

# 10 Things You Should Know about Current Dual Language Research

Kathryn Lindholm-Leary, Ph.D.  
San José State University  
[KLindholmLeary@mac.com](mailto:KLindholmLeary@mac.com)  
[www.lindholm-leary.com](http://www.lindholm-leary.com)

**Pre-Conference Institute: NABE 2009**

# What is Dual Language? (aka Two-Way Immersion)

- **Dual Language** (DL): integrates native English speaking and English language learning students in the same classroom and provides academic instruction through two languages, one of which is the primary language of each group of students.
- **Popular:** 335 programs in US; over 220 in California
- **Goals:**
  - Bilingualism – Orally proficient in 2 languages
  - Biliteracy – Read & write 2 languages at grade level
  - Achieve at/above grade level
  - Multicultural competencies

# Being Bilingual

When you are Bilingual you can:

Speak to people in different languages, like Chinese.



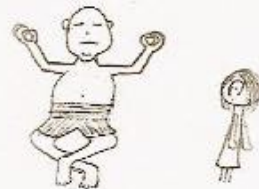
When you grow up, you can become a translator.



You can speak in two different languages.



You can learn about different cultures.

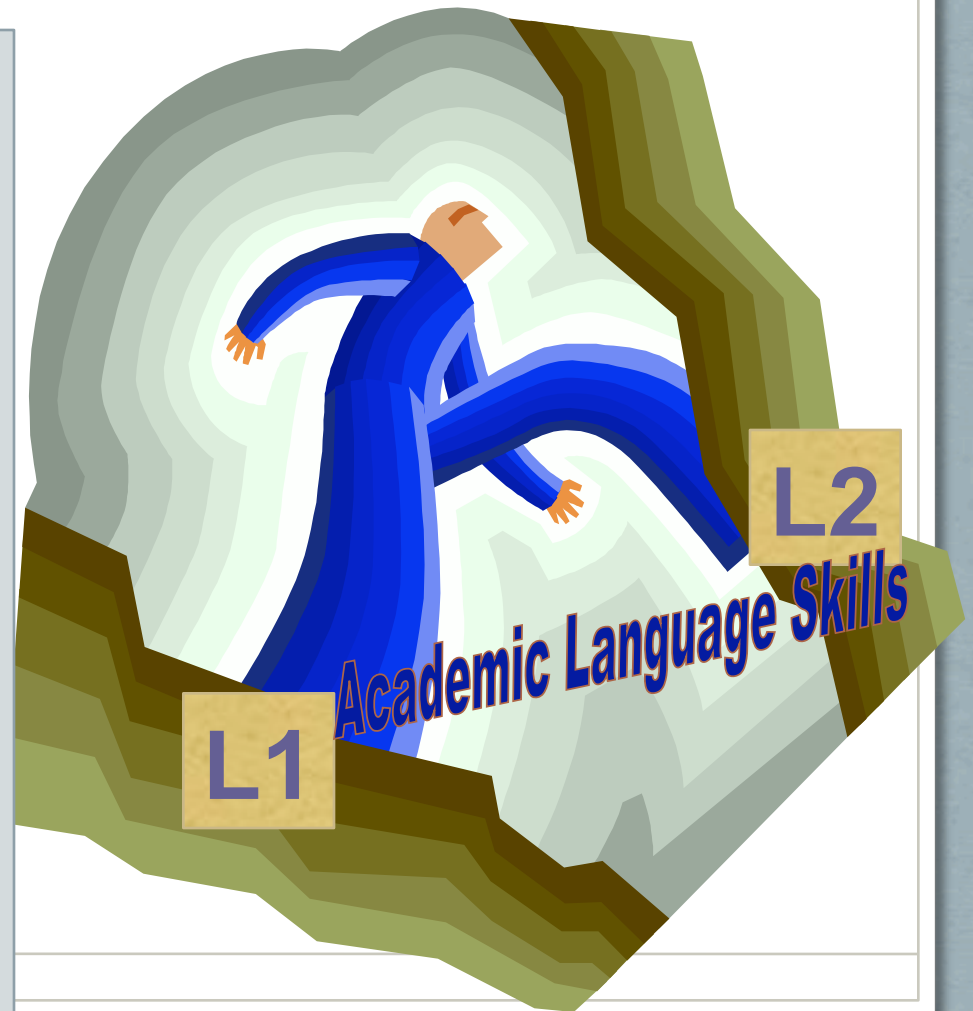


You can get twice as much homework.



# Underlying Assumption of Models Providing Instruction in 2 Languages

- 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



L2 → Knowledge ← L1

Quadratic equation  
Polynomial equation  
Different solutions...  
Step 1..

