



PORTER RANCH COMMUNITY SCHOOL



KOREAN DUAL LANGUAGE PROGRAM

KDLP Orientation

March 29, 2017

What we will cover

- What is a Dual Language Program (DLP)?
- What are the benefits of being in a DLP?
- KDLP at PRCS
- Testimonials
- Questions?

What is a Dual Language Program?

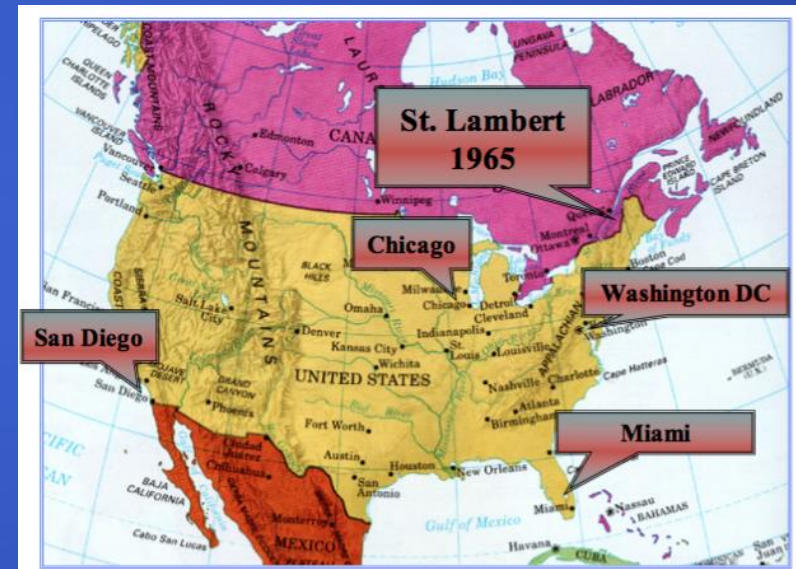
Definition of DLP

Dual language education is “an effective approach to developing language proficiency and literacy in English and a partner language.”



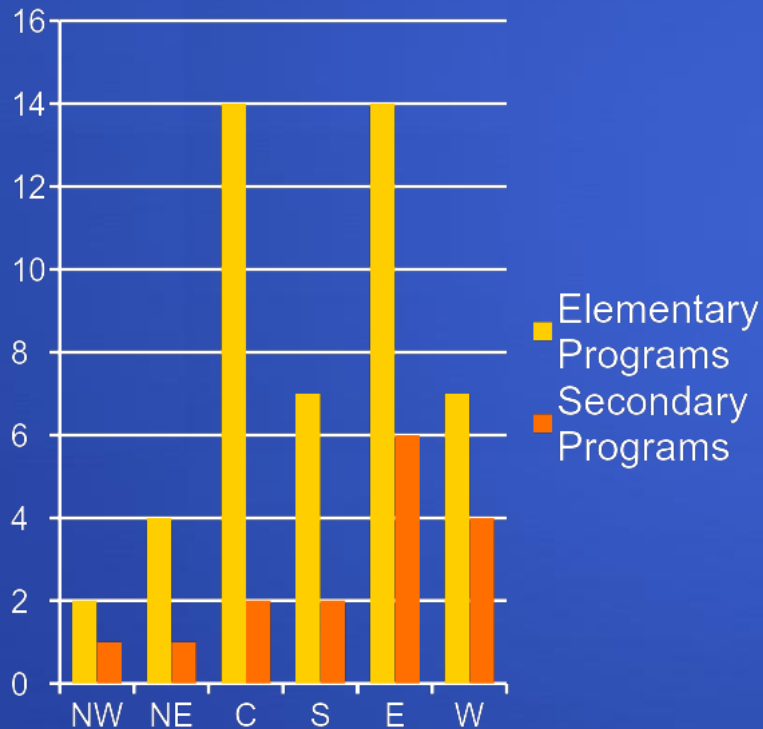
Historical Background

- Began in Canada in the 1960s – Canadian French/English model
- Nationally, in the Mid-1960s – first program was in Dade County, Miami (English/Spanish)
- In the 1970s – programs opened in:
 - Washington D.C.
 - Chicago
 - San Diego
- Today – Over 800 programs in public schools in 39 states

