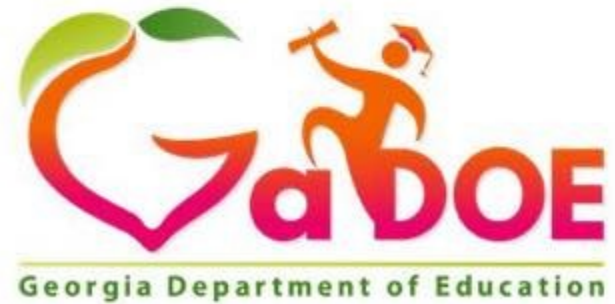


# World Language Education in Georgia!

## We speak your language!



स्वागत  
 willkommen  
 خوش آمدید  
 환영합니다  
 ਜੀ ਆਇਆਂ ਨੂੰ  
 benvenuti  
 bienvenido  
 ДОБРО ПОЖАЛОВАТЬ  
 歡迎  
 bienvenue  
 welcome  
 welkom  
 witamy  
 ようこそ  
 chào mừng



Mr. Patrick Wallace

Program Specialist: World Languages &  
Global Workforce Initiatives

[pwallace@doe.k12.ga.us](mailto:pwallace@doe.k12.ga.us)

Facebook: Georgia Department of Education World Languages

Instagram: gadoeworldlanguages

Twitter: gadoeworldlang

# DUAL LANGUAGE IMMERSION

In Georgia



# Starting Statements and Purpose of this Presentation

The purposes of this presentation are...

- To explore the standard DLI Model in Georgia as well as the growth and current availability of these programs.
- To focus on the broad/specific research base available to all students using this model.
- To explain the growing need for language in the 21st century and the delivery strategies specifically.
- To focus on what we have learned about teaching literacy and 2nd language acquisition using the DLI model.



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Connecting the DLI model with the broader curriculum, societal context and workforce demands.



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# World Languages in the Elementary School



DLIS is a K-12 commitment

# Georgia Department of Education



# Dual Language Immersion School to open in August 2019!

## Congratulations!

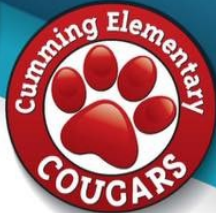


on Program in  
 ty at Parsons  
 ool year! We  
 ices in Dual  
 s workforce of

"In addition to providing language skills and increasing achievement and a better understanding of other cultures, the program will better equip students to meet global business needs. As students enter the international business climate in the years ahead, the ability to communicate and collaborate with global partners will become an increasingly valuable skill." – Dr. Jon Valentine

icited about the  
 of our current  
 LI program is  
 be a center for  
 y through dual-  
 ntage for our  
 ey serve.

### Dual Language Immersion



**Forsyth County Schools  
 will open its first Spanish  
 Dual Language Immersion  
 programs in August 2018**

We invite the parents of rising Kindergarteners that are zoned to either of the three schools to attend any of these sessions to learn more about a unique educational experience for students to become bilingual and biliterate in English and Spanish.

**Brandywine ES  
 November 28 at 6pm**

**Cumming ES  
 December 5 at 6pm**

**Kelly Mill ES  
 December 12 at 6pm**



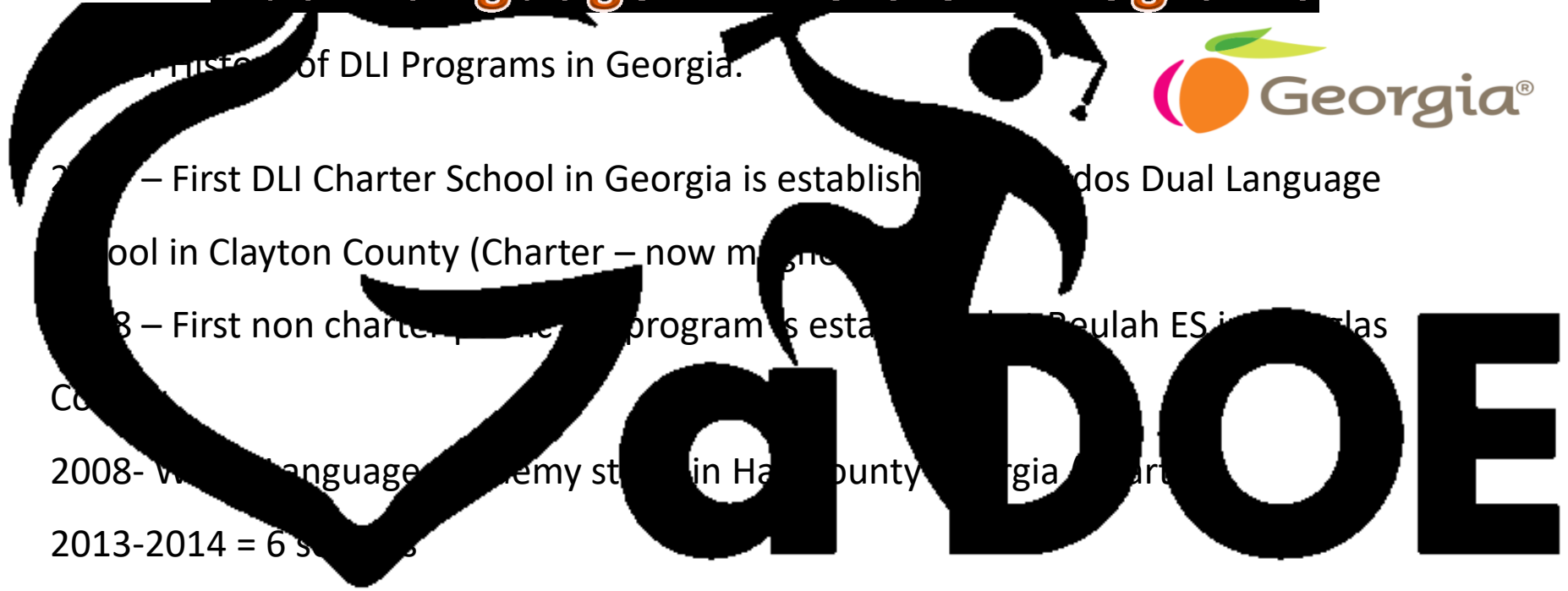


**Richard Woods, Georgia's School Superintendent**  
**"Educating Georgia's Future"**  
 gadoe.org

**Contact Information**

Mr. Patrick Wallace  
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 pwallace@doe.k12.ga.us  
 Facebook: Georgia Department of Education World Languages  
 Instagram: gadoeworldlangauges  
 Twitter: gadoeworldlanguages

**Dual Language Immersion Programs**



History of DLI Programs in Georgia.