Ecuación cuadrática  
Ecuación polinómica!  
Diversas posibilidades.  
Primero..!

Una *ecuación cuadrática* es una ecuación polinómica de segundo grado, de la forma  $ax^2 + bx + c = 0$ .

Álgebra

Álgebra !  
Elemental!

## Research Point #1

# High Quality Research

- DL models design based on high quality research
- High quality research & evaluation on DL programs
  - Appropriate research designs with comparison groups
    - Longitudinal research = long-term impacts
  - Assessments on language proficiency and achievement
    - Measurements in 2 languages
  - Assessments include all subgroups
  - Appropriate statistical analyses and interpretations
- Reported in refereed journals

## Research Point #2

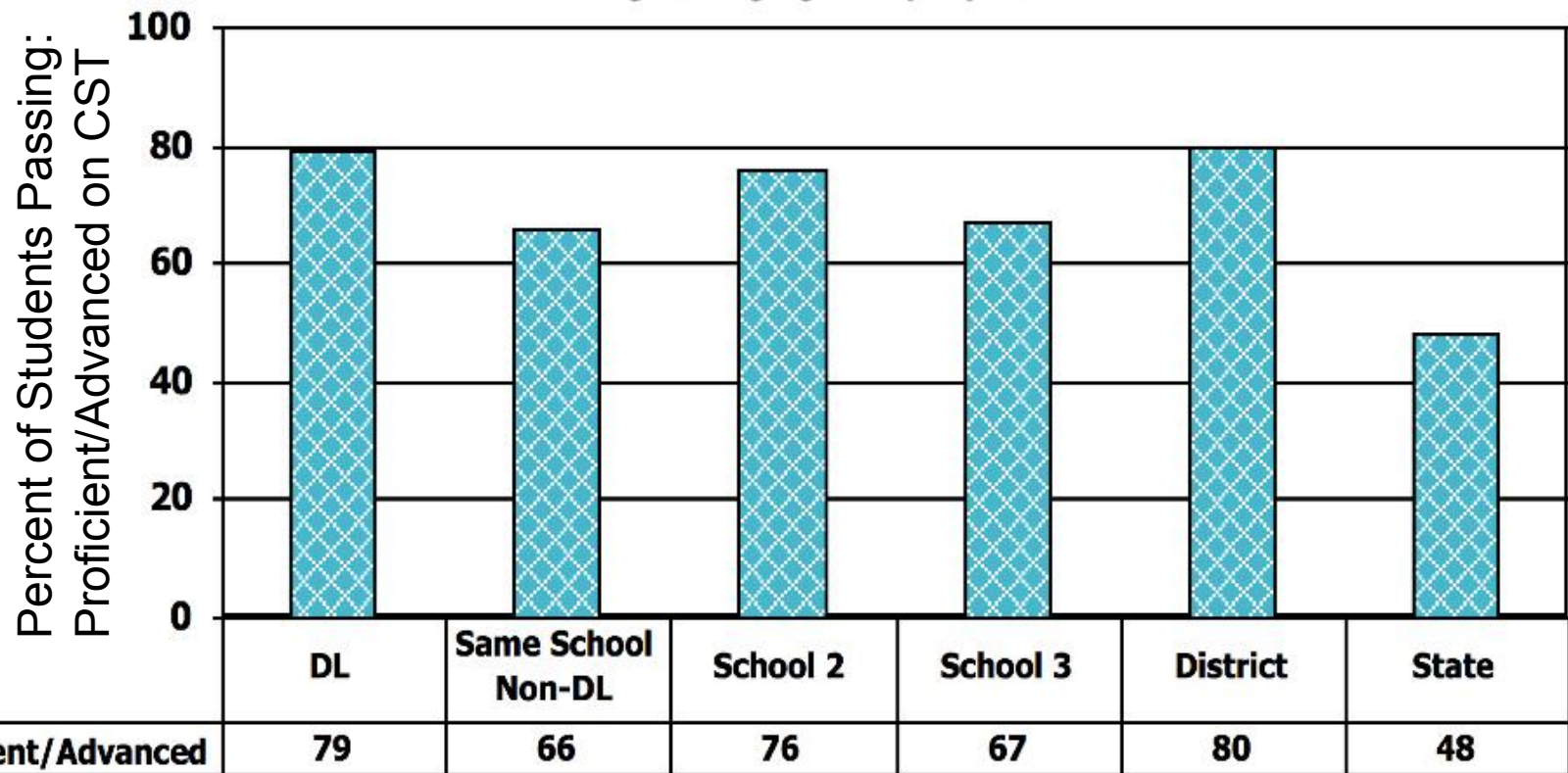
# Dual Language Works!

