



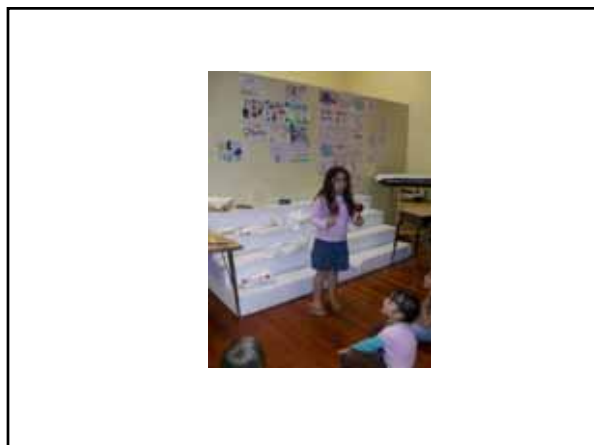
DUAL IMMERSION in Rural America: Creating Spaces for Academic Success

From “remediation” for some to “ENRICHMENT” for all
Beardstown’s Dual Language Enrichment Program
Beardstown CUSD # 15
Beardstown, IL

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Brief Demographic History

- ❖ 1826 Thomas Beard settled area – along with other European Americans (Irish, German, Scottish)
- ❖ Native Americans moved across the Illinois River when settlers moved in
- ❖ 1994 began the Hispanic immigration



The Big Draw



Beardstown Public Schools felt the change **immediately**

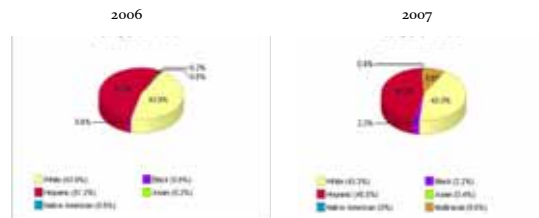
In PreK to grade 12 since 1994 the numbers have climbed exponentially:

	Culturally and Linguistically Diverse students, (CLD)
• 1994	5
• 1997	85
• 2000	290
• 2006	552
• 2008	595

Today, CLD students, who are mostly Hispanic, make up a third of the total student body (1,376)

Gard Elementary School Demographic Information

(Illinois Interactive Report Card 2006 & 2007)



DL Program Demographics: 2008-2009

K-5= 339 students

K-3= up to 60% of Spanish speakers

DL Teachers= 19

SS library aide= 1

SS Music teacher=1

DL bilingual aides= 7

Grade	K	1	2	3	4	5
Students	82	64	55	44	43	51
Classes	4	4	4	2	2	3



Reaction by some community members...

- “If I got up and said I’m gonna run each and every Mexican out of town on a donkey, the voters here would cheer me on.”

(Bob Walters, Beardstown Mayor, 2007)



Transitional Bilingual Education established in 1997

- Provided a safe, nurturing environment to learn English and content in the native language
- The minority language was valued in the classroom.
- WIU, with the oldest ESL/Bilingual endorsement program in the state, helped provide teacher training and expertise in the development of the bilingual program.



After 7 years, Beardstown’s TBE needed an “Upgrade” to address several significant challenges:

- Students were segregated by language for academic instruction.
- English learners were isolated, felt alienated, and marginalized.
- Spanish speaking students struggled to learn academic English and “close the achievement gap”.
- As the population grew – so did the resentment of the immigrants - leading to a **devaluation** of the minority language and culture.

What to do, what to do???

Language Enrichment “upgrades” toward a True 50/50 Two-Way Immersion Program in 2006-2007 for K-3.

The School Board requires the program be 100% “opt-in”

- Students were integrated with native English and native Spanish in the same homeroom and for most academic instruction in Grades K-3
- WIU Grant provides ESL/Bilingual endorsement classes
- FLAP grant provides:
 - training in best practice for Two-Way Immersion
 - attendance at conferences
 - Spanish language immersion for teachers in Mexico.
- Illinois Class Size Reduction grant greatly improved delivery of instruction at K-1 with class sizes under 15.