- 2002 – First DLI Charter School in Georgia is established in Marietta as Marietta Dual Language School in Clayton County (Charter – now merged)
- 2003 – First non charter DLI program is established in DeKalb County at Peachtree Creek Middle School in Douglasville
- 2008- World language academy established in Hall County, Georgia
- 2013-2014 = 6 schools
- 2015 = 10 schools
- 2016-2017 = 33 schools
- 2017-2018 = 40 schools + 6 confirmed for next year

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## Current DLI Programs

### Atlanta Public Schools

Bolton Academy ES-Spanish (K)  
 E Rivers ES-Spanish (K-1)  
 Garden Hills ES-Spanish (K-1)  
 Morris Brandon ES-Spanish (K)  
 Perkerson ES-Spanish (K-3)  
 Sarah Smith ES - Spanish (K)

### Clarke County

Oglethorpe Avenue ES-Spanish (PreK-K)

### Clayton County

Unidos Magnet School-Spanish (PK-8)

### Cobb County

Clarkdale ES-Spanish (K)  
 Dowell ES-Spanish (K)  
 Fair Oaks ES-Spanish (K)  
 Hollydale ES-Spanish (K)  
 Mableton ES-Spanish (K)  
 Nickajack ES-Spanish (K)  
 Norton Park ES-Spanish (K)  
 Riverside Primary-Spanish (K-1)

Russell ES-Spanish (K)

Smyrna ES-Spanish (K-1)

### Dalton Public Schools

Brookwood ES-German (K)

### DeKalb County

Ashford Park ES-German (K-3)  
 Barack H. Obama Elementary Magnet School of Technology-Spanish (K)  
 Evansdale ES-French (K-3)  
 The GLOBE Academy Charter School - Chinese, French, Spanish (K-8)  
 Rockbridge ES-French (K-3)

### Douglas County

Beulah ES-Spanish (K-5)

### Fulton County

International Charter School of Atlanta-Chinese, French, German, Spanish (K-5)  
 Oakley ES-Chinese (K-1)

### Gwinnett County

Annistown ES-Spanish (K-2)  
 Baldwin ES-Spanish (K)  
 Bethesda ES-Spanish (K-2)  
 Camp Creek ES-Spanish (K)  
 Ivy Creek ES-Spanish (K)  
 Trip ES-French (K-2)

### Hall County

McEver Arts Academy Charter School-Spanish (PK -3)  
 White Sulphur Elementary – Spanish (PK – K)  
 World Languages Academy Charter School-Spanish (PK-8)

### Henry County

Dutchtown ES-Chinese (K-3)

### Rockdale County

C.J. Hicks ES-Spanish (K)

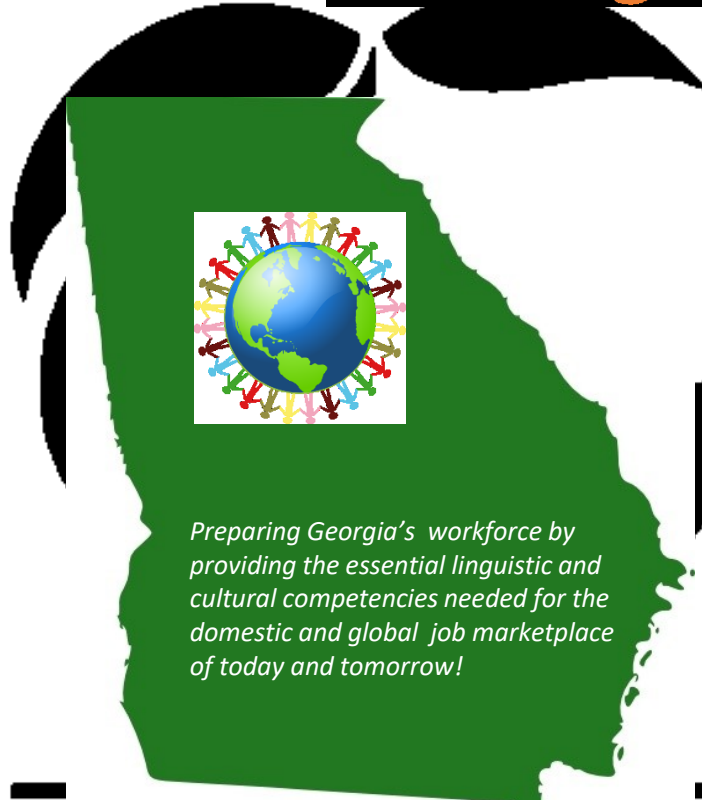
**Geo**



**ation**



# Dual Language Immersion in Georgia!



## Dual Language Immersion Program Enrollments by language

- Spanish = 3,483
- French = 414
- German = 219
- Chinese = 159

## Known benefits include:

- Increased academic gains
- Additional benefits
- Increase academic achievement
- Improving students' ability to learn a second language
- Improved English literacy
- Increased exposure to formal instruction on standardized tests
- Increased attendance
- Increased understanding of other cultures
- Increased language proficiency!

# DOE

*World language education makes a world of difference!*



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# What is DLI?

...of education in which students are taught literacy and content in two languages.

Two Way

One Way

Two language groups using One language group  
schools through the schools through both  
languages. languages.

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# The Georgia Model



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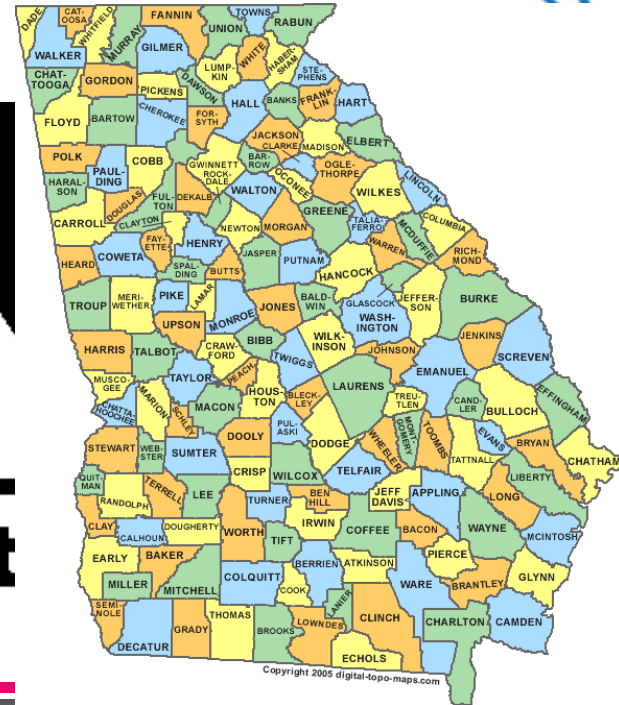
- 50/50