- Research → by late elementary school, students in Dual Language programs achieve at levels comparable to or higher than their peers in English only programs
- ELL students close the achievement gap with EO students
- DL works in Spanish, Chinese & Korean programs

# Performance of DL students vs. Non-DL students in demographically comparable schools, district & state averages

**Dual Language Students (EP & ELL) Score Similar to or Higher than Mainstream Students**

English Language Arts (CST) - All 5th Graders





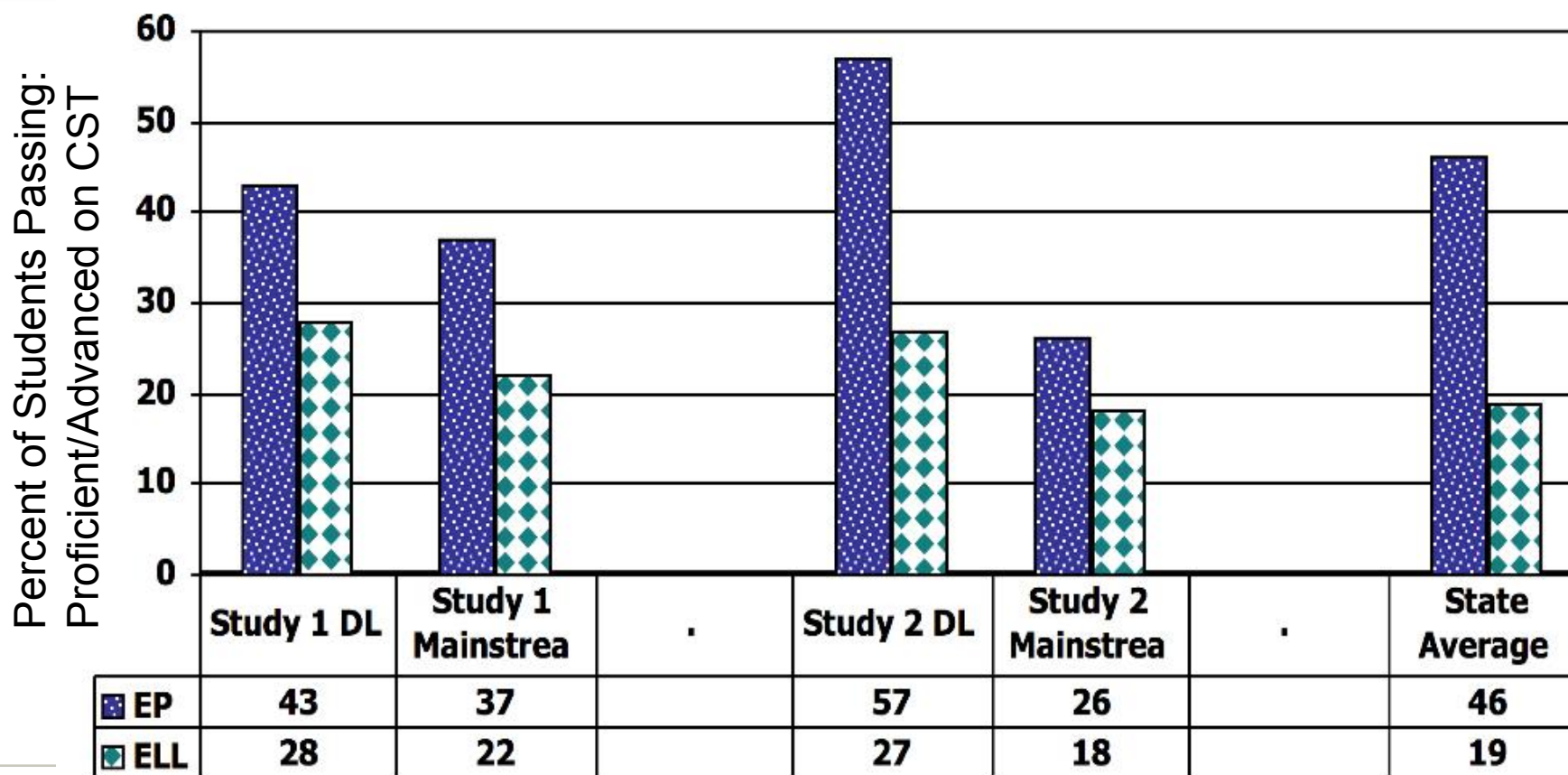
## Research Point # 3

### DL Works in Different Types of Communities

- Research findings (DL students achieve at/above non-DL peers in English-only classes) consistent in/with:
  - Different geographic areas of US
  - Different demographic characteristics
    - Upper SES, middle SES, lower SES communities
    - Schools with mostly Hispanic students
    - Schools with diverse ethnic and linguistic groups

