



# Dual Language Program Handbook



*Department of Language Acquisition*

September 2019

# East Aurora School District 131

## Overview

East Aurora School District 131 is in Aurora, Illinois. It serves more than 14,000 students in grades preK-12. It is home to 21 schools. In addition, East Aurora School District 131 is affiliated with Hope D. Wall School and Dunham STEM Partnership School.

## Strategic Plan

East Aurora's Strategic Plan was developed by a team of parents, teachers, community members, school board members, staff and administrators. Those who participated in the strategic planning process worked from August 2018 through February 2019 to develop the district's five-year strategic plan. The team was led by the American Institutes for Research (AIR) to collect data, complete a district needs assessment, co-interpret data and develop a strategic plan. From the strategic plan, a mission and vision were developed. The strategic plan serves as the foundation for the decisions and actions taken in East Aurora School District 131.




**EA EAST AURORA**  
SCHOOL DISTRICT 131

### STRATEGIC PLAN

<b>MISSION</b> Our purpose is to educate and empower all students to reach their full potential.	<b>VISION</b> Our future graduates will be confident and productive global citizens committed to improving their community.
---	--

### GUIDING PRINCIPLES

 <b>EDUCATIONAL EQUITY</b> Meet the diverse needs of all students by ensuring a safe and inclusive learning environment.	 <b>OPERATIONAL EXCELLENCE</b> Utilize systems and resources that promote operational excellence, efficiency, and fiscal accountability.	 <b>COLLABORATIVE LEADERSHIP</b> Engage in continuous improvements through collaborative, student-focused, and data-driven leadership.	 <b>STUDENT ACHIEVEMENT</b> Ensure the academic success of all students by closing the opportunity gap.
---	---	---	---

See our five-year plan at [d131.org/vision](http://d131.org/vision)

**D131 EAST AURORA**  
2019-2024  
STRATEGIC PLAN

Reach your full potential!



## Department of Language Acquisition

### Mission & Vision

The Department of Language Acquisition’s mission and vision was developed by a team of parents, teachers, staff and administrators. From the district strategic plan, a departmental mission and vision were developed. The mission and vision serve as the foundation for the decisions and actions taken by this department in East Aurora School District 131.



## Department of Language Acquisition

The Department of Language Acquisition oversees the language acquisition programs offered by the school district. East Aurora School District 131 serves over 6,000 English learners.

**Dr. Rita Guzman**

*Director of Language Acquisition*

Office: (630) 299-7300

Email: [rguzman@d131.org](mailto:rguzman@d131.org)

**Elizabeth Vivanco**

*Assistant Director of Language Acquisition*

Office: (630) 299-7273

Email: [evivanco@d131.org](mailto:evivanco@d131.org)

**Veronica Ramos**

*Language Acquisition Elementary Coordinator*

Office: (630) 299-7314

Email: [vramos@d131.org](mailto:vramos@d131.org)

**TBD**

*Language Acquisition Secondary Coordinator*

Office: (630) 299-7317

Email: [evivanco@d131.org](mailto:evivanco@d131.org)

**Tina Clement**

*Language Acquisition World Language Coordinator*

Office: (630) 299-

Email: [tclement@d131.org](mailto:tclement@d131.org)

**Adelina Rivera**

*Language Acquisition Facilitator*

Office: (630) 299-7298

Email: [arivera@d131.org](mailto:arivera@d131.org)

**Jean Murphy**

*Language Acquisition Facilitator*

Office: (630) 299-7297

Email: [jmurphy@d131.org](mailto:jmurphy@d131.org)

## Dual Language Programmatic Model

The Dual Language program at East Aurora School District 131 is designed to ensure that all students become bilingual, biliterate and multicultural with the ability to meaningfully engage with their learning in an increasingly global society. All instruction in Spanish and English is aligned with East Aurora School District 131's general educational philosophy and curriculum as well as the Common Core Standards, WIDA Spanish Language Development, and English Language Development Standards. The program began with two kindergarten classrooms in school year 2017-2018. Each consecutive year the program has expanded to the next grade level.

