



YI HWANG ACADEMY
of LANGUAGE EXCELLENCE

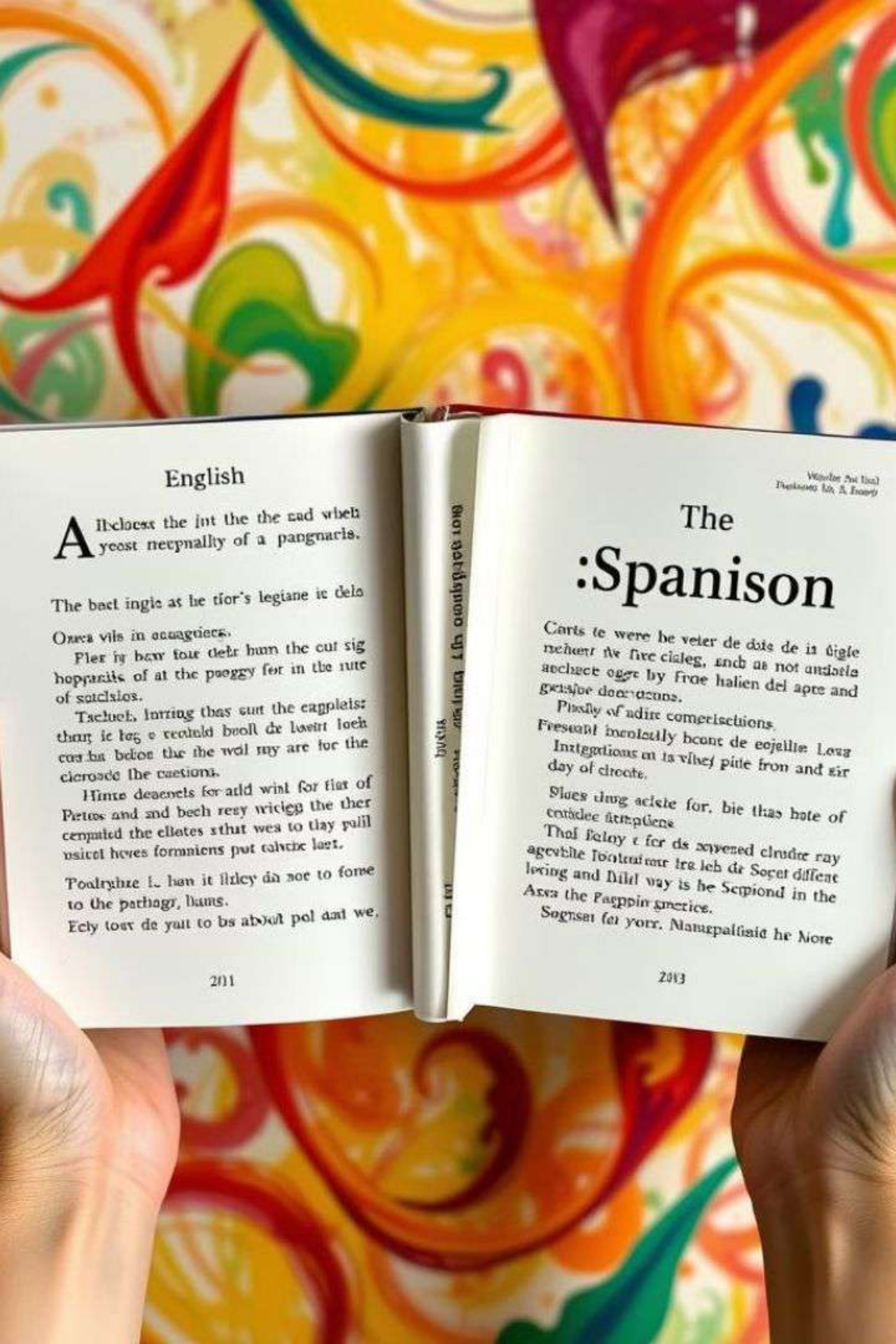
YHALE

Dual Language Immersion (DLI) Program Introduction

Parent Informational Meeting

9/19/2024 6:30 pm.

