



Dual Immersion

Improving Educational Opportunities for
All Students

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Program History

- Began in the 1960s in Dade County Florida
- Private bilingual schools formed to develop bilingualism
- English speaking families began enrolling their children



Program History

- Dual Immersion Programs began in California between 1980-1986
 - Public school programs established in
 - San Francisco
 - San Jose
 - Windsor
 - Santa Monica-Malibu
 - Oakland



Nationally and in California

- In the nation
 - 329 programs in 29 states + D.C.
 - (Center for Applied Linguistics 2006)
- In California
 - 197 programs
 - 89 districts
 - 5 languages
 - (California Department of Education Language Policy Office 2006)



Definition of a Dual Immersion Program

- A program that develops bilingualism and biliteracy in English and a second language by integrating English learners (ELs) with English speakers



Program Design

- Target language (other than English) is used for a minimum of 50% of the time
- English is used for a minimum of 10% of the time
- Instruction in, and through, both languages
- Monolingual delivery of instruction
- Combines **foreign language immersion** model with **maintenance bilingual education** model



Program Goals

- **Bilingualism:**
 - High levels of **proficiency in two languages**, English and a second language
- **Biliteracy:**
 - High levels of **academic proficiency** in English and a second language
- **Multicultural competence:**
 - Understanding of different cultures and development of **high self esteem**



Rationale for Dual Immersion Programs

- Additive bilingual environment for all students
- Knowledge learned through a language transfers to other languages
- Students will benefit from cognitive advantages with development of bilingualism and biliteracy



Essential Characteristics for Success

- Strong leadership and administrative support
 - School Board and District administration
 - Site administration
 - Resource personnel
- Provisions for
 - Ongoing professional development
 - Planning time for teachers



Essential Characteristics for Success (continued)

- Qualified instructional personnel:
 - They must have knowledge in:
 - Academic content and curriculum
 - Theories and strategies for development of bi-literacy
 - Dual Immersion Models
 - They also must be:
 - Culturally competent
 - Native like proficient in languages of instruction



Essential Characteristics for Success (continued)

- Program duration of at least 5-7 years
 - In Jurupa our goal is to have the program through high school
- Balance in classroom composition
 - 50/50
- Focus on academic achievement
 - Language taught within context of academic content
 - Curriculum based on state/district standards
 - Development of high level language skills in both languages



Essential Characteristics for Success (continued)

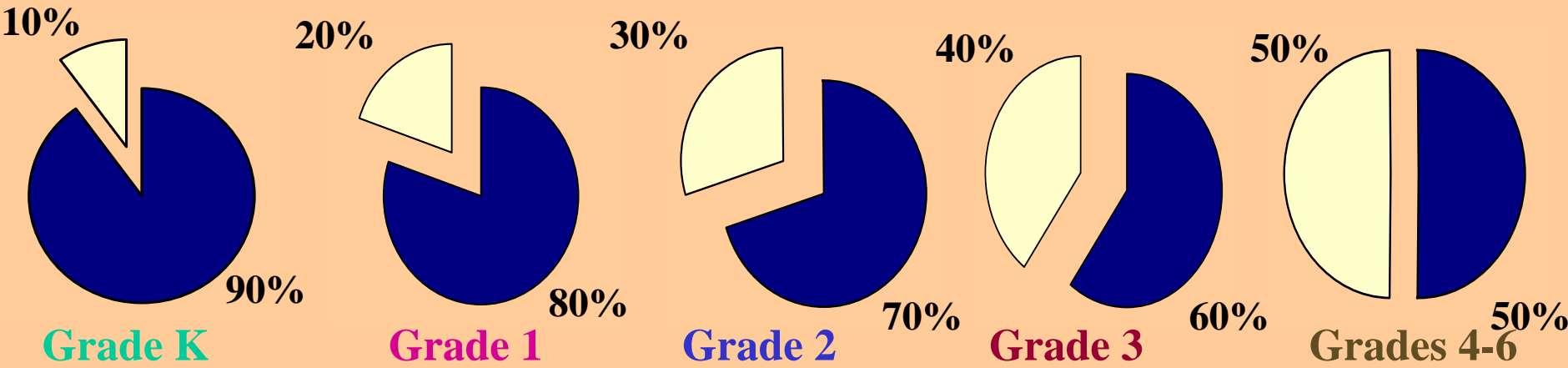
- Positive school instructional climate
 - High expectations for all students
 - School that values languages and culture
 - Opportunities for collaborative groupings for facilitation of student interaction and language use
 - Faculty committed to equity and trained in multicultural understanding
- Monolingual delivery
- Promotion of the benefits of bilingualism
- Strong home/school collaboration



