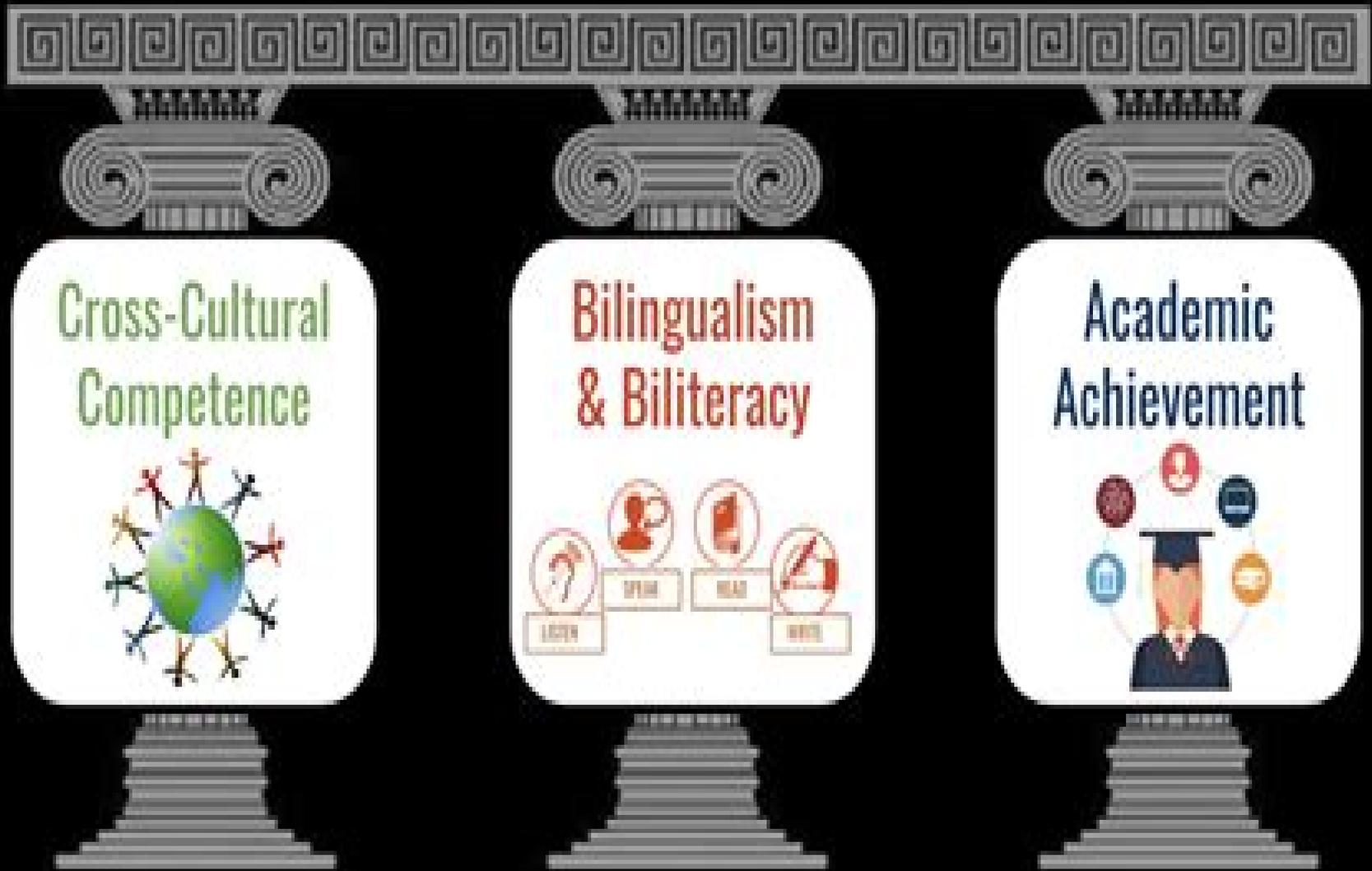


Pillars of Dual Language Education



Dual Language Education

Sharon Adelman Reyes, Tatyana Kleyn

Dual Language Education:

