

"How-To" Training Videos

CARMEN SANCHEZ SADEK, Ph.D.

Presents

50/50 Dual Language Programs:

Design

Planning

Implementation

BEFORE TURNING ON
THE VIDEO TAPE PLAYER:

Please,

Read the Following

Introduction.

In the United States there are two basic types of Bilingual Education Programs:

- (1) Transitional Bilingual Programs
- (2) Maintenance Bilingual Programs.

(1) Transitional Bilingual Programs offer Language Minority Students an opportunity to keep up with content area concept development at grade level through Primary Language instruction. These students learn English through Second Language Development instruction. When Language Minority students can grow and develop language and content area ideas successfully through English, they transfer to English-only mainstream instructional programs. For all practical purposes, their bilingual skills in their Primary Language receive very little attention after moving into mainstream instructional programs.

(2) In Maintenance Bilingual Programs, Language Minority students receive instruction through their Primary Language and through English. Instruction in all content areas through both languages begins in Pre-School or Kindergarten and continues until graduation from secondary school. English-only students participate in Maintenance Bilingual Programs: In Immersion Programs, English-only students begin their instructional program through a second language in Pre-School or Kindergarten. By third or fourth grade English and the second language are used equally for instructional purposes. Language Minority students and English-only students learn languages and achieve academic goals together, in both languages, in

50/50 Dual Language Programs.

YOU ARE READY TO BEGIN!

Please, Turn On The Video Tape Player.

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Permission to duplicate this Training Manual granted by
Carmen Sanchez Sadek, Ph.D.
Educational Consultant / Program Evaluator

Welcome to our "How-To" training video on

50/50 Dual Language Programs:

Design, Planning and Implementation.

We wish to congratulate YOU, **our listeners**, for your interest in

providing the best educational program for ALL your students.

Indeed, 50/50 Dual Language Programs --also called

Two-Way Immersion Programs or Developmental Bilingual

Education Programs--

offer unique opportunities for language acquisition and

development, and for high academic achievement to

ALL students.

Our "How-To" training video will help you achieve two critical

goals in the process of designing, planning and implementing

your 50/50 Dual Language Program.

First goal: You will describe all decisions you need to make

before you design and plan your program.

Second goal: You will describe your program,

how it will be implemented. Your

description should serve to familiarize visitors with the guiding

principles that provide the foundation for your program.

During this training you will be advised to stop the tape and

discuss key issues or questions we will suggest.

The success of your program depends on team-work and

consultation.

Teachers, parents, community members as well as school

administrators and other school

personnel must be actively involved in the process of designing

and planning your program.

Help us summarize as you read the following information:

50/50 Dual Language Programs

are also called:

Two-Way Immersion Programs, or
Developmental Bilingual Education Programs.

ALL Students can Participate in Dual
Language Programs.

Training Goals:

1. Describe program design and planning decisions.
2. Describe the guiding principles that serve as foundation for your program.

Two other names for "50/50 Dual Language Programs" are:

In the school districts in which I have helped design, plan and implement 50/50 Dual Language Programs, we addressed the following issues. As a result of our discussions of these issues, we arrived at our decisions.

First issue: Rationale.

Why should your school, your district offer to all its students a 50/50 Dual Language Program?

Each community, each school district and each school is different. What are your specific reasons?

You may wish to consider:

Your LOCAL resources: human, social, economic and cultural resources.

Your REGIONAL or STATE trends in business, commerce, and education.

NATIONAL and INTERNATIONAL opportunities in industry, technologies, new fields.

GLOBAL influences and the demands of GLOBAL networks on the citizens of the future.

What NEEDS will your program meet?

What BENEFITS will derive from your program?

Part of your RATIONALE should address issues of

HUMAN DEVELOPMENT:

How is language acquired and developed in young children and young people?

What is the best time, the best age,

to learn a second or third language?

Your Rationale must include how your program will enhance opportunities for ALL students to reach the goals of your school

CORE CURRICULUM.

The time you and your colleagues spend thinking through the issues and questions that have been suggested will be time well spent. A well-supported and thought out RATIONALE earns the support your program will need.

Stop the tape at this point and begin to formulate your response to WHY should your school provide a 50/50 Dual Language Program to ALL its students.

Second Issue: **Who will participate in the Program?**

50/50 Dual Language Programs usually serve students who are dominant in one of two languages. Some students in the program may be monolingual English speakers or English-dominant bilingual students. The other students may be monolingual or dominant in the other language that your program will offer --Spanish, Tagalog, Chinese, German, French, Navaho-- or may be bilingual speakers of the other language and English.

