TESOL and Dual Language: Building Programs to Support ELs' Multilingualism

Peter Sayer
Ohio TESOL – Lewis Center, Ohio – November 2023

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OSU Land Acknowledgement:
We acknowledge that the land The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe, and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. We want to honor the resiliency of these tribal nations and recognize the historical contexts that have and continue to affect the Indigenous peoples of this land.
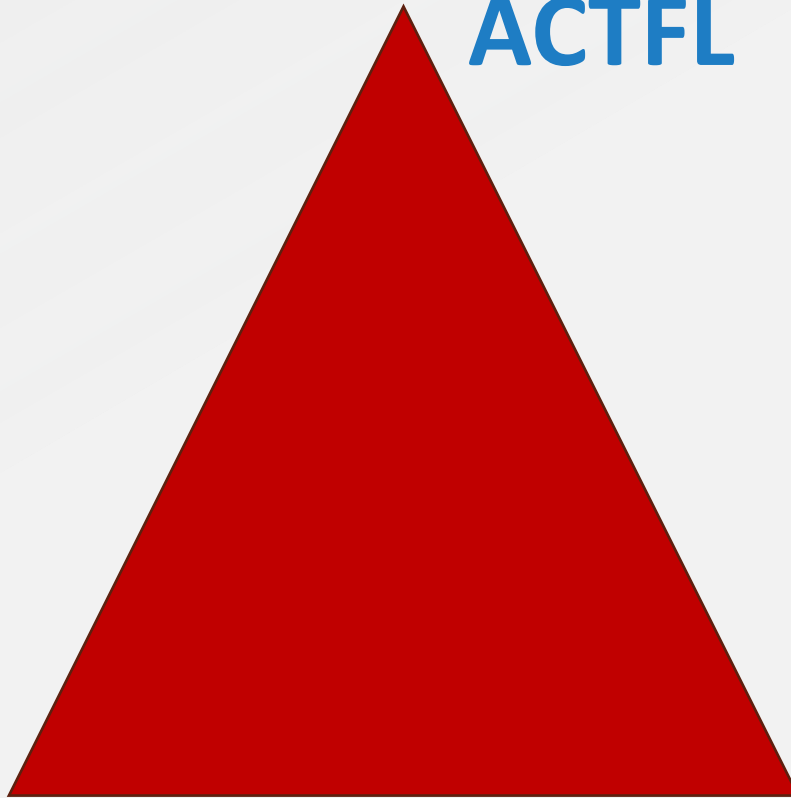
ESL

Bilingual Education

3

MULTILINGUAL LANGUAGE EDUCATION

World Languages
ACTFL

English as a Second Language
TESOL

Bilingual Education
NABE

4

Overview

- **Dual Language Programs: What are they**

- **Background and growth**

- **DL in Ohio compared to other states**

- **When, why, and how to build a DL program**

- **How to incorporate DL elements into ESL**

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What is Dual Language Education?

- Definition

- Educational achievement argument: Research

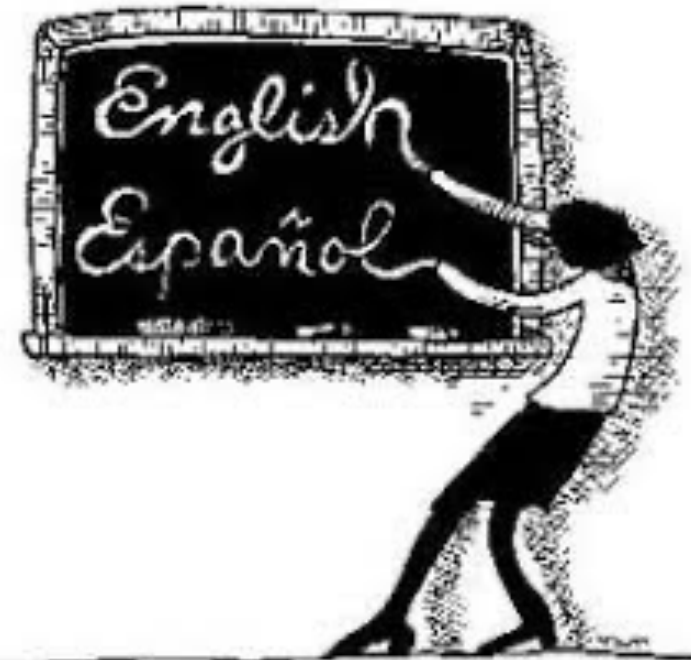- Social justice argument: Historical perspective
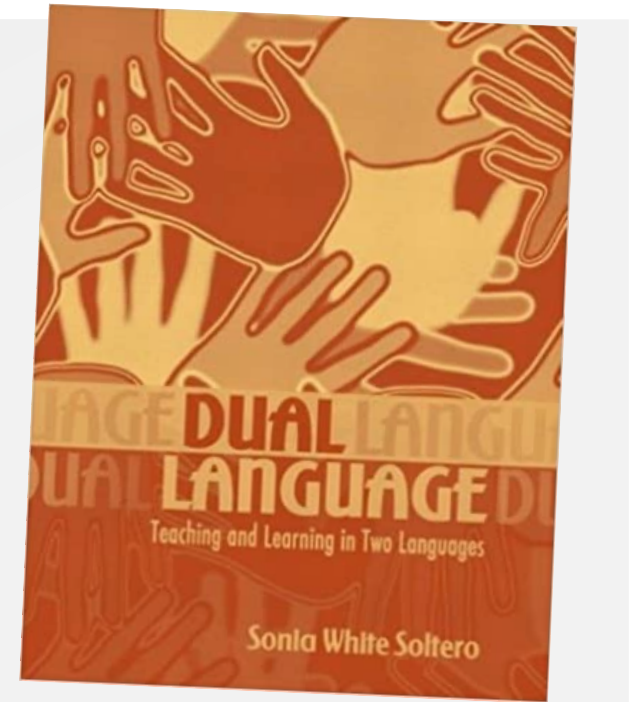
- Types of DL programs

What is Dual Language Education?

Definition: Dual language education is a long-term additive bilingual and cross-cultural program model that consistently uses two languages for content instruction, learning, and communication, where students develop high levels of bilingual, biliterate, academic, and cross-cultural competence.

(Soltero, 2015, p. 3)

Ohio T

What is Dual Language Education?

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(Soltero, 2015, p. 3)

Additive Bilingual
Maintenance Bilingual
Late Exit Bilingual

Dual Immersion
Dual Language Immersion
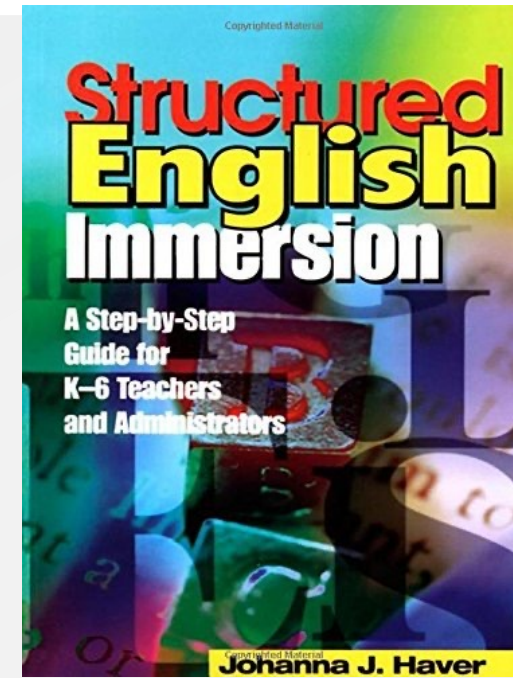**Doble Sendero**
Inmersión Dual

Immersion models

Structured English Immersion in Arizona

French Immersion Model in Canada

Language nest: Indigenous immersion model in New Zealand (Maori)

The language is a treasure that came from our ancestors.

Dual Language Immersion Programs in US

Research finds that ELs' long-term success in school is bolstered by the development strong skills in both English and their home language. (Wright, 2017)
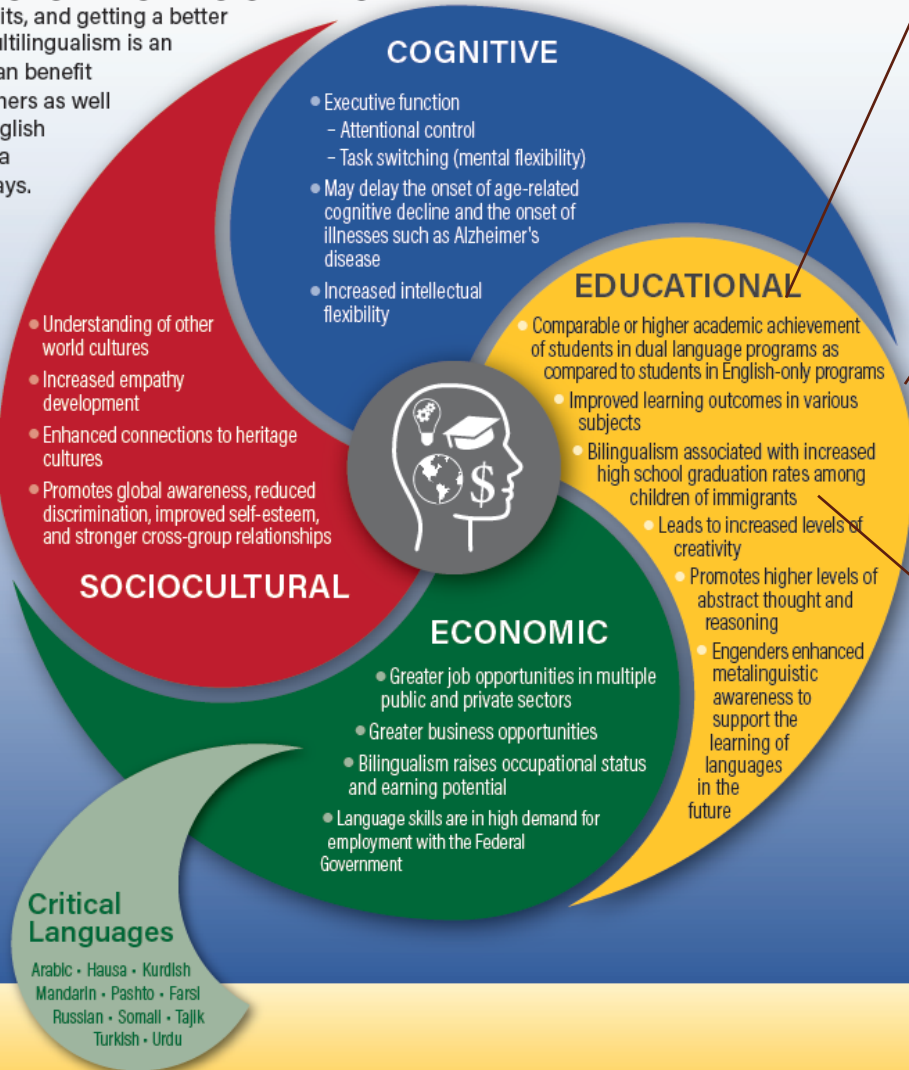
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Why Dual Language Education?