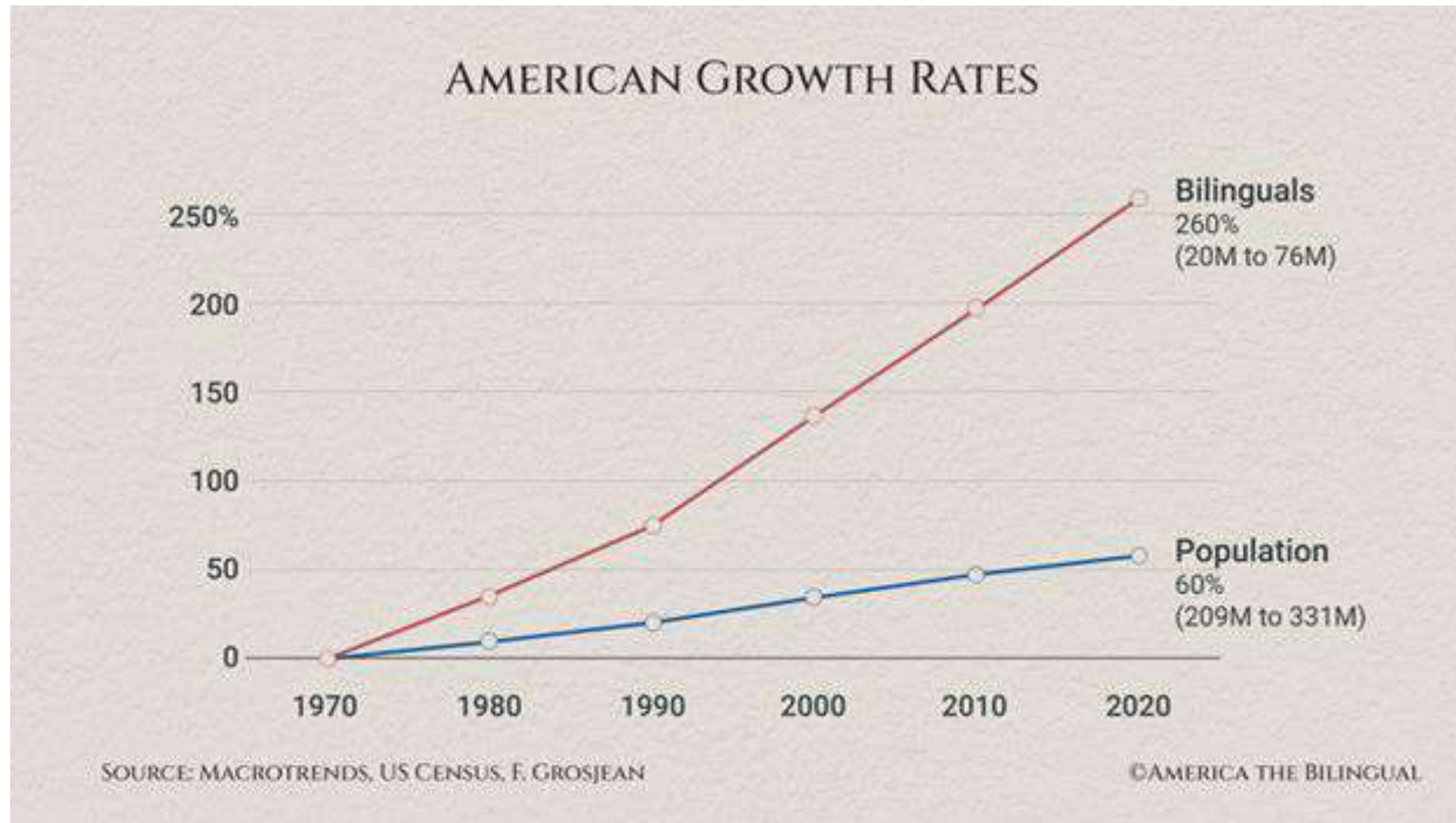
Ji Ma, Educational Support Specialist, Ed.S.



What is Dual Language Immersion (DLI)?

DLI is an educational approach that immerses students in two languages, typically English and another target language like Spanish, Mandarin, or Korean.

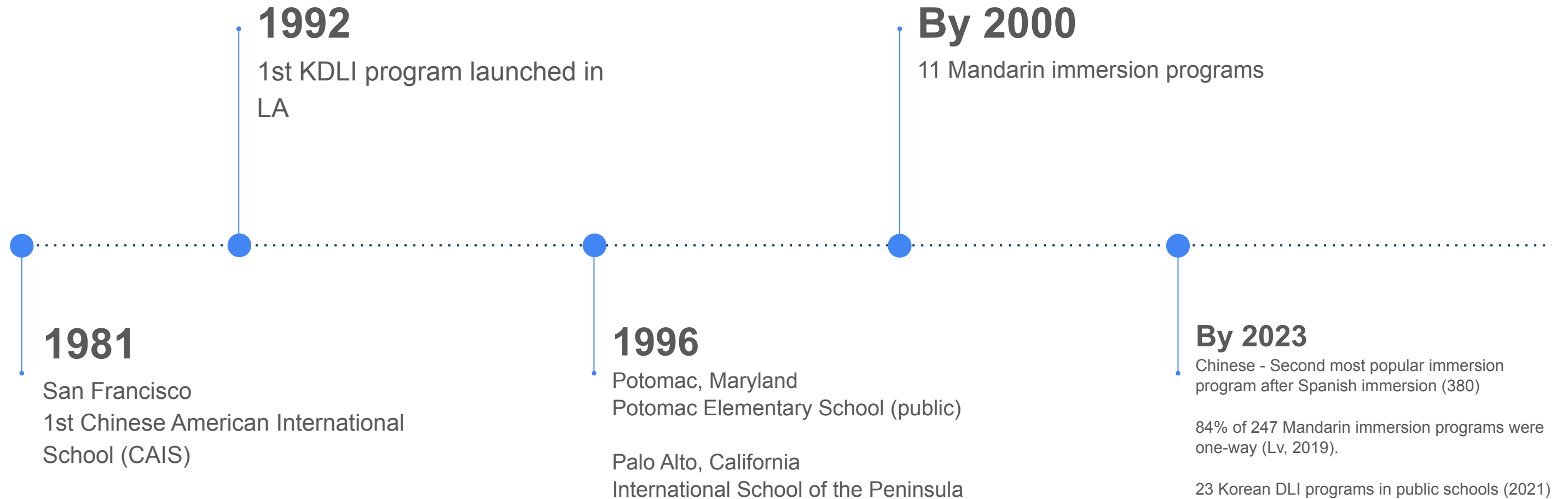
- 1 Balanced Learning**
Students receive equal instruction time in both languages, fostering balanced proficiency in both.
- 2 Immersive Environment**
DLI classrooms create an immersive environment where students naturally interact with their peers and teachers in both languages.
- 3 Cultural Enrichment**
The program emphasizes cross-cultural understanding by integrating aspects of both languages and cultures into the curriculum.
- 4 Cognitive Benefits**
Studies show that DLI students exhibit enhanced cognitive skills, including improved memory, problem-solving, and critical thinking.



