward successful performance in the target language.
- Dual language teachers should be aware of how they use the program languages during non-instructional time. It is not appropriate to switch to the partner language for informal conversations, or when redirecting students who are misbehaving, as these inadvertent insertions of the partner language into the instructional block can send unintended messages that one program language is more highly valued than the other.
- Dual language learners may get off task if they do not understand the directions for activities and assignments. Therefore, it is imperative for dual language teachers to provide clear, step-by-step directions, to model each step, and to ask students to restate the directions to a partner in either program language. Providing an example of a finished work product further increases the likelihood that dual language learners will be successful.
- Effective dual language teachers utilize clear systems to delineate one program language from another, such as color-coding written text in each language and using clear signals to indicate a switch in instructional language.
What about the Strict Separation of Languages?

A Shift in the Research

<table>
<thead>
<tr>
<th>Strict Separation of Languages</th>
<th>Structured Opportunities for Making Cross-linguistic Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>From:</strong> Maintaining a strict separation of languages in an effort to …</td>
<td><strong>To:</strong> Providing opportunities for students to make cross-language and cross-cultural connections in order to</td>
</tr>
<tr>
<td>- Elevate program language status</td>
<td>- Demonstrate adoption of a holistic approach to instruction with emerging bilingual students</td>
</tr>
<tr>
<td>- Guide teachers accustomed to using concurrent translation in transitional bilingual classrooms to “stick to the program language”</td>
<td>- Elevate the status of being bilingual and biliterate</td>
</tr>
<tr>
<td>- Encourage teachers to utilize sheltering strategies to make content comprehensible, rather than resorting to translation</td>
<td>- Promote development of metalinguistic awareness</td>
</tr>
<tr>
<td>- Raise status of the dual language teacher as a language model</td>
<td>- Encourage students to use each language as a resource for acquiring and developing proficiency in the other</td>
</tr>
<tr>
<td>- Encourage students to value, acquire, and actively use the target language</td>
<td>- Support students as they develop their identities as emergent bilinguals and global citizens</td>
</tr>
</tbody>
</table>

(Escamilla, K.et al, 2014)

Connecting the Program Languages

**Preview-View-Review (PVR):**
A technique in which a brief introductory mini-lesson is provided in the non-target language at the start of the lesson, along with a brief summarizing discussion at the close of the lesson

Example: Math (in Spanish)
- **Preview:** 3-5 minutes of introductory material on math topic in English
- **View:** Bulk of lesson in Spanish
- **Review:** 3-5 minutes of review discussion in English

Cautions:
- Minimize duration of preview and review to protect time devoted to development of target language
- Consistently use systems to delineate the two program languages
**Bilingual Vocabulary Cards and Anchor Charts**

- Include students in the process of identifying key vocabulary and creating cards and anchor charts that incorporate visual support
- Facilitate the use and re-use of target vocabulary by posting cards and charts, referring to them explicitly throughout instruction, and teaching students to use them independently to support learning
- Display bilingual vocabulary in both the English-component and the Spanish-component classroom (as feasible)

**Cautions:**

- Add in words in partner language without discussion, or do so during the preview and/or review portion of a lesson (avoid the tendency to “teach” partner language vocabulary at the time items are generated)
- Be diligent in following color-coding system to distinguish the two languages
  
  (*Freeman, Y. & Freeman, D., 2006*)

**Connecting the Program Languages**

**The Bridge**

A strategy based on the notion that bilingual students transfer what they have learned in one language to the other language and do not have to learn content in both languages, even if they are tested in English

- An instructional moment in which the two program languages are brought together to encourage students to explore the similarities and differences in the two program languages regarding:
  
  - Phonology (sounds)
  - Morphology (word parts)
  - Syntax (word order, grammar)
  - Pragmatics (language use in various contexts)
- Concepts and skills are taught in the target language (e.g., a math unit taught in Spanish)
- At the close of the unit, the Bridge is constructed, bringing the two program languages side by side
  
  - An anchor chart, diagram, graphic organizer, or some other language-embedded visual that summarizes the content concepts of the unit is created in Spanish
  - Then, it is created in English, through interactive, student-centered discussion
- Students apply content through extension activities for the unit in the partner language

(*Beeman, K. & Urow, C., 2012*)
Transferable Literacy Skills

There are universal literacy concepts and skills that all readers, regardless of language, possess. These skills and concepts transfer from one language to another and don’t need to be explicitly taught. There are other skills and concepts that are language-specific and must be explicitly taught.

