

Language and Identity in a Dual Immersion School

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UIC Language in Context
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TEXAS

The University of Texas at Austin

April 13, 2017

Thank you



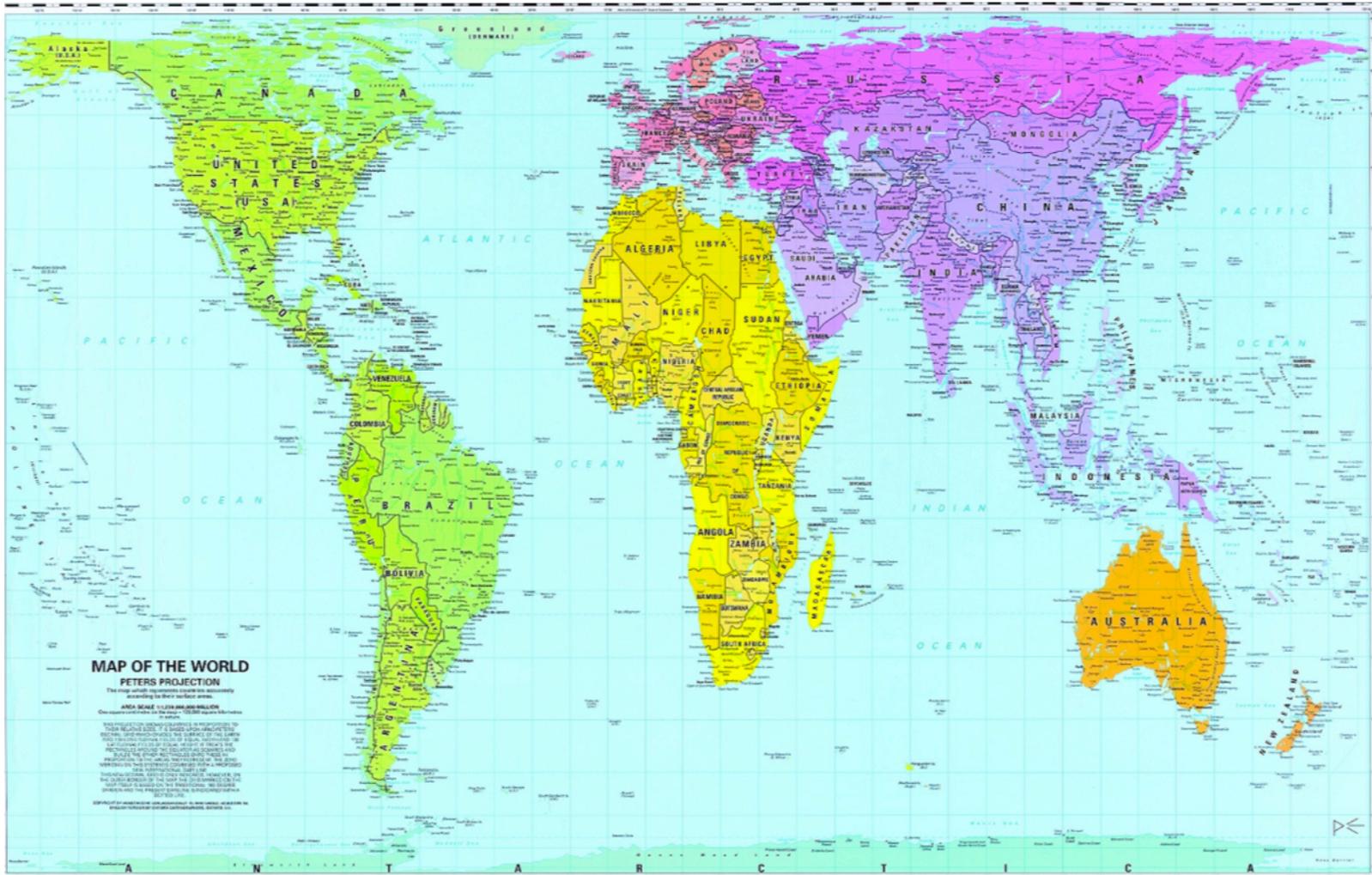
TEXAS

The University of Texas at Austin

Dr. Dale Koike



7,476,730,930 people in the world



60% of them are bilingual or multilingual



What % of the population **in the U.S.** speaks a language other than English?

- 0-25%
- 26-50%
- 51-75%
- 76-100%



U.S. Census 2007 (ACS)

13

a. Does this person speak a language other than English at home?

Yes

No → *SKIP* to question 14

b. What is this language?

For example: Korean, Italian, Spanish, Vietnamese

c. How well does this person speak English?

Very well

Well

Not well

Not at all

Source: U.S. Census Bureau, 2007 American Community Survey.

Speak a language other than English:

19.7%

What do we do with children who arrive to school speaking
another language
who are beginning to learn English?



What if people in the U.S. **retained their heritage languages** in addition to learning English?

Given the time and resources the nation invests in foreign language instruction, we shouldn't squander the **heritage language resources we have right here.**

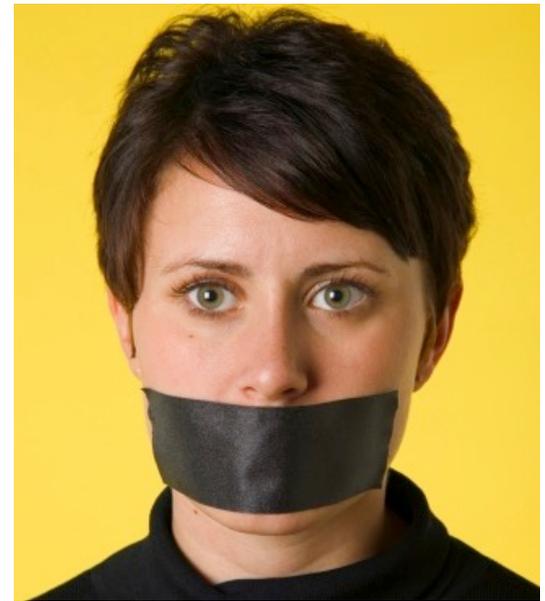




Time it takes to gain “basic proficiency” in various languages

Category	Description	# of class hours	Examples
1	“Closely related” to English	575-600	<i>Romance languages (French, Spanish, Italian, Portuguese, Romanian). Scandinavian languages (Danish, Norwegian, Swedish). Dutch, Afrikaans. German (750 class hours) Indonesian (900 class hours)</i>
2	“Significantly different” from English	1,100	<i>Russian, Polish, Hungarian, Turkish, Hebrew, Croatian</i>
3	“Difficult.”	2,200	<i>Mandarin, Cantonese, Japanese, Korean, Arabic</i>

Well-intentioned professionals:
“Don’t speak[Spanish, Greek,
Polish....] to your children.”



“They won’t learn English as quickly.”

“They will become confused.”

Code-switching

Follows linguistic rules; is NOT random confusion.

Requires strong levels of syntax in both languages.





Brain Research

What speaking two languages does to the brain

By Christos Piatsikas
Jan 13 2015

1 Comment

f 8K | t 62 | in 215

There is increasing evidence that bilingualism can affect how the brain works. Older, lifelong bilinguals **have demonstrated** better cognitive skills in tasks that require increased cognitive control. These cognitive effects are most pronounced in bilingual people who speak two languages in their everyday life for many years, compared to those who speak a second language but don't use it often. Our **new research** has now highlighted the structural improvements on the brain observed in bilingual people who immerse themselves in two languages.

Bilingualism affects the structure of the brain including both major types of brain tissue – the grey matter and the white matter. The neurons in our brain have two distinct anatomical features: their cell bodies, where all the processing of information, thinking and planning happens, and their axons, which are the main avenues that connect brain areas and transfer information between them. The cell bodies are organised around the surface of the brain – the grey matter – and all the axons converge and interconnect underneath this into the white matter.

Sunday Review

The Superior Social Skills of Bilinguals

Gray Matter
By KATHERINE HANLON MARCH 17, 2012



Edward Dulake

BEING bilingual has some obvious advantages. Learning more than one language enables new conversations and new experiences. But in recent years, **psychology researchers have demonstrated** some less obvious advantages of bilingualism, too. For instance, bilingual children may enjoy certain cognitive benefits, such as improved executive function – which is critical for problem solving and other mentally demanding activities.

Now, two new studies demonstrate that multilingual exposure improves not only children's cognitive skills but also their social abilities.

One study from my developmental psychology lab – conducted in collaboration with the psychologists Boaz Keysar, Zoe Liberman and

Wednesday, October 31, 2012

The Cognitive Benefits of Being Bilingual

By: Viorica Marian Ph.D., and Anthony Shook

Today, more of the world's population is bilingual or multilingual than monolingual. In addition to facilitating cross-cultural communication, this trend also positively affects cognitive abilities. Researchers have shown that the bilingual brain can have better attention and task-switching capacities than the monolingual brain, thanks to its developed ability to inhibit one language while using another. In addition, bilingualism has positive effects at both ends of the age spectrum: Bilingual children as young as seven months can better adjust to environmental changes, while bilingual seniors can experience less cognitive decline.



[Image credit: Getty Images]

PINION

GRAY MATTER

Why Bilinguals Are Smarter



Harriet Russell

By YUDHIJIT BHATTACHARJEE

Published: March 17, 2012

SPEAKING two languages rather than just one has obvious practical benefits in an increasingly globalized world. But in recent years, scientists have begun to show that the advantages of bilingualism are even more fundamental than being able to converse with a wider range of people. Being bilingual, it turns out, makes you smarter. It can have a profound effect on your brain, improving cognitive skills not related to language and even shielding against dementia in old age.

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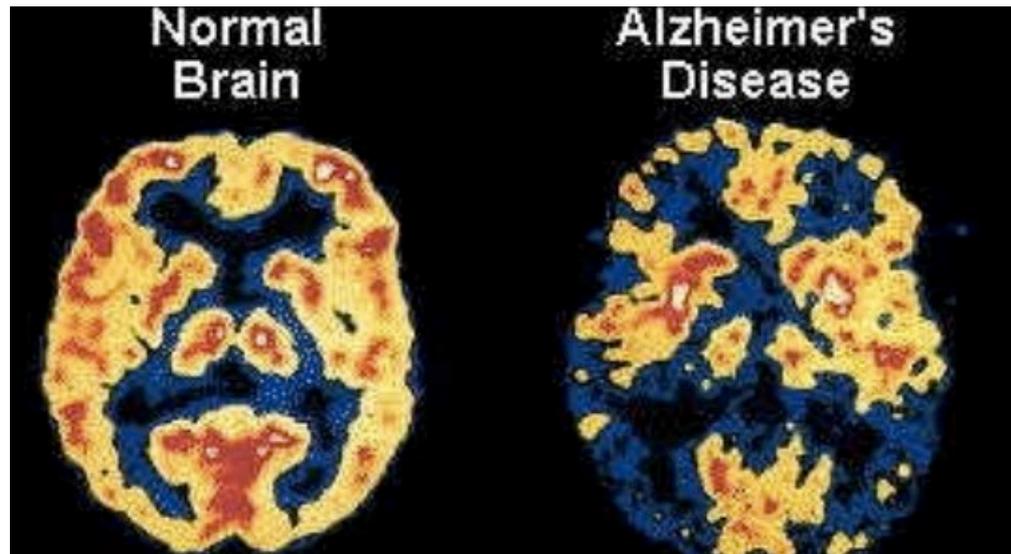
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Age of onset of Alzheimers =
Average 4 years **later**
As much as 10 years later

We're generally not so great at teaching foreign languages.

