



OREGON DUAL LANGUAGE
COLLABORATIVE

Programs of Excellence in Two Languages

Oregon Dual Language Collaborative

Association of Two-Way & Dual Language Education • ATDLE • Rosa G. Molina

March 12, 2015

EL Alliance Conference

Eugene, Oregon

❖ Association of Two-Way & Dual Language Education

❖ ATDLE

❖ Founded in March 2013

❖ Formerly known as Two-Way CABE an organization co-founded about 20 years ago.



HOT OFF THE PRESS!

- ❖ **Fox News Report: U.S. Latino Youth at Risk of Losing Linguistic Heritage September 2013....**
- ❖ **53 Million Hispanics/Latinos living in the U.S. Spanish is the second most important language in the country.**
- ❖ The growth of the Latino populations will continue fostering its use as part of the national culture, politics and economy
- ❖ But despite these numbers/need, vast majority of young people may have learned Spanish at home, the great majority of them are not bilingual. Most cannot read or write the Spanish language...



U.S.A. vs. European Union Policies



In the year 2014-15-...

- ❖ We know the difference between mediocre and poorly designed programs for children whose first language is not English
- ❖ **“No child has to lose a language to learn a language” ...**



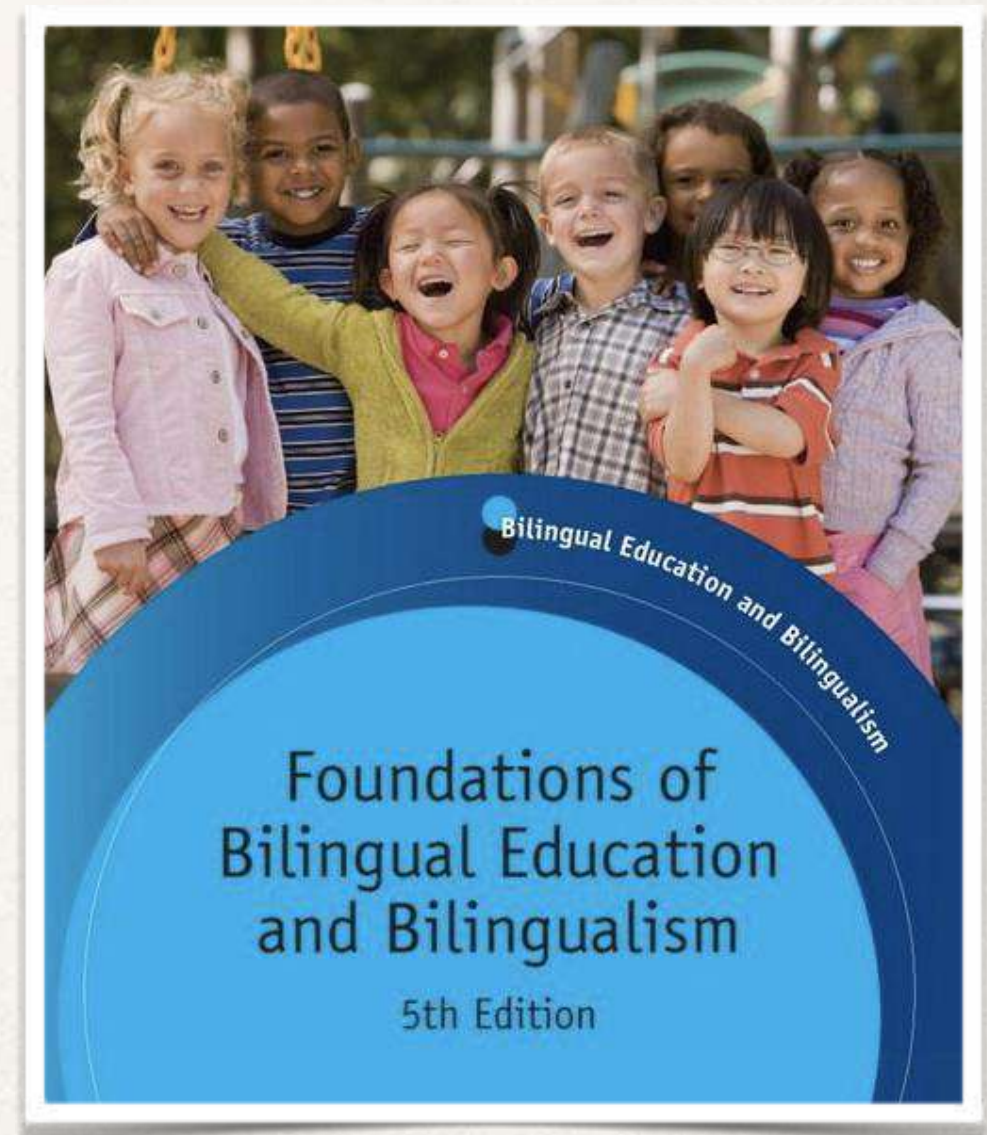
Implementation

- ❖ Program outcomes can differ greatly based on program designs or lack of alignment through the grade levels.
- ❖ Examine and study both the philosophy of your efforts and the technical design of your programs!