Universal concepts and skills that transfer across all languages:

- **Alphabetic and orthographic awareness.** All readers understand that the marks on a page are symbols that represent sounds. Readers of alphabetic languages (such as English and Spanish) further understand that letters have names and sounds and that letters combine to form words, phrases, and sentences. Thus, the fact that letters have names and sounds transfers across English and Spanish. (But teachers need to teach children the different letter names and sounds in the two languages).

- **Meaningfulness of print.** A powerful source of transfer is the notion that print carries meaning. Readers know that reading is about deriving meaning from print. Using comprehension strategies to make meaning is a skill that transfers across languages.

- **Habits and attitudes about reading and writing.** Students who are successful readers and writers in their first language and who have good study habits in that language are able to transfer these attitudes and habits to reading and writing in a second language. Seeing oneself as a literate person and a successful student transfers across languages. This does not need explicit teaching in a second language.

- **Higher level thinking and metacognitive skills and strategies.** These skills transfer across languages: All good readers possess the skills of skimming, paraphrasing, summarizing, predicting, using dictionaries and other resources, and note-taking.

- **Content knowledge.** Knowledge transfers across languages: Content mastered in one language transfers to a second language.

Language-specific issues that have to be explicitly taught:

- **Print directionality.** Print may be read horizontally from left to right (as in English and Spanish), horizontally from right to left (as in Arabic), or vertically from right to left (as in Chinese). Thus, print directionality transfers across some languages (English and Spanish), but not others (English and Chinese). Whether directionality needs to be explicitly taught depends on whether the print directionality is the same or different across the two languages.

- **Grammar and orthographic features.** Each language has its own grammatical system and spelling system.

- **Words.** Vocabulary is language-specific and must be taught in each language, although in the case of related languages, such as Spanish and English, transfer can be facilitated through explicit instruction in cognates and common roots and affixes across English and Spanish.

- **Cultural schema.** These are cultural assumptions, values, and themes that are embedded in each language and culture. All literature is culturally based; however, the cultural values embedded in a text are language specific and do not transfer from one language to another. It is important that teachers explicitly teach the cultural schema that students need in order to successfully interact with text that is written in their second language.

- **Story structure and rhetorical devices.** It is important for teachers to help students learn that story structures and rhetorical devices may differ across languages. These differences need to be explicitly taught.
Helpful resources on this topic include *Language Transfer* (Odlin, 1989) and *Learner English: A teachers’ guide to interference and other problems* (2nd ed.) (Swan & Smith, 2001). Both discuss transfer issues related to a variety of languages.

**References**


# A Paradigm Shift: What is Biliteracy Instruction?

**From: Model of Parallel Monolingualism**

<p>| Students receive literacy instruction in | Students receive literacy instruction in |</p>
<table>
<thead>
<tr>
<th>English in which:</th>
<th>Spanish in which:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• English and the partner language are strictly separated</td>
<td>• The instructional methods mirror those developed for instruction of English literacy</td>
</tr>
<tr>
<td>• Students are expected to perform on all linguistic tasks equally well in two languages</td>
<td>• Literacy assessment instruments are a translation of English literacy skills and strategies, rather than authentic to the language assessed</td>
</tr>
<tr>
<td>• Code-switching, lexical borrowing, and bidirectional transfer are viewed as markers of low or sub-standard proficiency</td>
<td>• Rubrics designed to assess oral and written proficiency in Spanish are direct translation of rubrics designed for English language and literacy assessment</td>
</tr>
<tr>
<td>• The instructional methods mirror monolingual English instruction</td>
<td></td>
</tr>
<tr>
<td>• Student performance expectations are identical to those established for English monolingual students</td>
<td></td>
</tr>
</tbody>
</table>

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**To: Model of Holistic Bilingualism**

<table>
<thead>
<tr>
<th>Students receive instruction in Spanish and English language and literacy that:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Utilizes instructional methods that are authentic and reflect the unique linguistic structures and discourse patterns of the two program languages</td>
</tr>
<tr>
<td>• Embraces and builds upon unique strengths of emergent bilingual learner and views the two language as mutually reinforcing with bidirectional transfer</td>
</tr>
<tr>
<td>• Focuses on promoting skills in metalinguistic awareness and cross-linguistic comparison</td>
</tr>
<tr>
<td>• Incorporates assessment measures that analyze skills in both languages concurrently and measure biliteracy development against development standards created for emergent bilinguals (bilingual zones, bilingual trajectories)</td>
</tr>
</tbody>
</table>