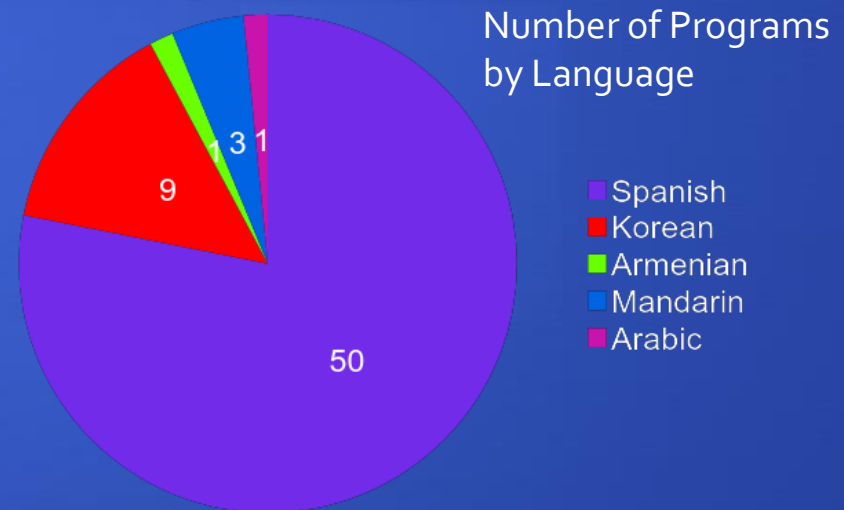


LAUSD DLPs

LAUSD – currently 60 (elementary and secondary) schools offer programs in Spanish, Korean, Armenian, Arabic and Mandarin



* Our NW District only has 1 other program in North Hills for Spanish/English.



Goals of Dual Language Program

- Communicative and Academic Second Language Proficiency
- Primary Language Proficiency
- Academic Achievement in both languages
- Appreciation for Diversity
- Develop higher thinking skills and cognitive flexibility
- Increase college choices and job opportunities
- Prepare for our future global society

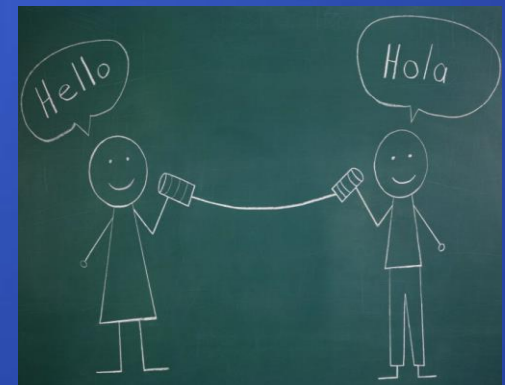
**What are the benefits of being in
a DLP?**

Cognitive Benefits of DL Education

- Build **MULTITASKING** skills – skilled at switching between two systems of speech, writing and structure
- Improves **MEMORY** – language rules and vocabulary strengthen mental “muscles”
- Increases **PERCEPTION** – adept at focusing on relevant information
- Increases **DECISION-MAKING** skills – make more rational decisions
- Improves **LANGUAGE** awareness – language structures allow for an more effective communicator, sharper editor and writer, and develops better ear for listening

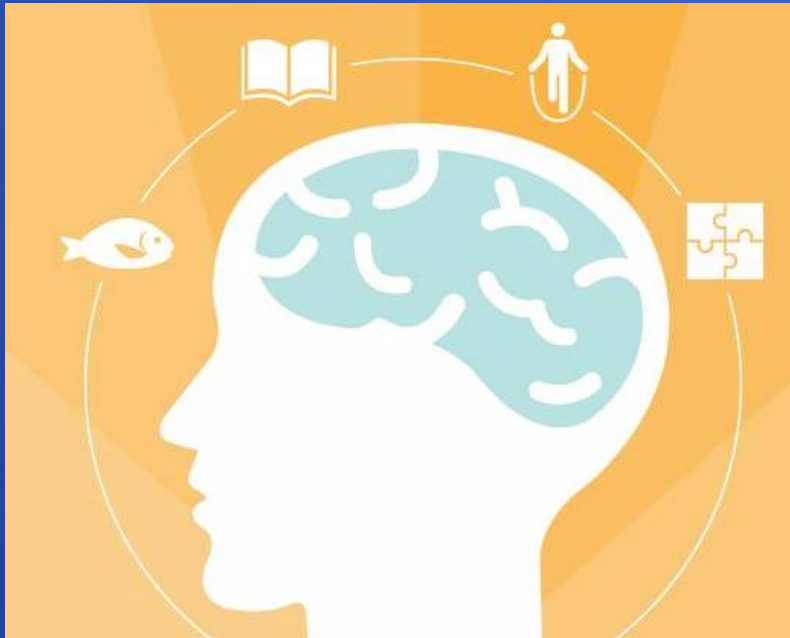
DLP Research: Thomas and Collier Study, 1997

