

**Dual Language Immersion Overview
W.T. Jackson Elementary School
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**Office of ESOL
& World Languages**

WT Jackson Elementary Demographics

- 82 students with a language other than English
- Approximately 25 languages

Languages	Number of Students
Spanish	20
French	8
Portuguese	6
Arabic	5
Hindi	5

What is Dual Language Immersion (DLI)?



Dual Language Immersion is...

A form of education in which students are taught **literacy** and **content** in two languages.

Two Way	One Way
Two language groups schooled through their two languages.	One language group schooled through two languages.



The Goals of Dual Language Immersion Programs

1. Proficiency in English
2. Proficiency in second language
3. Academic achievement
4. Intercultural competence

> **Biliteracy**



Higher Second Language Proficiency



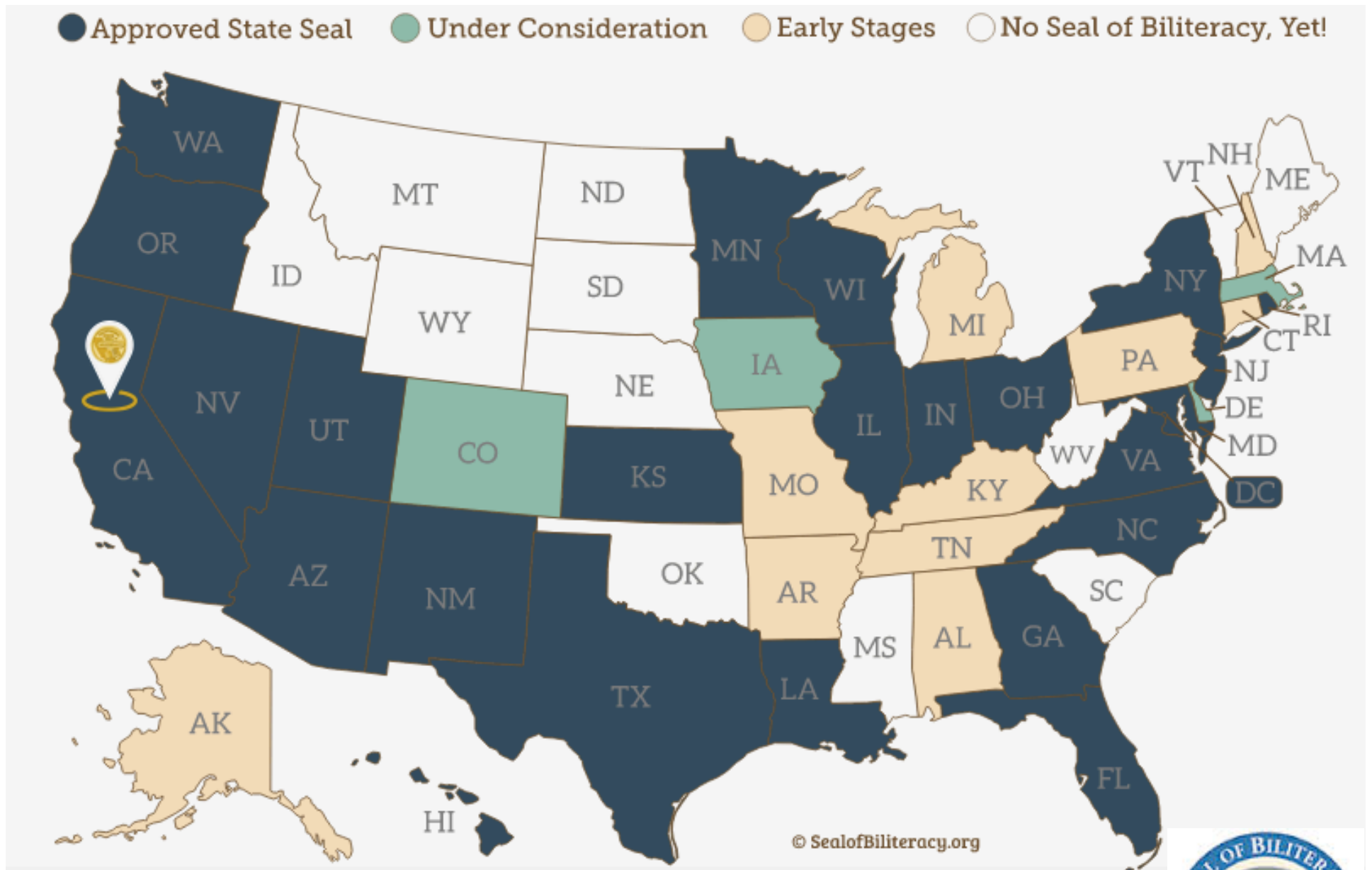
bilingual < biliterate

Seal of Biliteracy -

- HB 879
- a diploma seal for achievement of high level of proficiency in one or more languages in addition to English