Instruction provides students literacy and content instruction to in both English and Spanish at a 50-50 ratio. Students will experience half of their academic instruction in Spanish, and another half of their academic instruction in English. The goal is to prepare students for the future with abilities to listen, speak, read, and write in both English and Spanish, as well as develop an appreciation for different cultures. The Dual Language program provides kids the opportunity to learn English and Spanish, while maintaining high academic standards.

The program is a two-way model. In a classroom, approximately half of the students are Spanish-speaking English Learners who qualify for full-time bilingual services. Approximately half, but no less than 35% of the remainder of the classroom are English-speaking students who fit either of the following criteria: (1) students who meet the district criteria for receiving Sheltered Instruction (2) general education students. Parents must apply for this program and students are chosen through a lottery. Students begin in kindergarten and continue in this program until 5<sup>th</sup> grade even if they are no longer considered English Learners.

## Non-Negotiable Expectations

In order to ensure the expected academic achievement and success, it is necessary to adhere to the following program non-negotiable expectations:

- Daily instruction must reflect the time and content allocation for each language (50% Spanish /50% English)
- Strategic separation of languages on the part of the instructor—no simultaneous translation
- Programmatic, curricular, and instructional decisions based on research on language acquisition.
- All Dual Language teachers must utilize the developed Units of Study as an integral part of daily instruction.

## History and Research

Dual Language programs have been around since the 1960s. There is extensive research on the positive outcomes for both native Spanish-speaking students and non-Spanish speaking students. Studies have been conducted across the United States and Canada to examine the effectiveness of one-way and two-way immersion programs. Researchers such as Thomas and Collier (1995, 2002) and Lindholm-Leary (2005) consistently found that well-designed programs help students of both language backgrounds achieve at or above grade level scores on standardized tests. It also helps develop oral proficiency and biliteracy in two languages.

Graduates from these programs have a head start on language requirements for college and have enhanced employment opportunities. Research has found that all students in dual language programs, regardless of their pattern of language dominance, do as well as or better than students in monolingual English programs on standardized tests administered in English (Freeman, Freeman and Mercuri 2005, xiv).

## Benefits

For English proficient students, more than twenty years of research has shown:

- English proficient students develop proficiency in two languages
- English proficient students score as well or better than their English proficient, non-dual language peers on standardized tests of math and English language arts
- English proficient students develop a positive sense of self and demonstrate positive cross-cultural attitudes and behaviors

For English learners, more than forty years of research has shown:

- English learners who receive native language instruction were able to catch up to or surpass the achievement levels of EL peers and English proficient peers who were educated in English-only mainstream classrooms. These results were found regardless of the students' socioeconomic background.
- English learners who participated in programs that provided extended instruction in the native language (dual language programs) outperformed students who received short-term instruction through their native language (transitional bilingual education).

