

## **Overview of Dual Language Immersion Programs English Transcript**

Welcome to an overview on dual language immersion programs for emergent bilingual students in Texas!

This video contributes to the series of videos intended to answer common questions related to emergent bilingual program implementation.

In this video we will review the goal of dual language immersion programs serving emergent bilingual students.

In addition, all stakeholders in Texas will recognize the expectations on how to implement a dual language immersion program in any district, public and/or charter schools, as their bilingual program of choice and in accordance with Texas Administrative Code Chapter 89.1205.

Let's review the bilingual programs in Texas. Remember that the Texas Education Code Section 29 outlines six state-approved program models that Texas public schools are required to provide for their students identified as emergent bilingual students.

When a district has 20 or more students with the same language in the same grade level; they must offer a bilingual program for emergent bilingual students in prekindergarten through 5<sup>th</sup> grade or in some cases 6<sup>th</sup> grade if clustered in elementary grades.

A bilingual education program can be a transitional early or late exit model or a dual language immersion one-way or two-way model. In this video we will focus on dual language immersion programs.

The two dual language immersion program models are:

- One-way dual language immersion and
- Two-way dual language immersion.

One-way dual language immersion serves mainly emergent bilingual students but

may include participation of former emergent bilingual students who are continuing program participation after reclassification as English proficient.

Two-way dual language immersion includes emergent bilingual students as well as participation of English proficient students learning the program's partner language.

The goals of Dual language immersion (DLI) programs are to develop bilingualism, biliteracy, and biculturalism while building high awareness of socio-cultural competence.

Dual language immersion education is the only additive bilingual education program that allows emergent bilingual students to attain foundational skills in their primary language as they acquire English; therefore, students are developing two languages through content and at high academic levels.

The intentional design of both programs aims to address the affective, linguistic, and cognitive needs of emergent bilingual students by providing early literacy skills in primary language with intentional cross-linguistic connections through all content areas that aid in the transfer of cognitive skills to English literacy. Therefore, developing bilingualism and biliteracy in partner language and English.

Dual language immersion participants learn to strategically navigate between both language systems to continue developing academic language such as listening, speaking, reading, and writing through all content areas at a high proficiency level.

Instruction is validating the funds of knowledge the families contribute and hence enriching their cultural and linguistic educational experiences.

There are various dual language immersion models such as 90/10, 80/20, 70/30 and 50/50 which denotes the percentage of primary language students will receive in the early grades and how much English will be introduced with the intention of increasing every year to eventually reach 50/50 in both languages.

Based on the goals of dual language immersion programs, districts may choose to extend the program into secondary grade levels to continue the biliteracy trajectory of all participants, especially emergent bilingual students that will continue learning content in their primary language alongside English.

Dual language immersion programs at the secondary level will also increase access to college credit course work as early as middle school.

For example, Dual language immersion students can earn their Spanish LOTE High school credit as early as after 5<sup>th</sup> grade, and college credit thereafter. As you can see, dual language immersion programs provide emergent bilingual students an equitable opportunity to amplify their cultural and linguistic strengths by preserving their language and identity as they excel academically in their primary language and English.

Dual language immersion programs leverage the student's primary language to develop strong literacy skills through all content areas while adding the acquisition of English without sacrificing their identity, language, and culture.

These programs are additive bilingual programs because they value and leverage the students' primary language while acquiring English and adding to the linguistic and cognitive abilities of emergent bilingual students.

Dual language immersion participants receive instruction in both languages through content areas with intentional, authentic, and higher order thinking practices that promote language content development.

Dual language immersion programs may begin with a higher level of primary language instructional minutes, but these minutes never fall below 50% of instructional time through the duration of the program to keep both languages at high academic levels of proficiency.

Dual language immersion strengthens the cognitive abilities, foster self-identity, and increase self-esteem.

- Students become bilingual and biliterate in partner language and English ,
- Attain high academic achievement in both languages in all content areas,
- Build a strong understanding and validation of their own culture as well as other cultures in appreciation of global diversity.
- Always adding to the students' educational experience by maintaining primary

language longer while acquiring English.

In a dual language immersion classroom, instruction provided in the primary language is delivered by a teacher appropriately certified in bilingual education under Texas Education Code, §29.061. Instruction provided in English in this program model may be delivered either by a teacher appropriately certified in bilingual education or by a different teacher certified in ESL in accordance with Texas Education Code, §29.061.

Both teachers collaborate to support the development of metalinguistic and metacognitive skills as students attain content knowledge and develop academic language. Dual Language Immersion teachers strategically use the language of instruction to build social cultural competence and elevate the partner language.

For additional guidance on dual language immersion programs models, visit [txel.org/programimplementation](http://txel.org/programimplementation). If you are interested in strengthening your current dual language immersion program or are considering implementing one, please do not hesitate to contact your Education Service Center or email us at the Emergent bilingual Support Division at [EnglishLearnerSupport@tea.texas.gov](mailto:EnglishLearnerSupport@tea.texas.gov).

Please remember that if you are not meeting the certification requirements for your bilingual dual language immersion program, see the video in this series on Understanding Alternative Language Programs.