

TEACHING STRATEGIES FOR THE DUAL LANGUAGE PROGRAM

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บทคัดย่อ

บทความนี้มีวัตถุประสงค์เพื่อเป็นแนวทางและให้กรอบแนวคิดในการจัดการเรียนการสอนแบบสองภาษาเพื่อเป็นการพัฒนาทักษะด้านภาษาของผู้เรียนโดยการนำเสนองอกลยุทธ์การจัดการเรียนการสอนที่เกี่ยวข้อง และยังมีการซึ้งและการนำแนวทางและเทคนิคด้านต่างๆมาใช้ให้เกิดความมีประสิทธิภาพที่สอดคล้องกับกลยุทธ์ซึ่งเป็นแนวทางปฏิบัติตามคำแนะนำ ทั้งนี้ยังมีการเน้นย้ำและพิจารณาความสำคัญของความสามารถในการใช้ภาษาได้ hely ภาษาซึ่งเป็นองค์ประกอบสำคัญสำหรับแนวทางการจัดการเรียนการสอนดังกล่าว ข้อมูลด้านต่างๆในเนื้อหาได้มีการนำมาจากเอกสารและงานวิจัยที่เกี่ยวข้องซึ่งสามารถเชื่อมโยงไปยังแนวทางในการจัดการเรียนการสอนและประโยชน์ของการจัดการเรียนการสอนแบบสองภาษาเพื่อพัฒนาความสามารถด้านภาษาของผู้เรียน และเพื่อให้เกิดประโยชน์ต่อครุผู้สอนและผู้ที่สนใจในการนำไปใช้ในการจัดการเรียนการสอนแบบสองภาษาให้มีประสิทธิภาพต่อไป

คำสำคัญ: การจัดการเรียนการสอนแบบสองภาษา, กลยุทธ์การจัดการเรียนการสอนภาษาให้มีประสิทธิภาพต่อไป

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Abstract

This paper aims to provide conceptual details and framework for using the dual language program to enhance the language skills of students through the discussions of teaching methodology concerned. The presented details also demonstrates how concepts and techniques should be employed in the instruction in accordance with the recommended strategies. Moreover, the importance of multilingualism is shown in the section provided. The discussions are illustrated through the review of literature, previous studies on the related topics, and research findings which could be linked to the importance, benefits, and guidelines of using techniques to improve the language competencies of students effectively. All the sections are expected to help teachers or whoever concerned create effective and supportive language instruction using the dual language program.

Keywords: Dual language teaching, Language teaching strategies

Introduction

Presently, the uses of foreign languages, especially English, keep growing over time. For many people, English is considered the global lingua franca; however, 75% of the world's population do not speak English (British Council, 2013). The globalization and technology lead to the connection of people around the world, so communication becomes the object of such development. If many people speaking a variety of languages gather together in one place, it is certain that not all of them can speak English, which could lead to the difficulty in communication; therefore, stressing the importance of foreign language in terms of social skills for citizens is another essential factor to facilitate effective communication and how people convey messages to the others in a certain society (Stein-Smith, 2017).

In order to meet the goal mentioned, the multilingualism should be emphasized as it provides advantages including foreign language skills, intercultural awareness and knowledge, critical thinking, and communicative skills (Modern Language Association, 2007). Furthermore, there needs to be the global competence which includes the ability to communicate in more than one language appropriately and effectively with people from different cultural backgrounds and the ability to understand and adjust one's thoughts, beliefs, feelings, and behaviors to fit new situations. Moreover, another important element of the global competence is the ability to think critically to gain more understanding of the information or situations encountered (OECD, 2016).

Therefore, employing the instructional methods which provide students with such skills should be taken into account to catch the current global changes in terms of communication. Dual language instruction is one of the methods which could potentially enhance the skills needed in the age of globalization mentioned above as it provides advantages in accordance with the growing international communication. Based on research findings and the review of literature, this paper aims to provide guideline details for the implementation of the dual language programs in order to enhance the skills needed in the multicultural contexts for students.