“What do you call a person who speaks three languages?”

“Trilingual.”

“What do you call a person who speaks two languages?”

“Bilingual.”

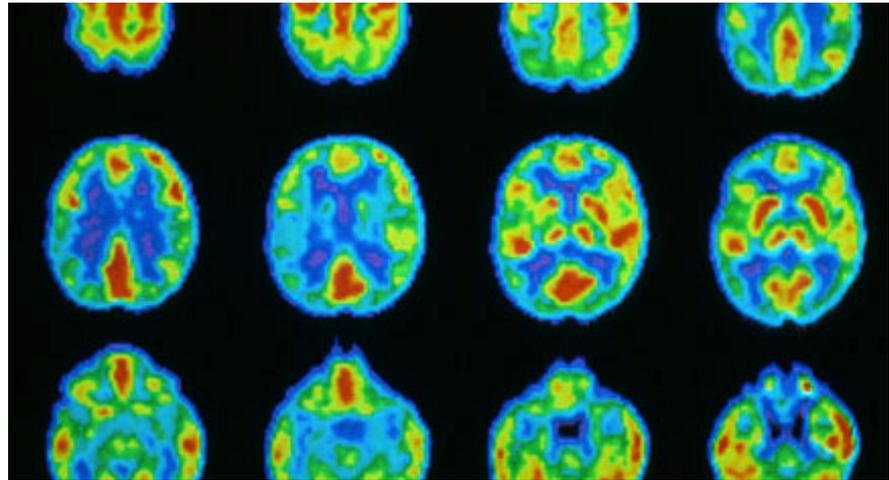
“What do you call a person who speaks one language?”

“American.”

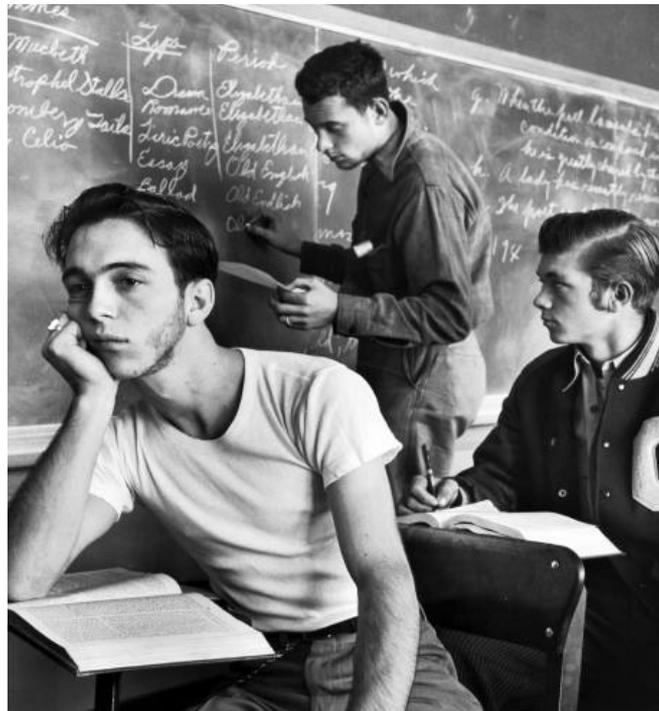


Language learning *before* age 8-10:

“Organic”
memory



When do we typically start language instruction in the US?



“I studied 3 years of Spanish in high school...

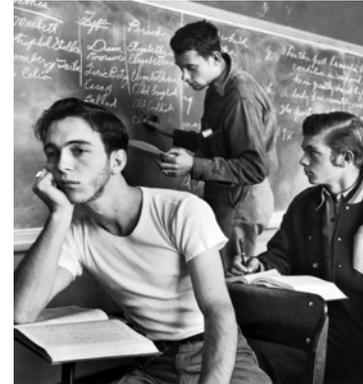
...and I don't remember **ANYTHING!**”



Language education in the U.S.



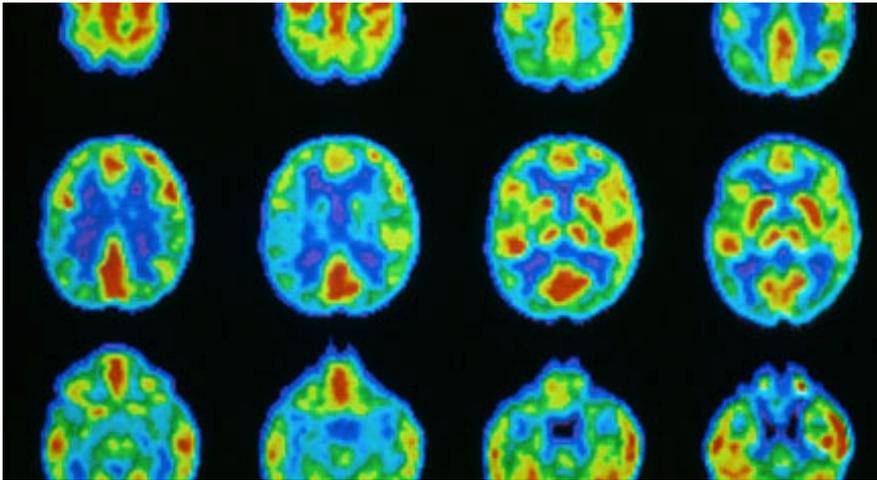
We neglect or actively erase heritage languages from children.
When they turn 14 we allow some of them to study a “foreign” language.



We begin too late.
Classes frequently focus on grammar exercises rather than real-life communication and culture.

How can we promote:

Early language learning *before* age 8-10 AND
Heritage language maintenance?



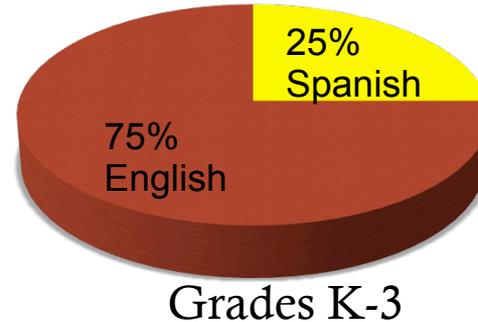
Dual
language
education

Programs for children learning English

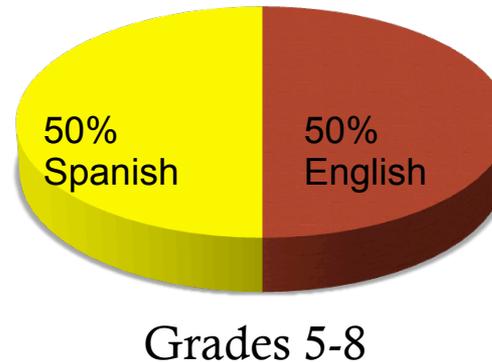
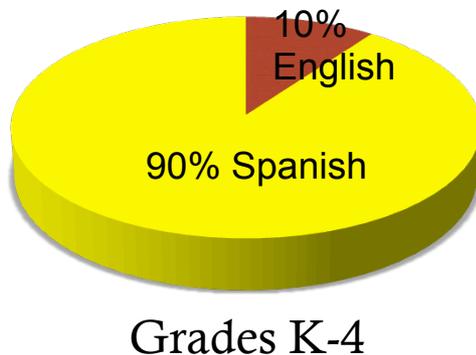
1) English Only



2) "Bilingual" education



3) Dual ("two-way") immersion

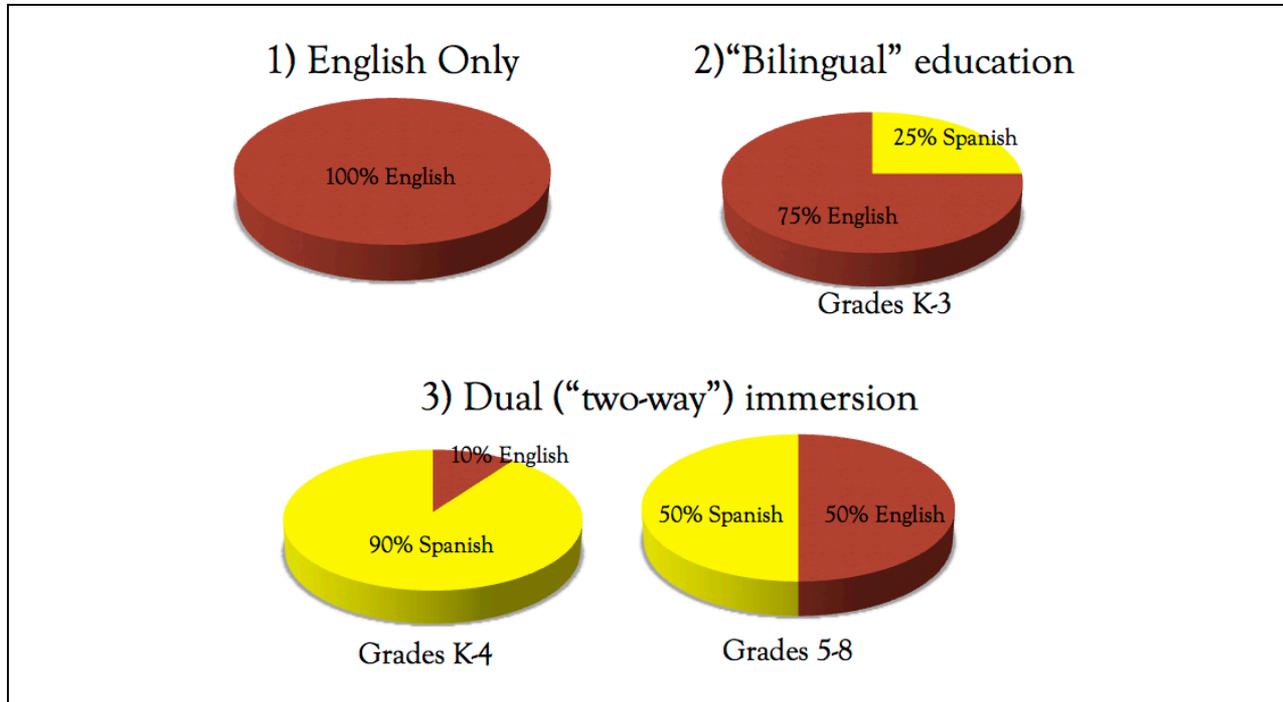


Children learning English



Children learning Spanish





“Which program results in the highest levels of English language learning?”



