Dual Language Immersion for Academic Achievement

Griselda Pirtle 11-21-15
“Why?

Demographics of second-language learners (ELL’s) has changed...
Sequential Bilingual

Language 1

Language 2
Transitional Bilingual Education
TBE or ESL

---

English

Home Language
The New American Reality
Simultaneous Bilingual

Language A  |  Language B
L1 and L2?

Native Language?
Dual Language Program
Why?
The Benefits of a Bilingual Brain
Bilingualism and the BRAIN

Improved Cognitive Skills
Bilingual people have sharper cognitive skills and keep their brain alert and active even when only one language is used.

Denser Grey Matter
Grey matter is responsible for processing language, storing memory, and dictating attention spans.

Focusing on Tasks
Bilingual people display increased concentration. They are more skillful at focusing on relevant information.
Additional Benefits...

Cultural

Career
Why?

Dual Language Program Research
How long does it take?
How does a child acquire language?

6 months to 2 years
5 to 7 years

Social Language

Academic Language of Language Arts, Math, Science, & S.S.
Data aggregated from a series of 3-7 year longitudinal studies from well-implemented, mature programs in five school districts
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Program 1: Two-way developmental bilingual education (BE)
Program 2: Late-exit bilingual education and ESL taught through academic content
Program 3: Early-exit bilingual education and ESL taught through academic content
Program 4: Early-exit bilingual education and ESL taught traditionally
Program 5: ESL taught through academic content using current approaches
Program 6: ESL Pullout-taught traditionally

Average performance of native-English speakers making one year’s progress in each consecutive grade.
Data aggregated form a series of 3-7 year longitudinal studies from well-implemented, mature programs in five school districts

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Average performance of native-English speakers making one year’s progress in each consecutive grade.
Spanish Reading

Figure 2
Houston ISD ELL Achievement by Program On the 2000 Stanford 9 in English Reading

- 90:10 Transitional Bilingual Ed.
- 90:10 Developmental Bilingual Ed.
- 90:10 Two-way Bilingual Immersion

<table>
<thead>
<tr>
<th>Grade</th>
<th>20</th>
<th>25</th>
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</table>

Total ELLs in 90:10 Transitional Bilingual Education: N= 9314
Total ELLs in 90:10 Developmental Bilingual Education: N= 7391
Total ELLs in 90:10 Two-way Bilingual Immersion: N= 2158

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So what does the research tell us?


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**In Dual Language Programs...**

English Learners score very significantly higher on state tests as well as norm-referenced tests than in ESL-only programs.

**In Dual Language Programs...**

experience full gap closure rather than partial gap closure.

**In Dual Language Programs...**

English learners master English better than English learners in ESL-only programs (even though only half or less than half of their instruction is in English.

**In Dual Language Programs...**

African American English speakers score higher on state tests as well as norm referenced tests than in English mainstream classrooms.

**In Dual Language Programs...**

special needs students score higher on state tests than special needs students in the English mainstream classroom.
Dual Language Program Models

90/10 - 50/50 - 80/20
Dual Language Program Goals

✧ Achieve high levels of academic language and concepts in two languages.

✧ Demonstrate positive cross cultural attitudes and behaviors.
Dual Language Non-Negotiables

✦ Strategic separation of languages on the part of the instructor-no translation.
✦ A minimum of 50%-80% of the daily instruction in the “target” language (Spanish, Polish, French, etc.)
✦ K - 5th grade commitment, with K-12 encouraged
✦ Programmatic curricular and instructional decisions are made based on research on English Language Learners.
## Dual Language Program

<table>
<thead>
<tr>
<th>One-way Dual Language</th>
<th>Two-way Dual Language</th>
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</thead>
<tbody>
<tr>
<td><img src="image1" alt="Red Smiles" /></td>
<td><img src="image2" alt="Blue Smiles" /></td>
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- **Heritage Speakers**
- **English Speakers**
### 90/10

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<th>K</th>
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<tbody>
<tr>
<td><strong>Spanish:</strong></td>
<td>90%</td>
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<td><strong>English:</strong></td>
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The chart shows a 90/10 ratio between Spanish and English, with 90% in Spanish and 10% in English.
<table>
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<tr>
<th>Spanish: 50%</th>
<th>K</th>
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<th>5</th>
<th>English: 50%</th>
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<tr>
<td>Spanish:</td>
<td>80%</td>
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<td>English:</td>
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<td>20%</td>
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</table>

The image represents an 80/20 rule, with 80% in Spanish and 20% in English. The table shows a distribution of efforts with 80% allocated to the lower categories (K to 2) and 20% to the higher categories (3 to 5).
What does the research say?