- ❖ What is your program designed to do?



Weak Designs & Strong Designs

- ❖ Colin Baker 2010-11
- ❖ Foundations of Bilingual and Dual Language Education
- ❖ Compilation of research on the various designs describes the following as weak designs resulting in **language replacement** or **monolingualism...**



- ❖ Submersion - SEI
- ❖ ESL Pull-out
- ❖ Transitional Bilingual
- ❖ Early Exit Bilingual

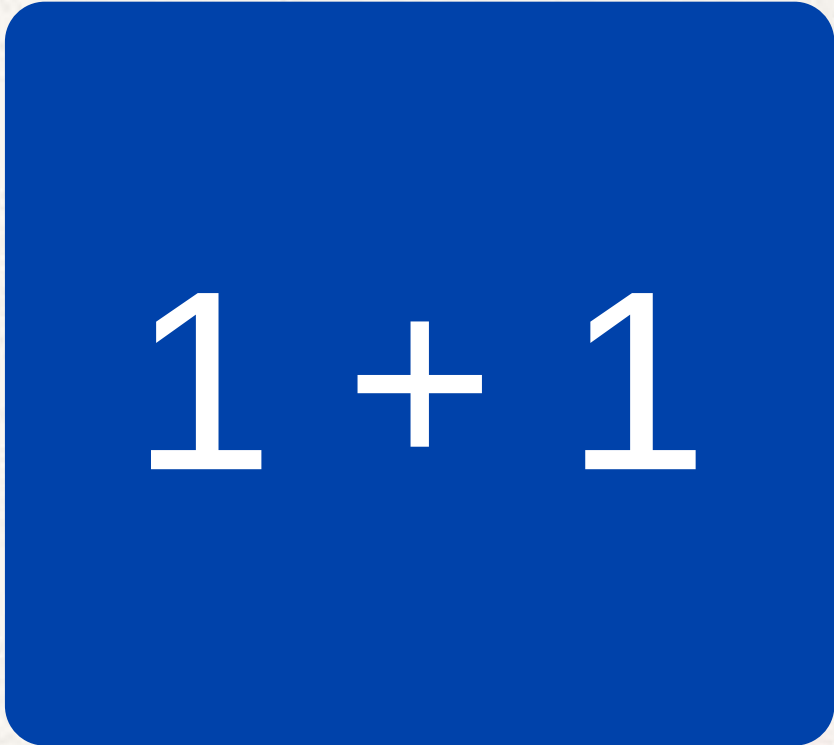
**90% of
U.S.
Programs**



Stronger Forms of Bilingual Programs

❖ Additive or Acquired Bilingualism

- ❖ This is a process by which students develop both fluency and proficiency in a second language while continuing to develop proficiency in their first. The process involves adding a second language, not replacing the first language with the second language (which is known as subtractive bilingualism)


$$1 + 1$$

Additive Bilingual Programs

Dual Language



Heritage



Developmental



Two-Way
Bilingual
Immersion



One Way
Foreign
Language
Immersion

Revitalization

Maintenance

Cross-Learning

Enrichment

PROGRAM GOALS



**Bilingualism
& Bi-literacy**

**High Academic
Achievement**

**Development
of Pro-Social
Skills**

NCLUSD Dual Language Program Pathway



6 years

Von Renner

3 years

**Yolo Middle
School**

4 years

**Orestimba High
School**

**Higher
Education**

90/10 Dual Language Program

- K—2 Literacy Instruction in Spanish
- 3—5 Literacy Instruction in English & Spanish
- Mastery of Grade Level Content at all Grades
- Cross-Cultural Awareness

