

In the STARlight



Research & Resources for English Learner Achievement

Issue 12

Secondary Dual Language Education

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Definition

Dual language education programs provide academic instruction through English and a second or partner language (e.g., Spanish, Mandarin). Ideally secondary dual language programs continue to offer 50% of their instruction in the partner language; however, minimally a secondary school is considered a dual language (DL) program only if it offers at least two partner language courses per grade level, including one content course (e.g., biology, world history, theatre, psychology) and one partner language arts course (e.g., Spanish 4 DL, AP Mandarin, AP Spanish literature). At the secondary level participants usually come from elementary dual language programs and include native speakers of the two languages – native speakers of English and native speakers of the second language (e.g., Spanish, Korean) who continue to be integrated for instruction throughout their years of instruction, which provides them numerous opportunities to practice and use language with each other in purposeful contexts. The major goals of the program in secondary are the same as in elementary; that is, full bilingual proficiency, biliterate proficiencies (read and write at grade level or above in both languages), content area achievement at or above grade level, and multicultural competencies.

There is increasing demand for dual language programs at the secondary level. The latest count by the Center for Applied Linguistics yielded 77 middle school and 15 high school programs, and a count in California by the California Association for Bilingual Education (CABE) found 70 programs at the secondary level. Although the majority of the middle school programs are in Spanish, there are also programs that continue at the secondary level in German, French, Mandarin, Korean, Cantonese, and Japanese.

Program Design and Implementation at the Secondary Level (Middle and High School)

There are several issues to consider in developing and implementing a DL program at the secondary level: 1) determining which courses to provide – content courses should meet curricular requirements established by the school, by graduation requirements, and course selection should include an analysis of the instructional materials that are available in the partner language; 2) teacher certification – locating teachers who have the appropriate certification for secondary, the content level knowledge, and a high level of language proficiency in the partner language; 3) scheduling – whether DL students should stay together for all classes or just the DL classes, and consider providing a zero period so DL students can have the choice of other electives; 4) enrollment – having sufficient numbers of DL students to provide full or nearly full classes and determining which secondary schools in a particular area or district are appropriate for the DL program; 5) alignment – vertical alignment of the DL program across all levels – elementary, middle, and high – is critical to ensure that students can develop high levels of language proficiency as some secondary DL students report that they do not have enough challenging language instruction to promote high levels of proficiency in the partner language; and 6) secondary teachers must be trained in the DL model so that they understand the program they are building onto (or expanding from), use the instructional practices and strategies, and understand the theories and research to effectively teach in the DL program.

The Guiding Principles for Dual Language Education document provides an excellent resource for teachers and administrators to help develop and implement a high quality dual language program. It provides a review of research, a description of the research-based characteristics associated with successful programs, and considerable guidance in moving from a program that is only minimally aligned with a high quality program to an exemplary program. You may download this guide at <http://www.cal.org/twi/guidingprinciples.htm>.

Research Basis for Dual Language at the Secondary Level

Over 30 years of research in the US has consistently demonstrated that English learners (EL) and native English speakers both benefit from dual language programs, including students at the secondary level. Scientifically-based research and evaluation studies are consistent in showing that students who received extended instruction through both languages were able to catch up to or surpass the achievement levels of their peers who were educated in English-only mainstream classrooms. Compared to their peers in English mainstream programs, middle and high school students in dual language: 1) Score at comparable or higher levels in standardized assessments in English; 2) Are as or more likely to pass the high school exit exam and are less likely to drop out of school; 3) Are as or more likely to be enrolled in higher-level math courses; 4) Are more likely to attain higher levels of bilingualism; many studies show that DL students with the highest levels of bilingualism tend to score higher on standardized reading and math tests compared to English-speaking students enrolled in English mainstream classrooms; and 5) Most students rate themselves as bilingual and feel that they have the partner language and the English skills in reading and writing to do well in school at their particular grade level. However, research also shows that though most secondary students in high quality programs are able to participate in grade-appropriate partner language content area studies, they may struggle to continue to develop high levels of proficiency in the partner language.

