Dual Language Essentials for Teachers and Administrators

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Contents

Acknowledgments vii
Introduction xii

1 Bilingual Education Programs in Latin America, Europe, and the United States 1
2 Dual Language Programs, Students, and Teachers 27
3 School, Administrator, and Teacher Essentials 61
4 Curriculum Essentials 95
5 Literacy Essentials 131
6 Planning Essentials 166

Afterword 205
Dual Language Essentials 213
Key Terms and Acronyms 217
References 219
Index 230
Introduction

From a research journal:
As the United States becomes more diverse, and global economies increasingly affect the U.S. economy, language diversity should become increasingly appreciated and bilingualism-bilateracy more widely embraced. To accomplish the goal of creating a multilingual and multiliterate generation of students, two-way bilingual and biliterate education programs would have to be standard throughout the grades in elementary schools. (Fitzgerald 2000, 520)

From a research center:
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 and Christian 2002, 1)

From leading researchers:
This is not just a research report, this is a wakeup call to the field of bilingual education, written for both researchers and practitioners. We use the word astounding in the title because we have been truly amazed at the elevated student outcomes resulting from participation in dual language programs . . . Enrichment dual language schooling closes the academic achievement gap in second language and in first language students initially below grade level, and for all categories of students participating in this program. (Collier and Thomas 2004, 1)
From a teacher educator:
We must steadfastly support dual language education in terms of its greater contribution to long-term education and preparation of students as life-long learners and successful citizens in an increasingly culturally, linguistically and ethnically diverse society. (Gómez 2003, 11)

From a teacher educator and public school resource specialist:
Dual language is the greatest gift we can give our children . . . By providing instruction in two languages, children become bilingual, biliterate and multicultural. (Jackman 2003)

From a United States Secretary of Education:
Proficiency in English and one other language is something that we need to encourage among all young people. That is why I am delighted to see and highlight the growth and promise of so many dual-language bilingual programs across the country. They are challenging young people with high standards, high expectations, and curriculum in two languages. (Riley 2000, 4)

These statements come from a variety of sources and are a reflection of the growing interest in and support for dual language. Researchers in literacy, bilingualism, and second language acquisition, teachers, teacher educators, and policy makers 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 to realize high levels of academic achievement in English or their first language in various types of English as a second language (ESL) and transitional bilingual education (TBE) programs have made phenomenal gains in dual language programs (Collier and Thomas 2004; Thomas and Collier 2002; Lindholm-Leary 2001). In addition, native English speakers (NES) in these programs, despite learning through two languages, excel in their native English, scoring higher than peers studying only in English (Lindholm-Leary 2001). (A list of key terms and their acronyms can be found at the back of this book.)

Dual language programs are not new in this country, but the interest in dual language education has increased dramatically in the last fifteen years (Howard and Christian 2002). The Spanish/English programs in Florida and New Mexico and the French/English Ecole Bilingüe in Massachusetts were implemented in the 1960s. In the spring of 2004, the Center for Applied Linguistics (CAL) listed 294 dual language programs in twenty-four states (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. 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 website. We know, for example, that Texas has more than 194 programs (http://texastwoway.org/) and California has at least 100 programs (www.cal.org/twi/directory/tables.html#table1). Those two states have more programs than any others, but the total for those two states exceeds the CAL estimate for all states.

**Common Characteristics**

Although dual language programs vary widely in design and implementation, they all share certain characteristics. Students in the programs usually include some native English speakers and native speakers of another language. These two groups of students study together most of the day. In their classes, students learn language through academic content instruction in both languages. All students become proficient in using two languages for communication and learning. In addition, in this era of high-stakes testing, researchers have shown that both groups of students do as well as or better than students learning only in English on standardized tests given in English (Lindholm-Leary 2001; Thomas and Collier 2002).

**Common Characteristics of Dual Language Education Programs**

- Students include native English speakers and native speakers of another language.
- Students are integrated during most content instruction.
- Instruction is provided in two languages.
- Students become proficient in two languages.
- Student achievement in English for all students is equal to or exceeds that of students learning in English only.

**Orientations Toward Language**

In addition to the characteristics listed in the previous chart, those involved with dual language programs view language as enriching for everyone. Ruiz (1984) has described the historical development of three different orientations
toward language: *language as a handicap*, *language as a right*, and *language as a resource*. He defines an orientation as a “complex of dispositions toward language and its role, and toward languages and their role in society” (16). Attitudes people hold about language come from their orientation.

During the fifties and sixties, *language as a handicap* was the prevalent orientation. Ruíz points out that at this time, educators saw English language learners as having a problem, so that “teaching English, even at the expense of the first language, became the objective of school programs” (19). In other words, educators with this orientation believed that to overcome the handicap they had, English language learners had to transition to English as quickly as possible.

Ruíz explains that in the seventies, the *language-as-a-right* orientation emerged. As a part of the civil rights movement, bilingual educators called for the rights of nonnative English speakers (NNES) to bilingual education. Students in bilingual programs could exercise their right to maintain their native language while learning a second language. Those who held this orientation demanded freedom from discrimination on the basis of language and the right to use one’s first language in daily living. While this language-as-a-right orientation is positive, Ruíz notes that many people were resentful, especially when language rights were enforced.

More recently, a third orientation, *language as a resource*, has developed. Ruíz sees this orientation as a better approach to 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. (25–26)

Dual language programs are all based on the *language-as-a-resource* orientation. These 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 cross-cultural school communities and cross-cultural friendships among students and parents, relationships that probably would not have developed without the programs. Dual language programs raise the status of non-English languages, 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 two-way bilingual programs, cooperation among groups enriches all parties.
Dual language education benefits both native speakers of English and native speakers of other languages. These programs serve English language learners in a unique way because the learners become proficient in English and, at the same time, develop and preserve their native language. Because their peers are also learning their language, they maintain pride in their first language and culture. Native English speakers add proficiency in a second language and increase their cross-cultural understanding. These benefits are the direct result of viewing all languages as valuable community resources.

**Variations Among Programs**

Although dual language programs share certain characteristics and are based on the same orientation, they vary in several ways. For one thing, they are called by different names. They involve different languages and different student populations. In addition, there are different program models and these models are implemented in a variety of ways.

**Variation in Labels**

While there is widespread agreement about the success of dual language programs, there is not the same agreement about what the programs should be called. As the opening quotes demonstrate, experts in the field use many different terms. Programs that share the characteristics listed on page xiv have been given a variety of names:

- dual language education (DLE)
- developmental bilingual education (DBE)
- two-way bilingual education (TWBE)
- two-way immersion (TWI)
- dual immersion (DI)
- enriched education (EE)

We have chosen to use the general term *dual language education* most often because that label captures the essential component, the use of two languages for instruction. The goal is for students to develop full conversational and academic proficiency in two languages. This term serves as an umbrella for several program models. We also use other terms when describing more specific programs.
Developmental bilingual education is a term that the U.S. Department of Education has used for the funding support for programs that take into account linguistic, psychological, social, and cognitive developmental issues (Torres-Guzmán 2002). DBE can refer to programs in which all or most students are English language learners, and though the students’ first languages are supported, there is not the mixture of native and nonnative speakers of English learning one another’s language that is characteristic of many dual language programs. For that reason, DBE programs may also be referred to as one-way dual language programs since the direction of language learning is the addition of English to the non-English language.

The term two-way bilingual education is a label that fits dual language programs with a mix of native English speakers and native speakers of another language. In these programs, some students are adding English and others are adding another language. The direction of language learning is two-way because about half of the students are adding English while the other half are adding a non-English language. A benefit of two-way programs is that classes include many native speakers of each language who can serve as models for the language. In addition, students can come to know others from a different cultural background. However, two-way programs can be implemented only if there are students from the two language backgrounds. In settings in which almost all the students are English language learners, dual language can still be implemented.

Immersion is a label used for some dual language programs. This label highlights an important feature—students are immersed in a new language. Immersion is a term strongly associated with the successful French immersion programs in Canada. In many of these programs, English speakers are immersed in French to become proficient in that language (Genesee 1987). These are one-way programs since all the students are native English speakers who are adding French as a second language.

The terms two-way immersion and dual immersion have been used to emphasize that, unlike the one-way French programs, these dual language programs have both native English speakers and native speakers of a second language, so the direction of language learning is two-way rather than one-way. However, some people in the United States object to the use of immersion because that label is also used to describe the Structured English Immersion (SEI) approach advocated by English Only (EO) proponents (Crawford 1997). In SEI programs, English language learners are immersed, or some would say submersed, in a new language with little or no support in their first language. Structured English
Immersion programs are not designed to develop students’ native languages; thus, they are not dual language programs.

In addition to these labels, dual language programs have been referred to generally as *enriched education* programs. This label emphasizes that the approach to learning a new language is additive. Other models of bilingual education are subtractive because students often lose their native language in the process of learning English. They may also lose their primary culture and pride in their native language and culture. Dual language programs are not designed simply as a bridge to English. Instead, all students learn an additional language. Further, dual language programs share many of the characteristics of programs for gifted and talented students. There are high expectations and a challenging curriculum, not the watered-down curriculum found in some programs for English language learners. However, there are enrichment programs that do not include a second language component, so not all enriched education programs are dual language programs.

**Variation in Languages and Student Populations**

Dual language programs have been implemented in the United States for native English speakers and speakers of Spanish, Cantonese, Korean, French, Portuguese, Haitian-Creole, Tagalog, Arabic, and Japanese. Districts have also considered implementing programs in Hmong and Vietnamese. The Center for Applied Linguistics maintains a database of dual language programs (www.cal.org/twi/directory/tables.html). New programs are added frequently, and the list of non-English languages continues to expand. However, in the overwhelming majority of dual language programs, Spanish is the non-English language.

