

The Research Base for Dual Language Education

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The effects of native language instruction for English Lang Learners

- Every meta-analysis conducted on the topic of native language instruction for ELLs has found positive effects (Francis, Lesaux & August, 2006; Greene, 1998; Rolstad, Mahoney & Glass, 2005; Slavin & Cheung, 2005; Willig, 1985).

The three goals of dual language

- Grade level academic achievement
- Bilingualism and biliteracy
- Intercultural competence

Student Outcomes: Academic Achievement

- By 5th grade or higher, both English language learners (typically Spanish speakers) and native English speakers in well implemented DL programs perform as well or better than their peers in other types of programs, on both English and Spanish standardized achievement tests.
- Within DL programs, native speakers tend to outperform second-language learners, such that native English speakers tend to score higher on English achievement tests and native Spanish speakers tend to score higher on Spanish achievement tests.
- There is some indication of transfer of content knowledge, as students were sometimes instructed in one language and assessed in the other, and still demonstrated grade-appropriate mastery of the content.

Student Outcomes: Bilingualism and Biliteracy

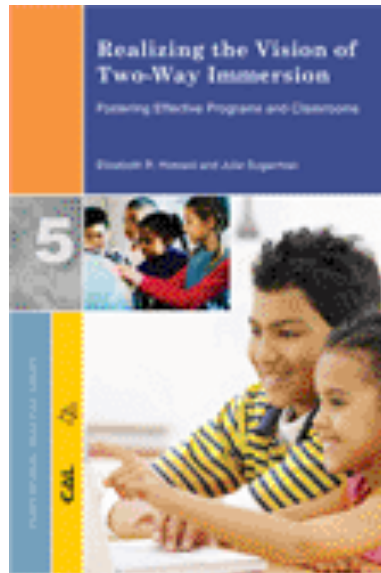
- Spanish speakers tend to be more balanced bilinguals than English speakers.
- Students rated as balanced bilinguals with high levels of proficiency in both languages tend to outperform other students.
- There is some indication of transfer of literacy skills across languages when orthographies are similar.

Student Outcomes:

Integration and Intercultural Competence

- Students in DL programs report positive attitudes towards students of other linguistic and racial/ethnic backgrounds.
- Merely grouping students together does not promote collaboration in and of itself.
- Students are helped by working together in integrated settings. Second language learners acquire vocabulary and syntax, while the native speakers gain greater metalinguistic awareness through their language brokering activities.
- There seem to be differences in peer interaction during Spanish instructional time and English instructional time, both in terms of focus and language use.

Realizing the Vision of Two-Way Immersion: Characteristics of Effective Programs and Classrooms



“On their own, program models, curricula, and instructional strategies are necessary but insufficient means to achieve the goals of academic achievement, bilingualism and biliteracy, and cross-cultural competence in two-way immersion. Unless the program fosters empowerment and demonstrates respect for students, staff, and parents through cultures of **intellectualism, equity, and leadership**, good design alone will not lead to good outcomes for student achievement.”

-Realizing the Vision, p. 10

Intellectualism

- A commitment to ongoing learning
- Collaboration and exchange of ideas
- The fostering of independence
- The promotion of higher order thinking

Equity

- Valuing and protecting time for the partner language and its associated culture(s)
- Promoting bilingualism for students with special needs
- Balancing the needs of native English speakers and native Spanish speakers
- Fostering an appreciation for multiculturalism

Leadership

- Taking initiative
- Making public presentations
- Responding to the needs of others
- Building consensus and sharing leadership

Dual Language References

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