Ideally, 50/50 Dual Language Program students should be 50% English-dominant and 50% dominant in the other language of your program. This may not be possible in all cases. However, students who are native language speakers or dominant language speakers of English and of the other language of your program must be included.

Ideally, the teachers in 50/50 Dual Language Programs should be fully fluent in English and the other language of the program, as well as fully literate in both languages. Many times this may not be possible. 50/50 Dual Language Programs can be successfully implemented by monolingual or dominant English-speaking teachers working together with fully bilingual and biliterate teachers in the other language of the program and in English.

An important issue relating to WHO will participate in the program has to do with prerequisites. For example, in some programs, students entering at Kindergarten and First Grade are required to have had at least one year of previous schooling, in Pre-school or Kindergarten, respectively. The teachers in these programs felt it was important for entry-level students to be familiar with school routines and procedures. Another issue has

to do with filling vacant student slots in upper grades. For example, in some programs only students enrolled in the program from the very beginning of their schooling are allowed. In other programs, new students --English-dominant or dominant in the other language, may enroll at every grade level depending on vacancies.

It is important to emphasize that ALL students benefit from participation in 50/50 Dual Language Programs. Another issue to be discussed is: Should ALL students at ALL grades participate the first year the program is inaugurated, or should your program grow gradually, beginning in Kindergarten and/or

First Grade, adding one or two grades every year?

Third Issue: **Where will the program take place?**

The answer to this question may appear to be very simple: At school, of course! You may wish to consider, however,

whether the entire school will participate from the very first year

or whether your program should grow gradually, one or two grades every year. In this case, it may be important to plan in

which classroom the program will be housed. For example, the

teachers in one Dual Language Program insisted on joining their classrooms by tearing down the wall that separated them.

In other cases, teachers had to move from one wing of the building to another as the program grew by two classrooms at each grade level each year.

In most cases, 50/50 Dual Language Programs begin as "schools within schools," involving a few teachers on the first year and expanding gradually each year. Eventually, these programs involve the entire school.

Help us summarize the decisions you need to make concerning WHO will participate in your program and WHERE will your program be housed. Read the following information.

Then STOP the tape for your preliminary discussion of these
issues.

Fourth Issue: **Scheduling Instruction in Two Languages**

English and another language will be both used, on a 50/50 basis for instructional purposes. The selection of the second language should be clearly explained and justified in your

RATIONALE.

50/50 Dual Language Programs are based on an instructional model that includes four key components. All students in the program should be provided: (1) Learning opportunities for SECOND language acquisition and development; (2) Instructional activities for concept and cognitive development through the FIRST language; (3) Instructional activities for content area concept and cognitive development through the SECOND language; and (4) Opportunities for cross-cultural understanding, and the development of a positive self image and

positive self-esteem.

A very successful recommendation I have made to 50/50 Dual Language Program planners is to keep the two languages totally separated. Teachers should never switch from one language to the other, as in code switching (For Example: "Give me el piz.), nor should they use a concurrent approach, saying something in one language, immediately translating the message into the other language. Teachers who code-switch or translate concurrently delay language acquisition and development in their students. The students have no incentive to communicate properly in each language. The students should not code-switch either, nor say something in their dominant language and ask for a translation.

Teachers need to understand that they need to address the communication needs of their students, and must provide

instruction to develop Basic Interpersonal Communication

Skills, or B.I.C.S., in both languages to ALL students.

Teachers also need to develop the language of the content areas,

the concepts of the content areas. Teachers must provide

opportunities for ALL their students to develop Cognitive-

Academic Language Proficiency, or C.A.L.P., in two languages.

50/50 Dual Language Programs are based on an instructional

model that predicts greater use of the second language as

students become more proficient in that language. The model

suggests that, at the beginning --at the beginning of each

academic year, at each grade-- English and the other language

should be used for equal, but short periods of time, let's say,

English in the morning, the other language in the afternoon, or

English one day, the other language the next day. As

proficiency in the second language increases, the periods of time can increase: English for two days, the other language for the next two days. Eventually, English may be used for an entire week and the other language for another entire week. By the end of the academic year, English may be used for two consecutive weeks or a month, the other language for the next two consecutive weeks or the next month.

