Critical Components of a Successful Dual Language Program: Research and Implications

Kathryn Lindholm-Leary, Ph.D.
Professor Emerita, San Jose State University
KLindholmLeary@mac.com

CABE 2014
April 3, 2014 – Anaheim, California

Definition – Are you REALLY a TWI/ DL Program?

- **Integration**: Language-minority and language-majority students integrated for at least 60% of instructional time (and ideally more) at all grade levels

- **Instruction**: Content and literacy instruction in English and partner language is provided to all students, and *all students receive instruction in the partner language at least 50% of the instructional day at all grade levels*

- **Population**: Within program, balance of language-minority and language-majority students, with each group making up between one-third and two-thirds of the total student population

- **Duration of Program:** The TWI/DL program begins in Pre-K, K or 1st and runs at least five years (preferably through Grade 12)

Goals – Are you REALLY a Dual Language Program?

- Are your goals?
  - High level of bilingualism
  - High level of biliteracy
  - Content area achievement in both languages
  - Cross-cultural competence

- Do you measure outcomes for all of these goals? If not, how can you say your program is successful?

Research-Based Critical Components of Successful Dual Language Programs

1. Strong focus on **biliteracy and bilingualism** for all

2. Emphasis on **equity and excellence** for all

3. **Administrative support** and instructional leadership

4. **High quality teachers** and professional development

5. **Parent engagement** and home/school collaboration

CRITICAL

Research-Based
Critical Components of
Successful Dual Language Programs

These critical components align with the

Guiding Principles for Dual Language Programs

- See research basis for Guiding Principles for Dual Language Programs
- See Resources for additional research
- Use Guiding Principles to promote higher quality program

Download 2nd edition for free at:
http://www.cal.org/twi/guidingprinciples.htm

Research-Based Critical Components
1. Strong focus on
Biliteracy and Bilingualism

- **Program** – **vision of bilingualism;** *designed* to achieve goals of bilingualism & biliteracy
- **Curriculum** promotes development of bilingualism & biliteracy for all students
- **Instruction** enhances development of bilingualism & biliteracy
- **Assessment** plan includes accountability for bilingualism and biliteracy for all students
- Recruitment/retention of high quality **staff** who are highly proficient in both languages of the program and **professional development** for staff to improve their language proficiency

---

Research-Based Critical Components
1. Strong focus on
Biliteracy and Bilingualism

- **Demonstrated commitment to TWI/DL program through considerable planning**
  - Program, curriculum, instructional planning meetings with staff
  - Program articulated within & across all grade levels
  - Program, curriculum & instruction modifications are research-based
  - Plan for professional development
  - Assessment plan with benchmarks for bilingualism and biliteracy at each grade level
  - Assessment data used to examine program effectiveness

Research-Based Critical Components
1. Strong focus on
Biliteracy and Bilingualism

- **What do theory and research show about optimizing student outcomes in DLE programs?**

Slide 1

Difference between Additive Bilingualism vs Subtractive Bilingualism Research from around the world shows:

- **Additive bilingualism:**

  Everyone gets to keep their first language and add a second. Associated with higher achievement, language proficiency, and self esteem.

- **Subtractive bilingualism:**

  Students add a second (English), which replaces their first language. Associated with home language loss, lower achievement, lower language proficiency, and lower self esteem.

Understanding Transfer Underlying Assumptions of Models

- Knowledge learned through **one language** paves the way for knowledge acquisition in the **second language**

- Students who learn math in L1 can demonstrate knowledge in L2 once they acquire academic language skills in L2

Slide 2

There are many advantages of bilingualism

- **Positive effects of bilingualism on cognition & brain activity across lifespan (from young childhood)**

- Being bilingual is beneficial to problem solving skills, memory skills, reading abilities, ability to think in science and math – even in preschool

- Being bilingual may physically remodel parts of the brain

- Bilinguals achieve at higher levels than monolinguals in school

Slide 3

School Success
DL High School Students' Attitudes

Most students – express benefits – cognitive or other –

"Learning Through Two Languages.."

