Dual language

**Dual language** is a form of education in which students are taught literacy and content in two languages. The majority of dual language programs in the United States teach in English and Spanish, although increasing numbers of programs use a partner language other than Spanish, such as Arabic, Chinese, French, Hawaiian, Japanese, or Korean. Dual language programs use the partner language for at least half of the instructional day in the elementary years.

Dual language programs generally start in kindergarten or first grade and extend for at least five years, although many continue into middle school and high school. These programs aim for bilingualism (the ability to speak fluently in two languages), biliteracy (the ability to read and write in two languages), academic achievement equal to that of students in non-dual language programs, and cross-cultural competence. Most dual language programs are located in neighborhood public schools, although many are charter, magnet, or private schools.

**Types of Dual Language Program**

There are four main types of dual language programs, which mainly differ in the population:

1. Developmental, or maintenance, bilingual programs. These enroll primarily students who are native speakers of the partner language.
2. Two-way (bilingual) immersion programs. These enroll a balance of native English speakers and native speakers of the partner language.
3. Foreign language immersion, language immersion or one-way immersion. These enroll primarily native English speakers.
4. Heritage language programs. These mainly enroll students who are dominant in English but whose parents, grandparents, or other ancestors spoke the partner language.

The term "dual language" is often used interchangeably with two-way immersion. Other variations on dual language include "dual language immersion," "dual immersion," and "dual enrollment". The term bilingual education has somewhat fallen out of favor among dual language practitioners, but it is still used to refer to any program that uses two languages for instruction.

Dual language programs are different from transitional bilingual programs, where the aim is to transition students out of their native language and, in the United States, into English as quickly as possibly, usually in three years. This is sometimes referred to as subtractive bilingualism since
the first language is typically lost as English is acquired. Dual dual language programs are considered to promote "additive bilingualism", meaning that students' primary language is developed and maintained as a second language is added.

## Instruction in Dual Language Programs

Dual language programs vary in the kinds of instruction they provide, but generally implement many of the following features:

- **Language arts** instruction in both program languages
- Instruction on literacy skills like phonics and fluency along with opportunities to read literature in both languages
- **Sheltered instruction** strategies in both languages
- **Ability grouping** for targeted purposes, with frequent reassessment based on strengths and weaknesses on different skills
- Separation of languages, where the teacher will only speak one language at a time without translating, while allowing students to use native language resources such as peers and bilingual dictionaries
- Ample time for student interaction (such as through the use of cooperative learning), allowing students to practice their new language skills with their peers

Dual language teachers also incorporate practices that should be in place in any classroom that includes linguistically diverse students:

- Teaching content so that it interests and challenges bilingual students
- Communicating high expectations, respect, and interest in each of their students
- Understanding the roles of language, race, culture, and gender in schooling
- Engaging parents and community in the education of their children
- Becoming knowledgeable about and developing strategies to educate bilingual students and to communicate with their families
- Seeking and obtaining the professional development needed to engender these attitudes, knowledge bases and specific instructional skills (Garcia, 2005).

In regard to lesson planning, dual language teachers should focus on creating lessons that:

- Proceed from whole to part
- Are learner centered
- Have meaning and purpose for students and connection to their present lives
- Engage groups of students in social interaction
- Develop both oral and written language
- Show faith in the learner in order to expand students’ potential (Freeman & Freeman, 1994)

Other important tips for educators teaching bilingual or multilingual students include organizing content around themes, providing students with choice, starting the learning process with
students’ questions, and exposing students to not only professional published books and magazines but student-authored literature (Freeman & Freeman, 1994).

References


See also

- Bibliography of Two-Way Immersion Research [http://www.cal.org/twi/bib.htm](http://www.cal.org/twi/bib.htm)

[edit] External links

- The Center for Applied Linguistics' Two-Way Immersion Site [http://www.cal.org/twi](http://www.cal.org/twi)
- Dual Language Education of New Mexico [http://www.dlenm.org](http://www.dlenm.org)
- Dual U [http://www.dualu.org](http://www.dualu.org)
- 2-Way CABE [http://www.bilingualeducation.org/2waycabe](http://www.bilingualeducation.org/2waycabe)
- Center for Advanced Research on Language Acquisition [http://www.carla.umn.edu/](http://www.carla.umn.edu/)
- National Association for Bilingual Education (NABE) [http://www.nabe.org](http://www.nabe.org)
- Idiomax Translation Software Translation from/to English, Spanish, French, Italian
- Texas Two-Way http://texastwoway.org
- Multilingual Mania http://www.multilingualmania.com

