Fostering Bilingualism through Dual Language Education: Why and How?

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Lost in Translation:
Myths and Progress in Bilingual Education

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What are the benefits of bilingualism?

- **Cognitive** – enhanced memory, metalinguistic awareness (the ability to think about language), and executive function (e.g. planning and organization).

- **Social** – the ability to form friendships with people from varying language backgrounds and the ability to gain more from travel experiences in countries where the native language is not spoken.

- **Instrumental** – e.g. enhanced job opportunities.
Research on second language learners in the United States and Canada indicates that it takes 4–7 years for students to develop high-level academic proficiency in a second language (Hakuta, Butler, & Witt, 2000).

<table>
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<tr>
<th>Time Period</th>
<th>Preproduction</th>
<th>Early Production</th>
<th>Speech Emergence</th>
<th>Intermediate Proficiency</th>
<th>Advanced Fluency</th>
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<td>0–6 months</td>
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<td>6 months–1 year</td>
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<td>1–3 years</td>
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<td>3–5 years</td>
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<td>5–7 years</td>
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Dual Language Programs

- **Common Goals**
  - High academic achievement
  - Bilingualism & biliteracy
  - Cross-cultural competence

- **Essential Characteristics**
  - Integration of students who are proficient in either or both languages of instruction
  - Literacy & content instruction through two languages (primarily monolingual delivery of instruction)
  - Extended period of implementation
    - Minimum (pre)K–5; Optimal (pre)K–12
  - 50–90% of daily instruction in minority language
Program Models

Percentage of Instructional Time

Grade Level

Partner Language

English

K 1 2 3 4 5 6

K 1 2 3 4 5 6
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. This is true for students of varying racial/ethnic backgrounds and socioeconomic groups, as well as those with learning difficulties.


Students rated as balanced bilinguals with high levels of proficiency in both languages tend to outperform other students.

Students in TWI programs report positive attitudes towards students of other linguistic and racial/ethnic backgrounds.
The National Picture

- Tremendous commitment to and growth of dual language education (http://www.nytimes.com/2015/10/09/nyregion/dual-language-programs-are-on-the-rise-even-for-native-english-speakers.html?_r=0):
  - Utah – 9% of public elementary students
  - Oregon – 10% of public elementary students
  - North Carolina
  - Delaware

- Recognition of the value of biliteracy through the Seal of Biliteracy on high school diplomas (http://sealofbiliteracy.org):
  - Approved in 14 states and the District of Columbia
  - Under discussion in 12 additional states
The Regional Picture

- Two-Way Immersion is highlighted in the state bilingual education statute but there are currently fewer than 10 programs in Connecticut.

  - Annual conference (March 25, 2017 at Windham Middle School)
  - Dual Language Leadership Network
  - Dual Language Special Education Network
Two-Way Immersion Resources on the Internet

- Center for Applied Linguistics
  [http://www.cal.org/twi/](http://www.cal.org/twi/)
  - Dual Language Program Planner
  - Guiding Principles for Dual Language Education
  - Two-Way Immersion Toolkit
  - Two-Way Immersion Observation Protocol (TWIOP)
  - Spanish language standards and assessments

- Dual Language Education of New Mexico
Two-Way Immersion Conferences

- La Cosecha
  - [http://information184.wix.com/lacosecha](http://information184.wix.com/lacosecha)
  - November 9–12, 2016; Santa Fe, NM

- MABE 6th Annual Southern New England Conference for Dual Language Programs
  - Place: Windham Middle School
  - Date: 25 Mar 2017
What Does It Look Like In Practice?

- Barbieri Elementary, 80/20 program in Framingham, MA
  - [https://www.youtube.com/watch?v=pNGBNdnfNh0](https://www.youtube.com/watch?v=pNGBNdnfNh0)
Questions or Comments?