	Percent Agree
made me smarter	**79%**
helped me to think better	**99%**
helped me get better grades	**95%**
gave me more confidence to do well in school	**94%**

Slide 4

Evidence for Importance of Bilingualism:
English Academic Language Proficiency
By Proficiency in Spanish (2nd Graders)

Spanish-speaking ELs: A **higher** level of **proficiency in Spanish** is associated with significantly **higher English** CELDT scores – in ELs instructed in English vs. those instructed bilingually (PreK-Gr 1).
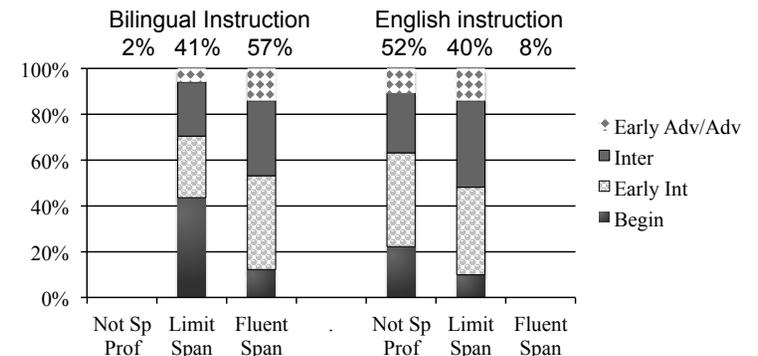
Research-Based Critical Components
1. Strong focus on
Biliteracy and Bilingualism

> **What do theory and research show about optimizing EL student outcomes in DLE programs?**

Content/Literacy instruction through L1 works best for ELLs!

- Many fairly recent reviews of research show that ELLs in bilingual or dual language/two-way programs achieve at levels that are at least comparable to, but usually higher than ELL peers in English mainstream classes

  - Many of these reviews of research funded by federal or state governments; results carefully reviewed by panels of experts

Language Development for Academic Purposes Takes Time

Assume: young children fast, efficient language learners who develop language quickly and effortlessly

Research:

- L1: Many students enter preschool and kindergarten with **very low** language and literacy skills
- 5-8 years to achieve full academic proficiency in a second language (true for ELLs and foreign language learners)
- Half of secondary ELLs never fully proficient in English and most second/foreign language learners in US never move beyond Intermediate levels of proficiency

Amount of Instructional Time Related to Student Outcomes – for ELLs

Is more exposure to **Spanish** better for **L1 development**? **YES**

- Students in 90:10 programs (**more Spanish**) have **higher** levels of Spanish proficiency and more likely to be bilingual than students in 50:50 (less Spanish) programs

- ELLs in DL (**more Spanish**) **more proficient** in Spanish than ELLs in transitional programs (less Spanish)

- Young dual language learners in bilingual preschool (**more Spanish**) **more proficient** in Spanish than dual language learners in English-only preschool (less Spanish)

- ⇨ **More exposure to Spanish is better for Spanish language and literacy**

## Amount of Instructional Time Related to Student Outcomes – for ELLs

Is more exposure to **English** better for ELLs?   **NO**

- Review of bilingual vs. English mainstream instruction:
  - Bilingual instruction ⇨ same/higher levels of proficiency in English compared to English mainstream programs

⇨ **More exposure to English may appear better in grades K-2, but no advantage in later elementary or middle school**

English Language Proficiency
Percent Proficient in English - Grades 2-8

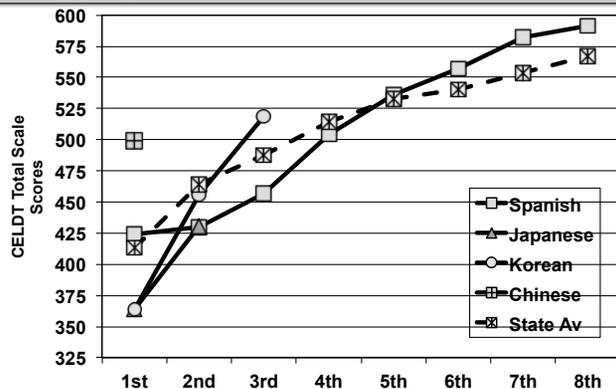DL students fluent in English (California English Language Development Test:

