Dual Language Education of New Mexico

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Dual Language: A Research-Based Solution

The following quotes from experts in the field of second language acquisition support the effectiveness of two-way immersion programs.

Dual Language Education

❖ Dual language programs are the only programs that assist students to fully reach the 50th percentile in both their first and second languages in all subjects and to maintain that level or higher through the end of schooling (Thomas & Collier, 2002).

❖ Studies that compare bilingual instruction with English-only instruction demonstrate that language-minority students instructed in their native language as well as in English perform better, on average, on measures of English reading proficiency than language-minority students instructed only in English. This is the case at both the elementary and secondary levels (August & Shanahan, 2006).

❖ The National Literacy Panel (NLP) was the latest of five meta-analyses that reached the same conclusion: **learning to read in the home language promotes reading achievement in the second language** (Goldenberg, C. 2008).

❖ In fact, the data from recent evaluations shows that a balanced dual language approach is an effective model for both dual language learner (DLL) students *and* native English speakers (Espinosa, 2013).

Dual Language Education & Community/Family Support

❖ Quality dual language education programs implement strong family and community engagement programs that build leadership capacity and also value and draw upon community funds of knowledge to inform, support, and enhance teaching and learning for both English learners and native English speakers (Collier & Thomas, 2014).

❖ It's important to embrace the body of research going back decades confirming that when students can achieve proficient bilingualism and multilingualism, not only do students themselves benefit in powerful, life-changing, and multiple ways, but their families and communities benefit as well (Olsen & Jaramillo, 1999; Olsen, Bhattacharya, Chow, Jaramillo, Tobiasen, & Solorio, 2001; Thomas & Collier, 2002, 2012, 2014).

❖ Making parents aware of what research has shown regarding how proficiency in one's native language supports English language learning, as well as the challenges involved in becoming bilingual, is also important (Rodríguez, 2010).

Dual Language Education & Children with Special Needs

❖ All dual language learners (including young children with disabilities, who may experience slower language development in both languages) should be given the opportunity to keep their home language while also learning English (Cheatham, Santos, & Ro, 2007).

❖ No scientific evidence supports the idea that being bilingual causes or leads to language delay, while there is evidence that children with special needs may be even more likely than other children to lose their home

language and the benefits that come from being bilingual (Cheatham, Santos, & Ro, 2007; Division for Early Childhood, 2010).

Dual Language & Early Childhood Education

❖ Students benefit when they have a strong foundation in their first language. Skills in the first language, and gains in the first language, are related to acquisition of skills in the second language. The level of language skills in a child's first and second language when they enter kindergarten positively predicted literacy skills in English (Burchinal, Field, Lopez, Howes, & Pianta 2012).

❖ This study provides further evidence that instruction in Spanish does not appear to harm English Language Learners (ELL) children who become minimally proficient in English during their pre-kindergarten year. Perhaps more importantly, the findings also provide further evidence that the provision of instruction in Spanish can promote reading and math skill development among these very vulnerable children who are struggling to learn English, especially when they attend high-quality programs (Burchinal, Field, Lopez, Howes, & Pianta 2012).

❖ While English can be successfully *introduced* during the PreKindergarten years, if it replaces the home language, and children do not have the opportunity to continue to learn in the language they know, advanced linguistic, conceptual, and academic development is at-risk (Espinoza, 2013).

Dual Language Education & Secondary Students

❖ . . . high school students who participated in the two-way program achieved high levels of academic competence and motivation; developed ambitions to go to college and knowledge about how to pursue college; were proud to be bilingual and continued to use Spanish after they finished the program; and were very satisfied with the education they received in the two-way program (Cobb, Vega & Kronauge, 2006).

❖ Finally, although ELs in Dual Immersion (DI) classrooms have ELA scores well below those of their peers in English Immersion (EI) classrooms in second grade, from second through seventh grade the ELA test scores of ELs in DI increase at a rate that is 0.064 standard deviations faster per grade than those in EI. This rate is sufficiently faster than EI students that by sixth grade the average ELA scores of DI- enrolled students match the state average, and surpass those of observationally similar ELs in EI and Developmental Bilingual (DB)(Valentino & Reardon, 2014).

Dual Language Education & Leadership

❖ The power of a dual language program is not just in its additive nature but in the pedagogical equity that exists for both language groups. It is not enough to merely adjust the language of instruction; teachers must adjust their philosophy, their teaching strategies, and their view of ELs. ... This cannot happen, however, without an administrator who understands the nature of bilingualism and the importance of advocacy for teachers, students, and biliteracy (Alanís & Rodríguez, 2008).

❖ In addition to developing a vision and collaborative school culture, leadership is needed in establishing communications with school and district officials regarding the goals and guidelines for dual language education, with the expectation that it is an integral component of the district offerings and has the resources and curriculum supports needed for dual language program implementation and sustainability (Collier & Thomas, 2014).

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