each child =

1 immersion language  
teacher + 1 English partner  
teacher

- Separation of language

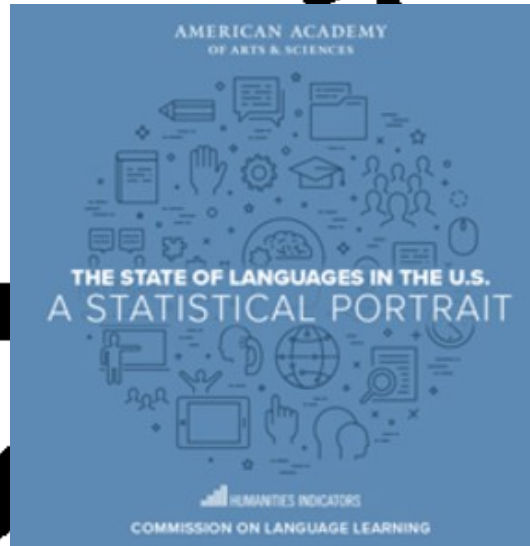
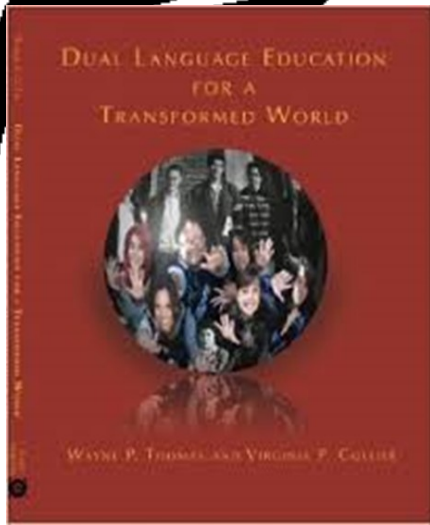
- DLI Programs in Georgia  
exist in Spanish, German,  
French and Chinese.



**Georgia Department**

**E  
on**

# So what is the research telling us about DLI?



Thomas, W. & Collier, V.  
 (2012). Dual Language  
 Education for a  
 Transformed World.

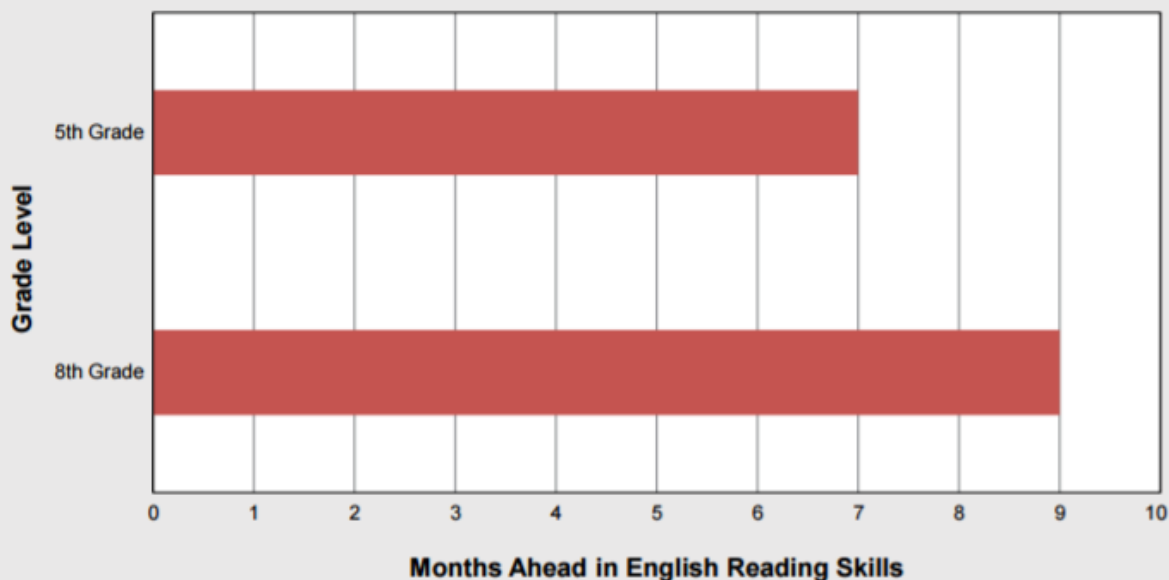
Published by American  
 Academy of Arts and  
 Sciences, Cambridge,  
 MA, 2016

<http://www.cal.org/twi/toolkit/index.htm>

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## Estimate of the Number of Months Students in Dual-Language Immersion Classes are Ahead of their Peers in Monolingual Classrooms in English Reading Skills, 2012–2015



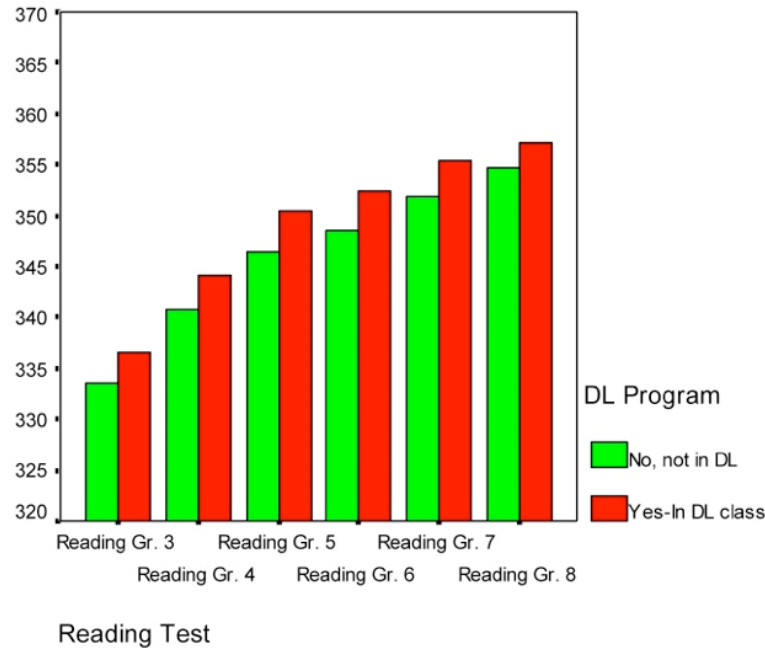
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Source: The State of Language in the U.S. – Statistical Portrait (Compiled for the Language Learning – American Academy of Arts and Sciences)



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**Figure 19: 2009 EOG Reading Achievement of Low-SES Students In DL Programs Compared to Low-SES Students Not In DL Programs By Grade**



Longitudinal studies not cross-sectional.