Dual language programs vary in both languages of instruction and student characteristics. In two-way dual language programs, about half the students are native English speakers and about half are native speakers of the non-English language featured in the program. In these two-way programs, though, there can be considerable variation in the ethnicity of the native English speakers. Native English speakers may include Anglos, Latinos, African Americans, and members of other ethnic groups. Often, the students come from different social and economic backgrounds.

In some dual language programs, most of the students come from the same linguistic and ethnic background. However, the parents may differ in their social and economic status, and the students may vary in their knowledge of English or the non-English language. In some areas, such as south Texas,
almost all the students are Latinos, some are English-dominant, some Spanish-dominant, and some are more balanced bilinguals.

**Variation in Program Design and Implementation**

As we began to conceptualize this book, we interviewed experienced teachers, preservice teachers, district and school administrators, resource teachers, teacher educators, and parents involved in dual language education across the United States. We spoke to experts in Massachusetts, Florida, Texas, Kansas, Nebraska, Colorado, Nevada, and California. We also read the research about dual language programs. All the programs we discussed and read about were considered dual language, but there was enormous variation in their design and implementation (Christian, Howard, and Loeb 2000). No two programs were being carried out in the same way, and, in fact, many programs varied widely from the basic models that are often described in the literature on dual language.

The two basic models, the 90/10 model and the 50/50 model, vary in how they divide the time each language is used for instruction. In the 90/10 model, the non-English language is used 90 percent of the time in early grades, and gradually more English is added until the sixth grade, when students have equal instructional time in both languages. Many schools have adopted this model with the early emphasis on the non-English language to help compensate for the dominant power of English outside the school context.

One variation within the 90/10 model involves literacy instruction. In most 90/10 programs, all students learn to read and write in the non-English language. However, in some programs, all students receive initial literacy instruction in their native language, and the rest of the day is divided, with 90 percent of the instructional time in the non-English language and 10 percent in English.

In the 50/50 model, students learn in English 50 percent of the time and in the other language 50 percent of the time throughout the program. Time for the two languages may be divided in various ways—half day and half day, alternate days, or even alternate weeks. This model is often used in areas with limited numbers of bilingual teachers. Teachers can team teach, and the bilingual teacher can provide the non-English language instruction to one group in the morning and the other group in the afternoon (or on alternate days or weeks). This maximizes faculty language resources.

Many programs labeled 50/50 simply divide up language use by time. However, in some 50/50 models, the division is by subject. For example, math may be taught in English and science and social studies in the non-English language.
Literacy instruction also varies in 50/50 programs. In some programs, all students receive initial language arts instruction in their native language, and then, by first or second grade, they have language arts together in both languages. In still others, all students receive language arts instruction in both languages from the beginning.

Not only are there variations within the basic models, there is also variation in how programs are implemented. Dual language programs may constitute a strand of one or two classes at each grade level within a school or the program may be implemented schoolwide or even districtwide. Many factors shape decisions regarding program design and implementation, including availability of bilingual faculty and materials, student population, and attitudes within the school and the community. Developing a successful program depends in part on choosing the model that best fits a particular context.

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**Our Involvement in Dual Language Education**

Although we had experienced dual language education previously, we became actively involved again after Proposition 227, an English Only amendment, was passed in California. At that time, California needed a model that was legal, accepted by the general public, and effective for English language learners. Dual language fit that model. We were impressed by research results that showed that both native English speakers and English learners in dual language programs perform as well as or better academically than students in all-English programs. At the same time, all students in dual language programs become bilingual and biliterate (Lindholm 1992; Thomas and Collier 1997).

We began to visit local programs implementing dual language. We observed the classes and talked to teachers and administrators. While promoters of the programs at the schools were enthusiastic and teachers were working hard, it became clear to us that the presentation of the theory and research on dual language at conferences and during inservices had not provided all that was necessary for developing successful programs. Further, most schools lacked material resources in the non-English language.

Experts encourage schools to plan carefully for two to three years so that administrators, faculty, and parents can all understand the program, establish their goals, and support one another (Cloud, Genesee, and Hamayan 2000). With one or two exceptions, the new programs in our area were started very quickly. The need for effective programs for English language learners was so great that many schools launched a dual language program without adequate preparation.
We realized that those involved with the new dual language programs faced many challenges. Staff members were well meaning, but it was clear that they had not developed an in-depth understanding of program design or appropriate pedagogy. In most cases, former bilingual teachers or newly credentialed bilingual teachers were thrown into dual immersion classrooms without enough pre-planning or ongoing support. Some teachers did not really understand how dual language education differed from the transitional bilingual education they had taught for some time.

In addition, there were not enough materials to support content teaching in the non-English language, and teachers did not understand how to plan integrated units in two languages. To further complicate matters, most of these special programs were strands within schools, and teachers who were not involved in the dual language program resented the attention the new program was being given. Often, other teachers did not understand the purpose of the dual language program or share the enthusiasm for it.

As we reviewed the literature on dual language programs, we found that teachers in programs across the country were experiencing the same kinds of challenges that we observed locally. Howard and Loeb (1998) reported that in response to a survey and individual interviews, dual language teachers expressed the need to find more skilled teachers for their programs and to find support for in-depth training.

Yvonne and David wrote and implemented a grant to support both preservice and inservice teachers in dual language education. The grant provided coursework in theory and practice for dual language education. The coursework included a class that focused on the teaching of reading in Spanish and English. Sandra, the third author of this book, became the program coordinator of the grant. She worked with teachers in local dual language programs and ensured that students were placed in these schools for student teaching. Further, grant funds were used to establish a resource room with professional books, children’s books in Spanish and English, and other resources for both student teachers and local teachers to use.

**Goals for This Book**

Sandra continues to work with students wishing to become dual language teachers and with schools as part of the original grant initiated in California. David and Yvonne have moved to a university in south Texas where there are several dual language programs and colleagues who are experts in dual language education.
They have visited programs in their area and worked with preservice and inservice teachers teaching in those programs. In addition, they have interviewed educators and visited schools across the country involved in dual language.

We have come to realize that while teachers and administrators need to understand the big picture, the theoretical background and program models, they also need to understand how to implement effective practices in dual language classrooms. We have taught dual language teachers and worked with them to help them plan and develop curriculum. We have observed them in their classrooms and considered with them how best to teach the academic content areas and literacy in two languages. We have gathered books and other resource materials that support thematic teaching in Spanish and English and have shown teachers how to organize these materials for their teaching.

This book draws on our experiences, our reading of the research, and our understanding of teaching and learning. We hope to help readers as they plan instruction in dual language settings. Our goal is not to explain dual language in detail or to promote any particular model, although we will give an overview of the models and discuss dual language internationally. Instead, we would like to focus on the variety of implementation, characteristics of students and teachers involved in dual language, and essentials for success. We want to help educators envision the best curriculum for their students given their particular context.

With these goals in mind, we provide readers with what we consider to be dual language essentials. Through stories of dual language schools, of students and teachers, we hope to help readers consider what would be best for their program. In describing classroom practices, we show readers specific support strategies and outline how to plan for standards-based content instruction in two languages. Because Spanish is the second language in most programs in the United States and because our experiences are with Spanish/English programs, our classroom examples will be from Spanish/English classes. However, our hope is that the ideas we present can be applied in any dual language setting.

**Organization of This Book**

In Chapter 1 we describe dual language education models we have experienced in Latin America as well as a well-known European model of education that creates not only bilingual but also trilingual students. We offer these descriptions to help readers understand how common it is for schools to teach in more than one language. We then review typical programs that serve English
language learners in the United States and report on the effectiveness of each. We also explain how dual language is part of what is called enriched education and conclude by giving a short history of dual language programs in the United States.

In Chapter 2 we open with scenarios of dual language schools across the country to give readers a taste of the possibilities for implementation. We then describe both teachers and students we know who are either studying in or teaching in dual language classrooms and discuss the variations in their characteristics and needs.

Beginning with Chapter 3, we present the essentials for effective dual language education. First we discuss essentials for whole schools when the entire school is a dual language school as well as when the dual language program is only a strand within the school. We see administrators as key, so our next section discusses the essentials for administrators. Since administrators who are effective work with their teachers, we then discuss administrator and teacher essentials. The final section in the chapter discusses essentials for teachers. We provide real examples of administrators and teachers who are implementing or working toward implementing the essentials.

In Chapter 4 we begin to present curriculum essentials for dual language. We organize the essentials in this chapter into three groups: curriculum essentials for overall organization, curriculum essentials for lesson delivery, and curriculum essentials for assessment. Our discussion of essentials for overall organization includes why it’s important to organize around themes in dual language and how themes provide a natural preview, view, and review. In addition, we explain why language teaching in dual language must be done through meaningful content. Content-based thematic teaching is only effective if there is appropriate lesson delivery. We suggest that dual language teachers make the physical classroom environment predictable, and we include a discussion on how teachers might group students. We discuss several ways teachers can scaffold instruction. Routines are critical for students learning in two languages and provide a kind of scaffolded learning. Translation is not an effective way to scaffold, however. Teachers in dual language settings need to know why it is ineffective to use translation to help students as they are studying content in two languages. Throughout the chapter we give examples from classrooms we have seen and teachers we have known to help support an understanding of the curriculum essentials.

A meaning-centered literacy program is key to the success of dual language programs. Because we see this curriculum essential as so important, we have
written an entire chapter on the teaching of reading and writing in two languages. In Chapter 5 we discuss the importance of understanding a meaning-centered reading theory in order to be certain that the methods for teaching reading match this theory. We specifically discuss why a meaning-centered, balanced approach is critical for dual language. In addition, we discuss key questions about developing literacy in two languages: What is the best language for initial literacy instruction? How does literacy transfer from one language to the other? Should the same methods be used in both languages to teach reading? What are the differences in learning to read in one’s first and second languages? We conclude this chapter by listing specific essentials for a literacy program in a dual language setting.

