

The Transformative Power of Dual Language Programs

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National Council for Accreditation of Teacher Education (NCATE, October 2010)

“Recent reforms aimed at increasing student achievement have focused primarily on what can be termed **basic academic skills**.

A robust research base, however, tells us that student success in school requires a **combination of social, emotional, and academic/cognitive competencies**.

To maximize student achievement, teachers and schools must effectively address all of these aspects of development.”

National Institute of Child Health and Human Development (NICHD)

“..Aspects of development – neural, cognitive, social, psychological, physical and ethical – have far-reaching effects on children’s ability to learn.”

What is DL Education?

- integrates students = English + Partner
- academic instruction = 2 languages
- target language = at least 50% of day
- program continues → K-5, Best PreK-12

POPULAR: 800-1000+ programs

What is DL Education?

Goals

- **Bilingualism** - High level oral & academic proficiency in 2 languages
- **Biliteracy** - Read & write 2 languages
- **Achievement** - at/above grade level
- **Social- and multicultural competencies**

What is DL Education? DL Model Grounded in Research, Theory, Best Practices

- Effective schools and classroom environments
- Effective instructional approaches & practices
- Foreign language education/Bilingual education
- Second language and literacy development
- Research on the brain, learning, and memory
- Social development & multicultural education
- Family engagement
- Teacher practices, staff qualifications, and professional development
- Assessment practices and approaches

Model Assumptions

Difference between Additive Bilingualism vs Subtractive Bilingualism

Understanding Transfer Underlying Assumptions of Models

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.

- 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

DL Can Develop the Whole Child: Social-Emotional Competencies & Families

- Equitable, safe, child-centered environment - **values child's family, home language, culture.**
 - Strong sense of self, value of bilingualism.
 - Sense of community & belonging.
- Engages families - strong parent component leads to higher student outcomes

DL Can Develop the Whole Child: Social-Emotional Competencies

- 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
- Parents of children in DL perceive that their children more likely to engage with Spanish-speaking family members than parents of children in English mainstream.

WE NEED TO HELP ENGAGE PARENTS AND ENABLE THEM TO BECOME PARTNERS

DL – Evidence Communication/Bilingual Skills

- Oral language skills in English:
 - Native English and native speakers of partner languages are orally proficient.
 - Students communicate with teacher/peers & give presentations in grade-level tasks.

DL – Challenge Communication/Bilingual Skills

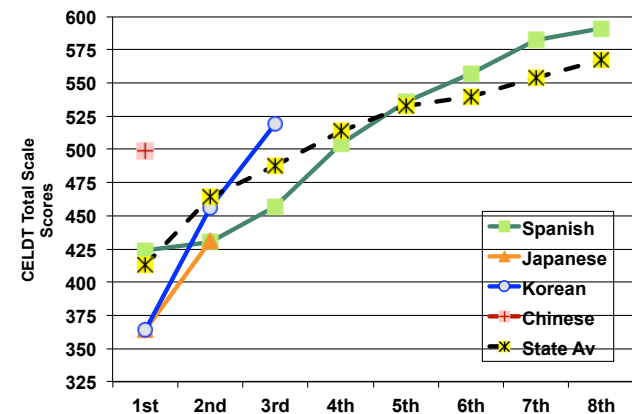
- Current review of research on ELs shows:
 - It takes 5-8 years - or longer - for ELs to become *academically proficient* in English
 - Low income significantly increases the time to proficiency
 - Spanish speakers take more time, and Korean and Mandarin speakers take less time, to academic proficiency in English (likely due to level of formal education)

DL – Challenge Communication/Bilingual Skills

- Many children start kindergarten with LOW primary language skills (ELs and some native English speakers)
 - Need **language enrichment in L1** for a strong foundation - earlier the better
 - Preschool in English = loss of L1 for ELs
 - By third grade, Spanish speakers who had bilingual PreK-2nd outscore those with English only PreK-2nd in assessments in Spanish and English (more likely to be reclassified Proficient in English - 43% Bilingual vs. 35% English mainstream). Significant language loss by second grade for ELs in English mainstream.

DL – Evidence: English – CELDT (Calif) Communication/Bilingual Skills

Few ELs in languages other than Spanish after 1st, 2nd, or 3rd grade. After 5th, ELs in Spanish DL exceed Calif state average.