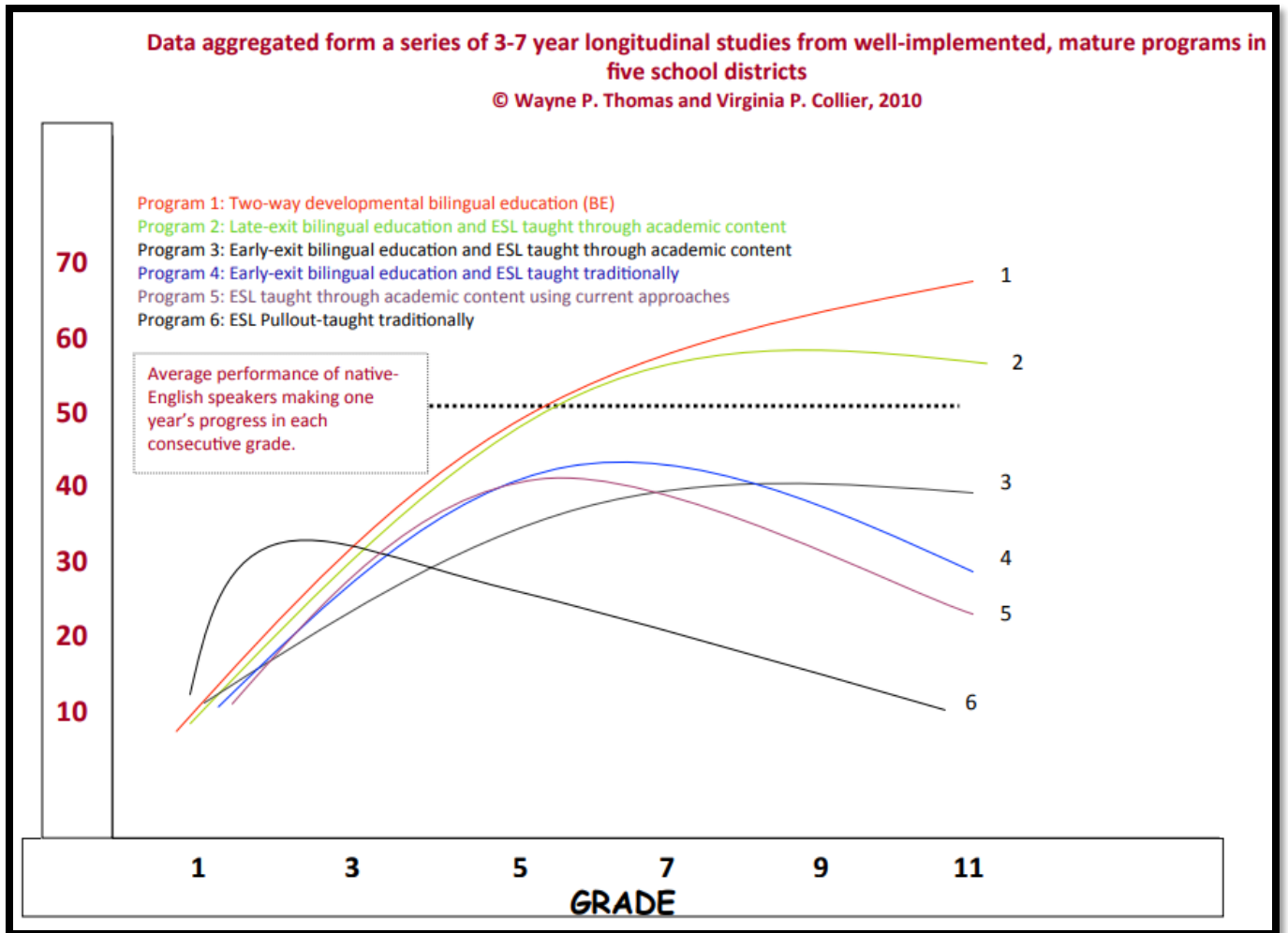
## Student Achievement across Six Program Models

The graph below shows results from a study comparing six of the most common types of English Language Learner programs. It shows how ELLs achieve academically over time in the various program models. In Program 1- Dual Language, ELL students consistently surpassed average academic achievement of native English speakers, and native English speakers in this program also showed higher academic gains than their non-Dual Language counterparts. *In most of the other programs, students do not retain their gains into secondary!*

The most prevalent educational program models for ELLs across the US are:

1. Dual Language, also known as two-way developmental bilingual education
2. Late-exit bilingual education (thru 5<sup>th</sup> or 6<sup>th</sup>) with ESL taught through content
3. Early-exit bilingual education with ESL taught through academic content
4. Early-exit bilingual education (not after 3<sup>rd</sup> grade) with ESL through language
5. ESL Pullout taught through academic content
6. ESL Pullout taught through discrete skills (language/grammar/phonics)

## General Pattern of K-12 Language Minority Student Achievement on Standardized Tests in English Reading Compared Across Six Program Models



© Wayne P. Thomas and Virginia P. Collier, 2002, 2010

Data was aggregated from a series of 3-7 year longitudinal studies of records of more than two million students from well-implemented, mature programs in US schools.



