



Dual Language on Demand

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The First Day of School in a Dual Language Classroom



It's the beginning of a new school year and the possibilities are limitless. This will be the year that you finally implement writer's workshop! This will be the year that all your students will read on or above grade level...in both languages! This is

the year your newsletter will go home every single week! Yes, this will be the year.

Whatever your classroom goals this year, it's important to share these goals and expectations with your students from the first moment they enter your room. Of course, this advice works for all teachers. But as a dual language teacher, your goals go beyond writer's workshop and newsletters – you have the added responsibility of teaching language and content simultaneously. And while all teachers want their students to read at or above grade level, your students need to have this ability in two languages. Given this additional responsibility, how does a dual language teacher establish classroom expectations and routines on the first day of school that promote the successful learning of language and content? Below are a few suggestions for the first day of school.

Conduct all initial interactions with your students in the non-English language.

One of the biggest challenges faced by the dual language teacher is getting students to use the non-English language for academic and social communication. The power of English in the United States is such that all children in dual language programs – even those children who enter the program as monolingual minority language speakers – quickly turn to English as the language of choice, thus further decreasing the status of the minority, or non-English, language. In order to raise the status of the non-English language - and in this way encourage increased student use of this language - it is important that the dual language teacher begin the school year by greeting all students in the non-English language, and maintaining the use of the non-

English language during introductions. Any kind of initial games or activities should be done in this language. Even in Kindergarten, it is important that the teacher maintain the use of the non-English language from the beginning of the year, in order to clearly establish the expectation that the non-English language is to be used for social and academic communication in the dual language classroom.

In programs where the two languages are separated by teacher, it can be beneficial to have a combined group begin the first day of school with the teacher of the non-English language. Basic introductions and expectations can happen as both the non-English speaking teacher and the English speaking teacher team teach in the non-English language. If the English medium teacher cannot speak the non-English language, he or she can still support the non-English teacher in establishing routines and expectations, while at the same time modeling interest in learning the non-English language.

Establish clear routines for the use of English and the non-English language.

It is important for students to understand when and where each language will be used. Some teachers don a scarf when it is Spanish time, and take the scarf off for English time. Other teachers have an image on the bulletin board – one side says "Español" and the other side says "English". Other teachers designate one side of the room as the Japanese side, and the other side as the English side. In programs that separate language by teacher, the teacher of the non-English language needs to clearly set the expectation that English will not be used in his or her classroom, perhaps with a sign designating the classroom as a "Japanese only" area. Whatever your organization, clearly communicate this to the students on the first day of school, and make sure to use the system consistently throughout the school year.

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Give students tools for using each language.

Introduce students to phrases helpful to maintaining the language of instruction, and post these prompts throughout the room. For example, teach students how to use, “¿Como se dice...?” and ¿“Que quiere decir...?” In addition, show students where the bilingual dictionaries are stored, and how to use them.



Establish clear routines for collaboration and organize instruction to build independence.

Key to the success of dual language classrooms are the student-student interactions, and clear guidelines for how these interactions will take place need to be established from the first day of the new school year. For example, rather than focusing on individual students answering questions posed by the teacher, encourage students to collaborate with their small group before responding to the teacher. This will give second language learners the opportunity to ask for and get the language they need to answer the question in the target language and will also serve to raise the status of the native speaker of the non-English language.

Establishing clear expectations for collaboration within the classroom will also encourage students to look to each other for support and guidance, both with language and with content, rather than always looking to the teacher. This independence - where students are taught how to use classroom resources to answer their own questions and revise their own work - is critical to the success of dual language classrooms. The structures that help to establish this independence need to be implemented and practiced on the first day of school.

The first day of school is exciting and full of potential. Make sure to take advantage of this by clearly communicating your expectations - including use of English and of the non-English language. And it is OK to smile before Christmas!

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If you have additional suggestions for the first day of school, please send them in an email to curow@thecenterweb.org, and put “First Day of School” in the subject line. Please make sure to include your full name and the grade you teach. A selection of the suggestions will be published in future newsletters.

Dual Language on Demand to Feature Local Educators, Local Issues

In subsequent newsletters, *Dual Language on Demand* will provide dual language educators in Illinois with the opportunity to share their experience and insight through interviews and articles. In addition, the newsletter will feature articles on issues important to dual language educators, like upcoming dual language workshops and new resources published for the dual language classroom. Do you know a dual language educator we should interview, like a great teacher, principal, or paraprofessional? What specific issues would you like to see covered in *Dual Language on Demand*? Are you interested in a review of current research in the area of dual language or of Spanish language basals? Let us know your interests! Send an email with your requests to curow@thecenterweb.org, and put “*Dual Language on Demand*” in the subject line.



The purpose of learning is growth, and our minds, unlike our bodies, can continue growing as we continue to live.

~Mortimer Adler

Dual Language Conferences 2008-2009

There are a number of national conferences that focus specifically on dual language – or two-way immersion - education. These conferences provide both the opportunity to network with other dual language educators and to find out about the most recent research in the field.

