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Dual Language Instruction: A Handbook for Enriched Education

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Dual Language Instruction: A Handbook for Enriched Education

Nancy Cloud, Fred Genesee, & Else Hamayan (2000).

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Pp. xii + 227

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Dual Language Instruction: A Handbook for Enriched Education actually presents a practical guide to developing and maintaining bilingual proficiency through school programs. Specifically, it has been written for educators who are interested in the development, extension and evaluation of successful dual language instruction programs. It is a complete and easy to read guide answers many of the basic questions that communities interested in dual language instruction would select this text as the essential starting point for teachers new to the field.

Dual Language Instruction: A Handbook for Enriched Education explores more profoundly the different types of students who are served by these programs. It encourages more in-depth examination of these models so that all the particular school and community settings. The book includes practical tools: sample lessons, sample materials, and sample reference materials.

The text is divided into three parts:

Part I: Foundations

Part II: The Instructional Process

Part II: Applications and Resources

Each part is subdivided into nine chapters. In addition to each chapter, reference lists of a *Dual Language Instruction: A Handbook for Enriched Education* also contains a series of appendixes that are useful for all EE practitioners. Appendix A is a *Glossary of Terms for EE teachers*. *Dual Language Instruction: A Handbook for Enriched Education* provides a practical useable list of terms that can be consulted as the book is read. Appendix B is a *Curriculum Materials* “to aid EE teachers in their search for texts to use with their students in dual language, the list of materials includes both languages. URLs of publishers are also provided. Appendix C is a *Resource Centers, Professional Periodicals and Journals*. Appendix D identifies some *Informative Resources*. Appendix E is an *Index of Tables and Figures* that appear in the book. [- 1 -]

All the information and strategies the authors present in the book come not only from research on dual language programs. In all the chapters the reader can find texts which are placed inside a “Voices from the Field”. “Voices from the Field” should be a must read. It is the most innovative contribution to the perspective of program development. Real-life examples of the principles and practices as reported by teachers, parents, head masters and even students offer clear information of their own experiences that will motivate the reader because the Tables are included in the text, so that if the reader needs more information (from people taking part in an EE programs) are provided at the same time. “Voices from the Field” also shows appreciation for the benefits that dual language instruction facilitates to the educational community.

Chapter One, an introduction, gives very clear information about the contents. It introduces the book and clearly describes the benefits of learning two languages from educational, cognitive, social and cultural perspectives. It explains the three programs the book focuses on:

- Second / Foreign language immersion programs for English-speaking majority students;
- Developmental bilingual programs for language minority students;
- Two-way immersion programs for language minority and language majority students.

Finally, the introduction describes the method and rationale behind the book’s organization. This and subsequent chapters leads the reader to the top names in EE programs (Two-Way Immersion Programs, Content-Based Instruction, Assessment, Lesson Planning). Both author and contributors provide a clear and concise overview of the field.

Chapter Two, “Critical Features of Enriched Education” is particularly helpful to school colleagues who are currently in progress. Research articles and the authors’ own experiences are used to identify critical features which are relevant in EE program development and implementation.

In Chapter Three, “Program Development and Implementation” discusses practical issues developed and maintained are presented. What makes this chapter very useful is that it provides a starting point for those who start planning an EE program or those who need to know how to ensure program effectiveness.

- People who can initiate the program and how
- Role of the parents and the larger community
- Relationship of the EE program to the rest of the school
- Staff development plan
- Student selection and grouping
- Teachers’ competencies and coordination
- Timing
- Language allocation and status and how this can affect the success of the program
- Materials: selection and adaptability
- Community outreach needed
- Criteria for effective EE programs

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Part II begins with chapter Four, “Oral Language Development”, which addresses effective oral language development in the second language and describes the stages of oral language development for both monolingual and bilingual students. The authors also underline what teachers expect from students in both the second and the first language. They provide four contexts for developing oral language proficiency in an EE program:

- The native language art class
- The second language class
- The content area class
- Social interaction with adults and peers

At the end of the chapter there is a summary (Table 4.10) in which the authors return to the four contexts and these features to add a list of implications for Oral Language Development.