In Chapter 6 we address the difficult question of planning. Planning is critical, yet not everyone knows how to go about it. We suggest beginning with the students and what we hope they will learn. This has sometimes been termed backward planning. We then explain the differences between long- and short-term planning as well as horizontal and vertical planning. To illustrate effective long- and short-term planning, we describe in detail a theme on community developed for a second-grade class. We conclude the book with a summary of the essentials and a list of the benefits of dual language education for our ever-changing global society.

Throughout the book we showcase wonderful schools and educators we have come to know as we have researched this book. We hope that these examples, along with the essentials, will assist teachers and administrators as they plan for or review dual language programs. We share a common goal: we all want to provide the best possible education for all students.
Across the country dual language classrooms are giving parents, teachers, school administrators, school boards, and communities a new vision of the potential of an enriched model of bilingual education. As we interviewed people about their programs and, in many cases, visited the schools where programs had been implemented, we were continually struck by the diversity within the programs. There were different reasons that schools or programs within schools were begun. There were many different adaptations of the basic dual language models. Student populations varied widely, as did the communities where the programs existed. Teachers working in the dual language programs also varied in their backgrounds, their bilingual proficiency, and their reasons for teaching in dual language programs.

Programs grow out of a vision from within the school or the community. In order to create new programs and maintain the quality of existing ones, those involved in dual language education must seriously consider who their students and teachers are. While no program can maintain long-term success without
knowledgeable leadership, programs must also develop in ways that are responsive to the needs and skills of both students and teachers.

In this chapter we provide an overview of programs, students, and teachers. First, to show how varied dual language programs are, we present snapshots of twelve dual language schools and one international program. Next, using examples from real students, we describe the types of students found in dual language programs and identify the differing needs students have. Finally, we provide case studies of teachers either teaching in dual language programs or preparing to teach in them. Because of their different backgrounds and language proficiencies, these teachers need different kinds of support. It is our hope that these examples might help readers reflect on their own programs, students, and teachers and consider how best to meet their varied needs.

**Dual Language Programs Across the United States**

**Northeast**

A dual language strand was created in 1990 in a school in Framingham, Massachusetts, because the district was concerned both about the social segregation of Spanish-speaking students in regular bilingual programs and the “white flight” of middle-class parents. The program had two purposes. On one hand, it was meant to attract middle-class Anglo parents with the idea that their children could become bilingual and biliterate. On the other hand, the program was created to meet the academic, language, and social needs of the mainly lower socioeconomic Latino children who made up one-third of the school population. Most of the Spanish speakers were U.S.-born Puerto Ricans or Central or South American children and most of the English speakers were Anglos.

The program model evolved as neither a pure 90/10 nor a 50/50 model. Those working with the program saw development of literacy in the primary language as key. In kindergarten, Spanish speakers have all their instruction in Spanish with the exception of specials, including music, art, and physical education. Native English speakers are given language arts, math, and specials in English, so they are taught in Spanish with the native Spanish speakers about 40 percent of the time through science and social studies units. In first grade, students are taught math and language arts in their primary language and are integrated for instruction in other subject areas. This means that students are taught in their
nonnative language only about 30 percent of the time. However, by third grade, students are integrated for language arts instruction in both languages, so instruction is 50 percent of the time in English and 50 percent of the time in Spanish. An emphasis in the program is to keep academic work at grade level in both languages at all times despite the fact that there are always some students learning in their second language. Talented bilingual teachers, both native and nonnative speakers, were recruited to teach in the program and are largely responsible for the continuity and success of the program (de Jong 2002b).

**New York City**

Parents and community members in a working-class neighborhood in inner-city New York were concerned that students in their schools were not achieving. Their district had been identified as one of the poorest in the country. Proactive parents visited schools throughout the city to see what programs were successful and found that students in dual language schools in more affluent neighborhoods were showing high academic success. Since almost 70 percent of the neighborhood school population consisted of Latino immigrants from all over the Spanish-speaking world, supporters for change decided that it would be good to consider a two-way bilingual program in which Spanish speakers could build on the strength of their primary language and, at the same time, develop the needed academic skills in English. Representatives from the large African American and growing Asian groups in the area also supported a dual language program because they knew their children would benefit from becoming bilingual.

Working together with some educators, neighborhood advocates applied for and got a New Vision grant, one of many granted in New York City, to create a Spanish/English dual language school. The school opened with 54 students in 1997 and by 2003 had 256 students. In the short period since the school began, test scores have risen dramatically. In 2002 the students scored first in their district in math and fourth in English reading.

The school is unusual in that the codirectors are a teacher from the program and a parent advocate. They have worked with dual language consultants to provide inservice for the staff and to develop a program appropriate for their needs. After analysis of a more traditional alternate-day 50/50 model, the teachers and administration decided that kindergarten and first-grade children needed longer periods of immersion in their second language, so they chose a model with alternate weeks in Spanish and English for those two grades. For second through fifth grades, the program uses an alternate-day model.
Teachers in the program represent the diversity of the community, though some of the Spanish-speaking teachers are Anglo, a group not representative of the neighborhood. The benefits of the program go beyond academic achievement. Program developers and faculty notice that students show respect for diversity and that the different ethnic groups, both students and parents, work together and have formed important friendships that should have a positive effect on the whole community. In addition, many of the parents who advocated for their children’s education have become even more empowered and active. More than $11 million have been raised to establish a new dual language school site and presently that site is being refurbished for occupancy in the near future.

**Florida**

In a district on the east coast of Florida, several dual language programs have been established to meet both the academic needs of the students and the language needs of the large bilingual community. The population of area schools ranges from 60 to 70 percent Latino. Students in the two-way programs include English-speaking Anglos, Latinos, and African Americans as well as native Spanish speakers from Mexico, Cuba, Puerto Rico, Venezuela, Peru, Argentina, and Uruguay. Most programs also include Haitian Creole speakers who have recently immigrated into this region.

Teachers work in bilingual pairs. At first, the dual language schools tried an alternate-day model. However, teachers and administrators felt that the English learners needed some curriculum in English every day, so they changed the model. Presently, in kindergarten through second grade, the English teacher teaches one group of students language arts, social studies, and math in the morning. While that group receives their instruction in English, another group receives language arts, social studies, and science in Spanish. Teachers switch groups after lunch and teach students the same content in the same language to the other group. Thus, each teacher sees about fifty students daily. Note that in these three grades, math is taught only in English and science is taught only in Spanish.

From third grade on, the models vary widely within the district. In some cases, the students’ exposure to Spanish is drastically reduced to a short Spanish language arts time. This causes concern for those who understand the importance of the continual development of both languages.

Teachers in the program are both native English speakers, who teach the English portion of the program, and Spanish speakers with various levels of
proficiency in Spanish. Some are native speakers and others are second- or third-generation Latinos who struggle with academic Spanish. A special program recruits exchange teachers from Spain to teach in several of the schools. However, the teachers from Spain have to make adjustments to teach in a completely different environment with different kinds of curricular expectations.

Despite the variations and struggles, there is overall success with the programs. Schools that were previously D-rated have become A-rated after implementing dual language programs. Latino parents feel comfortable in these schools, and staff members have noticed a much-improved attitude toward cultural and linguistic diversity.

**Urban California**

A large, inner-city elementary school in Fresno, California, with a community population made up primarily of immigrants from Mexico, Central America, and Southeast Asia began a Spanish/English dual language strand in 1997. Some of the English-speaking students in the program come from other neighborhoods and are transported by parents who value bilingualism. Other English speakers are Anglos, African Americans, or Asians living near the school.

The school has maintained a fairly pure 90/10 model for its program. Students in kindergarten and first grade learn in Spanish for most of the day. By second grade more English is added, and in third grade literacy is taught to all students in both languages. By fifth grade, students have approximately one-half of the day in English and one-half of the day in Spanish.

Teachers in the school are native Spanish speakers from Mexico or Central America as well as second-generation Spanish speakers who have maintained or relearned Spanish. Administrative support for the dual language strand in the school has been high and different grants have supported both research of the program and the acquisition of needed resources. The entire school, and especially the dual language strand, is consistently recognized for high student success.

**Rural California**

A rural school district in central California with a transitional bilingual program had experienced problems with students’ low academic achievement and gang involvement. The school board brought in a new bilingual director who believed in meeting student needs through dual language programs. However, the student body was more than 95 percent Latino with a large percentage of English
language learners. Most programs the new director knew about had a more equal number of native English speakers and English language learners. The philosophy and curriculum of dual language programs, however, intrigued him. He applied for and received a grant that allowed him to provide financial support so many of his teachers could complete an M.A. degree in bilingual education. At the same time, he implemented two-way bilingual education in two different schools.

The programs began as 50/50 models with one-half of the day in English and one-half of the day in Spanish. With time, the new director changed these programs to 90/10 models because of the research in California that showed greater success for the 90/10 model (Lindholm-Leary 2001). He felt that this model offered more potential for the students in his district.

The teachers in his two-way programs, mainly local second-generation Mexican Americans who had experienced negative attitudes in their own schooling, were excited about this new program. However, the necessary curricular changes, especially in the upper grades, presented a challenge. It was not easy to implement appropriate curriculum and find credentialed teachers with the academic Spanish proficiency needed to support teaching academic content. A local university faculty member works with the teachers to support the strong content- and theme-based curriculum that students need for academic success.

**Nebraska**

Omaha’s second language population was largely Polish until a recent influx of immigrants from Mexico found work in the meatpacking plants and the service industries in the city. As is typical for most new immigrant populations, the newcomers settled together in inner-city neighborhoods and impacted two elementary schools in particular. A new second language specialist with experience in two-way bilingual education arrived from New York City and encouraged the development of dual language strands in the two schools. Presently several middle-class Anglo parents have enrolled their children in these programs, but the majority of the children are Mexican-origin English language learners.