Dual Language Education Kathryn J. Lindholm-Leary, 2001-01-01 Dual language education is a program that combines language minority and language majority students for instruction through two languages This book provides the conceptual background for the program and discusses major implementation issues Research findings summarize language proficiency and achievement outcomes from 8000 students at 20 schools along with teacher and parent attitudes

Dual Language Education: Teaching and Leading in Two Languages David E. DeMatthews, Elena Izquierdo, 2019-05-13 This book provides a comprehensive and interdisciplinary examination of dual language education for Latina o English language learners ELLs in the United States with a particular focus on the state of Texas and the U S Mexico border The book is broken into three parts Part I examines how Latina o ELLs have been historically underserved in public schools and how this has contributed to numerous educational inequities Part II examines bilingualism biliteracy and dual language education as an effective model for addressing the inequities identified in Part I Part III examines research on dual language education in a large urban school district a high performing elementary school that serves a high proportion of ELLs along the Texas Mexico border and best practices for principals and teachers This volume explores the potential and realities of dual language education from a historical and social justice lens Most importantly the book shows how successful programs and schools need to address and align many related aspects in order to best serve emergent bilingual Latino as from preparing teachers and administrators to understanding assessment and the impacts of financial inequities on bilingual learners Peter Sayer The Ohio State University USA

Dual Language Education in the US Pablo Ramírez, Christian Faltis, 2020-08-25 Originally published as a special issue of the journal *Theory into Practice* this text examines innovative practices and research relating to Dual Language Education DLE in the US Offering a variety of perspectives contributors consider how dual language learning can benefit English speaking and partner language students across K 12 and explore how multilingualism can be harnessed for wider academic success By investigating the ways in which schools and teachers have ensured provision of an effective DLE curriculum chapters identify pedagogies and learning environments which support dual language learning and consider how policy curricula and teacher education can be designed to promote social justice and diversity through broader access to dual programs This book will be of interest to graduate and post graduate students researchers academics professionals and policy makers in the field of multicultural education international comparative education bilingualism studies education policy and pedagogy

[The Foundations of Dual Language Instruction](#) Judith Lessow-Hurley, 2005 *The Foundations of Dual Language Instruction* 4 e is a practical text that examines the basic social political historical and educational foundations of education for second language learners New To This Edition New Organization Chapters have been reordered and the text now includes a new chapter on assessment Chapter 5 This new chapter looks at assessment from a variety of perspectives with particular reference to second language learners Thoroughly

updated on government policies and legislation through Chapter 9 Legal Foundations of Dual Language Instruction Up to date annotated list of readings which all students including pre service teachers graduate students and working professionals to explore areas of interest in depth Up to date resources with web information throughout Foundations of Dual Language Instruction is an effective introductory text for those beginning their study of bilingual education It presents the information in a well organized and comprehensible manner that does not overwhelm newcomers to the field it also serves as a good overview for those in the field who may need a review of relevant issues Professor Mileidis Gort University of Connecticut I very much like the accessibility of the author s writing style and her ability to make complex concepts clear to students this is an excellent text and an important addition to those available for college and university instructors Professor Julia Scherba de Valenzuela University of New Mexico Author Bio Judith Lessow Hurley is a professor in the Elementary Education Department at San Jose State University Her areas of expertise are bilingual and multicultural education She works primarily with pre service teachers most of whom teach significant numbers of second language learners She is the author of Meeting the Needs of Second Language Learners ASCD 2002

A Humanizing Dual Language Immersion Education Yvette V. Lapayese, 2019-01-14 In every corner of the world children are learning languages at home that differ from the dominant language used in their broader social world These children arrive at school with a precious resource their mother tongue In the face of this resource and the possibility for biliteracy majority language educational programs do nothing to support primary language competence To counter monolingual education there are significant albeit few initiatives around the world that provide formal support for children to continue to develop competence in their mother tongue while also learning an additional language or languages One such initiative is dual language immersion education DLI Interestingly most if not all research on DLI programs focus on the effectiveness of bilingual education vis vis academic access and achievement The ideologies embedded in the research and guidelines for DLI education albeit necessary and critical during the early days of DLI schooling are disconnected from the present realities epistemologies and humanness of our bilingual youth A Humanizing Dual Language Immersion Education envisions a framework informed by bilingual teachers and students who support biliteracy as a human right Positioning bilingual education under a human rights framework addresses the basic right of our bi multilingual youth to human dignity Respect for the languages of persons belonging to different linguistic communities is essential for a just and democratic society Given the centrality of language to our sense of who we are and where we fit in the broader world a connection between linguistic human rights and bilingual education is essential