- Grade 3, 22%
- Grade 4, 38%
- Grade 5, 66%
- Grade 6, 67%
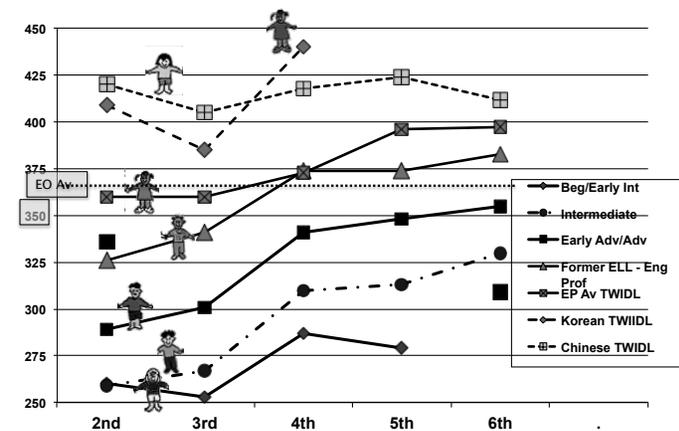- Grade 7, 90%
- Grade 8, 100%

It takes time

	2nd	3rd	4th	5th	6th	7th	8th
Prof Eng	16	22	38	66	67	90	100
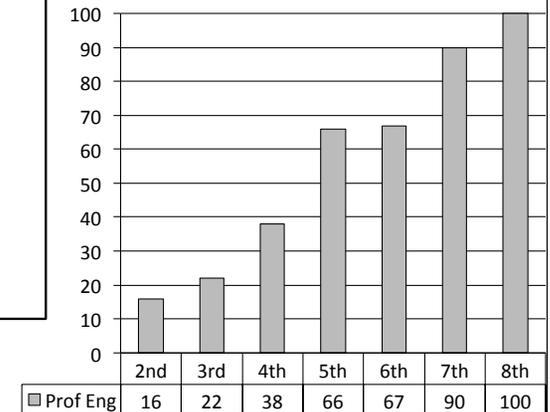
English Language Proficiency – CELDT
Grades K-8 – Language Differences

CELDT outcomes: Few ELs in languages other than Spanish after first, second or third grade. Spanish speakers make greater gains than peers in English mainstream.

Legend: Spanish, Japanese, Korean, Chinese, State Av
Y-axis: CELDT Total Scale Scores (325–600)
X-axis: 1st 2nd 3rd 4th 5th 6th 7th 8th

English Reading Performance – CST
by English Language Proficiency Level

Oral academic English highly related to English reading performance

Legend: Beg/Early Int, Intermediate, Early Adv/Adv, Former ELL - Eng Prof, EP Av TWIDL, Korean TWIIDL, Chinese TWIDL
EO Av
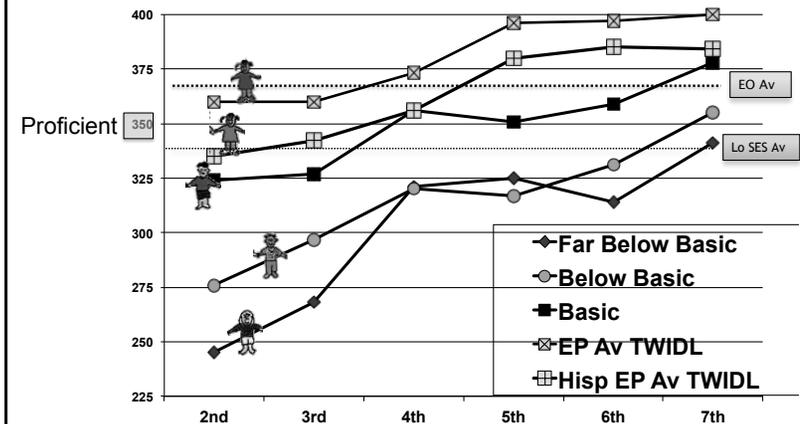Y-axis: 250–450
X-axis: 2nd 3rd 4th 5th 6th

Research-Based Critical Components
1. Strong focus on
Biliteracy and Bilingualism

- What about **EP** students who start with low primary language and preliteracy – is so much of the target language really good for them?