Recommended

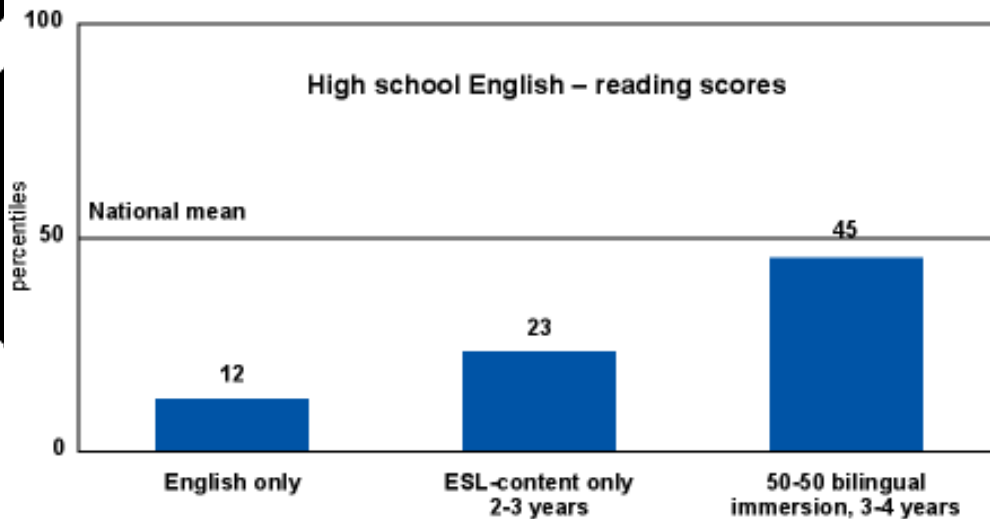




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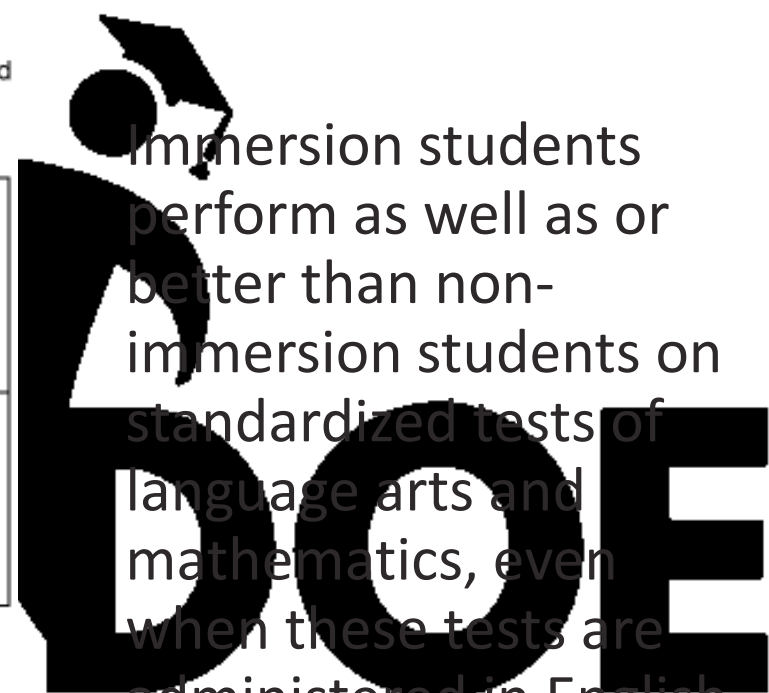
# Improved Academic Performance

Figure 5: ELL students with 50-50 bilingual instruction in elementary school performed best by end of high school.



SOURCE: Thomas & Collier, A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement, Center for Research on Education, Diversity & Excellence, 2002

Immersion students perform as well as or better than non-immersion students on standardized tests of language arts and mathematics, even when these tests are administered in English.



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# Dual-Language Programs Boost Student Achievement in English, Study Finds

By Corey Mitchell on November 22, 2017 7:45 AM

 Tweet  Share 485

English-language learners assigned to dual-language-immersion classrooms in the Portland, Ore., school district were more likely to be classified as English proficient by 6<sup>th</sup> grade when compared to peers enrolled in traditional classes, a new study by the RAND Corp. found.

The research team also determined that the district's dual-language students significantly outperformed their ELL who were not in dual-language classes peers on English-reading skills—by nearly a school year worth of learning by the end of middle school.

Those are two of the key findings of a four-year, randomized trial of the district's dual-language program by RAND, along with the the American Councils for International Education, and Portland schools.

[http://blogs.edweek.org/edweek/learning-the-language/2017/11/dual\\_language\\_immersion\\_programs\\_boost\\_student\\_achievement\\_in\\_english.html?cmp=soc-edit-tw](http://blogs.edweek.org/edweek/learning-the-language/2017/11/dual_language_immersion_programs_boost_student_achievement_in_english.html?cmp=soc-edit-tw)

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# Enhanced Cognitive Skills

Dual language students face demands of processing two languages simultaneously.

- Develop greater cognitive flexibility;
- Demonstrate increased attention control, better memory, and superior problem solving skills; and
- Experience enhanced understanding of their primary language.



---

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# Closing or Narrowing of the Achievement Gap

**THE ACHIEVEMENT GAP**  
The achievement gap between children from high- and low-income families is roughly **30 TO 40 PERCENT LARGER** among children born in 2001 than among those born twenty-five years earlier.<sup>1</sup>



"...EDUCATION IS A WAY OUT OF POVERTY — BUT POVERTY IS ALSO A HINDRANCE TO EDUCATION."<sup>2</sup>

While English learners get bogged down in ESL or mainstream English classes, where the curriculum instructs in English, they typically only close half of the achievement gap with English speakers, and they tend to fall further behind in school. Dual language education, when implemented properly, prevents this from happening" - 2012 report by the Joint National Committee on Languages in Washington

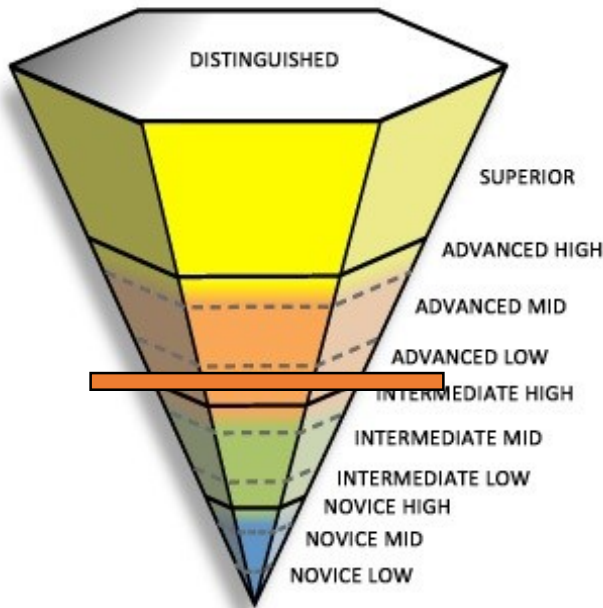
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# Higher Second Language Proficiency