Profiles of Dual Language Education in the 21st Century M. Beatriz Arias, Molly Fee, 2018-09-14 In the last 20 years dual language education programs have increased in number and expanded in range Whereas once they were predominantly focused at the elementary level they now span from pre K through to high school This book examines the key attributes of successful dual language programs as well as the challenges and opportunities involved in extending the dual language

instructional model to pre K and secondary settings Chapter authors who are themselves both researchers and practitioners explore the latest research and policy implications for implementation of dual language in three different contexts within a school a dual language school and a dual language district This book will be of interest to teachers teacher educators professional development specialists policymakers administrators and researchers Designing and Implementing Two-Way Bilingual Programs Margarita Espino Calderon,Liliana Minaya-Rowe,2003-01-23 This indispensable handbook includes professional development plans that meet the specific needs of dual language programs strategies for building learning communities for dual language teachers and tips for involving parents **An Educator's Guide to Dual Language Instruction** Gayle Westerberg,Leslie Davison,2024-03-15 Comprehensively updated the second edition is a user friendly resource for teachers and administrators to ensure their school s success in implementing and maintaining a dual language program The book is filled with step by step instructions and strategies you can try immediately The second edition includes key updates on technology digital resources and current demographics standards and data Educators will learn how to choose a model for their dual language program involving all stakeholders in the transition process set proficiency targets and use assessments to track progress and much more Language and Identity in a Dual Immersion School Kim Potowski,2007-01-01 This book describes the experiences of a group of students in Chicago Illinois who are attending one of the first Spanish English dual immersion schools in the United States The author follows the group during two school years documenting their Spanish use and proficiency as well as how their two languages intersect with the ongoing production of their identities Dual Language Bilingual Education Kathryn I. Henderson,Deborah K. Palmer,2020-04-15 This book explores the role of the teacher in dual language bilingual education DLBE implementation in a time of nationwide program expansion in large part due to new and unprecedented top down initiatives at state and district level The book provides case studies of DLBE teachers who a implemented the DLBE model with fidelity b struggled to implement the DLBE model and c adapted the DLBE model to meet the needs of their local classroom context The book demonstrates the way teachers as language policymakers navigate and interpret district wide DLBE implementation and the tensions that surface through this process The research conducted over four years using a variety of methods highlights the challenges and opportunities faced by teachers implementing DLBE and will be of interest to both teachers and administrators of DLBE programs as well as scholars working in bilingual education *Dual Language Instruction* Nancy Cloud,Fred Genesee,Else Hamayan,2000 Dual Language Instruction A Handbook for Enriched Education provides a comprehensive theoretical frameworkand practical guide to implementing evaluating administering and maintaining a successful dual languageinstruction program **Bilingualism for All?** Nelson Flores,Amelia Tseng,Nicholas Subtirelu,2020-12-16 It is common for scholarly and mainstream discourses on dual language education in the US to frame these programs as inherently socially transformative and to see their proliferation in recent years as a natural means of developing more anti racist spaces in public schools In

contrast this book adopts a raciolinguistic perspective that points to the contradictory role that these programs play in both reproducing and challenging racial hierarchies The book includes 11 chapters that adopt a range of methodological techniques qualitative quantitative and textual disciplinary perspectives linguistics sociology and anthropology and language foci Spanish Hebrew and Korean to examine the ways that dual language education programs in the US often reinforce the racial inequities that they purport to challenge

The Bilingual Revolution Fabrice Jaumont, 2017-08-28 *The Bilingual Revolution* is a collection of inspirational vignettes and practical advice that tells the story of the parents and educators who founded dual language programs in New York City public schools The book doubles as a how to manual for setting up your own bilingual school and in so doing launching your own revolution