English Reading Performance – CST
by English Reading Level at Grade 2 - EP

Even EPs who start low in English (almost) close achievement gap.

Proficient 350

EO Av

Lo SES Av

- Far Below Basic
- Below Basic
- Basic
- EP Av TWIDL
- Hisp EP Av TWIDL

2nd 3rd 4th 5th 6th 7th

Research-Based Critical Components
1. Strong focus on
Biliteracy and Bilingualism

- **What are some important research-based language development strategies?**

Research-Based Critical Components
1. Strong focus on
Biliteracy and Bilingualism

- **Separation of languages for instruction**
  - Monolingual lesson delivery is more effective than language mixing (including translation) for promoting higher levels of language proficiency
  - **Strategic** use of both languages can be incorporated in upper elementary and secondary levels but focus should always be on developing language competence within each language. Strategic use includes:
    - Study of cognates
    - Studying/improving translation abilities
    - Comparing/contrasting two languages and/or cultures

Research-Based Critical Components
1. Strong focus on
Biliteracy and Bilingualism

- **Language output**
  - Providing both structured tasks and unstructured opportunities for students to practice language
    - cooperative learning optimizes student interactions and shared work experiences
    - BUT – just placing students in pairs or groups does not assure they will use language or meet learning goals. They need clear guidance, and vocabulary and sentence patterns so they can USE language
  - Establish and enforce a strong language policy in classroom that encourages students to use instructional language and discourages students from speaking the non-instructional language

Research-Based Critical Components
2. Emphasis on equity and excellence for all students

Excellence for all students
- Common Core Standards-based academic curriculum; same as non-TWI/DL
- High expectations for all students

Equity for all students
All students provided opportunity to develop second language at no cost to primary language and culture

Research-Based Critical Components
2. Emphasis on equity & excellence for all

- **Equity for all students**
  - School-wide focus and commitment to bilingualism, biliteracy, and achievement for all student

- **Equity for all students and their families**
  - Program shows strong commitment to parents of both language groups.
    - Office staff members have bilingual proficiency and cross-cultural awareness.
    - Meetings with parents assure that parents of both language groups can understand and participate
    - Parents of both language groups provided with opportunities to participate in and out of classroom and to be involved in decision-making capacities and committees.

Learner Background Characteristics:
Who is/is not Appropriate for DL?

- Research does not indicate that any group could/ should be excluded from DL programs

- While some students may be at greater risk for underachievement, research shows that these students achieve at higher levels than their peers in English-only programs

There is no need for any placement testing to filter for "(in)appropriate"TWI/DL students – all students are potential candidates

Research-Based Critical Components
1. Strong focus on Biliteracy and Bilingualism

- **What does the research in TWI/DL programs say about the achievement of different groups?**

Students with Speech/Language Impairment

- Bilingual children with SLI had same patterns of impairment as monolingual children with impairment – in both English & French

- Bilingual children with SLI had same severity of impairment as monolingual children with impairment – in both English & French

- Children with SLI can become bilingual, and

- Bilingual children's language development is not at greater risk than that of monolinguals with SLI
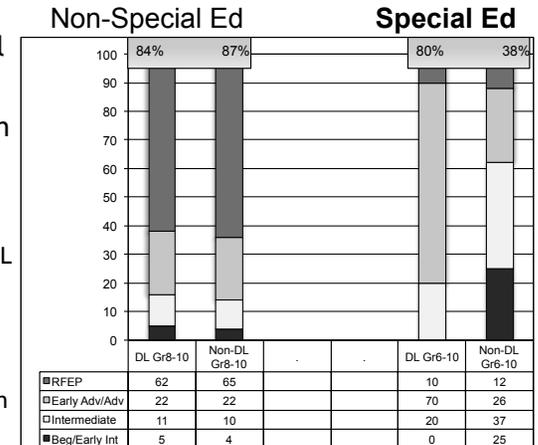

ELLs with Speech/Language Impairment

- Grades 4-6, ELLs identified with speech/language impairment achieve at higher levels in dual language than in SEI/English Mainstream