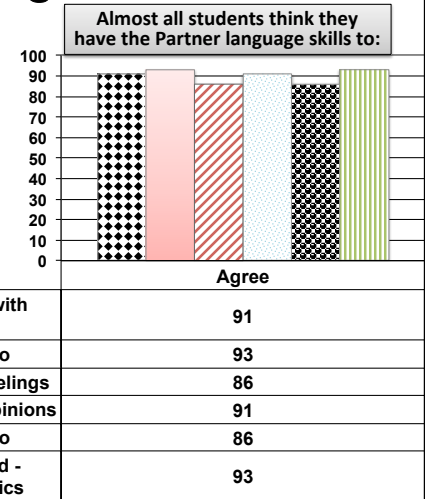
DL – Evidence Communication/Bilingual Skills

- Oral language skills in Partner language:
 - Most students proficient (teacher ratings) or at least at Intermediate level of proficiency (foreign language test) by grade 6.
 - Students communicate with teacher/peers and give presentations in grade-level tasks.

DL – Evidence: Spanish & Chinese Communication/Bilingual Skills

Differences:

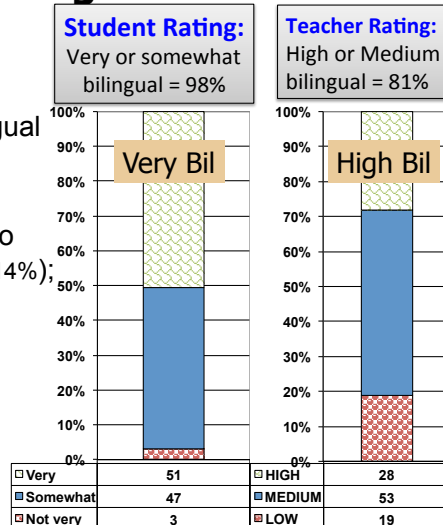
- Model: 90:10 > 50:50
- Reclassified > Current EL > EP
- Heritage language > Others



DL – Evidence: Bilingual Skills

Differences:

- I would say that I am _ Bilingual
 - 90/10 > 50/50
 - Spanish > Chinese
- 90/10 students more likely to be HIGH bilinguals (42% vs 14%); 50/50 more like to be LOW bilinguals (27% vs. 12%).
- Significant relationship between students' rating and teachers' rating.



DL – Evidence Communication/Bilingual Skills

Most students – express positive attitudes

- Appreciate other languages
- Important to learn other languages & be bilingual
- Enjoy studying through 2 languages and in DL program
- No student background differences

Percent Agree
98%
99%
95%

Many Advantages of Bilingualism

- Positive effects of bilingualism on cognition & brain activity in young children, young adults, and in the elderly (delays dementia)
- 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

DL – Evidence Academic/Cognitive Skills

- Research - by late elementary school, students in DL programs achieve at levels comparable to or higher than peers in English mainstream programs - reading & math.
- English Learners who reclassified as Proficient in English tend to close the achievement gap.

DL – Evidence Academic/Cognitive Skills

Research evidence for:

- Different geographic areas of US and schools with different demographic characteristics - even high risk schools
 - Urban, suburban, rural
 - Different socio-economics
 - High income areas
 - Low income areas
 - Mostly Latino/Hispanic economically disadvantaged students

