Slide 1

Choosing a dual-language teaching model within the Hand in Hand framework

Slide 2

[Image]

Slide 3

The principles of the Hand in Hand dual-language model

* Arab and Jewish students learn together
* Two teachers in the classroom: one Jewish, one Arab
* Each teacher speaks in her native language and is responsible for its acquisition
* In language classes—the students study the first language and second language separately
* In other classes—2 languages are taught together, continuously without translation ($#\*&?)
* Only in lessons with a Jewish teacher with one teaching language—Hebrew

What are the challenges? What are the issues?

Slide 4

What have we done so far?

1. 2005—Amara Report
2. 2013 to date—various studies on first and second language acquisition in early childhood
3. 2017-18—experimental research in the Haifa kindergarten examining the effect of changes in the model on second language output among Jewish and Arab children DLI MODEL
4. 2018—Meirav Hofi and Moran Ofek conducted a comprehensive mapping exercise examining the whole teaching system in the elementary classes, mapping the number of weekly hours per language/ framework and per class, mapping the subjects studied jointly and separately, what and how many were taught in Arabic/Hebrew or in both languages; and many more questions.

Slide 5

What we have done in the past year

Internal mapping exercise:

* A mapping process for all schools: viewing lessons, conversations with teachers and students
* Establishing a team of teachers—representatives from every school, charting and collating study material in Arabic as a second language
* Timetable analysis for each school—which languages were used in each class?

External mapping exercise:

* Examining dual-language models in other places around the world
* Selecting the models that were most similar and relevant to our situation and goals for learning purposes

Slide 6

Findings: the status of Arabic studies (internal mapping)

* There is no organized curriculum for teaching Arabic as a second language, each school uses material that it has developed itself
* There is no organized teacher training for teaching Arabic as a second language
* The level of Arabic of the Jewish students is high compared with every other framework, but could be higher considering the amount of exposure and teaching hours that they receive:
	+ Higher passive competency (oral and written understanding)
	+ Lower active competency (spoken and written expression)
* No lessons conducted solely in Arabic
* Because of the difficulty, teachers sometimes lack the confidence that they can improve the situation

Slide 7

Teaching language--findings from the Galilee, Gesher, and Jerusalem schools

[Pie chart:]

Arab student

Only Hebrew 26%

Only Arabic 22%

Dual language: 52%

Jewish student

Only Hebrew 37%

Only Arabic 11%

Dual language 52%

Slide 8

Integration and separation in the schools—findings from the Galilee, Gesher, and Jerusalem schools

]Pie chart]

Separate lessons 32%

Joint lessons 68%

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The factors we can influence—which also emerged in the Amara Report

* Lack of teacher training for second language teaching
* No measurement for teaching goals by age group, syllabus and appropriate curriculum
* Level of Arabic as a second language could be higher
* **An examination of the educational model of two teachers in a dual-language classroom found that:**
* Significant representation is given in the classroom to the two sides, particularly in special subjects like history, dialog, identity and culture
* The model does not provide a sufficient response to second language acquisition
* The model leads to children being taught separately in lessons for 35-50% of the week

Slide 10

Conclusions and new directions

* There are many factors that we can improve and specialize in, in order to produce better results while maintaining ideological, national and cultural aims
* There are alternative models in the world that are based on theory, research, and achievements, and that have components that better meet our goals

Slide 11

The DLI/TWI model of dual-language education

Following the mapping process that we conducted, we found the American TWI/DLI model to be closest to our situation and aims.

Schools have been using this model since the 1960s, and it is currently in operation in hundreds of schools.

The model combines principles and insights from various models.

Principles of the model:

* Separation between the languages: one lesson – one language
* The minority language is the language of instruction in no less than 50% of lessons
* Number of various models, ratio of languages from 90:10 to 50:50

Slide 12

Challenges and difficulties in changing the model

* Preserving the multicultural ideal and bi-national representation
* A prolonged, gradual process—a perceptual and pedagogic change that requires gradualism and significant support
* Reducing the teacher-student ratio
* Total pedagogical changes in order to support the change
* Large budgetary investment to assimilate the model (in order to achieve a more stable model going forward)
* Recruitment of an educational and a parental team for change

Slide 13

[picture]

There is a large cohort of schools operating this model in the United States, and there is academic and professional research and supporting material that has evolved significantly over the past decade.

Slide 14

Timetabling – various models

[image]

Slide 15

[image]

Slide 16

Various models and emphases in the United States

Models:

* One dual-language teacher—teaches classes in the two languages
* Two teachers per classroom—usually one is for regular education and one for special education in mixed schools. In each case there is one language!
* Two teachers per classroom—one teaches and the other assists/ division into groups—speaks in the same language as the lesson!
* Two teachers teach two classes side by side—teaching in a line of two classes (up to 26 students, usually fewer)

Other emphases:

* Recruitment of additional teaching resources- special educational assistants, students in training
* A school guide, occasionally for every class, emphasis on closely accompanying new teachers
* In the SBS model, coordination meetings almost every day, at least 3 times per week
* A lot of small group work—differential education by level and/or based on peer learning

Slide 17

Training teachers according to the American model

* A teaching certificate is not a replacement for staff training and continuous learning in dual-language education.
	+ There are places where a dual-language teaching certificate is required
	+ There are places where a dual-language teaching certificate does not have to be a condition and where teachers are trained on the job
* Content
	+ Theories of language acquisition and dual-language education
	+ Multicultural approaches to education
	+ Cultural and developmental aspects of language acquisition
	+ Second language teaching (strategies for teaching each language specifically as a second language)
	+ Subject teaching for students for whom the language is their mother tongue and for students for whom the language is not their mother tongue

Slide 18

Evaluating language level at each age

[image]

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Next stages

1. **Discussion in the management forum and with the organization's management:**
* Continuing to study and develop principles for improving our model
* Macro-management questions—budget, number of teachers, instruction, remuneration
1. Working meetings with each school
* To discuss learning, clarification and plotting of the work program for selecting a model and for experience in building a suitable model
* Convening a team from every school, which can lead the process alongside management
* Developing a process that includes a management/leadership team, teachers, parents and any other forum whose participation in the process shall be deemed necessary bv management and the leadership team
1. **Pilots**
* Sharpening and strengthening the pilots that began in Haifa and Beit Berl according to the principles of the DLI model, and the possibility of commencing additional pilots next year in Jaffa.

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**Next stages**

1. **Developing an accessible knowledge base for the DLI dual-language education model**
* Translation, adaptation, and production of material for learning and training team decision-makers
* Developing links with schools, teachers, and guides who can support us in the process and access theoretical knowledge and knowledge from the field
1. **Teacher training**
* Work with the Seminar Hakibbutzim to develop a teaching certificate and a master's degree in dual-language education
* Continue training courses in second language teaching in all schools
* Develop a cluster of training courses that can complement the basic knowledge of veteran teachers who cannot undertake a teaching certificate

**Slide 21**

1. **Continue to develop an Arabic as a second language syllabus and goals, and Hebrew as a second language going forward**
* Develop goals for each age group, a syllabus, and develop appropriate and detailed curricula going forward
* In the future, in schools that operate the DLI model—these will be the only hours where the children are separated according to their native language.
1. **Other components**
* Training Jewish teachers to have proficiency in Arabic
* Strengthening Arabic in the school's discourse space and not just on the walls
* Development of a program for newcomers in first grade, and in older grades
* Development of a measurement and evaluation system to examine the achievements and challenges that arise in each school.

**Slide 22**

**Thank you!**