

Critical Components of Successful Dual Language Program: Research and Implications for Practice

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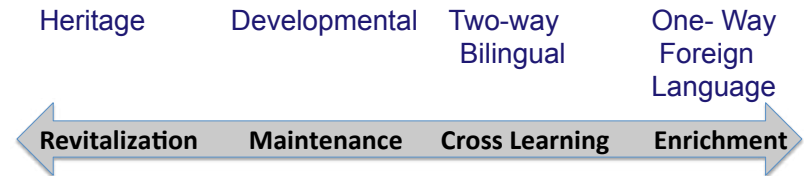
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Types of Dual Language Programs in the U.S.



- **95% of the TWBI/Dual Language Programs in the U.S.A. are Spanish/English.**

- **Other languages include**

- Mandarin, Cantonese
- Korean
- Japanese
- Vietnamese
- Russian
- Arabic
- German
- French
- Italian
- Armenian

*Spanish is a
World Language*

Elementary Program Models

- There are two research-based models in TWBI/Dual Language Programs
- These models differ in the percentages of time in the target language and English at the outset
- Both programs ultimately end up in 50% of the time in the target language and 50% of the time in English

Elementary 90/10 Program

Target Language (Span/Kor/Jap/Russ)	English Portion of the Day
Opening Target Language Arts (all students)	Academic English Language Development and English Language Arts (all students)
Math	P.E.
Social Science*	Science *
Science*	Social Studies *
Specials * (art, music, library, technology) taught by Target language speaking specialist?	Specials * taught by Specialists - changes percentages of time?

Elementary 50/50 Program

Target Language (Sp/Kor/Jap/ Mandarin/Russ)	English
Language Arts in Target Language	English Language Arts Through literature and social studies themes
Science related to the language arts	P.E.
Mathematics in the target language	Specials taught by English speaking specialists: Art, music, library & technology

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?

Bilingualism & Biliteracy

High Academic
Achievement

Development of
Cross Cultural
Understanding

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

Do you really believe?

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

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

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
- *No child has to lose a language to learn a language.*

Research-Based Critical Components

2. Emphasis on equity & excellence for all

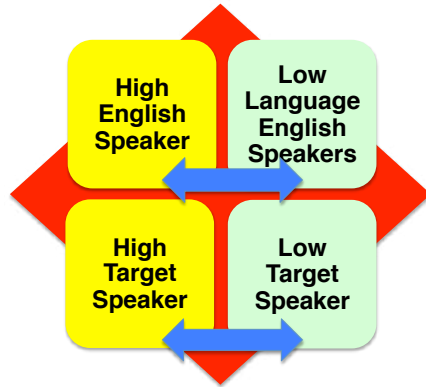
▪ Equity for all students

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

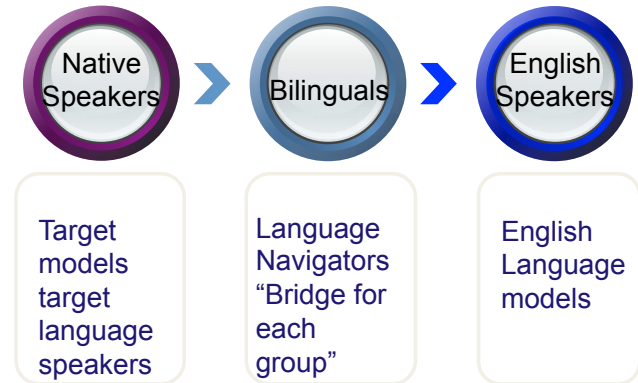
▪ Equity for all students and their families

- 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.

WHO ARE THE STUDENTS?



Linguistically Balanced Classrooms



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

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

Master Plan

- Living document
- Roadmap for future programs



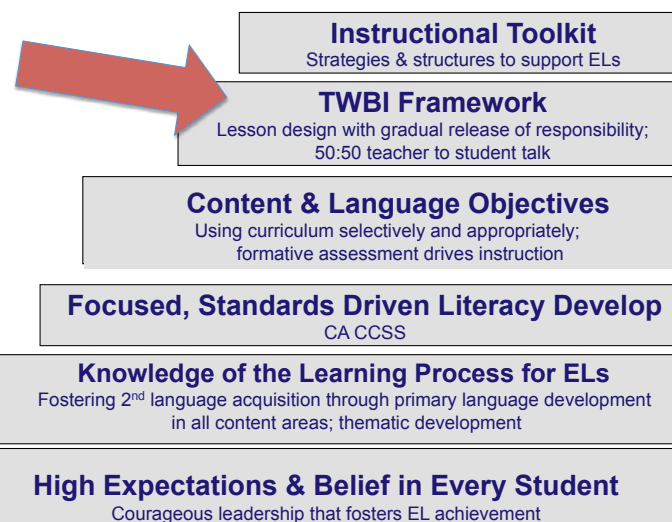
Implementation Requires Planning

- Self-study using the Guiding Principles of Dual Language at all levels of the organization is necessary every two years
- Master Plans for dual language programs are important for the successful development of the program over time!
- Pathways from elementary to middle school and high school need to be carefully planned

Middle School Programs

6 th Grade	7 th Grade	8 th Grade
Target Language Arts	Target Language Arts	Target Language Arts
Target Social Studies – Ancient Civilizations	Target Social Studies State and U.S. History	Target Science
English 6 th Grade Math	English 7 th Grade Pre-Algebra	English 8 th Grade Algebra
English Language Arts	English Language Arts	English Language Arts
P.E.	P.E.	P.E.
Science or Elective	Science or Elective	Social Studies or Elective

Building Blocks for TWBI Instruction



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. Parent Engagement and Home/School Collaboration

- **Parent 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.**

It Can Be Done... It is Being Done

“We can improve the fate of poor Latino and African American students if we focus on them and leave nothing to chance... good teachers, a rigorous curriculum, a leader that can drive the team to be accountable to their students and each other, and motivating students through academic success! Without that, the students do not stand a chance in our systems”.

Katy Haycock

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Shift the Paradigm

Shift from the compensatory structures that plague most educational programs for language minority students to programs that are affirmative, additive, 21st century global vision of cooperation!

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