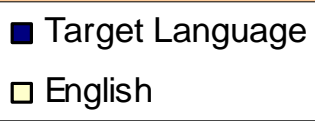
Dual Immersion Program Models

- 90:10
- 50:50
- 70:30
- 80:20

Dual Immersion Program Model 90:10



The pie charts represent the amount of time students at the various grades are taught in English and the target language.





Research Results

Lindholm-Leary (2000)

- **Bilingualism**
 - Both models, 90:10 and 50:50, promoted bilingual proficiency
 - 90:10 models developed higher levels of bilingual proficiency for English speakers
- All students, regardless of student characteristics were proficient in English and Spanish



Research Results

Lindholm-Leary (2000)

- **Biliteracy**
 - Both groups of students were successful in tests of reading and writing in both languages
 - By third grade, students performed at grade level and at least as high as English speakers instructed only in English
 - Higher levels of bilingual proficiency are associated with higher levels of reading achievement



Research Results

Lindholm-Leary (2000)

- **Academic Content**
 - Both groups of students scored on par with their peers in mathematics achievement
 - Math achievement was highly related across two languages
 - Social studies and science achievements were average to high for English and Spanish speakers



Research Results

Lindholm-Leary (2000)

- **Multicultural Competencies and Self Esteem**
 - High levels of self-esteem
 - High academic competence and motivation
 - Positive multicultural competencies
 - Enjoyment in studying through two languages



Research Results

Collier and Thomas

- For a program to be effective, it must be
 - well implemented
 - not segregated
 - and sustained long enough (5-6 years)