In the following chapter, “Teaching Literacy in Two Languages”, the authors deal with the challenges of teaching literacy to second language learners. Teachers often ask these foundational questions and they need to be answered when designing instruction for second language learners. When students are taught to read and write in two languages simultaneously, it is important to plan for formal reading/writing instruction in one language before beginning formal reading/writing instruction in the second language. The concept of “transfer” from the first language to the second is also presented. In the second chapter, the authors address instructional objectives achievement, appropriate literacy materials selection and effectiveness of instruction. These questions are answered. A very useful and complete materials list is also provided as well as a list of pre-writing and writing activities to develop oral language (Tables 5.3, 5.4, 5.5).

The third part of the chapter is addressed to teachers of special needs students or with atypical concerns (see “Concerns”). In Table 5.10, an extensive list of references for working with special needs learners is provided. A detailed synthesis is provided in Table 5.12: a “Critical Features Summary”, in which both the key features for literacy development are summarized.

In addition, Dual language instruction in Chapter Six provides a rationale and strategies for the Integrated Instruction Approach. Reviewing the Glossary of terms at the end of the book is very useful at this moment. The end of the chapter, which is aimed at answering teachers’ questions about how to cope with content area instruction for majority students. It is also very useful for those teachers not working in the USA or Canada.

The chapter begins with Figure 6.1, in which the Goals of Integrated Instruction are presented. The process of identifying and selecting short- and long-term objectives. [-3-]

The authors then describe the process of planning integrated lessons and discuss content area instruction.

- Preview
- Focused Learning
- Extension

According to these three phases of instruction, they introduce teachers to the process of planning integrated lessons. The key features are summarized in Table 6.5.

At the end of the chapter, a list of teaching strategies of effective instruction is presented (see Table 6.6) and the links with Home and Community).

In chapter Seven “Assessment“, the authors discuss the design of effective assessment in the classroom. They also discuss the practical ways which teachers can use to design assessment goals. They also discuss the differences between the design of assessment in other types of classrooms; “most of these differences arise from the fact that ELL students are learning content area knowledge through the medium of a language they are also learning” (p. 161). A selection of tools to assess students’ progress. Portfolio design for assessment is also addressed. At the end of the chapter, the benefits as a result of involving students in their own assessment (what they call “Self-Reflection”) are discussed. The material in this chapter is summarized in a checklist presented in Table 7.12 and which is presented in Chapter 2.

Part III begins with chapter Eight, “Model Lessons and Assessment Procedures“. In this chapter, the authors discuss the design of effective assessment in the classroom. The chapter is aimed at Second Language Learners. Unit 1 is addressed to learners of Spanish. It is an Essential Feature of the book. “Qué comes tú?” (*What do you eat?*). It is a series of very useful lesson planning guidelines for the design of model lessons including:

- Content And Language Objectives Planning As Well As Content Compatible Language
- General Skills Objectives / Cross Curricular Objectives
- Planning Checklist
- Grouping Arrangements
- Lesson Mind Maps
- Types of Activities by Phase
- Assessment Strategies
- Assessment of Language Learning
- Assessment of Content Learning
- Unit Resources and Materials

[-4-]

The second model lesson called “*The Weather*” differs from the first. It is aimed at primary but could also be applied to those learning another language. This lesson assumes that students know English. Figure 8.3 explains how the unit can be expanded to different content areas.

Chapter Nine, the final chapter, addresses advocacy. This chapter is helpful for those who experience conflict from a diversity of people or institutions. The role of advocacy is discussed especially in the context of excellence. The authors describe the people or institutions implicated in advocacy, such as school administrators, members of the local community, professional and political leaders, etc. They also describe a group which can provide the advocacy that is required to create and maintain effective EE.

Dual Language Instruction: A Handbook for Enriched Education is an important and useful resource that is friendly and recommended for all educators interested in starting up or being informed about dual language instruction.

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