Passed March 22, 2016





States with Seal of Biliteracy 2017



Improved Academic Performance



Immersion students perform as well as or better than non-immersion students on standardized tests of language arts and mathematics, even when these tests are administered in English.

[Genesee, 2008; Lindholm-Leary, 2001, 2011; Turnbull, Lapkin, & Hart, 2001](#)

Enhanced Cognitive Skills

Due to the demands of processing two languages, dual immersion students typically:

- *Develop greater cognitive flexibility;*
- *Demonstrate increased attention control, better memory, and superior problem solving skills; and*
- *Experience enhanced understanding of their primary language.*



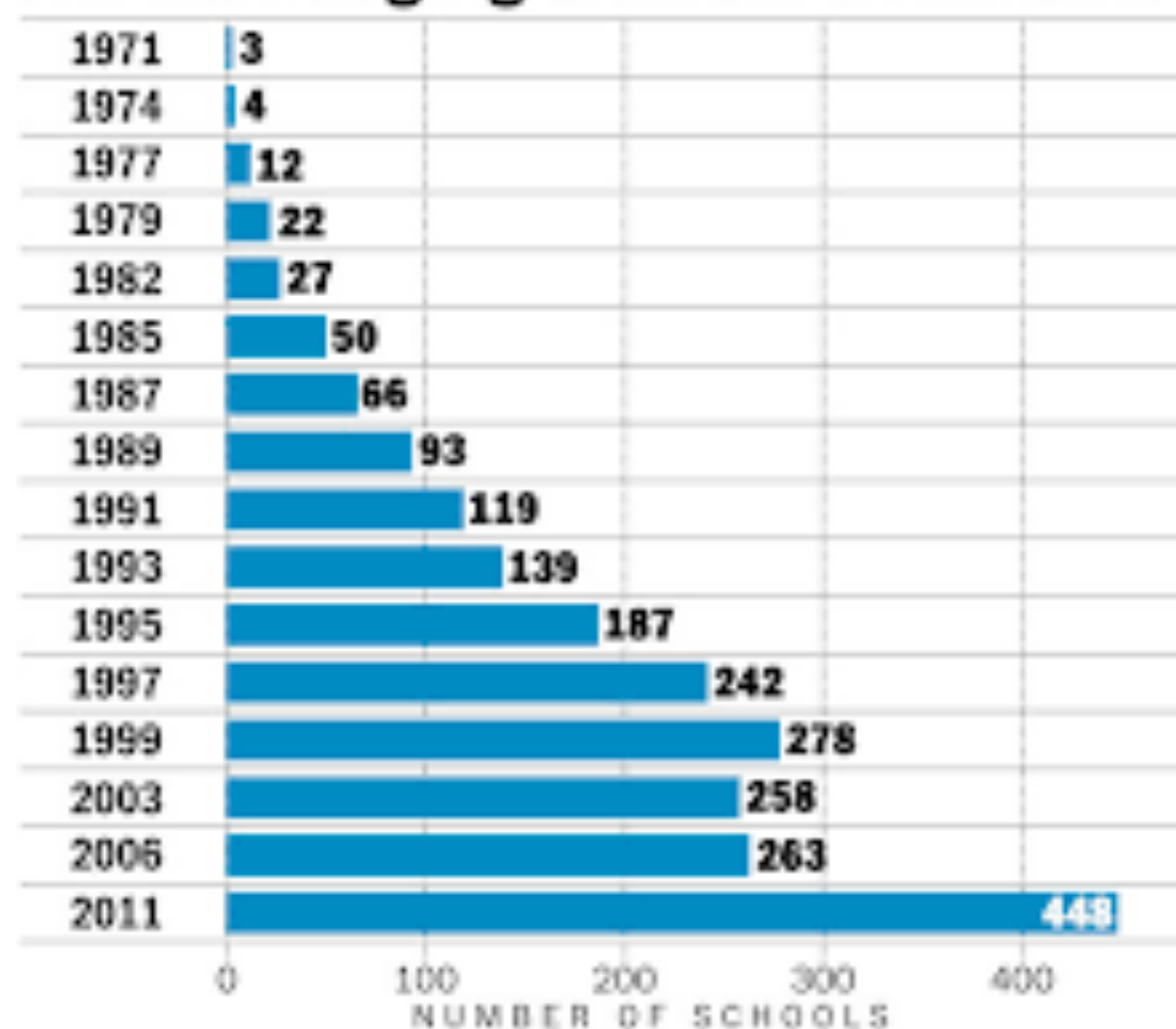
[Bamford & Mizokawa, 1991; Bruck, et al., 1975](#)