- **Strong L1 oral and literacy skills correlate with long-term academic success in English**

- **Dual language bilingual programs are the strongest model for supporting children to become bilingual and biliterate**

"Comparable or higher academic achievement of students in dual language programs as compared to students in English-only [ESL] programs"

"Improved learning outcomes in various subjects"

"Bilingualism associated with increased high school graduation rates among children of immigrants"

Bilingual Education: Historical perspective

1968: Bilingual Education Act (Title VII)

1981: *Casteñeda v. Pickard*
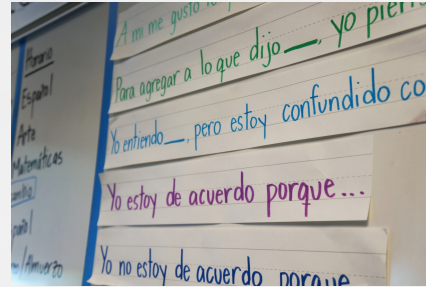
2001: NCLB

Current: ESSA Title III

1974: *Lau v. Nichols*

1990s-2000s: Anti-immigrant and anti-bilingual ed laws

2010: Dual Language programs emerge

Bilingual Education and the Civil Rights Era
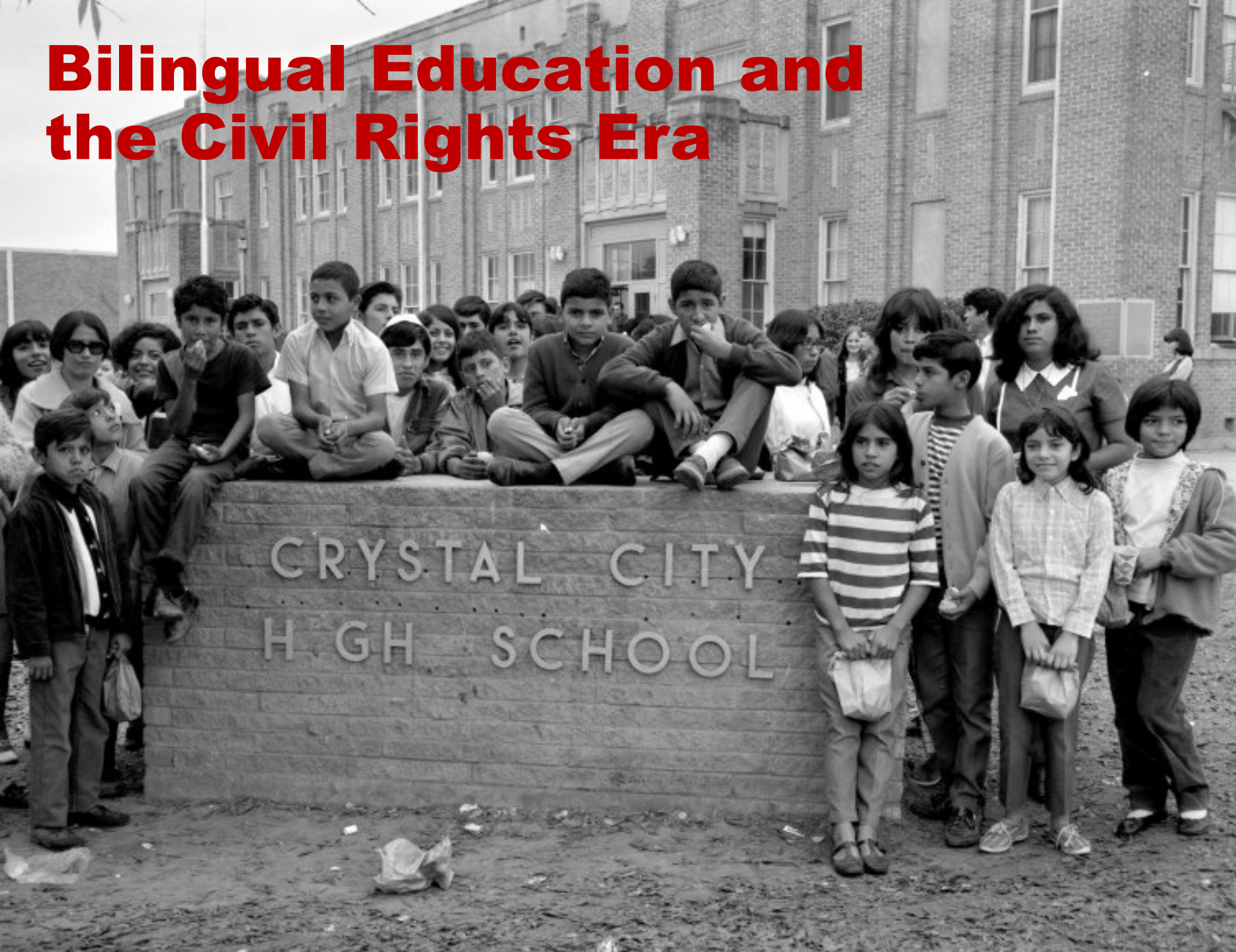
Tejano student walk out
Crystal City, Texas
December 1969

Historically Bilingual Education is a Social Justice Issue for Language Minorities

Above: Protest anti-bilingual education law in Arizona, 2002

Right: Padres Unidos protest in similar law Colorado, 2002

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Dual Language Programs

- **Bilingual education program: One or more content areas taught in the student's home language**

- **History: Started in 1960s during Civil Rights Era – educational access and equity for Latinx students**

- **Transitional bilingual education: Using Spanish as a bridge to transition ELs to English (Lau Remedies)**

- **Dual Language Programs: More recent, a program that has at least 50% of instruction in the target/non-English language**

DUAL LANGUAGE
Teaching and Learning in Two Languages
Sonia White Soltero

1996: Universal Declaration of Linguistic Rights

1999: UNESCO declares Feb. 21 International Mother Languages Day

2011: Girona Manifesto of Linguistic Rights

1.Linguistic diversity is a world heritage that must be valued and protected.
2.Respect for all languages and cultures is fundamental to the process of constructing and maintaining dialogue and peace in the world.
3.All individuals learn to speak in the heart of a community that gives them life, language, culture and identity.

EDUCATION AND HUMAN ECOLOGY

Language rights

UNESCO resources

- [Mother Tongue Multilingual Education](#)
- [Universal Declaration of Linguistic Rights](#) (Barcelona Declaration)
- Girona Manifesto on Linguistic Rights
- [Atlas of World's Languages in Danger](#)

Dual Language Education:

- **Part of U.S. history of Latinos' struggle for educational equity during Civil Rights Era**

- **Part of global movement to protect language diversity and mother tongue education**

Why Du

- **Strong L1 with long English**

- **Dual lang strongest become b**

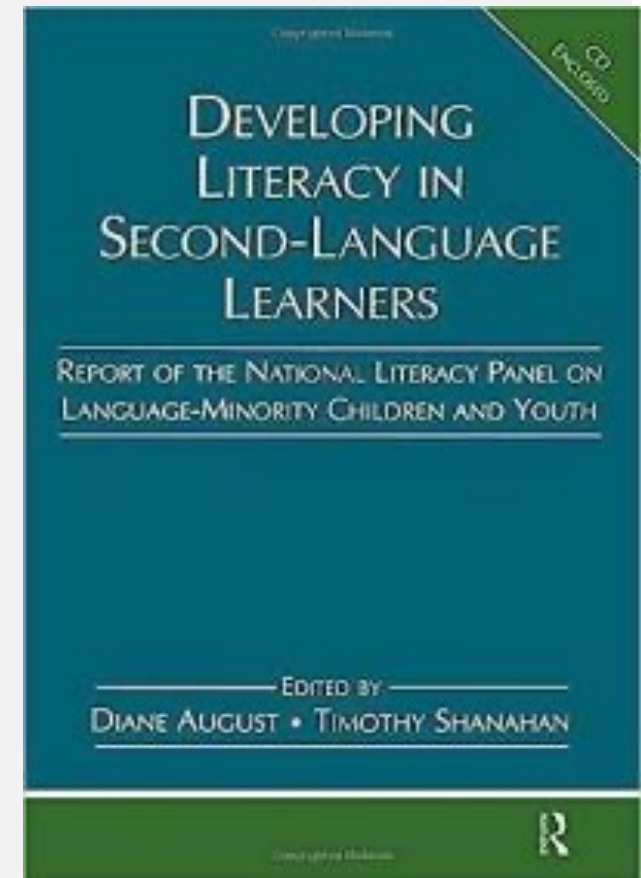# The research: Major findings

CREDE report (2006):

- **Large-scale report commissioned by DOE analyzed academic records 210,054 ELs**

- **Conclusion: "The use of home language for beginning-level ELLs contributes to academic development."**

The research: Major findings

National Literacy Panel on ELLs (2006):

- Home language literacy skills plus good English oral languages skills are strongly associate with good English reading comprehension skills.

- Oral proficiency and literacy in the first language is an advantage for literacy development in English.

- Home language experiences can have a positive impact on literacy achievement.

- Student with literacy skills in their home language can transfer many of these skills to English writing.

