

# Multilingual Education Task Force

Examination of Opportunities to Implement Dual Language Education Programs

Session 1  
May 5, 2022

Phyllis Hardy, Executive Director, MABE

April Perkins, ESOL/Bilingual Programs Specialist, Maine DOE



# Agenda

3:00-3:25 Welcome and Introductions

3:25-3:40 English-Only vs. Bilingual Programs

3:40-4:10 What is Dual Language Education?

4:10-4:25 Maine Bilingual Education, Past and Present

4:25-5:00 Framing Opportunities



# Maine Emphasis!

The magazine of the Division of Curriculum  
Department of Educational & Cultural Services  
Vol. 1, No.1, 1985

## ESL Versus Bilingual Education

It is noteworthy that, when directly compared with bilingual education, ESL is ineffective. (Troike, 1979) In fact, ESL has failed to meet the spirit and intent of the 1974 Supreme Court decision *Lau vs. Nichols* that guaranteed equal educational opportunities. Why the violation? Serving low incidence language populations necessitates using ESL staff because native language personnel are either inaccessible or costly, or both. Further, relaxation of civil rights enforcements for national origin minority children causes ESL programs to flourish more rather than programs of bilingual education. (Troike, 1979) It is also doubtful that the American people will ever pervasively accept a multilingual national policy until the concept of a mosaic of world cultures is itself accepted as an American reality. (Spolsky in Rubin, 1977)



# Multilingual Education Task Force

Purpose: To promote bilingual programs in Maine schools

[The Maine DOE refers to students learning English as multilingual learners.](#)

## Phase 1 Objectives:

- Establish a common understanding of bilingual programs (dual language education)
- Begin investigating opportunities and challenges
- Develop recommendations for next steps for the Maine DOE to support bilingual programs

## Phase 1 Timeline:

- Initial Convenings: May 2022
- Develop report of recommendations: June-July 2022
- Plan Phase 2: July-August 2022
- Release report and Phase 2 plan: September 2022



# Multistate Association for Bilingual Education - Northeast, Inc. (MABE)



# Multistate Association for Bilingual Education - Northeast



Network for DLE leaders,  
coaches and teachers &  
Social Justice



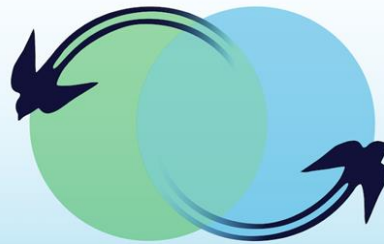
Consulting Services



Summer Institute  
Professional  
Development for DLE  
Programs



Annual Conference  
for DLE Programs &  
School Visits



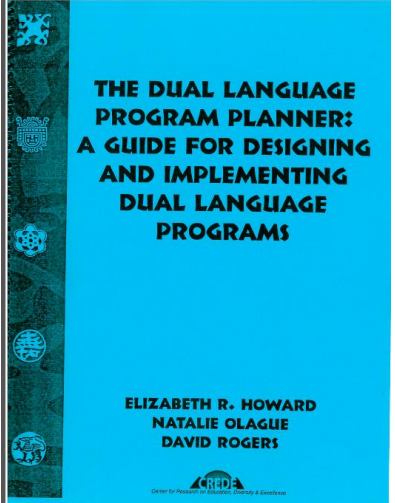
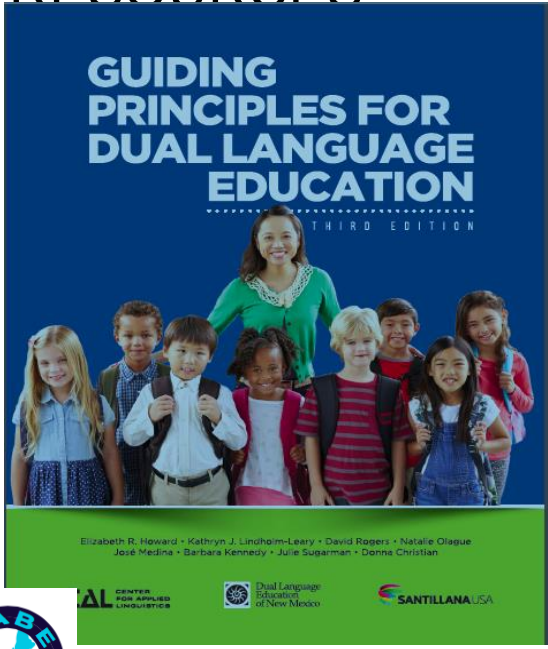
Network for Special Educators