The first school to implement the program has used bilingual teams to provide instruction in each language. Teachers work closely together to plan opening activities for the students in each language and then teach literacy and content around the same themes in each language. Students switch teachers
and languages halfway through the day. Some teachers plan so well together that they actually physically mirror each other’s rooms in the two languages. For example, in first grade when students study family, the related sections of both the Spanish teacher’s and the English teacher’s rooms are arranged to show similar brainstorming and graphing activities, art projects, and key-word charts.

Perhaps the biggest challenge for program coordinators in this Midwest community has been finding teachers whose Spanish is adequate or native Spanish speakers with the teaching credentials required by the state. These challenges have required adaptations in program structure. In the second school, which is just implementing the dual language model, the preschool uses a native English-speaking teacher learning Spanish and a bilingual para-educator rather than a pair of credentialed teachers because the school cannot find enough Spanish-speaking teachers. Still, despite these challenges, after three years, the first school to implement two-way education is already showing impressive scores on standardized tests.

**Kansas**

In Wichita, Kansas, the dual language strand in one school was so successful that administrators, teachers, and community members promoted the building of a dual language school in the city. In fall 2003, the new dual language K–3 school opened to much celebration in the entire community. This school will eventually house a K–8 dual language program.

In the old school, there were two dual language classrooms at each grade level and teachers taught in Spanish/English teams. Students were given ninety minutes of language arts daily in their native language and then teachers taught science, social studies, and math through alternate-week themes. For example, after the daily language arts period, a group of integrated Spanish- and English-dominant children studied science, social studies, and math around a rural communities theme with the Spanish teacher for a week while the other integrated group of children studied urban communities in English through science, social studies, and math. Then the groups switched and the teachers taught their units again to the other group. Specials such as music, art, and physical education were all taught in English.

This year at the new school, there are three classes at the first-, second-, and third-grade levels, so teachers are organizing the curriculum differently than before. Two of the three teachers for each grade level teach in Spanish. Each teacher has a different content specialization. One teacher teaches language arts
and social studies in English, another teaches language arts and social studies in Spanish, and the third teaches science and math in Spanish. Mainly because of staffing limitations, specials are also taught in English at the new school.

When the program first began at the old school, the school was only able to recruit 25 percent English-speaking students. The interest of the English-speaking community in the program has grown so that in the new school, 40 percent of the students are native English-speaking Anglos, African Americans, and Latinos. Many people now believe that this program has the potential of impacting the entire community by promoting not only bilingualism but also unity and cross-cultural understanding.

**Colorado**

When one Colorado school district called for proposals for the establishment of innovative programs in an old building no longer being used, a proactive transitional bilingual teacher organized parent and community support to start a dual language school. After ten years, the program has grown from 88 students to 325 students. Recently, a several-million-dollar expansion was added to the building to accommodate the student growth. Fifty-four percent of the school is Latino, and many Latino parents choose this school for their children. Most of the families come from Mexico, and the school works to be sure they feel welcomed and supported. Many of the native English speakers at the school are Anglos whose parents bring them to the school each day from other areas in the district. The program has evolved and attracts more students each year. There is a long list of both English-speaking and Spanish-speaking parents who hope to have their children in the program.

When the program began, Spanish/English teachers teamed to teach combination grade levels in their respective languages, but as the program developed, the school decided that any teacher working in the program should be a model of bilingualism. Most teachers are able to teach in both Spanish and English and all have at least receptive knowledge of Spanish.

At this school, students in first through fourth grade are integrated for instruction during a morning homeroom opening time and in the afternoon for math, science, and social studies. The afternoon content areas are taught to all students in Spanish one week and in English the next. In the morning, English-speaking students have language arts in English and Spanish as a Second Language (SSL) while Spanish speakers have Spanish language arts and ESL. Students are integrated for language arts time by fifth or sixth grade.
Urban Texas

A large district in North Dallas includes neighborhoods that vary a great deal. Two interesting neighborhood schools in the district meet the needs of their student populations with different kinds of dual language programs. One school in a middle-class neighborhood has a two-way bilingual strand. Another in a section of the community with many new immigrants from Central America has a strong one-way dual language program. Students in both programs have succeeded academically in both languages, and parent involvement, though different in nature, has been high.

Two-Way Strand School  One school of around five hundred students is located in a middle-class neighborhood. Many Spanish speakers living in the area have moved to this country from South America. Other students come from Mexico and Central America. The school, which began its two-way program six years ago, has a strand that now goes from kindergarten through fifth grade. Advocates for the two-way program received funding from a grant and then carefully laid the groundwork necessary for implementation. Before the program was implemented, parents of both native English and native Spanish speakers were shown the positive research results of two-way programs. Videos of successful programs helped participants understand the goals and the value of two-way bilingual education. As the program has developed and staff and parents have interacted, parents have become more informed and involved.

Approximately 60 percent of the students in the program are native Spanish speakers and 40 percent native English speakers, though this division varies a bit from class to class. Teachers and administrators have worked together to develop a 50/50 model that works for them. Although classes began with an alternate-day model, teachers found that they could not finish projects they had begun or teach the content they wished thoroughly enough, so the teachers have moved to a two-day/two-day model—two days are taught in Spanish and two days in English.

Literacy is developed for both native Spanish speakers and native English speakers in their primary language first. For example, fluency, comprehension, and knowledge of vocabulary in Spanish are evaluated before native Spanish speakers are given literacy instruction in English. Because of their lack of Spanish knowledge, native English speakers are not admitted to the program after second grade, though Spanish speakers are able to enter the program at any time. Those Spanish speakers are usually literate in Spanish. Their teachers are
not only bilingual but also ESL-certified and can provide the strategies students need to make the content taught in English comprehensible. As an additional resource to the model, the grant resource specialist provides small-group tutoring for ESL students during guided reading.

Careful planning has gone into the program. All teachers are given time to plan together every six weeks, and as a result, the teachers collaborate to develop lessons and strategies that give students access to content taught in both languages. Teachers do not share students but do help each other organize around themes as much as possible.

Both Spanish-speaking and English-speaking parents are very supportive. There are good reasons for this support, as students do well academically, form strong friendships, and become empowered learners. Standardized test scores show that the English speakers outscore most English speakers in the school despite the fact that they are learning in two languages. Their Spanish scores are adequate but not quite at grade level. By third grade, tests show that Spanish speakers are at grade level when tested in English and above grade level when tested in Spanish.

**One-Way School**

Beautifully mounted native costumes and artifacts, a world map, and a huge, colorful sign saying “We Are the World” welcome all to a PreK–1 school serving a neighborhood with a high immigrant population. The commitment to high parent involvement, beginning when children are still infants, is evident throughout the school. Several classrooms are dedicated to parent education during the day and in the evenings. The school has been a gathering place for parents in the community for more than ten years. Classes include ESL, GED, parenting, and nutrition. The daytime classes for parents attract more than a hundred families. The evening classes have more than five hundred adults and children in attendance. In addition, every Wednesday for the past twelve years, parents have come and worked in the halls, in the cafeteria, and in classrooms, helping teachers with many different tasks.

Six years ago the school district decided to offer the largely Spanish-speaking student body a 50/50 Spanish/English program. Spanish speakers make up much of the student body of approximately seven hundred students. Only two classes at each grade level provide English instruction for native English speakers. The bilingual teachers in the 50/50 program organize instruction around themes connected to the TEKS (Texas Essential Knowledge and Skills). Initially in prekindergarten, most of the instruction is in Spanish, but within a few weeks, teachers begin to use an alternating schedule between Spanish and
English. The exact language delivery model may differ from teacher to teacher and depend on the time of year. Teachers have the flexibility to adjust the delivery based on classroom needs as long as they stay true to the 50/50 model for all subjects.

Literacy is developed in both languages from the beginning. While instruction alternates for other subjects, literacy may be taught in more extended blocks so that students can complete some literacy activities in one language before moving on to new activities in the other language. For example, language arts might be in Spanish for a week and then in English for a week while other subjects alternate on a daily basis. Emphasis is placed on the similarities between the two languages. For example, one kindergarten teacher has developed an alphabet chart with pictures of words that have the same initial sound in both English and Spanish for each letter. For example, B shows a baby (bebé) and C has a castle (castillo). All the other teachers now use this chart, and it is posted in the halls and the cafeteria.

Students are succeeding academically in this school and transfer from this school to another neighborhood school that continues the 50/50 program through the sixth grade. Students in the program become truly bilingual and biliterate.

**South Texas**

An elementary school of 360 students is located one mile from the Mexican border amid fields of sugar cane. Many of the students the school serves live in unincorporated colonias, neighborhoods often without sewer service and sometimes even without water lines. Ninety-nine percent of the students are from low-income Latino families. Some of the students come to school speaking only Spanish, some come speaking only English, and many come with varied proficiency in both languages. The test scores at the school were dismal eight years ago until a passionate, committed, and innovative woman became principal. Her dedication and persistence have resulted in a beautiful new school building that replaces the substandard buildings that housed students in the past and in the establishment of a dual language program.

The principal worked with a local university professor who had developed a model of dual language education that fit the uniquely Latino population of the valley of south Texas. It is a 50/50 model in which language use is divided by subject area and by time. Students are taught to read and write in their primary languages in preschool and kindergarten. Starting in second grade, students...
have language arts in both languages. Math is always taught in English and science and social studies in Spanish. Specials, including music, art, physical education, and computers, and daily openings are done one day in Spanish and the next in English. Also, on alternate days all the business of the school is carried out in Spanish or English, so secretaries greet guests and answer the phone in Spanish on Spanish days and in English on English days. This gives both languages equal value at the school.