DEVELOPING LITERACY IN SECOND-LANGUAGE LEARNERS

REPORT OF THE NATIONAL LITERACY PANEL ON LANGUAGE-MINORITY CHILDREN AND YOUTH

EDITED BY
DIANE AUGUST • TIMOTHY SHANAHAN
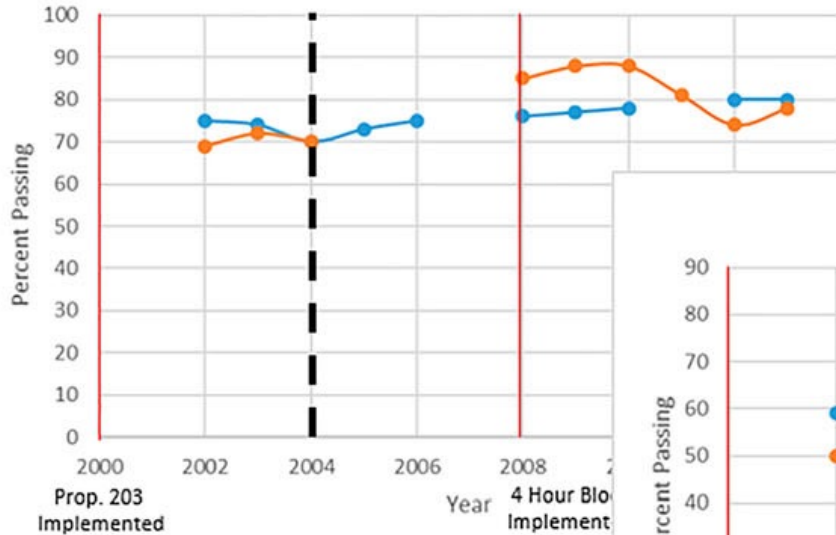
Research Supporting Dual Language

- Improved learning outcomes in various subjects
- **increased high school graduation rates among children of immigrants**
- Improved sense of self-efficacy
- **Stronger connection to family and heritage culture**
- Comparable or higher academic achievement of students in dual language programs as compared to students in English-only [ESL] programs

Review of Research and Best Practices on Effective Features of Dual Language Education Programs

Kathryn J. Lindholm-Leary, Ph.D.
San José State University

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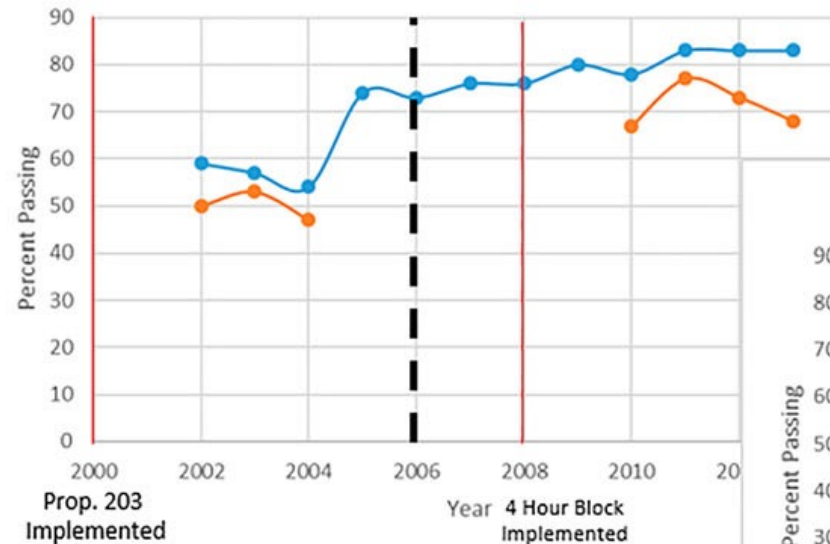COLLEGE OF
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Research Supporting Dual Language

Arizona after ESL (SEI) replaces Bilingual Education: "Results showed large gains for third graders and dramatic deterioration in achievement for fifth, eighth, and tenth graders." (Rolstad et al 2017)
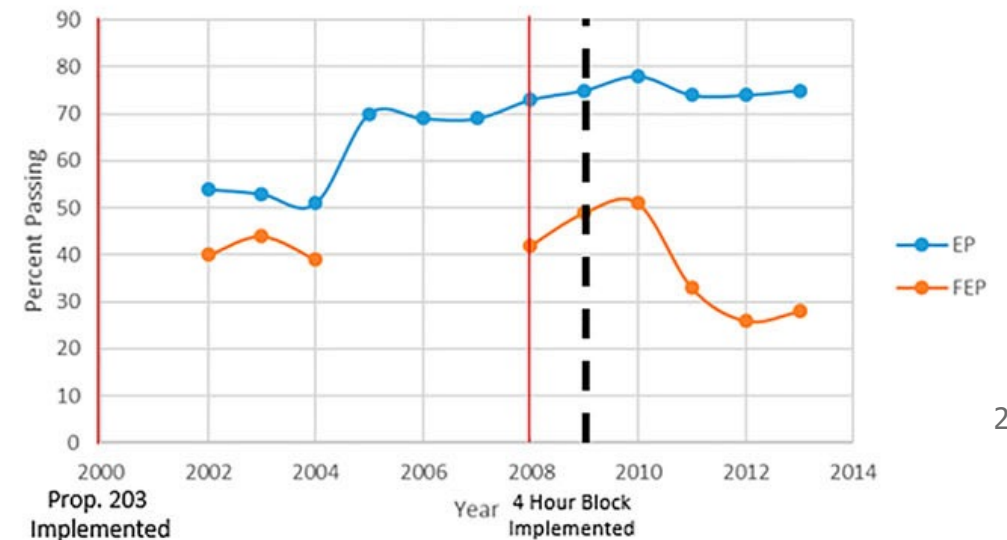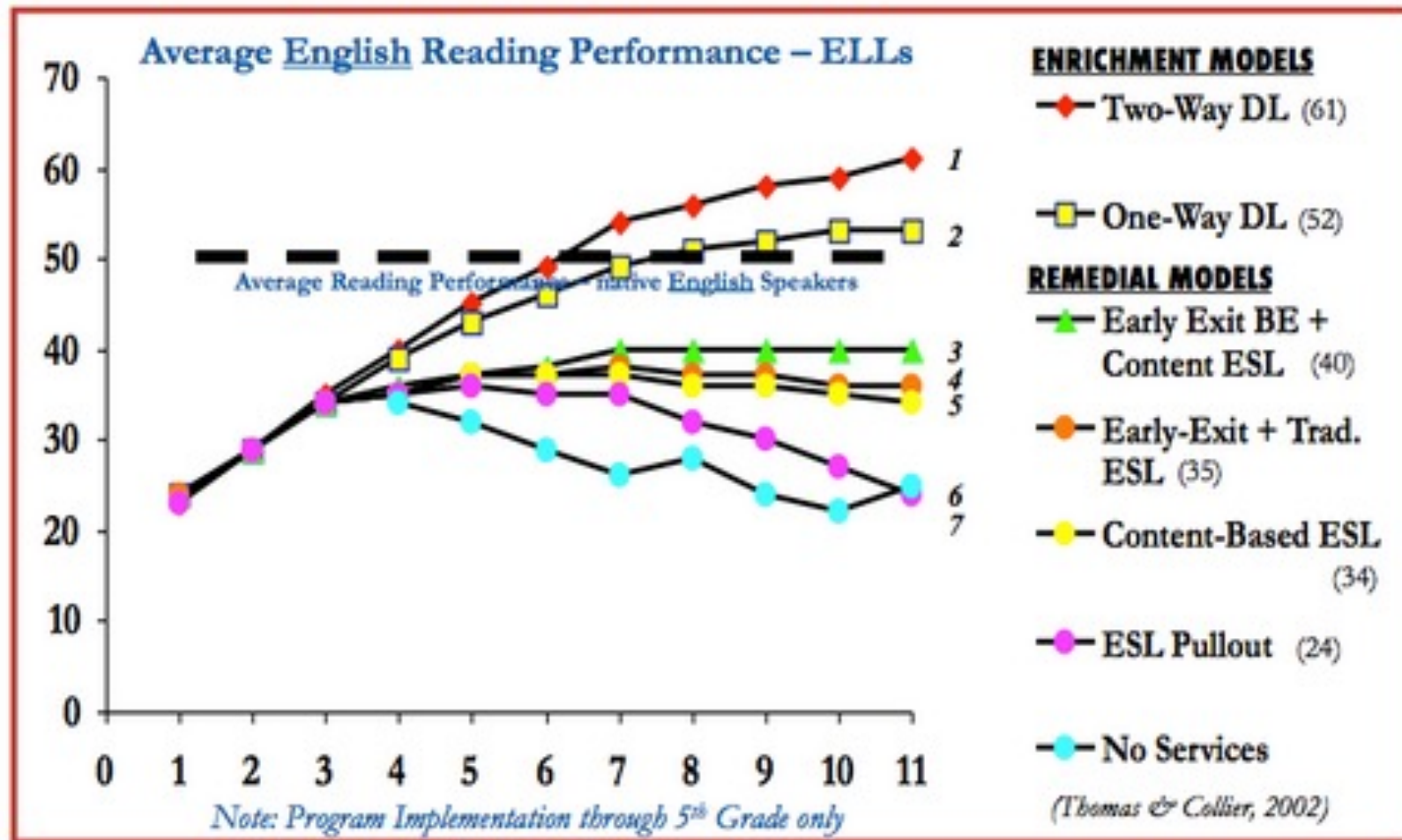
- - - Students assessed have been in school exclusively under Proposition 203

Research Supporting Dual Language

Thomas & Collier (2013) use reading achievement data to argue strongly in favor of dual language models

PATTERNS OF LOW-SES ELLs' LONG-TERM ACHIEVEMENT IN ENGLISH READING ON STANDARDIZED TESTS (similar pattern for each SES group)

Average English Reading Performance – ELLs

ENRICHMENT MODELS
- Two-Way DL (61)
- One-Way DL (52)

REMEDIAL MODELS
- Early Exit BE + Content ESL (40)
- Early-Exit + Trad. ESL (35)
- Content-Based ESL (34)
- ESL Pullout (24)
- No Services

Average Reading Performance – native English Speakers

Note: Program Implementation through 5th Grade only

(Thomas & Collier, 2002)

Study included over 700,000 minority language students in 5 large districts across the country. Findings were validated by comparing to school systems in 26 states during the following 2 years.

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Research Supporting Dual Language

- **All students (both ELLs and L1 Eng) randomly assigned to dual language immersion outperformed their peers in English reading by about 7 months in grade 5 and 9 months in grade 8.**

- **They performed the same as grade-level peers on math and science, despite 25-100% of instruction in LOTE.**

- **Conclusion: Consistent bilingual instruction from kindergarten gives students of all L1 backgrounds about a 1 year advantage by middle school, plus proficiency two languages.**

Effects of Dual-Language Immersion Programs on Student Achievement: Evidence From Lottery Data

Jennifer L. Steele
American University
Robert O. Slater
American Councils for International Education
Gema Zamarro
University of Arkansas
Trey Miller
Jennifer Li
Susan Burkhauser
RAND Corporation
Michael Bacon
Portland Public Schools

Using data from seven cohorts of language immersion lottery applicants in a large, urban school district, we estimate the causal effects of immersion programs on students' test scores in reading, mathematics, and science and on English learners' (EL) reclassification. We estimate positive intent-to-treat (ITT) effects on reading performance in fifth and eighth grades, ranging from 13% to 22% of a standard deviation, reflecting 7 to 9 months of learning. We find little benefit in terms of mathematics and science performance but also no detriment. By sixth and seventh grade, lottery winners' probabilities of remaining classified as EL are 3 to 4 percentage points lower than those of their counterparts. This effect is stronger for ELs whose native language matches the partner language.