*Recognition
of Biliteracy
Award*

Program for Dual Language MS

- Advanced Spanish Language Arts
- Core History in Spanish
- Mastery of Grade Level Content (ELA, Math & Science)
- Cross-Cultural Awareness

*Certificate
of
Biliteracy*

DL Students may
Continue
Development of
Spanish Literacy

- Advanced Placement[®] Spanish (college credit for passing AI Test)
- Advanced Placement Spanish Literature (college credit for passing AP Test)



Tenets of TWBI Programs...

- ❖ Belief that this was the **best program option** for English Learners
- ❖ Built with educators who knew that the language at risk was “Spanish” for the Native Speakers!
- ❖ Built with a strong track record on successful practices with English Learners
- ❖ **If the ELs did well, everyone did well!**
- ❖ Staff guarded against exploiting Spanish speakers for the benefit of English Speakers.
- ❖ Had to “learn” to work with English only students & study immersion education
- ❖ Engaged in a **communicatively based** second language design where students were each other’s language partners
- ❖ Made the program available for second generation Latino students whose parents had lost the language thus resurrecting the language for their families.
- ❖ Became a national model...English math scores, English fluency of English Learners

Research Base for TWBI

- ❖ **Lindholm-Leary** in 2001 studied 9000 students in 21 schools, found results that indicated that NSS and NES in Spanish/English TWBI (DL) programs performed at or above grade level in the content areas in their first language, achieving standardized mathematics and reading test scores on par with their state-wide peers by grade 7.
- ❖ In addition, both groups demonstrated high levels of academic achievement through their respective second languages. These results extend to studies of Chinese and Korean TWBI students as well (Garcia, 2003)

Results...

- ❖ The NSS student also developed strong English oral skills, rated fluent by 3rd grade and by 3rd grade showed no significant differences in oral English proficiency between themselves and NES in their programs.
- ❖ 88% of NSS tested fluent in Spanish in 1st grade but

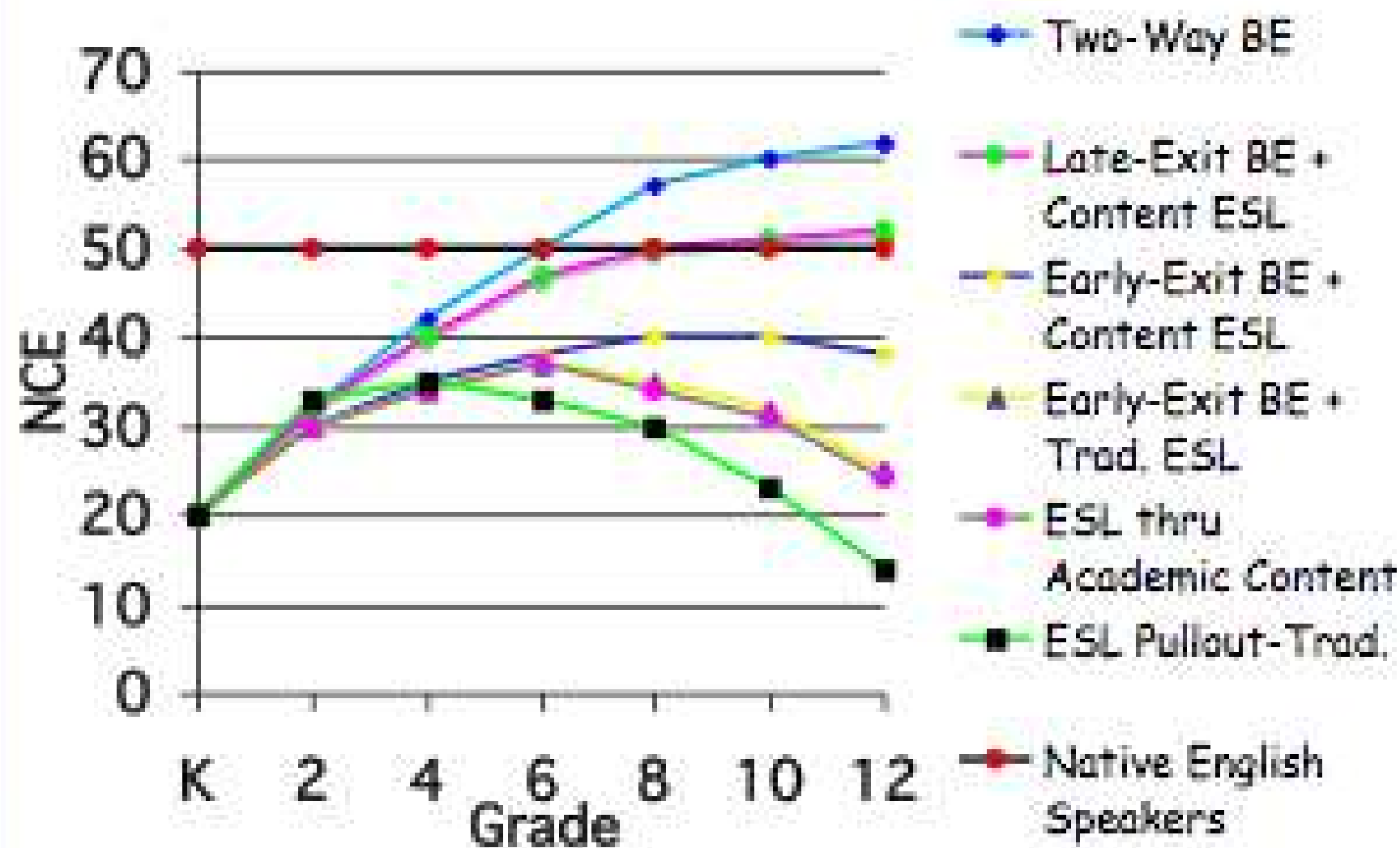
in grades two and above, 100% of the NSS tested fluent in Spanish