*(Escamilla, K.et al, 2014)*
Holistic Biliteracy Instruction

- Adding to the four language domains (Escamilla et al., 2014)
  - Oral language (listening, speaking)
  - Reading
  - Writing
  - **Metalanguage** (the capacity to think and talk about language and to understand the relationships between and within languages)

- Metalanguage, or metalinguistic awareness, plays a critical role in the development of biliteracy

- Emergent bilingual learners benefit from instruction that offers frequent opportunities to compare the use of the two languages in a variety of contexts (Nagy et al., 1993)

- Comparing and contrasting language features promotes language transfer and contributes to the development of metalinguistic awareness (Koda & Zehler, 2008)

Metalinguistic Awareness

- **Phonological Awareness** (sound-letter correspondences)
- Morphological Awareness (Latin and Greek roots and affixes)
- **Lexical Awareness** (cognates)
- Grammatical Awareness (language structure)
- Discourse Awareness (extended language use)

**Phonological Awareness**

- Phonological awareness skills transfer from one language to another
  
  *(Cisero & Royer, 1995; Ehri, 2005)*

- Phonological awareness is a strong predictor of decoding skills (Durgunoglu et al., 1993)

Did you know that…

- Spanish-speaking children acquire decoding skills more rapidly than their English-fluent counterparts? *(Defior y Serrano, 2005)*
- The same is true with regard to spelling skills?
- In general, instruction focusing on development of phonemic awareness and spelling skills does NOT need to be as extensive in Spanish as it does in English.
<table>
<thead>
<tr>
<th>Transparent: español</th>
<th>Opaque: English</th>
</tr>
</thead>
<tbody>
<tr>
<td>27 letters (+ ch, ll, rr) and 22-24 phonemes</td>
<td>26 letters and 41-44 phonemes</td>
</tr>
<tr>
<td>Vowels represent one sound</td>
<td>Vowels represent multiple sounds</td>
</tr>
<tr>
<td>Most sounds are represented with one letter only</td>
<td>Many sounds are represented with more than one letter</td>
</tr>
<tr>
<td>Most common syllabic structures: CV (me-), CVC (par-), CCV (cla-)</td>
<td>A great variety of syllabic structures</td>
</tr>
<tr>
<td>All words are easily decodable</td>
<td>Many irregular words</td>
</tr>
</tbody>
</table>

**Implications**

Did you know that…
- Spanish-speaking children acquire decoding skills more rapidly than their English-fluent counterparts? (Defior y Serrano, 2005)
- the same is true with regard to spelling skills?
- in general, instruction focusing on development of phonemic awareness and spelling skills does NOT need to be as extensive in Spanish as it does in English.
Lexical Awareness

- There is a very close relationship between vocabulary knowledge and the ability to comprehend text (Anderson & Freebody, 1981; August & Shanahan, 2006).
- Teaching academic vocabulary explicitly contributes to students’ increase in reading comprehension ability (Beck et al., 2002; Kelley et al., 2010; Kieffer & Lesaux, 2007).
- There is research evidence that speakers of a Romance language, like Spanish, can benefit from instruction in English that focuses on cognates and building cognate awareness (Nagy et al., 1993)

Cognates

- Definition: Word in two or more languages that share a root and as such, is similar in meaning, orthography and/or pronunciation (Lubliner & Hiebert, 2011)
- Half to two thirds of the vocabulary of an educated adult native English speaker are cognates in Spanish.
- Many Spanish/English cognate words are more basic vocabulary words in Spanish than in English (for example, culpable, pensive, encounter, castigate).
- Many Spanish/English cognate words are more similar in orthography than in sound (e.g., horizontal).
<table>
<thead>
<tr>
<th>Word Wall in English</th>
<th>Spanish Charts</th>
</tr>
</thead>
<tbody>
<tr>
<td>A very common way to teach word recognition in the U.S.</td>
<td>A practice that does not exist in schools in Spanish-speaking countries.</td>
</tr>
<tr>
<td>It is organized alphabetically.</td>
<td>Organizing words by alphabet doesn’t make sense in Spanish because Spanish is a syllabic and transparent language.</td>
</tr>
<tr>
<td>The initial letter is emphasized as the key to decoding words because the orthography of English is opaque and contains many inconsistencies.</td>
<td>Spanish anchor charts are organized by syllables or tricky sounds; for example, &quot;ma&quot; at the beginning, middle or end of the word; or by &quot;tricky letters&quot; – for example, c/s/z or b/v or ll/y.</td>
</tr>
</tbody>
</table>
Sociocultural Competence and Language Equity

Cultural proficiency is a mind-set, a world-view, a way a person or an organization make assumptions for effectively describing, responding to, and planning for issues that arise in diverse environments.

