



Charting a Path to Bilingualism

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Overlapping Issues

- ▶ The U.S. lacks the language resources (in languages other than English) to meet its various goals, and many members of our society do not experience the benefits that proficiency in multiple languages and cultures can bring.

- ▶ Students enter U.S. schools with native-like proficiency in a language other than English (their heritage language) and are not encouraged to develop high levels of proficiency in their native language while also mastering English.

Policy and Practice Supports Needed

- ▶ A well-marked route: clear and accessible *paths* to language proficiency
- ▶ Few bumps in the road: cumulative language learning that is supported for long sequences
- ▶ Aligned policies from all sources that affect language learning to work toward common goals .

Paths to Bilingualism

- ▶ *Start to teach additional languages early*
- ▶ *Offer more immersion and other intensive approaches throughout an individual's education*
- ▶ *Build on heritage language skills that exist through clear pathways for speakers of heritage languages that foster maintenance and development of their skills*

Paths to Bilingualism

- ▶ *Use technology* to improve the effectiveness of language learning opportunities and provide access to new ones
- ▶ *Construct appropriate and effective assessments* that will inform instruction and help learners understand their strengths and areas needing improvement

Crossing Boundaries

Long sequences of language learning require bridging the gaps between levels and groups in education:

- ▶ *Schools in a feeder pattern*
- ▶ *Secondary schools and universities*
- ▶ *Schools and communities (especially important for heritage language communities)*
- ▶ *Education/government and private philanthropy*

Two-Way Immersion



www.cal.org/twi

Directory of TWI Programs

1987: 30 programs

2007: 338 programs-- Spanish (316), French (8), Cantonese(4), Korean (4), Navajo (2), Japanese (1), Mandarin (1), multi-language (2)

Achievement of our language goals requires support from education and language policies at all levels (federal, state, local) to foster the ongoing development of second language and heritage language proficiency in all ways possible.

- Legislation
- Regulations
- Appropriations

Aligned Policies

- ▶ Encourage high quality, well-articulated K-12 school-based programs that teach heritage languages for native speakers and second languages for all students along with postsecondary programs that build on the skills these students bring
- ▶ Include proficiency in languages other than English among core areas of achievement that will be measured and accounted for, both locally and in national assessments such as NAEP

Aligned Policies

- ▶ Give credit and provide incentives for individual English language learners who achieve high levels of proficiency in their native language as well as English
- ▶ Give credit and provide incentives for English speakers who learn other languages
- ▶ Require effective articulation between community-based programs and schools, and partnerships where possible,

- ▶ Include in standards for teacher preparation for all teachers the understanding of language learning, awareness of the value of language proficiency, and knowledge of ways to support heritage language development
- ▶ Establish rigorous standards for language teacher preparation to increase the availability of effective teachers in a wide variety of languages

Paths to Language Learning

- ▶ Multiple entry, multiple exit
- ▶ Paths to basic levels of language proficiency in languages other than English (expanding what has been called “the pool”) for as many students as possible.

PLUS

Paths to Language Learning

- ▶ Strong, coherent paths to high levels of language proficiency for individuals who seek to pursue that goal, with all the incentives and resources we can muster.

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