Dual Language Education

FACTS and TOOLS

WHAT IS DUAL LANGUAGE EDUCATION (DLE)?

DLE Programs:

- Provide literacy and content instruction to all students through two languages
- Promote bilingualism and biilteracy, grade-level academic achievement and sociocultural competence (identity development, cross cultural competence and multicultural appreciation) for all students.
- Deliver the same standards- based academic content as general education programs
- Maintain a minimum of 50% of the daily instructional time in the partner language
- Create opportunities for students to integrate language and content instruction that are intentional and carefully planned
- Promote high academic expectations for all students
- Begin in the primary grades (PreK–K) and extend through at least the elementary school level (grade 5), ideally expands into secondary grades

TYPES OF DUAL LANGUAGE PROGRAMS

There are two types of DLE programs, based upon the population enrolled

- **Two-Way immersion:** serve linguistically hetereogenous groups of students; typically include approximately an equal number of students who are monolingual or dominant in English at the time of enrollment and students who are monolingual or dominat in the partner language at the time of enrollment
- **One-Way immersion:** serve more linguistically homogeneous groups of students

MAIN MODELS OF DLE

There are two DLE instructional models:

- **90/10 Model:** Students receive 90% of instruction in the first year in the partner language and 10% in English. Over time, the proportion of instruction in the partner language decreases while the percentage of instruction in English gradually increases, until a proportion of 50% instructional time in each language is achieved.

- **50/50 Model:** Instructional time in English and the partner language is divided evenly at all grades, meaning that content and literacy instruction occur in both languages from the outset.

TOOLS TO DESIGN AND IMPLEMENT EFFECTIVE DLE PROGRAMS

- Guiding Principles for Dual Language Education, CAL, 2018
- Dual Language Program Planner: A Guide for Designing and Implementing Dual Language Programs, CREDE, 2003
- DESE Guidance for Defining and Implementing Two-Way Immersion, 2018

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EVIDENCE BASED RESEARCH – EFFECTIVENESS OF DUAL LANGUAGE EDUCATION

- Compared to ELs in English-only programs, ELs in DLE classrooms score significantly higher on state tests and norm-referenced tests and master much more of the curriculum, academically and linguistically. They reach full gap rather than partial gap-closure (Thomas & Collier, 2012)

- Compared to ELs in mainstream classes, ELs in DLE have equivalent or better English acquisition and EL reclassification rates, content knowledge achievement, High School completion rates and positive attitudes toward school (Steele et al., 2017; Lindholm -Leary & Genesee, 2014)

- Dual language programs are the only programs that assist students to fully reach the 50th percentile in both their first and second languages in all subjects and to maintain that level of academic proficiency or higher through the end of schooling (Thomas & Collier, 2002)

- Comparisons between Bilingual Education and English-only programs show that language-minority students instructed in their native language as well as in English perform better, on average, on measures of English reading proficiency than language-minority students instructed only in English, both at the elementary and secondary levels (August & Shanahan, 2006)

- The National Literacy Panel (NLP) concluded that learning to read in the home language promotes reading achievement in the second language, after conducting meta-analytic studies (Goldenberg, C. 2008)

- Evaluation data from balanced Dual Language education shows that DLE is an effective model for both dual language learner (DLL) students and native English speakers (Espinosa, 2013)

- Dual Language Education promises to give students access to key 21st Century skills, such as bilingualism, biliteracy and global awareness. Given these benefits, an increasing number of schools are adopting this model of education (American Institute of Research, U.S. Department of Education, December 2015)

RESOURCES and LINKS

✳ *Research:*
- Guiding Principles for Dual Language Education (3rd ed): www.cal.org/resource-center/publications-products/gp3-pdf
- Steele, Jennifer L., Robert Slater, Gema Zamarro, Trey Miller, Jennifer J. Li, Susan Burkhauser, and Michael Bacon, *Dual-Language Immersion Programs Raise Student Achievement in English.* Santa Monica, CA: RAND Corporation, 2017: www.rand.org/pubs/research_briefs/RB9903.html
- Thomas & Collier Research & Evaluation in Dual Language Education: www.thomasandcollier.com
- U.S. Dept. of Education Office of Lang. Acq., *Dual Language Education Programs*, *Current State Policies and Programs*, Washington, DC, 2015: ncela.ed.gov/files/rcd/TO20_DualLanguageRpt_508.pdf

✳ *Federal & State Laws:*
- Language Opportunity for Our Kids (LOOK Act): https://malegislature.gov/Laws/SessionLaws/Acts/2017/Chapter138
- Massachusetts Department of Elementary and Secondary Education: www.doe.mass.edu/ell/guidance/default.html

✳ *Organizations:*
- Center for Applied Linguistics: www.cal.org
- Dual Language Education of New Mexico: www.dlenm.org
- Multistate Association for Bilingual Education - Northeast: www.mabene.org