



Dual Language Assistance for the Rural Community: A Review

BLED 5420

Alphabet Soup

- LIEP- Language Instruction Educational Programs.
- LEA- Local Education Agency
- ELL- English Language Learner
- ELP- English Language Proficiency
- SEA- State Education Agency
- BEA-Bilingual Education Act
- ESEA- Elementary and Secondary Education Act

Dual Language: Purpose & Goals

- Meet State Standards as a Language Assistance Program
- One particular program cannot be mandated or required per Civil Rights laws.
 - Parents can sign a form to place their child in an EO program despite their ELP assessment placing them in a language assistance program.
- Reach proficiency in English
 - States chose the programs they want to implement.
- School Districts must consider individual needs when placing ELL in an appropriate language assistance program:
 - English proficiency level,
 - grade level
 - educational background
 - language background for bilingual programs
 - Reasonable Timeline for student transition to academic services without a language assistance program.

(Office of English Language Acquisition, 2015)

“For English learner students, dual language programs offer opportunities to lead with their cultural and linguistic assets, leverage and nurture their full linguistic knowledge and skills, and engage in rigorous academic content learning, all while developing English”

(Dual Language Education: Historical U.S. Perspectives and Current Practices)

Dual Language Programs: Past, Present, and Future Views

- **What is it?**
 - An instructional setting where 2 languages are used in learning academic content.
 - Students enter the program in the early grades, with the ratio of language instruction being 50:50.
 - Ratio of time spent in each language changes as the students move up in upper grades.
- **A Historical Context:**
 - Started in the early 1960's urban community of Coral Way Elementary School, Miami, Florida.
 - Oldest known Dual language program (not to be confused with the Bilingual Education program, which dates as far back to the foundations of the Education System).
 - Students were refugees from Cuba.
 - Teachers and staff taught in English and Spanish.
 - This 50:50 model proved that students have the capacity to learn academic content from 2 languages without losing their first language.

(Dual Language Education: Historical U.S. Perspectives and Current Practices-Part 1, 2020)

Challenges

- **Social**
 - Collaboration among communities is needed (i.e. parent buy in, district adoption).
 - English only views still present despite research for benefits of being multilingual.
- **Politics**
 - Local and state leaders ultimately have the power to designate more research, funding, and influence of views.
- **Funding**
 - Under The BEA then Title III, funding has actually decreased despite the positive findings and demand for Bilingual education programs.
- **Teacher preparation and retention**
 - Proper training from the beginning of implementation.
 - In the elementary setting, there is little know-how of how to properly use ELD materials once we dig through assessment data, sort and group students.
 - Secondary setting, students are placed according to their placement scores (a student may have a combination of ELD, ESL, and EL-only classes).

(Dual Language Education: Historical U.S. Perspectives and Current Practices, n.d.)

“the key to the success had been teachers’ ability to adapt the curriculum to students’ learning needs, the flexibility of the program to let teachers create and innovate curriculum, and the ability to move students into different classrooms based on their language proficiency in Spanish or English”

(Dual Language Education: Historical U.S. Perspectives and Current Practices, 2020.)

Statistics

- In the School Year (SY) 2019-2020, of the 96% identified EL students, 17% participated in a Bilingual or dual language program (other programs offered are ESL/ELD, Classes with integrated ESL, or Other).
 - 8% or 404,991 ELs were enrolled in a Dual Language Program.
 - 73.5% of SEAs are using Dual Language programs.
- Texas, at 19%, leads the states (200,667) in offering Dual Language, with CA at 8.4%(96,280).
- Dual Language Programs range from Mandarin, Arabic, Vietnamese, French, Chinese, German, Portuguese, Russian, Korean.

(The Office of English Language Acquisition, 2023)

References

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