- Higher achievement & language proficiency
  - Higher CST and CELDT scale scores
  - Higher percent of students rated as *Proficient* or *Advanced* on CST and as *Early Advanced or Advanced* on CELDT

	Dual Language	SEI - Mainstream
CST Scale Score	361	303
Percent Prof/Adv	60%	9%
CELDT Scale Score	545	527
Percent Early Adv or Adv	63%	36%

ELLs in Special Education

- Grades 6-10, ELLs identified for special education have higher levels of English proficiency in dual language than in SEI/English Mainstream

- By grades 6-10 80% of DL but only 38% of non-DL students proficient in English

- DL in special ed not too different from non-DL in English mainstream

Non-Special Ed   **Special Ed**

	DL Gr8-10	Non-DL Gr8-10			DL Gr6-10	Non-DL Gr6-10
RFEP	62	65			10	12
Early Adv/Adv	22	22			70	26
Intermediate	11	10			20	37
Beg/Early Int	5	4			0	25

Former ELLs in DL Close Achievement Gap with English Speakers!

* Former ELLs (now English Proficient) most bilingual

* Highest reading & math achievement in Spanish

* Highest reading & math achievement in English AND often have higher achievement than English monolingual students in English mainstream classes

* Most positive attitudes toward school

* Most comfortable interacting with students of other backgrounds

DL Students Succeed in School – at Secondary Level!

* At middle & high school, DL students:
  * achieve at/above grade level in reading & math
  * achieve similar to or well above peers
  * enrolled in higher level math courses
  * more likely to take Advanced Placement courses
  * ½ think they are ahead of peers
  * more likely to pass high school exit exam

* Most high school DL want to go to a four-year college, believe that a good education is best way to have a better life, getting good grades is important

Students in DL Programs Succeed in School! All groups do as well or better than peers in English mainstream

Research evidence for students of different backgrounds

* Spanish, Chinese, Korean, Japanese, Russian, Italian, French, and German DL programs
* Different ethnic backgrounds
* Current and former ELLs at elementary & secondary levels
* High-risk students:
  * Economically disadvantaged students
  * Students with disabilities

Critical Components
3. Administrative Support & Instructional Leadership

- **Administrative support - district and site levels**

  * Strong support for program by district administration and local Board of Education
  * Program not viewed as temporary
  * Resources allocated appropriately and equitably for program
  * The program engages in public relations activities to promote the program to a variety of audiences

Critical Components
3. Administrative Support & Instructional Leadership

- **Instructional leadership**
  - Successful TWI/DL programs have instructional leader: program coordinator, resource teacher, vice principal, committee of site leadership and teachers
  - Extensive knowledge of TWI/DL, second language development, bilingual and immersion education theory and research, effective classroom practices, support for program and belief it will work if implemented correctly
  - Advocates for program, oversees model development and program planning

Critical Components
4. High Quality Teachers and Professional Development

- **Teachers need specialized training** in TWI/DL
  - TWI/DL model, bilingual/immersion research and theory
  - Second language development; sheltered language
  - Instructional approaches and strategies for promoting bilingualism, biliteracy, cultural competence
  - Cooperative learning, grouping
- Teachers need opportunities to develop professional levels of proficiency in the second language
  - Professional Learning Communities (PLC) in target/ partner language can help.
  - Some universities offer Dual Language Certificates or MA programs specializing in dual language education

Critical Components
5. Family Engagement and Home/School Collaboration

- **Family engagement**
  - research clearly shows that parental engagement is associated with higher achievement among students
  - research demonstrates effective programs incorporate variety of home/school collaboration activities
- Research with TWI/DL programs shows:
  - Most parents like the DL program and would recommend it to their friends
  - Bilingual children able to interact with parents and other family members in their home language

Conclusions

The TWI/DL model is very successful in promoting high outcomes (bilingual, bicultural, achievement) among student participants, and benefits the whole family

BUT

- The TWI/DL model is not a panacea – no shortcuts.
- Variations in outcomes among schools demonstrate the **importance of strong focus on biliteracy and bilingualism**, emphasis on **equity and excellence** for all students and their families, lots of **planning, high quality and well-trained teachers, strong leadership, administrative support**, and **parent engagement**.