The US bilingual population has grown four times faster than the overall population due to immigration, together with changing attitudes about the benefits of bilingualism.



Development of Mandarin & Korean Immersion Programs



(Weise, 2013)

Benefits of DLI for Students

DLI provides a multitude of advantages for students, shaping their academic, social, and personal development.

Academic Advantages

1. Improved Cognitive Skills
2. Enhanced Reading Comprehension
3. Stronger Problem-Solving Abilities
4. Increased Creativity and Critical Thinking

Social and Cultural Benefits

1. Cross-Cultural Understanding and Appreciation
2. Enhanced Communication Skills
3. Improved Empathy and Tolerance
4. Greater Global Awareness and Citizenship

Future Opportunities

1. Greater College and Career Options
2. Increased Competitiveness in a Globalized Workforce
3. Stronger Foundation for Future Language Learning
4. Expanded Travel and Cultural Experiences

Benefits of DLI for Parents

DLI benefits extend beyond students to include parents, enriching their lives and strengthening their connection with their children.



Shared Language Experience

Parents can engage with their children in a shared language, fostering a stronger bond and creating lasting memories.

Cultural Enrichment

DLI opens doors to a wider world, exposing families to diverse cultures and perspectives.

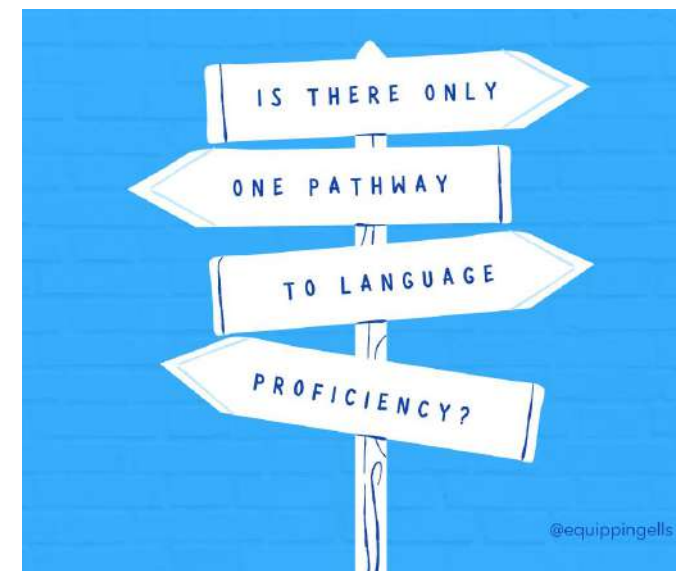
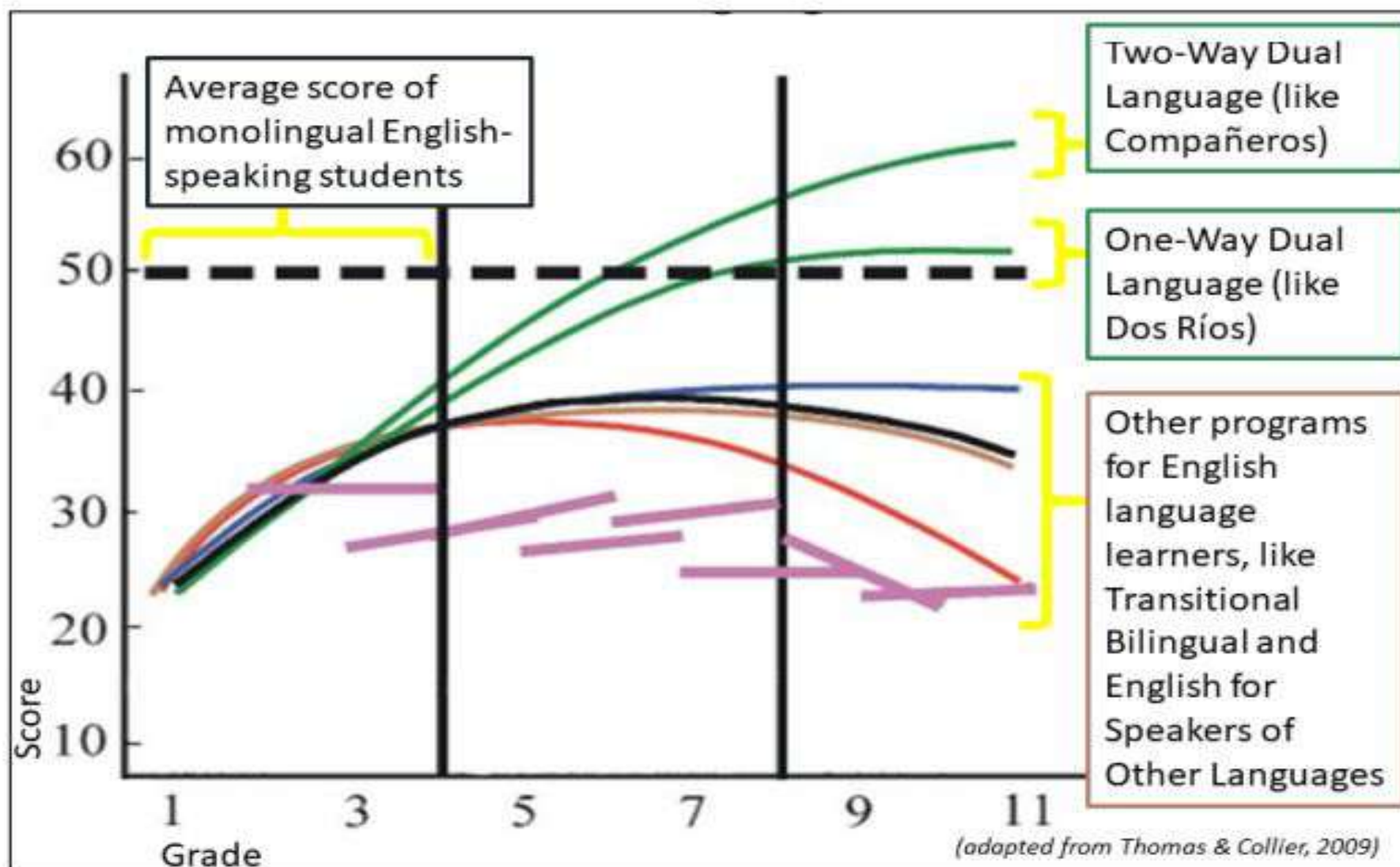
Enhanced Communication

