



DELAWARE WORLD
LANGUAGE IMMERSION

Raising the Status of the Target Language in the Immersion Program

Lynn Fulton-Archer
Education Specialist

World Language Immersion

lynn.fulton@doe.k12.de.us

Angie Toth
Field Agent

Spanish Immersion

angie.toth@doe.k12.de.us

January 9, 2013
IPAC PD Session

Why privilege the target language?

- “Attitudes toward language are an integral part of learning a second language and therefore should be an integral part of planning and teaching for second language learning.”

Jones, 1994

Why privilege the target language?

- Student desire to learn the target language may decrease “if they do not see a practical application for their efforts in their lives outside of school,” nor see the value of learning the language or understanding the culture of the L2.

Duibhir, 2009, pg. 11

Why privilege the target language?

- English will naturally be perceived as having a higher status since it will be used for almost everything outside of the immersion classroom and is the language of high-stakes testing and many interventions.

Unger, 2001

Framework for Raising Target Language Status

Policies

the vision or belief, the “why”



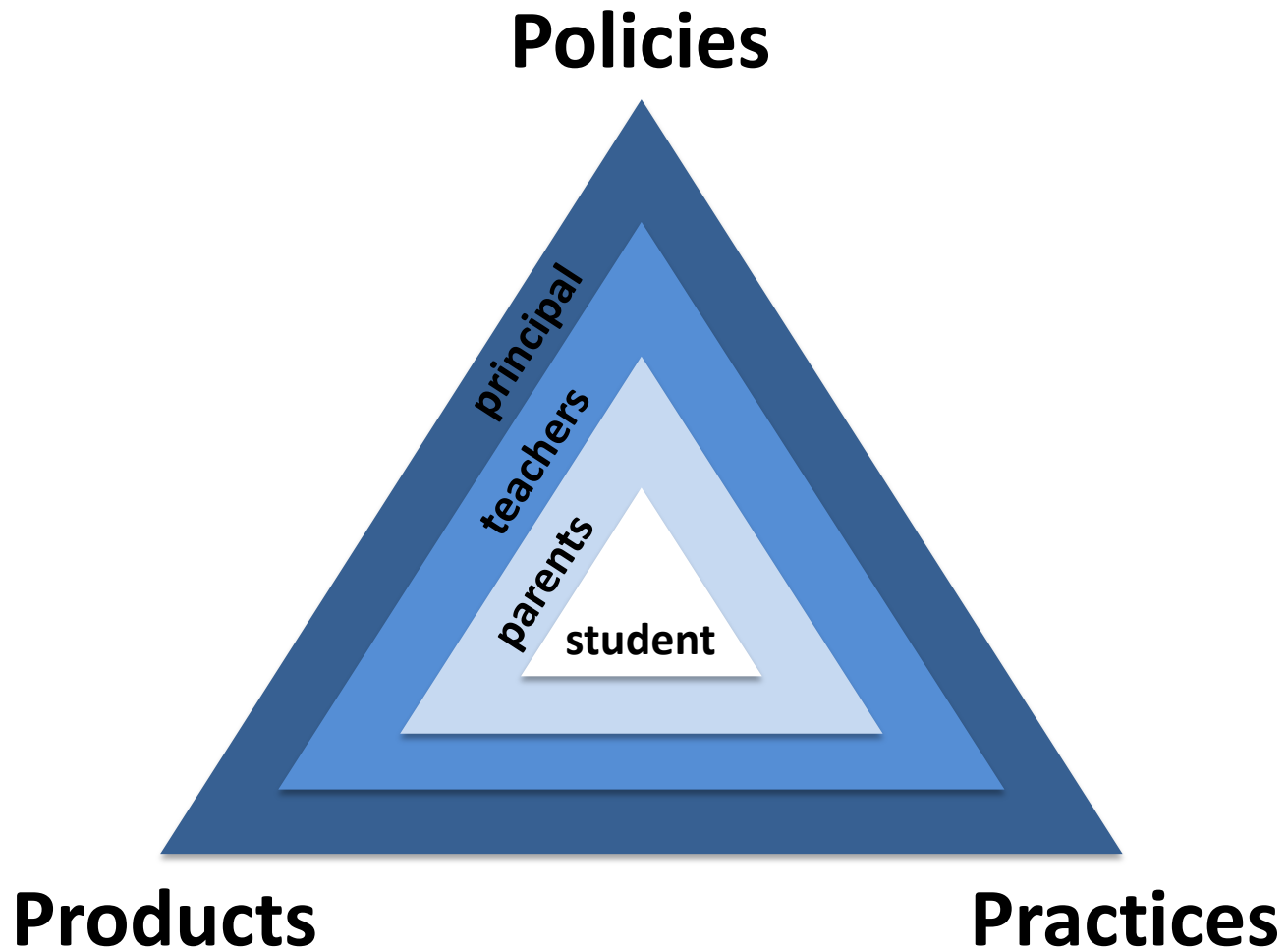
Products

the things, the “what”

Practices

the actions, the “how”

Framework for Raising Target Language Status



Turn and Talk – Value of Language

- What is the value of the immersion language and its culture to me? To my students and their families? To my faculty?