KEYWORDS: dual-language immersion, student achievement, English language learners, urban education, language education

Introduction

Dual-language immersion schools, which provide native English speakers and English learners (ELs) with general academic instruction in two languages from kindergarten onward, have shown recent and rapid proliferation in the United States. The Center for Applied Linguistics
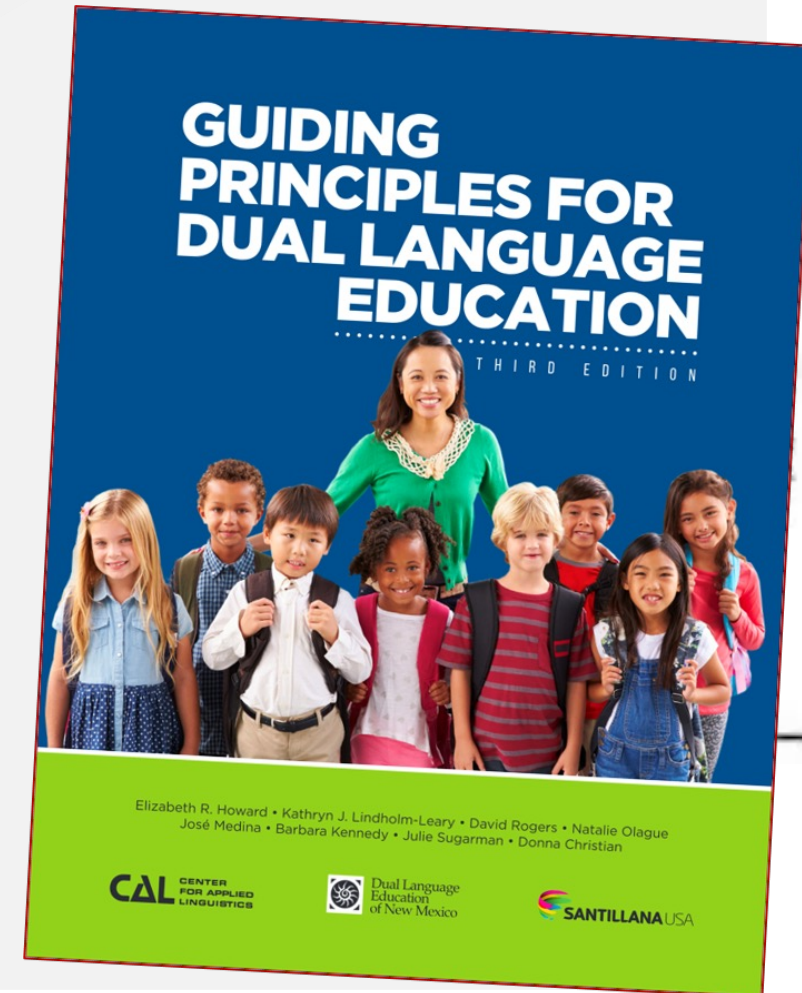
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No child left monolingual: Kim Potowski at TEDxUofIChicago

How is a Dual Language Program Organized?

A dual language program "consistently uses two languages for content instruction, learning, and communication" (Soltero, 2015)
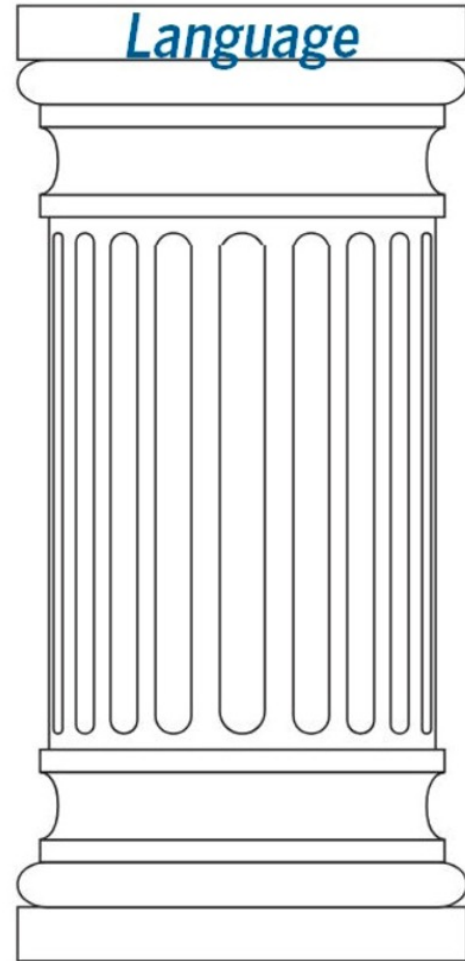
GUIDING PRINCIPLES FOR DUAL LANGUAGE EDUCATION

THIRD EDITION

Elizabeth R. Howard • Kathryn J. Lindholm-Leary • David Rogers • Natalie Olague
José Medina • Barbara Kennedy • Julie Sugarman • Donna Christian

CAL CENTER FOR APPLIED LINGUISTICS   Dual Language Education of New Mexico   SANTILLANA USA

FIGURE 2. THREE PILLARS OF DUAL LANGUAGE EDUCATION

Bilingualism & Biliteracy

Language

Grade-Level Academic Achievement

Content/Subject

Cross-Cultural Competence

Cultural Awareness, Appropriate Behavior

(Center for Applied Linguistics)

CSIA Mission Statement:

The mission of the Columbus Spanish Immersion Academy is to educate students bilingually, resulting in the development of both the English and Spanish languages. We foster the awareness and knowledge of various cultures encompassed within our English and Spanish speaking communities. Our program provides a quality education for all students to become biliterate and bilingual, able to use these skills actively in the growing global community.

🐯 **FOREST GLEN ELEMENTARY**
SCHOOL OF SPANISH IMMERSION (DISTRICT WIDE)
LANGUAGES UNITE
PHONE: (317) 964-4900 | ATTENDANCE: (317) 964-4905

Home   **About**   **Staff Directory**   **Academics**

About

Welcome

Profile

Vision

Enrollment

Student Handbook

Performance Report

Map

Welcome

Bienvenidos! Welcome! Forest Glen School of Spanish Immersion is the only elementary language immersion magnet program in the MSD Lawrence Township. The goals of the language immersion program are:

- To develop high levels of proficiency in the first and second language;
- To prepare students for a globally-linked society through the study of Spanish language and culture;
- To develop an appreciation, understanding and respect for other languages and cultures;
- To perform at or above grade level in academic areas in both languages.

Students attending Forest Glen have the choice of two program options: One Way Immersion or Dual Immersion. The One Way Spanish Immersion Program is available in kindergarten through grade twelve, with grades one to six at Forest Glen. In Grades one, two, and three, the students' core curriculum (Language Arts, Math, Science, Social Studies) is taught in Spanish. In grades four, five, and six, half of the students' instructional day is taught in Spanish and half of the day is taught in English. By the end of elementary school, students in the One Way Immersion program are able to speak, read and write in Spanish. It is amazing to hear the level of proficiency in Spanish the students have after just a few years in the One Way immersion Program!

Dual Immersion is the newest program at Forest Glen. In Dual Immersion, half of the students in the class are native Spanish speakers and half of the students are native English speakers. Instruction is provided in English for half the day and in Spanish for half the day. The students are purposely mixed in the same educational environment to provide communication and academic language development through an interactive and cross-cultural setting.

At Forest Glen, the teachers are fully proficient in the language they use for instruction, and in nearly all situations, are native speakers of that language. Besides the language component, all students are involved in rich literacy and math instruction and project based learning in an environment that provides for a variety of learning opportunities. All students also participate in a Hispanic Festival held each spring. At this festival,

Twitter   🐦 **Tweet**

🔁 Forest Glen Retweeted   🐦

LT Schools
@ltgoodnews

This week is Teacher Appreciation Week! Consider taking a photo with your teacher(s) and sharing it on Facebook or Twitter. Remember to tag LT with the hashtag

Basic Dual Language Program Model Types*	Language	K	1	2	3	4	5
50:50 Program Model: Literacy instruction is provided in the two program languages at all grade levels and for the duration of the program.	Partner language	50%	50%	50%	50%	50%	50%
	English	50%	50%	50%	50%	50%	50%
90:10 or 80:20 Program Model: Initial literacy instruction is provided in the partner language and continues for the duration of the program. Literacy instruction in English is introduced in Grades 2, 3, or 4 and continues alongside the partner language for the duration of the program.	Partner language	90%	80%	70%	60%	50%	50%
		80%	70%	60%	50%		
	English	10%	20%	30%	40%	50%	50%
		20%	30%	40%	50%		

*In addition to the basic models illustrated here, some programs allocate language in kindergarten as 70:30 or 60:40, with a gradual increase in time devoted to instruction in English until achieving a balance of 50:50, typically around Grade 3 or 4.

Figure 1. Commonly adopted approaches to allocating instructional time in the two languages used in a dual language program.

Kennedy & Medina (2017) *"Practitioner Brief - Dual Language Education: Answers to Questions From the Field"*

"Strong"

"Balanced"

Making Dual-Language Immersion Work

This video provides an introduction to Claremont Immersion School's dual language model and shows how teachers collaborate to provide instruction across two languages.

Teacher: Amanda Reynolds | **Grade:** 4
School Name: Claremont Immersion Elementary School, Arlington, VA

"Half the students are native Spanish speakers and half are native English speakers. Students learn math and science in Spanish, social studies in English."

▼ Lesson Summary

At Claremont Immersion School in Arlington, VA, half of the students are native Spanish speakers and half are native English speakers. Students learn math and science in Spanish, Social Studies in English, and special subjects such as art and music in either language depending on grade level. They receive a double dose of language arts in both English and Spanish.

