Dual language programs in NYC

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The purpose of a dual language program is to foster bilingualism. That is, a student who can speak, listen, read and write in two languages.

It also fosters biliteracy and bi-cultural understanding.
The difference between a dual language program and a transitional dual language program

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| **Student population**   | 100% of multilingual learners with the same home language            | **One way**- Predominantly ELLs with same Home language  
*Two way*- 50% ELLs with same Home Language and 50% EPs                                                                                       |
| **Program model**        | CR Part 154 satates 180 minutes per week                             | 50/50 (partial immersion)  
Results in following guidelines of CR Part 154.2                                                                                                 |
| **Classroom organization** | Elementary: self contained                                           | Self-Contained- Roller Coaster (one teacher, 1 cohort of students)  
- Side-by- Side (two teachers, two cohorts of students) *recommended                                                                       |
| **Program goals**        | English proficiency                                                  | Bilingualism                                                                                                                                           |
| **Language of initial literacy instruction** | Sequential (home language first)                                     | *Sequential or Simultaneous Bilingual and Biliteracy Proficiency                                                                                 |
| **Program duration**     | Student remains in the program until s/he tests exits ELL status     | Student remains in program for their school career (K-12)                                                                                             |
By analyzing the checklist that the DOE has created, we can better understand how the NYC DOE looks at a dual language program:

Dual language programs require collaboration among teachers and according to the DOE, strict language separation.
What does a lesson plan for a dual language class require?

Let’s look at your lesson plan:
- Look at the words that the lesson conveys (cognates). Please notice that the words in Spanish are presented always with their article.
- Look at the language goals
- Look at the cross-linguistic connections.

One of the most salient differences that planning across a dual language classroom requires, is focusing in cross-linguistic bridging. In this lesson, the teachers are teaching their students that the suffix *tion* in English is equivalent to *ción* in Spanish.
Biliteracy practices

How do we analyze writing in a bilingual classroom? Developing biliteracy requires that students’ writing in the two languages is analyzed in the two languages. Otherwise, we would loose information if we only analyze it from one perspective.

- Analyzing spelling
- Analyzing the influence of Spanish over English
- Analyzing the influence of English over Spanish
Biliteracy requires analyzing writing samples side by side. Look at the inconsistencies in spelling, grammatical structure in the two languages and the influence of one language on the other.
What do we say as teachers: Emphasize the process

- Inconsistencies in spelling show that a student is trying to master a particular word. Point to these inconsistencies and ask: If it is the same word, why is it that it is spelled in different ways?
- Grammar: try a comparative analysis. For instance, what differences do you see in these two sentences?
  - I like the bear because it is tol and it has ear soft.
  - I like the bear because it is all and it has soft ears.
Questions and good resources

- Unite for literacy presents books read in 15 languages (http://www.uniteforliteracy.com/)

- The San Diego Public School System translated the Common Core into Spanish (https://commoncore-espanol.sdcoe.net/)