

DUAL LANGUAGE EDUCATION PILLARS

CRITICAL CONSCIOUSNESS

Anti-oppressive thinking and action
historicizing schools, interrogating power, critical
listening, engaging with discomfort

BILINGUALISM AND BILITERACY

Bilingualism and
Biliteracy
+
Instruction &
Pedagogies

TLPL 637
TLPL 660
TLPL 661
TLPL 662
SPAN 626

1. Plan & enact differentiated lessons that integrate Best Practices/core pillars for DLE both for language minoritized and language majority students.
2. Apply theories and evaluate research in bilingualism and second language acquisition relevant to dual language education

ACADEMIC ACHIEVEMENT

Authentic
Assessment
+
Program Design and
Curricular
Leadership

TLPL 637
TLPL 664
TLPL 655
SPAN 424

3. Design units and lessons that align with Dual Language Standards
4. Assess bilingual language skills and communicative competencies using multiple sources of information
5. Collaborate with counterpart teachers in partner language to successfully bridge materials and learning practices
6. Support language and content learning, articulate and enact language/content/culture objectives

SOCIOCULTURAL COMPETENCE

Sociocultural
Competence
+
Professionalism,
Advocacy and
Agency

TLPL 637
TLPL 657
TLPL 740
SPAN 613

7. Demonstrate critical consciousness, awareness of language ideologies and the intersection of race, class, gender, and other socio-cultural factors that shape language learning (analysis of own practice)
8. Reflect on educator's role as a language policy maker in their own context (analysis of Guiding principles)

**NATIONAL
DUAL
LANGUAGE
TEACHER
EDUCATION
STANDARDS**

COURSES

**LEARNING
OUTCOMES**

Dual Language Education

Wayne P. Thomas, Virginia P. Collier



Dual Language Education:

Dual Language Education Kathryn J. Lindholm-Leary, 2001-01-01 Dual language education is a program that combines language minority and language majority students for instruction through two languages This book provides the conceptual background for the program and discusses major implementation issues Research findings summarize language proficiency and achievement outcomes from 8000 students at 20 schools along with teacher and parent attitudes Designing and Implementing Two-Way Bilingual Programs Margarita Espino Calderon, Liliana Minaya-Rowe, 2003-01-23 This indispensable handbook includes professional development plans that meet the specific needs of dual language programs strategies for building learning communities for dual language teachers and tips for involving parents **A Humanizing Dual Language Immersion Education** Yvette V. Lapayese, 2019-01-14 In every corner of the world children are learning languages at home that differ from the dominant language used in their broader social world These children arrive at school with a precious resource their mother tongue In the face of this resource and the possibility for biliteracy majority language educational programs do nothing to support primary language competence To counter monolingual education there are significant albeit few initiatives around the world that provide formal support for children to continue to develop competence in their mother tongue while also learning an additional language or languages One such initiative is dual language immersion education DLI Interestingly most if not all research on DLI programs focus on the effectiveness of bilingual education vis vis academic access and achievement The ideologies embedded in the research and guidelines for DLI education albeit necessary and critical during the early days of DLI schooling are disconnected from the present realities epistemologies and humanness of our bilingual youth A Humanizing Dual Language Immersion Education envisions a framework informed by bilingual teachers and students who support biliteracy as a human right Positioning bilingual education under a human rights framework addresses the basic right of our bi multilingual youth to human dignity Respect for the languages of persons belonging to different linguistic communities is essential for a just and democratic society Given the centrality of language to our sense of who we are and where we fit in the broader world a connection between linguistic human rights and bilingual education is essential *The Foundations of Dual Language Instruction* Judith Lessow-Hurley, 1990 The Foundations of Dual Language Instruction Fourth Edition is a practical text that examines the basic social political historical and educational foundations of education for second language learners **BOOK JACKET** **The Handbook of Bilingual and Multilingual Education** Wayne E. Wright, Sovicheth Boun, Ofelia García, 2015-04-13 The Handbook of Bilingual and Multilingual Education presents the first comprehensive international reference work of the latest policies practices and theories related to the dynamic interdisciplinary field of bilingual and multilingual education Represents the first comprehensive reference work that covers bilingual multilingual and multicultural educational policies and practices around the world Features contributions from 78 established and emerging international scholars Offers extensive coverage in sixteen chapters of language and education

issues in specific and diverse regional geographic contexts including South Africa Mexico Latvia Cambodia Japan and Texas Covers pedagogical issues such as language assessment as well as offering evolving perspectives on the needs of specific learner populations such as ELLs learners with language impairments and bilingual education outside of the classroom

Dual Language Education: Teaching and Leading in Two Languages David E. DeMatthews, Elena Izquierdo, 2019-05-13 This book provides a comprehensive and interdisciplinary examination of dual language education for Latina o English language learners ELLs in the United States with a particular focus on the state of Texas and the U S Mexico border The book is broken into three parts Part I examines how Latina o ELLs have been historically underserved in public schools and how this has contributed to numerous educational inequities Part II examines bilingualism biliteracy and dual language education as an effective model for addressing the inequities identified in Part I Part III examines research on dual language education in a large urban school district a high performing elementary school that serves a high proportion of ELLs along the Texas Mexico border and best practices for principals and teachers This volume explores the potential and realities of dual language education from a historical and social justice lens Most importantly the book shows how successful programs and schools need to address and align many related aspects in order to best serve emergent bilingual Latino as from preparing teachers and administrators to understanding assessment and the impacts of financial inequities on bilingual learners Peter Sayer The Ohio State University USA