Parents can communicate more effectively with their children and navigate a globalized world with greater ease.

Academic Support

Parents can participate in their children's education and provide valuable support through DLI resources and events.

English Learners' Long-term Academic Achievement by Model & Program



DLP Research: Lindholm-Leary, 2015

Figure 1. English reading/language arts scale scores for grades 2-8 ELs in DL programs

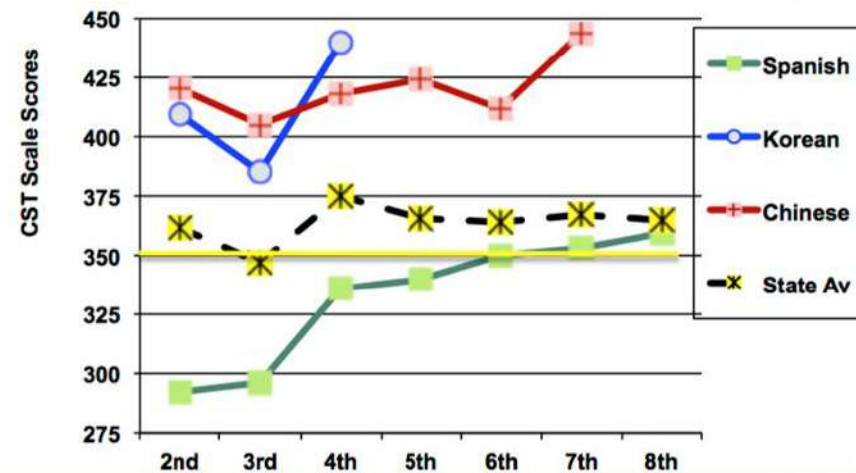
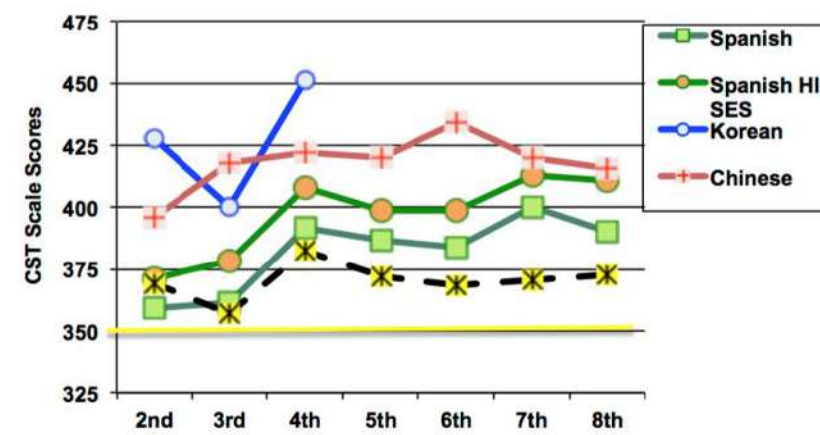


Figure 2. English reading/language arts scale scores for grades 2-8 NES in DL programs



- Figure 1 - English learners (EL): Spanish speakers start low but make a steady progress and meet state average scores by 8th grade
- Figure 2 – Native-English Speakers (NES): From 3rd grade, students score above to far above the average for NES in English mainstream programs

Students in DLP achieve at higher levels compared to their peers in English mainstream regardless of different ethnic and socio-economic backgrounds.