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## Biliteracy



Georgia Department of Education

# Georgia's historic Biliteracy Seal!

## Did you know that....

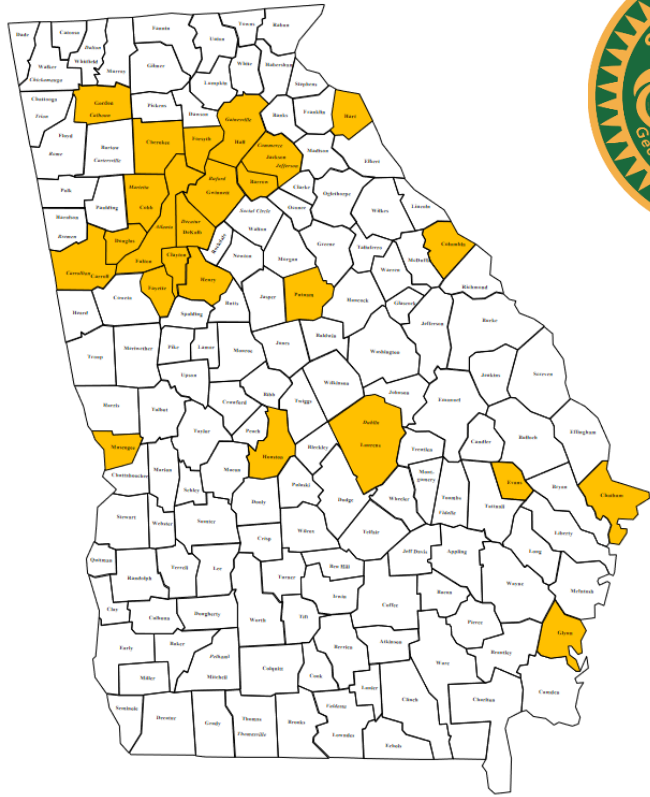
- In May of 2016, an official Seal of Biliteracy was established for Georgia!
- Georgia's historic Seal of Biliteracy is available to all students in K-12 public schools!
- You can earn the Seal in heritage languages as well as languages you have learned!
- Last year, 1133 high school senior students earned the seal in a variety of languages!
- The Seal represents the attainment of a very high level of proficiency (intermediate high) in the language!
- 29 states and Washington D.C. now offer a Seal of Biliteracy to their students to recognize this valuable workforce skill!
- The Seal of Biliteracy is available in Sign language as well as Latin!
- Reporting is easy and the requirements are posted on the Georgia Department of Education's World Languages and Global Workforce Initiatives webpage!



Move your application to the top of the pile!  
**Learn Languages and Lead!**



# Georgia's historic Biliteracy Seal!



- 1133** Seals of Biliteracy
- Spanish = 878 Seals of Biliteracy
  - German = 43 Seals of Biliteracy
  - French = 118 Seals of Biliteracy
  - Mandarin = 7 Seals of Biliteracy
  - Italian = 1 Seal of Biliteracy
  - Czech = 1 Seal of Biliteracy
  - Haitian Creole = 2 Seals of Biliteracy
  - Other European Languages = 3



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# Enhanced Global Citizenship



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Immersed students are better equipped to communicate and collaborate across linguistic and political boundaries to solve problems as a result of the demands of their learning environments, and they evidence more positive attitudes toward other peoples and other cultures.

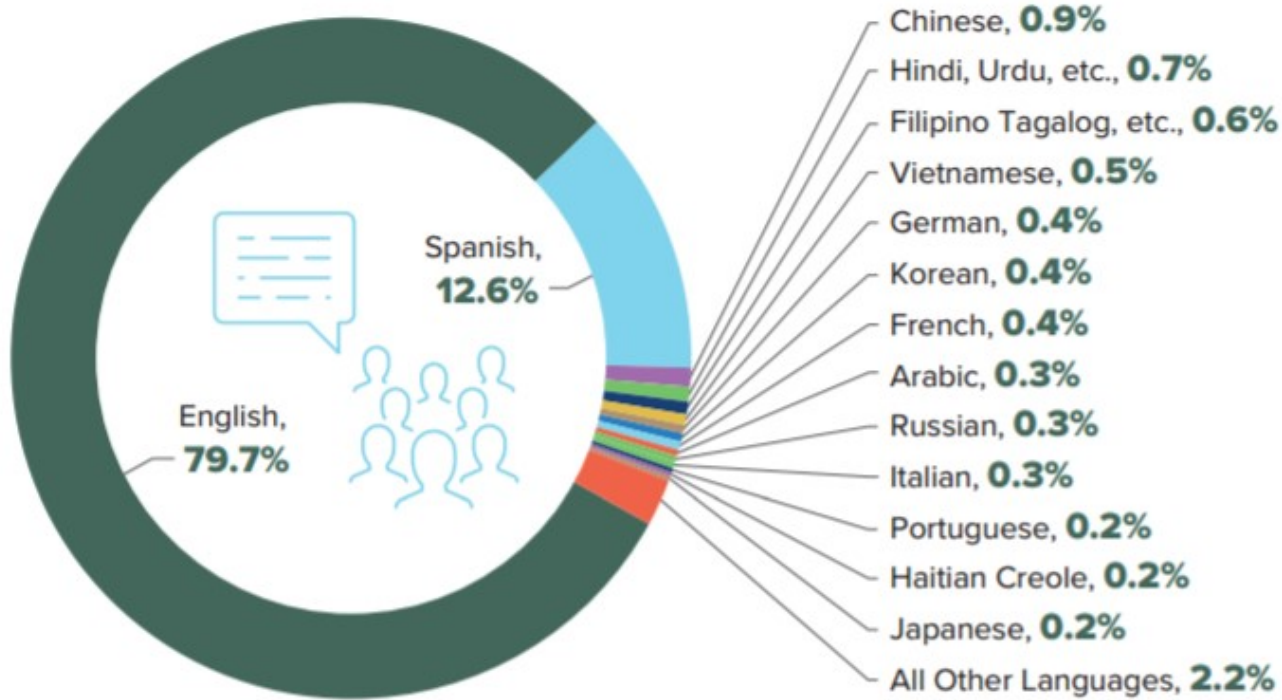
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# Why is this important?



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[gadoe.org](http://gadoe.org)

## Main Languages Spoken at Home by U.S. Residents Aged Five Years and Older, 2008–2010



**SOURCE:** American Community Survey, 2008–2010 merged files, as quoted in Rubén G. Rumbaut and Douglas S. Massey, "Immigration and Language Diversity in the United States," *Daedalus* 142 (3) (Summer 2013): 146.