Dual Language Doesn't Translate Pilar Guadalupe Vargas, 2019 California has a history of bilingual education but once that was eliminated with Proposition 227 in 1998 dual language education programs took its place Dual Language Education programs are the teaching of academic content in two different languages They have been expanding nationwide with several different languages being incorporated into this model such as Spanish Mandarin Vietnamese German French Portuguese and Arabic The draw for these programs has been to have students become better citizens in a global economy and to be able to participate within a diverse society One of the concerns in regards to the expansion of dual language education is where the programs are being implemented and whom they are intended to serve The trend is for affluent neighborhoods to have greater access to these dual language programs where there are a lower number of English learners and low income students These two demographic groups are not included in these dual language programs which are considered advanced and rigorous This case study is an in depth look into one elementary school district in southern California with a high number of dual language programs with many of them in affluent communities

Mandarin Chinese Dual Language Immersion Programs Ko-Yin Sung, Hsiao-Mei Tsai, 2019-06-05 The first dual language instruction book to focus on a non alphabetical language Mandarin Chinese This book discusses multiple aspects of Chinese dual language immersion DLI programs with a focus on the controversial Utah model The first part of the book focuses on the parents teachers and school administrators It looks at the perceptions of the three groups toward the Utah model how they build a supportive DLI classroom with an emphasis on teacher teacher and teacher parent communication and how the teachers position themselves in teaching through their teacher identities The second part of the book emphasizes classroom research and explores teaching and learning strategies corrective feedback and learner uptake and repair translanguaging in authentic teacher student interaction and Chinese character teaching As the first DLI book to include a non alphabetical language Chinese it addresses the need for more research on DLI programs of languages other than Spanish The book will benefit not only Chinese DLI educators and administrators in the US but will also offer some useful suggestions and thoughts to educators and administrators of similar programs worldwide

Teaching in Two Languages Sharon Adelman Reyes, Tatyana Kleyn, 2010-02-18 *Teaching in Two Languages* is a hands on practitioner s guide

to the challenges of teaching bilingually to the ever growing population of English Language Learners ELLs in today s schools This invaluable resource addresses emerging models of bilingual education such as two way immersion and heritage language programmes in addition to programme models that are limited to serving ELLs Sharon Adelman Reyes and Tatyana Kleyn have organized the book around essential questions asked by practicing teachers and backed up by compelling vignettes based on actual schools and teachers across the U S

Dual Language Essentials for Teachers and Administrators Yvonne S. Freeman,David E. Freeman,Sandra Mercuri,2005 Dual Language Essentials for Teachers and Administrators provides the guiding principles and practices for successful dual language or two way bilingual education Authors Yvonne and David Freeman and Sandra Mercuri have worked in and visited dual language schools across the country and they show you the programs teachers and students in different two way settings Based on their extensive research the authors have developed a set of essentials for dual language programs These include administrative administrator and teacher teacher curriculum literacy planning and assessment essentials The authors illustrate each topic with stories and specific examples drawn from many different bilingual classrooms Freeman Freeman and Mercuri explain how to organize classrooms establish routines and group students effectively scaffold instruction to build academic concepts and language promote the development of biliteracy make both long and short term plans develop lessons that connect to both content and language standards assess student progress In addition the authors have included several useful resources up to date references on research in dual language settings learning extensions at the end of each chapter that readers with ideas readers can apply to their own contextsa list of key terms and acronyms a composite list of all the essentials Dual Language Essentials for Teachers and Administrators takes you into dual language schools and classrooms to show how effective programs can help all students develop high levels of academic achievement as they becomes both bilingual and biliterate

Collaboration and Co-Teaching for Dual Language Learners Joan Lachance,Andrea Honigsfeld,2022-12-13 Teaching dual language learners You re not alone When implemented with commitment to collaboration dual language programs work and two teachers are better than one Leveraging the power of teacher collaboration is the key to leading all your students to multilingual identity development and language literacy and academic success This practical book adapts a widely used evidence based collaboration and co teaching framework specifically for educators in dual language contexts Features include Special consideration to social justice and promoting critical consciousness Viable options for schools districts and state education agencies to effectively support and expand dual language education Seven proven co teaching models newly applied to elementary and secondary dual language environments Templates and tools for collaborative curriculum alignment and implementation of dual language instruction Authentic examples of success from collaborative dual language teams around the US and beyond More and more schools are implementing dual language programs to serve multilingual learners This first of its kind innovative resource helps collaborating educators work together to design deliver

