



WHAT is Dual Language?

Dual Language is an educational model in which both native English speakers and native Spanish speakers receive instruction together in both languages, which results in higher academic achievement, improved acquisition of English, the development of academic Spanish, and cross-cultural understanding for all students. Language learning takes place primarily through the instruction of academic subject matter. Linguistic proficiency in both languages is developed as students increase their knowledge of subject matter through performing academic tasks.

Classes are taught exclusively in the designated language of instruction. There is no translation or repeated lessons. Native English speakers and English Language Learners learn a second language together with no stigma attached. Dual Language students develop a high academic and linguistic proficiency in two languages by participating in an academic program that enhances the development of bilingualism, biculturalism, and biliteracy so that students will graduate ready for college, career, and life in a globally competitive economy.

This approach allows English learners to help native English speakers learn through a second language, while native English speakers help English Learners acquire the curriculum through English. As most teachers know, one of the best ways to learn is to teach, and both student groups receive accelerated instructional benefits from their other-language peers and from the teacher's use of collaborative learning strategies that capitalize on this effect. Also, learning together increases student interest in the school and curriculum topics, improving student motivation to learn and further amplifying and accelerating student progress.



Where is Dual Language?

Abilene Independent School District implemented the Dual Language Enrichment model developed by Dr. Leo Gómez and Dr. Richard Gómez in 2014. This model has been implemented in over 450 elementary schools across the country. The Gómez & Gómez Dual Language Enrichment model has been proven to reliably close the achievement gap - one of the foundational aims of Abilene Independent School District.

Abilene ISD parents interested in enrolling their students must attend:

Dual Language Enrichment Information Meeting

August 4th at
6:00pm

Ortiz Elementary
LRC

WHO benefits?

The ENGLISH-Speaking child:

- Performs as well or better than their peers in English-only programs
- Gains competency in a second language, both reading/writing and speaking/listening
- Reaps all the benefits of bilingualism
- Has the ability to talk to more of the world's communities
- Gains greater job opportunities
- Develops greater understanding of diversity and acceptance of cultural differences
- Reaps additional cognitive benefits
- Develops better mathematics problem-solving skills
- Uses a richer vocabulary
- Demonstrates enhanced meta-linguistic awareness
- Exhibits enhanced creativity
- Develops greater analytical thinking

WHY Dual Language?

- **POSITIVE SCHOOL CULTURE:** Noted researchers in bilingual education, Collier and Thomas, discovered that the effectiveness of Dual Language education extends beyond academic outcomes. The entire school community benefits when multiple languages and cultural heritages are validated and respected. Friendships bridge class and language barriers. Teachers report higher levels of job satisfaction. Parents from both language groups participate more actively in schools.
- **BRAIN BENEFITS:** Cognitive neuroscientist Ellen Bialystok has studied bilingualism for almost 40 years. She recently told the New York Times that people who regularly use two languages tend to perform better on executive function tasks and maintain better cognitive functioning with age. Bilingualism is also associated with a five to six-year delay in the onset of Alzheimer's symptoms after diagnosis.
- Develops bilingualism, biliteracy, and high academic achievement in all children
- Research demonstrates the long-term advantages of a DL education for both native Spanish and native English speakers if begun early in their academic careers. Notably, research indicates that both English Language Learners and native English speakers that participate in a Dual Language program outperform native English speakers not in a Dual Language program in tests of English language reading.

HOW Dual Language Works:

Instructional Model at Woodson ECC & Ortiz 2015-16

Reading and Language Arts

- Pre-K, K, and 1st grade – in Spanish for native Spanish speakers and in English for native English speakers
- Grades 2 through grade 5 – in both languages for all students

Mathematics

- Pre-K through grade 5 – in English

Science & Social Studies

- Pre-K through grade 5 – in Spanish

Language of the Day: The language spoken within the school during non-instructional time (in the hallways, in the cafeteria, during morning announcements) alternates each day between Spanish and English to provide additional reinforcement for language acquisition.

Bilingual Pairs: Spanish and English speakers learn and work together
Bilingual Learning Centers and Bilingual Research Centers

By the end of 5th grade, all children will be academically bilingual: able to speak, read, write, and think on grade level in both languages.

For More Info Contact:

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WHO benefits?

The SPANISH-speaking child:

- Develops and builds upon the children's primary language, using them as an asset
- Develops literacy in two languages
- Learns the English language
- Enhances self-esteem
- Maintains mother tongue
- Builds family connections
- Performs better than their peers in English-only & other bilingual programs
- Gains competency in a second language, both reading/writing and speaking/listening
- Reaps all the benefits of bilingualism
- Has the ability to talk to more of the world's communities
- Gains greater job opportunities
- Develops a greater understanding of diversity & acceptance of cultural differences
- Reaps additional cognitive benefits
- Develops better mathematics problem-solving skills
- Uses a rich vocabulary
- Demonstrates enhanced meta-linguistic awareness
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