

NEW JERSEY DEPARTMENT OF EDUCATION

Dual Language Programs Resource Guide

*Statement by former U.S.
Secretary of Education John B.
King Jr.:*

“The number of children ages 5 to 17 in the U.S. who speak a language other than English at home has more than doubled in the past three decades. These home languages are an asset that should be valued, and research shows that supporting bilingualism from early ages can have wide ranging benefits, from cognitive and social advantages early in life, to long-term employment opportunities and competitiveness in the workplace. This statement is part of ED’s ongoing commitment to ensure that dual language learners, including immigrants and refugees, have access to high quality supports, which is

Policy

N.J.A.C. 6A:15 defines a dual language bilingual education program as, “a full-time program of instruction in elementary and secondary schools that provides structured English language instruction and instruction in a second language in all core content areas and for native English speaking students enrolled in the program.”

N.J.A.C. 6A:15 further clarifies dual language programs as follows: A district board of education may establish dual-language bilingual education programs in its schools and may make provisions for the coordination of instruction and services with the school district’s world languages program. Dual-language bilingual education programs shall also enroll students whose primary language is English, and shall be designed to help students achieve proficiency in English and in a second language while mastering subject-matter content. To the extent necessary, instruction shall be in all courses or subjects of study that allow students to meet all grade promotion and graduation standards. Where possible, classes in dual-language bilingual programs shall be comprised of approximately equal numbers of ELLs and of students whose native language is English.

Additionally, provisions may be made for the coordination of instruction and services with the school district’s world languages program to implement a dual language program model.

PROGRAM MODELS

50-50 and 90-10 refer to the distribution of two languages in each type of dual language program.

50-50 two-way bilingual immersion includes two language groups (one English and the other native language). The goal of this model is to become fully proficient in the language that is new to the student. Half of the instruction is provided in English and half is provided in the native language. This program type is for approximately equal numbers of ELLs in one language group and native-English speaking students. It is designed to help students achieve proficiency, biliteracy, and bilingualism in English and in a second language while mastering subject-matter skills.

In some programs, students may receive supplementary language instruction in their second language (English as a second language [ESL] for ELLs, Spanish as a second language for

English speakers in a Spanish-English program, and so on). In two-way dual language programs, this practice is generally limited to newcomers to the program or students who are struggling with the language. This ensures that students are not separated into native language-based groups for longer than is necessary. Some two-way programs also separate students for early reading instruction in their native language, while others integrate students for literacy, either in the partner language or in both program languages simultaneously.

In a 50-50 model, ESL is not required, but can be provided on weekly basis during “English week.”

- **50-50 one-way dual language immersion** one language group receives half the instruction in the native language and half in English.
- **90-10 two-way dual language immersion** two language groups receive integrated instruction in English and a second language. 90% of instruction is initially delivered in the minority language and 10% in English. Only one language group learns through two languages. The model gradually evolves into 50-50 instruction as the students’ grade levels increase. This model usually starts in kindergarten and typically lasts for five years.
- **90-10 one way dual language immersion** one language group is taught using two languages. 90% is initially delivered in the native language and 10% in English. This eventually evolves into 50-50. The language other than English is used 90% of the time in the early grades, and a gradually increasing proportion of instruction is done in English until sixth grade, when both languages are used equally in instruction.

Language of Instruction

The language of instruction can be divided by any of the following: time blocks, such as morning and afternoon, alternate days, weeks (English vs. Spanish week), content topics, or by teacher.

English language arts and Second language arts (e.g., Spanish language arts) are required.

Entrance Into Program Criteria

The program should begin in pre-k or kindergarten.

Program Duration

Dual language programs generally commence at the beginning of elementary school (in either pre-kindergarten, kindergarten or Grade 1) and continue throughout elementary school, with some programs continuing at the secondary level. Generally, students do not exit these programs during the elementary school years, even if ELLs become proficient in English, as developing bilingualism and biliteracy in both languages is a goal for all students enrolled in the program.

In order for a program to work effectively, there should be a six year commitment and parents should be required to commit to this in writing.

Teacher Certification Requirements

Certificated staff who teach in a dual-language (two-way immersion) bilingual education program may include bilingual/bicultural certified teachers, world language certified teachers, ESL teachers and other certificated teachers who have at least 15 hours of sheltered instruction training. Dual-language staff must teach in the content area(s) of their certification(s) and must demonstrate fluency in the language(s) of their instruction.

Teachers teaching in dual programs should also possess the following:

- ability to model instruction in oral and written language
- have an appreciation of second language learning
- willingness to collaborate (Freeman, Freeman & Mercuri, 2005; <http://www.heinemann.com/products/E00653.aspx>)

Curriculum Essentials

- teaching language through academic content
- thematic teaching
- preview, view, review
- connected to students' lives
- standards based
- a philosophy that language will be used for instruction rather than translation (Freeman, Freeman & Mercuri, 2005; <http://www.heinemann.com/products/E00653.aspx>)

The curriculum should mirror the regular curriculum.