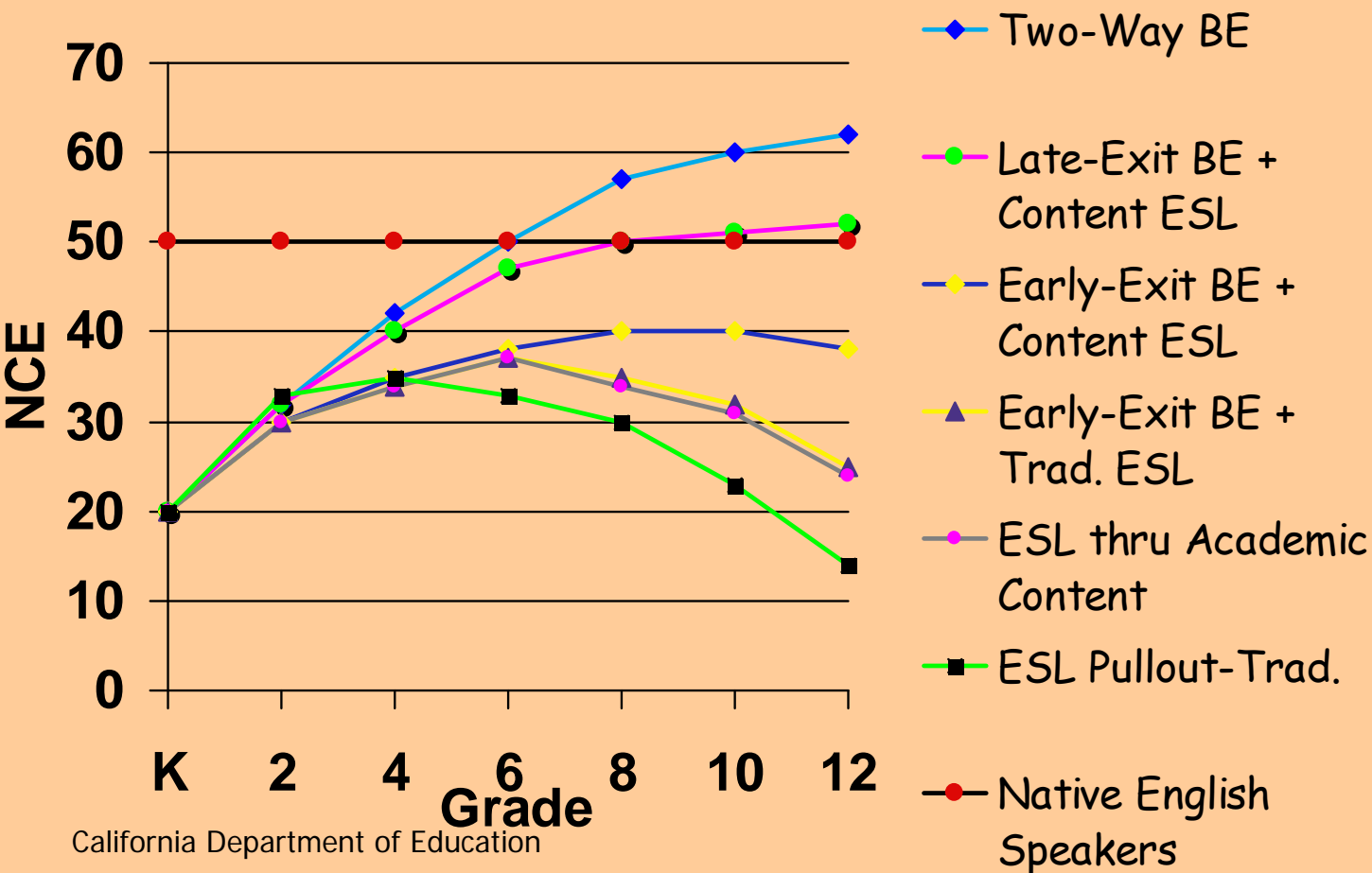
Research Results

Collier and Thomas

- Program effectiveness findings show
 - Enrichment one-way (bilingual maintenance program) and **dual immersion** programs are the only programs that assist students to fully reach the 50th percentile in both L1 and L2 in all subjects and to maintain that high level of achievement
 - Dual immersion programs have the fewest high school dropouts



English Learners Long Term K-12 Achievement on Standardized Tests in English Reading Compared Across Seven Program Models



This chart represents a study conducted by Thomas and Collier comparing the effectiveness of programs for English learners. It shows that two way bilingual immersion programs and late exit bilingual programs with content ESL were the only programs where ELs reached the 50% in English reading and maintained it through 12th grade.



Benefits of Bilingualism

- Enhanced academic and linguistic competence in two languages
- Development of skills in collaboration & cooperation
- Appreciation of other cultures and languages
- Cognitive advantages
- Increased job opportunities
- Lower high school drop out rates
- Higher interest in attending colleges and universities



Sunnyslope Elementary

2010-2011

Kindergarten through third grade

- Kinder Teachers
 - Mrs. Lopez
 - Mrs. Camacho
- First Grade Teachers
 - Mrs. Ruelas
 - Mrs. Castelo
- Second Grade Teachers
 - Mrs. Maturino
 - Mrs. Corona
- Third Grade
 - Mrs. Hernandez
 - Mrs. Gamez



Our mission is to prepare our students academically, linguistically, and socially to meet the changes and needs of our global community.



Selected Resources

- Christian, D. (1994). *Two-way bilingual education: Students learning through two languages*. (Educational Practice Rep. No. 12). Santa Cruz, CA and Washington, DC: National Center for Research on Cultural Diversity and Second Language Learning.
- Christian, D., Montone, C., Lindholm, K., & Carranza, I. (1997). *Profiles in two-way immersion education*. McHenry, IL: Center for Applied Linguistics and Delta Systems Co., Inc.

The logo features a stylized map of California in shades of orange and yellow, set against a background of horizontal lines. It is positioned in the top left corner of the slide.

Selected Resources

- California Department of Education. (2002). *California two-way bilingual immersion programs directory*. Sacramento, CA: California Department of Education
- Thomas, W. & Collier, V. (1998). *School effectiveness for language minority students*. Alexandria, VA: National Clearinghouse for Bilingual Education
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- Cloud, N., Genesee, F., & Hamayan, E. (2000). *Dual language instruction: A handbook for enriched education*. Boston, MA: Heinle & Heinle.
- Lindholm-Leary, K. (2000). *Biliteracy for a global society: An idea book on dual language education*. Washington, D.C.: National Clearinghouse for Bilingual Education.
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