The Dual Language Program

The dual language program requires two languages to teach students in terms of content, literacy, and each lesson, and the aims of this instructional method consist of bilingualism which is the ability to speak in two languages, biliteracy which is the ability to read and write in two languages, and cross-cultural competence. The instruction mostly features English and a partner language or target language in the classroom (Kennedy & Medina, 2017).

The program also provides the opportunity for students to expose themselves to English speaking, positively improves English skills, and boosts up academic achievement (Valentino & Reardon, 2014). In addition, students can learn multicultural and cross-cultural skills which is considered the preparation for advancement in today's situations where English is increasingly used (Thomas & Collier, 2012).

As mentioned previously, the program features English and the partner language for the instructional process, so the components and teaching methodology are as the following:

1. Literacy instruction in the partner language and in English for the duration of the process
2. Content instruction in two languages used entirely in the class
3. Using the partner language at least 50% of the instructional time
4. Using appropriate curriculum and instructional materials in the partner language
5. Providing the professional development for teachers and administrators responsible for the program for the effective implementation.
6. Using the partner language for learning outcome assessments

In short, each item shown above purposely help teachers create appropriate instruction of the dual language program in which English as well as the partner language is used. Consequently, students should be able to gain literacy and understanding in those languages. Besides, the curriculum, instructional materials, and assessments need to be in the target language in order for teachers or those concerned to understand how to manage the program appropriately. For teaching effectiveness, the qualification of teachers should also be taken into account and will be discussed in the next few sections.

Models of the Dual Language Program

There is a variety of teaching models of the dual language program to consider; however, the frequently used ones are the 90:10 and 50:50 as shown in the following tables.

Table 1 The 90:10 Model (California Association for Bilingual Education, 2017)

Grade	Target Language	English
Kindergarten	90%	10%
First	80%	20%
Second	70%	30%
Third	60%	40%
Fourth and beyond	50%	50%

From Table 1, the instructional use of English increases by 10% in each level while the use of the target language decreases by the same amount. As the target language proficiency of students keeps increasing, the use of English in terms of instruction is focused more in order to keep the balance of the two languages. This model can be used to apply with the instruction requiring students to develop their language proficiency gradually. At the level beyond the fourth one, the target language and English could be adjusted appropriately in order to fit the qualification of teachers.

Table 2 The 50:50 Model (California Association for Bilingual Education, 2017)

Grade	Target Language	English
Kindergarten	50%	50%
First	50%	50%
Second	50%	50%
Third	50%	50%
Fourth and beyond	50%	50%

Table 2 shows that the percentage of the target language and that of English remain the same in each level, which is totally different from the previous one. In this model, the instruction of the key content is closely linked in the two languages, so the language skills of students in this model are not necessary to be mostly focused. The two languages are used to complement each other. Furthermore, in case of the lack of qualified teachers, the percentage could be adjusted appropriately.

Partner Teachers

From the two tables shown above, each model illustrates the collaboration of the English language in the instruction. As a result, both of the models require an English-speaking partner teacher in order to accomplish the instructional process while the other teacher uses the target language to complement the models. The roles and importance of the English-speaking teacher and Non-English teacher using the target language are as the following:

1. The partner teacher uses English monolingual instruction in classroom to teach or talk to students.
2. The partner teacher should be bilingual to understand students when they use their own language in classroom.
3. There should be the teacher who takes the main role in teaching key content using the target language or the same language as students' mother tongue to deal with each stage of teaching.
4. The two teachers should follow the models, the 90:10 and 50:50. It is recommended that there should not be the mixing of the two languages when interacting with students.

All in all, the teacher-related factor is considered essential for the implementation of the dual language program. The instruction using one of the models shown above with the collaboration of language teachers could lead to

the benefits for students in terms of their learning outcome. For example, from the previous study, the result revealed that students become better readers when teachers use the dual language instruction (Manning, 2015). Like multilingualism, it also results in cultural understanding, increased metalinguistic awareness, and better knowledge acquisition of students (Fenner & Breiseth, 2017).

For effective and appropriate instruction, teachers need to be certain that they are qualified to deal with the instruction and program management, so the training and instructional development of teachers should be included in the process and will be discussed in the following section.