Proficiency targets for each grade level should be set in all 4 skill areas (listening, speaking, reading, and writing).

The content objectives should be the same and a literacy block should be provided in both languages; the literacy objectives in the second language may not be exactly same as those in English.

Professional Development Considerations:

Teachers and staff in dual language programs may require training in how to teach literacy in the partner language (“Guidance for Defining and Implementing Two-Way Immersion and transitional Bilingual Education Programs,” Massachusetts Department of Elementary and Secondary Education, July 2016; <http://www.doe.mass.edu/ell/TWI-TBE-Guidance.pdf>)

Teachers also need to have an understanding of a dual language education model and second language and literacy development. (“Guiding Principles for Dual Language Education, CAL, 2007; <http://www.cal.org/twi/guidingprinciples.htm>)

Schedules:

The number of minutes does not have to be prescriptive, as long as the school adheres to the 50-50 or 90-10 model of language allocation. All models must have a literacy component in both languages.

School District Administrator Essentials:

Administrators need to buy into the program, need to know the components of the model and be able to support it.

Ways to Incentivize and promote Dual Programs:

- Provide alternate route certification
- Tuition Reimbursement Host dual language job fairs
- Target universities with large Spanish speaking populations
- “grow your own” teachers

Best practices/Model programs of New Jersey:

- Englewood School District: <http://www.state.nj.us/education/aps/cccs/wl/resource.htm#2>
- HoLa Dual Language Charter school:
<http://www.state.nj.us/education/aps/cccs/wl/resource.htm#hola>
- Princeton School District: Dual Language Elementary Immersion Program:
http://www.princetonk12.org/Dual_Immersion/

APPENDIX A: RESOURCES

ASCD Research Brief (2004). *The Effects of Bilingual Education Programs on English Language Learners*.

<http://www.ascd.org/publications/researchbrief/v2n05/toc.aspx>

Howard, E., Christian D. (2002). *Two-Way Immersion 101: Designing and Implementing a Two-Way Immersion Education Program at the Elementary Level*. Center for Applied Linguistics.

<http://www.cal.org/twi/pdfs/two-way-immersion-101.pdf>

Freeman, Y., Freeman D., Mercuri, S. (2005). *Dual Language Essentials for Teachers and Administrators*. Portsmouth, NH: Heinemann

<https://apps.ksbe.edu/olelo/sites/apps.ksbe.edu.olelo/files/08-02%20Dual%20Language%20Models.pdf>

Massachusetts Department of Elementary and Secondary Education (2016). *Guidance for Defining and Implementing Two-Way Immersion and transitional Bilingual Education Programs*.

<http://www.doe.mass.edu/ell/guidance/>

Howard, E. R., Sugarman, J., Christian, D., Lindholm-Leary, K. J., & Rogers, D. (2007). *Guiding Principles for Dual Language Education* (2nd ed.). Washington, DC: Center for Applied Linguistics.

<http://www.cal.org/twi/guidingprinciples.htm>

Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota. (2000). *Immersion Observation Checklist*.

http://ateneu.xtec.cat/wiki/form/wikiexport/_media/cmd/lle/clpi/modul_4/lesson_planning_observation_checklist_ateneu.pdf

United States Department of Education. (2015). Office of English Language Acquisition. *Dual Language Education Programs: Current State Policies and Practices*.

http://ncela.ed.gov/files/rcd/TO20_DualLanguageRpt_508.pdf

Colorín Colorado. *Articles: Bilingual & Dual Language Education*.

<http://www.colorincolorado.org/bilingual-dual-language-education>

APPENDIX B: SAMPLE SCHEDULE

Dual Language Immersion Daily Schedule for Kindergarten Students 2016-2017

TIME	TIME BLOCK/ACTIVITY
35-40 minutes	Specials & Transition
20 minutes	Community Building, Mystery Math Word Problem & Calendar Math
90 minutes	Opening Group Share the News Message of the Day Embedding ELA components: Comprehension (skill & strategy) High Frequency Words Oral Vocabulary Fluency Phonemic Awareness/Phonics Guided Reading
45 minutes	Writing
30 minutes	Lunch
40 minutes	Outside/Gross Motor Play
45 minutes	Calendar & Mathematics (<i>Spanish</i>)
20 minutes	Science (<i>Spanish</i>)
15 minutes	Estrellita (<i>Spanish</i>)
45 minutes	Exploration Stations (integration of science & social studies)- small group skills focus model estrellita *snack is incorporated at this time (<i>Spanish</i>)
10 minutes	Closing Group Reflections (<i>Spanish</i>)