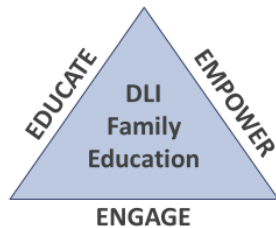


Dual Language and Immersion Family Education: Supporting Students in Secondary Programs Session 1

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Introductions



- Your name
- Number and ages of your children
- Your school
- Languages spoken at home
- What motivated you to come here tonight

The Dual Language and Immersion Family Education program is supported by a United States Department of Education grant from the Office of English Language Acquisition.

We are going to be giving these sessions bilingually rather than separating you into different language groups. Your children are together for instruction and that integration is key to program success. Keep in mind, however, that although we will be doing these sessions bilingually, your children are taught in one language or the other – the teachers don't translate or use both languages during their instruction.

Mission Statement

To enrich the educational experience of Dual Language and Immersion (DLI) learners
by **engaging**, **educating** and **empowering** families.



Objective 1

I understand that a strong DLI community of parents, school staff and students will enhance students' success.

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“Developing a climate in which all members of the school community are understood, valued and respected, and in which a genuine desire is fostered to achieve improved educational outcomes and greater success for students....should be the aim of all stakeholders.”

(School Learning Support Program, 2010 - https://teachingmattersmy.weebly.com/uploads/1/3/9/9/13999466/positively_engaging_parents.pdf)

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1. *What is one thing that makes you feel (or would make you feel) “understood, valued and respected”?*
2. *How might this affect your child's success in school?*

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Objective 2

- I understand that
- a) achieving high levels of proficiency in two languages is a long-term process; and
 - b) my understanding and support of DLI education will help sustain my child's commitment to the program through high school.

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DLI at the secondary level



An important developmental milestone happens just before puberty and lasts until the mid-twenties. This second surge of brain development means two things for DLI education:



- If students continue to be exposed to and have opportunities to communicate in Spanish, they will use it in more sophisticated and complex ways and therefore develop higher critical thinking, problem-solving skills, and academic language and literacy.

- BUT if students do not continue to hear and use Spanish during these middle school years,
 - English home language students can lose the proficiency they gained in K-5; and
 - Spanish home language students may not develop the academic language and literacy they need to succeed in school and beyond.



“Middle School... is therefore not the end, but rather just the beginning of a wonderful academic journey where students can use fully the cognitive advantages of their multilingualism.”

Your child may not see this. It's up to you to keep your child on course.

TRANSITION FROM ELEMENTARY TO SECONDARY SCHOOL

When students begin to question staying in the DLI program, it is most often due to here-and-now issues:



- interest in taking more electives,
- wanting to expand their social circle,
- a sense of having reached a plateau in language skills, etc.

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What are some of the challenges of rigorous course work in the partner language for DLI students?



- As there are usually fewer courses offered in the partner language at the secondary level, students' language growth is likely to plateau with fewer opportunities to use the language.
- DLI students may feel overwhelmed as classes get more demanding and the language more complex.

(School Learning Support Program, 2010 - https://teachingmattersmy.weebly.com/uploads/1/3/9/9/13999466/positively_engaging_parents.pdf) 14



It is up to parents to look beyond today and remind their child of future benefits of staying in the program.

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What benefits have you already seen at the middle or high school level?

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BENEFITS OF DLI PROGRAMS AT THE SECONDARY LEVEL

- Continued development of bilingualism and biculturalism
- Continued development of academic language and literacy in both program languages
- Continued development of cross-cultural attitudes
- Continued provision of an efficient and effective model for serving the second language needs of English learners (Spanish home language students) and English speakers (Spanish learners)

(adapted from Montone & Loeb, 2003 [https://carla.umn.edu/immersion/acie/vol6/bridge-6\(3\).pdf](https://carla.umn.edu/immersion/acie/vol6/bridge-6(3).pdf))

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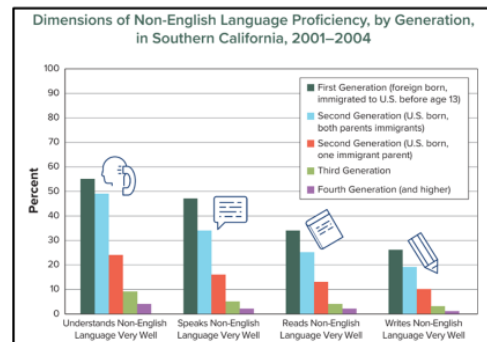
BENEFITS OF DLI PROGRAMS AT THE SECONDARY LEVEL

- Preparation to enter advanced language and content courses in high school or college
- Preparation for International Baccalaureate (IB) programs in high school
- Preparation for additional languages in high school or beyond
- Preparation to earn college credit through Advanced Placement language exams

(adapted from Montone & Loeb, 2003 [https://carla.umn.edu/immersion/acie/vol6/bridge-6\(3\).pdf](https://carla.umn.edu/immersion/acie/vol6/bridge-6(3).pdf))

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An additional benefit of DLI at the secondary level for Spanish home language speakers is being able to maintain their cultural heritage and family connections.



