



# Research on Language Education Programs

Rebecca Freeman

Bilingual Education: An Introductory Reader

Garcia and Baker



# Bilingual Education, ESL, World Language Education

## Prototypes

- Who - target population
- What - goals
- How - program structured
- How long
- Program effectiveness

# Federal Accountability Mandates

- Have clear, standards-based, observable, measurable goals for language and academic achievement
- Use appropriate assessment tools
- Have clear annual goals and objectives in language development and content areas
- Demonstrate that all students have reached their performance by 2013 - 2014.

# Transitional Bilingual Programs

- One to three years of NL instruction
- NL used until the ELL is considered fully English proficient
- Against the research: conversational fluency (1-2 yrs.) vs. academic language proficiency (5-7 yrs.)
- Early exit TBE - not enough for success

# Dual Language Education

- Language as resource, not a problem to be overcome (additive vs. subtractive)
- 3 types - immersion programs for English speakers; one-way developmental; two-way immersion
- Minority language used at least 50%
- All lead to bilingualism, biliteracy, academic achievement

# Second/Foreign Language Immersion Programs

- Exclusively target speakers of the dominant language of the society
- Use the language to teach at least 50%
- Early immersion, delayed immersion, early total immersion, early partial
- In US, English is language of power; Spanish lacks symbolic capital.
- Not to be confused with SUBMERSION.

# Developmental Bilingual Education Programs

- NL content area instruction and ESL
- 5-7 years
- Expect students to achieve academically through two languages
- Continue to support NL

# Two-way Immersion Programs

- Target balanced numbers of English and other language speakers
- Content area in both languages - goals are to become bilingual and biliterate , achieve academic success, develop positive intergroup understanding and relations
- 90-10 and 50-50 models

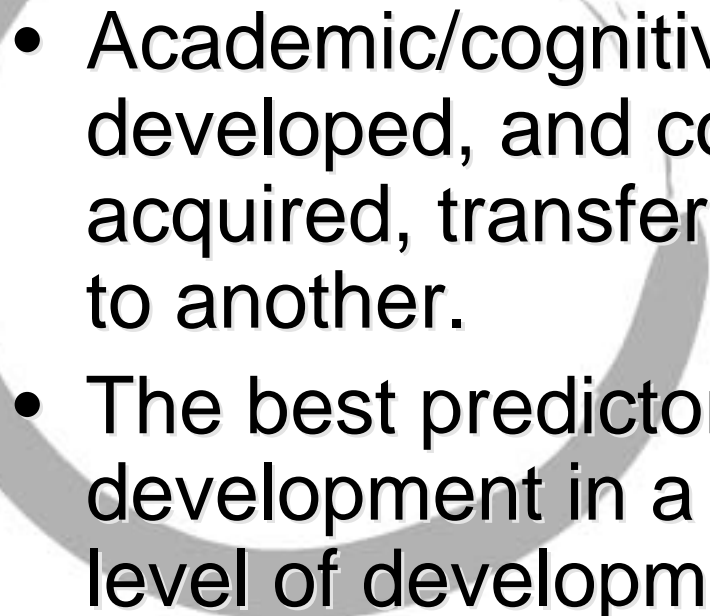
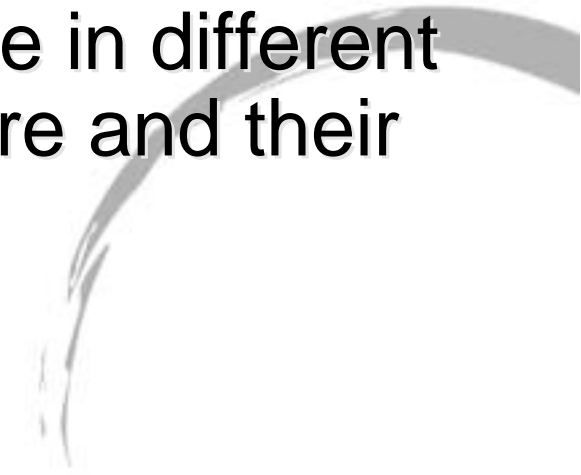
# National Standards in DL


- Program Structure
- Assessment & Accountability
- Staff Development
- Family and Community Involvement
- Curriculum
- Instructional Practices
- Resources & Support

# International Research on Bilingual Education


Review of research for World Bank (Dutcher, 1995):

- Success in school depends upon child's mastery of academic language, different from home/social language.
- The development of academic language requires 4-7 years of formal instruction.
- Students most easily develop literacy skills in a familiar language.
- Students most easily develop cognitive skills and master content material when taught in a familiar language.