In only a few years, the school’s atmosphere and physical appearance and the students’ academic achievement have had a complete turnaround. The school was recently recognized by the State of Texas for outstanding academic achievement. It has been featured in magazines and on national television. The students are proud of themselves and their learning, and this is reflected in their work and the school environment. With innovative planning, grant writing, and persistence, the principal provides inservice for teachers by nationally and internationally renowned experts. Even with support, however, the challenges are many. Administrators and teachers constantly work together to provide effective instruction. This includes giving native Spanish-speaking students the academic Spanish they need to be able to also acquire academic English. The teachers are almost all second- or third-generation Mexican Americans who have lived in the valley all their lives. Some need to work on improving their academic Spanish.

Everyone realizes that in order to help students, it is necessary to constantly reevaluate, continue to learn, and be prepared to change.

A Nevada One-Way Enrichment Model

An international school was started in Henderson, Nevada, south of Las Vegas, when an area superintendent became intrigued by the idea that native English speakers could receive an enriched program and become bilingual and biliterate. He recruited a dual language specialist who had been working in the district in a two-way school to begin a program in another school. The specialist and the administration of the new school worked together to plan and implement a truly international curriculum. The program not only creates bilinguals but also reflects a commitment to international education. The school is located in a middle- to upper-class suburban neighborhood in which nearly all the students are native English speakers. This is a one-way program. English-speaking children are adding Spanish as a second language. The school is not a magnet school. Only children who live in the school area attend this school.

The curriculum is organized around integrated themes based on social studies content including governments, architecture, exploration, immigration, the envi-
vironment, and the imagination of children as seen through literature. During the first year, the PTA supported the hiring of a local artist, who created an impressive mural with flags from around the world and sections reflecting the themes in intricate detail. The children watched the mural being created and now use the mural for several projects as they study the themes.

The program has been implemented at the kindergarten and first-grade levels at this point. New grade levels will be added each year. Teachers work in bilingual teams. One week, students learn in English in the morning and Spanish in the afternoon, and the next week, they learn in Spanish in the morning and English in the afternoon.

Parents are extremely supportive of the program. In fact, the success of the program has encouraged the opening of two other international schools in the area. Student progress at this early stage is perhaps best reflected in a story told by the program coordinator and assistant principal. One parent who was concerned about the program began asking lots of questions of one of the Spanish teachers. The Spanish teacher, who was committed to speaking only Spanish in front of the children, answered the frustrated mother in Spanish. However, the mother’s young son came up and helped out by translating everything the teacher said. The mother was so amazed that she immediately went to the coordinator’s office to admit her concerns were unfounded. She has since visited classes and come to understand how well her son is learning academic content through Spanish.

Variations and Similarities

During our interviews and visits to these schools, we noted both variations and similarities. As school representatives told us their stories and showed us their schools, we were continually impressed by how the different schools had adapted their dual language programs to fit the needs of both their students and their teachers. While experts have laid out some basic dual language education models and requirements for successful programs, the context of each school determines how the program will be implemented.

Program leaders, working with teachers, have improvised to adapt proven models to fit the students, teachers, and available resources. Dual language education has had such spectacular results, especially for English language learners, that educators are willing to make the necessary modifications to implement a program that will help their students. Results from the programs we have investigated show improved academic achievement, the development of bilingual and biliterate students, and positive cross-cultural relationships.
Advocates of two-way bilingual education are concerned with the many variations in implementation (Christian, Howard, and Loeb 2000). There is a danger that if some programs are poorly implemented and produce poor results, critics will use those schools as examples and condemn all dual language programs. Historically, bilingual programs have been targets for individuals and groups who favor English-only instruction. On one hand, there is a need to provide English language learners with the best possible education; on the other hand, there is the very real possibility that poorly implemented programs will fail, attract public attention, and lead to the rejection of dual language education in general.

While we cannot solve the problems that individual school districts face as they try to implement dual language education in a variety of settings with varied resources, we can help educators think carefully about how to develop programs that fit their students and their teachers. In the next section we provide profiles of students from some of the programs described earlier.

Students in Dual Language Programs

One of the first things we noticed as we studied dual language schools across the country is that the student population often drives the curriculum. This is as it should be, as education should be responsive to the needs of the learners. Our discussion of students in dual language programs begins with those students for whom English is the native language and then moves to those for whom Spanish is the stronger language. A third group includes those students who are somewhat bilingual when they begin school. Finally, there are a few students in dual language Spanish/English programs who speak neither English nor Spanish when they enter. We describe these different types of students and discuss the differing needs of each group. Readers can compare these students with their students and consider how to configure their programs to best meet the needs of their students.

Native English Speakers

There are three common types of native English speakers in dual language programs: native English speakers whose parents are middle-class or upper-middle-class Anglos, second- or third-generation Latino children who enter school...
speaking English, and native English speakers whose ethnic background is African American, Asian American, Haitian Creole, Portuguese, or any of the many groups represented in this country. The parents of the children in these three groups usually choose the dual language program for their children because they believe in the program’s benefits. There is, however, also a fourth kind of native English speaker. They are found in programs in which there are neighborhood dual language schools. These children come from various socio-economic and ethnic backgrounds and attend a dual language program because it is the only option in their neighborhood school. Their parents may or may not understand, approve of, or support two-way bilingual education.

**Native English speakers with adequate preparation and support**

Victoria, or Tori, as she is affectionately called by all, is a native English speaker whose parents are well-educated professionals. Victoria’s family lives in an affluent area in the northern part of their small California city. They have to drive thirty minutes each day to take Victoria to an inner-city school where there is a Spanish/English dual language program. Victoria’s mother is a teacher who understands the importance of bilingualism. When asked why they chose the program, her parents explained, “We chose to place Tori in the dual immersion program because multilingualism is a bridge to a wider worldview and provides a broader learning base.” Tori’s parents wanted her to have the opportunity to learn a second language at an early age and become bilingual and bicultural.

Victoria’s parents explain the benefits they have seen for their daughter.

Tori is in her seventh year of dual immersion. We have seen her world perspective grow; she appreciates different people, different cultures, and different learning opportunities. She is comfortable speaking Spanish often with people she doesn’t know well. Her second language ability routinely puts others at ease, and we’re certain it will help her as she progresses toward a career. She reads and writes on grade level in both languages and scores above average on standardized tests in both languages. She is a healthy, well-adjusted person.

Both Tori’s parents and her teachers comment that she is a great problem solver and is a big-picture thinker inside and outside the classroom. They attribute this to her bilingual, bicultural education. Tori is proud of being bilingual and brags about being the only kid in her neighborhood who can speak Spanish.

Students like Victoria are usually excellent students to have in any two-way program. They have the advantages of their home environment, which almost
always includes rich literacy experiences in English and their parents’ positive encouragement to become bilingual. Children like Victoria have all the incentives they need to succeed.

Many students are like Tori. However, interviews with parents of English-speaking children surfaced some concerns that were unique to this group. Middle-class parents know the importance of helping their children with their homework and reading to and with them at home. However, when their children are studying in a language parents do not understand, speak, read, or write, at least not fluently, the parents become anxious and concerned. One could point out that this is the situation for the many immigrant parents who send their children to all-English programs, but this insight does not help middle-class English-speaking parents who want to be sure their children have academic success. Parent anxiety seems to be especially high with younger children—kindergartners and first graders.

Schools and teachers have developed different strategies to relieve the concerns of these parents. They have sent home weekly packets with familiar activities. For example, schools might send a list of spelling words to practice. Even though the words are in Spanish, parents understand how to help their children study for a spelling test. Parents get used to the routine and work to help their children with their homework. Another possible support is sending home Spanish children’s books that are accompanied by tapes. These materials provide opportunities for parents to read with their children and also learn with them.

**Second- or third-generation English speakers**

Alexandra is also called by her nickname, Alexi. She represents a large group of children found in many dual language programs. Alexi’s grandparents on one side and great-grandparents on the other came from Mexico to seek a better life in this country. Her maternal grandparents were born in Arizona and Texas, and her mother grew up speaking English. Her father, though born in Mexico, grew up in California, speaking English. Both parents graduated from high school. Her father finished junior college and now works as a communication specialist for AT&T. Her mother went to secretarial school, worked for a school district, and now works at a local university. She has been the administrative assistant for a grant program and presently works for the dean of professional development.

Though Alexi’s parents speak and understand Spanish, they never learned to read or write Spanish since their schooling was all in English. Their two older boys were raised as monolingual English speakers. Alexi and her two older
brothers could not speak to or always understand their grandparents on their father’s side. When Alexi reached school age, her parents investigated a local dual language program and decided they wanted to enroll their daughter. This turned out to be a difficult decision. While some relatives were supportive, others believed that, since English was spoken at home, Alexi would get confused being taught in Spanish at school. They also seemed convinced that learning in Spanish would impede her academic development. Criticism was not just from family members. A local teacher told them that dual immersion was just for non-English speakers and implied that the program was remedial.

Alexi’s mother was not to be discouraged. She consulted with Yvonne and other educators involved in bilingual education at the university where she was working. With their encouragement, Alexi’s parents decided to send their daughter to the dual language program. This decision meant sacrifice on their part, as they both work nine to five. Their sons attend school in the town where they live, but they have to transport Alexi to a neighboring town so she can attend the dual language school there.

Alexi is now in the second grade and doing well. Her mother wrote the following testimony.

Since we started the program with Alexi in kindergarten, we have really seen her growth in speaking Spanish, her writing and reading. Our two older boys have seen her progress in Spanish so they are now trying to learn it. My oldest son, Andrew, just started high school and is taking Spanish. When he has trouble reading words in Spanish he asks his little sister for help in understanding the meaning of the word in English. From a total of 17 grandchildren between my husband’s family and mine, the ages ranging from 3 years old to 22 years old, Alexi, who is 7 years old now, is the only grandchild that can speak, read, and write fluently in Spanish.