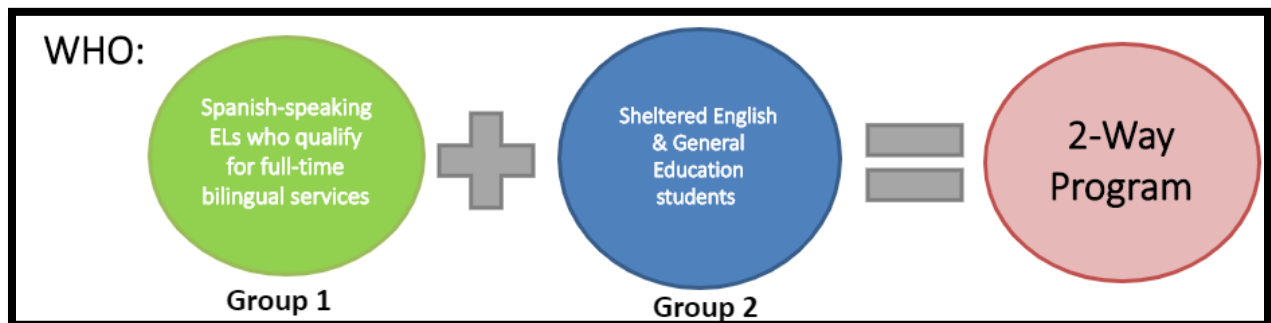
## Student Placement

Families with incoming kindergarten students from throughout the district can apply for entry into the Dual Language Program. This application process occurs in the spring. Once accepted, students are expected to participate in the program until 5<sup>th</sup> grade. Students who are not selected from the lottery will be placed on a waiting list.

Applying students who have a sibling in the program, will automatically enter the dual language program in kindergarten. They will not be placed in the lottery.

### The student population of the dual language classrooms will be:

- Approximately 50% Spanish-speaking English learners who meet the district criteria for Full-Time Bilingual Education
- Approximately 50%, but no less than 35% students, who meet one of the following:
  - Student who meets the district criteria for Sheltered English instruction
  - General Education student



## Wait List Procedures

If a kindergarten student moves out after the year begins, names will be taken in order from the appropriate wait list (TBE, Sheltered/Gen.Ed.).

If a first grade student moves out during the **first semester** of first grade, names will be taken in order from the appropriate wait list (TBE, Sheltered/Gen.Ed.).

If a first grade student moves out **after** the **first semester** of first grade, names will only be taken in order from the EL waiting list. Any student admitted into the program at this time, must show adequate Spanish fluency and have participated in a bilingual classroom.

**After the first semester of first grade (Grades 2-5)**, students may only be admitted to the program if there is space in the DL program at the students' grade level.

AND the student meets the following criteria:

- The student has been identified as an EL.
- The student shows adequate Spanish fluency.
- The student must have participated in a bilingual or dual language classroom.

**If the waiting list has been exhausted, space can be filled by a new student who is:**

1. Current DL student from another district
2. Any student who transfers in and has grade-appropriate Spanish literacy skills
3. 1<sup>st</sup> Grade Non-EL students who transfer into Johnson in the first semester may be added to waiting list

\* Special Ed students of either language will be considered on a student by student basis

- The student has been identified as an EL.
- The student shows adequate Spanish fluency.
- The student must have participated in a bilingual or dual language classroom.

## English Learner Identification Process

Illinois bilingual education rules and regulations provide specific guidance on how to identify English language learners, place them in the proper educational program, monitor their progress, and transition them to the general program of instruction.

### Home Language Survey (HLS)

Illinois School Code 23 Illinois Administrative Code 228 requires schools to administer a Home Language Survey (HLS) to every parent/legal guardian of all newly enrolling students for the purpose of identifying students who have a language background other than English. This includes students in Pre-K, Kindergarten and grades 1-12. The HLS serves to indicate possible eligibility for bilingual/ESL education services. The HLS asks parents/guardians to answer two questions:

- Is a language other than English spoken in your home?
- Does the student speak a language other than English?

If the answer to either question on the HLS is YES the school must assess the child’s English language proficiency using the appropriate English language proficiency screener to determine program eligibility within 30 days of enrollment. HLS responses must be entered into the SIS to continue the process for new student enrollment. The completed HLS with parent/ legal guardian and school official signatures must be filed in the student’s cumulative folder.