# Comparative Study of Hispanic Students in Predominantly Hispanic Low-Income Schools

## Dual Language 4<sup>th</sup>-6<sup>th</sup> Graders (EP & ELL) Score Higher than Mainstream Peers



## Research Point #4

### DL Works with Different Types of Students

- Research findings (DL students achieve at/above non-DL peers in English-only classes) observed with students of varied backgrounds:
  - SES – upper, middle, lower; parents with college education to parents with elementary education
  - Ethnicity – Hispanic, Asian/Chinese, African American, Euro American
  - Special Education – students with identified special needs (GATE, IEP)

## Research Point #5

### DL Works Better -- Special Education Students

- Half as many Dual Language students as mainstream English students identified for special education.
  - DL program vs. district average identified for special education:
    - District 1: **6% of DL vs. 16% of district** students
      - 1.7% of DL vs. 6.6% of district -- specific learning disabilities.
    - District 2: **7.2% of DL vs. 13.7% of district** students
      - 0.5% DL vs. 3.4% of district -- specific learning disabilities
    - District 3: **4.7% of DL vs. 10.9% of district** students
- Dual Language special education students achieve at or above peers in English mainstream in English – but DL students have bilingual and biliteracy skills

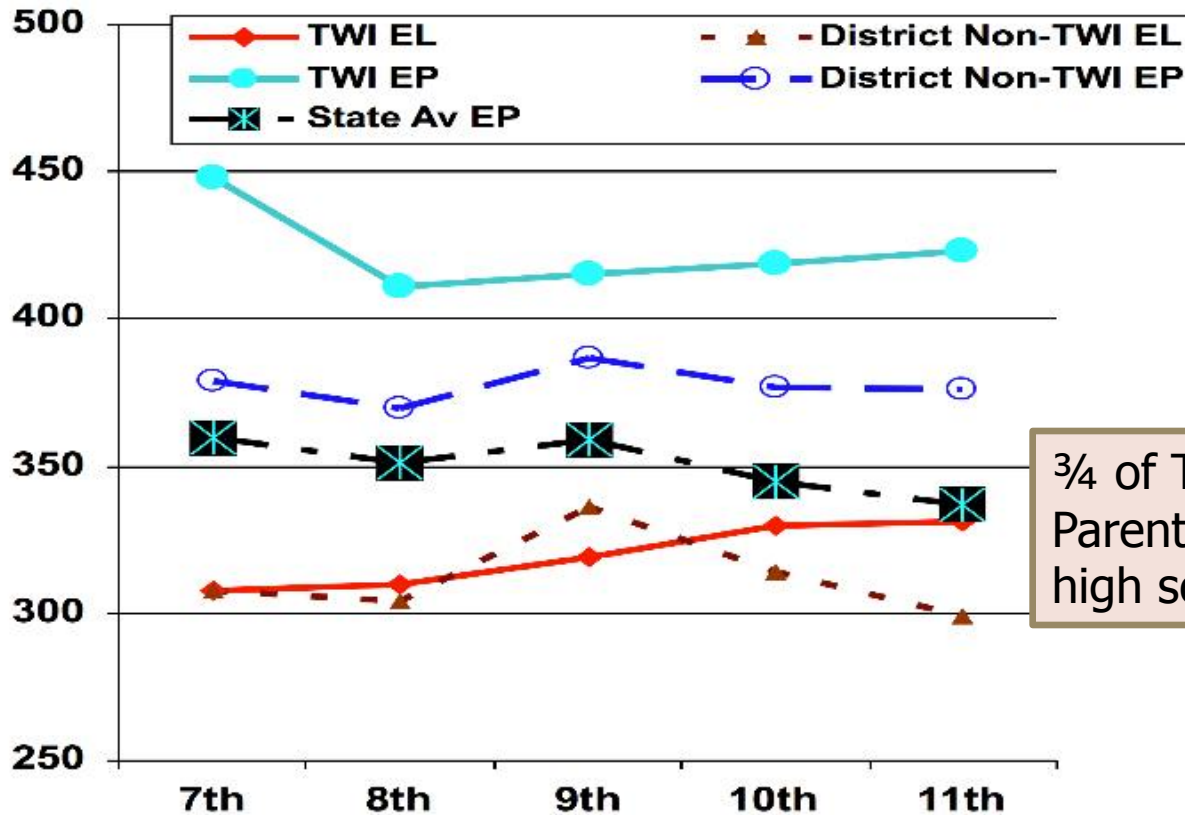
## Research Point #6

# DL Works with Secondary Students

- ! At middle & high school, DL students achieve at or above grade level in math -- in Spanish & English
  - ! DL students enrolled in higher level math courses (algebra, geometry, trigonometry, calculus)
  - ! DL students achieve at or well above peers
  - ! 1/2 students think they are ahead of peers in academic skills
- ! Scores are higher in math than in language arts
- ! More DL vs. district students passed 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
- ! Most high school DL will not drop out of school; 1/2 like school

# Performance of DL students vs. non-DL mainstream students in same district, & state average for English Speakers

**TWI Students (EP & ELL) Score Similar to or Significantly Higher than Mainstream Students**



3/4 of TWI ELLs:  
Parents not complete  
high school

## Research Point #7

# DL Works in Promoting Multicultural Competencies

- Many studies on cross-cultural/multicultural competencies
  - Very positive attitudes toward other languages, other ethnic groups, DL program
  - Rate selves as bilingual & bicultural
    - Express interest & knowledge in various expressions of culture – music/dance, film/theater, art, literature/poetry, and cultural festivals/historical events.
    - Most understand culture & attend cultural activities outside of school
  - Feel comfortable interacting with students of other ethnic/language groups



# Comments about CULTURE

- ◆! “It isn’t about learning the language, it’s about connecting with culture and learning as much as possible.”
- ◆! “You also have an open mind about other things. You’re more sensitive and understand people better.”
- ◆! “I understand more things about cultures.”
- ◆! “Over time I discovered another whole different culture. There was way more stuff in a culture and language than I every imagined.”