Latino parents, like Alexi’s, need support. First of all, the parents need encouragement from those who understand dual language education and its purposes, so that they can trust that their children will become bilingual and biliterate in both Spanish and English. Alexi’s parents are extremely proud of her Spanish-speaking abilities, and they are now encouraging other Latino parents to try dual immersion. Her mother told us, “I have had positive responses from other parents who have been impressed with Alexi’s bilingualism. Some are considering putting their young children in a dual immersion program.” Second- or third-generation families may be culturally ambivalent. They may
need to develop pride in their cultural heritage and develop an appreciation for different cultural groups. In addition, some English-speaking Latino parents may not be as well-educated as Alexi’s parents and may be less able to support their children in a dual language program.

Native English speakers with a third culture background

Sabrina and Vanessa are both in the Fresno Spanish/English dual language program described earlier. They are also both native English speakers whose parents speak English and another language. Sabrina’s father grew up in Venezuela speaking Spanish and her mother, born and raised in Singapore, speaks English and two dialects of Chinese. Vanessa’s father is Chinese and her mother is Mexican. Both sets of parents wanted their monolingual English-speaking children to be able to communicate with Spanish-speaking grandparents who live in the United States. Sabrina’s and Vanessa’s parents are well aware of the advantages of bilingualism for their daughters and realize that in this global society, everyone should know at least two languages.

Sabrina’s father told us, “In most countries in the world, particularly in Asia and Europe, people speak a minimum of two languages. The more languages you know, the more you will exercise your brain, the smarter you’ll become.” Vanessa’s father was also supportive of the program:

We figured the program could provide our daughter with more job and schooling possibilities as well as allow her to communicate with her grandfather who speaks only Spanish. The dual immersion program has surpassed our initial expectations.

Children like Sabrina and Vanessa should be encouraged to appreciate their own cultural backgrounds. They bring special richness to dual language programs that should be drawn on and shared. In addition, of course, they may need support in understanding the cultures represented in the dual language program. In Sabrina’s and Vanessa’s cases, they should learn about their Latino and Chinese heritages as well as come to understand the culture of the mainstream English-speaking population.

Neighborhood children

Some children are in two-way bilingual education not because their parents chose the program, but because they happen to live in a neighborhood where the local school provides dual language education for all
students. Usually, school districts will try to accommodate parents who do not wish to have their children in these special programs, but sometimes transporting children elsewhere is difficult. As dual language becomes more popular, there are also some districts that have chosen this model for all their schools. This leaves parents without a choice.

The children in these situations need special attention. Their parents may be Anglo or Latino or represent other ethnic groups. However, these parents often do not understand the dual language program and have fears about whether their children will learn English well. In addition, sometimes Anglo or African American parents are mistrustful of their Latino neighbors and vice versa. Schools need to help both parents and children appreciate the value of two-way bilingual education and work to help everyone appreciate diversity and learning in two languages.

**Native Spanish Speakers**

Within dual language programs there are always children whose first language is not English. A major goal of these programs is to help English language learners succeed at a higher rate than in other types of programs. A key to assuring the success of the students is identifying the types of non-English speakers in the program and responding to their different needs. In this section, we describe young Spanish-speaking newcomers, young second- and third-generation students who speak Spanish and/or English at home, older newcomers with formal schooling who enter school speaking only Spanish, and older newcomers with limited schooling who enter school speaking only Spanish.

**Younger students with limited preparation and support** ★ Pepe started school in kindergarten in a dual language border school in south Texas. He missed the preschool that the neighborhood dual language program offered because his family was working in another state that had no preschool program. Pepe is the middle child of seven. His family originally came from Mexico and his father now has found work doing local agricultural jobs. In an effort to make ends meet, his mother sells tamales and tacos to people at the school, in some of their local small-town businesses, and in their *colonia*.

Neither of Pepe’s parents went to school in Mexico. They don’t have the academic background to help him with schoolwork, and they are too exhausted
or too busy even if they could. Although his parents speak no English, Pepe’s older siblings have attended school and speak some English at home. Sometimes these older brothers and sisters can help Pepe with his homework.

Because children like Pepe are or have been migrants who live in poor neighborhoods, they often suffer from lack of self-esteem. Dual language programs need to help these students build pride in their culture and language and support them academically in ways their families cannot. This may include assistance during school from resource personnel or volunteers. Oftentimes, well-planned after-school programs can also help a student like Pepe begin to catch up to his peers. However, it is important that Pepe and others like him are made to feel that they can succeed and that they have potential. A key to the success of dual language programs is the underlying belief that all children, despite their circumstances, can and will learn with appropriate support.

Native Spanish speakers with some English proficiency  ◆ In a dual language school in a small agricultural city in south Texas, students in a kindergarten class are mostly second- or third-generation immigrants from Mexico. A few children are newcomers recently arrived from rural Mexico who speak no English. Those born in the United States make up two basic groups: students who are English-dominant with at least some receptive knowledge of Spanish and those who are Spanish-dominant with varied competency in English.

The parents of the English-dominant children usually have had some education in the United States and at least one parent often has a job in which he or she uses English. Usually, older siblings also speak English, and both English and Spanish are spoken at home. Occasionally, only English is spoken at home except when grandparents or other relatives who are more recent immigrants visit. Depending on their competency in English, students in this kindergarten class have been identified as LEP (Limited English Proficient) or FEP (Fluent English Proficient).

The second group of U.S.-born students come from homes where Spanish is spoken most of the time. These students are Spanish-dominant. Because of the English they hear on television, in stores, and from older siblings and neighbors, they also have receptive knowledge of English and can express themselves in English in basic conversation.

Certainly, students like these need support to develop academic English as well as academic Spanish. In addition, many times these students are aware that English is the language of power outside of school, and they need to come
to value their Spanish language and culture and appreciate the opportunity they have to develop not only English but also their native Spanish.

**Older native Spanish speakers with adequate academic preparation**

Alma came to the United States from a city in northern Mexico when she was in the fourth grade. When she entered her two-way bilingual school, she was at grade level in writing, reading, and math in Spanish. She had also had studied social studies and science.

At first Alma was overwhelmed at the differences in the way school was conducted in the United States. Group work, hands-on activities, and the movement of students for computers, library, and other specials confused her. In addition, she had no English beyond the little English she had been taught in Mexico. In those classes students studied grammar and vocabulary but seldom actually used the language.

During Spanish instruction, however, Alma’s teacher took advantage of her high levels of academic Spanish and often had her work with her peers. Alma was eager to participate and one of her most common responses when asked to help another student was “*No hay problema, maestra*” (“No problem, teacher”).

Alma is one of four children. Her parents have been involved in her education in the United States from the beginning. Her mother did have some schooling, so she can help Alma with her homework in Spanish. Though both parents work in the fields, they have found time to volunteer for field trips and to help bring food and assist the teachers during parties.

By the time Alma got to the sixth grade, she was able to read and write in English as well as in Spanish. A good part of the reason for her success was the enriched dual language curriculum she experienced in both her native language and in English. Alma entered school in the United States with academic Spanish and subject matter knowledge that transferred to English as she became more proficient in English. She went on to junior high school and continued to compete well with her peers in coursework, though standardized tests were a challenge.

Students like Alma usually thrive in the enriched curriculum that dual language provides. They come academically prepared, and in dual language programs they continue to be supported in their primary language as they acquire English. Although students like Alma need extra support in catching up in English, they serve as rich resources during Spanish time. In appropriately implemented dual language programs, English-speaking peers help newcomers
with English and native Spanish speakers enrich the Spanish development of their English-speaking classmates.

**Older native Spanish speakers with limited academic preparation** José began school in the United States in kindergarten. However, at the end of that first year, his family returned to Mexico, where he lived on a remote rancho. Although he attended school there, his rural school did not adequately prepare him to enter third grade when his family moved back to the United States. He entered his dual language third-grade classroom speaking and reading Spanish, but his literacy in Spanish was not at grade level. In addition, he had forgotten most of the English he had learned in kindergarten.

José was frustrated. His mother confided in the teacher that he cried every day when he got home from school because he knew he was so far behind his classmates. Fortunately, the school provided extra support in English from resource teachers and volunteers and also helped José with reading and writing in Spanish.

Soon José began responding to shared reading experiences in class. His teacher found that he was good working in groups though he needed to have individual, differentiated assignments, especially at first. Once he caught on to the classroom routines, he participated more. He had fairly good math skills, so he could often help his peers with math. At the end of fourth grade, he had learned to write in both Spanish and English, but he was below grade level in both languages. His teacher recommended that he continue to receive extra support in fifth grade.

Some two-way bilingual program administrators would not be willing to accept students like José. They would argue that he could not catch up academically in Spanish or in English. However, as dual language becomes more common and as whole schools and even districts decide to implement two-way programs, educators need to consider how they will serve the needs of older students who enter their schools with limited formal schooling.

Obviously, there need to be extra supports available for students like José. Peers can provide some support, and teachers can work to differentiate instruction, but, in addition, students will probably need tutoring to accelerate their literacy development and to help them catch up in the academic content they have missed. In addition, it is critical that these students do not receive the message that they cannot learn. A key to dual language programs is that all students are valued members of the learning community and that their language and culture are valued. When students come with limited preparation, the
whole school needs to embrace them, help build their self-esteem by finding their strengths, and then provide the academic support they need.

**Native Speakers of a Third Language**

Kou entered kindergarten in an inner-city school as a dominant Hmong speaker. The school’s overall population consists of many students who are immigrants from a variety of countries and speak several different languages. However, the majority of the students identified as English language learners speak Spanish or Hmong. Kou’s older brothers and sisters convinced their parents that it would be good for Kou to be part of the school’s Spanish/English two-way bilingual education strand. They believed that it would be to Kou’s advantage to learn Spanish as he grew up.