Teachers work in grade-level teams, as well as in English-Spanish homeroom teams, to manage instruction. This video featuring 4th-graders provides an overview of Claremont's approach to dual language instruction, an introduction to how their collaborative process works, and an example of what it looks like to receive coordinated language arts lessons in two languages.
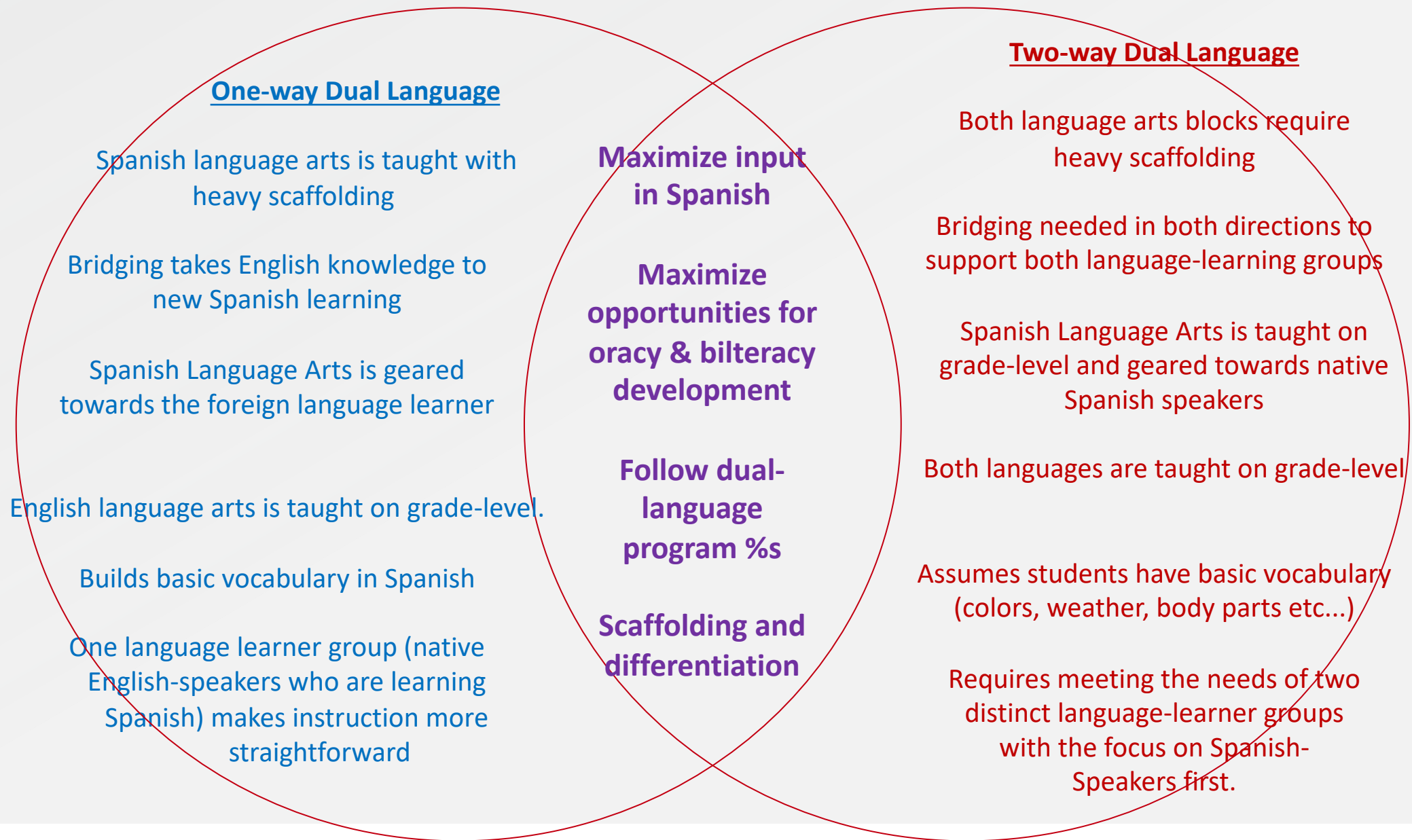
One-way or Two-way?

What are the language learning trajectories of children in a dual immersion program?

- **One-way: All students share the same home language**

- **Two-way: Students from different language backgrounds mixed in same group**

English-dominant

Native Spanish speaker

One-way Dual Language

Spanish language arts is taught with heavy scaffolding

Bridging takes English knowledge to new Spanish learning

Spanish Language Arts is geared towards the foreign language learner

English language arts is taught on grade-level.

Builds basic vocabulary in Spanish

One language learner group (native English-speakers who are learning Spanish) makes instruction more straightforward

Two-way Dual Language

Both language arts blocks require heavy scaffolding

Bridging needed in both directions to support both language-learning groups

Spanish Language Arts is taught on grade-level and geared towards native Spanish speakers

Both languages are taught on grade-level

Assumes students have basic vocabulary (colors, weather, body parts etc...)

Requires meeting the needs of two distinct language-learner groups with the focus on Spanish-Speakers first.

Maximize input in Spanish

Maximize opportunities for oracy & bilteracy development

Follow dual-language program %s

Scaffolding and differentiation

THERE ARE TWO MAIN TYPES: FOREIGN LANGUAGE IMMERSION (ONE-WAY) AND DUAL LANGUAGE IMMERSION (TWO-WAY). [4]

LANGUAGE IMMERSION PROGRAMS MAY ALSO BE FULL OR PARTIAL. [4]

FOREIGN LANGUAGE IMMERSION (ONE-WAY)

Students are primarily native English speakers learning a foreign language. [4]

DUAL LANGUAGE IMMERSION (TWO-WAY)

Both native English speakers and native speakers of the partner language are enrolled, with neither group making up more than two-thirds of the student population. [4]

FULL IMMERSION

Students are taught in the partner language almost exclusively at first, then gradually in both languages in even portions from fourth grade to 12th grade. This is more common in one-way immersion programs. [4]

PARTIAL IMMERSION

English and the partner language are each used 50% of the time across all grade levels. This is more common in two-way immersion programs. [4]

Educators Say More Guidance Needed For Dual Language Programs

JEANIE LINDSAY

Article origination IPBS-RJC

More than a dozen Indiana schools are working to implement dual language programs. The state is helping them with funding, but some schools say what they need from the state now is more information on how to structure the programs.

(i a walsh/Flickr)

Dual language immersion means students learn with two languages instead of one. These programs are popping up more frequently, in large part because lawmakers approved grant funding in 2015 to help schools get them started.

But Center for Evaluation and Education Policy researcher, Colleen Chesnut, says educators working in those programs, are worried about a lack of accountability guidelines from the state.

"They were concerned about, 'is this going to affect my school's overall test scores because we have this program within our school?'" Chesnut says.

Since the programs are so new, it's hard to know what the impact will be on standardized tests, given in English. Those tests also don't start until third grade, and most of these programs start at the kindergarten or first grade.

But overall, Chesnut says many see more dual language instruction as a great addition to their schools.

"Teachers were excited about the programs, the administrators were excited about the programs - they wanted to see these programs be successful and they were willing to put in the time and work," Chesnut says.

Chesnut also says educators want there to be more ways for schools with dual language programs to connect and share ideas. There are 19 active public school dual language programs in the state.

FIGURE 1. DLI MODEL IN INDIANA: TWO-WAY VS. ONE-WAY IMMERSION

At least 50/50 content instruction in English and partner language

TWO-WAY IMMERSION

Native speakers of a partner language

Native speakers of English

Goals: bilingualism, biliteracy, cross-cultural competence

Native speakers of English

ONE-WAY IMMERSION

classified as English learners (EL) and/or speaking

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Kindergarten Daily Schedule

7:45-8:00 am	Arrival
8:00-9:30 am	Math
9:30-10:25 am	Reading
10:30-11:00 am	Lunch
11:05-11:50 am	Language Arts
11:50-12:35 pm	Guided Reading / Literacy Centers
12:35-1:05 pm	Recess
1:05-1:35 pm	Science / Social Studies
1:40-2:25 pm	Rotation (PE, Art, Music)
2:30-2:45 pm	Dismissal

English   *Spanish*

Orientation session for parents:
Two-way Dual Language group in
San Antonio, Texas

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Classroom Makeup

Native Spanish Speakers

Native English Speakers

Speak English & Spanish

One-way or Two-way?

What are the language learning trajectories of children in a dual immersion program?

- **One-way: All students share the same home language**

- **Two-way: Students from different language backgrounds mixed in same group**

- **"Three-way": Includes bilingual heritage speakers**

English-dominant

Heritage Spanish speaker

Native Spanish speaker

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Dual Language Education of New Mexico

SANTILLANA USA Language Education Experts

Key Point C

Student grouping maximizes opportunities for students to benefit from peer models.

Minimal alignment	Partial alignment	Full alignment	Exemplary practice
Students rarely have the opportunity to work cooperatively with students who have different language learner profiles (e.g., English-dominant students work together, Spanish-dominant students work together).	Students sometimes have the opportunity to work cooperatively with students who have different language learner profiles, but such opportunities are infrequent or lack instructional purpose.	Students have ample opportunities to be both language models and language learners when interacting with their peers in both academic and social situations. Teachers purposefully group students with diverse backgrounds and proficiency levels in order to promote linguistic turn-taking and reciprocal teaching and learning among peers.	Students have ample opportunities to be both language models and language learners when interacting with their peers in both academic and social situations. Teachers purposefully group students with diverse backgrounds and proficiency levels in order to promote linguistic turn-taking and reciprocal teaching and learning among peers. Program staff engage in outreach opportunities within and beyond the district to learn from and support other dual language programs regarding the purposeful grouping of students to promote peer learning.

**Dual Language Education Programs:
Current State Policies and Practices**

**U.S. Department of Education
Office of English Language Acquisition**

FOUNDATIONFORCHILDDEVELOPMENT

**PreK-3rd:
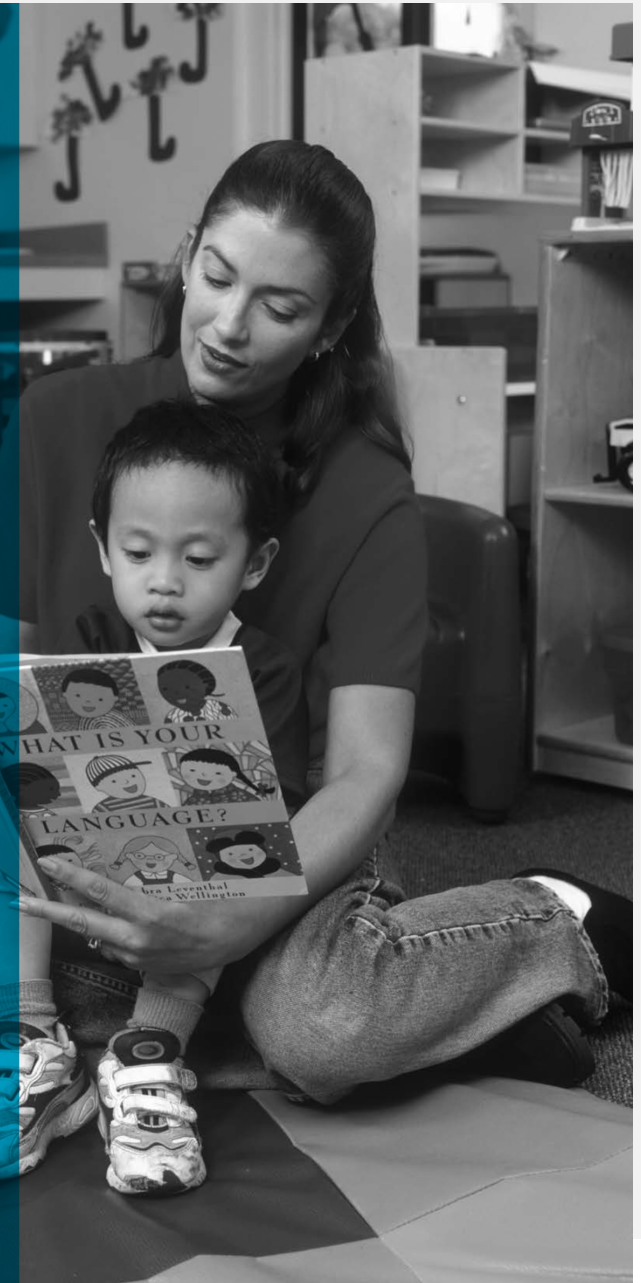Challenging
Common Myths
About Dual
Language
Learners**

**An Update to the
Seminal 2008 Report**

by Linda M. Espinosa, Ph.D.