August & Hakuta

- ❖ August & Hakuta 1997, found similar differences between developmental bilingual programs for NSS and transitional bilingual programs indicating that additional instruction in Spanish is typically associated with higher levels of proficiency in Spanish and no loss to English

proficiency. Students in developmental bilingual programs outperformed students in transitional bilingual programs in Spanish academic assessments by 3rd grade.

English Learners Long Term K-12 Achievement on Standardized Tests in English Reading Compared Across Seven Program Models



Thomas and Collier (1996 & 2000) compared the effectiveness of programs for English learners. Their findings indicated that two way bilingual immersion programs and late exit bilingual programs with content ESL were the only programs where ELs reached the 50% in English reading and maintained it through 12th grade.

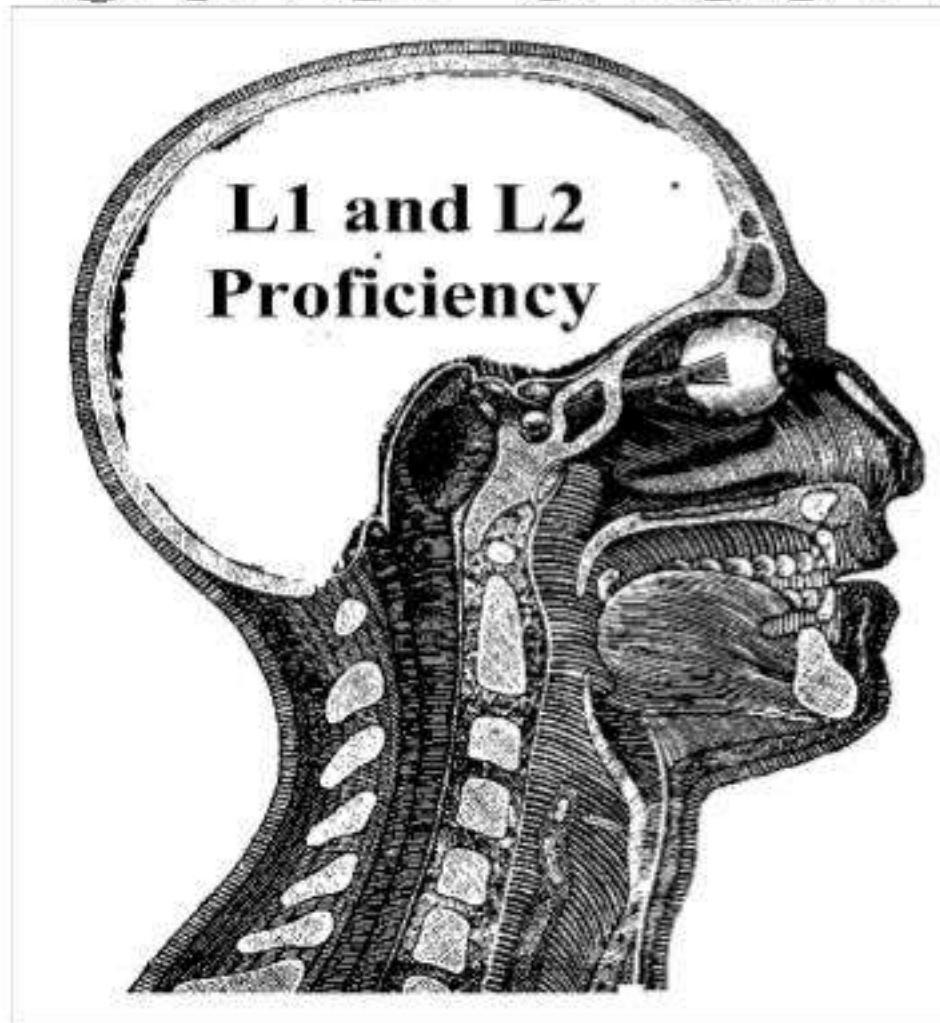
Cummins Threshold Hypothesis

- ❖ Students in development bilingual and TWBI programs, rated as balanced bilinguals with high levels of proficiency in both languages tend to support Cummins' threshold hypothesis (1991), which states that *high levels of bilingualism are required before cognitive benefits can be*

attained.

There is evidence of transfer of content knowledge from one language to another when students achieve higher levels of bilingualism and bi-literacy.