Teacher Training

From the previous section, it is obvious that the two important components for teaching effectiveness are the models and the qualification of teachers. According to Fenner (2017), the qualification is considered the challenge for language teachers currently managing the dual language programs. That is, the need for qualified teachers keeps increasing. As the models have already been illustrated previously, in this section, the development and training of teachers will be discussed in detail.

The previous studies found that the existing beliefs about teaching and learning prevent teachers from accepting new ideas. As a result, for language teachers, their beliefs concerning the grammar-focusing teaching method are likely to be practiced in the classroom (Freeman, 2002). This tends to lead to the lack of students' critical thinking skills (Johnston & Janus, 2003). Therefore, the qualification of teachers is considered one of the factors greatly affecting the competencies and academic achievement of students (OECD, 2005). Mourshed, Chijioke, & Michael (2010) investigated successful educational programs and found that in order to have successful instruction, there need to be three

components included in the systems. They are getting more talented people to become teachers, improving instructional skills of these teachers, and ensuring that the teachers provide quality education for each student. Consequently, training programs and development centers should be provided for the expected results.

The goal of teacher training is to develop teaching skills in response to educational policies. There are many types of students with different ages, personalities, ability of learning, and personal experience, so it is complicated to identify which strategy is the most effective. As a result, teaching depends on strategies employed in the classroom to enhance knowledge of students appropriately (Gustafsson, 2003). The following details are the competencies for the consideration of the training (Kárpáti, 2009).

1. Competencies of facilitating learning process

- 1.1 To help students have qualification required in a certain society
- 1.2 To develop competencies needed in knowledge-based societies
- 1.3 To have competencies for knowledge acquisition
- 1.4 To have effective instructional methods

2. Competencies of teaching process

- 2.1 To be able to fulfill the educational needs of students in different social contexts
- 2.2 To create supportive learning environment for students
- 2.3 To integrate technology in learning activities
- 2.4 To create connection with other teachers or those in an educational field to help students in the same group with learning

In order to evaluate teachers' competencies shown on the list, the trained teachers need to be observed at work. For instance, the class visit could be used because it is the way to find out how well they can manage the classroom after the training. In this method, the data of students' achievement

and the feedbacks from a school director and colleagues are collected in response to the evaluation.

To summarize this section, the qualification of teachers is considered important for the accomplishment of the program. Without qualified teachers to promote learning achievement of students in the dual language program, the results could be confusing for both teachers and students. Therefore, the development and training of teachers to have qualification before dealing with the expected instruction is recommended.

Language Teaching Strategies for the Dual Language Program

From the discussed concepts, it is clear that there need to be two languages, the target language and English, in order to complete the teaching models of the dual language program. Therefore, in this section, the strategies for teaching effectiveness are illustrated in detail.

English is the essential part for the fulfillment of the dual language classroom. However, the study conducted by Bongolan (2005) investigating challenges of English teaching found that there are three challenges to encounter when dealing with English teaching.

1. Communicating about academic, social, and personal matters with students
2. Encouraging and motivating students to learn more
3. Identifying students' needs in both academic skills and English-language acquisition

In order to have successful instruction using English as a tool to deliver knowledge to students, there are six strategies suggested in response to the three challenges.

1. Introducing new concepts of vocabulary and language development by discussing specific terms to the concept, building background knowledge of students, and exploring some academic terms in each concept
2. Using guided interaction in classroom in order for students to work collaboratively to understand the reading by integrating listening, speaking, and writing in the concept to help them gain more understanding
3. Using authentic assessment and metacognition or teaching students to have thinking skills instead of having them memorize all the details taught in the classroom. As a result, the acquired thinking skills potentially help them become proficient readers. Besides, with the authentic assessment, teachers can use different classroom activities to assess students' understanding since the activities can provide opportunities for students to demonstrate what they have learned from a certain lesson. Therefore, teachers can see the language competencies of students in different ways depending on the instructional techniques or model.
4. Using the direct teaching of concept, vocabulary, and reading strategies for students to gain understanding needed to complete tasks given in the classroom.
5. Engaging students in learning activities concerning meaning-based context which includes meaningful things found in everyday activities in the instruction to gain interest and learning motivation. Besides, the study found that when students learn something attentively, they can link what they learn to their everyday activities and potentially gain more academic achievement from that motivation.
6. Using graphic organizers and visual aids including pictures, diagrams, and charts to help students easily recognize important details to support ideas as visual aids make the language and content more understandable and accessible.