Dual Language Education in the US Pablo Ramírez, Christian Faltis, 2020-08-25 Originally published as a special issue of the journal Theory into Practice this text examines innovative practices and research relating to Dual Language Education DLE in the US Offering a variety of perspectives contributors consider how dual language learning can benefit English speaking and partner language students across K 12 and explore how multilingualism can be harnessed for wider academic success By investigating the ways in which schools and teachers have ensured provision of an effective DLE curriculum chapters identify pedagogies and learning environments which support dual language learning and consider how policy curricula and teacher education can be designed to promote social justice and diversity through broader access to dual programs This book will be of interest to graduate and post graduate students researchers academics professionals and policy makers in the field of multicultural education international comparative education bilingualism studies education policy and pedagogy

Dual Language Education for a Transformed World Wayne P. Thomas, Virginia P. Collier, 2012-11-08

An Educator's Guide to Dual Language Instruction Gayle Westerberg, Leslie Davison, 2024-03-15 Comprehensively updated the second edition is a user friendly resource for teachers and administrators to ensure their school s success in implementing and maintaining a dual language program The book is filled with step by step instructions and strategies you can try immediately The second edition includes key updates on technology digital resources and current demographics standards and data Educators will learn how to choose a model for their dual language program involving all stakeholders in the transition process set proficiency targets and use assessments

to track progress and much more

Bilingual Education and Social Change Rebecca Diane Freeman, 1998 A general introduction to bilingualism bilingual education and minority education in the United States and an ethnographic discourse analytic study of how one successful dual language programme challenges mainstream US educational programmes that discriminate against minority students and the languages they speak Implications for research practice and practice in other school and community contexts are emphasized

Dual Language Instruction Nancy Cloud, Fred Genesee, Else Hamayan, 2000 Dual Language Instruction A Handbook for Enriched Education provides a comprehensive theoretical framework and practical guide to implementing evaluating administering and maintaining a successful dual language instruction program

The Bilingual Revolution Fabrice Jaumont, 2017 The Bilingual Revolution is a collection of inspirational vignettes and practical advice that tells the story of the parents and educators who founded dual language programs in New York City public schools The book doubles as a how to manual for setting up your own bilingual school and in so doing launching your own revolution

Scaffolding Language Development in Immersion and Dual Language Classrooms Diane J. Tedick, Roy Lyster, 2019-11-28 This book introduces research based pedagogical practices for supporting and enhancing language development and use in school based immersion and dual language programs in which a second foreign heritage or indigenous language is used as the medium of subject matter instruction Using counterbalanced instruction as the volume's pedagogical framework the authors map out the specific pedagogical skill set and knowledge base that teachers in immersion and dual language classrooms need so their students can engage with content taught through an additional language while continuing to improve their proficiency in that language To illustrate key concepts and effective practices the authors draw on classroom based research and include teacher created examples of classroom application The following topics are covered in detail defining characteristics of immersion and dual language programs and features of well implemented programs strategies to promote language and content integration in curricular planning as well as classroom instruction and performance assessment an instructional model to counterbalance form focused and content based instruction scaffolding strategies that support students comprehension and production while ensuring continued language development an approach to creating cross linguistic connections through biliteracy instruction a self assessment tool for teachers to reflect on their pedagogical growth Also applicable to content and language integrated learning and other forms of content based language teaching this comprehensive volume includes graphics to facilitate navigation and provides Resources for Readers and Application Activities at the end of each chapter The book will be a key resource for preservice and in service teachers administrators and teacher educators

The Handbook of Dual Language Bilingual Education Juan A. Freire, Cristina Alfaro, Ester de Jong, 2023-09-29 This handbook presents a state of the art overview of dual language bilingual education DLBE research programs pedagogy and practice Organized around four sections theoretical foundations key issues and trends school based practices and teacher and administrator preparation the volume comprehensively

addresses major and emerging topics in the field With contributions from expert scholars the handbook highlights programs that honor the assets of language minoritized and marginalized students and provides empirically grounded guidance for asset based instruction Chapters cover historical and policy considerations leadership family relations professional development community partnerships race class gender and more Synthesizing major issues discussing central themes and advancing policy and practice this handbook is a seminal volume and definitive reference text in bilingual second language education