Intercultural Competence



*Immersion students are better prepared to **collaborate** and **communicate** across linguistic and political boundaries, to solve problems as a result of the demands of their learning environments, and they evidence more **positive attitudes** toward other peoples and other cultures.*

Trends in Language Immersion Education



SOURCE: Directory of Foreign Language Immersion Programs in U.S. Schools Center for Applied Linguistics

DESERET NEWS GRAPHIC

Dual Language Immersion



- 2013-2014 = 9 schools
- 2015-2016 = 20 schools
- 2016 -2017 = 40 schools
- 2017-2018 = 45 schools

Dual Language Immersion - Languages

Atlanta Public Schools: Spanish

Clarke County: Spanish

Clayton County: Spanish

Cobb County: Spanish

Dalton County: German

Dekalb County: Chinese, French, German, Spanish

Douglas County: Spanish

Fulton County: Chinese, Spanish

Gwinnett County: French, Spanish

Hall County: Spanish

Rockdale County: Spanish



Dual Language Immersion in Atlanta Public Schools

2017 – 2018

Bolton Academy (K, 1st)

E Rivers Elementary School (K, 1st 2nd)

Garden Hills Elementary School (K, 1st, 2nd)

Morris Brandon Elementary School (K, 1st)

Perkerson Elementary School (K, 1st, 2nd, 3rd, 4th)

Sarah Smith Elementary School (K, 1st)

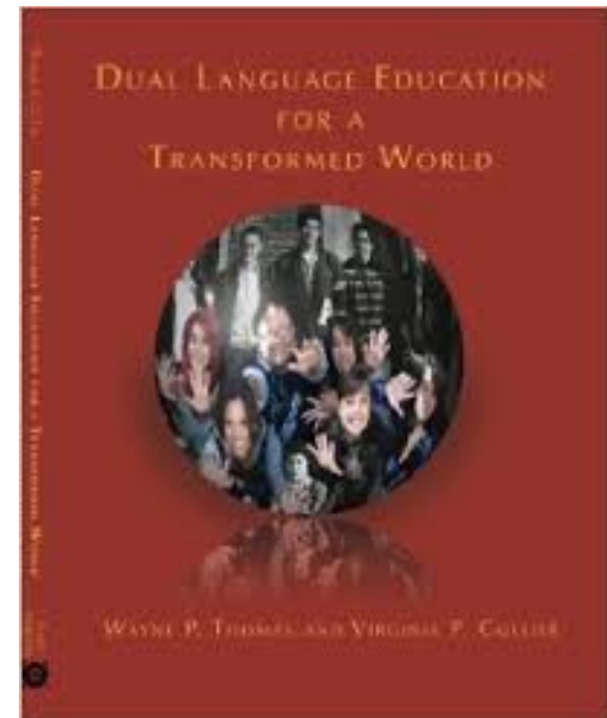


What does the research say about Dual Language Immersion?



Longitudinal Research Dual Language Immersion

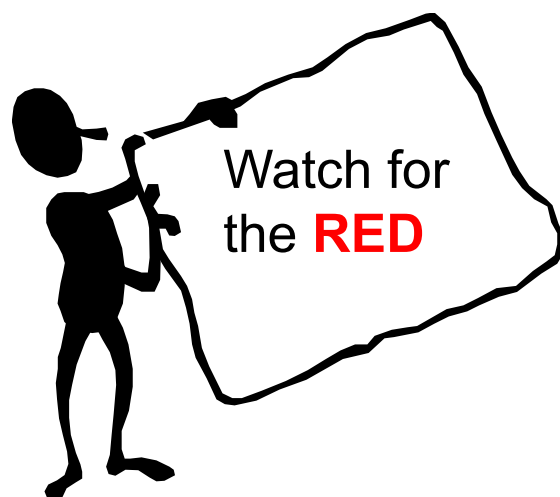
Thomas, W. & Collier, V. (2012). Dual language education for a transformed world. NM: Fuente Press.