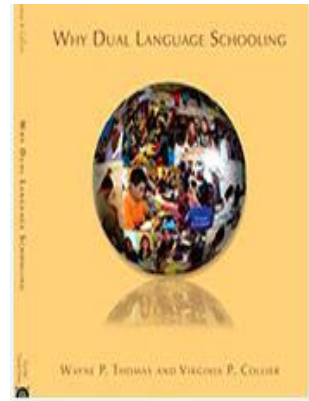
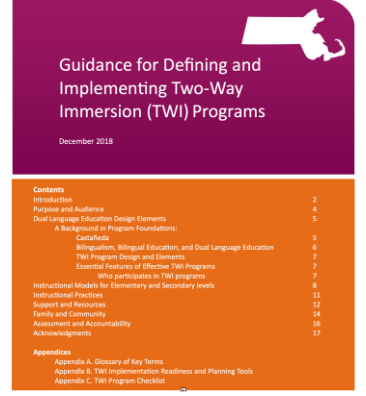


# Multistate Association for Bilingual Education - Northeast

## RESOURCES



**MABE Developed  
Timelines, Readiness  
and Decision Making  
Tools**



# Multilingual Education: Multiple Perspectives

Breakouts of 4-5 (10 minutes)

Introduce yourselves. Then discuss...

- What sparked your interest in bilingual education?
- In what ways is bilingual education important to you?







# English-Only vs. Bilingual Approaches to Language Instruction Educational Programs





# ELE Programs

English Model

Bilingual Education

Sheltered English Immersion Or Push-In / Pull-Out ESOL

Dual Language Immersion

Transitional Bilingual

US Born

Newcomers

SLIFE

One-Way

Two-Way

Early Exit

Late Exit



# What is bilingualism?

Bilingualism means knowing and using two languages, one of which is often English in the United States. Bilingualism allows you to communicate with different people and hence to discover different cultures, thereby giving you a different perspective on the world. It increases your job opportunities and it is an asset in trade and commerce. It also allows you to be an intermediary between people who do not share the same languages.

*François Grosjean is Professor Emeritus at Neuchâtel University (Switzerland) and the author of *Bilingual: Life and Reality* (Harvard University Press, 2010) [http://www.francoisgrosjean.ch/bilingualism\\_is\\_not\\_en.html](http://www.francoisgrosjean.ch/bilingualism_is_not_en.html)*



# The English for Speakers of Other Languages (ESOL) approach

...

...focuses on instruction in English as the primary means to help multilingual learners (MLs) acquire English and ultimately meet high academic standards.

## Linguistic, demographic, and educational needs:

- Models under this approach may be more convenient for schools with linguistically **heterogeneous** ML populations, highly mobile ML populations, or ML populations that are diverse in terms of students' ages or grade levels.



# The English for Speakers of Other Languages (ESOL) approach

...

- **Pull-Out/Push-In ESOL** where language specialist work with students in or out of their regular classes to provide intensive language instruction and support; instruction that focuses explicitly on language learning as instructional content in its own right.
- **Sheltered English Immersion (SEI)** serves multilingual learners in the mainstream classrooms. Students may receive individual support, often from ESOL teachers or bilingual instructional aides in the classroom setting.
- **Newcomer Model or Self-Contained ESOL** is intended for new immigrant students who have been attending school in their countries of origin and enter schools in late elementary and grades 6 to 12.
- **Students with Limited or Interrupted Formal Education (SLIFE) Program** serves students that are acquiring basic academic skills and concepts, content knowledge, and critical thinking skills and may not be literate in their native languages. They have the triple challenge of learning English and becoming proficient in a prescribed body of knowledge and skills, while simultaneously preparing for high stakes testing. SLIFE have limited time to accomplish all of this successfully in order to graduate from secondary school. (DeCapua, Smathers & Tang, 2009, Meeting the Needs of Students with Limited or Interrupted Schooling, A Guide for Educators)



# The **bilingual approach** ...

...to educating multilingual learners (MLs) is based on the understanding that instruction in the students' first language will help them to meet the goals of attaining English proficiency and meeting high academic achievement standards.