To keep teachers, students and all school personnel focused on the language of the day, or the language of the week, some very clear VISUAL signal must be provided. I have successfully recommended to Dual Language Programs to use posted flags to signal the language in use. For example, a red flag may signal English while a yellow flag may signal Spanish. The choice of colors is yours. Another way may be to have students wear reversible vests in the colors of the language. Students wearing red vests speak and should be spoken to by all school personnel

in English. Students wearing yellow vests speak and should be spoken to by all school personnel in Spanish.

Now, on the very first day of classes, students need to be provided with some survival language. I have successfully recommended that, in the very first lesson, all students learn to ask, in both languages: "How do you say in (the other language, for example, in Spanish) . . . (the word, the phrase or the sentence they don't know how to say in the other language)?" / "¿Cómo se dice en inglés que necesito ir al baño?" These survival questions are allowed at all times in the language of the day.

Finally, teachers need to delineate a "language-safe zone," that is, a space in the classroom for visitors where both languages may be used at any time. Any student who may feel compelled to express a message in a language other than the language of

the day may stand in this "language-safe zone" and the teacher may assist this student in whichever language may be necessary.

Fifth Issue: How should students be grouped for instruction?

As we have indicated, 50/50 Dual Language Programs are based on an instructional model that includes four key components:

- (1) Second Language Acquisition and Development;
- (2) Concept and Cognitive Development through the First or Native Language;
- (3) Concept and Cognitive Development through the Second Language; and
- (4) Cross-cultural Understanding, Positive Self-Image and Positive Self Esteem.

In some Dual Language Programs, students may be grouped by their dominant language for specific purposes. For example, if the Dual Language Program involves English and another language written using a different writing system, English

speakers may be grouped together for purposes of learning to write the symbols or characters of this writing system. In many Dual Language Programs, the "Preview-Review" model of instruction is used: The lessons is introduced --"Previewed"-- by all students in one of the languages. Then students are grouped by language dominance and the main body of the lesson is provided through the first language of each group of students. The "Review" of the lesson is provided through the other language to students still grouped by language dominance. In most Dual Language Programs, however, students of both languages are grouped together for all instructional activities.

The lessons presented in one of the languages DO NOT REPEAT the lessons presented in the other language. Each lesson expands the language and the concepts of the previous lessons presented through the other language.

Now it's your turn to discuss these issues. Help us read the

Consider your schedule.
Show which group of students
will be together
for which classes
or for which periods of the day?

We have reached our first goal: YOU, all of you, through discussions of the issues we presented, YOU have made some preliminary program design and planning decisions. Now comes the most difficult part. You need to imagine your program being implemented. Moreover, you need to imagine that someone, who knows nothing about Dual Language Programs comes to visit your program.

To help you successfully describe your 50/50 Dual Language Program, you and your team of teachers, paraprofessionals, administrators, librarians, and other resource personnel at your school need to answer two questions for each of the following 25 "Program Indicators." The Program Indicators signal areas in which you need to make decisions. The questions guide you in making these decisions.

These are the two questions you need to answer for each indicator:

Question 1

What guiding principles serve as the foundation for your program?

Think of the theories, principles, concepts, reasons, justification to explain the inclusion of each of the following 25 indicators in your program.

INDICATORS:

(1)

—

(2)

(3)

(4)

(5)

(6)

(7)

(8)

(9)

(10)

(11)

(12)

(13)

(14)

(15)

(16)

(17)

(18)

(19)

(20)

(21)

(22)

(23)

(24)

(25)

Question 2

**What can a visitor
SEE,
HEAR,
PERCEIVE,
so that the program's guiding principles
are recognized in their implementation?**

By answering the above question for each of the 25 INDICATORS, you will develop a clear description of your program. You can use these descriptions to prepare a brochure, or a checklist, so that visitors to your program can understand every aspect of your 50/50 Dual Language Program.

INDICATORS:

(1)

(2)

(3)

(4)

(5)

(6)

(7)

(8)

(9)

(10)

(11)

(12)

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(14) _____

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(17) _____

(18) _____

(19) _____

(20) _____

(21)

(22)

(23)

(24)

(25)

We have now reached our second goal:
YOU have described the guiding principles
that serve as the foundation

for your program.

You may wish to have further assistance in designing, planning,
implementing and evaluating your
50/50 Dual Language Program.

I invite you to visit my Web Site
for additional information on the
training programs, products and services

I provide.

Please, contact me
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