(American Academy of Arts and Sciences, 2016)

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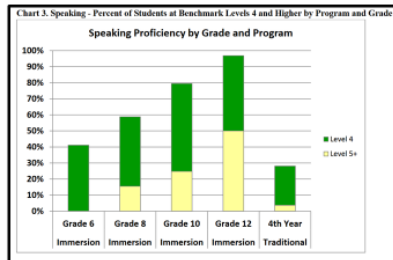
For immigrant families, the ability to understand, speak, read, and write the home language disappears very quickly. A study in Southern California found that only 45% of first-generation adults who immigrated to the United States before the age of 13 could still speak the language of their parents well. Only 35% of second-generation immigrants could speak their home language. And only 5% of third-generation immigrants could speak the language of their grandparents. Without making a conscious effort to maintain it, families can lose their home language in 3 to 4 generations, showing just how powerful English is in the U.S.

TAKE A BREAK!

WHAT RESEARCH TELLS US ABOUT DLI EDUCATION AT THE SECONDARY LEVEL



1. Students learning Spanish as a second language have a greater chance of reaching high levels of proficiency if they are in a DLI program and remain in it through grade 12.



- Almost 100% of 12th grade immersion students attained a Level 4 (ACTFL Intermediate Low) on the speaking assessment used for this study, and 50% attained a level 5 (Intermediate Mid) or higher.
- About 30% of 12th grade students in a traditional world language program attained a Level 4 and only 2% attained level 5.

In a 2011 study, sponsored by the U.S. Department of Education, researchers used a database of 1,477 students enrolled in Spanish, French, Japanese, or Chinese immersion language programs in 14 states across the U.S. By grade 12, DLI Students outperformed their non-DLI peers in reading, writing and, especially, speaking the second language.

ACTFL stands for American Council on the Teaching of Foreign Languages. The ACTFL Proficiency Guidelines are a description of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context.

LEVEL 4 / ACTFL INTERMEDIATE LOW language learners can:

- understand native speakers if the topic is familiar and the speaker speaks slowly;
- maintain a simple conversation;
- read and understand short, uncomplicated texts;
- express their ideas in writing but with many errors.



LEVEL 5 / ACTFL INTERMEDIATE MID language learners can:

- initiate and maintain conversations with native speakers on familiar topics by asking and responding to a variety of questions;
- read and understand short, straightforward texts;
- communicate in writing in social contexts though professional writing is beyond their capability.

Here are some general descriptions of speaking, reading and writing levels of Intermediate Low and Intermediate Mid language learners.

Table 4. Speaking – Percentage of Immersion Students at Each Proficiency Level by Grade

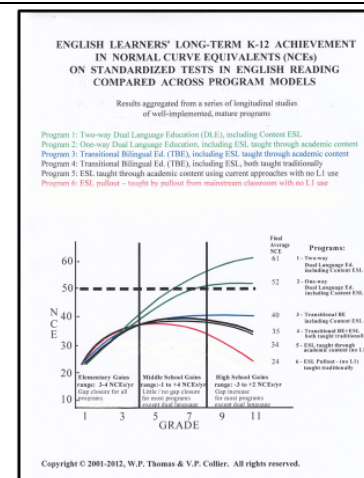
Grade	Count	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6+
6	141	0.0	7.1	51.8	41.1	0.0	0.0
7	221	0.0	4.1	26.7	47.5	19.9	1.8
8	631	1.1	4.8	35.3	43.3	13.3	2.2
9	137	0.0	1.5	27.0	44.5	16.1	10.9
10	117	0.0	4.3	16.2	54.7	23.1	1.7
11	47	0.0	0.0	12.8	57.4	27.7	2.1
12	32	0.0	0.0	3.1	46.9	46.9	3.1

This graph from the same study shows speaking scores of immersion students from grade 6 to grade 12. Only about 41% of sixth graders were at a combined score of levels 4-6. It took until grade 12 to reach the combined score of 96.9% for levels 4 - 6. This graph also shows a dramatic drop-off in level 6+ between 9th and 10th grade. This is often the point between middle and high school, where fewer courses are offered in the immersion language.