- When compared to their monolingual English Only (EO) peers in Mainstream Programs, DLP students...
 - Scored as high or higher in English Reading and Mathematics
 - Earned higher SAT scores particularly in the verbal section of the test
 - By the 5th year in a DLP, students outperformed all comparison groups and remained high academic achievers throughout their schooling



DLP Research: Cummins, 1999

- Finding: Proficiency in 2 languages is associated with greater **COGNITIVE FLEXIBILITY** and awareness of language, which contributes to academic achievement



- DLP Implication: Students in a DLP attain high level of literacy in both English and another language since learning a new language develops critical thinking skills specific to language studies.

DLP Research: Lindholm-Leary, 2015

Figure 1. English reading/language arts scale scores for grades 2-8 ELs in DL programs

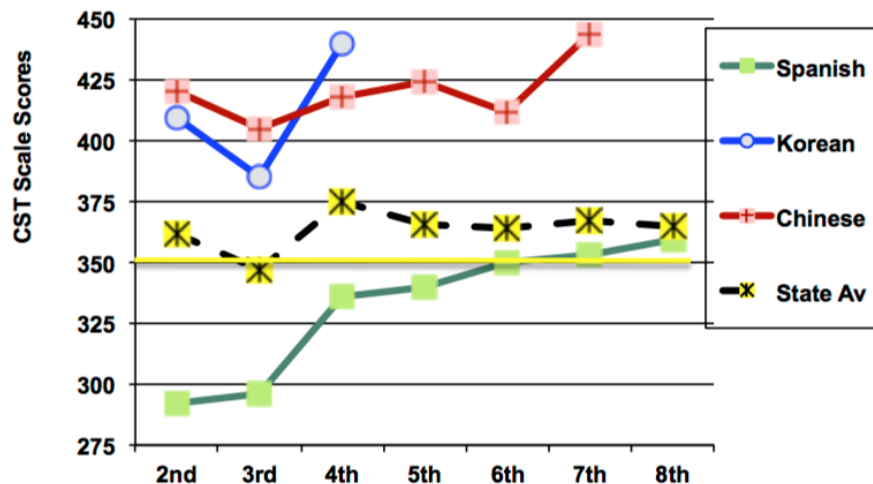
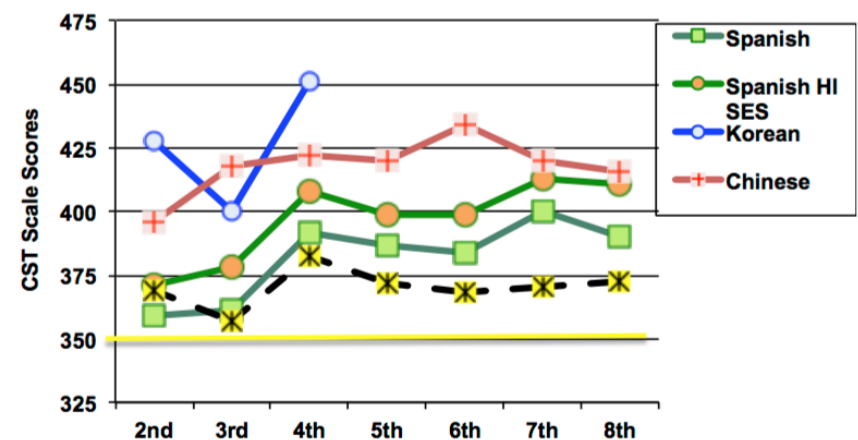


Figure 2. English reading/language arts scale scores for grades 2-8 NES in DL programs



- Figure 1 - English learners (EL): Spanish speakers start low but make a steady progress and meet state average scores by 8th grade
- Figure 2 – Native-English Speakers (NES): From 3rd grade, students score above to far above the average for NES in English mainstream programs

Students in DLP achieve at higher levels compared to their peers in English mainstream regardless of different ethnic and socio-economic backgrounds.