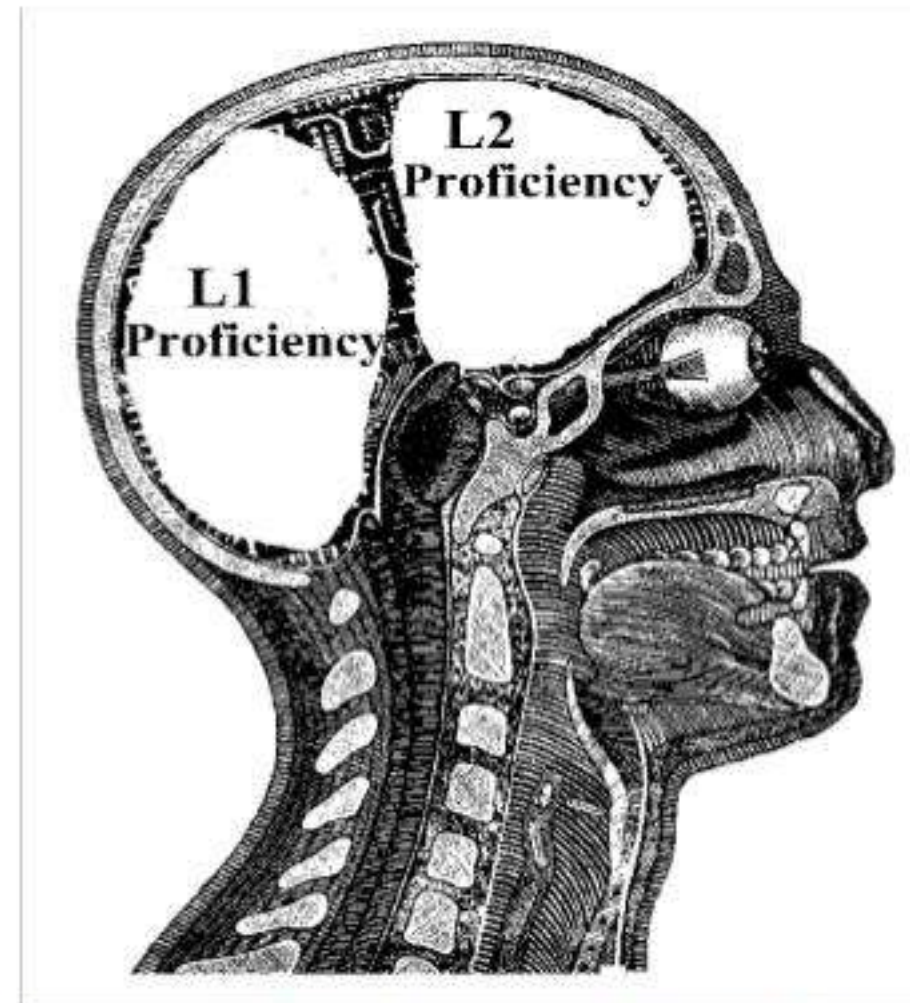
Other theories from Cummins



Common Underlying Proficiency

Skills/abilities in different language inhabit the same part of the brain, reinforcing each other at the base while differing at the surface.

Cummins proposed the CUP theory as a reaction to the SUP idea.