All the six strategies mentioned above are shown to be the key to improve English skills of students who learn English as a second or foreign language. Moreover, the strategies can expose students to complicated academic terms using the technique to gain their interest as much as possible during class time so that they can learn attentively. In addition, the strategies could be used to help teachers with lesson planning in order to meet the goal anticipated and develop English skills of students effectively.

For the use in the dual language program, the six strategies not only help teachers find out what they should focus in class but also create classroom environment suitable for English learning. Apart from strategies needed in the dual language classroom for effective instruction, using technology to enhance students' learning is considered another choice. In traditional school settings, the role of technology is the facilitation for both teachers and students, which results in the increasing of effectiveness, knowledge, and skills. When using technology in the educational context, both students and teachers could be considered learners. That is, they can gain more knowledge through the use of technology provided at schools. More importantly, the achievement of students could be linked to the use of technology in order to gain more knowledge to complete a lesson or any other tasks involved. In other words, it maximizes the effectiveness of teaching and boosts up students' learning outcome (Christen, 2009).

As the technology continues to develop over time, applications for teaching such as audio, video, etc. become the part of English teaching. The multimedia technology mentioned is proved to have positive effect on students' learning by fulfilling classroom activities and aiding instruction. The growth of technology, as well as English, is heading in the same direction. For instance, in the case of the internet, it is one of the effective tools to facilitate the growth of English language people use in everyday communication, and the same goes

for any other multimedia technology appropriate to use for classroom purposes. Consequently, in order for teachers to have effective English teaching, catching new technological trends to use in classrooms is essential (Solanki & Phil, 2012).

For many years, the instructional technology has been integrated into classrooms since its development keeps growing. As a result, employing technology-integrated instruction in the dual language program is another consideration for the better learning outcome and English skills of students.

Apart from the facilitation of technology, Communicative Language Teaching (CLT) could also be used as it is designed to purposely enhance communicative skills which are highly demanded in today's international communication. Students have to be able to use the language, especially English, as a social tool to convey messages with comprehensible elements in the context of speaking or writing (Berns, 1990). There is no definite set of practices in this approach. Today's Communicative Language Teaching could be applied in various ways depending on resources and situations to enhance the communicative competence which is defined as the following (Richards, 2006).

1. Knowing how to use language for different purposes and functions
2. Knowing how to adjust the language use, such as formal and informal speech, accordingly to the different spoken or written communication
3. Knowing how to create and gain understanding from various types of text such as narrative, reports, interview, and conversations
4. Knowing how to maintain communication through different strategies

As for another foreign language which could be used in the instruction of the dual language program, Chinese has the similar instructional characteristics as those of English. Teaching Chinese as a foreign language needs to cover all four skills, listening, speaking, reading, and writing. That is, the instruction aims to enable students to use the language appropriately in different situations. Moreover, technology-integrated instruction could also be used to facilitate and

engage students in activities to develop the language skills through the process.
(Confucius Institute Headquarters (Hanban), 2018)

Conclusion

The dual language program could be another option for maximizing language competencies of students needed in the context of international communication and globalization, so students are exposed to the language uses. That is, the classroom features English and the target language as the facilitation to deliver knowledge to students. There should also be an English-speaking teacher and a partner teacher speaking the target language to fulfill the instructional models which could be either the 90:10 or 50:50 discussed in the previous section. Besides, it is clear that English plays an important role in the dual language program, so employing the six strategies to use in an English part could lead to teaching effectiveness. Furthermore, in order to deal with the program effectively, the qualification of teachers needs to be emphasized as the trained teachers are equipped with appropriate skills and knowledge to manage classrooms and students' learning. Therefore, teachers need to be certain that they are qualified to manage the program. Apart from all the strategies mentioned, the integration of technology in classrooms could lead to the accessibility and better learning outcome of students. In other words, they could gain more understanding from the facilitation of the technology-integrated instruction. For more effective options, using Communicative Language Teaching can also be included in the process to enhance the communicative competence of students.

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