Benefits of Bilingualism

- For individuals in this country, bilingualism in English and another language can contribute to greater professional success, as well as increased earning power.
 - In a recent study on the effects of bilingualism in the workforce (involving more than 6,000 young adults), Rumbaut (2014) found that bilingualism raised individuals' occupational status and increased their earnings.
 - As the level of bilingualism increased, the advantages also increased.
- Another investigation of nearly 300 Californian businesses found that...
 - more than two thirds of employers preferred bilingual employees if their skills were comparable to those of monolingual employees (Porrás, Ee, & Gandara, 2014).

Bilingualism Around the World

IN THE UNITED STATES:

- “To prosper economically and to improve relations with other countries,” U.S. Secretary of Education Arne Duncan declared in 2010, “Americans need to read, speak and understand other languages.”
- Unfortunately, only 18% of Americans report speaking a language other than English.
- The U.S. does not have a nationwide foreign-language mandate at any level of education. It is set at the school district level, and primary schools have very low rates of even offering foreign-language coursework.

Bilingualism Around the World (cont.)

AROUND THE WORLD:

- In other countries bilingualism is a prominent part of their policy because they see foreign language as key to economic development.
- Studying a second foreign language is compulsory in more than 20 European countries, usually starting between the ages of 6 and 9.
- In Australia, students are required to learn a foreign language and have policy goals to highly encourage the study of Asian languages.



Additive Bilingualism

Do children who are taught in two languages have to learn everything “twice”?



Research shows that native language and second language are complementary rather than mutually exclusive.

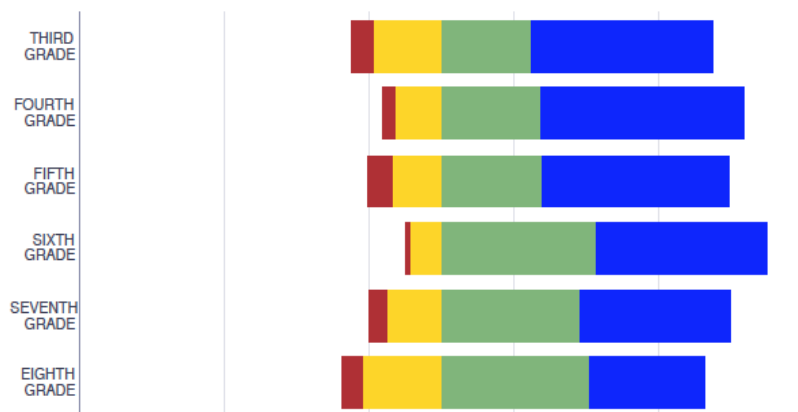
The process by which students develop both fluency and proficiency in a second language while continuing to develop proficiency in their first. The process involves adding a second language, not replacing the first language with the second language (which is known as subtractive bilingualism). (Wallace Lambert, 1974)

KDLP at PRCS

PRCS SBAC Test Score Comparison - English Language Arts

Non-KDLP English Scores

English Language Arts
2015-2016

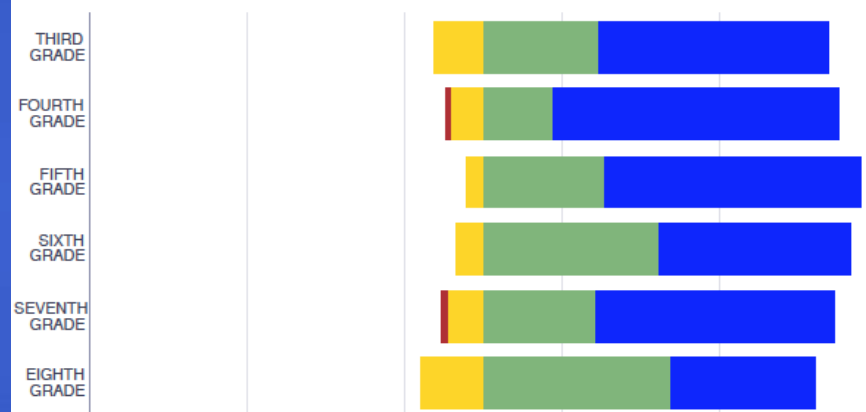


Not Met Nearly Met Met Exceeds

Grade	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# Tested
THIRD GRADE	25%	7%	18%	25%	50%	75%	132
FOURTH GRADE	16%	4%	13%	27%	56%	84%	110
FIFTH GRADE	21%	7%	13%	28%	52%	79%	97
SIXTH GRADE	10%	2%	8%	43%	47%	90%	119
SEVENTH GRADE	20%	5%	15%	38%	42%	80%	115
EIGHTH GRADE	27%	6%	22%	41%	31%	73%	102
Overall	20%	5%	15%	34%	47%	80%	675