Pathway for YHALE Students

**K-5 DLI
50/50 Model**

**Grade 6-8
DLI Continuation
40/60 Model**

**Grade 9-12
Language Electives
/AP Exam/NEWL
/Seal of Biliteracy**

**College
Dual Enrollment/
Credits**

Build up a strong foundation in language and content as they move into the middle grades.

Motivate and maintain students' interests and curiosity in learning the target languages.

English: ELA, Math, Social Studies

Target Language: CLA/KLA, Science, Specials (music, P.E., art)

High school credits for:

- Advanced world language (up to 4)
- Accelerated Math/Pre-algebra

Maynard Jackson HS (IB)

North Atlanta HS

RGNS HS

North Spring HS

Northview HS

Alpharetta HS

Walton HS

Denmark HS

Greater Atlanta Christian School

AP/NEWL Exam

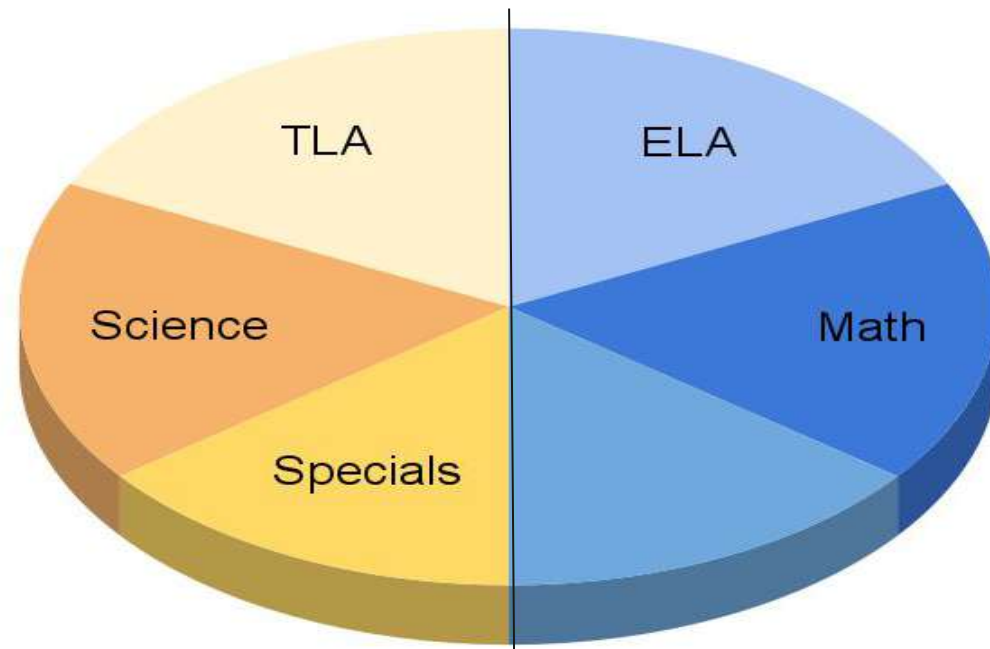
About 585 universities in the United States have Chinese courses (CLTA).

141 universities offer Korean courses (AATK)



Dual Language Immersion (DLI) Model (K-5)

YHALE 50/50 Model

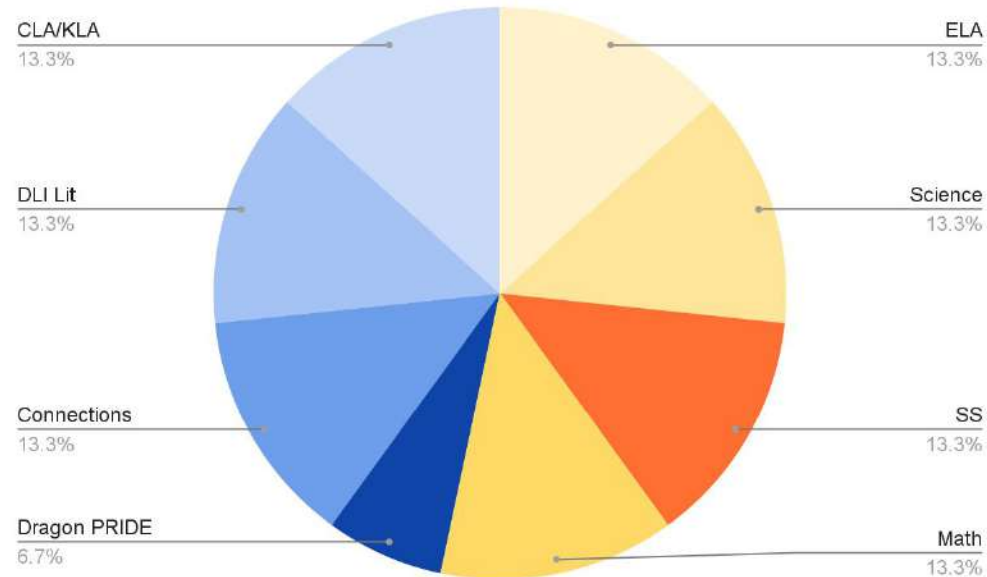


● ELA ● Math ● Social Studies ● Specials ● Science ● TLA

- Content in 2 Languages – 50/50 Model
 - Target Languages: Korean or Mandarin.
 - Students Switch After Lunch.
- English: English, Math, Social Studies
- Target Language: Mandarin or Korean,
Connections (PE, Music, Art, Computer, STEM, Culture/Etiquette) & Science