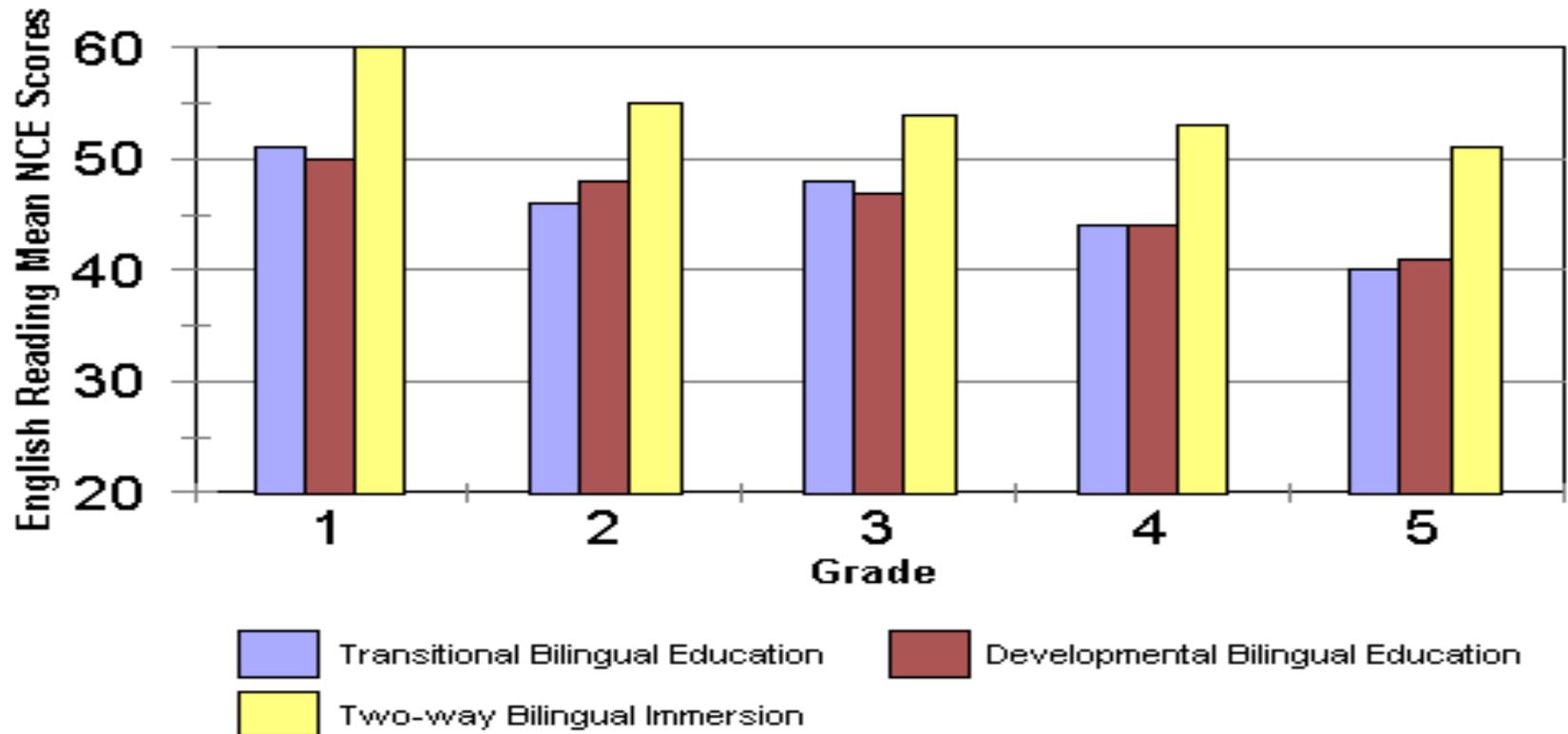
 Transitional Bilingual Education

 Two-way Bilingual Immersion

 Developmental Bilingual Education

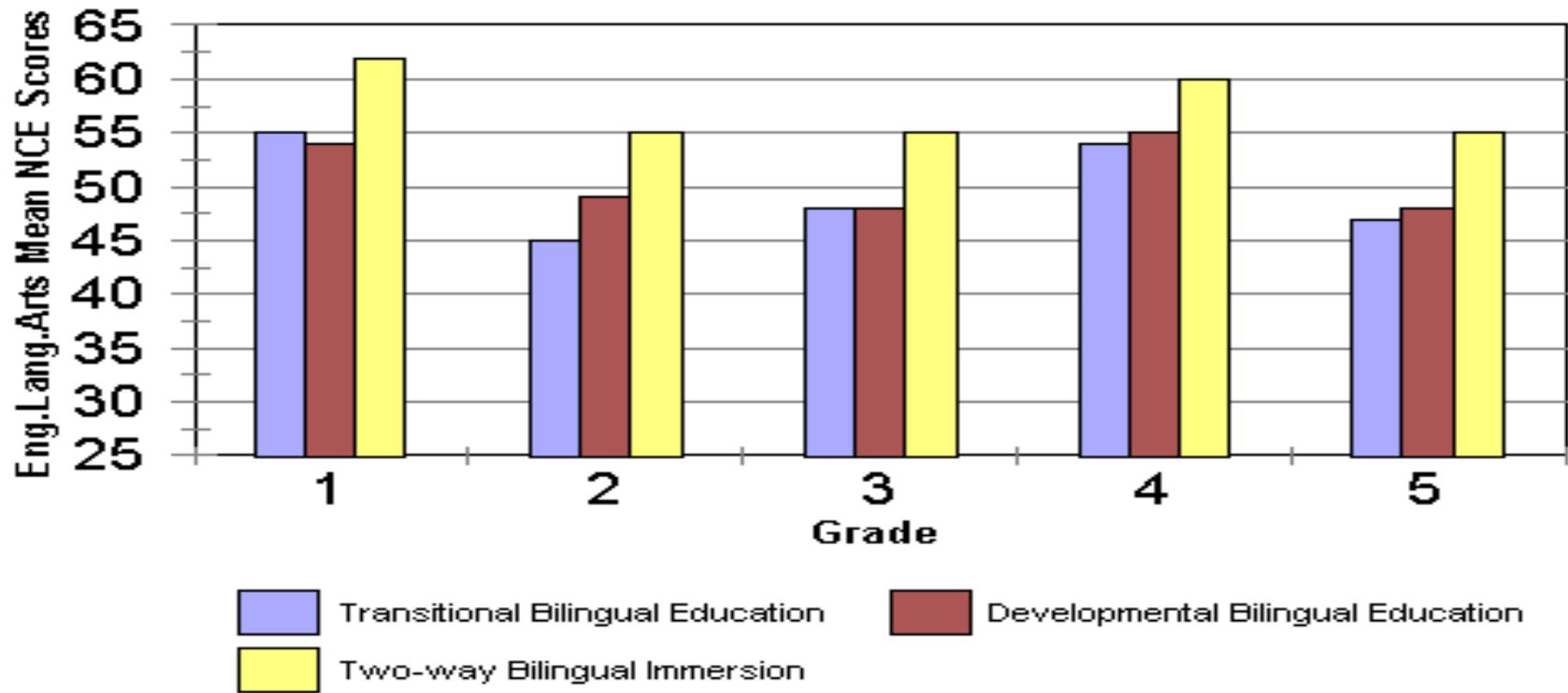
English reading

Houston ISD LM Achievement by Program on the 2000 Stanford 9 in Eng Reading



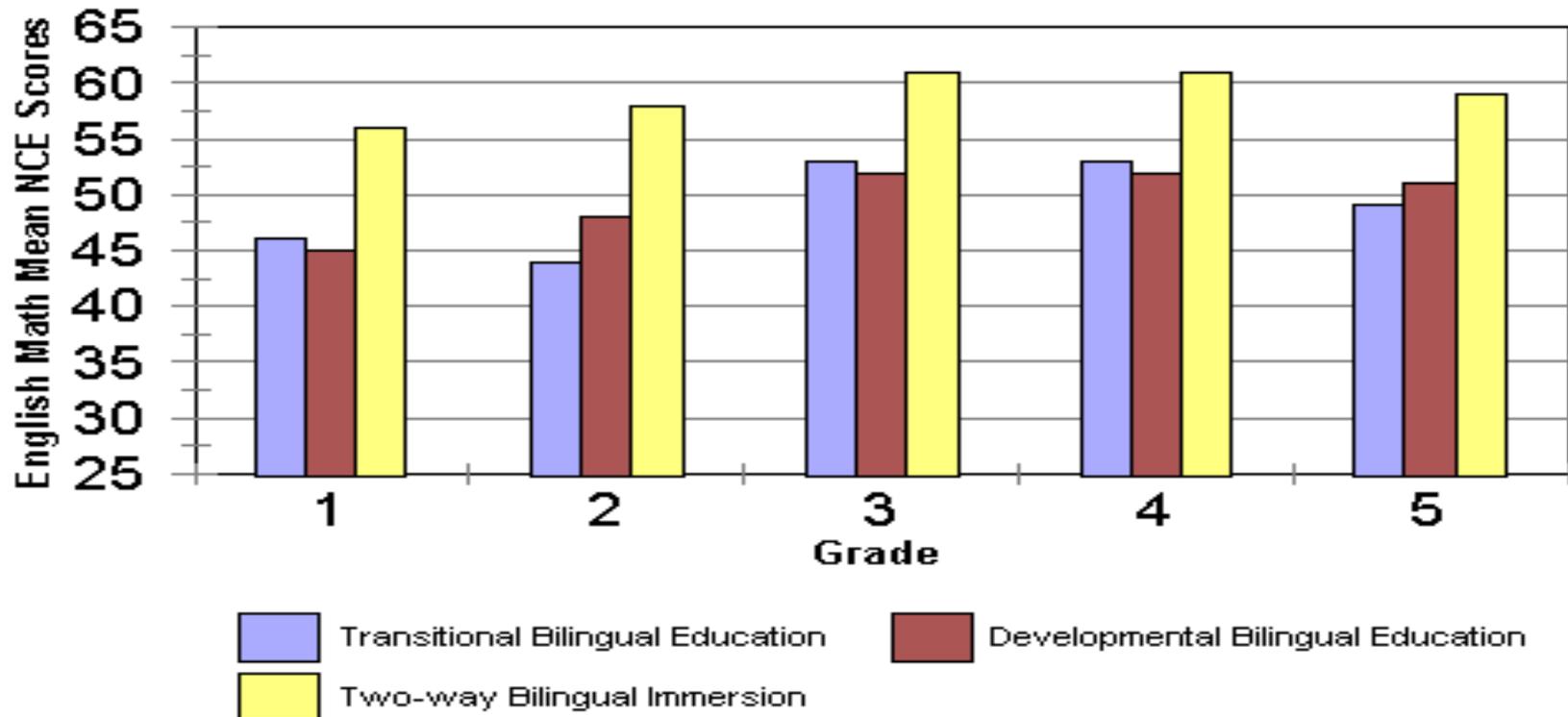
English writing

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Math in English

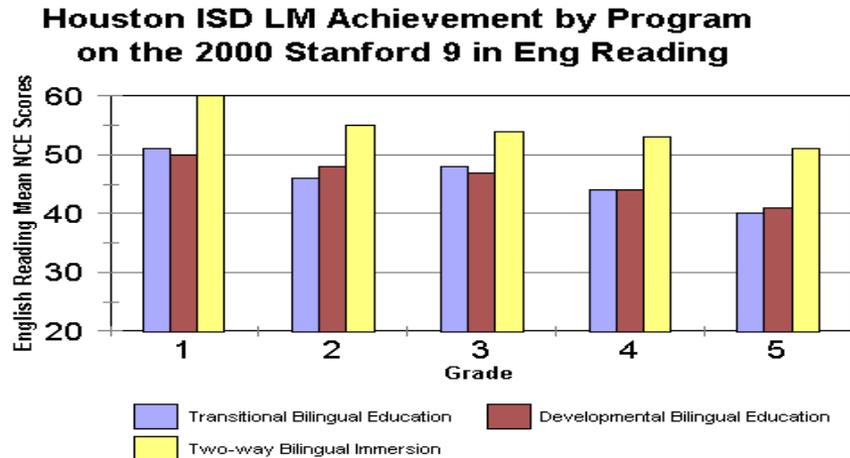
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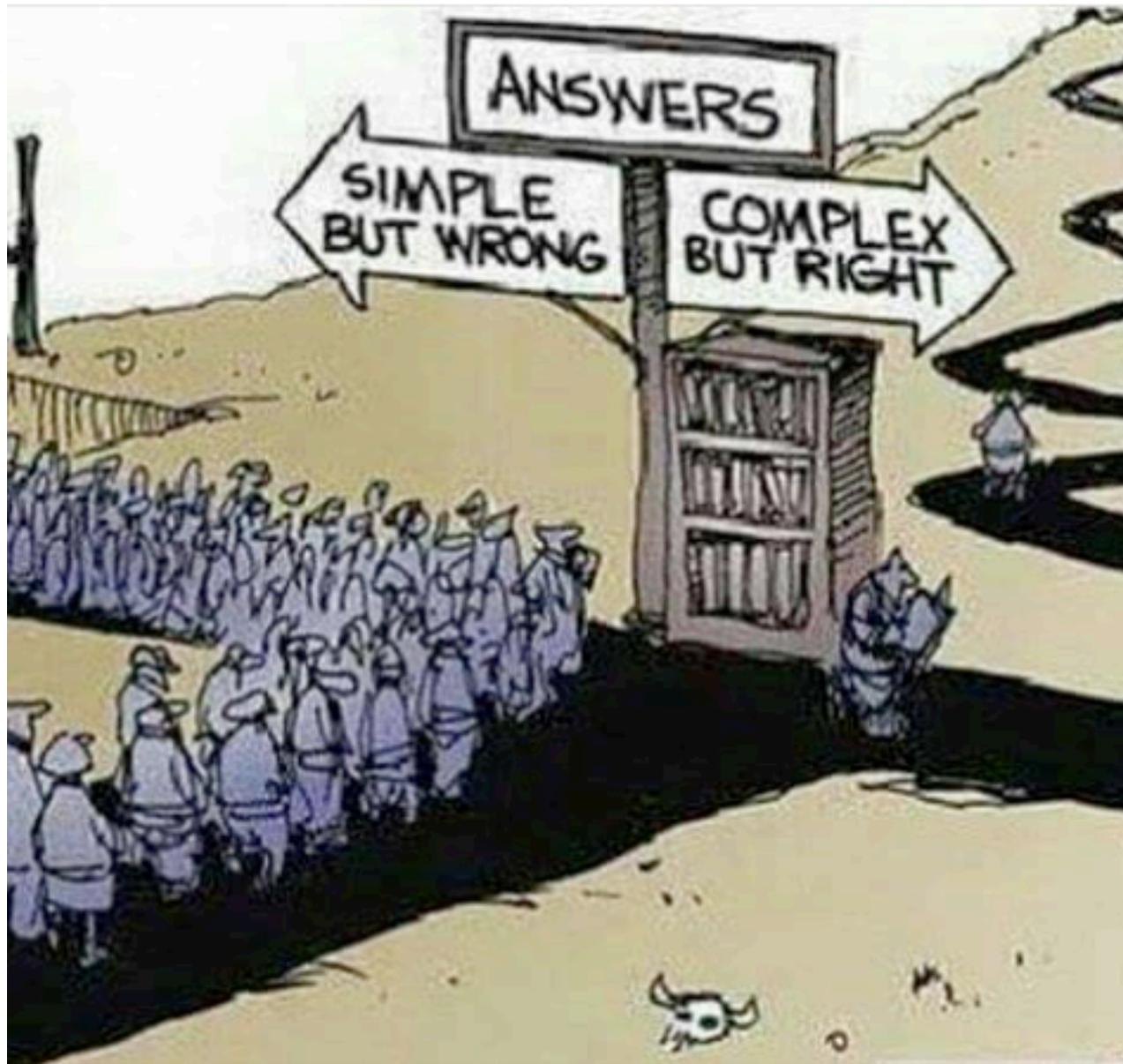




You want kids to learn more English?

Teach them through their heritage language for 50%+ of the school day.





Stanford University

Two-language instruction best for English-language learners, Stanford research suggests

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March 25, 2014
By Andrew Myers

A partnership between the Graduate School of Education and San Francisco Unified School District examines four ways of teaching English Learners.

Like a growing number of school systems across the country, San Francisco Unified School District is tasked with educating increasing rolls of students for whom English is not their first language. In the United States, the school-aged population has grown a modest 10 percent in the last three decades, while the number of children speaking a language other than English at home has soared by 140 percent.