**Over 15% of Georgia students identify a language other than English as spoken in their homes!**

*World language education makes a world of difference!*



Spanish

French

German

Greek

Hebrew

Hindi

Italian

Japanese

Korean

Latin

Filipino

Polish

American Indian

Vietnamese

Chinese

Turkish

Arabic

Portuguese

English as a Second Language

Spanish

Tagalog

Urdu

Vietnamese

Yiddish

Other

Indonesian

Guarani

Haitian

Portuguese

Russian

Swedish

Akan

Slovakian

Nahuatl

Urdu

Amharic

Georgian

Other

Mixteco

Zapotec

Somali

Other

Creole

Farsi

Dutch

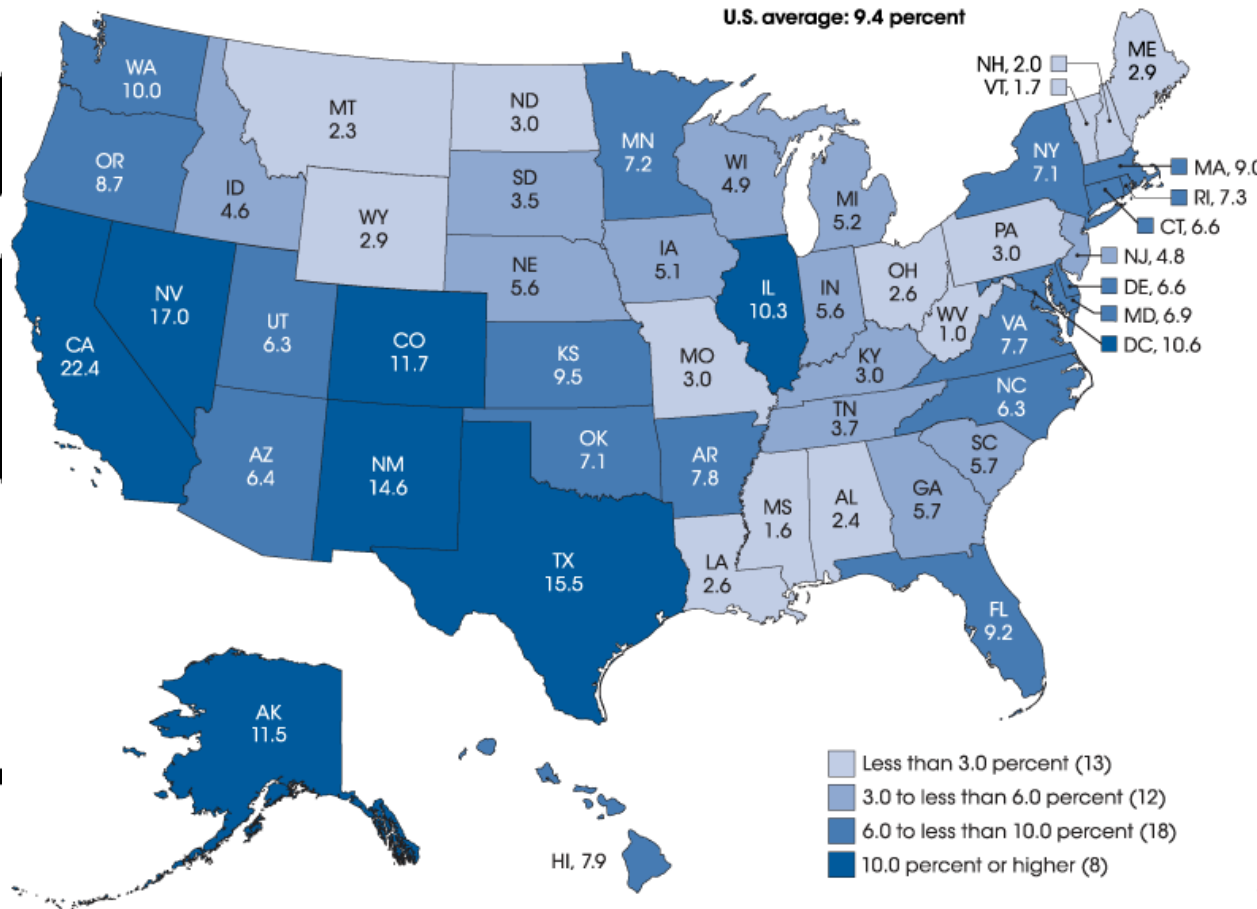
Arabic



**Department of Education**



U.S. average: 9.4 percent



*The percentage of public school students in the United States who were English language learners (ELLs) was higher in school year 2014–15 (9.4 percent, or 4.6 million students) than in 2004–05 (9.1 percent, or 4.3 million students). In 2014–15, the percentage of public school students who were ELLs ranged from 1.0 percent in Vermont to 22.4 percent in California.*

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**Education**  
 Source: National Center for Education Statistics (March 2017)

**ATLANTA'S GROWTH FROM 2010-2012**

**33,358**  
 [or, 8%]  
 # of foreign-born Atlantans in 2012

**22%** foreign-born  
**>1%** native-born

**4.5%** native-born vs.  
**6.6%** foreign-born entrepreneurs

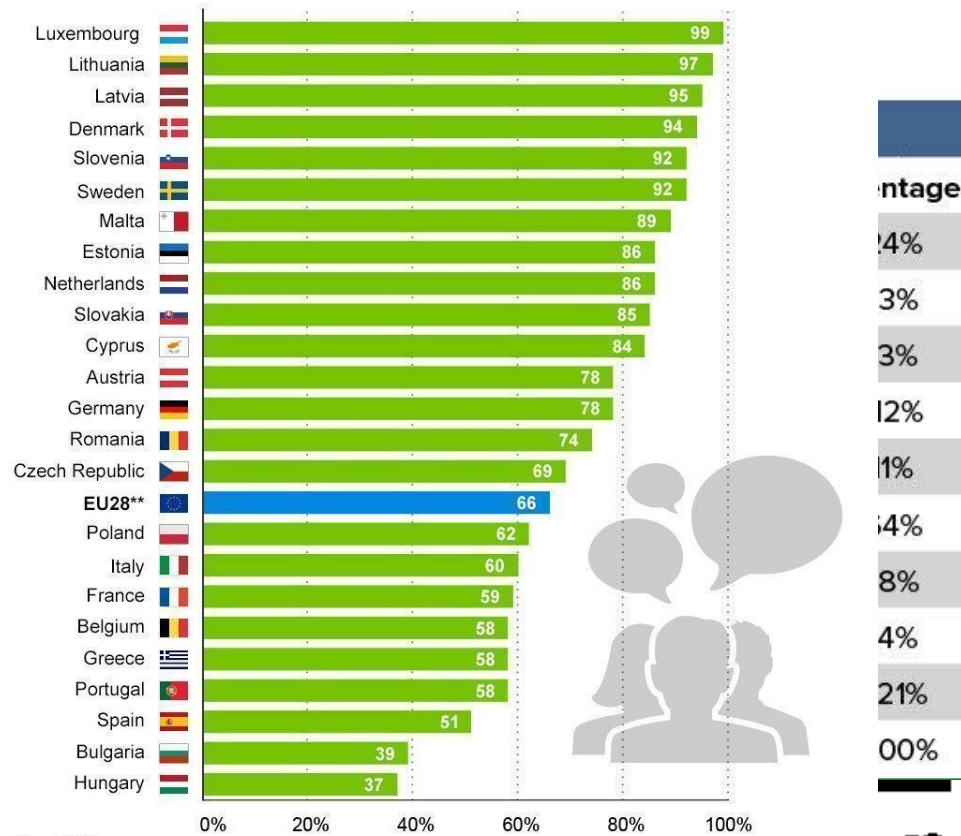
**one out of five** children live in bilingual or non-English households