In other words, cultural proficiency is a paradigm shift from viewing cultural differences as problematic to learning how to interact effectively with other cultures.

Lindsey, Robins, Terrell (2009)

What do we do:

- Foster an appreciation of and pride in the multiple cultures represented in the program;
- Call attention to linguistic as well as cultural variation;
- Use study of language and study of culture in mutually reinforcing ways; and
- Promote integration of language and content instruction through cultural themes.

Cultural Proficiency Activity
Review the Cultural Proficiency Continuum

You will see:
- the six stages of the Cultural Proficiency Continuum
- definitions of each stage
- reactions at each stage
- teacher statements that serve as examples for each of the stages

Form groups of 6 people. Then, count off 1-6.

Each person in the group prepares one additional statement for his or her assigned stage (1-6) and thinks of an Emoji to represent that stage.

Group members share statements with one other.
## Cultural Proficiency: The Continuum

<table>
<thead>
<tr>
<th>Cultural Destructiveness</th>
<th>Cultural Incapacity</th>
<th>Cultural Blindness</th>
<th>Cultural Pre-Competence</th>
<th>Cultural Competence</th>
<th>Cultural Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeking to eliminate the cultures of others in all aspects of the school and in relationship to the community served</td>
<td>Trivializing and stereotyping other cultures; seeking to make the cultures of others appear to be wrong or inferior to the dominant culture</td>
<td>Not noticing or acknowledging the cultures of others within the school community; treating everyone in the educational system without recognizing the needs that require differentiated interaction</td>
<td>Increasing awareness of what you and the school don’t know about working in diverse settings; at this level of development, you and the school can move in a positive, constructive direction, or you can falter, stop, and possibly regress</td>
<td>Aligning your personal values and behaviors, and the school’s policies and practices in a manner that is inclusive of cultures that are new or different from yours and the school’s; enables healthy and productive interactions</td>
<td>Holding the vision that you and the school are instruments for creating a socially just democracy; interacting with your colleagues, students, families, and the community as an advocate for life-long learning to serve effectively the educational needs of all cultural groups</td>
</tr>
</tbody>
</table>

### See the difference and stamp it out.

“See the difference and make it wrong.”

- “In this class, we speak English only.”
- “If we could get rid of our special needs students, our scores would improve.”

### See the difference and act like you don’t.

- “You know that those parents never show up to school functions.”
- “Asian students come to this country and succeed. Why wouldn’t the other students do so as well?”

### See the difference and at times, respond inappropriately.

- “I don’t see color. I just see kids.”
- “Racism and discrimination don’t exist anymore. I really hate it when parents use the race card.”

### See the difference and value it.

- “During Christmas time I have a menorah in my classroom.”
- “We value all cultures. We have a night where parents bring food representing their country.”

### Seek the difference and esteem it as an advocate for equity.

- “A student made a derogatory remark and I used it as a teachable moment to remind students of the right thing to do.”
- “The co-teach model with the push-in Special Education teacher is allowing us to have honest conversations about differentiation in the classroom.”

- “Our school’s Social Justice and Equity Vertical Team is doing a great job of embedding culturally relevant lessons into our curriculum.”
- “My job as an educator is not only to teach content. I also openly embrace my role as an advocate for each child and their family.”

*(Lindsey, R., Robins, K, & Terrell, R., 2009)*
Strategies that Promote Linguistic Equity

System-wide Alignment
- Classroom level (all teachers)
- School level (all staff)
- Community level (families, other stakeholders)

Language Use Practices
- Classrooms
  - Language policy adopted that elevates status of the partner language
  - Teachers and students embrace their roles as language models and language learners
  - Diverse dialects and types of language are explored and celebrated
  - Issues of language inequity, language status, and language loss are openly discussed and analyzed as part of the DL curriculum
- Hallways
  - Language policy adopted that elevates status of the partner language (greetings, polite phrases, idioms, etc.)
- Teachers’ Lounge
  - Greetings, phrases, idioms, food items, etc.
- Cafeteria
  - Mix student groups heterogeneously
  - Language policy
- Playground
  - Reward use of partner language during recess
  - Teach recess games in the partner language