6th Grade DLI Model - 44/56



English:

English, Math, Social Studies, Science

Target Language:

- Mandarin or Korean Language Arts
- DLI Media Literacy/Culture & History
- Connections (PE, Music, Art, Computer Science, and Dramatic Arts)

Both languages (English & Target Languages):

- Dragon PRIDE



Myth or Truth ?

Native English Speakers & DLLs May Experience Academic and Language Delays in Dual Language Programs.

Bilingual Students have smaller vocabulary than monolingual students.

The Language Development of Dual Language Learners Looks the Same as Monolingual Language Development.

Learning Two Languages During the Early Childhood Years Will Overwhelm, Confuse, and/or Delay Acquisition of English.

Bilingualism means equal proficiency in both languages

Children learning English as a second language are at risk of "losing" their first language.



MYTH

Native English
Speakers & DLLs
May Experience
Academic and
Language Delays
in Dual Language
Programs.

Myth or Truth ?

Longitudinal, large-scale, comparative studies

1. Cazabon et al (1998)
2. Christian et al. (2004)
3. de Jong (2002)
4. Gomez et al. (2005)
5. Lindholm-Leary (2001)
6. Lindholm-Leary & Borsato (2006)
7. Thomas & Collier (1997 & 2002)

TWI is with the highest success for ELLs.

Only developmental bilingual programs and TWI enabled ELLS to reach or surpass 50th percentile on standardized tests in both languages.



TRUTH

Bilingual Students have smaller vocabulary than monolingual students in one language.

Myth or Truth ?

Vocabulary



105 words in English



90 words in Japanese

Monolinguals

60 words in English



50 words in Japanese

Bilinguals

110 words in English + Japanese





MYTH

The Language Development of Dual Language Learners Looks the Same as Monolingual Language Development.

Myth or Truth ?

