

Dual Language Education

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St. John Vianney School's Parent Coffee Hour

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What is DLE?

- Dual language education (DLE) fulfills a community need to allow equal access to schooling and education services for children of linguistic diversities.
- DLE refers to classroom instruction that is delivered in two different languages, and the students are immersed into each of the languages via the classrooms.



What are the Goals of DLE?

- Bilingualism (conversational and oral proficiency in 2 languages)
- Biliteracy (academic reading and writing skills in 2 languages)
- Biculturalism (an appreciation and empathy for at least 2 cultures)



How Will Learning an L2 Affect My Child's Ability to Learn English Properly?

- Overall, learning a second language (L2) does not hinder a child's normal development of his or her native language (L1) of English.
- You may, however, notice your child mixing the two languages. This is actually a good thing as the area from which language is stored in your child's brain is 'making sense' of the two languages and separating the two into their respective linguistic repertoires.
- Research has shown that learning an L2 reinforces grammatical and semantic-related components of a child's L1 and vice-versa.



Are DLE Students Comparable to Students in Non-DLE/Traditional, Monolingual-English Classrooms?

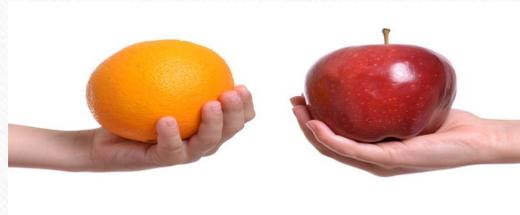
- Research has consistently shown that both native-English speaking (NES) and non-native-English speaking (NNES) students who began DLE in the early grades (particularly in Kindergarten), have shown the following when compared to the following:



Are DLE Students Comparable to Students in Non-DLE/Traditional, Monolingual-English Classrooms?

NES students in DLE **vs.** **NES** students in non-DLE/traditional, monolingual-English classrooms:

- NES students in DLE score at grade level on state assessments
- NES students in DLE often outperform their NES counterparts in non-DLE schooling on these same tests in middle and high school
- This is particularly true on reading and math assessments – even when the assessments are in English



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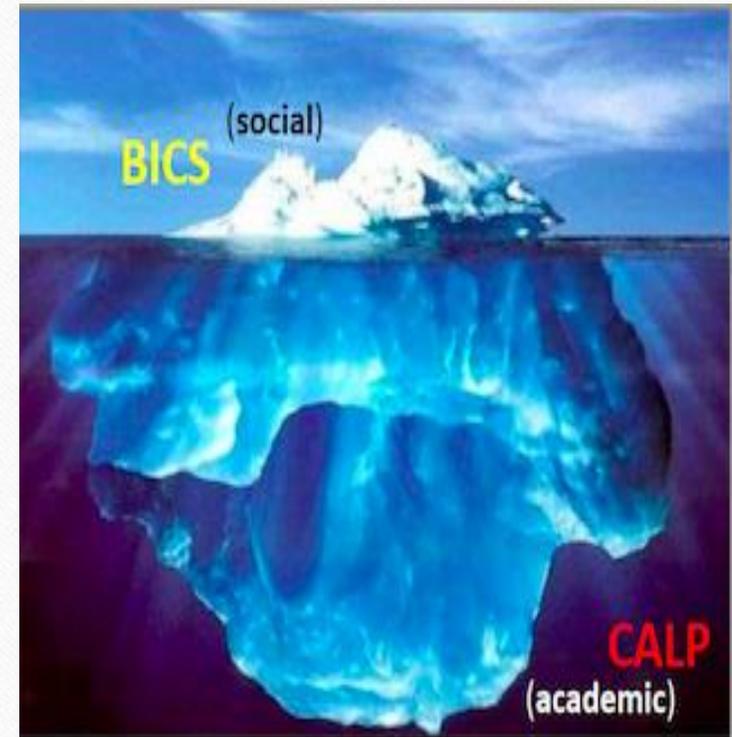
NNES students in DLE **vs.** **NNES** students in non-DLE/traditional, monolingual-English classrooms:

