

presents:

## What is Dual Language Education?

### Learn about:

- ★ The cognitive benefits of bilingualism.
- ★ How Dual Language fosters long-term bilingualism and biliteracy.
- ★ How Dual Language compares to other bilingual programs.

Unlock your child's potential.

"What can I do if my kid's school does not offer Dual Language?"

Spread the word!

### Inform other parents about the benefits offered by a Dual Language program:

The more people who join our cause, the better chance we have to achieve our mission of Dual Language being offered in every district, at every school, to every student.

"My child's dominant language is English. Can they join a Dual Language program, as well?"

**Absolutely!**

DL **includes all** students who want to participate, and the teachers work on grade-level academic learning through the two languages.

Students don't just study a second language as a subject (as is typical in foreign language classes); they become fully proficient in a second language **at no cost to their English development.**

#### ESL, Early and Late Exit

#### Dual Language

Monolingualism

Multilingualism

Subtractive Schooling

Additive Schooling

Short Term: K-2 or K-5

Long Term: PK-12

Lower Achievement

Highest Achievement

Cognitive Development:  
Slow or Limited

Cognitive Development:  
Continued or Advanced

Minimal English Proficiency

Full English proficiency and added proficiency in Spanish.

Student Segregation:  
English and Spanish learners are separated.

No Student Separation:  
English dominant children and Spanish dominant children are encouraged to co-learn from one another.

For more information visit our webpage:

[www.rgvpuede.org](http://www.rgvpuede.org)

### Still have doubts, questions, or concerns?

You can submit them to the 'FAQ's' page on our website and we'll get back to you.

Out of the four types of Bilingual Educational Programs in the U.S that schools can opt for,

Dual Language  
Early Exit  
Late Exit  
English AS a Second Language

only **Dual Language** mirrors the natural developmental elements required for a child to acquire a new language.

DL is based on the **Prism Model**, which focuses on the natural developmental processes that occur during the school years, and identifies **four** interwoven dimensions that **affect academic achievement**:

- Cognitive Development
- Linguistic Development
- Academic Development
- Sociocultural Development

For children growing up in a bilingual environment, these four developmental processes must occur through **both** one's first and second languages for students to experience success in school. By multiplying **four** processes **times two** languages, this results in a **total of eight dimensions to be addressed when educating bilingual learners**.

Cognitive development is directly connected to first language development. To be in an **additive bilingual** context, children must receive nonstop cognitive development **in their primary language, from birth through young adulthood, while developing their second language.**

"Well, what is 'additive schooling' to begin with?"

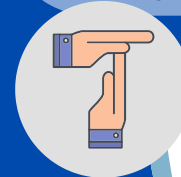
#### **Subtractive schooling:**

Students are set up to gradually lose their first language as they acquire English in the case of ESL, Early and Late Exit. Since cognitive development in the first language comes to a halt during their formative years, students' academic performance tends to drop as the curriculum gets more complex.

Whereas, Dual Language utilizes **additive schooling!**

Students continue developing cognitively in their first language as they acquire the second language, and receive nonstop support for both their first and second languages **at least through puberty**, which is the **key** to avoiding development slowdowns.

In a Dual Language classroom the academic content is **learned through the student's dominant language**, to prevent falling behind on their grade level content or grade level.



"Wait a minute, if my child is so busy with all this Spanish, won't they fail to develop their English skills?"

That is a great question! Let us explain as we break it down:

The student develops a firm foundation of **skills** through their **dominant language**.

#### **Skills entail:**

**Decoding:**  
to sound out words.

**Reading**

**Writing**

**Cueing System:**  
Mental representation and association with words.

The students **skills** and **knowledge**, are then **transferred** to the **second language**.

**Knowledge and skills are not tied to any language.**

But, **proper native language development** is connected to **cognitive** development.