Turn and Talk – Language Policies

- What policies are currently in place that demonstrate the value placed on the target language?

Turn and Talk – Language Practices

- What practices are currently employed that demonstrate the value placed on the target language?

Turn and Talk – Language Products

- What products are used or have been created to demonstrate the value placed on the target language?

Rationale

- “The more equal the status of the two languages involved, the more likely it is that students will develop high proficiency in both languages.”

Cloud, Genessee & Hamayan, 2000, p. 37

Roundtable Discussions

- Two rounds of discussions – 15 min each
- One table per framework element
 - Policies: Lynn, facilitator
 - Practices: Xiao, facilitator
 - Products: Angie, facilitator
- Round 1: An area of strength that you're willing to share with others
- Round 2: An area for growth that you'd like to talk more about

Immersion Primer “One-pager”



Privileging the Target Language

Importance of language status in the success of your immersion program

“The more equal the status of the two languages involved, the more likely it is that students will develop high proficiency in both languages” (Cloud, Genessee & Hamayan, 2000, p. 37). Equalizing the status of the target language is especially important to ensure the success of your immersion program. This can be done by *privileging* the target language.

Why should I work to privilege the target language in my school?

- English will naturally be perceived as having a higher status since it will be used for almost everything outside of the immersion classroom.
- Most high-stakes tests will be taken in English, and the minority language is not assessed as much. Students realize very quickly which language has more “value.”
- “Attitudes toward language are an integral part of learning a second language and therefore should be an integral part of planning and teaching for second language learning” (Jones, 1994). Especially regarding heritage speakers of Spanish, students must be recognized in positive ways for speaking both languages in order for students to evolve into lifelong learners of language.
- Students may not desire to learn the target language “if they do not see a practical application for their efforts in their lives outside of school,” nor see the value of learning the language or understanding the culture of the L2 (Dulbhir, 2009, p. 11).
- “...Some argue that dual language programs can even combat prejudice and racism” (Unger, 2001). However, if neither the target language nor its culture is equally valued within a community, then the status of the target language will negatively impact student learning.

What is the current status of the target language in my school, district and community?

- What is the value of the immersion language and its culture to me? To my students and their families? To my faculty?
- What policies are currently in place that demonstrate the value placed on the target language?
- What practices are currently employed to demonstrate the value placed on the target language?
- What products are used or have been created to demonstrate the value placed on the target language?

Further Readings

- *Dual Language Instruction: A Handbook for Enriched Education*—Cloud, Genessee, & Hamayan, 2000, pp.37-38, 56.
- *Equalizing the Status of Both Languages in a Dual Immersion School*—The ACIE Newsletter, November 2001, Vol. 5, No. 1
- *Examples of the Devaluation of the Minority Language*—Fortune & Tedick, 2004.

Privileging the Target Language

How to raise the status of the L2 in your school

Essential elements contributing to success:

- **Policies:** The vision or belief, the “why”
- **Products:** The things, the “what”
- **Practices:** The actions, the “how”

Policies that support increased target language status

Separation of languages

- L2 Classroom as “English-Free Zone”
 - Language Independence Day for students
 - Parent-Teacher-Student Conference Model
- ##### School Mission and Vision
- Revision of mission and vision statements

Products that support increased target language status

Signage

- Banner on outside of school
- Labeling of school in L2

Web Presence

- Immersion strand highlighted on home page
- Resource pages for parents
- Link pages for students

Bilingual Communications (TWI Spanish)

Practices that support increased target language status

Language for all

- Announcements in L2
- Phrase of the week
- L2 Student work highlighted prominently
- L2 Language classes for parents, faculty

Culture for all

- Ongoing school-wide presentations
- Content integration lessons with Art, PE

Parent Outreach

- Regular, ongoing parent information nights about immersion

Partnerships

- Immersion Parent Subgroup of your PTO/PTA
- Well-defined relationship with L2 community organization
- L2 Sister Schools / Partner Classes

Further Readings

- *Language Status in Language Education: Re-Balancing the Minority Language-English Relationship*—Fortune & Tedick, 2004.

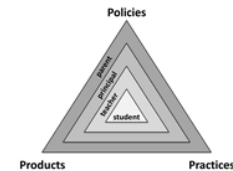


Image adapted from Cindy Kendall, <http://starts.clelland.education.org/>

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