2007-08 Grade 3 Dual Language broke new ground



Dual Language Enrichment at Brick Elementary School

2008-09 Third Year of FLAP and Class-Size Reduction Grant

- Hiring a Spanish speaking Library aide and Music teacher gets us closer to our goal
- Grade 3 Dual Language continues at Brick School.
- Dual Language is promoted to 5th Grade.
- We continue to make progress in establishing
 - a quality Foreign Language Immersion program
 - a Heritage Language program
 - a quality Transitional Bilingual program that closes the achievement gap for language minority children.

What is Dual Language? Two-Way Immersion 101

INSTRUCTION: The HEART of Dual Language!

Cooperative Learning	Active/Discovery Learning
Sheltered – Differentiated Instruction	Clear separation of language for Instruction

L1 L2 On Level Mutual Respect

Four Worthy Goals

Two by Two ALL subjects in L1 & L2 80%

Three Defining Criteria

Does it work? Why?

The Astounding Effectiveness of Dual Language Education for All
Virginia P. Collier and Wayne P. Thomas
George Mason University

The Pertinent Distinction: Enrichment vs. Remediation

Enrichment dual language schooling closes the academic achievement gap in L2 and in first language (L1) students initially below grade level, and for all categories of students participating in this program. This is the only program for English learners that fully closes the gap; in contrast, remedial models only partially close the gap.

Academic Achievement

Do Spanish speakers in DL learn English reading skills?

Kindergarten	Dual	Non-dual
Initial sound fluency (fall)	9.68	14.93
Initial sound fluency (winter)	19.2	19

Yes-Spanish speakers in dual language progress in reading English at the same rate or better as those receiving instruction in English only.

Academic Achievement cont.

Do English speakers in DL “lose” English reading skills?

4 th Grade Native English Speakers	Dual	Non-dual
2007-2008 Average scores (benchmarks in parentheses)		
Oral reading fluency, Fall (93)	99.3	89.2
Oral Reading fluency, Winter (105)	113.7	110.9
Retell fluency, Fall	37.2	22.7
Retell fluency, Winter	53.3	40

No. English speakers in DL progress in reading English at the same rate or better as those receiving instruction only in English.

Teachers' Role and Portraits:

Sí se puede! Yes we can!

- Commitment of a solid group of mostly Euro-American teachers who initiated the program
- Of the 19 DL teachers, only four are native Spanish speakers.
- Language immersion in Mexico
- All teachers in program are engaged in professional development (conference presentations and participation, WIU coursework, common planning time)
- High hopes and expectations for all of their students (both academic and social)

Teachers' Role and Portraits:

Sí se puede! Yes we can!

- “I had a teacher ask me if I would ever go back to an all English classroom. That didn't take me long to answer. I was like “No way!”
- “I want to come and teach every day. I wouldn't give this up at all. It's just fun.” (A0013)
- “I don't think I would have been a teacher or have continued teaching very long if I had a mainstream English-only classroom. I think it is the Latino children who have driven me to be a teacher. Being able to use my second language, also the personality, the drive to work hard that I see in so many of those children ... they know they have to work for it [success].”

Why do parents choose Dual Language?

- Euro-Amer./English speaking parents tend to value Spanish language development for economic and job market reasons as well as a tool to expand their children's knowledge of other cultures (becoming more worldly)
- Latino parents value Spanish language learning at school for heritage language and culture maintenance, to maintain connection and communication to parents and grandparents.

Why do parents choose Dual Language?

- Latino parent who is illiterate and does not speak English feels it is imperative that her children read and write in Spanish to help cultivate and maintain the connection to family members who live elsewhere (in this case, Mexico)

Issues to address:

- What emerged from early interviews is the sense of isolation and separation between the two parents groups.
- The language barrier first of all deters social interaction of parents and children in and outside of the school.

