

NEW!!!!

HAWAIIAN DUAL LANGUAGE LANGUAGE LEARNING PROGRAMS

1. WHAT ARE HAWAIIAN MEDIUM, HAWAIIAN IMMERSION, HAWAIIAN DUAL LANGUAGE, AND HAWAIIAN BILINGUAL EDUCATION?

All the above are local Hawai'i descriptions of recent efforts to strengthen the development of Hawaiian language fluency in schools while maintaining strong English fluency and literacy as well. They all cluster around the concept of using Hawaiian language within its cultural base for communication in school and not simply studying Hawaiian as a course. The use of Hawaiian for communication in school is where they differ from standard English medium public and private schools of Hawai'i where Hawaiian is taught solely as a Hawaiian language course. Outside Hawai'i use of a socially non-dominant language in school in this way is called immersion.

For more detailed information on immersion locally and internationally, see:

For the Interest of the Hawaiians Themselves: Reclaiming the Benefits of Hawaiian-Medium Education. (Journal Articles - 'Aha Pūnana Leo website)

2. WHAT IS THE DIFFERENCE BETWEEN THE DIFFERENT MODELS?

The central difference among the different models are the amount of Hawaiian relative to English in the school. The schools can be put on a matrix that describes:

- A. use of Hawaiian with parents and in community events and presentations
- B. use of Hawaiian in daily school operations (office, cafeteria, janitors, etc.)
- C. use of Hawaiian by students in school subjects (except English class)
- D. use of Hawaiian by teachers in school subjects (except English class)

	A.	B.	C.	D.
Type 1.	mostly Haw'n	total Haw'n	total Haw'n	total Haw'n
Type 2.	some Haw'n	some Haw'n	mostly Haw'n	total Haw'n
Type 3.	English	English	half Haw'n	half Haw'n
Type 4.	English	English	Haw'n vocab.	Haw'n vocab.
Type 5. (Eng. Med.)	English	English	English	English

In Hawai'i, Type 1. is often called Hawaiian medium, Type 2. Hawaiian immersion, Type 3. Hawaiian dual language, and Type 4. Hawaiian bilingual. These terms differ from general U.S. usage, New Zealand usage, and international usage. There are also other program types internationally that use the same terms, which can be very confusing.

3. DO ALL MODELS PRODUCE THE SAME HAWAIIAN ABILITIES IN STUDENTS?

No. The highest outcomes in Hawaiian are found in Hawaiian medium schools and the lowest in bilingual programs. Expected outcomes are:

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| Type 1: | the ability to develop, lead and participate in activities conducted entirely in Hawaiian in both Hawaiian cultural and contemporary cultural contexts. |
| Type 2: | the ability to participate in activities conducted in Hawaiian in both Hawaiian cultural and contemporary cultural contexts. |
| Type 3: | the ability to understand many activities conducted in Hawaiian in both Hawaiian cultural and contemporary cultural contexts. |
| Type 4: | the ability to feel comfortable around activities conducted in Hawaiian in Hawaiian cultural activities. |
| Type 5 (Eng. Med.): | unfamiliarity with activities conducted in Hawaiian and possible feelings of discomfort with any activities carried out through Hawaiian. |

More information on outcomes of different models in Hawai'i and elsewhere, see:

For the Interest of the Hawaiians Themselves: Reclaiming the Benefits of Hawaiian-Medium Education. (Journal Articles - 'Aha Pūnana Leo website)

4. DO THESE MODELS REJECT THE TEACHING OF HAWAIIAN AS A SCHOOL SUBJECT OR COURSE AS FOUND IN ENGLISH MEDIUM SCHOOLS?

No. In all program models, student outcomes in Hawaiian can be further improved by teaching Hawaiian as a formal subject in the intermediate through high school levels in the same way that English Language Arts is taught at these levels in English medium schools. In the models where Hawaiian is less used, i.e., Model 3. and Model 4. , the inclusion of strong Hawaiian second language

courses is especially important. Without them, the best students in Hawaiian second language courses in English medium schools can outperform program students in Hawaiian speaking, reading and writing. A strong Hawaiian Language Arts course stream will also have positive results in cultural and literary knowledge as well as language fluency.

5. DO ALL MODELS PRODUCE THE SAME ENGLISH ABILITIES IN STUDENTS AS ENGLISH MEDIUM SCHOOLS?

Yes. Hawaiian medium and Hawaiian immersion have even produced higher levels of English than standard English medium schools. Many people assume that the more school are conducted in Hawaiian the less skilled the students will be in English. However, this assumption is false. It has been repeatedly proven false here in Hawai'i as well as internationally.