KDLP English Scores

English Language Arts
2015-2016



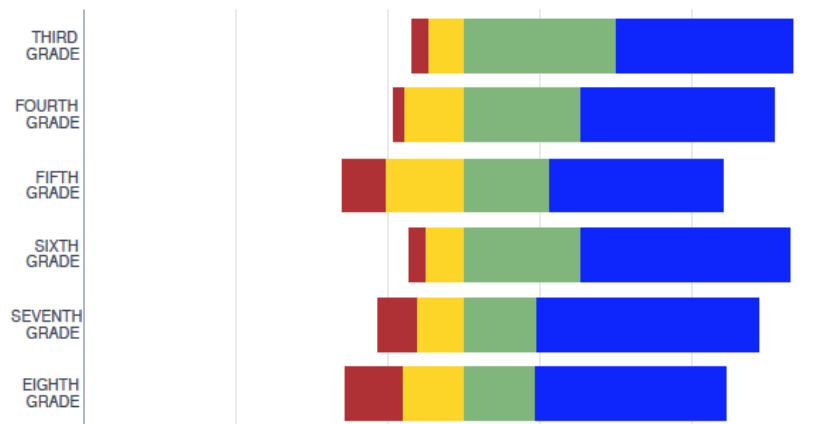
Not Met Nearly Met Met Exceeds

Grade	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# Tested
THIRD GRADE	13%		13%	29%	58%	88%	48
FOURTH GRADE	10%	2%	8%	18%	73%	90%	51
FIFTH GRADE	4%		4%	31%	64%	96%	45
SIXTH GRADE	7%		7%	44%	49%	93%	45
SEVENTH GRADE	11%	2%	9%	28%	61%	89%	46
EIGHTH GRADE	16%		16%	47%	37%	84%	38
Overall	10%	1%	9%	32%	58%	90%	273

PRCS SBAC Test Score Comparison - Math

Non-KDLP Math Scores

Mathematics
2015-2016

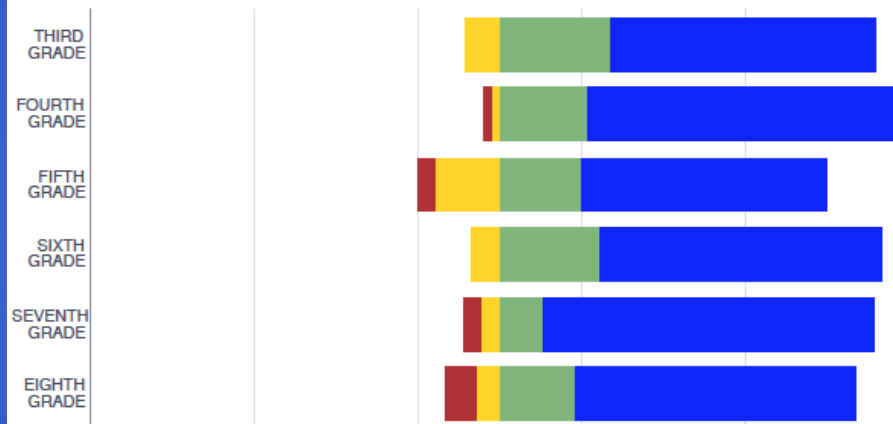


Not Met Nearly Met Met Exceeds

Grade	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# Tested
THIRD GRADE	14%	5%	9%	40%	46%	86%	132
FOURTH GRADE	18%	3%	15%	31%	51%	82%	110
FIFTH GRADE	32%	11%	21%	23%	45%	68%	97
SIXTH GRADE	14%	4%	10%	31%	55%	86%	119
SEVENTH GRADE	23%	10%	12%	19%	58%	77%	115
EIGHTH GRADE	31%	16%	16%	19%	50%	69%	102
Overall	21%	8%	13%	28%	51%	79%	675