Kou’s parents work in agriculture outside their city. Neither of them is literate in Hmong. They do not speak much English. Kou is the youngest of ten children. The older children in the family take care of most of the family business translating for the family and providing the information the school needs about the younger children. They are often in charge of younger siblings. Kou’s older brothers and sisters help him with his homework in English. One brother is studying Spanish in high school, so he also can help some with Spanish.

Kou needs support beyond what his older siblings can provide. He entered school speaking some English because his older siblings spoke some English at home. However, he started in the dual language program as a limited speaker of both English and Spanish. If the two-way program provides the usual extra-linguistic supports as well as the context-rich content curriculum that it should, Kou will probably acquire both Spanish and English. However, his teachers should be careful to ensure that he progresses at the same rate as his peers. It is easy to be impressed by the small gains that students like Kou, who are acquiring a second and third language, make and not hold them to the same standards as other students.

Another key concern for third language speakers is the possible loss of their first language. As these children study Spanish and English, there is little incentive to continue with their first language, especially in situations like Kou’s. His parents may not understand the importance of maintaining the Hmong language, and older brothers and sisters value the acquisition of both Spanish and English more than Hmong because they see those as languages of more power. Students like Kou may also have difficulty developing a clear cultural identity.
**Additional Concerns**

Because dual language programs are fairly new in the United States and because empowered Anglo parents are often anxious about their children’s progress, there is a tendency for teachers and administrators to give more positive reinforcement and support to native English speakers learning Spanish than to native Spanish speakers learning English. In other words, it is expected that Spanish speakers will learn English, so there is little excitement when they do. However, when native English-speaking children, especially those from middle-class Anglo homes, begin to learn Spanish, they are often applauded and given special attention. Publicity for the programs in newspapers and on television often features those English speakers learning Spanish or another second language. While this is important especially in recruiting for and promoting two-way bilingual education, educators must be sure to be equally positive about their Spanish speakers acquiring English (Valdés 1997). Delgado-Larroco (1998) found that English-speaking children had higher status in dual language classrooms and were given more praise and support for learning a second language than their Spanish-speaking peers. This finding supports the concern that even dual language programs are not free from the tendency to hold different expectations for the two groups of students.

A related concern involves the academic challenge of the curriculum. Because both English speakers and Spanish speakers are always learning in their second language, teachers must always scaffold instruction. However, at the same time, students must be given academically challenging curriculum that is at grade level in both languages. At times that may mean that students will need to work in monolingual pairs or groups to be challenged in their first language. In addition, teachers may need to plan special units of instruction or different grouping configurations when they notice that students are not developing the advanced literacy they need or are not keeping up in content in either language (de Jong 2002a). We will return to these points later in the book.

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**Teachers in Dual Language Programs**

Everywhere we have traveled across the country, administrators and specialists working in dual language programs have talked to us about the importance of finding quality teachers. Because all three authors are involved in teacher preparation programs that specialize in preparing teachers for two-way bilingual education, we are often approached by administrators eager to recruit our stu-
dents. In many areas, the English language learner population has grown rapidly and there is community support for the establishment of dual language programs, but it is difficult to find qualified bilingual teachers.

In the following sections we describe several teachers who are currently teaching in or preparing to teach in dual language programs. Some of these teachers are native Spanish speakers who have come to this country for various reasons. They speak Spanish but may struggle with English. Some are immigrants who have lived and studied in this country long enough to become quite bilingual. In fact, they may have taught as credentialed bilingual teachers and now find themselves teaching in a dual language setting. Two other types of teachers in two-way bilingual classrooms are Spanish speakers who were born here and have various levels of proficiency in their native language and native English speakers who have acquired at least some proficiency in Spanish.

We give examples of these different types of teachers and also identify the supports they need to succeed. Since the teacher and the teacher’s language proficiency are crucial to the success of any two-way bilingual program, those involved in establishing or maintaining programs need to carefully consider the characteristics of their teachers and the supports they need.

**Native Spanish Speakers with Academic Preparation in Spanish**

Recent immigrants who are native speakers of Spanish and have been educated in their own country can provide excellent Spanish language models. These immigrants come to the United States for a variety of reasons. Some come in search of fulfilling the American Dream. Others arrive because they have married a U.S. citizen, or they come for other reasons and then marry here. Still others come with family or to join family living here. Some are actually educators by profession, but many are not. Juan Carlos, Marcela, and Jessica serve as examples of recent immigrants who are teaching in dual language classrooms.

**Juan Carlos**  
Juan Carlos arrived in the United States in 1993 from Chile with only very basic English. He explains that he knew “the verb ‘to be,’ a couple of words here and a couple of words there, and that was it!” He had always dreamed of becoming a teacher in the United States and had the long-term goal of earning a Ph.D. in education here. He studied both music and elementary education pedagogy in Chile and taught there for fifteen years. When a pastor friend in California offered to sponsor his coming to this country if Juan
would lead the music ministry at his Spanish-speaking church, Juan Carlos jumped at the chance.

After four years in this country, Juan Carlos was hired by the Los Angeles Unified School District to teach in a first-grade dual language classroom in inner-city Watts. Juan Carlos had good success with his students: one-half African American and one-half Latino. However, with his limited time to acquire English and understand the U.S. school system, he could not pass the CBEST, the exam for teacher credentialing in California. He went to the district office to plead his case, but the answer at the many offices he entered was always “I’m sorry. I can see you are a good teacher, but there is nothing I can do.” Juan Carlos explains that that rejection was “the biggest frustration of my entire career!”

Juan Carlos did not give up. He knew bilingual teachers were needed in this country. He found another ministry job in Omaha, Nebraska, this time in Christian education. In 1999 he moved to Nebraska. He explored the idea of teaching there and found an advocate in the city’s district office. The ESL coordinator had implemented dual language in one school and needed fluent speakers of Spanish for another program that was starting. Juan Carlos worked with small groups of children at first as an independent consultant. Then, he got a provisional certificate, and the following year, he was given a contract in a dual language classroom. However, again the state teacher certification requirements were overwhelming. The district officials did not want to lose Juan Carlos, so they hired a substitute to be in his classroom while he taught for several months. In the meantime, he took the required coursework and passed the state certification test. Juan Carlos summarized his experiences:

Challenges? Frustrations? Many!!! The school district did their part and I really value and appreciate that, and I believe I did my part too. Teaching in the USA is an honor for me as a Latin American teacher. It is amazing the amount of resources available for teachers. My last memory as a teacher in Chile is forty-five students in my classroom, no paraprofessional, and a piece of chalk in my hand as the only supply.

Presently, Juan Carlos is teaching kindergarten in a dual language school and working on an M.A. in educational administration at the University of Nebraska.

Marcela Marcela was born in Colombia and educated at a university there. She received a degree in modern languages. After graduation, she moved from her home city of Bucaramanga to Bogotá to teach first and second grade at the American school. She taught there for four years, but she wanted to go to the
United States to live and to study more, so she applied to several universities in the United States and eventually went to study elementary education in Missouri.

During her studies in Missouri, Marcela continued her interest in second language acquisition. When she heard there was going to be an ESL conference locally, she decided to attend. David and Yvonne had just published their first book on working with English language learners and were presenting at the conference. Marcela bought their book to use for a research project and asked them to autograph it. In conversation, Marcela learned they had lived and taught in Colombia and that they directed an M.A. in TESOL program in California. David encouraged her to come study in that program.

Marcela finished her M.A. in elementary education in Missouri but suffered a car accident before returning home. After a long recovery, she went back to Colombia and taught again at the American school for two years. Because she still wanted to study English language teaching, she contacted the Freemans, applied to their program, and went to California. She planned to return to Colombia to teach English as a foreign language. However, during this period she fell in love and got engaged. Her husband-to-be lived in Wichita, Kansas, so she prepared to move there after finishing her second M.A. degree.

As chance would have it, the Freemans gave a presentation in Wichita about that time and learned the school district was beginning a dual language program. School district officials were delighted to hear that a native Spanish speaker with such strong educational preparation would be coming to their city. Marcela began talking with them and actually changed her M.A. thesis topic. She chose to write about cooperative learning in two-way bilingual classrooms. For the past five years Marcela has taught first grade in a dual language classroom in Wichita, and in the fall of 2003, she helped open a new dual language school.

Marcela was certainly well prepared for her teaching through her university coursework. In addition, she is a native Spanish speaker. However, the paperwork required to get her teaching credential was extremely complex. Like others who come to this country and want to get a license or credential, she had to get all her transcripts from Colombia translated and evaluated for equivalency. This was a tedious and expensive process. In addition, she had to study for the state teachers exam, which covered math, English, and the history of U.S. education. She studied for more than three months, spending long hours poring over study manuals and reviewing math with her husband. When it came time to apply for the teaching job, Marcella also needed letters from the professors she had studied with in Colombia years earlier. Getting these letters was another tedious and time-consuming process. Her memory of all this paperwork still leaves her frustrated. Marcela and her husband are moving to New York.
Mexico next year. She has already been offered a job working in a dual language school in Las Cruces. Marcela wonders how complex the credentialing in New Mexico will be.

Jessica • Jessica came to the United States from Argentina with her parents and younger sister just before her eighteenth birthday. Her parents had decided to emigrate from Argentina because of the growing economic problems and political instability there. Jessica’s father was involved in Rotary and the family was able to find sponsors from that organization to help them move to the largest city in central California.

Jessica had finished the equivalent of high school in Argentina, so when she first arrived, she studied English for a few months and then enrolled in the local junior college. Her major was microbiology. However, several factors led her to change her major to liberal studies, the degree needed for elementary teaching in California. In the first place, her mother had been able to get working papers through a school district because she took classes to become a credentialed bilingual teacher. Jessica knew that she would also need to get legal status. She hoped to find a school to sponsor her. In addition, Jessica went to her mother’s school several times and worked with her mother and found she really loved teaching.

