



## Frequently Asked Questions

### What is Two-Way Dual Language?

- Two-Way Dual Language is an educational model that integrates native English speakers and native Spanish speakers for all or most of the day, with the goals of promoting high academic achievement, first-and-second-language development and cross-cultural understanding for all students. In TWDL programs, language learning takes place primarily through content instruction. Academic subjects are taught to all students in both English and Spanish. As students and teachers work together to perform academic tasks, the students' language abilities are developed along with their knowledge of content area subject matter.

### Will a second language interfere with my child's English ability?

- In most cases, learning another language enhances a child's ability in English. Children can learn much about English by learning the structure of another language. Experimental studies have shown that no long-term delay in native English language development occurs in children participating in second language classes.
- In fact, children enrolled in foreign language programs score statistically higher on standardized tests conducted in English. A number of reports have demonstrated that children who have learned a second language earn higher SAT scores, particularly on the verbal section of the test. One study showed that, by the fifth grade of a Two-Way Dual Language program, students outperformed all comparison groups and remained high academic achievers throughout their schooling.

### Where is the Two-Way Dual Language Program available?

- Erma Nash Elementary and DP Morris Elementary
- The program will be available for students entering Kindergarten.

### Will there be spots available in First Grade?

- We may have a few openings available in First grade so, please follow the same application procedures.

### Which of the two schools will my child be zoned to? (See the chart below)

Two-Way Campuses	Erma Nash	D.P. Morris
Entrance Level	Kindergarten Only	Kindergarten Only
Transportation Zones	Boren Brown Daulton Miller Nash Neal	Perry Ponder Sheppard Smith Spencer Tarver-Rendon
		Anderson Brockett Cabaniss Davis Gideon Harmon Holt Jones Morris Reid Tipps
Students Eligible	Native English Speakers & Native Spanish Speakers	
Entrance Criteria	Students who are zoned to attend schools in MISD. In the event that interest exceeds the number of spots available, students will be chosen for participation by lottery.	

### Will my child fall behind if he/she learns two languages?

- Concepts learned in either language become a part of the child's general knowledge. Many language concepts transfer from one language to another. Please see the following websites for more information on current research in language learning: Center for Applied Linguistics ([www.cal.org](http://www.cal.org)), Center for Advanced Research on Language Acquisition ([www.carla.umn.edu](http://www.carla.umn.edu)), National Association of Bilingual Education ([www.nabe.org](http://www.nabe.org)), Illinois Research Center ([www.thecenterweb.org/irc/](http://www.thecenterweb.org/irc/)), DL New Mexico ([www.duallanguagenm.org](http://www.duallanguagenm.org)).

## Frequently Asked Questions (continued)

### **Will my child learn the same things as students in the regular classes?**

- Yes, the MISD curriculum must follow the guidelines for the State of Texas. TWDL classes cover the same grade level objectives, as regular English classes. Students work toward the same academic goals regardless of the language of instruction.

### **If we move to another area, will my child fit into a regular English classroom?**

- Yes. However, now that TWDL programs exist in many school districts, you may be able to find one in your new neighborhood.

### **Will my child take the STAAR test in English or Spanish?**

- The students receive literacy instruction in their native language, but they also receive literacy instruction in the second language. Normally, the STAAR test is given in the native language. A committee will look at each student individually to determine the most appropriate language of testing to ensure the student's success.

### **How can I evaluate my child's progress if no one speaks Spanish at home?**

- In addition to the report card, there is also communication with parents through newsletters, parent-teacher conferences, emails and phone calls. Homework instructions will also be given in both languages and will consist of previously taught material. Parents are welcome to visit classes following campus procedures.

### **How will my child understand if he/she does not speak the second language?**

- Teachers use many strategies to make the content understandable, such as visuals, props, manipulatives, facial expressions, gestures, physical movements and many other instructional techniques. Additionally, teachers repeat vocabulary and concepts and always check for understanding. While students are not expected to speak in the second language right away, teachers will encourage oral language production by restating what your child says in the target language. In this way, students will begin making connections between Spanish and English vocabulary.

### **How can parents support their child in the program?**

- Encourage your child by telling him/her how proud you are that he/she is learning a second language. Let your child know you are pleased with his/her progress. Show him/her that you value the ability to speak a second language. Here are some suggestions on how parents can help:
  - Encourage your child's interest in the language and other cultures.
  - Attend cultural events that feature the music, dance or foods from Spanish countries.
  - Provide books, videos, and other materials in the second language.
  - Be actively involved in your child's school. Join the P.T.A.
  - Teach your child the songs and nursery rhymes from his/her own heritage.
  - Read stories to your child in English/Spanish.
  - Encourage, but do not force your child to speak the second language at home.
  - Get to know your child's teacher either by phone, email or personal visits.
  - Take time to get involved with school activities.
  - Keep informed of TWDL programs.
  - Be supportive at all times of your child, the program and the teacher.

### **When will my child become fluent?**

- Do not expect your child to start speaking English/Spanish after the first few weeks. He/she is in the listening phase of his/her second language development. Your child will become familiar with vocabulary and then will begin to take the steps to speak English/Spanish. Do NOT compare your child to other TWDL students. Learning a second language is a five to seven year process, and each child develops at his/her rate.

Frequently Asked Questions (continued)

**What about the first days in Two-Way Dual Language?**

- Do not feel discouraged if, at the beginning, your child cries or seems nervous about the experience. Your child will need some time to adjust to this new challenge. From the start, the students are made to feel secure. Be patient. By the end of the first month, most of the students are over the initial adjustment. When your child comes home, do not be upset if he/she does not feel like telling about his/her day at school. Children often are very tired after their day and are in need of a change once they get home. If you feel that your child is continuously experiencing anxiety, it would be wise to discuss this issue with your child’s teacher.

**Program Overview**

**Mission:** Mansfield ISD is committed to providing a quality Two-Way Dual Language program where students develop a high level of academic and linguistic proficiency in two languages through a rigorous academic program of choice that enhances the development of bilingualism and biliteracy.

**Mission Outcomes:** 1) To position our students to become global citizens and leaders. 2) To enhance our students’ abilities for future achievement and advancement opportunities in a competitive job market.

**50/50 Program Design Model:** The Two-Way Dual Language program in MISD will consist of a combination of native Spanish speakers (50%) and native English speakers (50%) taught together in order to develop full bilingualism and biliteracy for both groups of students.

**50/50 Instructional Delivery Model:** The Two-Way Dual Language program in MISD will utilize a 50/50 instructional model where students will receive 50% of their academic content in English and 50% of their academic content in Spanish for all four of the core content areas.

**Program Pathway (Endorsement Plan: Arts & Humanities + Seal of Biliteracy)**