Race/Ethnicity of Students in DL Programs vs. Not in DL



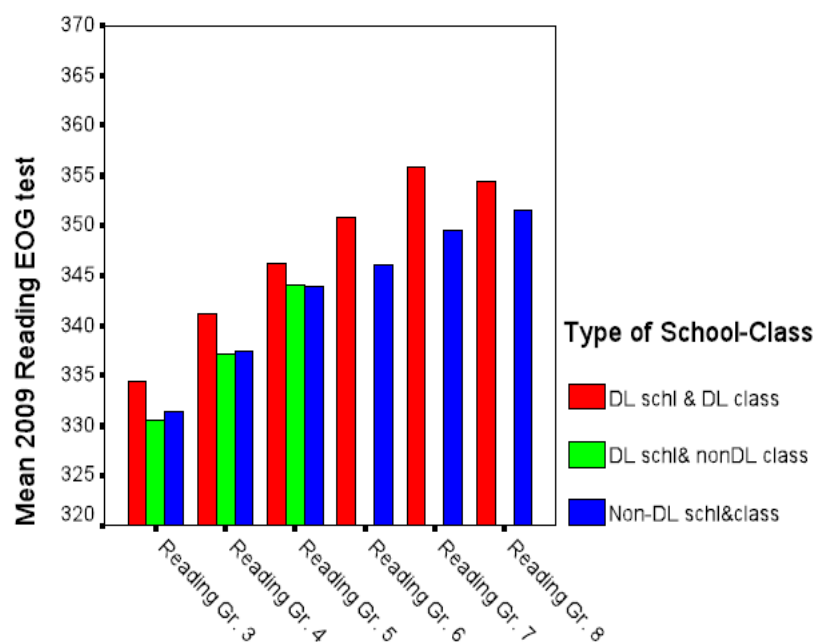
Race/Ethnicity	Students In DL	Students Not in DL
Hispanic	33.8%	16.5%
White	31.8%	36.8%
African American	24.0%	38.5%
Bi- or Multi-racial	7.0%	4.7%
Asian	3.4%	3.3%
Native American	0.0%	0.2%
Total	100.0%	100.0%



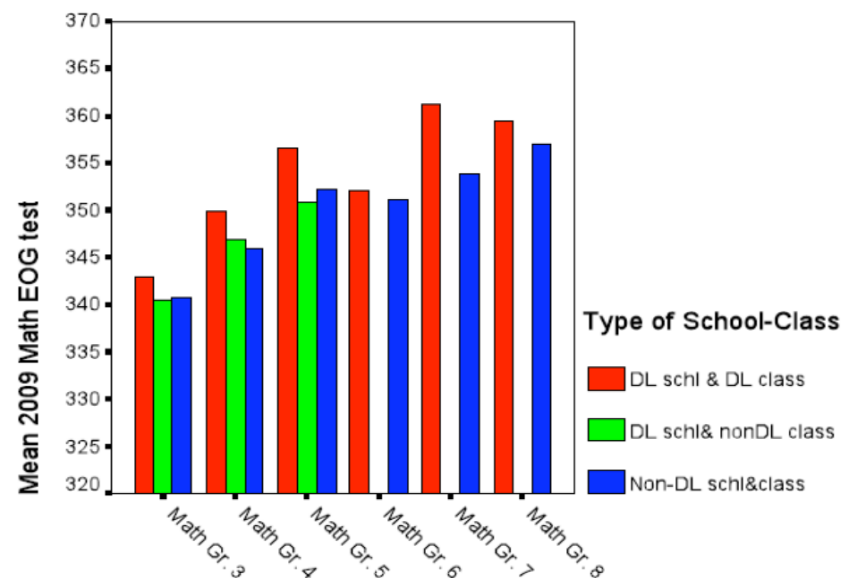
English Language Learners 2009 EOG Results



