

New York State Education Department

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W prepared this series of related topic briefs that will comprise a Bilingual Education Toolkit to assist established and newly created bilingual programs in understanding the history, programming, theory, and pedagogy inherent in building effective bilingual education programs. The OBEWL presents this and other topic briefs as part of its continuing mission of promoting bilingual education and bilingualism as assets to both schools and students.

## Principles and Educational Philosophy Bilingual Education

Research has found that the bilingual brain has better attention and switching capacities than the monolingual brain (Marian and Shook, 2012). Bilingual and bilingual individuals become better at inhibiting some responses, promoting others, and emerging with a more flexible and agile mind (Konnikova, 2015). For children ( ).B,T Q 204 0 0w Q 2a2i 1.04 087pm ( thers)11 ( , and)5 ( e)7 (m)-4 (ergi)5 (n)3 (g )13 (wit)8 (h)3 ( a )-3 (m)

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families a wide range of resources and relevant services in their home language that are responsive to their interests and needs. They also strengthen the home-school connection, offer the opportunity to engage parents in informed decisions about the education of their children, including their post-secondary education. Actively engaging parents in school events and activities acknowledges the valuable resources they bring to the school community.

## Bilingual Programs in New York State

According to New York State, a Bilingual Education program shall mean a research-based program comprised of three components: (1) a language arts instruction component, including Home Language Arts and English Language Arts; (2) an English as a New Language component; and (3) a bilingual content area instructional component (including all bilingual content areas, i.e. math, science, and social studies, depending on the Bilingual Education program). A minimum include at least two bilingual core content areas, i.e. math, science, and social studies."

A research-based program comprised of two components: a content area instructional component in English (including all content, i.e. English language arts, math, science, or social studies) with home language supports and appropriate scaffolds, and an English language development component (Standard for English Language Learners).

Transitional Bilingual Education (TBE) programs offer students of the same home language the opportunity to learn to speak, understand, read, and write in English while continuing to learn academic content in their home language. The home language is used to help them progress academically in all content areas while they acquire English.

Language programs provide content and literacy instruction in both English and another language. The goals of dual language programs are academic achievement and proficiency in both languages leading to biliteracy. There are various models of dual language that exist; the most commonly implemented models are Two-Way Immersion and One-Way Immersion.

Two-Way Immersion (TWI) is what most educators think of when they hear the term dual language. In general, TWI classes are comprised of both native English speakers and ELLs, ideally 50/50. In this scenario, each half of the class is learning a new language and learning from each other.

One-Way Immersion (OWI) programs are gaining in popularity as the idea of dual language becomes more appealing to the greater public. OWI classes consist of students of one language group learning a new language. A class might be all native English speakers learning a new language while they develop English Language skills or all ELLs learning English while they continue to develop home language skills.

## REFERENCES