### English Language Proficiency Screeners

The Illinois School Code 23 Illinois Administrative Code 228 also requires that schools administer an individual English language proficiency screener to students identified through the HLS as coming from a family where a language other than English is spoken. **All students who have a YES answer on the HLS must be screened with the Pre-IPT (Early Childhood), Model (K-1) or WIDA Screener (1-12), to assess their English proficiency.** Results from the screener will determine a student’s eligibility and placement in a Bilingual/ESL education program.

Students are placed in programs based on the screener score criteria for their grade level. Below are the Full-Time options for language services. For more detailed information, please refer to the Department of Language Acquisition programmatic brochures available on the district website. All 4<sup>th</sup> and 5<sup>th</sup> grade students eligible for language services will receive Sheltered English instruction. Early Childhood student placement is based on the PRE-IPT oral proficiency level and the age of the child. For more detailed information, please refer to the Early Childhood language

<b>Bilingual Education</b>	
Kindergarten:	Oral Proficiency Level= 1.0-3.4
Grade 1:	Literacy Proficiency Level= 1.0-3.4
Grades 2-3:	Literacy Proficiency Level= 1.0-2.9

<b>Sheltered English Instruction</b>	
Kindergarten:	Oral Proficiency Level= 3.5-4.9
Grade 1:	Literacy Proficiency Level= 3.5-4.9
Grades 2-3:	Literacy Proficiency Level= 3.0-4.9

services brochure. Middle School and High School placement is based on years in program and entry Literacy Score.

Only staff members who meet the certification requirements can administer the English language proficiency screeners.

## Structure

Dual language programs vary with respect to the amount of Spanish that is used for instruction. East Aurora has adopted a 50/50 instructional model. Beginning in kindergarten, students will receive 50% of their academic instruction in Spanish and 50% of their academic instruction in English. All students will receive simultaneous literacy in Spanish and English. Simultaneous literacy does not imply equal time of literacy in Spanish and English, but rather that there is deliberate, planned oral language development and literacy instruction in both languages from the beginning of the program. Instructional time in either language is content based. Key vocabulary terms and concepts will be bridged into the other language after a unit is over, but it will not be simply retaught and/or translated in the same way it was first presented. When a concept is taught in one language, the exact same lesson is not taught in the other language.

## Explanation of Language Allocation Guideline

The following is an explanation of the percentages of Spanish and English used and what subjects will be taught in what language. The language allocation percentages are based on minutes of *academic* instruction and do not consider the amount of time a student spends in specials, lunch or recess. Each grade level has a percentage of Spanish/English instructional time. The chart below is a summarized version.

2019-2020 Instructional Minutes						
Instructional Minutes for Dual Language						
	KINDERGARTEN			1 <sup>ST</sup> – 5 <sup>TH</sup> GRADE		
	Mins per Day	Session per Week	Total Mins per Week	Mins per Day	Session per Week	Total Mins per Week
<b>LANGUAGE ARTS IN SPANISH</b> *SCIENCE/SOCIAL STUDIES ARE INTEGRATED	120	5	605	130	5	655
<b>LANGUAGE ARTS IN ENGLISH</b> *SCIENCE/SOCIAL STUDIES ARE INTEGRATED	45	5	230	55	5	280
<b>MATH</b>	75	5	375		5	375
<b>MINUTES IN SPANISH (GREEN)</b>			605 (50%)	<b>655 (50%)</b>		
<b>MINUTES IN ENGLISH (BLUE)</b>			605 (50%)	<b>655 (50%)</b>		



## Staff Role

Certified bilingual and ESL teachers will deliver instruction in Spanish and English, with support of other staff.

In the Dual Language Program, teachers, administrators and other staff need to promote a positive, multilingual learning experience in which staff and students interact freely in a student-centered environment. Teachers will use a variety of effective instructional and developmentally appropriate practices for the students to acquire academic skills and learn both languages effectively. For the success of students, it is essential that these best practices are implemented **in every dual language program classroom**.