Against this backdrop, researchers at the Stanford Graduate School of Education and San Francisco Unified School District are examining student performance in various types of English language learning programs.



Researchers examined student performance in various SFUSD English learning programs (Photo: Sonia Savio)



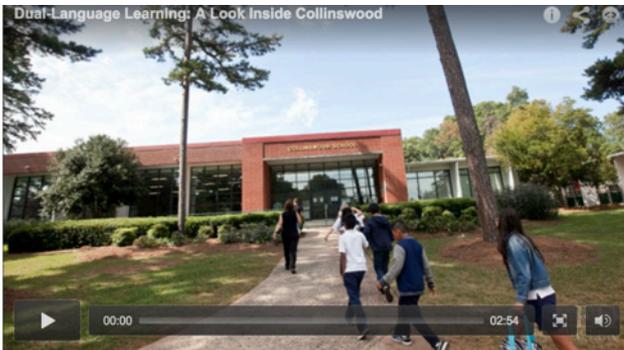
Chinese Classroom at Woodstock Elementary School

News Education

Study: Portland Immersion Students Become Better Readers, English Speakers

by Rob Manning OPB | Nov. 6, 2015 12:59 p.m. | Updated: Nov. 6, 2015 4:10 p.m. | Portland

North Carolina



By Lesli A. Maxwell

Charlotte, N.C.

At **Collinswood Language Academy**, a K-8 dual-language school in a working-class neighborhood in this Southern city, students produced some of the highest math achievement scores in the Charlotte-Mecklenburg school district.

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English and Spanish dual-language classes flourish in El Paso, other Texas districts

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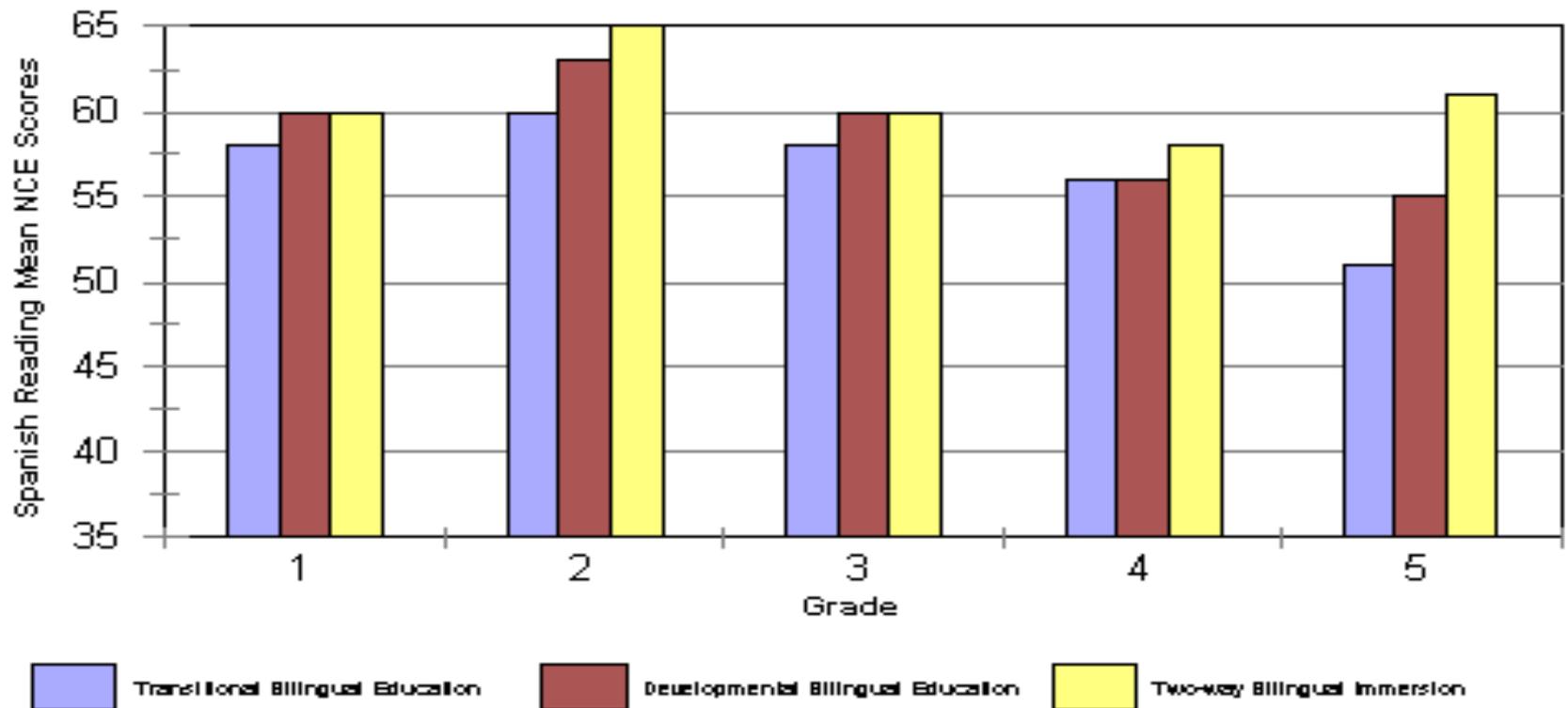
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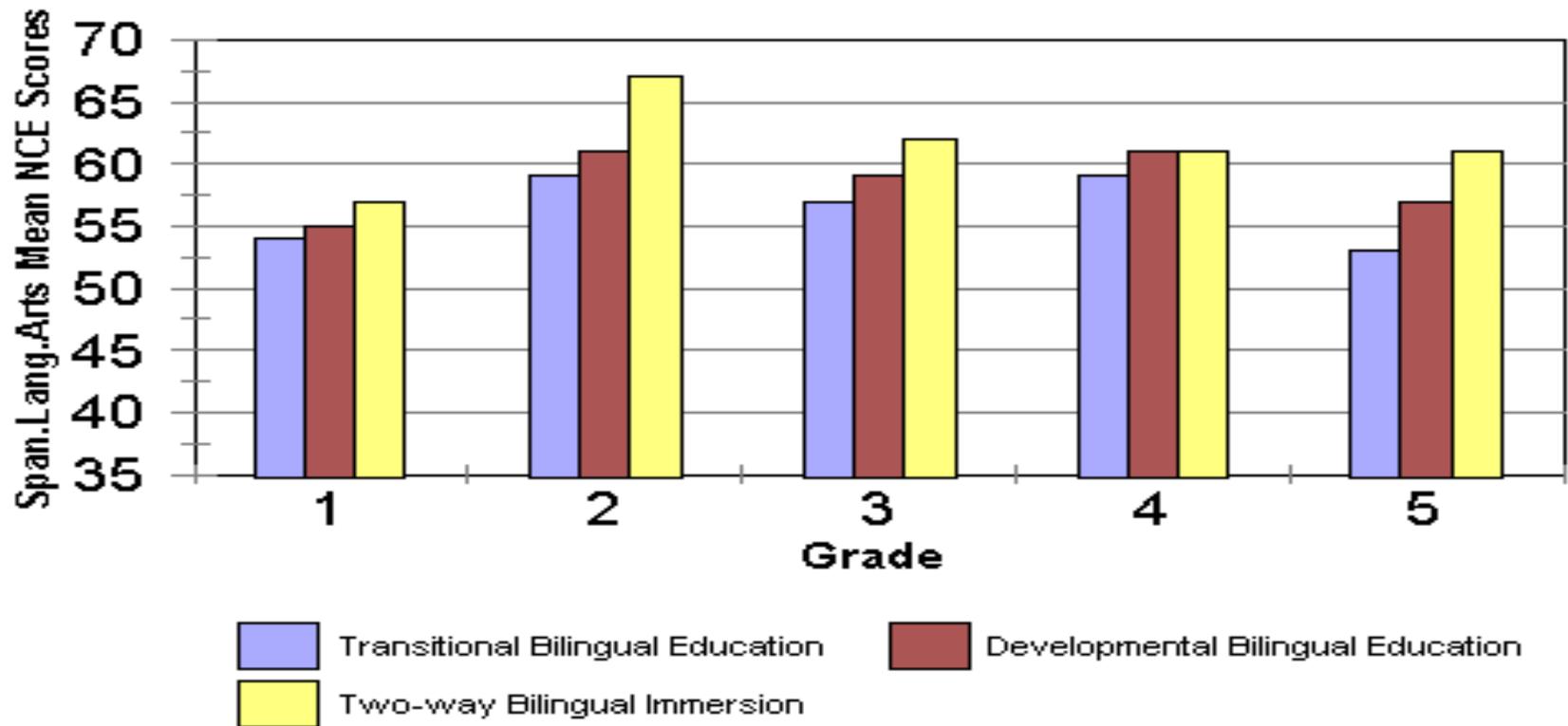
Not as surprising: Spanish reading