- NNES students in DLE score at grade level on state assessments
- NNES students in DLE have outperformed their NNES counterparts in non-DLE schooling on these same tests in middle and high school
- NNES students in DLE typically demonstrate scores that are comparable to their NES peers on these same tests with some outperforming their NES peers by middle and high school



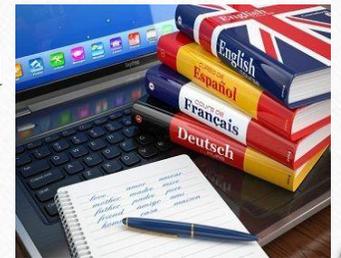
When Does My Child's L2 Become “Fluent” on Standardized Testing?

- Fluent = At Grade Level
- BICS (Basic Interpersonal Communicative Skills)
 - L2 oral proficiency and conversational skills
 - Typically develops 1-3 years
- CALP (Cognitive Academic Language Proficiency)
 - L2 academic literacy and language skills
 - Typically 5-7 years



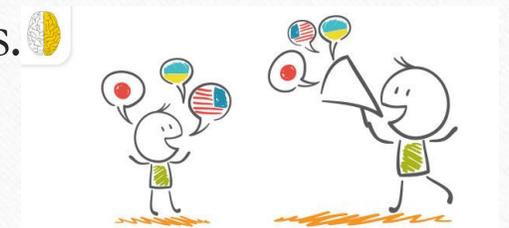
When Does My Child's L2 Become “Fluent” on Standardized Testing?

- Fluent = At Grade Level
- For **NES** students who began DL instruction in Kindergarten (or before):
 - L1 of English = once they receive formal literacy instruction in English with school and home support and reinforcement
 - L2 = by 3rd – 4th grades upon receiving school and home support and reinforcement
- For **NNES** students who began DL instruction in Kindergarten (or before):
 - L1 of School Partner Language = by 1st – 2nd grades upon receiving school and home support and reinforcement
 - L2 of English = by late elementary/early middle school with school and home support and reinforcement (reported as a whole)



What Are the Overall Benefits or Advantages of Enrolling My Child into a DL Program?

- Students become proficient, both conversationally and through literacy, in two different languages (even if the two languages are not similar [e.g., English-Arabic]).
- Research has shown students' assessment scores at grade level – on par and even above their NES and/or NNES peers in both languages.
- Students develop a sense of cultural empathy and appreciation for others who are linguistically and ethnically different from themselves. 🌐



What Can I Do As a Parent to Support My Child Even If I Do Not Know the L2?

- Incorporate multicultural elements that are representative of the school's L2 in music, food, literature, movies, TV, etc.
- Attend cultural events that are representative of the school's L2 culture
- Acquire books in both the L1 and L2 and have your child read them to you – even if you do not know the language; try to read them to your child
- Ask your child's teacher concepts that your child has been learning and should already know in the L2 and reinforce them at home (such as counting in the L2)



Further Resources of Research

- Champaign Schools. (2017). *Frequently asked questions about dual language*. Retrieved from <http://www2.champaignschools.org/schools/07/files/DL%20FAQs%20English.pdf>
- Hillsborough School District. (2017). *Parents' questions about dual language programs: Adapted from 'The Two-Way Immersion Toolkit' Center for Applied Linguistics*. Retrieved from https://www.hsd.k12.or.us/cms/lib/OR02216643/Centricity/domain/916/documents/CAL_Parent_Qs_About_Dual_Language_Programs.pdf
- Lesslow-Hurley, J. (2013). *The foundations of dual language instruction* (6th ed.). Boston, MA: Pearson.
- Ovando, C. J., & Combs, M. C. (2012). *Bilingual and ESL classrooms* (5th ed.). New York, NY: McGraw-Hill.
- For more research on statistical student outcomes, check research from Katherine Lindholm-Leary.