Dual Language Programming
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What’s in a name?

★ Think-Pair-Share
○ Introduce yourself to your elbow partner. Explain how you got your name.

★ MyNameMyIdentity.org
★ Pronouncing Students' Names Correctly
What are the Goals of Dual Language Immersion?

★ **Bilingualism/Biliteracy:** The ability to speak, read and write proficiently in two languages. Fluency in both reading and writing are present with academic performance at or above grade level in both languages.

★ **Grade-Level Academic Achievement:** The development of high levels of proficiency in the student’s dominant as well as second language.

★ **Multiculturalism:** To broaden individual perspective and achieve understanding and appreciation for different cultural backgrounds.
Data

English Learners’ Long-Term K-12 Achievement in Normal Curve Equivalents (NCEs) on Standardized Tests in English Reading Compared across Seven Program Models (Results aggregated from longitudinal studies of well-implemented, mature programs in five school districts and in California)

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Brain Research

The Hippocampus:
★ Plays a key role learning the names of objects
★ Involved in learning actively predicts the objects the names correspond to

Characteristics of the Hemispheres of the brain

Windows of Opportunity

★ The human brain is genetically predisposed for language
★ Theorists, J. Piaget and L. Vygotsky believed that as children develop language, they actively build a symbol system, which helps them to understand the world
★ Critical window or critical period in utero to about age 10
★ By age 5, a child should have a vocabulary of 2,500 to 3,000 words
★ Infants, whose parents talk to them more, had significantly larger vocabularies
“The development of two languages during the early childhood and elementary years benefits the BRAIN through the development of greater BRAIN TISSUE DENSITY in areas related to language, memory and attention.”

Child Development Associates Council, February 2009
Program Models

Two Way Immersion
★ A full-time program in which students are provided structured English language instruction and instruction in another language in all content areas
★ English Language Learners and English speaking students
★ Language Distribution
  ○ 90:10
  ○ minimum 50:50

One Way Immersion
★ A full-time program in which English Language Learners are provided structured English language instruction and instruction in another language in all content areas
★ Language distribution
  ○ 90:10
  ○ minimum 50:50
Design

Two-Way: 2 linguistic student populations
½ ELLs and ½ English Dominant (can be Heritage Language Learners)

Instructional Staff…
Teacher Team: One Spanish, One English
Self-Contained: One Bilingual

One-Way: 1 linguistic student population
All ELLs of one home language
Possible One or Two-Way Schedule

Simplest Schedule

Full Week Target Language Blocks

Week A - Spanish

Week B - English
Another Schedule option

Week A – English / Week B – Spanish

DAILY

• 90 minutes in LAL in E / S (Alternate)
• 30 minutes LAL in E / S (Alternate)
• Lunch
• Related Arts
• Integrated Content – Mathematics in E / S
• Integrated Content – Soc St/Science -Alternate days in E / S
What are the 3 non-negotiables in a Dual Language Classroom?

1. Language in isolation - No translations
2. Student Population: 50%:50% ELL to non-ELL
3. Minimum 50% of time spent in each language
Look-Fors: Classroom

Create an L2-rich learning environment

- Extends students’ language repertoires by teaching synonyms and antonyms
- Displays a variety of words, phrases and written text throughout classroom and hallways
- Invites native speakers to participate in the classroom
- Makes available a variety of target language reading and resource materials such as dictionaries, thesaurus, encyclopedia, etc.
- Surrounds learner with extensive oral and written language input
Look-Fors: Instruction-
Make Input comprehensible

★ Uses body language, TPR, visuals, realia, manipulatives to communicate meaning
★ Solicits and draws upon prior knowledge
★ Uses a variety of pre-reading and pre-writing activities to make language and content more accessible, e.g. advanced organizers, etc.
★ Breaks complex information and processes into component parts
★ **Makes frequent use of comprehension checks** that require learners to demonstrate their understanding
★ Selects and adapts instructional material for learners’ developmental level
★ Establishes routines to build familiarity and allow for repetition
Look-Fors: Instruction-
Use teacher talk effectively

- Articulates and enunciates clearly
- Slows down and simplifies language when developmentally appropriate
- Rephrases and repeats messages in a variety of ways
- Varies intonation to mirror messages
- Recycles past, present, and future vocabulary and language structures consciously
- Models accurate use of language
- Limits amount of teacher talk
Look-Fors: Instruction-

**Promote extended student output**
- Plans for and employs questioning techniques that encourage extended discourse and foster higher-order thinking
- Structures and facilitates high-interest, student-centered activities
- **Uses output-oriented activities** such as role plays, simulations, drama, debates, presentations, etc.
- Makes use of a variety of grouping techniques such as dyads, think-pair-share, small groups, etc.
- Promotes learning from and with peers, e.g., peer editing, peer tutoring
- Communicates and consistently reinforces clear expectations about language use
- Creates a non-threatening learning environment
Look-Fors: Instruction-
Attend to diverse learner needs

★ Includes a range of language abilities in cooperative groups
★ Plans for diverse learner needs based on linguistic and cultural backgrounds
★ Surveys student interests to allow for student choice
★ Invites students to share different problem-solving approaches and learning strategies
★ Makes use of a wide variety of activities through learning centers where students can work at a level that is appropriate for them
★ Reinforces concepts and language considering a variety of learning styles such as visual, auditory, tactile, kinesthetic, etc.
★ Fosters development of multiple intelligences
A Picture is worth 1,000 words
Walk the Walls
Resources & References

★ https://bilingualkidspot.com/

★ https://neurosciencenews.com/hippocampus-language-learning-8651/


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THANK YOU!