Issues to address:

- There is a longing for interaction, but a lack of "bridges" that allow for families to get to know each other and trust each other.
- There was one (Latina) parent that we spoke with whose daughter does have Anglo girlfriends outside of school. However, this parent is quite fluent in English-thus facilitating communication between families.

Issues to address:

- One Euro-American/English speaking parent who has a daughter enrolled in the DL program was concerned about the lack of "white girlfriends" within the classroom--"she is the only white girl in the classroom" and does not have many friends outside of the school. Mother perceptions: The interaction within the school involves mainly Latino children and is having an impact on her daughter's interaction outside of the school and limiting her social interaction outside of the school.

Children's Language use in the classroom (1st, 4th)

- "What I do see is that the Spanish speakers are using what little English they know to converse with the English Speakers, but I don't see the English speakers using what little Spanish they know to try and converse. It's always English. It's all one direction." (teacher interview, DS30013)

Children's Language use out of the classroom (1st, 4th)

- Increase of English usage across domains progressively farther away from the classroom (recess: 36%, lunch: 50%, peers out of the school: 52%)
- The homeroom seems to work as the place where language is more systematically allocated and children are expected to perform in the target language (even though unbalanced time allocation)

Language attitudes and perceptions (1st, 4th)

- Higher number of children think English is **easier** (50%) than Spanish and prefer to **read** in English (52.6%).
- High nr. of children prefer **writing** in English (47.4) and small group in Spanish (13.2%)
- **Speaking** preference is more evenly spread out, but not very balanced
- One can hypothesize influence of English as dominant and pervasive language, unbalanced presence of Spanish literacy resources in school and outside, reading practice, unbalanced proficiency, idiosyncratic reasons. Need micro-ethnography.

Language attitudes and perceptions (1st, 4th)

- Significantly, a majority of children feel that both languages have equal importance (63.2%) to the point that most of them (65.8%) want to teach both Ls to their children.
- Many children think both languages are beautiful (47.4%), but a few more children think English (28.9) is more beautiful than Spanish (21%)

Language attitudes and perceptions (1st, 4th)

- The program appears to successfully project positive symbolic value of both languages
- This might not easily translate into balanced bilingualism and biliteracy, but at the same time, positive symbolic value is a necessary condition to reach those goals (even though not sufficient), so it cannot be underestimated.

Children's attitudes toward DL learning

- List/tell me three things you like about learning in two languages:
 - Theme 1: ability to learn how to speak in two languages (bilingualism)
 - Theme 2: ability to read/write and learn (biliteracy)
 - Theme 3: ability to communicate with English and Spanish speakers (friends, family, other)
 - Theme 4: learning in two languages is fun and cool

Children's attitudes toward the program

Question: List/tell me three things you like about learning in two languages

Themes	1 st grade	4 th grade	5 th grade	Total
1) Bilingualism/oral develop.	5	19	12	36
2) Enabling communication with different language/ethnic groups	4	10	7	21
3) Biliteracy	4	8	7	19
4) Fun/cool	3	7	2	12

Language attitudes

- How would you feel if people in Beardstown stopped speaking Spanish?

Responses	1 st grade	4 th grade	5 th grade	total
Sad/bad/apenada/tristeÉ	17	13	11	41
Happy/muy bienÉ	0	5	4	9
Total	17	21	15	50

Children's language ideologies and attitudes

- Because both language attitudes and ideologies influence patterns of language behaviors, positive language attitudes and ideologies are found to be critical for the long-term stability of a language (UNESCO, 2003: 15) and for the success of language maintenance programs (King, 1999: 3).

Children's language ideologies and attitudes

- Children's speech about language can shed light on how language ideology plays in their motivation to maintain their mother tongue and develop biliteracy abilities (Gonzalez, 2003: 1), and ultimately in the success and failure of language maintenance education and efforts.