Reading



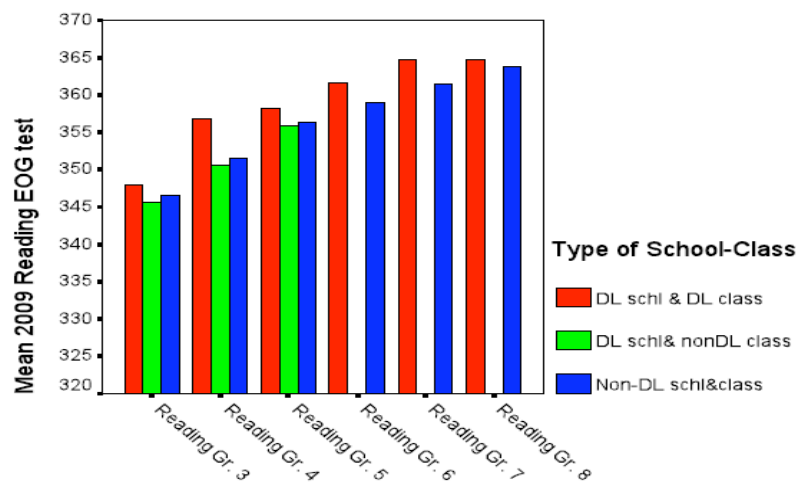
Math



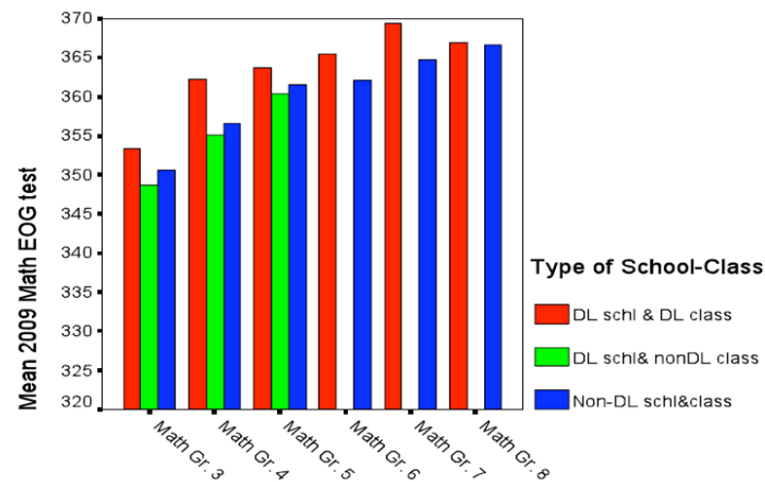
White Students 2009 EOG Results



Reading



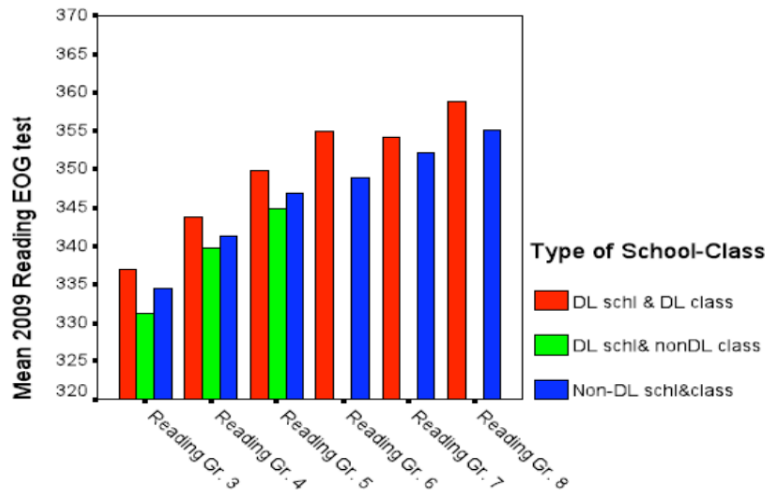
Math



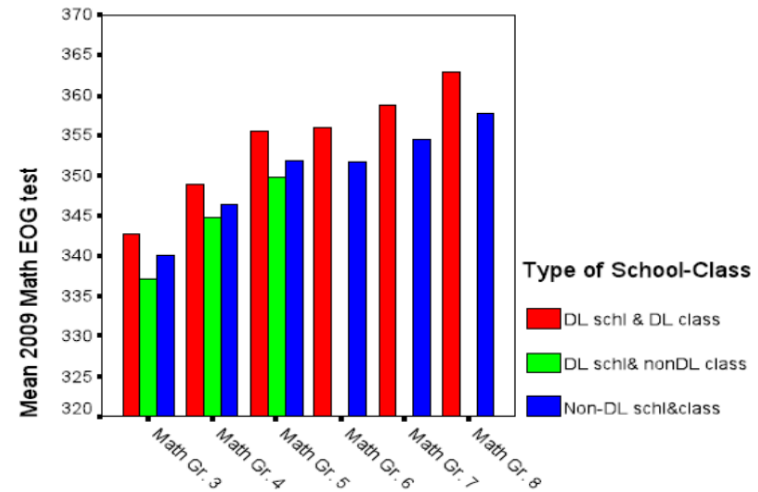
African American Students 2009 EOG Results