Distinguishing Between Languages



Spanish 🇪🇸 Catalan 🇪🇸

👶 Monolingual 🇪🇸	✓
👶 Bilingual 🇪🇸 🇪🇸	✓

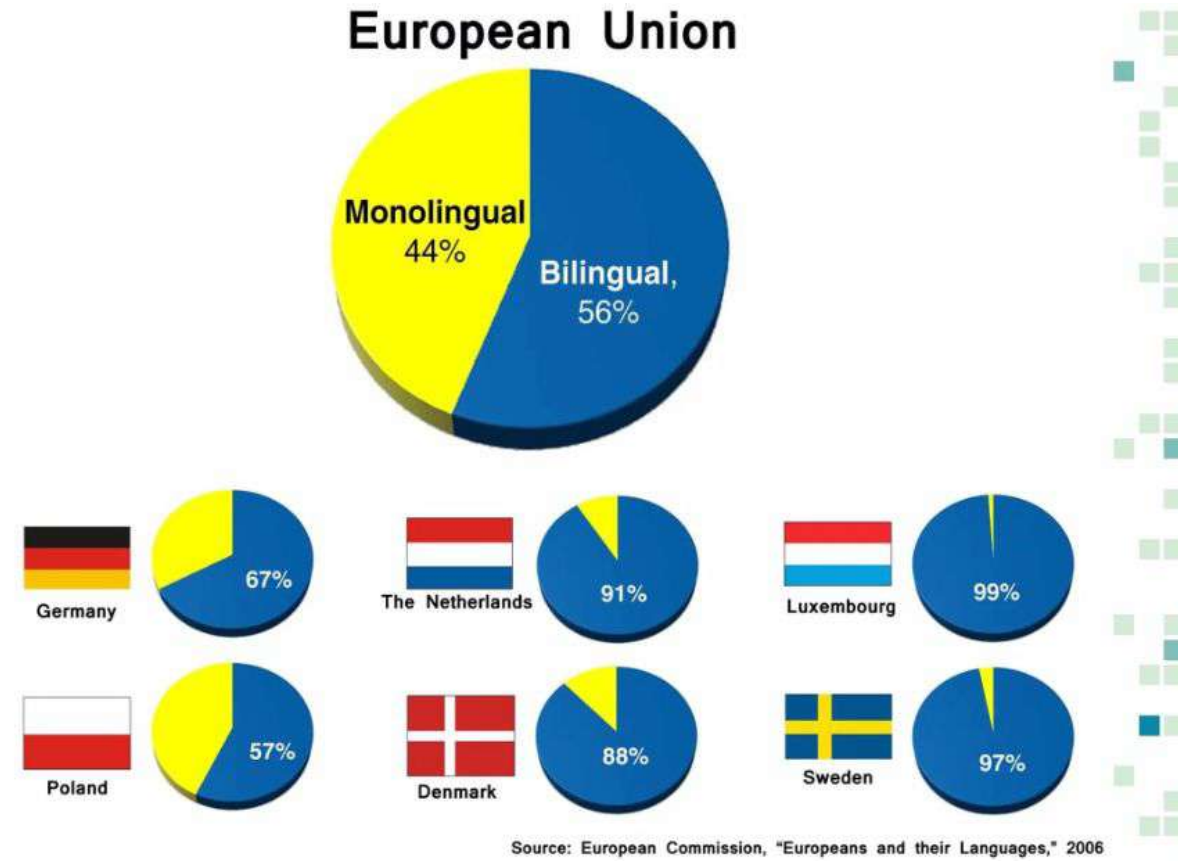
Bosch and Sebastián-Gallés 2001



MYTH

Learning Two Languages During the Early Childhood Years Will Overwhelm, Confuse, and/or Delay Acquisition of English.

Myth or Truth ?

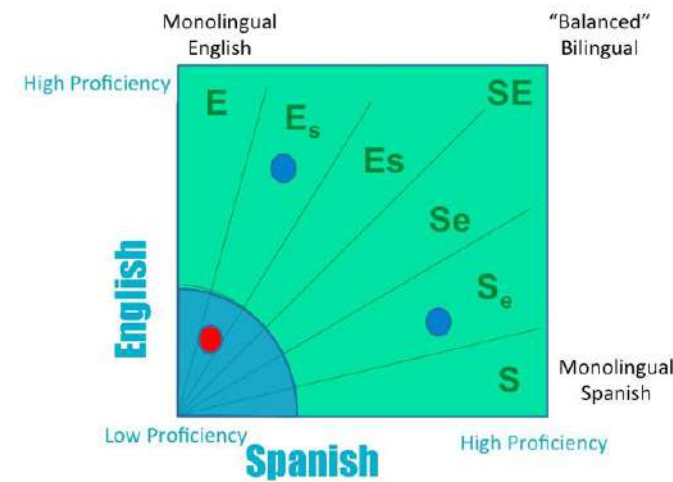




Myth or Truth ?

Bilingualism
means equal
proficiency in
both
languages

Is bilingualism always equal?



FALSE

Uneven proficiencies \neq risk indicator
Proficiencies shift over time

“The bilingual is not two monolinguals in one person”
(Grosjean, 1989)



Children learning English as a second language are at risk of “losing” their first language.

Myth or Truth ?

Will they “lose” their L1?

Follow Up Question: Is the child in a school that has bilingual education?

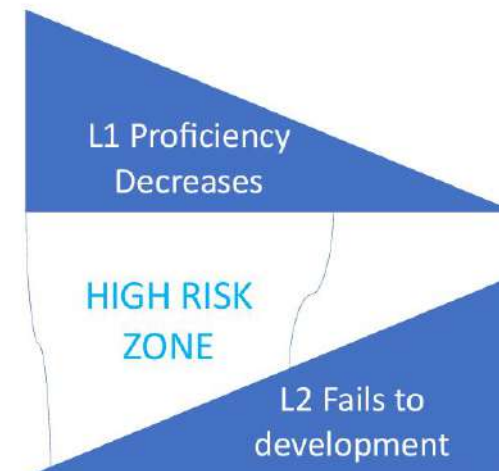
CORRECT

Very likely that they will experience reduced L1 growth!

Because most education in the U.S. occurs in English (a significant emphasis is placed on English), ELs are at risk for losing some (or all) of their first language skills if they are not supported.

Anderson, 2004; Haynes, 2010

English Language learners at Risk



Fradd & Vazquez-Montilla, 1994



Myth or Truth ?

Do bilingual kids with disabilities get confused?
Is bilingualism too hard for kids with disabilities?

FALSE

FALSE

Children with disabilities **CAN** be bilingual
Children with disabilities **SHOULD** be bilingual



Myth or Truth

DLLs / ELLs who have disabilities can and should learn all languages spoken in their households

It's important for both languages to be targeted in intervention with DLLs / ELs

Children who speak with accents or in different dialects are not predisposed to difficulty with language

DLLs / ELLs may show unequal proficiency in their languages

Common Myths: Main Takeaways

DLLs / ELLs with language impairment may lose their L1 if it is not supported

Not all DLLs experience a silent period

Code-switching is a normal part of dual language development

DLI Resources for Families

We understand the unique needs and challenges of our families and offer dedicated resources to support their language learning journey.

1

Language Learning Apps

Apps like **Duolingo**, **LingoDeer (Mandarin and Korean)**, and **HelloChinese** provide interactive lessons and exercises for learning Mandarin. **Level Learning**, **iChineseReader**.

2

Community Resources

Connect with local Chinese/Korean organizations and cultural centers that offer language classes, events, and support networks.

3

Online Libraries

Explore online libraries with a vast collection of Chinese/Korean books, audiobooks, and videos for all ages.