Constant Challenges to the Dual Language Program

- o Language Equity
- o Popularity in community
- o Quality of teachers to deliver the curriculum
- o Use of best practices
- o Finding bilingual teachers

Some possible solutions:

- Computer classes in Spanish for parents
- Computer based language learning (both Spanish and English) combined with:
- "Intercambio" where parents meet to learn language from each other.
- Authors in the classroom"
<http://www.almaflorida.com/authorsintheclassroom.htm>

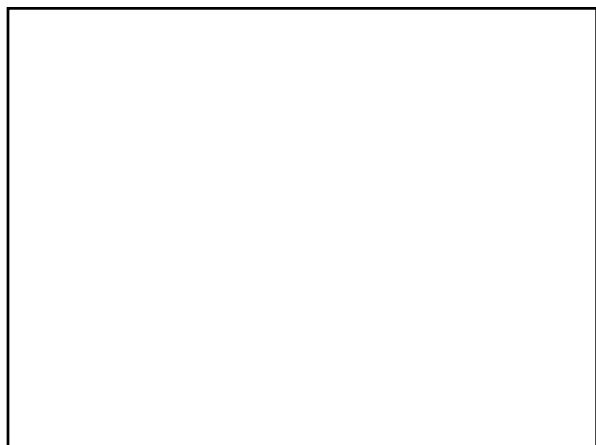
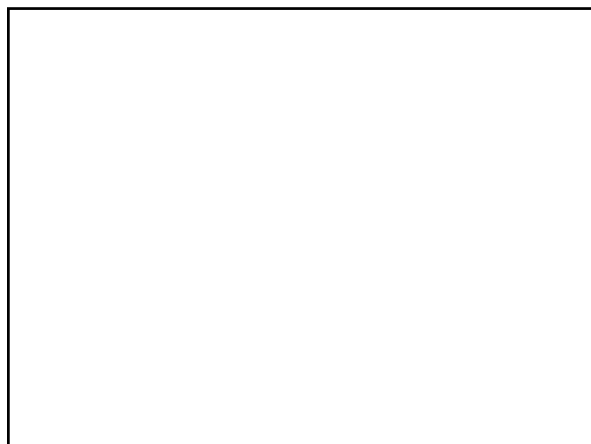
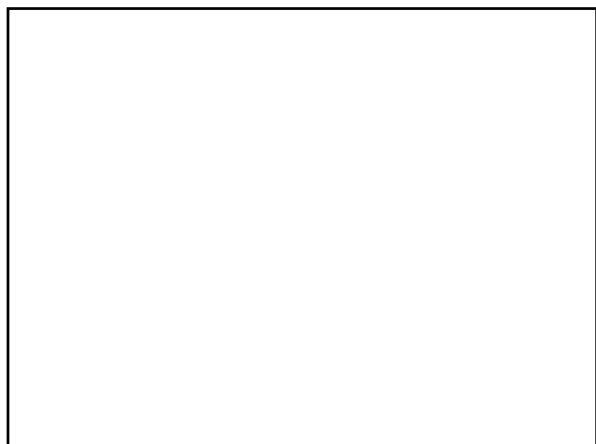
Some possible solutions:

The process suggested in this book for authoring self-reflecting books about themselves, their families, their life journey, and their goals as teachers bring about three distinct kinds of benefits:

1. a greater self-awareness and a possibility to reevaluate their own vocation as educators.
2. greater confidence and strength to guide their students in their own process of discovering of voice.
3. a new relationship, of greater trust and equality, with the students families' based on shared human experiences.

"Authors in the Classroom"

<http://www.almaflorida.com/authorsintheclassroom.htm>



The road can take us anywhere
when we are bilingual.



BRIDGING THE GAP!





Musical Chairs

Sonrisas, Sonrisas, Sonrisas!!



The End? No Way!
It's Just the Beginning

Working together to CURE monolingualism –
one student at a time.

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