Some instructional practices used by the teachers are:

- Positive teacher-student, and student-student interactions
- Culturally and linguistically responsive instruction and assessment
- Plentiful cooperative learning and social interaction
- Strategies instruction to promote comprehension; such as visuals, TPR, realia, music, etc.
- Implementation of a variety of bridging activities
- Communication and modeling of high expectations
- Understanding and support of students and families by being knowledgeable of language, race, gender and other cultural differences



## School Environment

For the Dual Language program to be successful, schools will foster an environment that leads to student success.

### Schools should adhere to the following expectations:

- ✓ School signs in both languages throughout the school. This includes, but is not limited to: marquee, all bulletin board headings, hallways, and student work in both languages when appropriate
- ✓ Morning announcements in both languages
- ✓ All communications to be sent home in both languages. This includes, but is not limited to: call-outs and newsletters.
- ✓ Honoring cultural diversity to promote positive cross-cultural attitudes. School programs and activities bring cultures together.
- ✓ Resources in campus library and classroom libraries in both languages.
- ✓ Orientation for all teachers and school staff to educate them about the program
- ✓ Resources/Materials in both languages (ex: classroom libraries, stations)
- ✓ Campus events in both languages (ex: Math Night, Literacy Night, Parent Meetings)
- ✓ Parent/ Family Events (monthly informational meetings, ESL classes, Multicultural Night)
- ✓ School website includes DL information



## Family Commitment

The Dual Language Program is systematic in nature. The effects of education are cumulative and the full benefits are only evident over the long term of this enriched educational experience. (Cloud, Genesee & Hamayan, p14). Due to this fact, and to ensure achievement and success, it is necessary for families to commit to the program until 5<sup>th</sup> grade. Active parent support is extremely important for the long-term success of the Dual Language Program. Parents of students in the program will be required to sign a commitment agreement.

### How can parents actively support the Dual Language Program?

- Understand it is a long-term commitment; until 5<sup>th</sup> grade
- Develop an understanding of Dual Language Education and encourage the use of the target language outside of school
- Show an interest in and value other cultures and languages
- Enjoy the challenges and celebrate the results

### How can parents help their child at home?

- Reinforce Big Ideas (most important concepts in a content area) at home
- Read 20-30 minutes a night in Spanish or in your home language
- Discuss daily what students are learning in the classroom
- Keep active with Dual Language family events
- Provide student with space, time and support to complete homework



## Dual Language Program Events

To foster the understanding and appreciation of biliteracy and other cultures the program will host family events throughout the school year. Below is a list of the programs offered by the Dual Language Program at this time.



*Ice Cream Social:* Incoming Kindergarten students and their families have the opportunity to interact with other kids and families in the program. It provides a great start to building relationships between families of different language and cultural backgrounds. This event is part of the transition plan for incoming Kindergarteners.



*Dual Language Parent Academy:* The purpose of this event is to share resources and strategies with parents to ensure the success of their child in the Dual Language Program.



*Día de los Muertos:* The purpose of this event is for dual language students and families to engage in Latin American traditions associated with this holiday.



*Multicultural Night:* The purpose of this event is for dual language students and families to learn about other cultures through student work and performances. Families also can share a dish representative of their culture.



## Collaboration with Programs

The Dual Language Program is an inclusive practice program that is designed to differentiate instruction to meet the needs of all students. It is necessary that teachers with expertise in second language acquisition, special education, reading instruction, and gifted instruction collaborate with each other to find ways to support the students' needs. It is important to understand that there will be challenges with students that have learning disabilities while learning a second language. Team members will consider possible factors such as second language development, disabilities, and behavior that they will need to observe in the classroom. Through the observations, the team members will work together to differentiate instruction to meet the needs of the student

## Dual Language Frequently Asked Questions

### What are the benefits of a dual language program?

Genesee (2008) points out that the ever-increasing globalization of business and commerce as well as the telecommunications revolution have set the stage so that those who know English *and* other languages will have economic and political advantages over those who know only English.

King and Mackay (2007) present a number of benefits attributed to learning a second language in depth. These include: a cognitive edge in creativity and metalinguistic awareness, enhanced cross-cultural understanding, and an educational and career edge.