## **Linguistic, demographic and educational needs:**

- Models under this approach may be more convenient for schools with linguistically **homogeneous** language populations, including **simultaneous** and **sequential** bilingual ML populations that are similar in terms of students' ages or grade levels.
- Models under this approach require teachers who are fluent (proficient) in one or both of the languages of instruction.
- Models under this approach generally are designed to commence at the beginning of formal schooling and continue through elementary or even secondary school.





# The **bilingual approach** ...

Models also differ from one another by their **additive** or **subtractive** stance toward bilingualism.

- A **subtractive** bilingual approach uses the first language skills and development as a means to the end of developing English proficiency.
- In contrast, an **additive** bilingual approach holds biliteracy, bilingualism and biculturalism as program goals.



# The **bilingual approach** ...

## Subtractive bilingual approach:

- **Transitional Bilingual Education (TBE)**, use the first language of multilingual learners in instruction with a rapid transition to providing all or most of the instruction in English.



# The **bilingual approach** ...

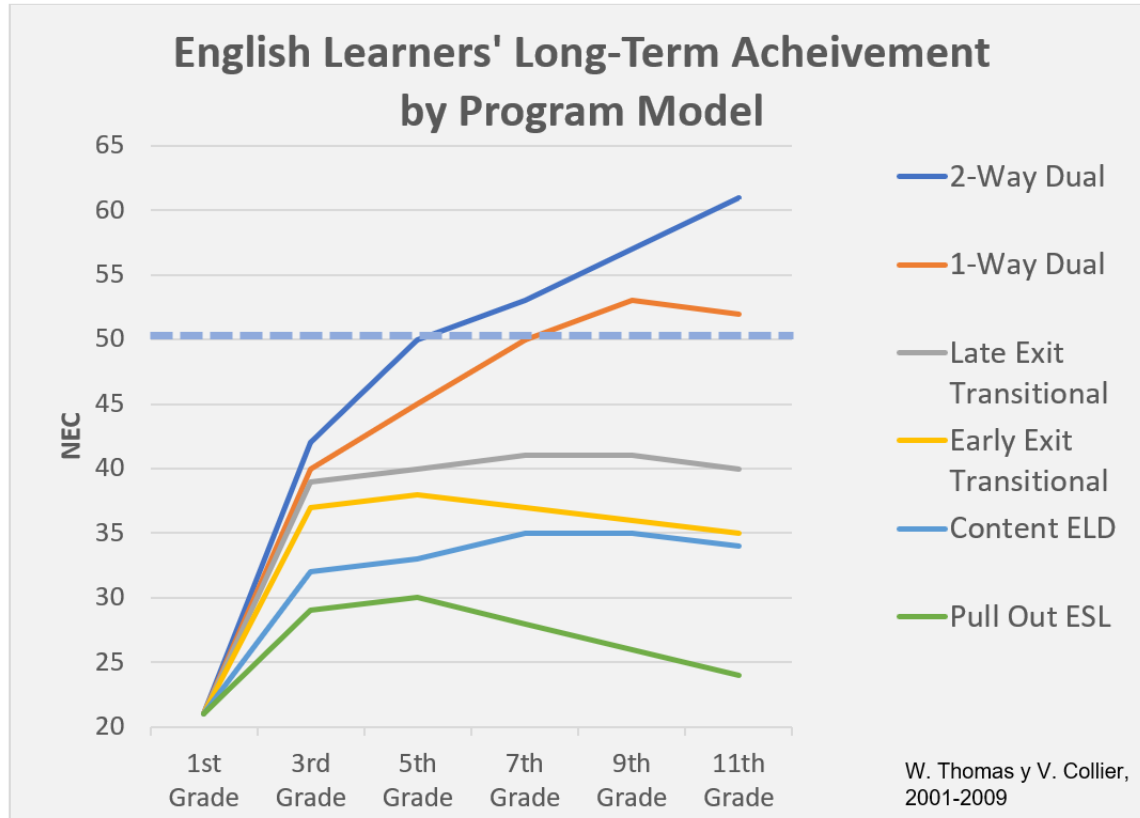
## Additive bilingual approach:

- **Dual Language Education**

...a multilingual perspective allows the knowledge and use of two languages as linguistic **assets** rather than as obstacles (Beeman & Urow).