**Houston ISD LM Achievement by Program
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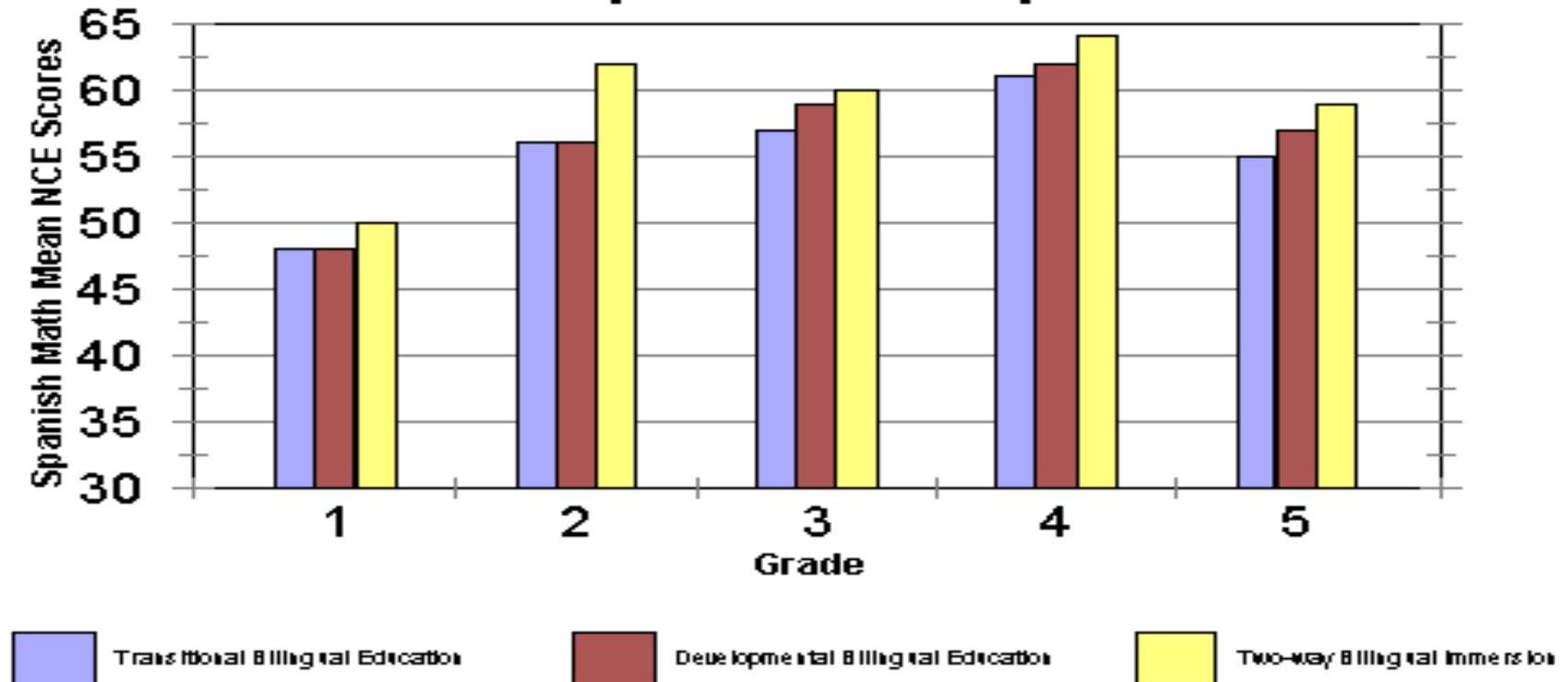
Spanish writing

Houston ISD LM Achievement by Program on 2000 Aprenda 2 in Span.Lang.Arts



Math in Spanish

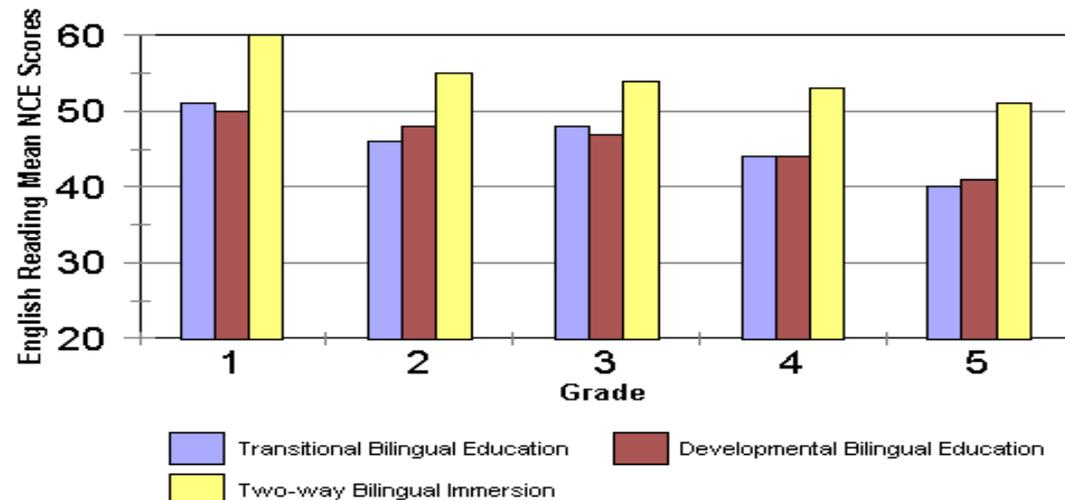
Houston ISD LM Achievement by Program on the 2000 Aprenda 2 in Spanish Math



WHY is this the case?

- Children **don't fall behind** because they understand the language of instruction as they acquire English.
- Home language and bilingual identity **valued and respected**.

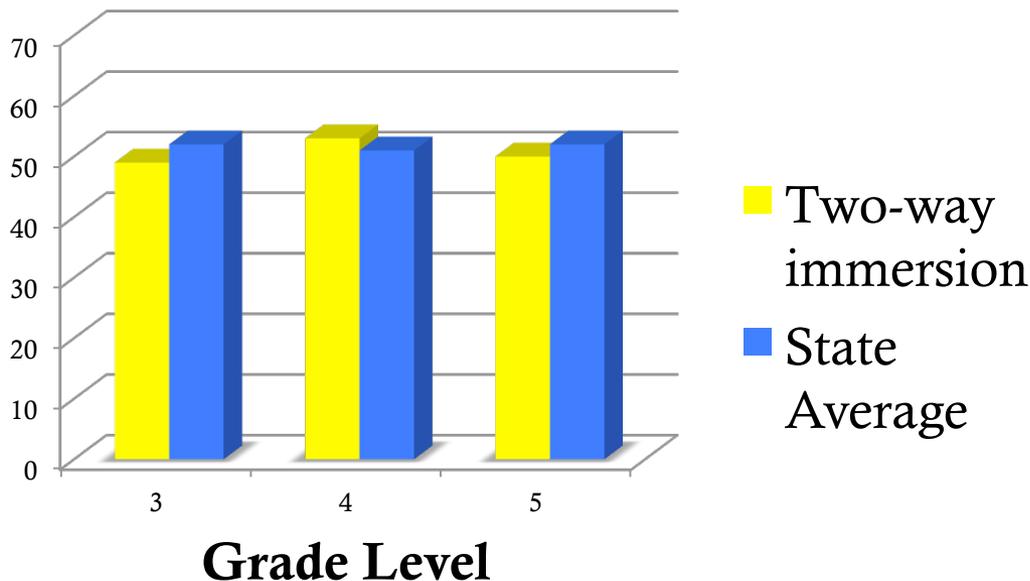
**Houston ISD LM Achievement by Program
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What about the home English-speaking children?

English reading achievement

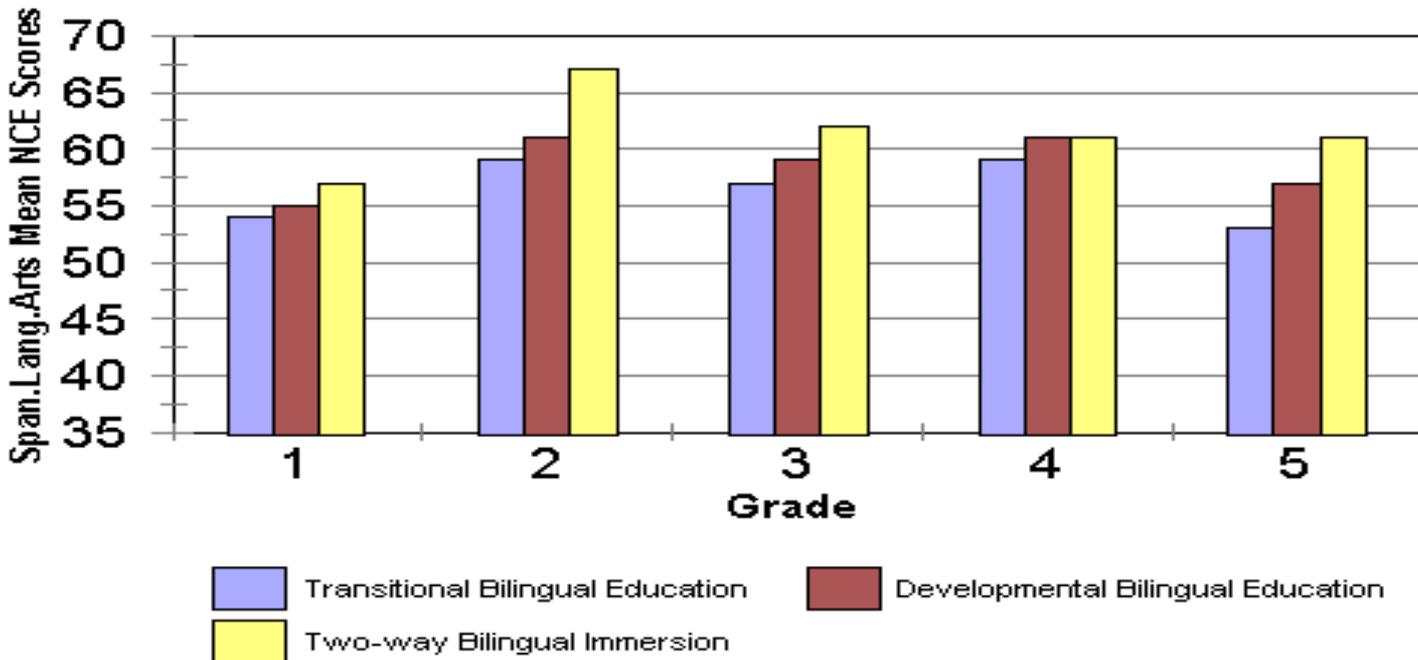
(Lindholm, 2001)



Plus they
also
learn
Spanish!