Reading



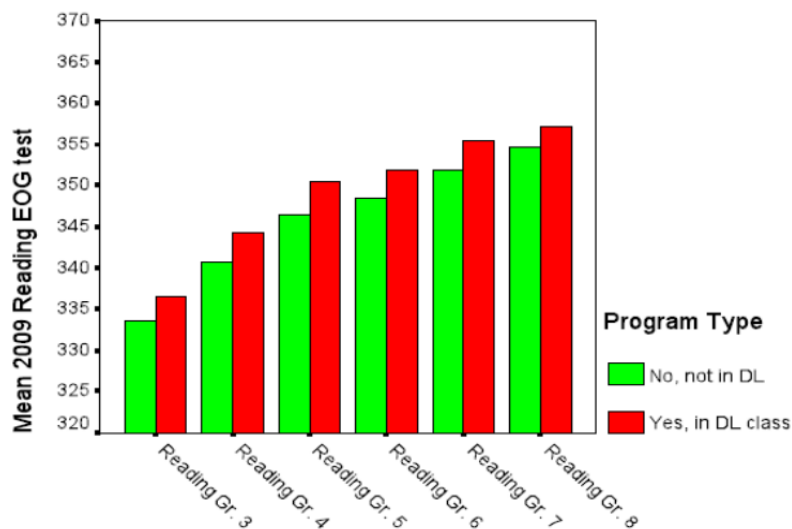
Math



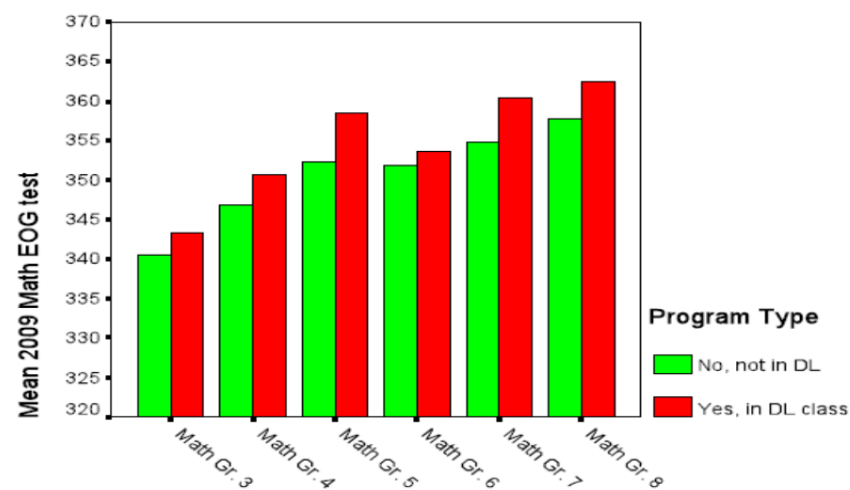
Low SES Students 2009 EOG Results



Reading



Math



Closing or Narrowing The Gap



"...EDUCATION IS A WAY OUT OF POVERTY — BUT POVERTY IS ALSO A HINDRANCE TO EDUCATION." ²

*Partially as a result of the cognitive demands placed on students who learn content in two different languages, **no other intervention model holds greater promise** to narrow the achievement gap more effectively between high and low performing populations than language immersion.*

Thomas, W. P., & Collier, V.P. (2012). Dual language education for a transformed world (pp. 44-46). Albuquerque: Fuente Press.

Is Dual Language Immersion for Everyone?



What is the APS Model of Dual Language Immersion?



The Georgia Model

- 50 / 50 = English / target immersion language
- Classroom Instruction = 2 teachers
1 immersion language teacher + 1 English partner teacher
- separation of languages



What does this experience look like?