**#1 Metro Area BALTIMORE**

**Metro Area ATLANTA #2**

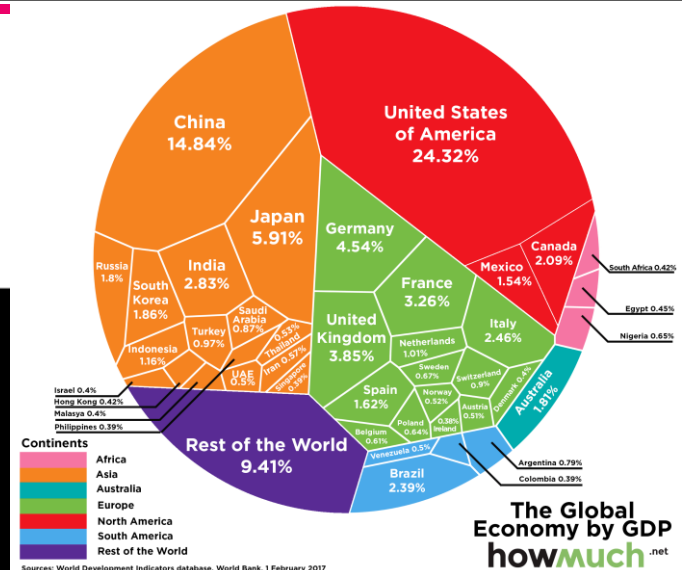
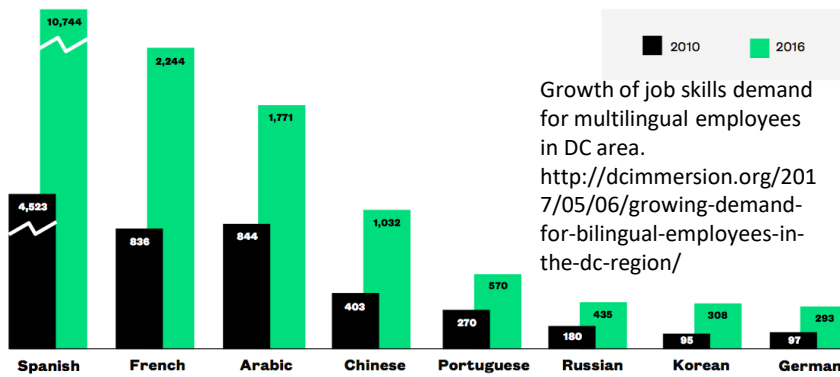
**TOP REGIONAL FOREIGN-BORN POPULATION GROWTH, 2000-2010**

**Two Thirds of Working-Age Europeans Know a Foreign Language**  
 Share of the population stating they know at least one foreign language\*



\* Aged 25-64  
 \*\*EU28 aggregate includes only Member States for which data is available

### Growing Demand for Different Languages



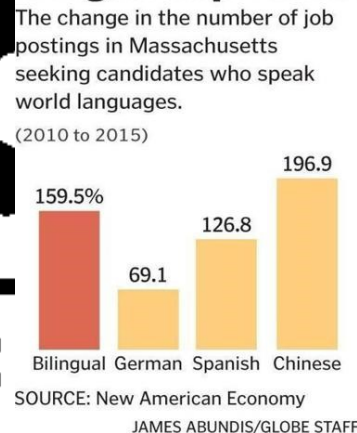
**U.S. job postings seeking multilingual speakers more than doubled in five years.**

2010: 239,267

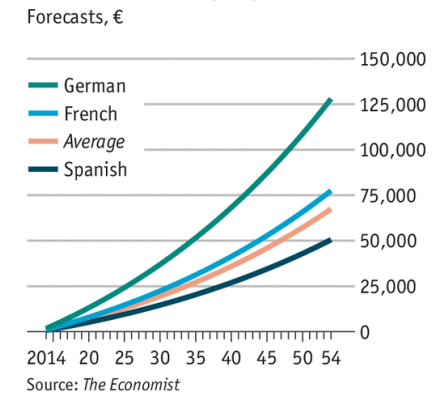
2015: 627,182

**New American Economy**

### Bilingual help wanted



### Accumulated language bonuses



## QUIZ:

The heads of Japanese business professionals what they considered to be the most important language of global commerce. What did these professionals answer?

- a) English
- b) Japanese
- c) Chinese
- d) German
- e) Spanish

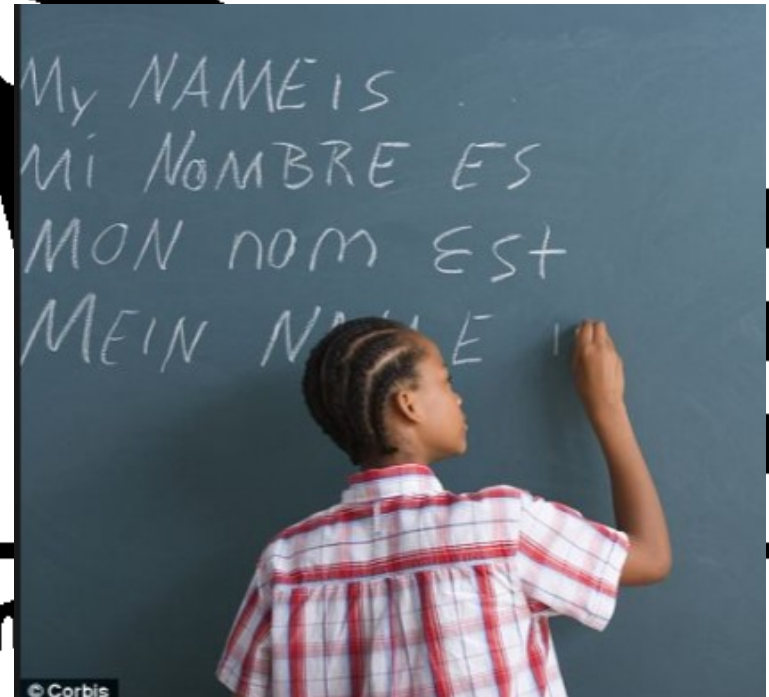


They asked a group of Japanese business professionals what they considered to be the most important language of global commerce. What did these professionals answer?

Answer:

The language  
of the

customer





Google is available in 123 different languages!

Facebook is available in 119 languages!

Twitter is available in 110 languages!

Instagram is available in 25 languages!

YouTube is available in 76 languages!

WhatsApp is available in 40 languages!

Alibaba is available in 16 languages!

Snapchat is available in 25 languages!

Microsoft Office is available in 102 languages!

Wikipedia is available in 299 languages!

Google Maps is available in 24 languages!

Waze is available in 27 languages!



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Coapa del Hueso #8702 (Ciudad de México)

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# The International Skills Diploma Seal

## Preparing Georgia Students for a Global Economy



In today's global marketplace, it is important for students to acquire the interdisciplinary skills they need to be globally competent and competitive. The **International Skills Diploma Seal** is awarded to graduating high school students who complete an international education curriculum and engage in extracurricular activities and experiences that foster the achievement of global competencies. It is a signal to employers and higher education institutions that a student is prepared to participate in the global economy.