# Thomas & Collier - The Graph



# Dual Language Education Goals

Grade-Level  
Academic  
Achievement

Bilingualism and  
Biliteracy

Socio-Cultural  
Competence

Equity and Social Justice



# Essential Program Characteristics

- Dual language Education programs use **two languages for literacy and content instruction for all students.**
- The programs provide the same academic content and **address the same content standards** as general educational programs.
- They provide instruction in the two languages over an **extended period of time**, from kindergarten through at least fifth grade (expanding secondary programs).
- Instruction is **in the partner language at least 50% of the time.**





# Who is it for?

- Children who speak English only
- Children who speak a language other than English only
- Children who speak English and a language other than English
- Children with a learning disability
- Children who are gifted

**ALL TYPES OF  
STUDENTS CAN  
LEARN IN A DUAL  
LANGUAGE  
PROGRAM.**



# Types of Dual Language Programs Based on Student Population

## One-Way Immersion

These enroll primarily students who are English speakers only or speakers of a language other than English only.

The students are a **homogeneous** linguistic group.

## Two-Way Immersion

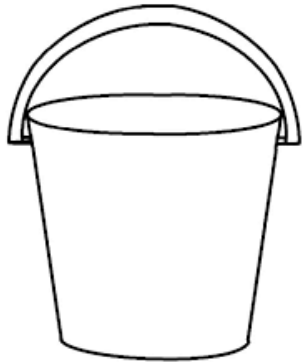
These enroll a balanced number of English speakers, bilingual speakers, and speakers of the partner language.

The students are a **heterogeneous** linguistic group.

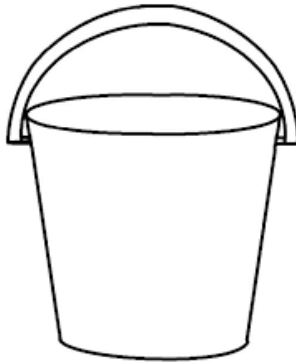


# Student Population

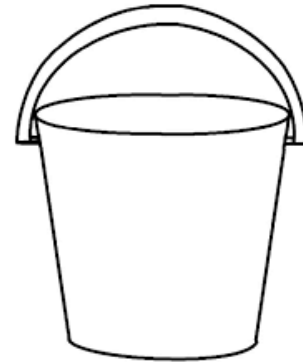
**Two-way immersion (TWI)** programs include **approximately equal numbers of students** who are monolingual or dominant in English at the time of enrollment and students who are monolingual or dominant in the partner language at the time of enrollment. There may also be students who have proficiency in both languages at the time of enrollment.



 **Monolingual or  
Dominant in English**



**Bilingual**



**Monolingual or  
dominant in Partner  
Language**

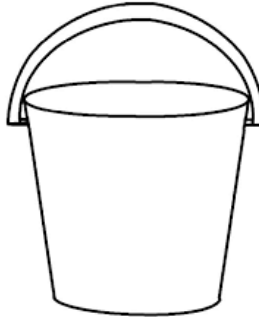
# Student Population

**One-way immersion (OWI)** programs serve more linguistically **homogeneous** groups of students.

- All students are proficient in the partner language but not in English at the time of enrollment

OR

- All students are monolingual or proficient in English at the time of enrollment



**All students proficient in same language**





The screenshot shows a Zoom meeting interface. On the left, a presentation slide is displayed with a yellow background and black text. The text on the slide reads: "CONSIDERING THE PROS AND CONS OF BEING IN THE TWO-WAY PROGRAM. ARE YOU HAPPY THAT YOU ARE A CURRENT STUDENT OR GRADUATE OF THE PROGRAM?". To the right of the text is a small image of a globe. In the top right corner of the Zoom window, a video feed of a woman with glasses is visible. The bottom right corner of the Zoom window shows the timestamp "2021-03-20 10:58:22".



# Maine Bilingual Education, Past and Present

1919: Maine legislature outlawed the use of languages other than English in schools

1968: With the Bilingual Education Act, French immersion programs established in St. John's Valley elementary schools, later expanded to middle and high schools.

1970s: First bilingual-bicultural education program for Maine Indian Education, led by [Wayne Newell](#). Maine Indian Education continues to offer bilingual programs in either Passamaquoddy or Penobscot at its three elementary schools.

1983: Maine legislature approved a [law to establish English as the language of instruction](#), except for transitional bilingual or dual language programs

2000: French immersion programs in St. John's Valley came to an end due to funding limitations and decreasing population.

2002: L'Ecole Française du Maine opened as a private French immersion school in Freeport.

2016: First Spanish immersion program launched at [Lyseth Elementary School](#) in Portland.