Other Implications

To ensure all students leave high school college-and-career ready a transformation of secondary schooling is required. Educators must create innovative programs that not only prepare students academically for their future but also deepen their identity as global citizens by preparing them linguistically and culturally, in addition to giving students a real purpose to use the partner language (i.e., internships, community service projects, study abroad posts). In this new era of Common Core and Career Technical Education, there is much promise for dual language secondary school programs as these new standards focus on strategies already used by successful dual language programs: deeper learning, student-to-student collaboration, relevant and engaging tasks, and literacy development across the content areas. Furthermore, California's new ELA/ELD Framework calls for "Promoting Bilingualism and Biliteracy" and recognizing students who have attained high levels of proficiency in English and another language with a "Seal of Biliteracy", which validates the special life-long skills that DL high school graduates attain. Furthermore, these bilingual DL graduates are better able to find jobs and careers with employers and universities who are searching for strong bilingual candidates, thereby benefitting the graduates, their families and our society.

Selected Book List

Design/Implementation

- California Department of Education (eds.), (2010). *Improving Education for English Learners: Research-Based Approaches*. Sacramento: CDE Press.
- Margarita Espino Calderon & Liliana Minaya-Rowe (eds.), (2003). *Designing and Implementing Two-Way Bilingual Programs*. Thousand Oaks: Corwin Press.
- Else Hamayan, Fred Genesee, and Nancy Cloud. (2013). *Dual Language Instruction from A to Z: Practice Guidance for Teachers and Administrators*. Portsmouth, NH: Heinemann.
- Christopher L. Montone & Michael I. Loeb, (2000). *Implementing Two-Way Immersion Programs in Secondary Schools*. Center for Applied Linguistics, Center for Research on Education, Diversity & Excellence.
- Johanne Paradis, Fred Genesee, Martha Crago (2010). *Dual Language Development and Disorders: A Handbook on Bilingualism and Second Language Learning*, Second Edition. Baltimore, MD: Paul H. Brooks.
- Sonia White Soltero. (2004). *Dual Language: Teaching And Learning In Two Languages*. Boston: Allyn & Bacon.

Research

- California Department of Education (eds.), (2010). *Improving Education for English Learners: Research-Based Approaches*. Sacramento: CDE Press.
- Rebecca M. Callahan and Patricia C. Gándara. (2014). *The Bilingual Advantage: Language, Literacy and the US Labor Market*. Avon, England: Multilingual Matters.
- Ester J. de Jong. (2014). *Foundations for Multilingualism in Education: From Principles to Practice*. Philadelphia: Caslon.
- Fred Genesee, Kathryn Lindholm-Leary, William Saunders, and Donna Christian. (2006). *Educating English Language Learners*. NY: Cambridge University Press.
- Kathryn Lindholm-Leary. (2001). *Dual Language Education*. Avon, England: Multilingual Matters.
- Kim Potowski. (2007). *Language and Identity in a Dual Immersion School*. Avon, England: Multilingual Matters.
- Diane Tedick, Donna Christian, & Tara Fortune (eds.), (2011). *Immersion education: Practices, policies, possibilities*. Avon, England: Multilingual Matters.

Online Resources

- Association for Two-way/Dual Language Education (ATDLE) – <http://www.atdle.org>
- Center for Applied Linguistics (CAL), *Guiding Principles for Dual Language Education* - <http://www.cal.org/twi/index.htm>
- Center for Advanced Research on Language Acquisition (CARLA) – *The ACIE Newsletter*, May 2003 Theme Issue: Secondary Immersion <http://www.carla.umn.edu/index.html>
- California Association for Bilingual Education (CABE) – <http://www.bilingualeducation.org/2waycabe>
- Dual Language Education of New Mexico – <http://www.duallanguagenm.org>
- Kathryn Lindholm-Leary's website – <http://www.lindholm-leary.com/>
- Middle School Dual Language Google Group - <https://groups.google.com/forum/#!forum/middleschooldl>
- San Diego County Office of Education Dual Language Network website - www.sdcoe.net/dl
- STARlight, Research & Resources for English learner achievement. Dual Language Issues 4 & 12 - <http://en.elresearch.org>



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visit <http://www.elresearch.org>

Questions for Reflection

1. What are the research foundations for dual language programs and why are they important for developing a high quality program at the secondary level? How could you use these to promote a secondary-level dual language program?
2. How could you or your site use the Guiding Principles for Dual Language Programs to help you develop a secondary program?
3. What steps do you need to take to develop a secondary program within your school district? What challenges might you face in garnering administrative support, in hiring staff, or in determining what courses to offer? What evidence or talking points can you provide demonstrating that a secondary DL program would be important for your DL students?
4. What does your district need to do in order to align the DL program from K-12?
5. What procedures might you implement to encourage students to continue participating in the dual language program in high school?

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