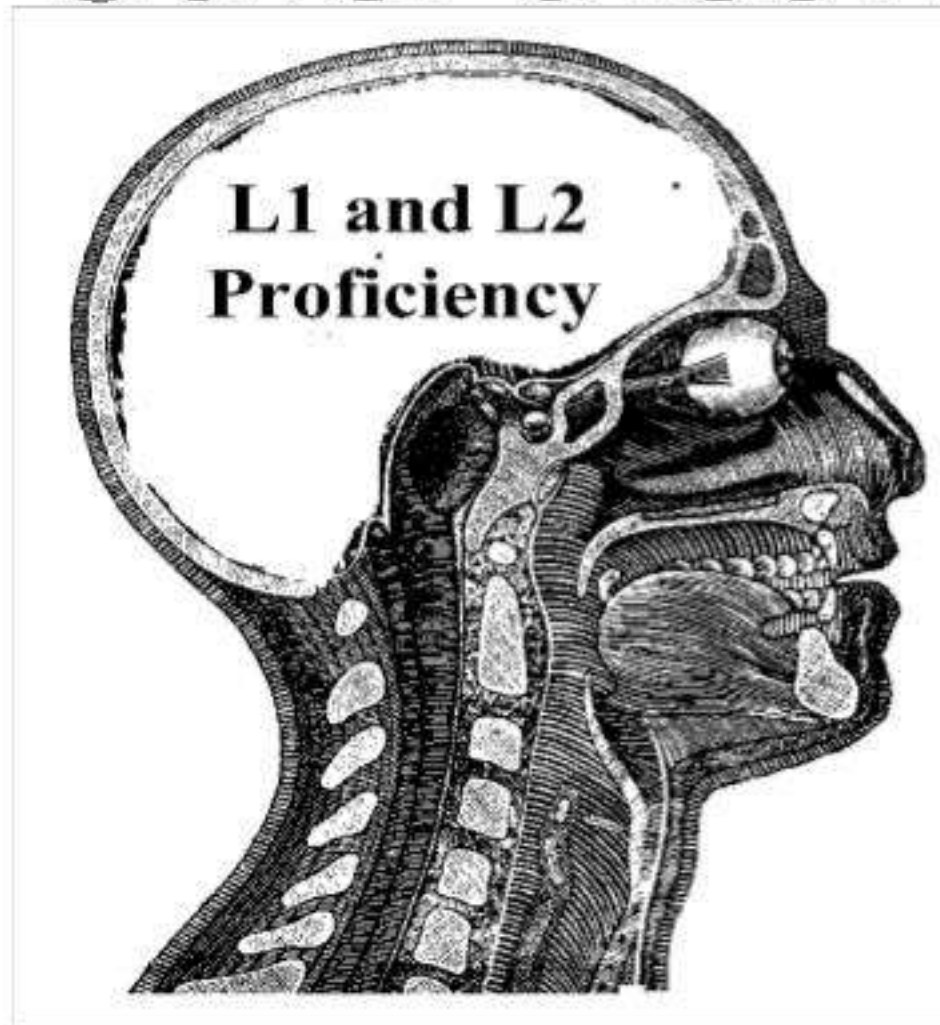


Separate Underlying Proficiency

L1 & L2 function and develop independently in the brain, and knowledge and skills acquired in one language are not transferable to the other. L1 confuses kid while they're learning L2