KDLP Math Scores

Mathematics
2015-2016



Not Met Nearly Met Met Exceeds

Grade	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# Tested
THIRD GRADE	8%		8%	27%	65%	92%	48
FOURTH GRADE	4%	2%	2%	22%	75%	96%	51
FIFTH GRADE	20%	4%	16%	20%	60%	80%	45
SIXTH GRADE	7%		7%	24%	69%	93%	45
SEVENTH GRADE	9%	4%	4%	11%	80%	91%	46
EIGHTH GRADE	13%	8%	5%	18%	68%	87%	38
Overall	10%	3%	7%	21%	70%	90%	273

KDLP at PRCS

- Program starts in Kindergarten (6 year commitment)
- Currently have one class in every grade (K-5)
- One teacher per grade
- Instruction and class work take place in two languages, with Korean used about 50% of the student's instructional day.
- Ideally, a class is comprised of 50% Korean speaking students and 50% English speaking students.

KDLP at PRCs (cont)

- Each student at each grade level will be taught a cultural talent or skill that will be “showcased” during the year.
- We have a cohesive, school-wide vision that truly embraces the program as one special component of our campus.
- Celebrate Korean Thanksgiving and Lunar New Year. Students are also introduced to Korean art, Taekwondo, Dance and Drum lessons.



I'm not Korean!

The program is for everyone!

The program is not only for children of Korean descent.

- After-school language support - Students in each grade are offered free “Korean” homework help once a week to complete their homework assignments, study for tests and/or engage in small group intervention
 - Assistance will primarily be for students with no “korean” help at home
- Network with other DLP parents
- Attend cultural events together or participate in Korean after-school enrichment classes

Parent Commitment

- Learning a second language is no easy task...
- Parents also need to make a commitment to support their child through the program
 - Assist in providing additional resources and support as needed
 - Be patient and encourage your child when they may get frustrated
 - Communicate with the teacher if there are issue or concerns
 - Provide your child extra time after-school to work through their Korean homework – don't over pack their schedules



KDLP and Kindergarten Readiness

- Did your child attend preschool regularly?
 - Can your child express his/her needs and wants verbally?
 - Can your child take care of general dressing needs?
 - Can your child regulate his/her bathroom and cleaning needs?
 - Can your child separate from you without becoming overly upset?
 - Can your child play, share, and interact with other children?
 - Can your child follow directions and attend to tasks that are lead by an adult for 10 minutes at a time (e.g., circle-time)?
 - Can your child write his/her name?
- Is your child proficient in one language - in Korean and/or English?
- Kindergarten Entrance Interviews - please sign-up!

KDLP Biliteracy Award

- Students have an opportunity to receive an award from the district that shows he/she is biliterate by 5th grade when they meet the following requirements:
 - Read 10 grade level books
 - Receive a grade of a 3 or a 4 on an essay written in Korean that answers a prompt about biliteracy in the community.
 - Score benchmark on a reading test in English
- Students receive a certificate and a medal by the district recognizing their biliteracy and it will be recorded in their transcript.
- Students who complete the requirements again in 8th grade and 12th grade will receive a seal on their high school diplomas.

Testimonials

KDLP Parent Committee

Questions?

KDLP Teachers:

- K-Mrs.Noh
- 1st- Mrs.Yang
- 2nd-Mrs.Chu
- 3rd-Mrs.Bae
- 4th-Ms.Kim
- 5th- Ms.Kang



Resources

- <http://achieve.lausd.net/apolo#spn-content>
- http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/295/Intro15_Day1_Research.pdf
- <http://www.thomasandcollier.com/assets/jncl-nclis-white-paper-on-dual-language-education.pdf>
- http://www.lindholm-leary.com/resources/Presentations/2015AERA_Symp_KLL.pdf
- http://www.cal.org/twi/toolkit/PI/Basics_Eng.pdf
- <https://www.theatlantic.com/health/archive/2014/10/more-languages-better-brain/381193/>
- <https://www.edutopia.org/discussion/why-arent-we-teaching-second-language-public-elementary-schools>
- <https://www.forbes.com/sites/collegeprose/2012/08/27/americas-foreign-language-deficit/#7bd7a4d4ddcd>
- <http://www.pewresearch.org/fact-tank/2015/07/13/learning-a-foreign-language-a-must-in-europe-not-so-in-america/>
- http://blogs.edweek.org/edweek/global_learning/2013/03/foreign_language_policies_around_the_world.html