PreK-3rd
Policy to Action Brief
No. Ten
August 2013

A Day in a Dual Language Kindergarten - Part 1

Burlington, WA: Dual Language program divides early language arts by L1 for initial literacy instruction.

Article Edit Discuss

Home » Categ…

How to Help Your Kid Learn in a Dual Language Program

Edit Article

Three Methods: ▪ **Practicing at Home** ▪ **Giving Them Real World Experience** ▪ **Getting Involved with the Program** ❓ **Community Q&A**

Dual language programs are increasingly popular at all education levels. To help your child succeed in a program of this type, begin by creating a fun, exciting practice routine at home. Use labels to emphasize vocabulary. Help your child with homework as often as possible. Get your child connected to the culture by enrolling them in bilingual extracurriculars. Stay in touch with their teachers and volunteer frequently, too.

[Link to wiki](#)

[Link to CARLA dual immersion site](#)

OSO DE PELUCHE

wikiHow to Help Your Kid Learn in a Dual Language Program

2 **Label items throughout your home.** Get a cheap label-making machine or use tape and a marker. Look over your child's vocabulary list and find those items in your home. Then, create labels for each item, showing the name in the new language. This will help your child to learn the names of items faster and can help you to learn the language, too.[2]

- Don't feel as if you have to label everything at once. Start with a handful of items and continue to add more labels over time.
- For example, you could place a label on food items, such as bread or chips. Household locations, such as the kitchen or bathroom, can be labeled as well.

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Frequently Asked Questions about Immersion Education

What Parents Want to Know About Foreign Language Immersion Programs (PDF) ~ Tara W. Fortune, Center for Advanced Research on Language Acquisition, University of Minnesota and Diane J. Tedick, Department of Curriculum and Instruction, University of Minnesota

This digest answers some of the most common questions that parents and others ask about foreign language immersion education:

- What is a foreign language immersion program and how does it work?
- Why should I consider enrolling my child in an immersion program?
- How will learning everything in a second language affect my child's English language and literacy development?
- Will my child become proficient in the second language? How long will that take?
- Is immersion an appropriate choice for all children?
- What can I do to support my child's immersion experience if I don't speak the second language?

What is language immersion education?

Due to the historical and current misuse of the term "immersion," we offer the following clarification and definitions to clearly identify the most common types of language immersion programs:

Definition of Key Terms and Acronyms:

Minority language
 A language other than the one spoken by the majority of people in a given regional or national context, for example, Spanish in the U.S., Basque in Spain, English in Japan, etc.
Majority language
 The language spoken by the majority of people in a given regional or national context, for example, English in the U.S., Spanish in Spain, Japanese in Japan, etc.

L1 = First language
L2 = Second language

Core Characteristics of Immersion Education

- Additive bilingualism with sustained and enriched instruction through the minority language and the majority language is promoted
- Subject area instruction through the minority language occurs for at least 50% of the school day during the elementary school years
- Teachers are fully proficient in the language(s) they use for instruction
- Support for the majority language is strong and present in the community at large
- Clear and sustained separation of languages during instructional time

What is the difference between foreign language immersion and dual language immersion programs in the U.S.?

In addition to the core and variable characteristics cited above, the following two main program types are currently found in the US: one-way (foreign language immersion) and two-way (dual language immersion). Each of these program types are further distinguished by the characteristics identified below:

Distinguishing Characteristics of One-way (Foreign Language) Immersion Programs

English-dominant child   Bilingual: Spanish (L2) and English (L1)

al Language

Dual Language Program Options

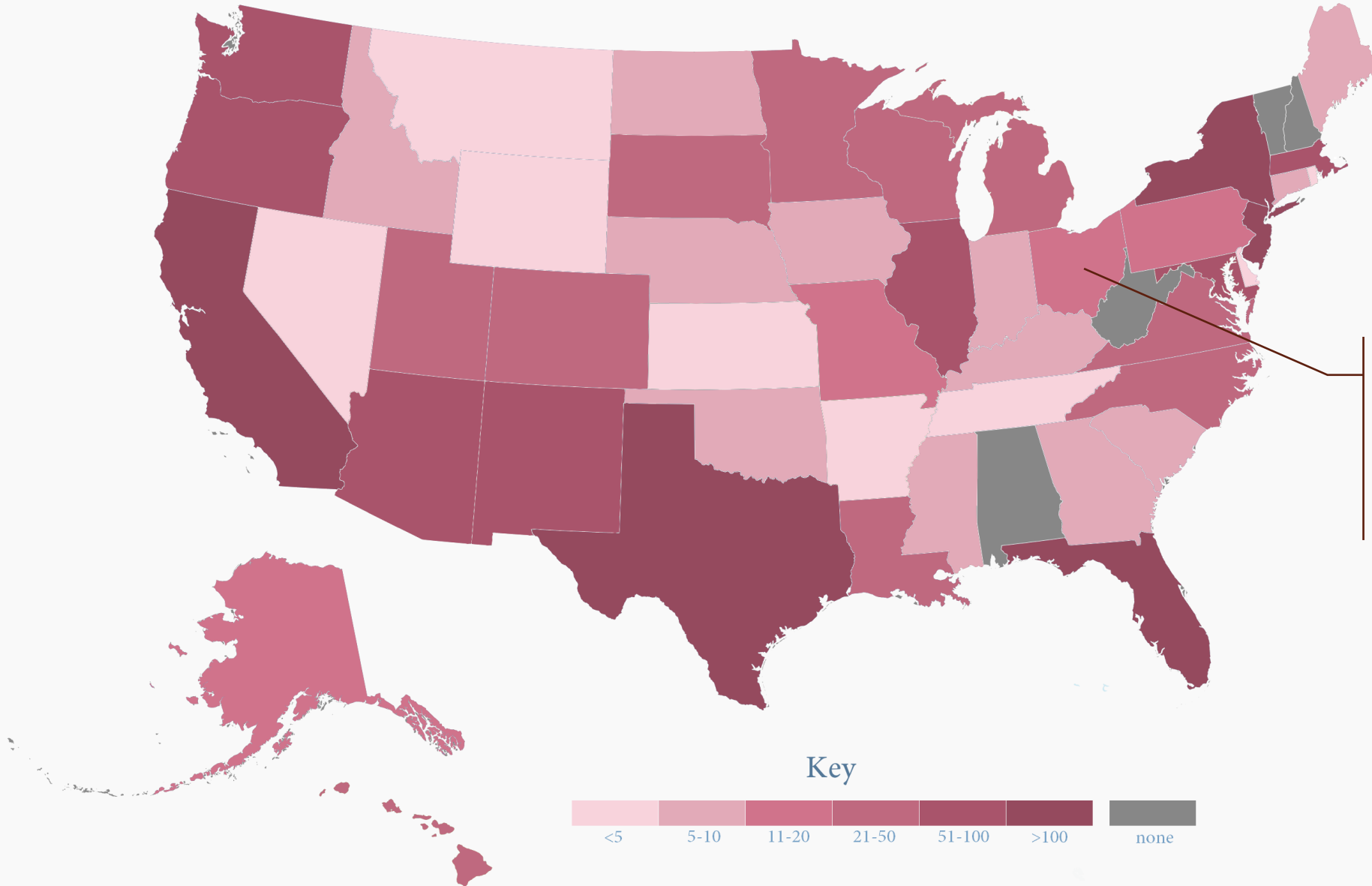| Goal	Bilingualism, biliteracy, and biculturalism
Program Model	Strong (90-10) or Balanced (50-50)
School	Strand Program or Magnet School
Program Type	Two-way or One-way
Language Allocation	Subject area, day or week, teacher, unit
Focus	Foreign language enrichment or heritage language development and enrichment
Language Separation	Strict or Flexible