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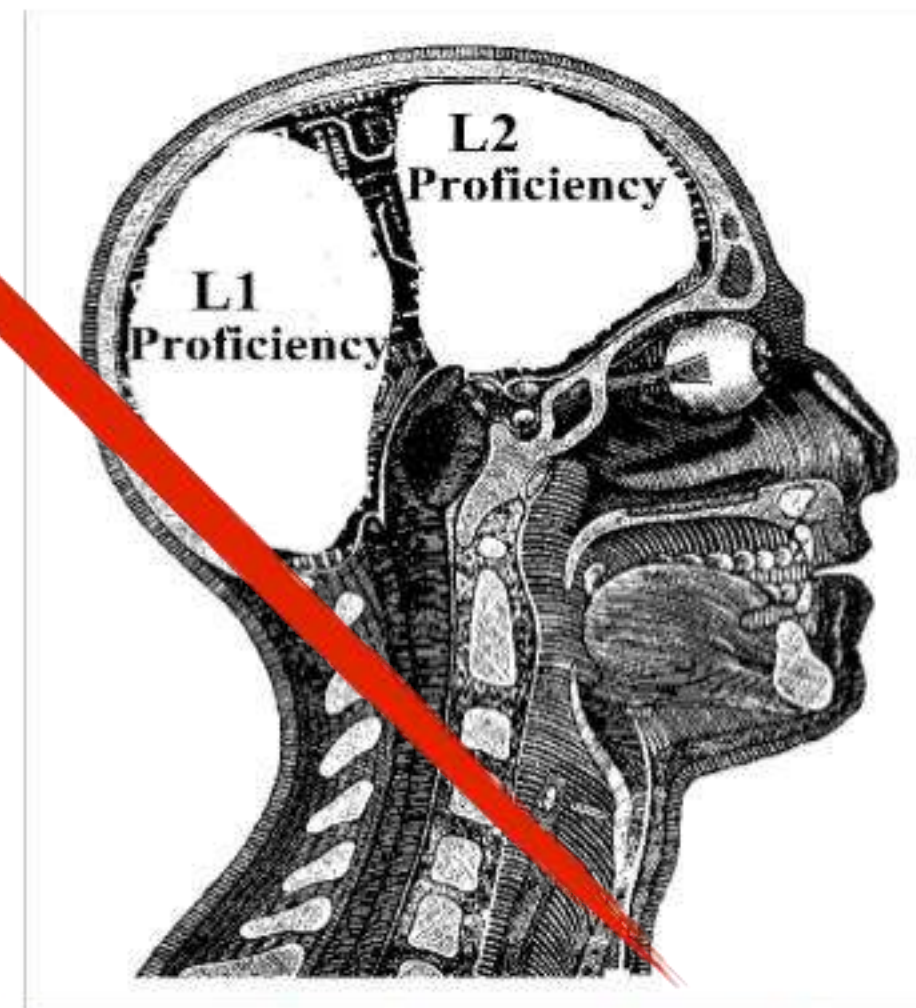
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Family Engagement