Reference Publications

http://findarticles.com/p/articles/mi_qa3722/is_200504/ai_n15715704/
Dual Language Education: A Promising 50-50 Model | Bilingual...
Dual Language Education: A Promising 50-50 Model

Bilingual Research Journal, Spring 2005 by Gómez, Leo, Freeman, David, Freeman, Yvonne

Dual language education programs have become extremely popular. Although these programs share common characteristics, they vary in several respects. Programs use different languages and include students with varying characteristics. For instance, many of these programs include students with fluent English proficiency and those with limited English proficiency; students identified with learning disabilities and those who are gifted; and students who are economically advantaged and those who are disadvantaged. Two basic dual language program models are the 90-10 and 50-50 models. This article describes a unique 50-50 model that divides language of instruction by content area as well as by time. The model has been successfully implemented in regions with high concentrations of Latino students. It does not require a 50-50 balance of native English speakers and native Spanish speakers. In addition to describing the model, the authors report results of standardized tests, administered in English, that indicate that students in schools following this model are achieving high levels of academic proficiency in reading and mathematics.

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- Dual Language: Teaching and Learning in Two Languages
- Becoming Biliterate: A Study of Two-Way Bilingual Immersion Education

Introduction

Two-way immersion education is a dynamic form of education that holds great promise for developing high levels of academic achievement, bilingualism and biliteracy, and cross-cultural awareness among participating students. (Howard & Christian, 2002, p. 1)

Enrichment 90-10 and 50-50 one-way and two-way developmental bilingual education (DBE) programs (or dual language, bilingual immersion) are the only programs we have found to date that assist students to fully reach the 50th percentile in both the [first language] and [second
language] in all subjects and to maintain that level of high achievement, or reach even higher levels through the end of schooling. (Thomas & Collier, 2002, p. 7)

Statements like those quoted above come from a variety of sources and reflect the growing interest in and support for a type of bilingual education in which all students develop full proficiency in their first language and high levels of proficiency in a second language. Although this type of program has been given different labels, in this article we use the term dual language education programs.

Researchers in literacy, bilingualism, and second language acquisition; teachers: teacher educators; and policymakers have taken an interest in these programs because they promote success for both language-majority and language-minority students. English language learners (ELLs) who have failed in various types of English as a second Language and transitional bilingual education programs have made phenomenal gains in dual language programs (Lindholm-Leary, 2001; Thomas & Collier, 2002). In addition, native English speakers in these programs, despite learning through two languages, excel in their native English, scoring higher than peers studying only in English (Lindholm-Leary).

Dual language programs are based on an orientation toward language that Ruiz (1984) has termed language as resource. Ruiz contrasts this orientation with earlier approaches that viewed language as a problem and then viewed language as a right. Ruiz points out that regarding language as a resource serves as a better orientation for language planning for several reasons:

- It can have a direct impact on enhancing the language status of subordinate languages; it can help to ease tensions between majority and minority communities; it can serve as a more consistent way of viewing the role of non-English languages in U.S. society; and it highlights the importance of cooperative language planning, (pp. 25-26)

Dual language programs have raised the status and importance of languages other than English in many communities across the United States. In some communities they have eased tensions between groups who speak different languages. The programs have helped build crosscultural school communities and crosscultural friendships among students and parents, relationships that probably would not have developed without the programs. Dual language programs raise the status of languages other than English because as native English-speaking children become bilingual, parents and students alike see the value of knowing more than one language. Finally, as community leaders, school board members, school administrators, and teachers work together to design and implement dual language programs, cooperation among groups enriches all parties (Freeman, Freeman, & Mercuri, 2005).

Dual language programs are not new in this country. The Spanish-English Coral Way program in Florida and the French-English Ecole Bilingue in Massachusetts were implemented in the 1960s. However, the interest in dual language education has increased dramatically in the last 15 years (Howard & Christian, 2002). In the spring of 2004, the Center for Applied Linguistics (CAL) listed 283 dual language programs in 24 states, including 100 programs in California (the list can be found at http://www.cal.org/twi/directory/). It is extremely difficult to keep track of the number of dual language programs, in part because of their rapid growth. In addition, the CAL
listing is a low estimate because the programs self-report. If programs do not register with CAL, then they are not listed on the CAL Web site. Data from other sources indicate that Texas has over 194 programs (Texas Two-Way/Dual Language Consortium, n.d.). California and Texas have more programs than any others, and the total for these two states exceeds the CAL estimate for all the other states.