Physical School Environment
- Marquee
  - Information in both languages
  - Attention paid to if there is a favored side (more likely to be read)
  - Reviewed and edited for accuracy (vocabulary, grammar, spelling)
- School signage (in all public spaces)
  - Consistently posted in both program languages
  - Attention paid to font and font size, prominence, and positioning of the two program languages (which comes first?)
- Foyer and Front Office
  - Staff fluent in the partner language
  - Forms and key information available in both languages
- Hallways
  - Student work displayed in both program languages
- Library
  - Adoption of a clear system for locating books in each program language
  - Equitable distribution of literacy resources in the two program languages
School-wide Communications

- Announcements
  - Conducted in both program languages (alternating basis)
  - Language learners (children and adults) participate (risk-free)
- Fliers and PTO communications
  - Consistently disseminated in both program languages
  - Distributed at the same time (no lag for translation)
  - Reviewed and edited for accuracy (vocabulary, grammar, spelling)
- Website
  - Information provided in both program languages
  - Culturally relevant information included for all stakeholders
  - Links provided to resources in both program languages for home support of student learning
Strand 4: Staff Quality & Professional Development

- Principle 1: The program recruits and retains high quality dual language staff.
- Principle 2: The program has a quality professional development plan.
- Principle 3: The program provides adequate resource support for professional development.
- Principle 4: The program collaborates with other groups and institutions to ensure staff quality.

Strand 6: Family and Community

- Principle 1: The program has a responsive infrastructure for positive, active, and ongoing relations with students’ families and the community.
- Principle 2: The program promotes family and community engagement and advocacy through outreach activities and support services that are aligned with the three core goals of DL education.
- Principle 3: The program views and involves families and community members as strategic partners.

Family and Community Considerations

- The program has parent education and support services that are reflective of the bilingual and multicultural goals of the program.
- How well do the caregivers of both student groups understand dual language education and its goals? How is this information shared?
- What guidance is provided to caregivers on how they can support their dual language learners in the home? (homework help, reading assistance, etc.)
- How are caregivers informed of school news? Is communication in both languages? Is it timely?
- Provide guidance on language and literacy use in the home language
- Caregivers should talk and read with children in the home language (as language models)
- Homework in the non-home language should be manageable without parent assistance
- Share information on program goals, program model, and research base
- Make available an FAQ document in both program languages that addresses common concerns

Recommendations for Parent Training

- Grounded in the Guiding Principles for Dual Language Education
- Content should be accessible to parents at all educational levels
- Available in both partner languages
- Occur four to six times during the school year
- Interactive in nature to demonstrate instructional strategies used in the dual language classroom
• Facilitated by administrators, teachers, parents, community members, and educational partners

Potential Topics

Program Structure
• Dual language research regarding program structure
• Three pillars of dual language
• Bilingualism and biliteracy
• High academic achievement in both languages
• Cross-cultural competence
• Additive vs. subtractive bilingualism
• Program model and language allocation plan
• Difference between program models, including one-way, two-way, immersion, transitional, ESL
• Cultural and language equity

Curriculum
• Dual language research regarding curriculum & instruction
• Thomas and Collier graph
• Transfer of content knowledge and literacy abilities across languages
• Strict separation of languages vs. opportunities to make cross-language and cross-cultural connections
• Biliteracy instructional practices
• Two-way sheltering of instruction
• Metalinguistic awareness
• Orthographic differences between English and Spanish
• Word walls, rhyming, sight words, bridging
• Focus on biliteracy rather than on English acquisition

Assessment
Literacy assessments and bilingual trajectories
Formative vs. summative assessments
DL assessment adaptations

Bringing Parents into the Life of the School
• Focus on how parents support literacy at home (enjoying home literacy activities in home language; if parents are not themselves literate, emphasize oral language development in the home language)
• Homework and attendance expectations (parents, students)
• Information dissemination practices, including weekly folders, grade level newsletters, website, and social media
• PTA/PTO participation options, including leadership roles and facilitation of meetings in both languages
• School oversight committee participation (both English and Spanish)
• Adult ESL, Spanish, and citizenship classes (for parents)
• Cultural proficiency

Support and Resources
Advocacy for dual language programming
Parents leading family meetings and sessions
Presenting at dual language conferences
Modeling of cross-cultural competence

Resources to Support Dual Language Programs

Program Model Design and Implementation
One of the best resources for a district considering a dual language two-way program, or wishing to make instructional improvements, is the work of Thomas and Collier. They have longitudinal data demonstrating how English learners thrive and attain high levels of academic achievement in dual language programs (“the graph”). Information can be found on their website at: www.thomasandcollier.com