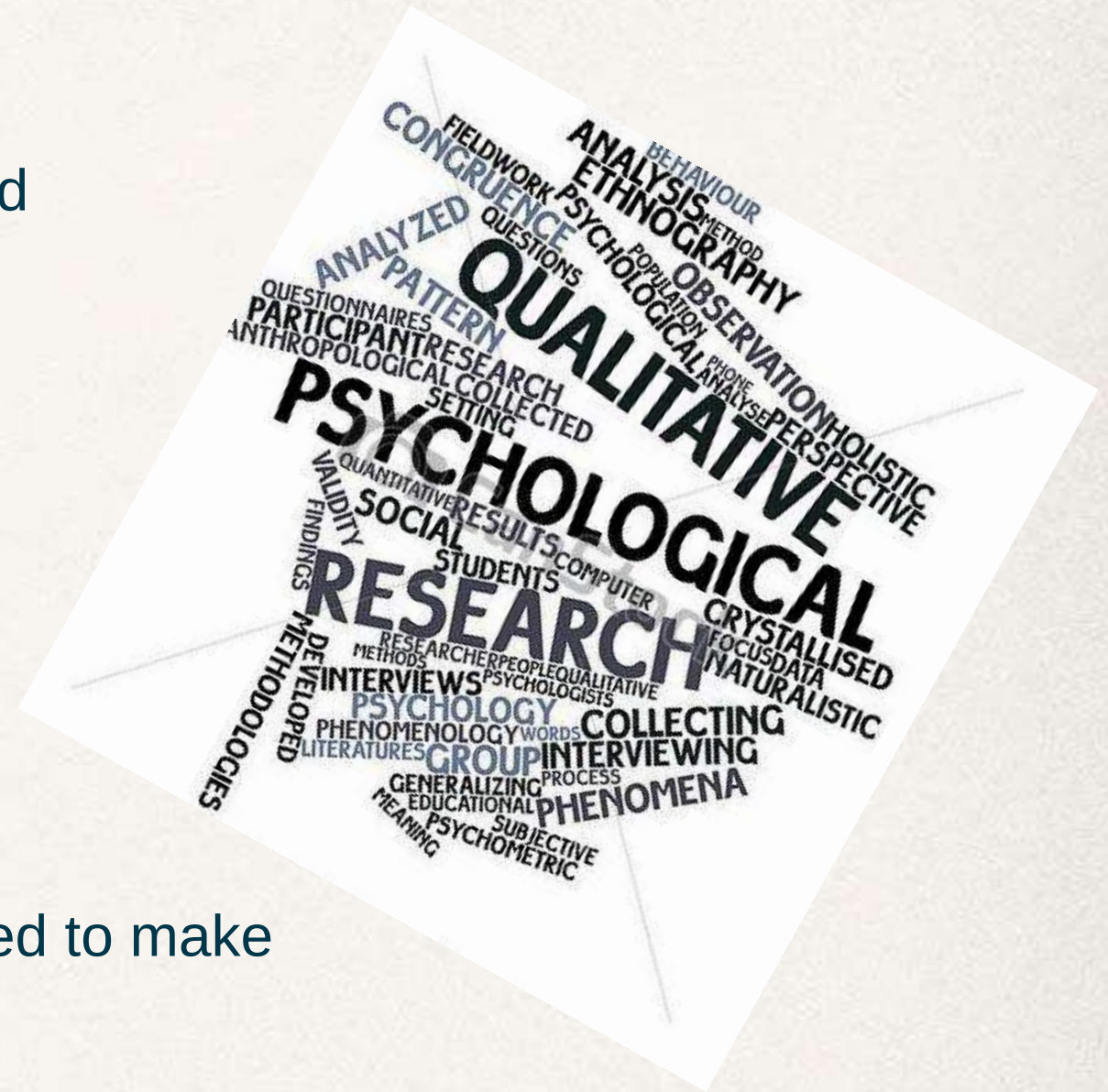
- ❖ Parents understand clearly that competence in English is important!
- ❖ Those same families are also concerned that when their child's schooling is solely in English that they will become separated from their children!



The Research Holds True

Dr. Jill Kerper Mora, SDSU moramodules.edu

- ❖ The theories on L1 and L2 Development still hold
- ❖ The research base is solid
- ❖ We know that it works
- ❖ We know why it works
- ❖ We know how it works
- ❖ We know what policies and structures are needed to make it work!
- ❖ We know why it doesn't work when its not working...
- ❖ We also know that making work takes a **collective will** to make it happen



Whatever it Takes...

- ❖ A clearly laid out Master Plan outlining program goals, practice pathways for English Learners.



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- ❖ Careful Study of Theory & Best Practices by the practitioners
 - ❖ Preparation of teachers, administrators, parents and students - gather momentum with the early implementors!
 - ❖ Educating or re-educating the community about the importance of retaining the mother tongue for this generation of young people
 - ❖ Careful adherence to programmatic principles that promote additive bilingualism and on-going review of progress in the L1 and L2.
 - ❖ Create a pathway for the program that is aligned through the grade levels.

❖ **Ganas! A Collective Will!**

Put your energy
in creating &
advocating for
excellence for
the students
that will shape
the new
millennium!