Dual Language Programs in Ohio

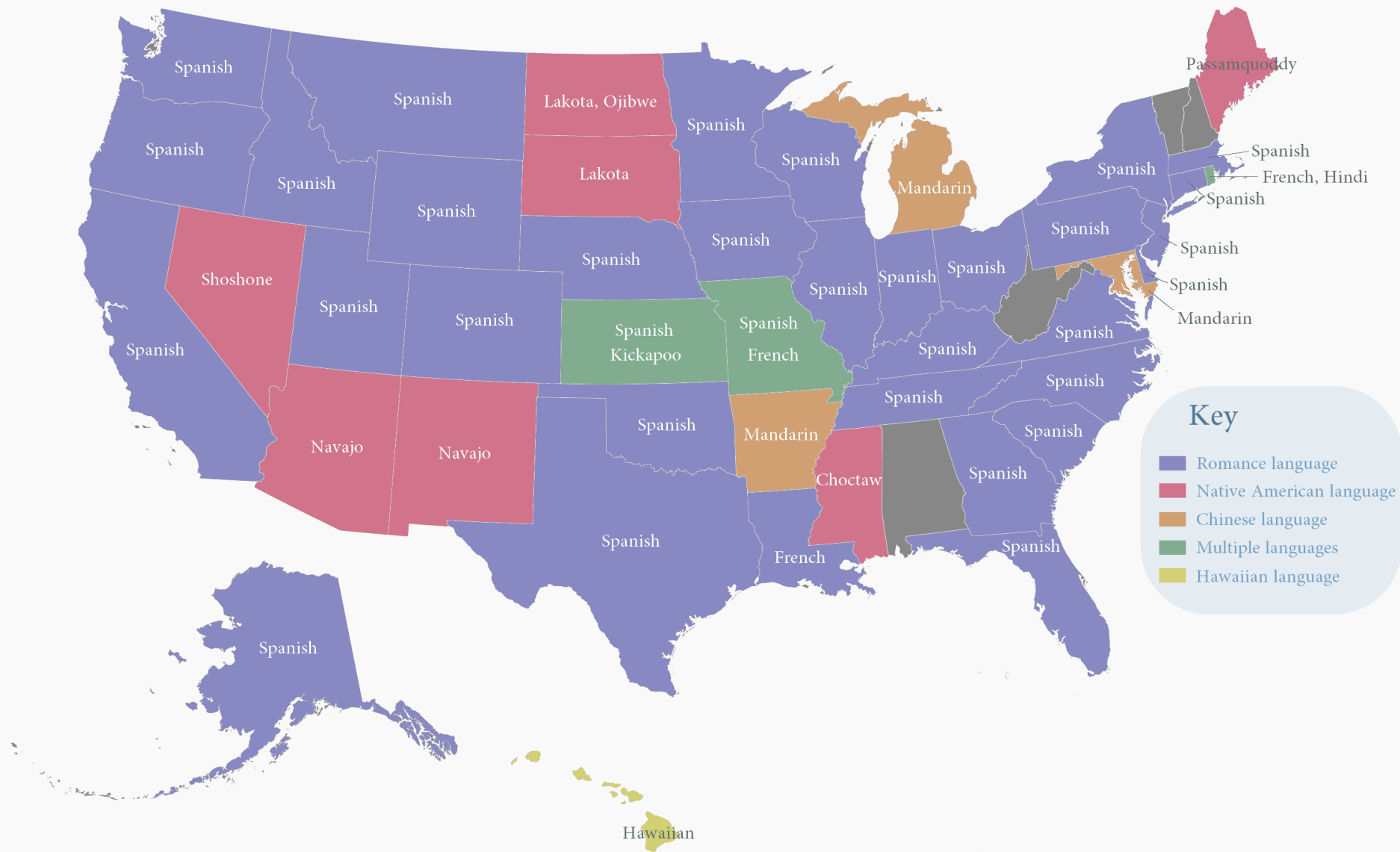# Growth of Dual Language Programs
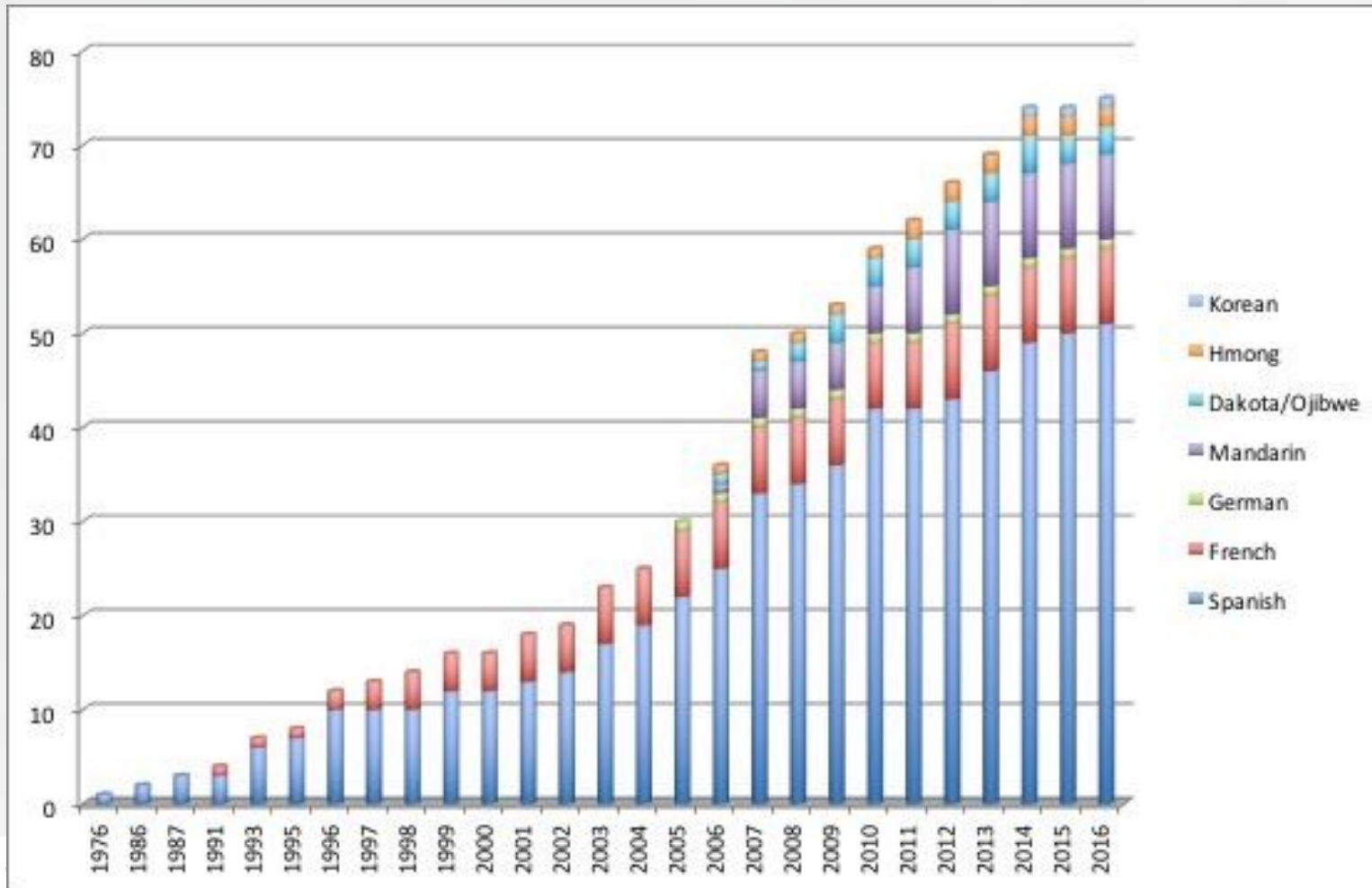
Expansion of dual language programs in Minnesota

The state now has almost 80 dual language programs in 7 different languages
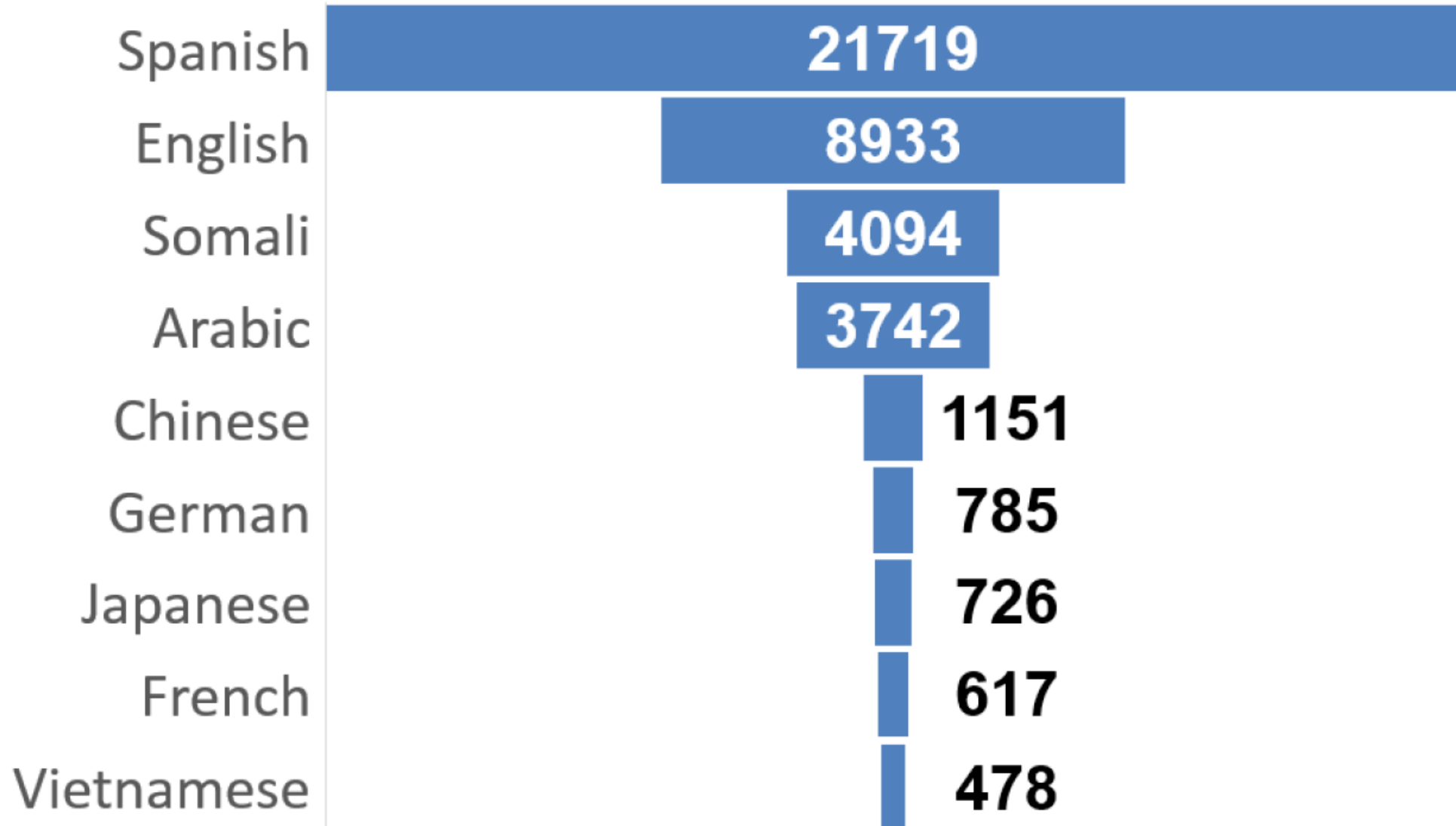
Language Immersion Education in the U.S.
Most common language taught as an immersion language by state

Spanish

Spanish

Lakota, Ojibwe

Spanish

Passamquoddy

Spanish

Spanish

Spanish

Spanish

Lakota

Spanish

Mandarin

Spanish

Spanish

Spanish

French, Hindi

Shoshone

Spanish

Spanish

Spanish

Spanish

Spanish

Spanish

Spanish

Spanish

Spanish

Spanish

Spanish

Spanish
Kickapoo

Spanish
French

Spanish

Spanish

Spanish

Spanish

Mandarin

Spanish

Spanish

Navajo

Navajo

Spanish

Mandarin

Spanish

Spanish

Choctaw

Spanish

Spanish

French

Spanish

Spanish

Key
- Romance language
- Native American language
- Chinese language
- Multiple languages
- Hawaiian language

Spanish

Hawaiian

al Language

Top Home Languages (2017)

Language	Count
Spanish	21719
English	8933
Somali	4094
Arabic	3742
Chinese	1151
German	785
Japanese	726
French	617
Vietnamese	478

Dual Language Programs in Ohio

Based on…

- **Research findings +**

- **Growing national support +**

- **Demographics of ELs in Ohio…**

…there is a ton of potential to build dual language programs in our state

"What if we want to implement dual language in our district?"

When Does Dual Language Work for a School?