## Qualifications for the International Skills Diploma Seal

To be awarded the **International Skills Diploma Seal**, students need to complete:

- Coursework in the following areas (8 credits total)
  - World Languages (at least three credits in the same world language and/or ESOL)
  - International Focus (at least four credits in courses determined to have an international focus, such as international economics, world/non—U.S. history, world geography, etc.)
- At least four extracurricular activities and experiences with global themes and/or in global contexts (e.g. exchange programs, international and language clubs, travel abroad)
- Twenty hours of community service involving a global/cross-cultural public service project
- Capstone presentation on the knowledge gained in the courses and activities listed above

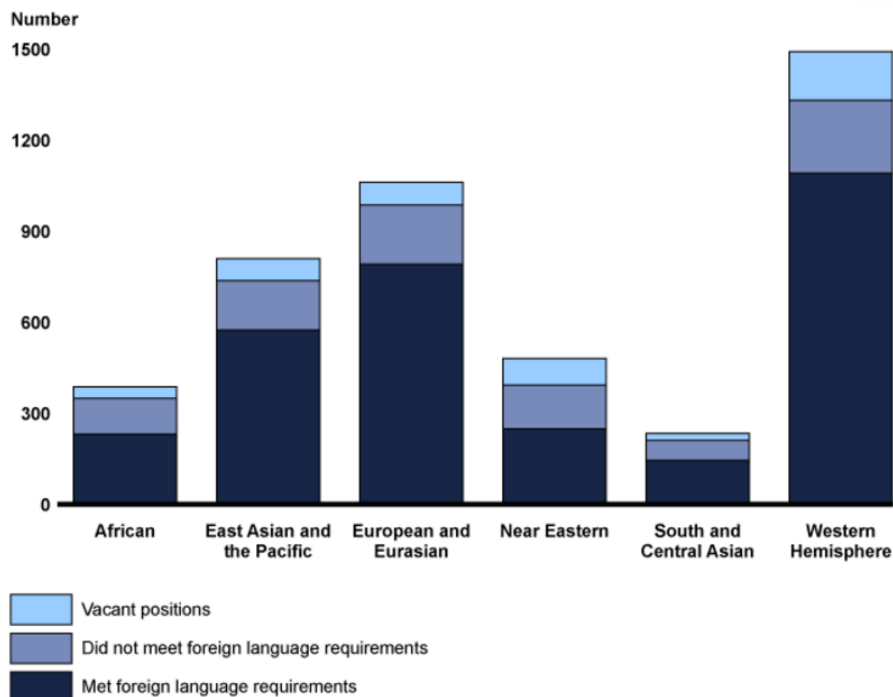


Geo

Education

# Growing Strategic Need!

Numbers of Language-Designated Positions Filled by Officers Who Met Proficiency Requirements, Filled by Officers Who Did Not Meet the Requirements, and Vacant as of September 2016, by Geographic Bureau



Source: GAO analysis of U.S. Department of State language-designated positions/language preferred positions as of September 30, 2016. | GAO-17-318



THE LANGUAGE FLAGSHIP



10 YEARS

STARTALK

A stellar past, a brighter future!



# Literacy

- Few differences
  - Universal concepts:
    - alphabetic & orthographic awareness
    - meaningfulness of prints
    - habits & attitudes about reading & writing
    - higher level thinking & metacognitive skills and strategies (skimming, paraphrasing, summarizing, predicting, using dictionaries & other resources, note-taking)
    - content knowledge
  - Language-specific:
    - Initial literacy instruction (Spanish: clear sound/symbol correspondence, starts with vowels)
    - grammar & orthography
    - Words
    - cultural schema
    - story structure
    - rhetorical devices



***When it comes to literacy- there are more universal commonalities than differences with standard literacy instruction when teaching world languages.***

DE

tion



# Georgia State University launches Dual Immersion Early Childhood Education Endorsement Program in the state of Georgia!

## Dual Immersion Early Childhood Education Endorsement Program

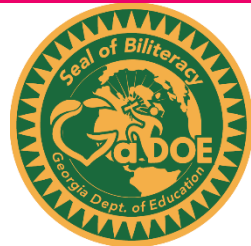
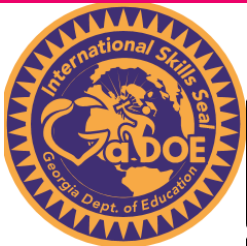
### Program Information

The Dual Immersion Early Childhood Education Endorsement program in the Department of Early Childhood and Elementary Education (ECEE) at Georgia State University (GSU) engages students in comprehensive exploration, research, and practice in elementary Dual Language education. The mission of the program is the development of highly prepared teachers who understand Dual Language education and are teacher-leaders in establishing learner-centered classrooms consistent with the standards of the Georgia Professional Standards Commission and the Interstate Teacher Assessment and Support Consortium. To be admitted to the endorsement program, students must be enrolled in a foreign language certification program (undergraduate) or hold an active state teaching certificate or license in foreign language education (post-graduate).

Successful completion of ECE 4397/7397, 4430/7730, ECE 4440/7440, ECE 4450/7450, and ECE 7740 or FORL 4030/6030 qualifies the student for the Dual Immersion Early Childhood Education Endorsement.

For Fall 2017 admission the application deadline is July 15, 2017 (non-GSU students only)

For more information about this program, contact Dr. Cathy Amanti [camanti@gsu.edu](mailto:camanti@gsu.edu)



# Keep all the doors to your success open!

**Learn a language!**

**What are some of the benefits?**

- Economic Benefits**
- Increased English Literacy
  - Increased Academic Achievement
  - Higher SAT/ACT Scores
  - Higher attendance
  - Greater awareness / Reading ability
  - Greater ability to learn additional languages
  - Supports other subject areas (Math)
  - Helps close the achievement gap

- Cognitive Benefits**
- Multitasking
  - Attention Control
  - Increased memory
  - Delay Dementia
  - Creative Problem Solving
  - Develops verbal & logical skills
  - Decision making

**Career Benefits!**

- Increased access to jobs
- Increased chance of being hired
- Increased career earnings
- Increased career advancement
- Globally competitive
- Increasingly valued in the job market
- (Domestic and global)
- Greater opportunity for international sales

- Cultural Benefits**
- Increased cultural competency
  - Increased respect for others
  - Builds relationships
  - Builds Tolerance / Respect for others
  - Builds cross-cultural communication
  - Connects with Heritage
  - Builds global perspective



**Georgia**

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# So what have we learned...

- Research shows that the language is a **critical component** of improving overall literacy for EL students!
- Providing non-EL students with a sustained language immersion education also improves overall English Literacy while at the same time increasing language proficiency and provides well-documented academic and cognitive benefits (**beneficial for all**)

The **research** evidence to support the claims of the language immersion Model **is clear and mounting**. (cognitive benefit, increased academic achievement, narrowing the achievement gap, higher 2<sup>nd</sup> language acquisition, increased literacy, higher performance on standardized test, higher attendance, increase in cultural competency)

- One of the main advantages of this model is **content development concurrent with acquiring English** – This keeps up with content in the L1 while the L2 proficiency is increased. (1) **break in content**
- Students in the DLI Model effectively get a **double dose** of Literacy. Additionally, the ESOL

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- There is a **growing need** for **multi-lingual** individuals in the **workforce** and it provides students a competitive advantage when entering the job market. (Both **domestically and internationally**)