2018: [Maine DOE announces statewide Seal of Biliteracy](#)

2019: Lewiston Public Schools established an exploratory committee for the development of a French dual language program. This effort was interrupted by the pandemic.

**Lawmakers in 1919 tried to neuter Acadians by banning their language in schools**

By Andrew Birken  
March 1, 2019



Andrew Birken Credit: Andrew Birken

On April 1, 1919, the Maine Legislature passed an English-only bill that targeted the Acadians of Aroostook County.

Source: [Bangor Daily News](#)





## Breakout Discussion

Now with this understanding of DLE programs, what program(s) would you like to see implemented in your own local school community, in what language(s), and why?



# Framing Opportunities

Communities

Mindset & Values

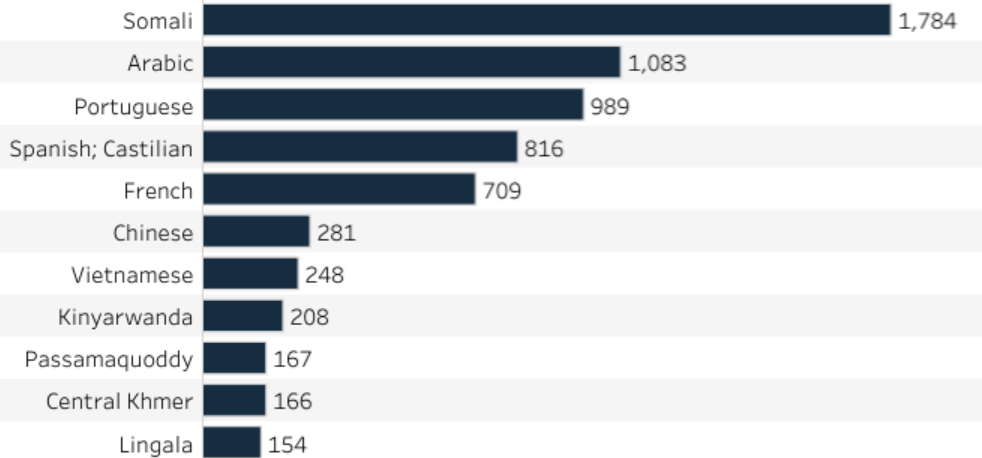
Funding

International Partnerships

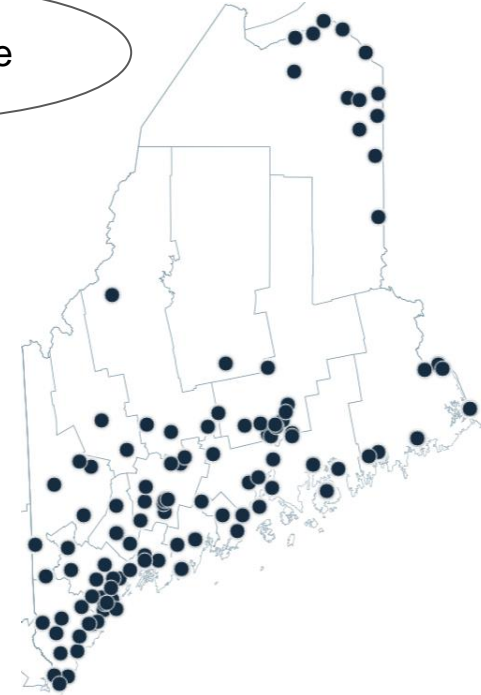


# Framing Opportunities: Communities

Number of Students (2020-2021)