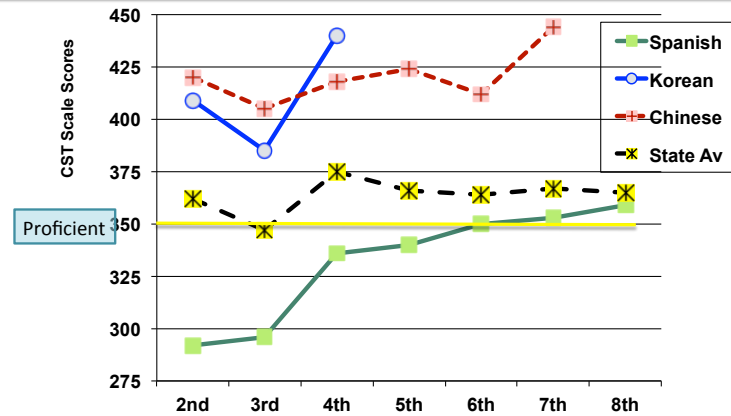
DL – Evidence Academic/Cognitive Skills

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

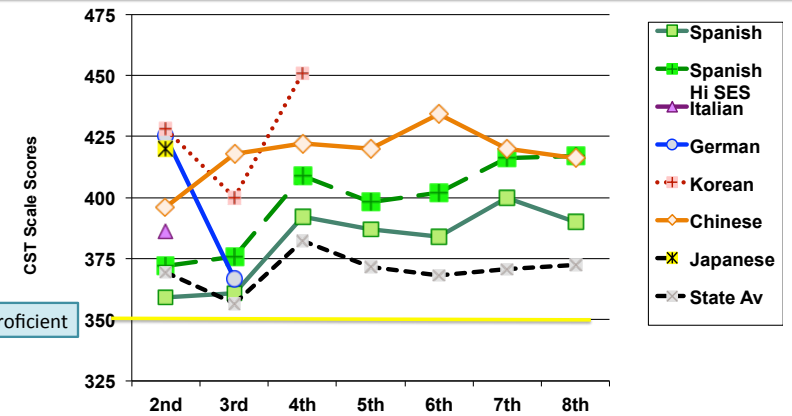
DL Evidence: English Reading/Language Arts EL - Grades 2-8 – Language Differences

CST outcomes: Korean and Chinese well above state average; Spanish ELs close achievement gap by middle school.



DL Evidence: English Reading/Language Arts – NES - Grades 2-8 – Language of Program

CST outcomes: NES in all languages score above/well above Proficient and state average for NES.

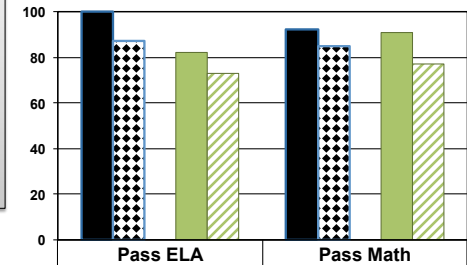


DL – Evidence Academic/Cognitive Skills

- Enrolled in higher level math courses
- As or more likely to take Advanced Placement courses
- As or more likely to pass high school exit exam
- 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

DL Evidence: High School Exit Exam (% Pass CAHSEE) at Grade 10 – Spanish DL

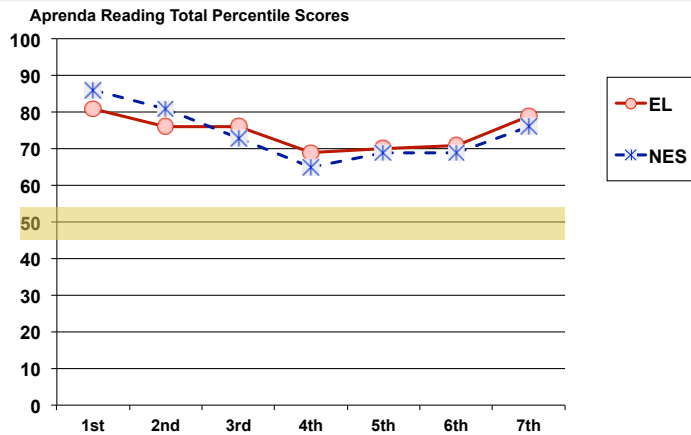
- DL 10th graders as or more likely to pass the high school exit exam as their non-DL peers.
- DL EL/RFEP similar to pass rate of EP students in the state.



	Pass ELA	Pass Math
DL EP	100	92
State Average - EP	87	85
DL EL/FEP	82	91
State Average	73	77

DL Evidence: Spanish Reading – Aprenda Grades 1-7 Spanish DL

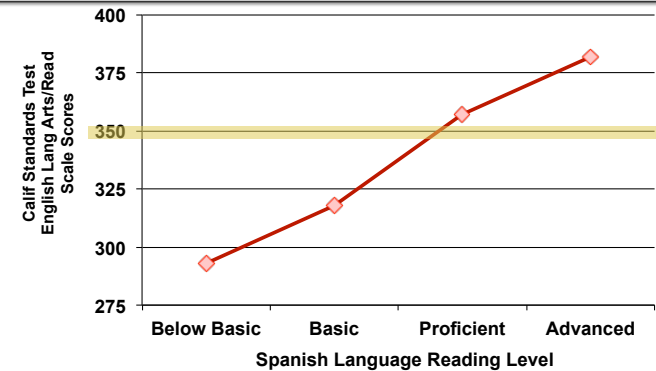
Students (EL and Native English Speaking - NES) score well above average to average in Spanish reading.