and assess engaging instruction for multilingualism and multiliteracies **Dual Language** Sonia W. Soltero, 2004 Soltero bilingual bicultural education DePaul U presents a text for preservice and in service teachers administrators and other professional educators who are or will be involved in the planning and operation of dual language education The author examines the pedagogical and organizational principles *Dual Language Education* Sonia W. Soltero, 2016 As our global economy increasingly demands a highly educated bilingual and biliterate workforce educators feel more compelled than ever to offer culturally and linguistically responsive education that speaks to these demands as well as the diversity of today's student population For culturally and linguistically diverse students dual language education offers the best alternative to increase their academic achievement and boost their social and economic potentials writes Sonia Soltero In *Dual Language Education* Soltero provides a comprehensive view of what it takes to create well designed effective sustainable dual language programs based on current dual language research and theory Each chapter examines the pedagogical and organizational principles of dual language education and the specific conditions necessary for their effective implementation Vignettes from teachers parents and school leaders illustrate the transformative power of dual language education to benefit all students

Unveiling the Energy of Verbal Art: An Psychological Sojourn through **Dual Language Education**

In a global inundated with screens and the cacophony of instantaneous connection, the profound power and mental resonance of verbal art usually disappear into obscurity, eclipsed by the constant barrage of noise and distractions. However, located within the lyrical pages of **Dual Language Education**, a fascinating work of literary brilliance that pulses with raw feelings, lies an wonderful trip waiting to be embarked upon. Written with a virtuoso wordsmith, this exciting opus manuals readers on an emotional odyssey, lightly exposing the latent potential and profound influence embedded within the elaborate web of language. Within the heart-wrenching expanse of the evocative examination, we can embark upon an introspective exploration of the book is key themes, dissect their charming publishing design, and immerse ourselves in the indelible impression it leaves upon the depths of readers souls.

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web toggle on use strain rate dependent data in the material editor a column labeled rate appears in the tabular data area fill in each row with the appropriate values for special table editing options or to read data from an ascii file press mouse button 3 for more information see entering tabular data

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viscoplastic strain rate tensor ϵ_{vp} is defined as

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web abaqus cae property module optional parameters dependencies in an abaqus explicit analysis this parameter is relevant only for type power law or type yield ratio set this parameter equal to the number of field variable dependencies in the definition of material parameters in addition to temperature

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web mar 5 2015 given you have a target strain rate on a defined element set the pressure will be calculated in order that the maximum strain rate on this element set is always between 0.708 and 1.5

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web abaqus cae user's manual 12 6 3 entering strain rate dependent data if your material includes strain rate dependence you can enter data to define how material properties vary with strain rate to enter strain rate dependent data toggle on use strain rate dependent data in the material editor

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web to overcome this problem abaqus explicit computes the equivalent plastic strain rate used for the evaluation of strain rate dependent data in terms of a factor that facilitates filtering the high frequency oscillations you can specify the value of the strain rate factor

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web strain rate dependence can be defined by entering hardening curves at different strain rates directly or by defining yield stress ratios to specify the rate dependence independently direct entry of test data

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web input file usage use the following options to include creep behavior in the material model definition material creep use the following options to define creep in conjunction with gasket behavior gasket behavior creep abaqus cae usage property module material editor mechanicalplasticitycreep choosing a creep model

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web the strain rate can be defined by creating a variable in a subroutine and assigning it to the desired strain rate value but in order to be better able to answer i need you to explain more

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web young s modulus $200 \cdot 10^3$ the rate dependence parameters are as follows for the test that verifies the temperature dependencies the power law is entered as a piecewise linear relationship for the cases in which rate dependent test data are specified directly the units are not important

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web if this parameter is omitted it is assumed that the rate dependent material behavior depends only on temperature see specifying field variable dependence in material data definition section 16.1.2 of the abaqus analysis user s manual for more information

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web abaqus cae usage property module material editor name use the menu bar under the material options list to add behaviors to a material large strain considerations when giving material properties for finite strain calculations stress means true cauchy stress force per current area and strain means logarithmic strain

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web constant strain rates ranging from 10^{-5} s to 10^{-1} s these strain rate dependent stress strain relations are used in the

input file and were simulated using fe modelling using abaqus same size of the specimen i e 12.7 mm diameter and 25.4mm height is modelled in the fe analysis figure 1 shows the fe mesh developed both