

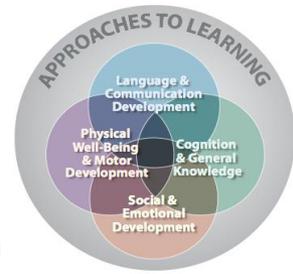


**Missouri Dual Language
Immersion Network
(MODLAN): Early Language
Learners**

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Project Overview: MODLAN



The Missouri Dual Language Network (MODLAN) is a coalition of educators, university professors, and advocates across the state of Missouri. We have nearly 100 followers on Facebook and growing

<https://www.facebook.com/moduallanguage>

MODLAN has three core aims of Dual Language (DL) education:

- (1) language proficiency/fluency in at least two languages – E:s and English-only learners;
- (2) high academic achievement and ability in those languages - Main aim is for the ELs to improve their academic languages in 2 Ls; and
- (3) cross-cultural competence.

Strengths and Benefits of DL Education: Success Indicators

- Over time, well-implemented DL education programs provide the strongest academic development for English Learners, especially of DL two-way immersion education (Lindholm-Leary, 2001, 2005, 2011; Lindholm-Leary & Block, 2010; Lindholm-Leary & Borsato, 2006).
- Meanwhile, English-speaking youth have an opportunity to develop fluency in another language by middle school, at no cost to their other academic development, and in MODLAN, we have five partner districts. Now the MODLAN with MELL provide the PD, e.g., Working with Young DL Learners, to the districts where they have Els including non-partner districts.
- Finally, dual language programs take a "strengths-based" approach, building on the language expertise of immigrants/newcomers, allow for better school-family communication (as teachers speak the parents' home languages), and integrate children from diverse backgrounds, something sorely needed especially in Missouri, these days.
- In addition, bilingualism is continually linked to additional skills that support learning, including: attention skills, metalinguistic, and metacognitive strategies

Challenges

- There are currently over 30,000 ELs attending rural, suburban, and urban school districts across the state (Missouri Department of Elementary and Secondary Education, 2014b).
- But Missouri has not adequately served its growing EL population; the achievement gap persists. In 2014, only one of the schools that receives Title III funding to serve EL students made Annual Measurable Achievement Objectives (AMAO) as required by federal legislation (Missouri Department of Elementary and Secondary Education, 2014b).
- Education for ELs in Missouri is almost exclusively English as a Second Language (ESL) coursework that may not include grade-level academic content. This is in contrast to bilingual approaches, like Dual Language (DL), which have been shown to be "astoundingly" effective for academic learning as well as language fluency (Collier & Thomas, 2004).

Challenges in Missouri & *What can OELA do to facilitate on-going sharing of promising practice?*

- Over the past 10-20 years, Missouri towns have seen striking demographic growth. Many elementary schools across the state now have 50% of their students from Spanish speaking backgrounds. Districts, especially in small rural areas, do not have the expertise, knowledge, or staff to serve their new English Learners, and they don't have the capacity (yet) to offer the best program model of Dual Language. MODLAN is trying to address this urgent issue.
- ***OELA could provide the support to develop research-based dual language education models with the DL resources to enhance the immersion language proficiency and academic achievement of ELs and English-only speaking students.***
- It could start with An overview of language education models and some of those demographic changes is seen in this prezi, <http://www.lisamdorner.com/>