



Key Features

- **What are the languages of instruction?**
 - Teach content through English and a target language
 - A non-English language used for at least 50% of time
 - Different teachers for each language
- **Who are the children?**
 - Approximately equal numbers of speakers of target language and speakers of English
- **Other names for dual-language immersion**
 - Two way immersion, two way bilingual education, *Spanish immersion*, *Chinese immersion*, etc.

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What are the major goals?

- High levels of proficiency in both languages
- Reading and writing at grade level in both languages
- Academic achievement at or above grade level
- Positive intercultural attitudes and behaviors
- Communities and society to benefit from citizens who are bilingual and bicultural

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Example of a Spanish-English dual-language immersion

- **Children:** 60% native Spanish speakers and 40% native English speakers
- Early years **mainly Spanish**
 - K & 1st: 90% Spanish and 10% English
- Each year **shift** towards **balanced instruction** in two languages
 - 5th grade: 50% Spanish and 50% English

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Benefits of dual-language immersion

<i>Dual language learners</i> catch-up to or surpass achievement of their peers educated in English-only programs	<i>Native English speakers</i> develop proficiency in second language, gain cultural awareness, and perform or surpass their peers in English-only programs
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What the research says at preschool

<i>Dual-language immersion and English-only</i> boost English learning for all children	<i>Dual-language immersion</i> improves Spanish language development for all children, without losses in English
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What are the implications for the education of DLLs?

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Implications



Children are highly capable of learning in two languages.
Solid foundation in the home language leads to higher achievement in English.

- View home language as a resource.
- Foster the home language.

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Program Quality is Key

- Minimum of six years of bilingual instruction
- Focus on core academic curriculum
- Quality language arts instruction in both languages
- Separation of two languages for instruction
- Use non-English language for at least 50% of the time
- Additive bilingual environment
- Balanced ratio of children who speak each language
- Foster a community of peers; teachers and children
- High-quality teachers and support staff
- Active parent-school partnerships

Collier & Thomas, 2004

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Additional Resources


California Department of Education - California State Directory, resources, on-line links, Q&A , <http://www.cde.ca.gov/sp/el/ip/>

Center for Applied Linguistics (CAL) - Nationwide directory, implementation & assessment toolkits, Q&A, list of publications, Guiding Principles for Dual Language Programs
<http://www.cal.org/twi/index.html>

Center for Advanced Research on Language Acquisition (CARLA) - variety of resources on immersion, foreign language, and dual language programs, <http://www.carla.umn.edu/index.html>

Kathryn Lindholm-Leary's website – resources, research & best practices, publications, copies, of presentation on dual language education and bilingual education , <http://www.lindholm-leary.com/>

Lindholm-Leary, 2007

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