Howard, Sugarman, Perdomo and Adger (2005) also cite research that has found that participants in dual language programs are more likely to stay in school than students from other programs and that most participants also plan to attend college.

### Which languages are involved in the dual language program at East Aurora School District 131 and how were they chosen?

The effectiveness of a Dual Language program depends on the interaction among students from two language groups which greatly enhances their acquisition of the second language. For this to take place, the classroom should have at least half of the students who are native speakers of the non-English language.

While East Aurora School District 131 has students from over 25 different language backgrounds, there are not enough students of a language other than Spanish to make Dual Language a viable option. Even so, research indicates that learning any second language makes it easier for a student to learn a third or fourth language. The important factor is that students begin any language as early as possible and continue in a well-articulated sequence.

### Why are the two languages separated by teacher? Why don't we translate so students hear a concept in their stronger language?

Also, teachers who do concurrent translation (presenting material first in one language, then in the other) often spend disproportionately more time in English (Lessow-Hurley 2005).

When students know that material is going to be presented in their stronger language after it is presented first in their weaker language, they learn to tune out and wait for the

presentation in their stronger language, and, consequently, do not acquire the weaker language (Lessow-Hurley 2005; Freeman, Freeman and Mercuri 2005).

**? What do we say when parents ask how they can support their children with work in a language the parents don't understand?**

Cloud, Genesee and Hamayan (2000, p. 92), suggest that parents who are not proficient in the target language or lack literacy skills or time can still support their children's growth in literacy by providing them with various recorded forms of media that their children can listen to and follow along with. Parents can also serve as audience to their children, "by expressing enjoyment and praising their children when they attempt to read and write, and by conveying to their children the importance of becoming biliterate."

**? Aren't dual language programs inappropriate for students with academic difficulties and/or special needs?**

No, not necessarily. We wouldn't immediately decide to remove a student with special needs from any class without first convening a team of teachers and other specialists to determine what accommodations would best support the student in the class. In extreme cases, the team might decide that the student's needs cannot be met within the class. The same procedure should be followed for students in or potentially entering dual language programs. Research to date suggests that learning in two languages does not pose an extra cognitive load on the learner.

"...research has shown that immersion programs are effective for students who often struggle in school because they come from low socio-economic backgrounds or have low levels of academic achievement," (Cloud, Genesee and Hamayan 2000, 3).

"It is not appropriate or recommended to suggest that a bilingual child with SLI [specific language impairment] be encouraged to use only one language. There is no reason to assume that dual language knowledge is a burden for children with SLI; in fact, children with SLI are able to learn two languages," (Genesee, Paradis and Crago 2004, 88).

"...low academic/intellectual ability is no more of a handicap in in bilingual education than it is in L1 [English-only] programs and, to the contrary, low performing students can experience a net benefit from immersion in the form of bilingual proficiency," (Genesee, Paradis and Crago 2004, 181).

Regarding students whose first language was English who are experiencing difficulties in a dual language program: "Professionals should not assume that the difficulties (linguistic or academic) experienced by some language majority students in bilingual programs are due to participation in a bilingual program. Learning through the medium of another language is not a linguistic, cognitive, or social hardship for most majority language students," (Genesee, Paradis and Crago 2004, 186).

Furthermore, "TWI [Dual Language] programs can be seen as ideal placements for special needs students, as many of the accommodations considered useful for these students (e.g., hands-on learning, thematic instruction, and multimodal instruction) are the same strategies recommended for two-way educators," (Howard, Sugarman, Perdomo and Adger 2005, 48).

"Special needs students can and should be included in EE ['enriched education' or dual language] programs with appropriate modifications to ensure their success," (Cloud, Genesee and Hamayan 2000, 131).

King and Mackey (2007, 217) note that, although much more research needs to be conducted in this area, "Most researchers and practitioners would agree that intensive and interactive exposure to appropriately complex language is important and beneficial for *all* children and that bilingualism does not need to fall by the wayside."



