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Dual Language Education



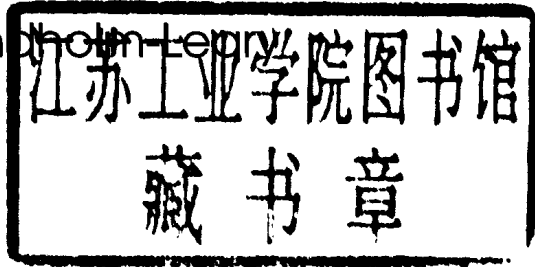
Kathryn J. Lindholm-Leary

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Dual Language Education

Kathryn J. Lindholm-Leary



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Introduction

Across the globe, three major forces have created a surge of interest in various language education models. One concern is that, as the world communities develop business and political relationships, there is a greater need for individuals to develop multilingual competence. Immersion programs have thrived internationally as educators and politicians recognize the need to implement programs that promote higher levels of communicative proficiency than those offered by traditional foreign language models do. A second factor is that worldwide waves of immigration have forced many countries to address the educational needs of language minority students. In some instances, these students are children of guest workers who will return to their country of origin, while in other cases the immigrant students will stay in their host country. While these different outcomes may provoke the development of different educational models, there is still the need to meet the needs of these linguistically, if not culturally, diverse students. Still another force has led to increased interest in language education programs, which is the revitalization of languages in countries where the minority language has been suppressed or is in process of language loss (e.g. indigenous languages in many countries, Basque in Spain, Maori in New Zealand, Quechua in Peru). These factors have provided the impetus to challenge traditional language education models to assure that our models meet the increasingly diverse needs of the various student populations.

Dual language education (DLE) is a program that has the potential to eradicate the negative status of bilingualism in the US. The appeal of dual language education is that it combines maintenance bilingual education and immersion education models in an integrated classroom composed of both language majority and language minority students with the goal of full bilingualism and biliteracy.

While there has been a number of publications on the pedagogy and outcomes associated with bilingual education, immersion education, or other foreign language programs, there is little such information, especially empirically-based, available regarding dual language education (Lindholm, 1997, 1999b; Lindholm & Molina, 1998, 2000). Most publications on immersion and foreign language programs address the language

majority student, and those on bilingual education focus on the language minority student. This book merges these two populations and programs to describe the implementation and outcomes of the dual language education model in the US and to discuss the implications for other student populations as well.

The research described here is based on my own data collection efforts, which in 1986 began to document the dual language education program. My research includes data from more than 20 schools at different stages of implementation, and comprises the major types of dual language education programs. Data collection efforts encompass considerable longitudinal and cross-sectional data, with students from diverse cultural, socioeconomic, and language backgrounds. Student outcomes, such as oral language proficiency, literacy, academic achievement, and attitudes, are available in addition to teacher and parent attitudes as well as classroom interactions. Where possible, data from dual language education programs are compared to outcomes in other forms of bilingual education or English-only programs. While considerable data are presented here, they do not begin to match the scope of data available for immersion education in Canada. However, data are offered here in the hopes that others will gather and publish further information about dual language education, and that the findings will have implications beyond the dual language education model in the US.

Overview of the Book

This book is organized into four parts. The first part sets the theoretical and conceptual stage for language education programs, and defines and describes dual language education. Part 2 provides contextual information, with data on school sites, teacher perceptions and attitudes, teacher talk in the classroom, and parental attitudes. Student outcomes are the focus of Part 3, which describes the language minority and language majority students' progress in oral language proficiency, academic achievement, and attitudes development. Finally, Part 4 summarizes and integrates the data to understand dual language education sites and students, as well as the implications of the findings for other language education designs and implementation in a variety of global contexts.

After working with dual language education programs for the past 15 years, I have an increasingly strong conviction that language education programs need a clear theoretical and conceptual framework in order to be successful. This is particularly true for bilingual education in the US, and is becoming true of dual language education programs as well. While recog-

nizing the need to develop a program that meets particular needs at a school site, I have seen so much experimentation with the dual language education model without any consideration of the consequences on the students of such 'playing around.' Some of these programs that call themselves dual language are really not dual language programs at all.

Without a clearly defined pedagogy, bilingual education in the US has become a catch-all phrase for any form of instruction in which some first language (L1) activity is used in the classroom. The variety of programs that call themselves bilingual seems limitless, including programs in which the primary language is used for 1% of the day as well as those in which it is used for the entire instructional day. Bilingual education is also used to refer both to classrooms in which teaching is carried out by a certified bilingual teacher in that language and also to classrooms in which a volunteer with no professional training provides the student(s) with instruction or translation. Other times, bilingual education refers to classrooms that comprise students who speak a language other than English, whether there is any native language instruction or not. This problem of using the term bilingual education so loosely does not result from any of lack of understanding of bilingual education among bilingual educators, but rather is because definitions have not been carefully used in implementation. Thus, there is no operational definition that is stringently used to clarify whether or not a classroom is following a bilingual education model. Also, bilingual education has become caught in a web of political confusion regarding immigration reform, educational reform, and which populations deserve dwindling financial resources. Because of the political context in which language education functions, both in the US and other countries, it is important to discuss the context of and framework for language education programs.

Part 1

This section provides a conceptual grounding for effective language education models in general, and dual language education programs in particular. In Chapter 1 there is a description of demographic characteristics that affect language education in the US. Focus is on the changing demographics in the US, which reflect considerable cultural diversity and a significant language minority population, particularly among the school-aged population. To understand language education in the US also requires an understanding of the political context, which gives lip service to multilingualism and multiculturalism while promoting monoculturalism and monolingualism through ethnic and linguistic prejudice and discrimination. Chapter 1 then goes on to provide information regarding

the language education programs for language minority and language majority students in the US. The dual language education model is defined and described, with a brief history of its development and a discussion of the variability in model implementation across the US.