- **Demographics: Appropriate numbers of same-language ELs and heritage speakers**

- **Admin support: Commitment from district and building leadership**

- **Willingness to innovate take risks**

- **Capacity: Bilingual staff**

- **Community buy-in: Creating core support from families**
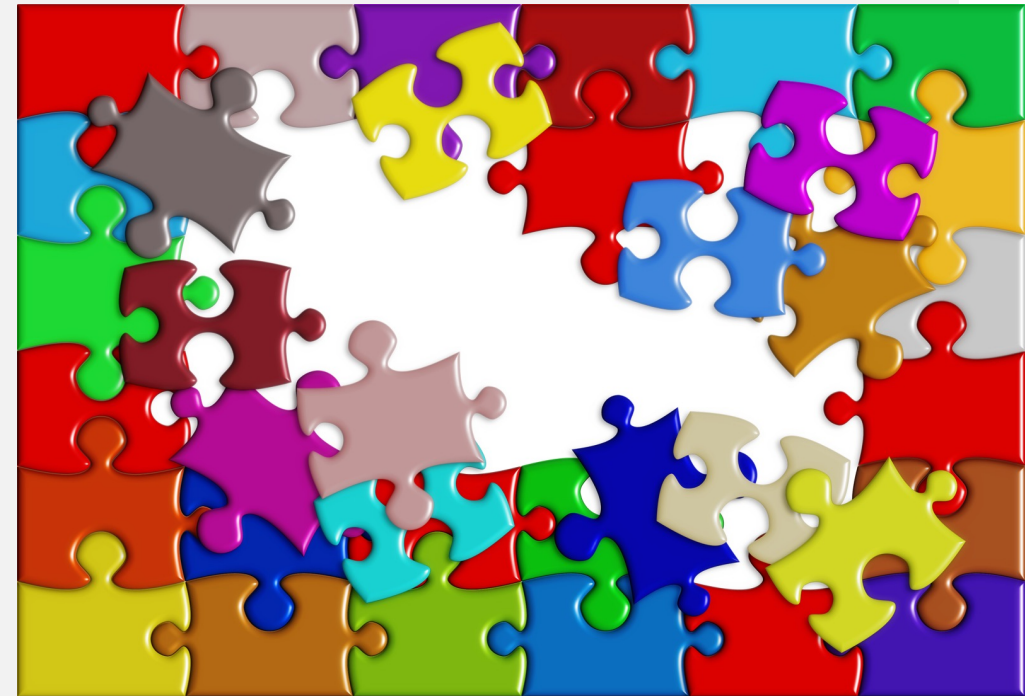
Program organization

Defining a vision
Defining standards
Organizing content areas by language
Composition of groups + ESL
Materials

DUAL LANGUAGE IMMERSION
❤️

Bilingual instruction

GLAD strategies
Differentiation
Bridging + biliteracy
Oral language skills
Assessment

Support strategies

Parental buy-in (information sessions)
School environment (signage)
Extra-curricular activities

Pathways to bilingualism

High level of bilingualism + Seal of Biliteracy

Secondary world language programs for heritage students

Bilingual programs @ elementary + middle

Community/ heritage languages

Thomas & Collier: Bilingual education has the potential for "transforming the way human beings relate to each other across all their differences" (cited in Soltero, p. 13)

"We can't do a DL program, but we want to incorporate principles of DL into ESL"
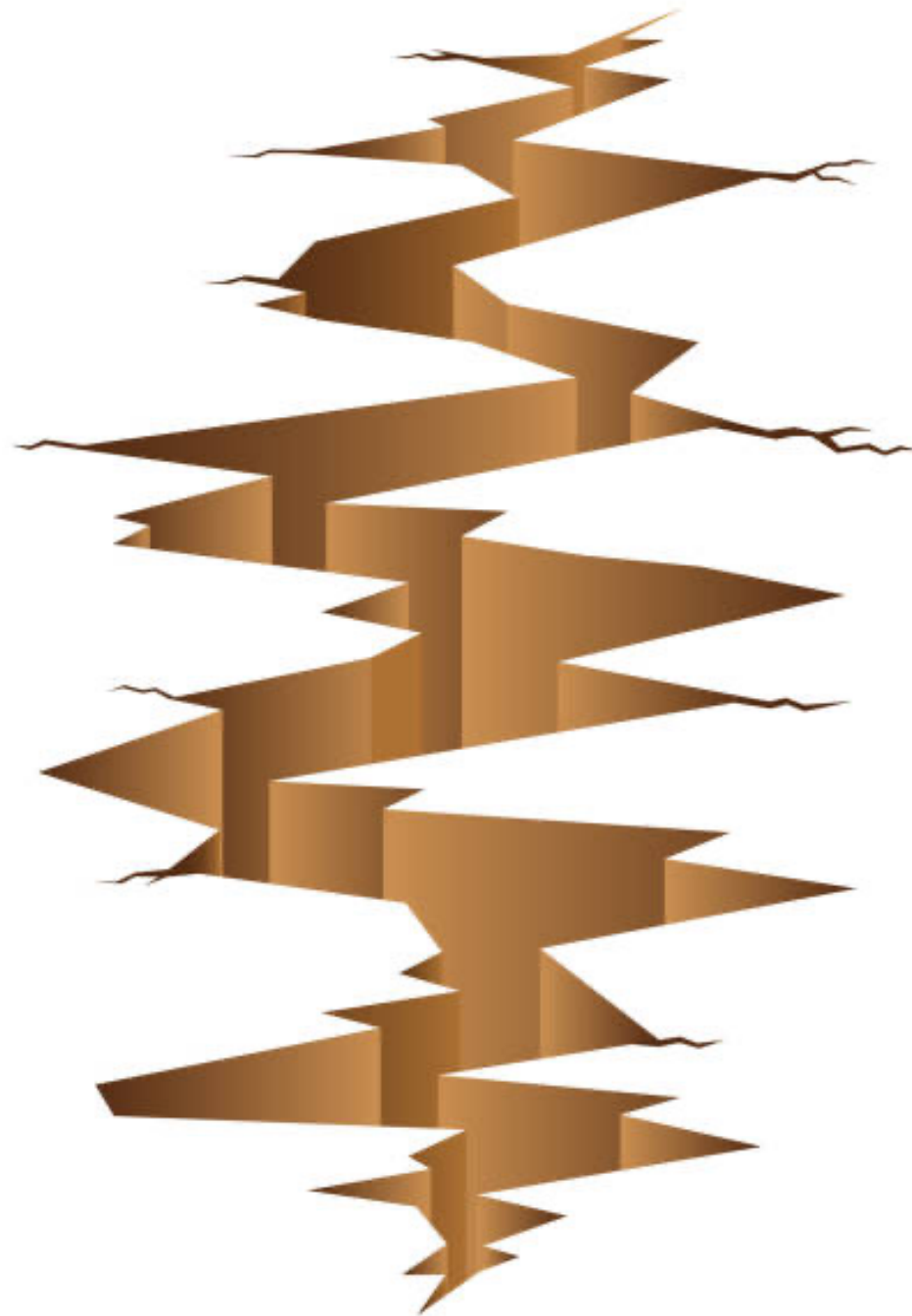
ENGLISH

SCHOOL

MY JOB

HOME LANGUAGE

FAMILY

THEIR JOB

THE OHIO STATE UNIVERSITY
COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

Supporting dual language principles in ESL

- Creating a multicultural and multilingual ethos in the school that is representative of the diversity of the students

- Supporting home language literacy

- Training all staff to use sheltered and bridging pedagogical strategies

- Creating connections with families and communities (e.g. funds of knowledge home visits)

Tapping into the Funds of Knowledge of Culturally and Linguistically Diverse Students and Families

Carla Amaro-Jiménez, The University of Texas at Arlington
Peggy Semingson, The University of Texas at Arlington

> "It's called 'La Tamalada…Yolanda knows how to make tamales. My dad will make the meat and my mom will make the corn stuff that goes on the husk and we set the kids on the stools around there and we give them a pile of the masa and Yolanda knows how to put the corn husk down and rub the masa and meat and wrap it. We make our own tamales…."
>
> (Alejandra, interview)

In the context of doing home visits and interviews as part of a research study on parents' participation in their children's literacy learning conducted by the second author (Semingson, 2008), Alejandra, a single parent of four school-aged children, was given a book, *Family Pictures/Cuadros de mi Familia,* by Mexican-American author Carmen Lomas Garza. Alejandra explicitly connected the Lomas Garza literary text with a Mexican cultural tradition in the household: making tamales. She connected this cultural experience with the types of school literacies and texts her second-grade child, Yolanda, was engaging with in the classroom, drawing resourcefully on cultural and linguistic Funds of Knowledge present in her bilingual/bicultural household (Moll & González, 2004) to support her daughter's literacy learning.

Introduction

Creating meaningful connections between home and school is not always an easy task, especially when parents and families speak a language other than the one spoken by the classroom teacher. The challenges become even greater when these families belong to a different culture than one's own. Additionally, researchers have argued that a focus on assimilation and devaluing of students' language and culture can result in notions of subtractive schooling (Valenzuela, 1999, 2005; Worthy, Rodríguez, Assaf, Martínez, & Cuero, 2003). In contrast to such deficit models, an additive model seeks to build on students' and family's strengths and abilities and transform teachers' and schools' ways of perceiving the families with an overall goal of increasing student achievement (Amaro-Jiménez & Semingson, 2010;

Figure 1. Questions that can be used to gather information about the Funds of Knowledge – A Focus on Literacy Practices

English	Spanish
What do you remember about your own schooling experiences?	¿Qué recuerda de sus propias experiencias escolares?
What kind of support did you have at home when you started reading and writing?	¿Qué tipos de apoyo tuvo usted en su hogar cuando comenzó a escribir y a leer?
What were your strengths/weaknesses in learning in your native language?	¿Cuáles considera eran sus fortalezas y debilidades al aprender en su idioma nativo?
Do you read and/or write in another language (second language)? If yes, which language?	¿Escribe o lee usted en algún otro lenguaje (segunda lengua)? Si la respuesta es síæ, diga cuál lenguaje.
Tell me about your experiences learning to read and write in your second language.	Dígame de sus experiencias aprendiendo a leer y escribir en su segunda lengua.
Do you recall the moment when your child began to read and write? If yes, tell me about that moment in his/her life. If not, please explain why you think you do not remember that moment.	¿Recuerda usted el momento en que su niño(a) empezó a leer y escribir? Si la respuesta es sí, hábleme de ese momento en su vida. Si la respuesta es no, por favor explique por qué crees usted que no recuerda dicho momento.
Describe the kinds of experiences that your child has with reading and writing at home.	Describa los tipos de experiencias que su niño(a)tiene con la lectura y escritura en el hogar.
Do you help your child with reading and writing at home? Please explain why.	¿Le ayuda usted a su niño(a) a leer y escribir en el hogar? Por favor explique por qué.
Please give me examples of things you do at home to help your chid with schoolwork.	Por favor deme ejemplos de las cosas que usted hace en su hogar para ayudarle a su niño(a) con cosas de la escuela.
What are some of the things you find helpful when working with your child in school tasks?	¿Cuáles son algunas de las cosas que encuentra usted son beneficiosas cuando está trabajando con su niño(a) en cosas de la escuela?
Do you prepare your own materials to help your child with reading and writing? If yes, what are these and are any of these materials or ideas especially helpful? If not, please explain what you use.	Prepara usted sus propios materiales para ayudarle a su niño(a) con la lectura y escritura? Si es así, qué materiales son estos y de qué manera le son útiles estos.

Figure 5. Dariana's Bilingual Prayer Book

a. Dariana's Cover for Bilingual Prayer Book

b. Dariana's Religious Text and Drawing

Bilingual prayer book: An example of community literacy practices
(Reyes & Azuara, 2008)

Ohio Dual Language Summit
Ohio Union, OSU Main Campus
December 1st

TESOL and Dual Language: Building Programs to Support ELs' Multilingualism

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Ohio TESOL – Lewis Center, Ohio – November 2023

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