Conference Title Website Registration Information	Location and Dates of Conference	Deadline to Submit Proposals for Presenting	Comments
Immersion Education Conference: Pathways to Bilingualism and Beyond http://www.carla.umn.edu/conferences/immersion2008/registration.html Early bird registration: by September 15, 2008 Regular registration: by October 10, 2008 On-site registration: after October 10, 2008	St. Paul MN October 15-18, 2008	May, 2008 (think about presenting next year!)	Hosted by CARLA (Center for Advanced Research in Language Acquisition) and includes sessions on both one-way immersion (also called foreign language immersion) and two-way immersion.
La Cosecha http://www.lacosecha.dlenm.org Regular registration: by September 22, 2008 Late registration: by October 27, 2008	Santa Fe, NM November 12-15, 2008	May, 2008 (think about presenting next year!)	Sponsored by Dual Language Education of New Mexico, this conference features sessions on two-way immersion programs in Spanish and in native American languages
32nd Annual Statewide Conference for Teachers of Linguistically & Culturally Diverse Students http://www.thecenterweb.org/irc Registration information will be available beginning mid-September, 2008. Deadline for registration mid-December, 2008	Oak Brook, IL January 6-9, 2009	If you are interested in presenting, please contact John Kibler at jkibler@thecenterweb.org or Louisa Finnberg at lfinnberg@thecenterweb.org	Hosted by the Illinois Association of Multilingual Multicultural Education (IAMME), this conference features a dual language day on January 8, 2009.
2 Way CUBE Registration: No information on registration for the 2009 conference was available at the time of printing. Check www.bilingualeducation.org/2waycube for more information.	Monterey, CA July 6-9, 2009	No information available at time of printing.	Sponsored by 2 Way CUBE, an affiliate of the California Association of Bilingual Education.

IRC Compiling Database of Dual Language Programs in Illinois



Over the next few months, the Illinois Resource Center (IRC) will be working to compile a database of dual language – also called two-way immersion - programs within Illinois. Illinois Resource Center staff will be contacting schools throughout the state in order to catalogue data on the different kinds of dual language programs offered throughout Illinois. Once the database has been created, it will be posted on-line and be available to the public. The IRC is offering this service in order to facilitate collaboration and cooperation among dual language programs and to establish an infrastructure for increased networking.

The IRC database of Illinois Dual Language programs is modeled after the *Directory of Two-Way Bilingual Immersion Programs in the U.S.* managed by the Center for Applied Linguistics (CAL), available on-line at <http://www.cal.org/twi/directory/>. Like the directory hosted by CAL, the IRC directory will only include dual language programs that meet all three of the following criteria:

- **Integration:** Language-minority and language-majority students are integrated for at least 50% of instructional time at all grade levels
- **Instruction:** Content and literacy instruction in English and the partner language are provided to all students, and *all students receive instruction in the partner language at least 50% of the instructional day*
- **Population:** Within the program, there is a balance of language-minority and language-majority students, with each group making up between one-third and two-thirds of the total student population

By excluding elementary school programs that do not meet one or more of these criteria, we are by no means making any statement about the quality or effectiveness of these programs. Two-way immersion is only one model of enriched language education, and it may not be feasible or desirable depending upon a given community's demographics, resources, and goals.

If you are the coordinator of your district's dual language program, you are encouraged to complete the form on the next page and mail it to Cheryl Urow, Illinois Resource Center, 2626 S. Clearbrook Dr., Arlington Heights, IL, 60005. An on-line version of the form is available at www.thecenterweb.org/irc and can be emailed to curow@thecenterweb.org.

We have become not a melting pot but a beautiful mosaic.
Different people, different beliefs, different yearnings, different
hopes, different dreams.

Jimmy Carter

Continue: Dual Language Program Survey



School District: _____ Date: _____

City: _____

School(s) within district with dual language programs: _____

- ☐ Dual Language is a whole school program
☐ Dual Language is a strand

Coordinator of dual language program (include name and job title):

Phone number: _____ Email: _____

Year in which dual language began at this school: _____

Grades in which dual language is currently offered: _____

Number of language minority children served by dual language program: _____

Number of language majority children served by dual language program: _____

Non-English (minority) language used in dual language program: _____

Language used for emergent literacy (language in which initial literacy is taught)

Please choose one:

- ☐ All children receive initial literacy instruction in the non-English language.
☐ All children receive initial literacy instruction in his/her dominant language.
☐ All children receive initial literacy instruction in both English and the non-English language simultaneously.
☐ All children receive initial literacy instruction in English.

Language Allocation Model

Please choose one:

- ☐ 90/10 (All children receive initial literacy instruction in the minority language.)
☐ 80/20
☐ 50/50

Please complete and mail to Cheryl Urow at : 2626 S. Clearbrook Dr., Arlington Heights, IL 60005.