Two Classrooms, Two Teachers, Two Languages Every Day

English Classroom

- Teacher talk
- Classroom materials
- Books
- Classwork

Immersion Classroom

- Teacher talk
- Classroom materials
- Books
- Classwork

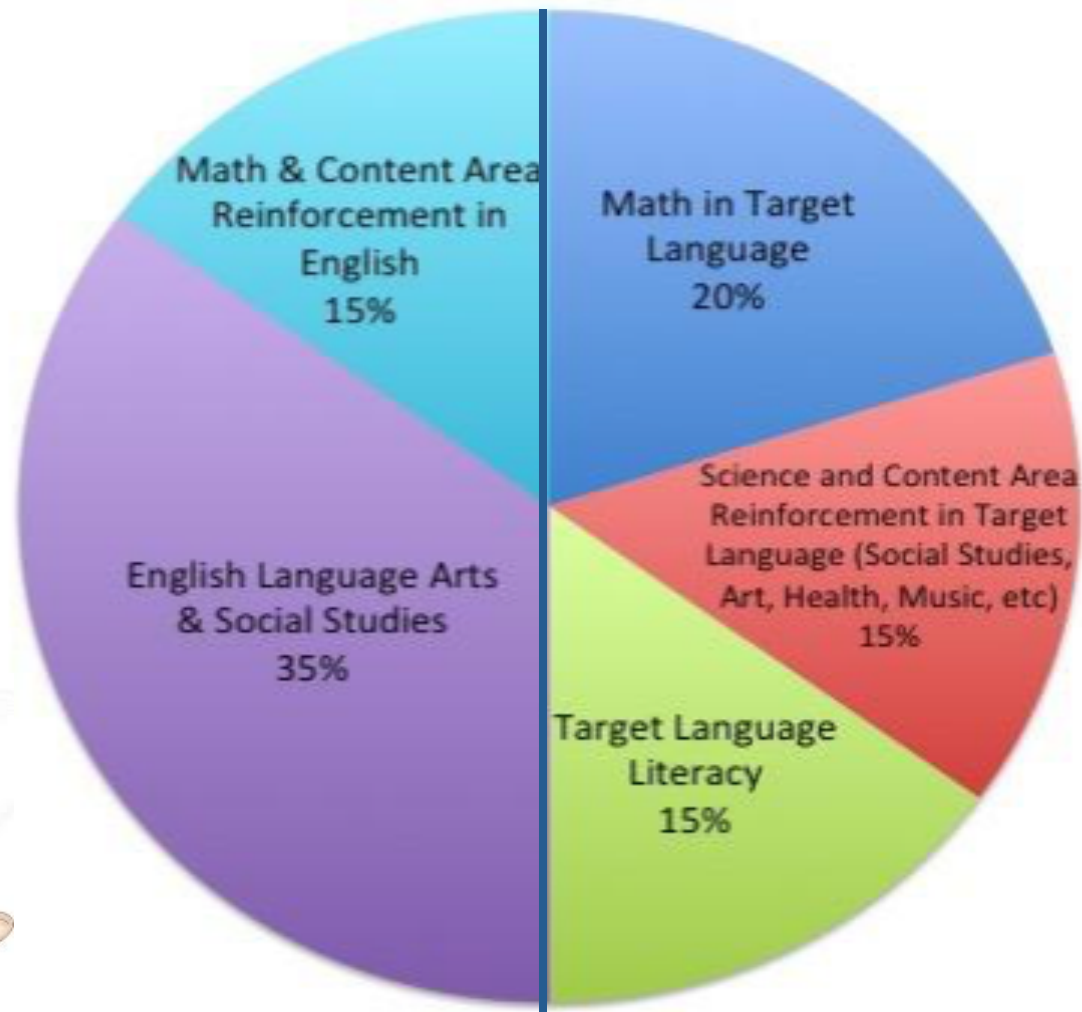
100 Day Goal: Student talk corresponds to language in classroom.

The Day



- **student starts the day in either Immersion Language or English**
- **stays with this teacher for a major block of time (2+ hours)**
- **“specials” are taught in English**
- **recess, lunch and specials will be integration times with non-immersion students**

The Instructional Split



The Day (Middle/High School)

English

Spanish

Content Area:
Language Arts,
Math, or
Science

Connections:
PE, Art, Music,
etc.