What about their Spanish?

**Houston ISD LM Achievement by Program
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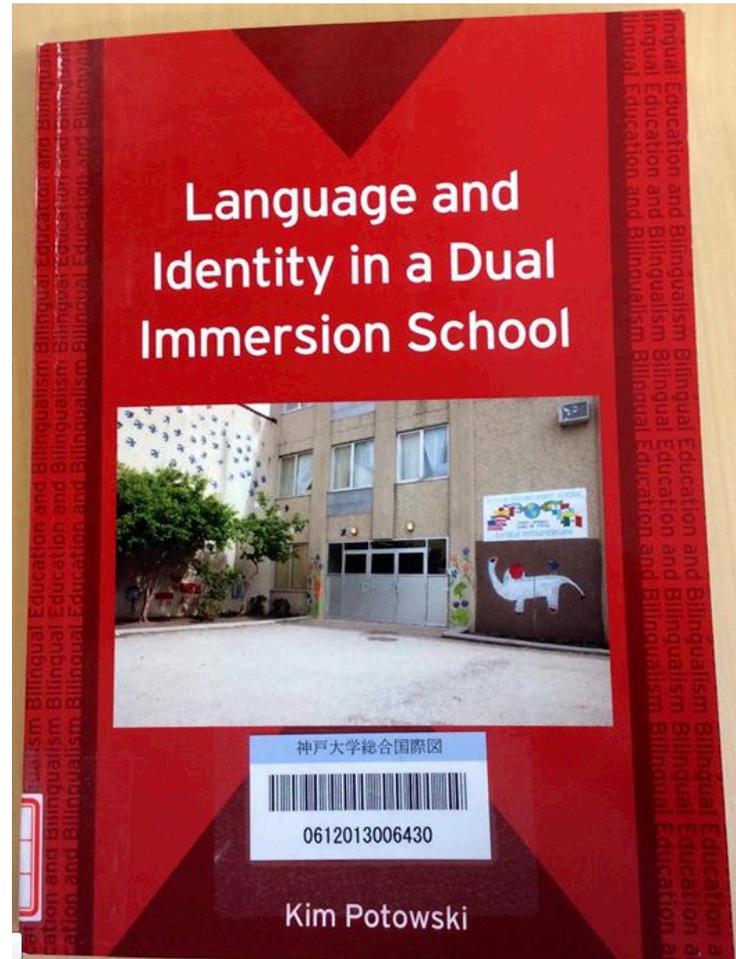


My research, Chicago, IL:

- Study 1: Longitudinal, 5th grade then 8th grade.
- Study 2: Pseudo-longitudinal, 1st, 3rd, 5th, 8th.



Study #1



Research questions:

- #1: How much Spanish do students use during Spanish classes?
- #2: What are their levels of Spanish proficiency upon graduating?
- #3: Does Spanish form a part of their sense of self?

Fifth grade Spanish use during Spanish language arts and social studies

Data source: Eight months of classroom observation; 53 hours of classroom recordings; many hours of observations in cafeteria, playground, music/gym/computers, etc.; parent & school board meetings, dances, dinners, etc.

Table 1, Student language use, four focal students (number of turns of speech)

Spanish	English	Total
56% (1,141)	44% (909)	100% (2,050)

Spanish used only 56% of the time during Spanish-language lessons, much less than the 100% expected.

Table 2, Student language use, individual students

	Spanish L1 (Heritage speakers)		Spanish L2	
	Carolina	Matt	Melissa	Otto
Spanish	67%	47%	64%	47%
English	33%	53%	36%	53%
Total	100%	100%	100%	100%



Girls used more Spanish than boys – regardless of first language. There is other literature documenting the tendency for girls this age to be more rule-followers than boys.

Language use according to interlocutor



	<i>Spanish</i>	<i>English</i>	<i>Total</i>
Speaking to Teacher (47% of corpus)	82% (794)	18% (171)	100% (965)
Speaking to Peers (53% of corpus)	32% (347)	68% (738)	100% (1085)
Total (100% of corpus)	1141	909	2050

Teacher as interlocutor prompted greater Spanish use. This might be expected, given that the teacher occupies an authority role. **Spanish use among peers only 32% overall.**

Spanish use by topic

<i>N = 2050</i>	<i>Spanish</i>	<i>English</i>	<i>Total</i>
On-task (67% of corpus)	68% (935)	32% (436)	100% (1371)
Management (16% of corpus)	43% (144)	57% (193)	100% (337)
Off-task (15% of corpus)	17% (54)	83% (258)	100% (312)
Unknown (1% of corpus)	30% (9)	70% (21)	100% (30)

On task = Related to the academic content under discussion.

Management = Manages the academic task (“What page is it on?”)

Off task = Unrelated to the academic task. Socializing, playing, etc.

On task turns were in **Spanish 68%** of the time, while off task turns were in **English 83%** of the time. This supports prior conclusions (Tarone & Swain 1995) that immersion classrooms are diglossic environments, where the “official” language is used for “official” business, and everyday activities/vernacular take place in the dominant societal language.

8th grade Spanish proficiency: Measures used

	<i>(A) Oral</i>	<i>(B) Written</i>	<i>(C) Multiple choice, sentence completion and translation</i>
(1) Grammar	Story retelling LAS-O	Narrative story from	Sentence completion (24 items); translation (13 items)
(2) Sociolinguistic competence	Role plays (6 situations)	Letter of persuasion to a landlord; letter from parent to child	Multiple choice (10 items)
(3) Reading	n/a	n/a	<i>Logramos</i> test
(4) Writing	n/a	Narrative story	n/a
(5) Speaking and listening proficiency	1. LAS-O 2. FLOSEM	n/a	LAS-O

Eighth grade Spanish proficiency: Oral

Table 6, Students' oral Spanish proficiency

	L1 mean N=31 (sd)	L2 mean N=16 (sd)	RA mean** N=5 (sd)
Oral:			
LAS-O, Total (Max = 100)	85.5* (6.99)	64.9* (8.06)	89.5 (5.92)
LAS-O, Story retelling (Max = 5)	3.9* (0.61)	2.7* (0.47)	4.2 (0.45)
FLOSEM (Max = 6)	5.08* (0.71)	3.10* (0.82)	6.00 (0.00)

*p<.0001

** Not submitted to statistical analysis.

RA = Recent arrivals from Latin America

Spanish L1 students (Latino heritage speakers) very strong; not very far behind Recent Arrivals.

Spanish L2 students' oral proficiency relatively strong.

Melissa (L2)

“La jardinera. Había una vez una jardinera que se llamaba María Elena. Ella le gustaba plantar y jardinar en su jardín. Y, pero eso es, era todo lo que his, hice. Um, sus amigas dijeron por qué, por qué no tienes novio y por qué nada más eh um . . . trabajas con tus plantas en vez de tener una vida con un hombre. Y ella decía que, que no quería tener un novio y . . . Pero muchos hombres querían casarse con ella pero um ella dice, dijo a ellos no, porque uh, no eran interesados en lo que ella gustaba. Pero había un hombre que se llamaba Vicente que, uh, que amaba mucho a ella. Y una, un día, uh, se vino disfrazado en, como una abuelita a su jardín. Y ella creía que estaba hablando con algo totalmente diferente. Y dis, dije a María Elena que debes casarse con V porque él es muy guapo y fuerte y le gusta jardinar. *Is that a word?* Y ella dijo sí, él es todos esas cosas pero solamente es un hombre. Y la abuelita dijo sí, es un hombre, pero um . . . quiere casarse con ti. Y ella dije en, oh, y después él ah uh, . . . sacó su disfraz y ayudó a plantar sus flores en su jardín. Y a esa era la única cosa que podía hacer para que podía casarse con ella.”

T.A. (L2)

“Primero una mujer estaba como, se estaba . . . hacer un jardín, *like*, . . . *caring for it* uh, jardinero. Y todos los hombres le querían y uno de los hombres se *guisó* en, como una vieja y se *convencó*, or *like convinced*, que *Vincent* que era el hombre que quería era que era desguido, or quisado. Dijo que él era muy guapo y, buen, *like* inteligente. Y ella dijo que tiene razón pero solo es un hombre. Pero um, entonces él se quitó su *guisa* y *they like fell in love*.”

C.D. (L1)

Se trata de una muchacha que se llamaba María Elena, y que, todo lo que daba placer era plantar plantas en su jardín. Y allí se olvidaba de todo. Y sus amigas pensaban que era rara porque no se interesaba en casarse ni tenía novio. Y le, la [sounds like "tucaban"] como le decían que ella, por qué no piensas en eso, nadie se va casar contigo. Y ella no le dijo que no le importaba por que su jardín la hacia feliz. Pero en verdad muchos querían pretenderla, um querían ser su novio y casarse. Pero a todos le dijo que no y eh, y ni uno volvió a insistir excepto por uno que se llamaba Vicente. Y parece que en verdad él sí la quiere. Y se disfrazó como una viejita cuando ella estaba en su jardín. Y le, le estaba diciendo que debería casarse con él por que era guapo, inteligente y le gustaba plantar cosas en el jardín, buen jardinero. Y ella le decía que sí era verdad pero solo era un hombre. Y él le dijo que um, las mujeres necesitan a los hombres como las plantas necesitan al sol. Y después se quitó la máscara y um. María Elena um, creo que pensó que era un acto muy cariñoso de su parte. Y al fin le dijo que sí, que se iba casar con él si le ayudaba con las plantas."

M.C. (L1)

“María Elena le gustaba trabajar en su jardín. Y . . . se olvidaba de todas las otras cosas en su vida. Y, um, hombres querían casarse con ella. Y después um, . . . un hombre Vicente . . . se disfrazó como una vieja y después um, él estaba como *like, trying to get her to like her, or him, and then, um*, le estaba preguntando cosas. Le decía a ella por qué era bueno, porque sería un buen marido para ella, y las cosas en común que pueden tener *And then*, están plantando flores. Eso es todo.”

Eighth grade Spanish proficiency: Written

Table 7, Students' written and reading Spanish proficiency

	L1 mean N=31 (sd)	L2 mean N=16 (sd)	RA mean** N=5 (sd)
Writing: Global rating (Max = 30)	24.9* (3.27)	17.5* (5.00)	26.0 (3.53)
Reading: Logramos vocabulary (National percentile rank)	48.9 (sd=24.8)	33.6 (sd=22.7)	79.2 (sd=10.7)
<i>Logramos</i> reading comprehension (National percentile rank)	66.7 (sd=24.3)	58.1 (sd=31.4)	77.4 (sd=17.3)

*p<.0001

** Not submitted to statistical analysis.

Spanish L1 students
(Latino heritage speakers) very strong; not very far behind Recent Arrivals in writing or reading (but vocabulary much weaker).

Spanish L2 students'
reading & writing proficiency relatively strong.