Overcoming the Gentrification of Dual Language, Bilingual and Immersion Education M. Garrett Delavan, Juan A. Freire, Kate Menken, 2024-03-12 This volume proposes solutions to the gentrification of dual language bilingual and immersion education by examining how it operates across diverse school and community contexts It brings together studies in a number of areas including instruction curriculum development classroom interaction school leadership parent and community engagement ideological discourse and language policy Through academic and reader friendly summaries of research this book makes a strong theory to practice impact towards equitable integration in education programs and their surrounding neighborhoods It draws attention to how understanding and responding to gentrification of language programs is part of the broader fight for racial and educational justice for immigrant communities in US schools and offers practical recommendations with action steps for educators families school administrators activists and other key stakeholders in language education The four stakeholder resource chapters in Part 2 have been made Open Access under a CC BY NC ND licence to allow all teachers and administrators to benefit from the research with freely available practical guidance on working towards equity in language education To access the chapters please see the following links Chapter 11 Ivana Espinet Kate Menken and Imee Hernandez Nice White Parent Gentrification of a New York City Middle School The French Dual Language Program at the School for International Studies <https://zenodo.org/records/10519199> Chapter 12 Nelson Flores Nice White Parents and Dual Language Education <https://zenodo.org/records/10519269> Chapter 13 Deb Palmer Emily Crawford Rossi Lisa Dorner Claudia G Cervantes Soon and Dan Heiman Countering Gentrification through Critical Consciousness Recommendations and Success Stories for DLBE Educators <https://zenodo.org/records/10519319> Chapter 14 Katie A Bernstein Kathryn I Henderson Sof a Chaparro and Adriana Alvarez Creating DLBE Programs that Center Equity in the Face of School Choice Policies <https://zenodo.org/records/10519390>

[Dual Language Essentials for Teachers and Administrators](#) Yvonne S. Freeman, David E. Freeman, Sandra Mercuri, 2005 Dual Language Essentials for Teachers and Administrators provides the guiding principles and practices for successful dual language or two way bilingual education Authors Yvonne and David Freeman and Sandra Mercuri have worked in and visited dual language schools across the country and they show you the programs teachers and students in different two way settings Based on their extensive research the authors have developed a set of essentials for dual language programs These include administrative administrator and teacher teacher curriculum literacy planning and assessment essentials The authors illustrate each topic

with stories and specific examples drawn from many different bilingual classrooms Freeman Freeman and Mercuri explain how to organize classrooms establish routines and group students effectively scaffold instruction to build academic concepts and language promote the development of biliteracy make both long and short term plans develop lessons that connect to both content and language standards assess student progress In addition the authors have included several useful resources up to date references on research in dual language settings learning extensions at the end of each chapter that readers with ideas readers can apply to their own contexts a list of key terms and acronyms a composite list of all the essentials Dual Language Essentials for Teachers and Administrators takes you into dual language schools and classrooms to show how effective programs can help all students develop high levels of academic achievement as they becomes both bilingual and biliterate

Foundations of Bilingual Education and Bilingualism Colin Baker, 2011 Written as an introductory text from a crossdisciplinary perspective this book covers individual and societal concepts in minority and majority languages

Critical Consciousness in Dual Language Bilingual Education Lisa M. Dorner, Deborah Palmer, Claudia G. Cervantes-Soon, Dan Heiman, Emily R. Crawford, 2022-12-13 This book features case studies that address dual language bilingual education DLBE programs which offer content instruction in two languages to help youth develop fluent bilingualism biliteracy high academic achievement and sociocultural competence While increasingly popular the DLBE model is a framework that comes with unique hurdles and challenges Applying a pioneering critical consciousness approach the volume provides readers with narratives awareness and tools to support culturally and linguistically diverse students and their families Organized around four major areas policy leadership family and community engagement teaching and teacher learning the volume s case studies bring together stories from policymakers educational leaders family and community members and teachers The case studies spotlight examples in which power imbalances have been identified and shifted through critically conscious actions and offer insight into how to ensure all DLBE programs are nurturing empowering multilingual environments for all students particularly racialized immigrant and transnational students Accessible and varied the case studies address important topics such as anti Black racism digital access disability school district relations working with undocumented families and more Each chapter includes a case narrative teaching notes discussion questions and or teaching activities to support stakeholders who wish to develop and enact equity in their DLBE policies classrooms and professional development A key resource for supporting student needs and transformative inquiry in the classroom this book is ideal for graduate students professors leaders educators and other stakeholders in bilingual education and language education

Bilingual Education in the 21st Century Ofelia García, 2011-09-09 Bilingual Education in the 21st Century examines languages and bilingualism as individual and societal phenomena presents program types variables and policies in bilingual education and concludes by looking at practices especially pedagogies and assessments This thought provoking work is an ideal textbook for future teachers as well as providing a fresh view of the subject for school administrators and

policy makers Provides an overview of bilingual education theories and practices throughout the world Extends traditional conceptions of bilingualism and bilingual education to include global and local concerns in the 21st century Questions assumptions regarding language bilingualism and bilingual education and proposes a new theoretical framework and alternative views of teaching and assessment practices Reviews international bilingual education policies with separate chapters dedicated to US and EU language policy in education Gives reasons why bilingual education is good for all children throughout the world and presents cases of how this is being carried out Bilingual Education Ofelia García,Colin Baker,2007 The book contains a comprehensive selection of outstanding and influential articles on bilingual education in the USA and the rest of the world It is designed for instructors and students with questions and activities based on each of the 19 readings for students to engage in active learning

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