After completing two years at the junior college, Jessica transferred to a small local university and began studying on a student visa. She finished her B.A. degree and became part of a special program designed to prepare bilingual teachers to work in dual language classrooms. Jessica’s greatest hurdle was to pass the state teacher credentialing exams. Although she did well in her coursework at the university, she found the context-reduced exams given in English quite difficult. In addition, many of the questions assumed background knowledge Jessica lacked. She finally passed all sections of the required exams, one on the third try.

Jessica did her student teaching in a dual language third-grade classroom. Her program was based on a constructivist approach. She learned how to organize around themes connected to standards and to engage students in collaborative, inquiry-based activities. This approach was certainly different from her own learning experiences in Argentina. Jessica’s master teacher was extremely pleased with her work with the children and her Spanish proficiency. Recently she was hired by another school district to teach in their dual language program. The district will sponsor her so that she can get the necessary working papers.

Juan Carlos, Marcela, and Jessica have had to overcome extra hurdles in order to teach in the United States. Their experiences in their countries were often with
traditional teaching approaches, but here they were expected to teach using a student-centered approach. All three also faced difficulties in getting credentialed. They had to pass exams for which they lacked background knowledge. Juan Carlos had studied almost no English before coming to this country, so the decontextualized standardized tests in English were a special challenge. He also had to take additional coursework despite having earned two degrees in Chile. In both his case and Marcela’s, because they had studied education in their country as well as in this country, they had to do extra paperwork to validate their Latin American education.

Teachers like Juan Carlos, Marcela, and Jessica need support to pass the required exams and fill out the extra papers. Often they also need to find school districts that will provide various kinds of aid including at times support documents so that they can work in this country legally. The teaching approach in dual language must be learner-centered and should be theme-based. These approaches are quite different from the past schooling experiences of many immigrant teachers. In addition, the entire school system is different. Newcomers need mentors to help them understand and adjust to a new way of teaching and learning.

There is one last concern that may arise when schools hire newcomer native Spanish speakers. Sometimes newcomers who come from middle- to upper-class families in their native countries are not accustomed to working with children of lower socioeconomic status or with parents with little or no educational background. Those teachers need some sensitivity training to help them empathize with the children, their families, and their needs. This includes a sensitivity to the dialect of Spanish the children bring to school. It is important that the children learn academic Spanish but at the same time not be made to feel that the language spoken at home is inferior.

Juan Carlos, Marcela, and Jessica were fortunate to attend universities in the U.S. where these issues were discussed. All of these fine teachers understood linguistic and cultural diversity and were respectful of it. However, not all native Spanish-speaking teachers are, especially if they are hired on emergency credentials and have not had the training in language acquisition and cross-cultural communication that is so critical to being a teacher of bilingual children. We will return to a discussion of this concern later.

Francisca Francisca moved across the border from Mexico when she was thirteen. She had attended school in Mexico but had never studied any English. When her parents got jobs working in the fields in a border town in south Texas,
she and her seven siblings were suddenly thrown into school taught all in English. During that time, children from Mexico were sometimes treated poorly. Francisca remembers being segregated in the classroom and admonished not to speak any Spanish. She also remembers being insulted by teachers and other students who could speak English well.

Francisca is a very strong person. Though she struggled academically in English, she never gave up. Her parents encouraged her to continue in school even though they could not help her with schoolwork. Their belief in her kept her going. After high school, she worked and went to junior college and then transferred to the local university. It took her eight years to get her B.A. degree because she had to work full-time and also help take care of family members, including a terminally ill father.

In college she majored in education and specialized in bilingual education. When she graduated, she got a job in a transitional bilingual education program in which students transitioned to all-English instruction in fourth grade. As a third-grade bilingual teacher, she provided some first language support in reading and content areas. However, since she was the third-grade teacher, she was expected to try to get her students into English as quickly as possible. She was concerned about how her students struggled and believed that the program was harming some children.

Francisca wanted to understand bilingual education more fully. She sensed that the program at her school was not the best, but she could not articulate why. When a grant designed to support future administrators in dual language schools became available, she decided to go back to school to get an M.A. degree. As she studied second language acquisition, she realized why she and the students in her transitional program struggled in school. She also came to understand how the academic Spanish she had developed in Mexico had helped her make it through college.

When Francisca had an opportunity to transfer to a school beginning a dual language program, she took it. Now she is learning how to provide a better educational experience for Spanish-speaking children than she had. She is empathetic toward recent immigrants and knows the importance of helping them develop academic Spanish to the highest possible level. She sees that the dual language program is doing that.

Francisca struggled through school in English with limited support. Now, as she works on her M.A. degree, she continues to need help with academic reading and writing in English. However, her strengths are obvious. This teacher has the needed academic Spanish, and she is developing an understanding of
teaching and learning that will support her own students now and students in other dual language schools later when she becomes an administrator.

Native Spanish Speakers with Limited or No Academic Preparation in Spanish

Irma

Irma came to the United States from Mexico before she was old enough to attend school. She spoke only Spanish at home with her family, so she entered kindergarten as a monolingual Spanish speaker. She attended school in a period when Mexican children were punished for speaking Spanish at school. Although Irma maintained some conversational Spanish at home, she lost most of her ability to communicate effectively in Spanish because she was schooled entirely in English.

At her school there was no real support for English learners. Since her parents were not educated, they could not help Irma with her homework. She struggled academically throughout her schooling. As she approached high school graduation, no one at her school encouraged her to further her education, so she went to work in the fields and later in a fruit-packing plant.

During those years working at the packing plant, Irma asked a coworker to reteach her Spanish. She took this endeavor as another job and over the next five years, she forced herself to use the language as much as she could with her coworkers in order to regain some of her Spanish.

Eventually, Irma applied to the local school district and became a bilingual aide. When she heard about a grant supporting paraprofessionals in getting their teaching credential, she decided to go back to school. After a difficult period of finishing basic requirements at the junior college, she went on to the university and earned her B.A. degree. She entered a teacher education program that prepares dual language teachers. She studied Spanish at the university and is now able to read and write Spanish. She is not fluent, but she continues to refine and further develop her Spanish abilities by working with the bilingual students in her classroom.

Irma represents a large group of Spanish speakers in this country who have lost or nearly lost their first language. Often these students have struggled through school taught all in English. In order to teach in a dual language classroom, these teachers need to improve their conversational and academic Spanish and often their academic English as well. Even with the effort she has already put forth, Irma knows that she will have to continue to work to make herself truly bilingual and biliterate.
Kari  Kari, although of Latino background, grew up as a monolingual English speaker in a middle-class neighborhood. In high school and college she decided to study Spanish. Her Spanish classes, however, did not give her either the conversational or the academic Spanish she really wanted. Kari had family in Barcelona, Spain, so she decided to go there to study and reconnect with her relatives. She went to Spain twice.

When she returned from her second trip, Kari decided that she wanted to teach second language learners and use the Spanish language she was regaining. Preparing herself to teach in a two-way bilingual education program seemed to be the best way to do this. During her student teaching experience Kari was placed in a dual language classroom where she was able to use and further refine her Spanish.

Kari, unlike Irma, developed strong academic competence in English in school. When she got to high school and wanted to develop her heritage language, she had the underlying competence in English to help support the acquisition of a second language. At the same time, she had to seek out opportunities to improve her Spanish. She was fortunate that she had Spanish-speaking friends in Spain. Her study in Spain helped her develop both conversational and academic proficiency in Spanish. Both of these kinds of proficiency are necessary for teaching in a dual language setting.

Native English Speakers with Receptive Knowledge of Spanish

The teachers we have discussed to this point are all either bilingual in Spanish and English or native Spanish speakers who also can function in English. Many dual language programs, however, also use teachers who are native English speakers with receptive knowledge of Spanish. Iris provides an example of this kind of teacher.

Iris  Iris took a few Spanish classes in high school and college. It was her church work with Latino youth, however, that convinced her that she wanted to teach English learners. Iris saw how even her minimal knowledge of Spanish helped her reach the Spanish-speaking young people more personally. That experience motivated her to become a teacher. She knew that she lacked the ability to teach in Spanish, but she entered the dual language teacher education program to learn theories and strategies to work more effectively with second language learners and to support the English instruction in two-way bilingual schools.
Throughout her teacher education program, Iris has demonstrated her commitment to Latino students. She took an intensive summer seminar to improve her Spanish skills, and she forced herself to use Spanish to do presentations in her education classes. Her coursework and her efforts have helped prepare her to better meet the needs of her English language learners.

**Conclusion**

There is a great deal of variety in dual language programs and in the students and teachers in these programs. A key to either developing or improving two-way programs is a thorough understanding of the context of the program. This includes understanding who the students and teachers are. The different types of students and teachers we have described have varying strengths and needs. Those wishing to develop or improve a dual language program should select a program model that capitalizes on the strengths and meets the needs of both students and teachers.

In this chapter we have pointed out some of the variations in dual language programs, students, and teachers. In the following chapters, we outline the essentials for all dual language programs. In these chapters we provide specific examples and scenarios to bring these essentials to life.

**Learning Extensions**

1. Look over the descriptions of the various dual language programs described in the first part of the chapter. Choose two that interest you. Using a Venn diagram or some other compare-and-contrast graphic organizer, make a comparison of the two you chose.

2. Consider a dual language program you are familiar with or visit a local dual language school. Then, compare that program with one described in the chapter. Which features are the same? Which are different?

3. Review the case studies of students in dual language schools who are native English speakers, native Spanish speakers, and speakers of other languages. Think of students in a dual language school who represent two of these groups. If you do not know students studying in a dual language school,
interview some. Which of the case study students in this chapter is most similar to the students you know? Explain.

4. Teachers in dual language settings come with different strengths and backgrounds. Which of the teachers described in this chapter is most like you?

5. Do dual language schools you know have difficulty finding qualified teachers for their programs? What types of teachers are they looking for? How do they recruit and support teachers in their programs?
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