- ◆! “I also did plays in Chinese in third and second grade and it felt good to tell the story in a completely different language.”
- ◆! “The second advantage is you can read books of different languages. For example, a book like the Monkey King, is only good in Chinese because it is more exciting, adventurous, and humorous.”
- ◆! “You will be able to read old stories in their original languages, like Don Quixote.”



## Research Point #8

# DL Works Because of Strong Relationships Across Languages

- There are highly significant relationships between achievement in English and Spanish (or Chinese)
  - Students who score high in Spanish (or Chinese) score higher in English. Students who score low in Spanish also score low in English.
  - Focusing more on English does NOT improve language proficiency or academic achievement in English. For English learners, more focus on English leads to lower achievement scores in Spanish *and* lower scores in English.

DOUBLE YOUR LANGUAGE,  
DOUBLE YOUR BRAIN!

★! “I am also (I think) a lot smarter than all my friends that know only one language. I can read in one language and understand it in the other.”

★! “Knowing two languages can be an advantage because if you don’t know what something means in English, you can try to figure it out in Spanish and translate to English.”

★! “Also any other academic things that you do will be easier for you once you are bilingual, because another part of your brain is now functioning.”

★! “One more advantage is that knowing another language exercises your brain, which helps you learn in school better.”

## Research Point #9

# DL Works & Shows Benefits of Bilingualism

- The most bilingual students:
  - Demonstrate highest reading & math achievement in Spanish
  - Show highest reading & math achievement in English AND higher achievement than English only students in English only classes
  - Have most positive attitudes toward school
  - Feel most comfortable interacting with students of other backgrounds
  - Typically entered school as English Language Learners

## Research Point #10

# DL Works Because of Strong Teachers, Planning & Curriculum Development

- Research on Guiding Principles shows importance of strong teachers and planning & curriculum development
  - Most teachers feel they have training/knowledge of instructional approaches & practices appropriate for DL programs
  - Most teachers at quality sites engage in considerable program and curriculum planning
- 100% of teachers enjoy teaching in the DL program
- Many teachers perceive that the program at their site is high quality, sometimes even if it is not



Tian Medina  
Nick Golden




## Conclusions


- Considerable high quality research on dual language programs
- DL programs meet goals of bilingualism, biliteracy, achievement, and multicultural competence
- DL works in different types of communities and with students of all backgrounds that have been studied.
- Bilingualism pays off in highest achievement & most positive attitudes.
- Quality programs require trained teachers and substantial program and curriculum planning

# Another advantage you might not have thought of...

The pro's of being bilingual...

SSBB ← Widescreen TV

 ← Gamecube w/ SSBB disc in Chinese; SSBB to be released in english in 2007

 ← Me (understanding instructions)