Center for Applied Linguistics Toolkit:


Core Curriculum Resources (Spanish and English)

Journeys/Senderos (literacy)

Math Investigations
https://investigations.terc.edu/

Envision Math
http://www.pearsonglobalschools.com/index.cfm?locator=PSZxVh&PMDbSiteId=4941&PMDb
Supporting Students in Multiple Languages

Bilingual glossaries, New York State:

“The bilingual glossaries are intended to be used by teachers, LEP students, test translators, and material and curricula developers. Students may use these documents as supplements to their texts, as study or as references when taking the Regents examinations. Teachers can use the glossaries as reference in preparing lessons. They should be of special value in classrooms where the teachers do not speak the targeted languages. It is important to point out that the translators of the Regents examinations will also use the glossaries to prepare the translations of the subject area Regents tests. We have added glossaries originally developed by the Bilingual/ESL Staff Academy for Raising Standards (BESARS) with funding from the Refugee Children School Impact Grant and Emergency Immigrant Education Program.”

Making Cross-linguistic Connections


Cultural Proficiency and Equity Resources:


CAL Institutes

CAL Institutes provide research-based strategies and practical, hands-on tools, and help teachers develop classroom activities that target the academic language demands of college and career readiness standards, including College and Career Standards.

VISIT OUR WEBSITE TODAY!

http://solutions.cal.org/institutes-events/cal-institutes

CAL SIOP for Dual Language Programs: Developing Academic Language and Content in Two Languages

Learn SIOP methods that are especially tailored for your bilingual classrooms

JUNE 4 - 7, 2019
Center for Applied Linguistics
Washington, DC

This comprehensive and interactive institute is designed to help participants develop and deliver CAL SIOP Model lessons in bilingual programs.

PreK-12 DL teachers and coaches will learn about, and practice using, the eight components of the SIOP Model to effectively teach language and content while addressing the three pillars of DL programs: bilingualism and biliteracy, high academic achievement, and socio-cultural competence. The Institute will include a variety of activities, including demonstrations, simulations and explanations, small-group tasks, and the creation of activities and lessons. The institute will encourage reflection needed for each teacher to adapt the CAL SIOP methods to their own unique circumstances. No prior knowledge of the SIOP Model is required for participation.

Reflecting eight major components of sheltered instruction, the SIOP Model provides a framework for teachers to plan integrated language and content lessons (Short, 2013). Used as a lesson planning framework, it ensures that the features of effective instruction critical for language learners are present in all lessons. Educators will collaboratively plan lessons specifically for bilingual classrooms, including drafting content, language, and cultural objectives; developing techniques for teaching metalinguistic strategies; and forming purposeful linguistic interaction. Administrators, specialists, and teachers are encouraged to attend as a team.

Certificate of Completion

Participants will receive a CAL Certificate of Completion which may be used for continuing education credit.

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Leading Dual Language Programs for Student Success
A CAL Leadership Institute

**JULY 23 - 25, 2019**
Center for Applied Linguistics
Washington, DC

**OCTOBER 15 - 17, 2019**
Center for Applied Linguistics
Washington, DC

**Learn how to create and sustain successful dual language programs to boost student achievement on your campus**

This three-day institute is designed to help educators strengthen their leadership of effective dual language programming and prepare bilingual students for college and career success as well as global citizenship.

Guided by CAL’s decades of experience in connecting research to practice, this informative session provides information and tools to help school leaders gain a solid understanding of the benefits of dual language education, explore how they can develop a program that promotes student success on their campus, and increase their impact as leaders.

This session is intended for school and district leaders (to include principals, assistant principals, and teacher leaders) who are seeking to deepen their practical understanding of the positive impact that bilingualism has on student achievement, as well as the importance of ensuring program and language equity, in order to create a campus culture where bilingualism, biliteracy, and multicultural competence thrive.

The CAL publication, *Guiding Principles for Dual Language Education*, will serve as a framework for knowledge building, planning, and networking with peers. Participants will leave the institute with a wealth of strategies for long term planning as well as practical hands-on activities that can be implemented right away.

Through the exploration of concrete instructional and programmatic examples, participants will be encouraged to actively reflect, collaborate, and delineate next steps for action to provide all language learners with access to rigorous bilingual content and language instruction to improve student performance.

**Certificate of Completion**
Participants will receive a CAL Certificate of Completion which may be used for continuing education credit.

**FIND OUT MORE AND REGISTER!**
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