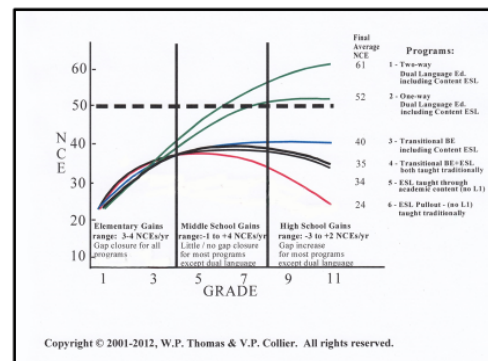
WHAT RESEARCH TELLS US ABOUT DUAL LANGUAGE AND IMMERSION EDUCATION AT THE SECONDARY LEVEL



2. English Language Learners (e.g., Spanish speakers) who continue to develop their home language and literacy skills achieve higher levels of proficiency in English than those students in non-DLI programs.



Despite the many benefits of DLI at the secondary level, Spanish home language parents often fear that their child will not acquire the skills necessary to be successful in English. The benefits mentioned above are in addition to English language learners' achieving high levels of proficiency in English. This graph shows English learners' achievement levels in English reading in a variety of program models. It represents longitudinal research involving over 15,000 students in different programs and languages across several US states. Longitudinal research means that we're looking at the same students over time. Let's look at a larger version of the graphic to better interpret it.



English learners in DLI programs generally

- catch up to their English-speaking peers in reading by Grade 5 or 6; and
- outperform average English-speaking peers if they continue in the program through high school.

Two-Way DLI programs intentionally bring together students from two language groups – English home language and those who speak the partner language (Spanish) at home. One-Way Dual Language programs - also known as Developmental Bilingual Education - serve language learners with similar language and cultural backgrounds – for example, a group of students who speak Spanish at home. These students have the opportunity to maintain and improve their home language as they learn English. The two-way model shows the best outcomes, and the scores continue to improve from one year to the next.

WHAT RESEARCH TELLS US ABOUT DUAL LANGUAGE AND IMMERSION EDUCATION AT THE SECONDARY LEVEL



3. Students taught subjects like math and science in a non-English language are not at a disadvantage when taking standardized tests or when applying for college admission.

(Montone & Loeb, 2003 [https://carla.umn.edu/immersion/acie/vol6/bridge-6\(3\).pdf](https://carla.umn.edu/immersion/acie/vol6/bridge-6(3).pdf))

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As their children face more serious academic studies, both English and Spanish home language parents may grow more concerned about having their children taught subjects like math and science in a non-English language, fearing that they will not do as well on standardized tests and college entrance exams.

IN SUMMARY

- ✓ If language study is not continued in middle school, the benefits from K-5 will eventually be lost. In other words, use it or lose it!
- ✓ DLI through high school is the best way for English home language students to achieve high levels of proficiency in Spanish.
- ✓ DLI through high school is the best way for Spanish home language students to achieve high levels of proficiency in English, along with academic language proficiency and strong literacy in both languages.

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Findings of a study of 85,662 students in North Carolina Public Schools:



- Overall, two-way DLI students showed greater educational gains in reading and math compared to similar students not in DLI education.
- After three years of study, they concluded that two-way DLI education is an effective way to improve the reading and math scores of all students: English learners, language minority students who are not English learners, and native English speakers.

(Thomas & Collier, 2011 <http://dclmersion.org/wp-content/uploads/2014/11/north-carolina-longitudinal-study.pdf>)

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Research over the past five decades has shown similar results. After an initial lag in English literacy skills, DLI students do as well as or better than their non-DLI peers on standardized tests in reading and math, even when the tests are in English and the instruction has been in the immersion language.

- ✓ DLI through high school helps Spanish home language students maintain their language and cultural heritage.
- ✓ Taking math and science in Spanish does not put students at a disadvantage later on. On the contrary, DLI students generally do as well as or better than non-DLI students on standardized tests.

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¡LOTERIA! BINGO!

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We thank you for coming this evening
and for your active participation!

Please complete the short
questionnaire to help us to
see what you learned in this
workshop and how we can
improve it.



Pixabay



USDE Grant: Dual Language and Immersion Pathways to English Learner Success

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