Spanish
Language

At least ONE
content Area:
Language arts,
Social Studies,
Math, or
Science



**How do students get into the DLI
program?**



DLI Program Application Process

- Complete and submit DLI Program application to the local school
- Complete and submit APS Student Enrollment Form to the local school

2018 Deadline: TBD



DLI Program Application Process

- Should applications exceed number of slots, parents will be informed that a lottery will be held
- Note: Twins are treated as one applicant in lottery process
- Principals notify parents of lottery results



DLI Program Application Priority Admission

- Students who are native Spanish speakers
- Students currently in a Spanish DLI program
- Siblings of students already in the DLI program



DLI Program Application Admission

The APS DLI program currently only serves students who reside within the attendance zone for the school.

For schools designated as Choice Schools

- If slots remain once all students from attendance zone are placed, the school may hold a lottery of school choice students.



For more information...



**Office of ESOL
& World Languages**

APS DLI Support Website

APS Dual Immersion Support

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[Profile](#)
[Subscribe](#)

Home




On this Dual Immersion Support Site, teachers, parents, and administrators will find information and resources to help them understand and support Dual Language Immersion. While this site is dedicated to the staff of Atlanta Public Schools, other dual immersion teachers and administrators may find much of the information useful. Check this site often, as there will be new links and information posted frequently. Should you ever have a question or concern about the Dual Immersion program in Atlanta Public Schools, please do not hesitate to contact me, Dr. Margaret McKenzie, at mamckenzie@atlanta.k12.ga.us.

Are you wondering WHAT is dual immersion and WHY is it important? Check out the infographic below and learn why Multilingualism Matters!

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Dual Immersion APS





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What Parents Need to Know about Dual Immersion in Atlanta Public Schools

What is Dual Language Immersion?

In the Dual Language Immersion Language Program, the instructional time is divided equally between English and the immersion language throughout the elementary grades. In APS, the content areas that will be taught in the immersion language are math, science, and immersion language literacy. The goal of the Dual Language Immersion program is to provide educational experiences, from kindergarten through grade 12, that support the academic and linguistic development in two languages and that develop students' appreciation and understanding of their own and other cultures.

How does the Dual Language Immersion program work?

In order to make academic lessons comprehensible to all learners and to support their second language learning, dual immersion teachers are trained to provide a vast array of instructional strategies as they cover the academic content. Dual immersion teachers will use body language, visuals, manipulatives, exaggerated facial expressions, and expressive intonation to communicate their meaning. Teachers will also use songs, chants, and rhymes and will carefully structure their day with familiar routines and procedures. In kindergarten it is common for the students to speak with their peers or respond to their teacher in English; however, as the months and years progress, students will naturally use more of the immersion language. For our kindergarten, our goal in APS is to have students speaking in the immersion language in the classroom by the 100th day of school.

How will learning everything in a second language affect my child's language and literacy development in the native language?

Many parents are initially fearful that a dual language immersion program may have a negative impact on their child's language development in the native language. Research, however, consistently finds that the immersion experience actually enhances native language development (Cloud, Genesee, & Hamayan, 2000). There are many processes in the brain that underlie the ability to read, such understanding the relationship between the spoken language and the written word, that transfer from one language to another (Cloud, Genesee, & Hamayan, 2000).

Will my child become proficient in the second language? How long will that take?

After only 2 or 3 years in an immersion program, students demonstrate confidence and some fluency in the language. While their speaking and writing skills are progressing, their listening and reading skills are comparable to those of native speakers of the same age. Language learning is influenced by several factors, including student's personality, motivation, teacher expectations, parental support, program leadership, and support at the school and district level. Student success requires the active involvement of all of these stakeholders. Our schools welcome your support and involvement in the dual language immersion program!

What can I do to support my child's immersion experience if I don't speak the second language?

We want all parents to play an active role in their child's education. Parents of dual immersion students should provide experiences that support and help develop the language used in the home. Read daily to your child in your home language, communicate with your teachers on a regular basis about your child's progress, support your child's use of both languages outside of the classroom, become informed about dual immersion, and make a commitment to the program. We will always welcome parent volunteers in the classroom. However...understand that our immersion teachers will only speak in the immersion language in the classrooms. Your child should never hear their immersion teacher in the other language!

Thank you for entrusting your children to us in the Dual Language Immersion program. We are preparing your children not only for college and career, but also for global success. **Multilingualism Matters!**

Adapted from Fortune, T. & Teddlie, D., 2003. What Parents Want to Know about Dual Language Immersion Programs. Center for Applied Linguistics. Washington, D.C.

Questions?

Contact Information:

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APS Dual Language Immersion Support Site:

<http://tinyurl.com/apsdli>



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