As do students in English medium schools, students in programs taught through Hawaiian take rigorous formal English language arts courses from late intermediate through high school. These students are also constantly using English reference works for their research. They also use English books for their recreational reading and the English media.

Researchers account for frequent higher achievement in English among students with the strongest Hawaiian language backgrounds to the cognitive advantage that comes with high fluency and literacy in two languages. This advantage has been scientifically studied among highly fluent balanced bilingual children in Europe.

For more information on the English language results of immersion and the cognitive advantages of highly fluent balanced bilingual children, see:

For the Interest of the Hawaiians Themselves: Reclaiming the Benefits of Hawaiian-Medium Education. (Journal Articles - 'Aha Pūnana Leo website)

6. DO ALL MODELS PRODUCE THE SAME ACADEMIC ABILITIES?

Yes. Students who have the highest skills in both Hawaiian and English – generally those in Hawaiian medium and Hawaiian immersion receive an additional academic benefit. This cognitive advantage comes with high fluency in two languages. There are also especially strong high school graduation and

college attendance rates for the Hawaiian medium and Hawaiian immersion models. The cognitive advantage is why students in the strongest Hawaiian programs outperform English medium students in academic English.

For more information on the academic outcomes of Hawaiian immersion, see:

For the Interest of the Hawaiians Themselves: Reclaiming the Benefits of Hawaiian-Medium Education. (Journal Articles - 'Aha Pūnana Leo website)

7. DO THESE MODELS PREVENT STUDENTS FROM LEARNING ADDITIONAL LANGUAGES?

No. In fact, most Hawaiian medium schools, and some Hawaiian immersion schools, require all students to study at least one foreign language in addition to Hawaiian and English. Students who know both Hawaiian and English well find learning a third language much easier than students who only know English.

More information on the language learning advantages of highly fluent speakers of Hawaiian, see:

For the Interest of the Hawaiians Themselves: Reclaiming the Benefits of Hawaiian-Medium Education. (Journal Articles - 'Aha Pūnana Leo website)

8. WHY ARE THESE SORTS OF EDUCATION NOT MORE WIDESPREAD IN HAWAII?

School programs focusing on developing multilingual outcomes were common during the late Hawaiian Monarchy, but, ended with Hawai'i's annexation to the United States. Unlike the schools of the Hawaiian Monarchy and contemporary European schools where high level multiple language learning is common, American schools have little experience with language teaching. Parents and school administrators are not familiar with language immersion type programs and their positive outcomes. There are also difficulties in obtaining teachers who are highly fluent in Hawaiian and well trained to teach the language through the medium of Hawaiian.

More information on education during the Hawaiian Monarchy:

For the Interest of the Hawaiians Themselves: Reclaiming the Benefits of Hawaiian-Medium Education. (Journal Articles - 'Aha Pūnana Leo website)

9. WHERE ARE THESE HAWAIIAN LANGUAGE TEACHING MODELS USED IN HAWAI'I?

The models are found throughout Hawai'i, generally in small programs from preschool through high school. Schools often waiver between different models (1. through 5.) based on teacher availability.

The Pūnana Leo preschools and its partner laboratory schools with Ka Haka 'Ula O Ke'elikōlani Hawaiian language college strive to use model 1. Most standard public elementary Hawaiian immersion programs have developed around a core of Pūnana Leo preschool students strive toward model 2. Many students from model 2. elementary schools attend intermediate and high school in model 3. or 5 in streams in public intermediate and high schools. Others transfer to stand alone K-12 sites using model 2. Some of these stand alone K-12 sites are charter schools, and some are moving toward model 1. Many children from model 2. elementary schools transfer at grade 7 to private schools, especially Kamehameha. In these private schools, they may or may not participate in Hawaiian language courses at model 5.

Model 4. is found in a number of charter schools and in some public schools with large Native Hawaiian populations appear to be moving toward model 4. .

Some private preschools and private elementary schools have discussed establishing programs using model 3.. One stand alone public K-12 program transitions quickly from model 2. to model 3. and them model 4.

More information on specific program sites and characteristics:

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'Aha Pūnana Leo <http://www.ahapunanaleo.org/>

Ka Haka 'Ula O Ke'elikōlani laboratory schools

DOE Immersion <http://www.k12.hi.us/~kaiapuni/>

Charter school profiles <http://www.hcsao.org/hicharters/profiles>

Kawaiaha'o Montessori School <http://www.kawaiahaoschool.com/>

Kamehameha Schools (all campuses) <http://www.ksbe.edu/>