DL – Evidence

Academic/Cognitive Skills: Relationship across languages

Students who score lowest in Spanish reading (Below Basic) have lowest English reading scores; those who score highest in Spanish reading (Advanced) have highest English reading scores. Reading scores highly correlated across English & Spanish ($r = .71$).



DL – Evidence

Academic/Cognitive Skills: Relationship across languages

- Thus, it's critical to develop high proficiency and content knowledge in the partner language to promote higher proficiency and content knowledge demonstrated in English. Remember, more instruction through English does not mean higher outcomes in English.

DL – Evidence

Academic/Cognitive Skills

Most students – express benefits – cognitive or other –

“Learning Through Two Languages..”

- made me smarter
- helped me to think better
- helped me get better grades
- gave me more confidence to do well in school

Percent Agree

79%

99%

95%

94%

DL Can Develop the Whole Child: Social-Cultural Competencies

Almost all students – express positive attitudes toward others

- Better understanding of others (those of other languages & cultures)
- More understanding of people different from me – compared to peers
- Feel comfortable around people different from themselves
- Music, art and cultural integration - greater appreciation of arts and intercultural skills.

DL Can Develop the Whole Child: Social-Emotional-Cultural Competencies

Most students – express interest in and positive attitudes toward culture because of DL program/studies

- Better understanding of cultures
- Greater appreciation for other cultures
- Understand aspects of Latin American culture
- No student background differences

Percent Agree

95%

90%

93%

DL - Career/Technical Skills National Survey: What do Employers Want?

- Intellectual skills
- Communication skills - written and oral
 - Foreign language competence
- Social skills
 - Collaboration & Intercultural competence

Do these skills look familiar?
Match DL goals?

The Bilingual Advantage: Language, Literacy and the US Labor Market

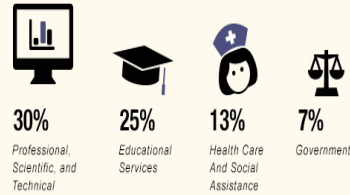
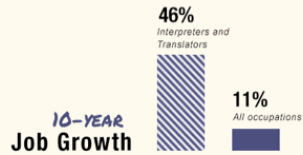
“From the studies presented in this volume, we have seen a new generation of bilingual and multilingual Americans enter the workforce in an era of global competition and ever-greater linguistic diversity at home.

Bilinguals in the new generation will more readily find jobs and many will make more money over their lifetimes as a result of their linguistic skills.”

Rebecca Callahan & Patricia Gándara, 2014

The Bilingual Advantage Interpreters and Translators

With increased diversity in America and continued globalization worldwide, the need for interpreters and translators will grow across numerous fields.



DL - Career/Technical Skills

- Technology and career skills are developed in (some) DL
 - PowerPoint presentations
 - iPod lessons/assignments
 - Video-enhanced research projects
 - Television/news productions - class project
 - Translation courses and internships in middle and high school

Of course students don't have some of these benefits if there is no secondary DL program

Different Considerations for Middle & High School Students

Advantages

- Lots of students mentioned college
 - DL program looks good on college application
 - Get into better colleges
 - Can take AP class & get college credit
 - Better prepared for college
- Challenging courses in school
- Exchange program
- Travel to other countries

DISadvantages

- Lots of homework. Studying Spanish/Chinese is harder & takes time away from other classes.
- Have to take 2 tests

DL Can Develop the Whole Child and Transform ALL Students for Life

- Supporting their social-emotional needs and enabling them to better engage with their families and communities;
- Challenging their intellectual and cognitive potential;
- Providing them with strong bilingual and multicultural competencies;
- Enhancing career skills

DL = Success