### Won't teaching students in Spanish lower their scores on important high stakes tests?

Research has found that all students in dual language programs, regardless of their pattern of language dominance, do as well as or better than students in monolingual English programs on standardized tests administered in English (Freeman, Freeman and Mercuri 2005, xiv).

However, we might still expect to see a delay in these results on standardized tests in English until the third grade if formal literacy instruction in English is not begun until second grade (Genesee, Paradis and Crago 2004, 177).



## Additional Information

Center for Applied Linguistics

[www.cal.org/twi](http://www.cal.org/twi)

Center for Advanced Research on Language Acquisition

[www.carla.umn.edu](http://www.carla.umn.edu)

Dual Language of New Mexico (DLENM)

[www.dlenm.org](http://www.dlenm.org)

Center for Teaching for Biliteracy: Bilingual Parents Blog

<http://www.teachingforbiliteracy.com/category/bilingual-parenting/>

¡Colorín Colorado!

<http://www.colorincolorado.org/blog/dual-language-instruction-overview-part-i>

## References

- Beeman, K. & Urow, C., (2013). *Teaching for Biliteracy: Strengthening Bridges between Languages*. Caslon Publishing: Philadelphia, PA.
- Beeman, Karen and Cheryl Urow. 2009. "Initial Literacy Instruction in Dual Language Programs: Sequential or Simultaneous?" in Urow, C (ed) *Dual Language On Demand*, Vol 1:4. Illinois Resource Center: Chicago.
- Cloud, Nancy, Fred Genesee and Else Hamayan. 2000. *Dual Language Instruction: A Handbook for Enriched Education*, Heinle: Boston.
- Cummins, Jim. *BICS and CALP: Clarifying the Distinction*. 1999. ERIC Digest ED 438 551. Retrieved on 6/28/2015 from <http://files.eric.ed.gov/fulltext/ED438551.pdf>.
- Escamilla, Kathy, Susan Hopewell, Sandra Butvilofsky, Wendy Sparrow, Lucinda Soltero-Gonzalez, Olivia Ruiz-Figueroa, Manuel Escamilla. 2014. *Biliteracy from the start: Lliteracy squared in action*. Caslon Publishing: Philadelphia, PA.
- Freeman, Yvonne, David Freeman and Sandra Mercuri. 2005. *Dual Language Essentials for Teachers and Administrators*. Heinemann: Portsmouth.
- Genesee, Fred. 2004. "What do we know about bilingual education for majority language students?" In T.K. Bhatia and W. Ritchie (Eds.), *Handbook of Bilingualism and Multiculturalism*. Malden, MA: Blackwell. Retrieved on 06/28/2015 from <http://www.psych.mcgill.ca/perpg/fac/genesee/HDBK%20BILINGUAL%20EDUCATION.pdf>
- Genesee, Fred, Johanne Paradis and Martha B. Crago. 2004. *Dual Language Development and Disorders: A Handbook on Bilingualism and Second Language Learning*. Baltimore, MD: Paul Brookes
- Genesee, Fred. 2008. "Dual Language in the Global Village." In T.W. Fortune and D.J. Tedick (eds) *Pathways to Multilingualism*. Clevedon: Multilingual Matters.
- Howard, Elizabeth R., Julie Sugarman, Marleny Perdomo, and Carolyn Temple Adger (Eds.). 2005. *The Two-Way Immersion Toolkit*. Providence, RI: The Education Alliance at Brown University. (Accessible via the archived website <http://www.cal.org/twi/toolkit/index.htm>)
- King, Kendall and Alison Mackay. 2007. *The Bilingual Edge*. Colins: New York.
- Lessow-Hurley, Judith. 2005. *The Foundations of Dual Language Instruction* (4<sup>th</sup> ed.). Pearson: Boston.

Lindholm-Leary, Kathryn and Elizabeth R. Howard. 2008. "Language Development and Academic Achievement in Two-Way Immersion Programs." In T.W. Fortune and D.J. Tedick (Eds.), *Pathways to Multilingualism*. Clevedon: Multilingual Matters.

Miatech, S. (2005, August) Bilingual models analysis sheet (Course project, NTEC, 2005).