DLI Resources for Families Studying Korean



Resource	Description
Korean Language Classes	Enroll in local Korean language courses for adults and children.
Online Korean Learning Platforms	Utilize platforms like TalkToMeInKorean and HowToStudyKorean for structured lessons and exercises.
Korean Cultural Events	Attend local Korean festivals, performances, and celebrations to immerse in Korean culture.
Korean Children's Books	Explore Korean children's literature to introduce children to Korean language and culture.



Implementing DLI at Home

Parents can play a crucial role in supporting their children's DLI journey by creating a language-rich environment at home.



Playful Learning

Engage in fun activities like board games, storytelling, and singing songs in both languages.



Cultural Exposure

Introduce children to traditional music, art, and food from both cultures.



Read Aloud

Read books, magazines, and comics in both languages, exposing children to diverse vocabulary and grammar.



Family Communication

Encourage children to communicate with family members in both languages, fostering fluency and confidence.

Engaging with DLI School Community

Staying connected with the DLI school community is essential for parents to stay informed and participate actively.

1 Parent-Teacher Meetings

Attend regular meetings to discuss your child's progress and receive updates on the program.

3 Parent Groups

Join parent groups to connect with other families and exchange experiences and resources.

2 School Events

Participate in cultural events, workshops, and performances organized by the school.

4 Communication Channels

Stay informed through the school's website, newsletters, and social media platforms.



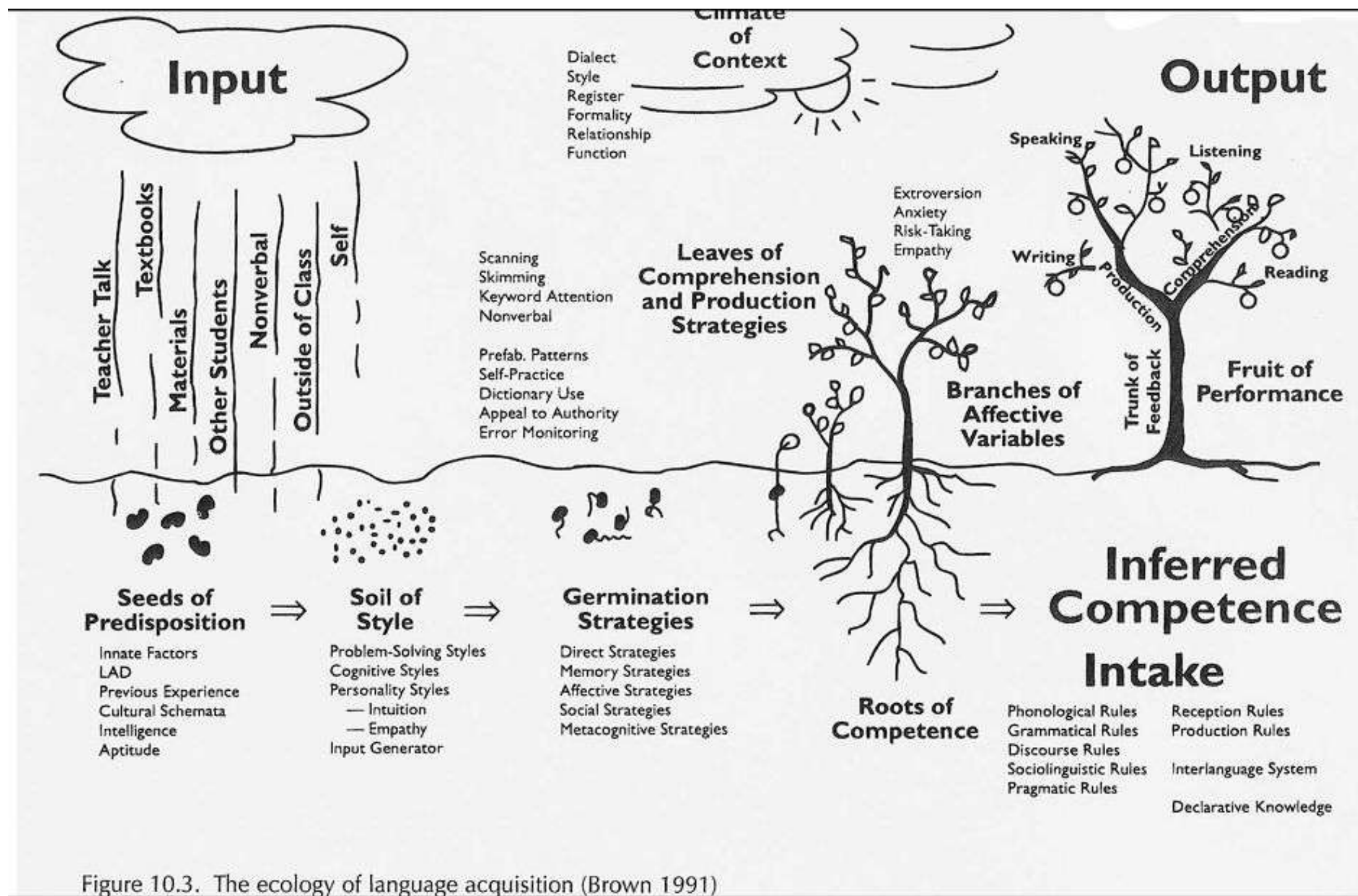


Figure 10.3. The ecology of language acquisition (Brown 1991)