Chapter 2 examines the major theoretical and conceptual framework underlying language education models. The bodies of literature that are discussed for their relevance to language education include: effective schools, social context of language education, language development, and the relationship between language and thought. From these concepts, Chapter 3 discusses the specific design and implementation features that are critical to the success of language education programs in general, and dual language education in particular.

Part 2

The dual language education school communities are described in Part 2 to provide a context for understanding the school, classroom, teacher, and parent issues in the dual language education model. Chapter 4 describes the school sites that were involved in my data collection efforts, including the ethnic density and socioeconomic features of the school, and the ethnicity, language background and socioeconomic characteristics of the program participants. In this chapter, we see the variability in dual language education program types and populations. Also included is a description of bilingual education sites that are used for comparison purposes in subsequent chapters.

To examine teacher background factors and attitudes in dual language education programs, Chapter 5 presents a variety of data on teacher attitudes, efficacy and satisfaction. These data include background information on the teachers' education, training, proficiency in the two languages of the program, and ethnicity, along with these teachers' perceptions of their teaching efficacy, their satisfaction with the model, their perceptions of support, program planning, and whether the program is meeting the needs of its population. Findings demonstrate the complexity of teacher background; program type; administrative, peer and parent support; as well as program planning issues that are associated with teachers who report feeling efficacious as teachers and satisfied with the model implementation at their site.

Two studies in Chapter 6 examine teacher talk and patterns of teacher initiation–student response–teacher response in the classrooms. The results are consistent with previous classroom discourse, bilingual education and immersion research in demonstrating the lack of opportunity for students to engage in meaningful and extended discourse with the teacher.

Chapter 7 deals with a topic that is typically absent from education and language education studies. Parent attitudes and reasons for enrolling their child in a dual language education program are examined, comparing attitudes and reasons for enrolling children according to program type, parent ethnicity, and parents' language background. This chapter provides a rich description of the types of parents who participate in DLE programs.

Part 3

This section presents the evaluation outcomes of 4,900 students in dual language education programs, including longitudinal data collected over a period of 4–8 years. These outcomes are examined according to program type, school demographic characteristics, and student background characteristics. In addition, comparisons are made, wherever possible, with traditional bilingual education programs and English monolingual classrooms, wherever possible. Chapter 8 provides a description of the student participants from which data in subsequent chapters are drawn. In Chapter 9, the oral language proficiency and level of bilingual attainment are discussed. Oral language proficiency in the two languages is explored through teacher ratings of students' language proficiency and oral proficiency tests. From there, we move into Chapter 10 with an examination of reading and language achievement and Chapter 11, which includes and compares data from traditional standardized tests of reading achievement and reading rubrics developed as part of a language arts portfolio. A further look at content mastery is the topic of Chapter 12, which includes the level of achievement in mathematics, science, and social studies as indicated by traditional standardized tests of achievement. Students' attitudes and motivation are the topics of discussion in Chapter 13, which examines student attitudes toward the program, as well as student perceptions of their language and academic competence, motivation for challenge, integrative and instrumental motivation, cross-cultural attitudes, self esteem, and their beliefs about the benefits of bilingualism.

Part 4

Part 4 provides the opportunity to bring together data on teacher attitudes and student outcomes, and to examine implications of the data for language education pedagogy and student participants. Chapter 14 summarizes the findings and highlights key research results. This chapter clearly shows that the DLE model can produce its intended results – high levels of bilingualism, biliteracy, and achievement at or above grade level. Chapter 15 presents implications for language educational programs, including several issues that have been consistently important to dual

language education and which may influence language education programs in general. These include: design and implementation issues, teacher training, parent recruitment and education, student population characteristics, evaluation and assessment issues, and transition to secondary school concerns.

Part 1

***Social and Theoretical Contexts of
Dual Language Education***

Chapter 1

Language Education Programs and Politics

Language education is an increasingly vibrant issue in the United States, as it is in many other countries that have complex demographically- and politically-motivated language education programs. To provide a broader background for understanding language education programs, it is helpful to present the demographic and sociopolitical contexts that influence the implementation of these programs. Following a discussion of the demographic and political issues, this chapter will briefly present the existing language education models for language minority students as well as for language majority students. The final section will define the dual language education model.

Demographic and Political Issues Affecting Language Education in the US

Demographic Issues affecting language education

The United States, along with many other countries, has experienced considerable immigration over many decades and particularly in the past 20 years. According to the last two decadal census reports and the most recent update (US Census, 1980, 1990, 1996), there have been significant population shifts, as shown in Table 1.1¹. While the general US population grew at a rate of 17% (from 227 million to 275 million) from 1980 to 2000, the rate of growth varied tremendously across the different ethnic/racial groups in the US. The Hispanic population increased by 83% and represented 11.7% of the US population in 2000. One other group that expanded substantially was the Asian American population (at 3.8% in 2000), with a growth rate of 153%. More modest increases were witnessed among African Americans, who in 2000 represented 12.2% of the population. Thus, in 2000, the minority population encompassed 28.4%, or more than one quarter, of the US population. The remaining 71.6% of the population included European Americans, who decreased 9% in 2000, from 79.8% of the population in 1980. As one can see from Table 1.1, the non-European-American population is growing at a much faster rate, in part due to