- 
- Academic/cognitive language skills, once developed, and content/subject material, once acquired, transfer readily from one language to another.
  - The best predictor of academic language development in a second language is the level of development of academic/cognitive language in the first language.
  - Children learn a second language in different ways depending upon their culture and their individual personality.
- 



## Communicative competence - what a speaker needs to know to be able to communicate within speech community

- Linguistic Competence - grammatical correctness
  - Sociolinguistic - expression appropriateness
  - Discourse - words and structures are clear and effective
  - Strategic - compensating effectively for any weaknesses
- 

# TESOL Goals

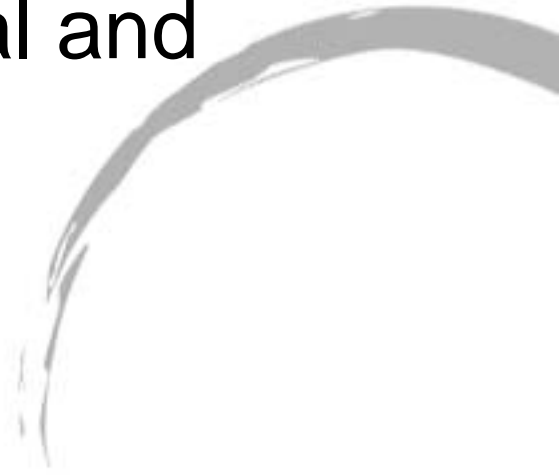
- To use English to communicate in social settings;
- To use English to achieve academically in all content areas;
- To use English in socially and culturally appropriate ways.

# 3 Models of Content-based Language Programs

- Sheltered - Immersion, content-based instruction with specific strategies
- Adjunct - Paired content area and language classes taken concurrently
- Theme-based - language instruction taught around themes or topics



## 3 Reasons for Content/Language

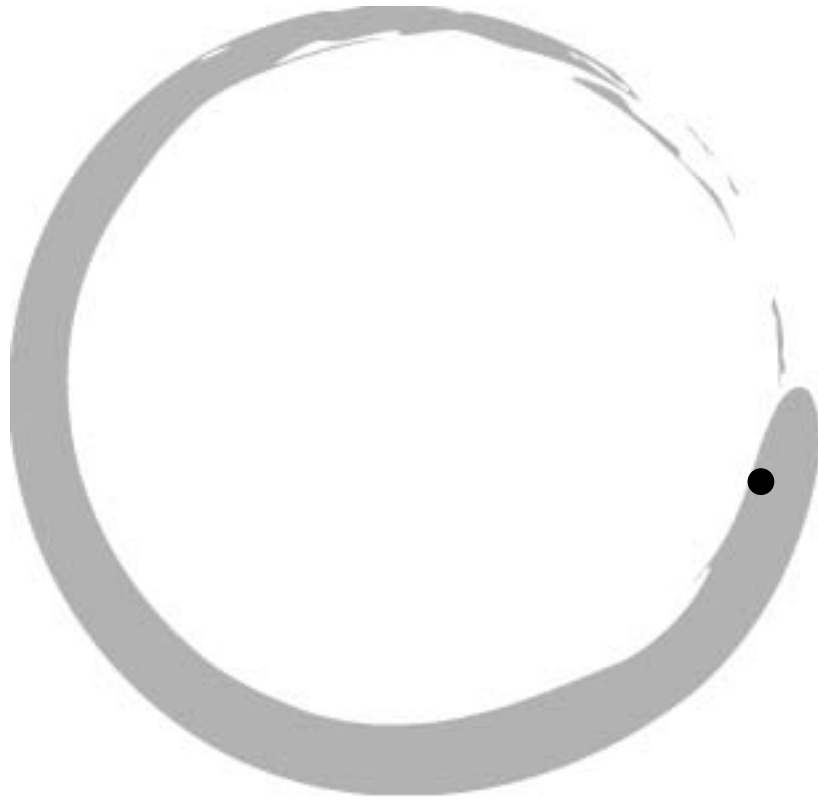
- Motivational
  - Facilitates learning of forms and functions of language
  - Facilitates learning language for meaning and purpose in social and academic settings
- 

# Foreign Language in the Elementary School (FLES)

- Integrate language instruction into the students' regular classroom schedule
- 90-minute total language instruction per week
- Language program is an integral part of the school curriculum
- Theme-based teaching reinforcing content-area concepts

# Heritage Language Programs

- Spanish for native speakers
- Determine what **STRENGTHS** a student brings; resources instead of deficits
- Course must take different approach from traditional language classes
- Standard variations of Spanish are taught as well as critical studies on sociolinguistic variations



• THE END