Similar variety in written Spanish

M.B. (high L2), written story score = 24/30

... atacaron al gato. El gato era muy sorprendido. Después los tres perros corrieron alrededor del gato y hizo que el gato era muy mareado [*mareado*]. Cayó del balcón y murió. Los Sánchez eran muy tristes y fueron afuera para correr alrededor de los tres perros. Después los tres perros murieron y los dueños de los perros eran muy tristes. Fueron a correr alrededor de los Sánchez, y murieron. Los dueños de los perros eran tan enojados, que comitieron suicidio. El fin.

T.A. (low L2), written story score = 16/30

... murieron. Después el gato se subió un árbol y los tres perros muridos persiguieron. Como los perros estaban muertos los bomberos no vieron cuando sacaron el gato del árbol. Cuando se dan al gato al hombre que era el dueño de.

C.D. (high L1), written story score = 29/30

... vienen corriendo ladrando con furia. El pobre gatito salta del susto, ve que bienen a toda velocidad los perros hacia el. Asustado brinca sobre el balcón y después por la cerda. Igual hacen los perros. El pobre gato haffligido se sube a un árbol, pasando a una niña. La niña sorprendida ve al gatito en la rama del árbol y también ve a los perros. Los olleron, un grito, era su amo y corrieron hacia el. La niña se subió al árbol y tomó al gatito, el pobre temblaba. El amo de los perros la vio y la ayuda ha bajarse. El gatito estaba a salvo.

M.C. (low L1), written story score = 20/30

... comieron el gato pero después estaban atrapados en el árbol y llamaron la policía para que tiren balazos para que los perros se caigan. Pero cuando trataron de disparar a los perros no le dieron pero si pegaron a una vieja, un pajarito y una bomba, que causó una inundación que causó que toda la gente se moviera al río.

Subjunctive

Table 8, Present Subjunctive

	L1 (n=31)	L2 (n=16)	RA (n=5)
(1) “En la escuela, no me gusta que los maestros...,”	28 (90%)	0 (0%)	5 (100%)
(2) “Mi mamá siempre me pide que...”	25 (81%)	1 (6%)	5 (100%)
(3) “Voy a estar feliz cuando...”	17 (55%)	1 (6%)	5 (100%)
(4) “Es imposible que este año mis amigos...”	21 (68%)	0 (0%)	5 (100%)
(5) “Los papás trabajan para que sus hijos...”	26 (84%)	1 (6%)	5 (100%)
(6) “Busco un novio/una novia que....”	19 (61%)	2 (13%)	5 (100%)

L2 students have not acquired productive use of the present subjunctive.

L1 (heritage speakers) are weak in some areas but strong in others – compare with Merino (1983).

Sociolinguistic appropriateness

A higher “difference score” = Greater command of politeness registers

Table 9, Written letters

	L1 (n=30)	L2 (n=17)	RA (n=5)**
Formal letter Max. score = 6	3.83* (sd=1.51)	1.82* (sd=.73)	5.0
Informal letter Max. score = 6	.73 (sd=.52)	1.24 (sd=.66)	1.0
Difference score between formal & informal letters	3.10* (sd=1.75)	.59* (sd=1.23)	4.0

* = Significant at p<.001

** = Not submitted to statistical analysis

Table 10, Oral role plays

	L1 (n=30)	L2 (n=17)	RA (n=5)**
Formal Max = 12	6.7* (sd=1.75)	4.65* (sd=1.32.)	7.6
Informal Max = 12	1.9 (sd=1.37)	1.7 (sd=59)	1.6
Difference score between formal & informal role plays	4.8* (sd=1.75)	2.94* (sd=1.44)	6.0

* = Significant at p<.001

** = Not submitted to statistical analysis

**L2 students = not able to
produce polite register.**

**L1 (heritage speakers) =
Less polite than RAs
but more than L2s.**

BUT....

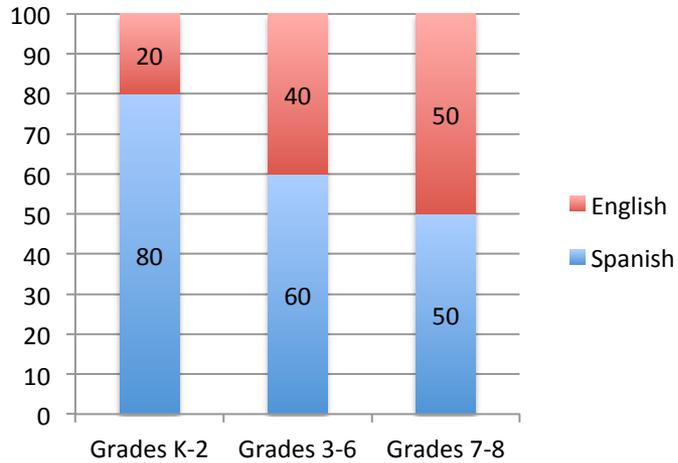
... what would their Spanish look like had they attended an all-English school?



Conclusions

- **Spanish use:** Less than what is “officially” expected during Spanish-language lessons. 56% overall, 32% with peers. Students used Spanish more when it played a prominent role in their identity.
- **Spanish proficiency:** L1 students (heritage speakers) retain strong levels of Spanish. L2 students are able to communicate *more than what they are unable* to communicate.
- There is **room for improvement** in both areas (Spanish use and Spanish proficiency).

Study #2



Group	%
Latino	81%
African American	8%
White	7%
Asian/Pacific Islander or Native American	1%

576 students

84% free or reduced lunch

Predictions:

Student type	Program	English and math	Spanish
Spanish in home	Dual language	Higher	Higher
	All English	Lower	Lower
No Spanish in home			

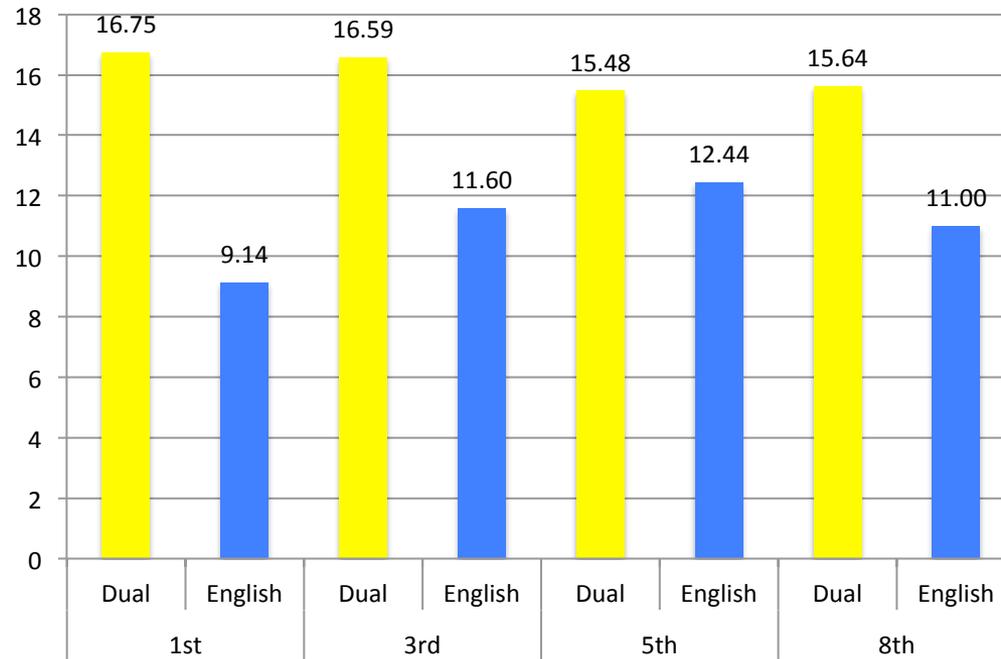
Predictions:

Student type	Program	English and math	Spanish
Spanish in home	Dual language	Higher	Higher
	All English	Lower	Lower
No Spanish in home	Dual language	Higher	Higher
	All English	Lower	

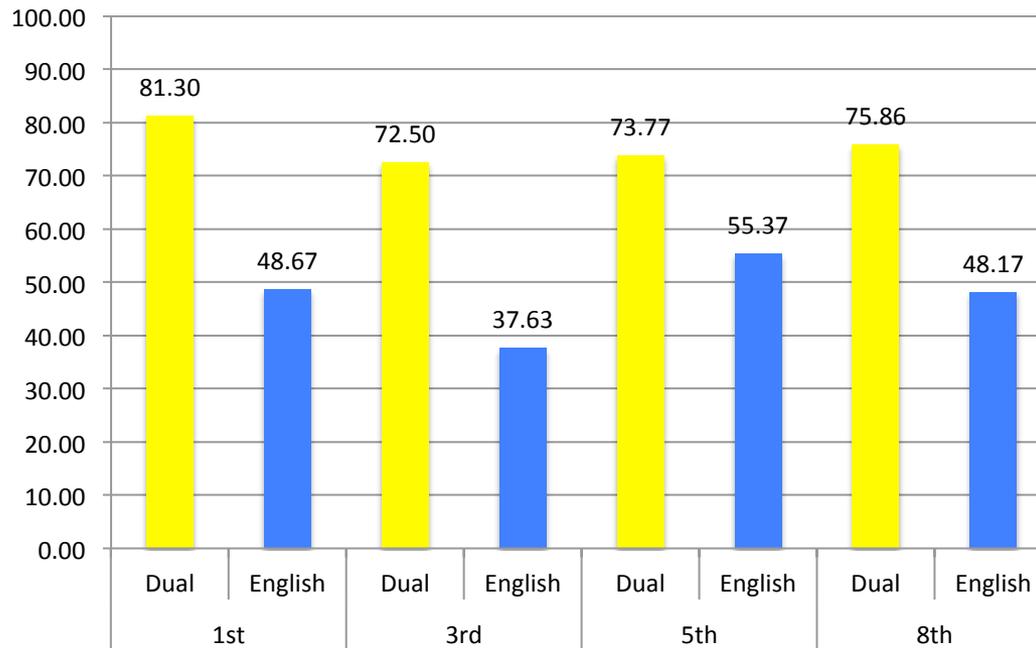


Spanish listening results, all grades

Maximum score = 20



Spanish reading results, % correct



Dual average = 75.9%

English average = 47.5%

Writing, 3rd & 8th grades

Group	Measure	Dual	English
3 rd grade (max 22)	Average	17.4	0.4
	Range	Min 7 Max 22	Min 0 Max 5
8 th grade (max 16)	Average	14.7	11.7
	Range	Min 5 Max 16	Min 0 Max 16

Primer grado, programa inglés



11 ellos son comiendo
eggs

12 el sta asiendo eggs



11 ~~ellos son comiendo~~ dad make n
eggs

12 ~~ellos son comiendo~~ The did hep
dad

Primer grado, programa español



- 11 Están cocinando
huevos y tomando
Jugo y los huevos
ya a comer de cocinar.
- 12 _____
Cocinando les
huevos.



- 11 los niños están leyendo y la mamá es
tomando chocolate.
- 12 el papa está cocinando huevos

Quinto grado, programa inglés

- 25 Piensa en tu actividad favorita. Escribe unas oraciones para explicar por qué es tu actividad favorita y por qué te gusta hacer esa actividad. Usa detalles y revisa tu trabajo.

I play futbol con my sister como mi mejor goal
the way a good futbol is cuando es mi
favorite game to play. I play in an
team. mi favorita es porque el es bueno me
es el mejor bueno in futbol.