★ Longitudinal Evaluations of two-way and one-way models have found that both language groups experience the highest academic success in the 90/10 or 80/20 model, as compared to the 50/50 model.

★ At the same time, in the long term, both the 90/10 and the 50/50 models produce much higher academic achievement than monolingual schooling or transitional bilingual education.

Sort Activity
Monolingual Perspective

Multilingual Perspective

ENGLISH

ENGLISH

SPANISH
CHINESE
FRENCH
<table>
<thead>
<tr>
<th>Area</th>
<th>Monolingual Perspective</th>
<th>Multilingual Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perspective of Student Language Ability</td>
<td>Students have a dominant language (or L1, first language).</td>
<td>Students are emerging bilinguals who have linguistic resources across languages.</td>
</tr>
<tr>
<td></td>
<td>Students are viewed as “low” when they use Spanish and English together. (“Está frizado.”)</td>
<td>Developing bilinguals are expected to use what they know in both languages (“El perro es un perro.”)</td>
</tr>
<tr>
<td></td>
<td>Students are expected to produce “monolingual-like Spanish”, especially if they come from a Spanish speaking family.</td>
<td>Students are expected to use their classroom instruction strategies in both formal languages.</td>
</tr>
<tr>
<td>Programmatic Structure</td>
<td>Students are placed in either a Spanish literacy or an English literacy class based on their strongest language.</td>
<td>The Bridge Program teaches students about different languages; enhances students’ awareness of their own and different, thereby developing awareness and skills.</td>
</tr>
<tr>
<td></td>
<td>When students reach a particular level of literacy in one language, they are readied for transition to literacy in the other language.</td>
<td>The Bridge Program teaches students about different languages; enhances students’ awareness of their own and different, thereby developing awareness and skills.</td>
</tr>
<tr>
<td>Curriculum, Instruction and Assessment</td>
<td>Spanish and English are thought of as separate, and students do not work across both languages.</td>
<td>The Bridge Program teaches students about different languages; enhances students’ awareness of their own and different, thereby developing awareness and skills.</td>
</tr>
<tr>
<td></td>
<td>Students are assessed in each language separately. Bilingual programs follow the monolingual assessment calendar, adjusting it to two languages.</td>
<td>Students are assessed in both languages. Bilingual programs create an assessment calendar that captures what students can do in both languages; not necessarily doing everything twice.</td>
</tr>
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<td>It is expected that bilingual/dual language schedules look like those in the general education program.</td>
<td>Bilingual/dual language schedules intentionally look different than those in the general education program.</td>
</tr>
<tr>
<td></td>
<td>Units of instruction are anchored in standards, use sheltered instruction strategies, and focus on instruction and assessment in one language, Spanish or English.</td>
<td>Units of instruction are anchored in standards, use sheltered instruction strategies, and focus on instruction and assessment in three linguistic spaces: Spanish, the Bridge, and English.</td>
</tr>
</tbody>
</table>

Dual Language Summer Institute, 2014, Beeman and Urow
Teacher *me moje los socatines.*

Voy a un *party con mi broder.*

**Monolingual Perspective**
- Can’t Speak Spanish well.
- Is low in both languages.
- Should be placed in a monolingual classroom.
- Will be confused learning to read and write in two languages at the same time.

**Multilingual Perspective**
- Has linguistic resources in both languages.
- Reflects their multilingual environment.
- Would benefit from a dual language program.
- Uses U.S. Spanish.
- Analyzing Spanish and English side by side.
Someone with a Monolingual Perspective would say...
Someone with a Multilingual Perspective would say...

My fribret toy it tha nintendo ds.

Becas you cant yamp. End rite end you

can rite. I like my toy becas ets redend

blak. End a play ved ger o the time

end a gar 2 games end a gene

gy more games. My dad ets gene

bra me more games batarono

guen. I lave my toy.
Mi animal favorito es la roca.
Porque ella nada en la agua. Pero eso me gustan las focas. También me gustan las focas porque ellas nadan mucho. También están bonitas. También juegan con las pelotas y a jugar. También tienen bigotes y colmillos blancos y largos.
Bilinguals are NOT two monolinguals in one (Grosjean, 1998).
Bridge/
Metalinguistic Transfer

- Multilingual students who learn about how their languages are similar and different achieve higher levels of academic achievement (Jimenez, Garcia, and Pearson, 1996, Dressler et al, 2011, de Jong 2011).
Myths about Bilingualism
myth

Placing children in Dual Language programs will only confuse them...
myth

A child should learn one language first; then you can start teaching the other...
myth

Bilingual education delays learning and slows students down academically...
Hello!  ¡Hola!
The Greater Advantage of Bilingual Children
Thank You!

Any questions?

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