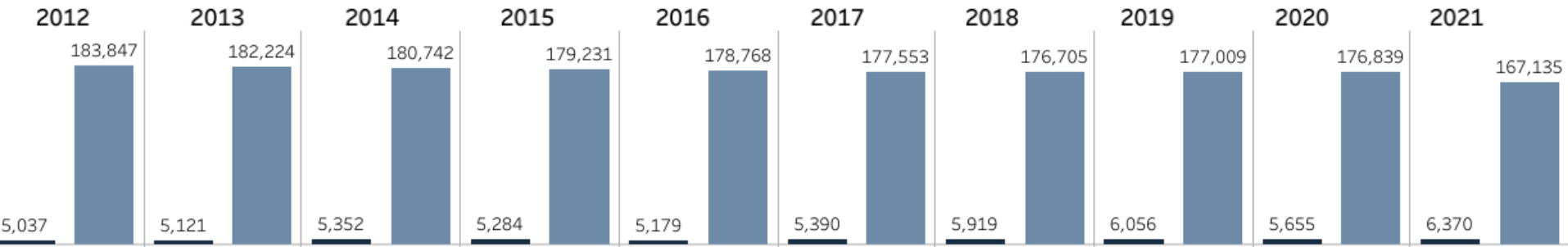
MLs in Maine



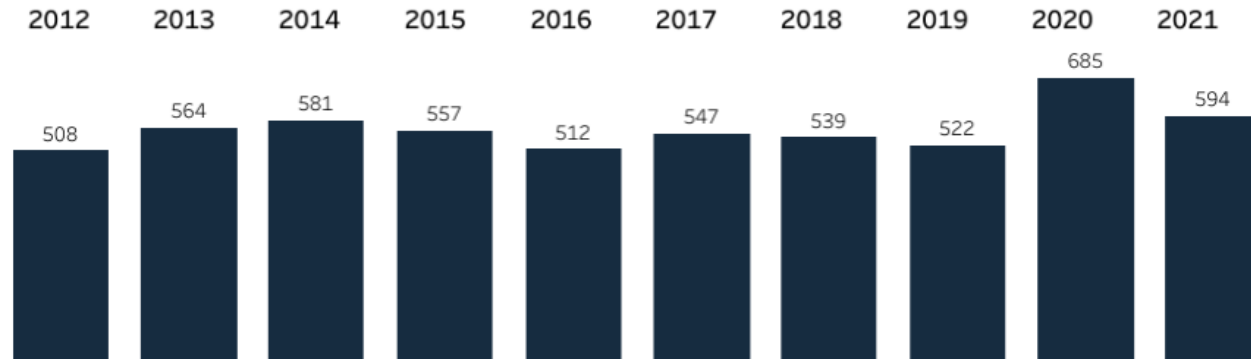
Source: Maine DOE [Multilingual Learner Data Dashboard](#) 2021

# Framing Opportunities: Communities

MLs and Non-MLs



MLs Ages 3-5



# Framing Opportunities: Mindset & Values

*This is a passion of mine.*

*It is my dream to have immersions of languages in each group with an English-speaking teacher and another Native language speaking teacher where students will hear interactive curriculum delivered in two languages, spoken by students!!*

*I am passionate about increasing options for expanding and strengthening world language learning in Maine, not only for students, but for educators as well.*

*I am very interested in joining this task force to support bilingual programs in Maine as I am a bilingual (Spanish/English).*

*I think it is important to promote the learning of languages in school. We are living in a global world where languages is the most important tool to connect and learn about other cultures.*

*Being bilingual has been a benefit throughout my life. Simply stated, I wish the same for all students.*





# Framing Opportunities: Mindset & Values

*I feel really strongly that children should have the opportunity to learn and engage with languages throughout their education.*

*As a heritage language learner, I feel this has a major impact on an individual's identity to not maximize the opportunity to connect with their culture and community without their heritage language.*

*I know that proportionately, Maine will have a lower population of students who will need an ELL education, comparative to other states, but that does not mean that our quality of education that we will provide should be less than our best.*

*I have seen the benefits of an immersion education first hand while working closely with the Lyseth immersion program for the past five years. The level that 3rd graders attain in the immersion program is much higher than most of my highest high school students.*





# Framing Opportunities: Funding

Potential sources of funding to consider:

- Federal relief funds (targeted specifically for multilingual learners)
- ESEA federal programs

## **Title III of the Elementary and Secondary Education Act: *English Language Acquisition, Language Enhancement, and Academic Achievement Act***

Purpose (3): “to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth”

Information coming soon on a funding opportunity for diversifying Maine’s educator workforce!



# Framing Opportunities: International Partnerships



**AMBASSADE  
DE FRANCE  
AUX ÉTATS-UNIS**

*Liberté  
Égalité  
Fraternité*

**Mathieu Ausseil**  
*Education Attaché*  
French Embassy

**Noah Ouellette**  
K-12 Education Officer  
Consulate General of France  
in Boston



**Manuel Collazo  
Fernández**  
Education Advisor  
Consulate General of  
Spain in Boston



**Cynthia Huang**  
Director  
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Taipei Economic and Cultural  
Office in Boston

**Jessica Wung**  
Administrative Assistant



**Verena Shifferman**  
Language Consultant  
Language Department  
Goethe-Institut Boston





# Breakout Discussion

What additional opportunities/resources for bilingual programs do you see beyond what we have presented?





Thank you!!

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