- 25 Piensa en tu actividad favorita. Escribe unas oraciones para explicar por qué es tu actividad favorita y por qué te gusta hacer esa actividad. Usa detalles y revisa tu trabajo.

music en la casa tengo una guitarra i
my Brother Shows me to ^{las} notas so that
i can get better a la guitarra and i
try to make song en la casa gano
pero i may look like a robot but
when i get home i go into my room
i can play pretty good por mi hermano
he helped me alot.

Quinto grado, programa español

- 25 Piensa en tu actividad favorita. Escribe unas oraciones para explicar por qué es tu actividad favorita y por qué te gusta hacer esa actividad. Usa detalles y revisa tu trabajo.

— Mi actividad favorito es 4 square. El primer razon porque me gusta es porque ay mucho movimiento. Por ejemplo te cayes te mueves todo a lado brinás demasiado y muchas cosas momentales más. Mi segundo razon porque me gusta 4 square es porque es un juego amigoso. Por ejemplo cuando sacas alguien muchas personas dicen buena juego y luego el persona se siente bueno de el mismo y tambien otras personas. Mi final razon es porque es divertido. Por ejemplo si juegas con personas buenas el juego va tardar y va estar muy divertido.

- 25 Piensa en tu actividad favorita. Escribe unas oraciones para explicar por qué es tu actividad favorita y por qué te gusta hacer esa actividad. Usa detalles y revisa tu trabajo.

— Mi actividad favorito es teatro porque puedes tener mucha diversion como ser famoso. También porque el señor Mr. D es una buena persona, un ejemplo es que te deja ir al baño tomar agua, otro ejemplo es que te deja dibujar en su white bord, finalmente puedes ver películas y si no lo quieres ver puedes ser algo más como ser tu tarea o dibujar organizar o lo que quieras que sea apropiado en la escuela. Finalmente teatro te puede facinar, por ejemplo puedes ser nuevos amigos grandes, chiquitos o tu edad, otro ejemplo los actores pueden tener cosas que no tienen que pagar que otras personas tienen que pagar, finalmente

L2 writing, 5th grade

ESCRITURA *Escribe un ensayo*

25 Piensa en tu actividad favorita. Escribe unas oraciones para explicar por qué es tu actividad favorita y por qué te gusta hacer esa actividad. Usa detalles y revisa tu trabajo.

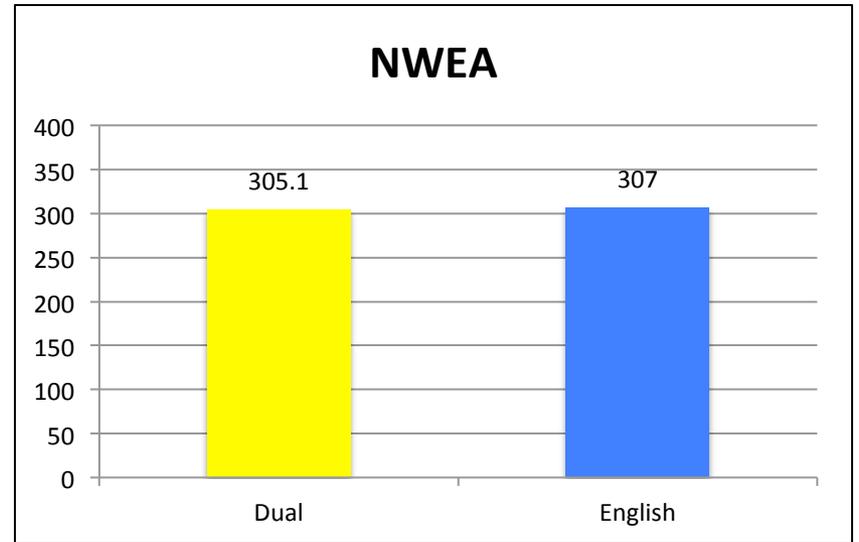
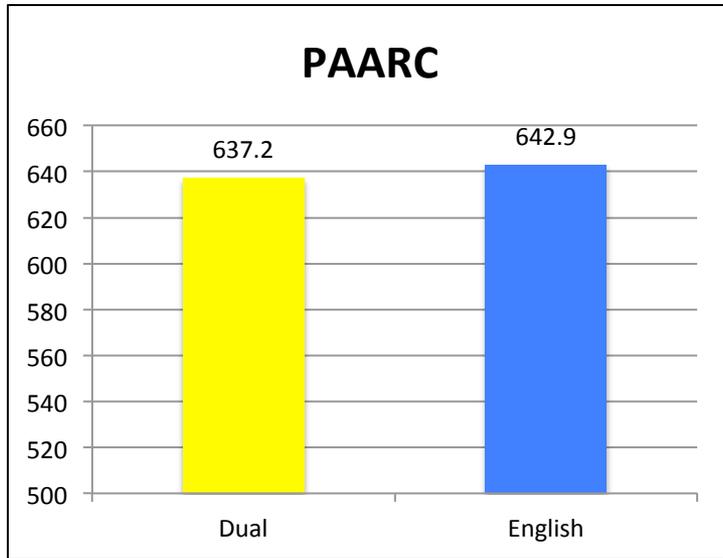
_____ Mi actividad favorita es ir al
parque.

_____ A mí me gusta ir al parque
porque puedo correr libre. En el parque
me gusta acostarme en la hierba
verde. También me gusta correr a
las cuatro esquinas del parque.
Cuando hago estas cosas me hacen
sentir libre.

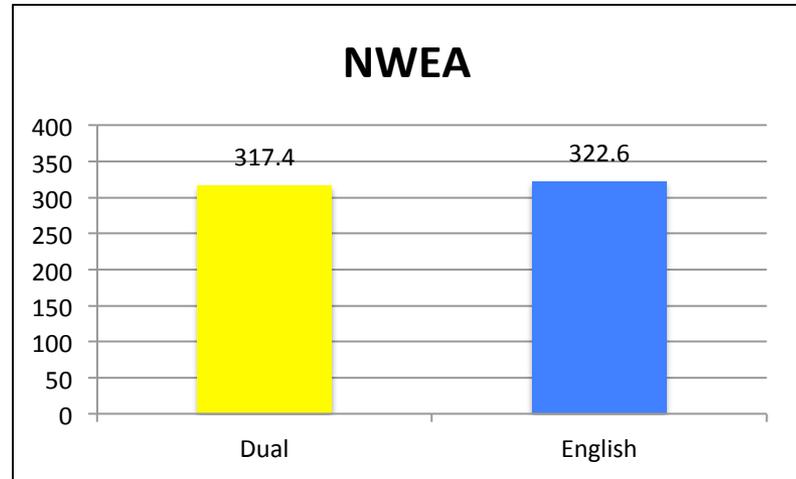
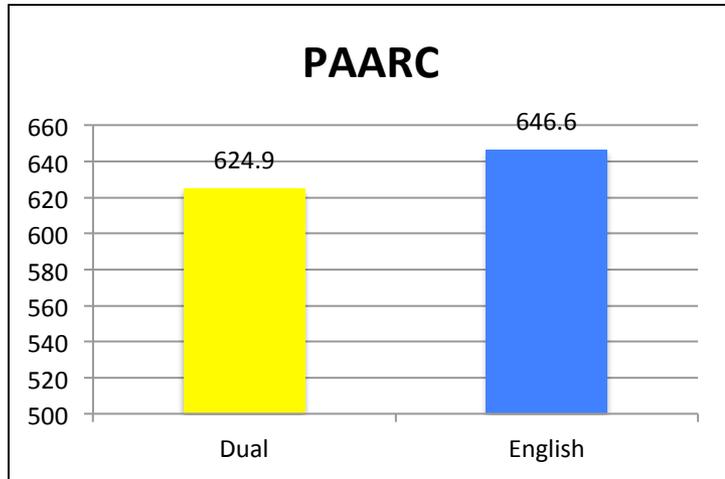
_____ A mí también me gusta ir
al parque porque puedo jugar en
los monkey bars. En los monkey bars
me siento como un mono en la
selva tropical. Después siempre me
gusta comer una banana. (No estoy
jugando.) También me gusta porque
puedes hacer muchas cosas en
ellos. Por ejemplo te puedes ir
al revez o ir arriba de ellos o
si eres muy talentoso puedes
ir upside down.

ALTO

English, 5th graders



English, 8th graders



Summary

- Dual immersion programs contribute to strong Spanish levels among **both** Latino and non-Latino students.
- There is no significant cost to students' English or math achievement – and sometimes significant **advantages**.



Seal of Biliteracy

The Seal of Biliteracy is an award given by a school, district, or state in recognition of students who have studied and attained proficiency in two or more languages by high school graduation.



Final note: Bilingual child development

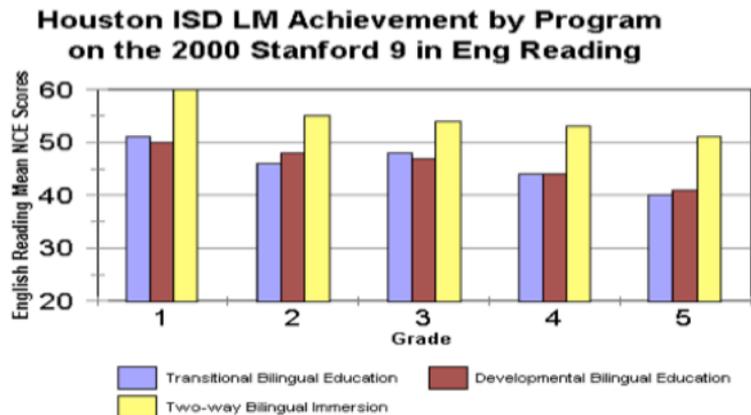
- There can be short periods of time in which the bilingual child **seems** delayed compared to monolingual peers. But this is **temporary**.
- With sufficient exposure, the bilingual child goes through the **same developmental stages** as the monolingual child.

The Three Little Pigs

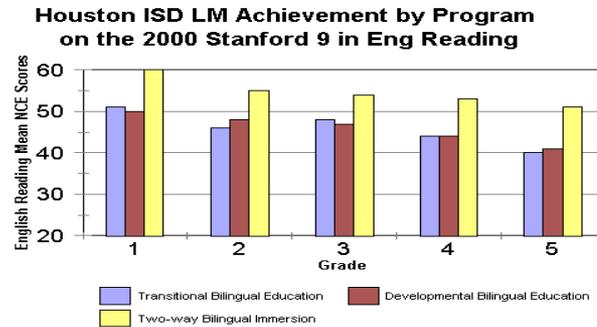
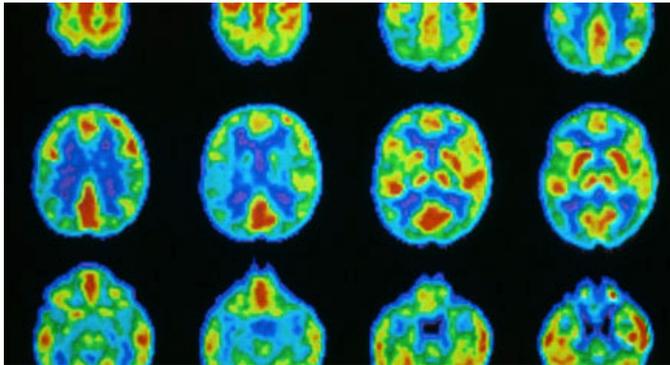




Low English
Loss of Spanish
Academic failure



Clear cognitive, academic, and employment advantages to bilingualism.



Truly bilingual programs in K-12 schools for both heritage language speakers and second language learners.



Muchas gracias

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<http://potowski.org>



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“Profesora Potowski”