
Biliteracy Issues & Outcomes in Different Models of Two-Way Immersion Programs

CABE 2005

Kathryn J. Lindholm-Leary, Ph.D.

www.lindholm-leary.com

klindholmleary@mac.com

San José State University San Jose, CA 95192

DEFINITION

Two-Way Bilingual Immersion (also called Dual Language Immersion) **integrates** language minority and language majority students for academic instruction that is presented separately through **two languages**.

Over **300 public schools in 24 states and DC** have developed two-way immersion education programs at the elementary level. Most of these programs are Spanish/English, but there are other languages that combine with English, such as Korean, French, Cantonese, Navajo, Arabic, Portuguese, Japanese and Russian.

The major **Goals**:

- ✓ High levels of bilingual proficiency
- ✓ Biliteracy -- read and write at grade level in both languages
- ✓ Content area (mathematics, science, social studies) achievement
- ✓ Multicultural competencies

Two-way Bilingual Immersion Based on Theory, Research, and Best Practices

1. Effective schools and effective bilingual & foreign language
 - Clear vision of bilingualism
 - Equitable treatment of students
 - Strong leadership that is supportive & knowledgeable about two-way immersion program
 - Strong program planning & articulation
 - Assessment: data disaggregated and used to shape program
2. High quality staff with strong bilingual/biliterate proficiencies
3. Curriculum and instruction
 - Standards-based and high quality curriculum
 - Integration of language and content
 - Biliteracy development across grade levels (strong development of literacy in non-English language)
 - Effective teaching strategies
 - Multicultural education integrated throughout curriculum
 - Cooperative learning to promote language development, social skills, and content learning
4. Professional development – training of all teachers & staff at school about model design & rationale, instructional strategies
5. Parent involvement

CURRICULUM◆◆◆ The content areas taught in each language depend on the available curriculum materials and supporting resource materials and on particular needs at each school site. Students need opportunities to develop academic language in each of the major curricular areas. ◆◆◆ The instructional curriculum is based on state and local school district guidelines, and is equivalent to that for students not enrolled in the program.

4 Critical Features

- Program involves dual language instruction, where non-English language is used 50-90% of the day
- Periods of instruction during which only one language is used (no translation, mixing)
- Both English speakers and English learners are participants in fairly balanced numbers
- Students are integrated for most content instruction

How Are Two-way Bilingual Immersion Programs Implemented?

Two major variants of the two-way immersion model exist--usually referred to as the 90:10 and the 50:50 models. The principle factor distinguishing these two program variations is the distribution of languages for instruction. The amount of time spent in each language varies across the grade levels in the 90:10, but not 50:50, design.

In the **90:10** model, at the **kindergarten and first grades**, 90% of the instructional day is devoted to content instruction in the target language (for example, Spanish or Korean) and 10% in English. All content instruction occurs in the target language, and English time is used to develop oral language proficiency and some pre-literacy skills. Reading instruction begins in the target language (e.g., Spanish) for both the target language-speaking and English-speaking students. At the **second and third grade** levels, students receive 80% of their day in the target language and 20% in English. All students continue their reading instruction in the target language. Students begin formal English reading in third grade, but they are exposed to English print and English literature as early as first grade. By **grades 4-6**, instructional time is balanced between English and the target language. Language arts is taught in both languages. Content is equally divided between the two languages as well.

In the **50:50** model, students receive half of their instruction in English and the other half in the target language throughout all the elementary years. **Two different models of literacy instruction in 5050 programs:**

- 5050 Successive -- students learn to read first in their primary language and then add on the target language at grade 2 or 3;
- 5050 Simultaneous -- students learn to read in both languages simultaneously.

Research Here Based on 3 School Sites Implementing 2 Different Two-way Immersion

Program Type

90:10 -- 2 schools, 259 students in Grades 4-6

50:50Suc -- 1 schools, 206 students in Grades 4-6

Also some data from one 50:50Sim – 1 school, 37 students in grade 6

- Grade Levels: 4th (33%), 5th (28%), 6th (39%)
- Language: ELL (36%), FEP (15%), EP (49%)
- Ethnicity: Hispanic (69%), Euro (26%), Other (5%)
- Free Lunch: 46%
- Special Populations: RSP (7.5%), Gifted (10%)
- Gender: Male (48%), Female (52%)

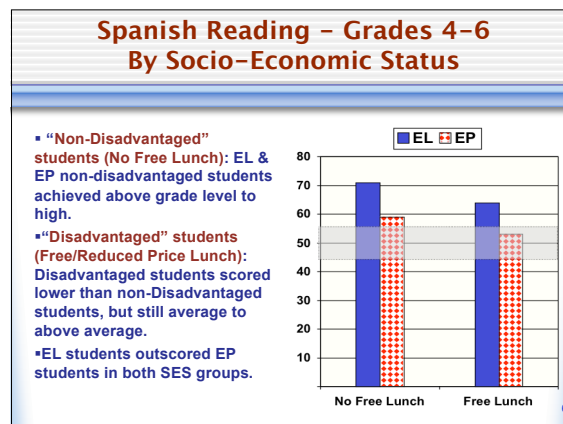
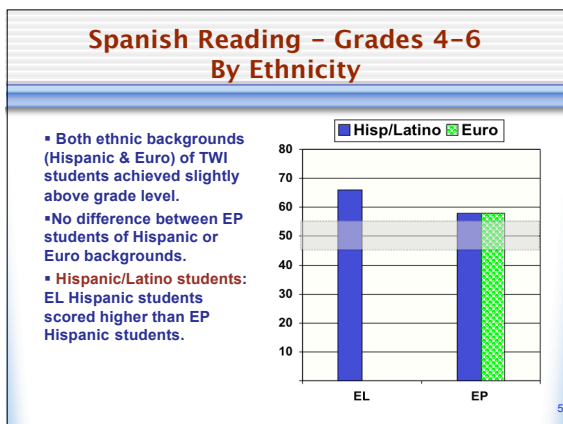
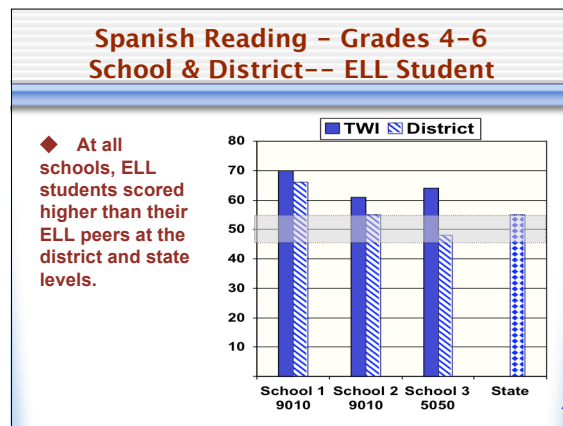
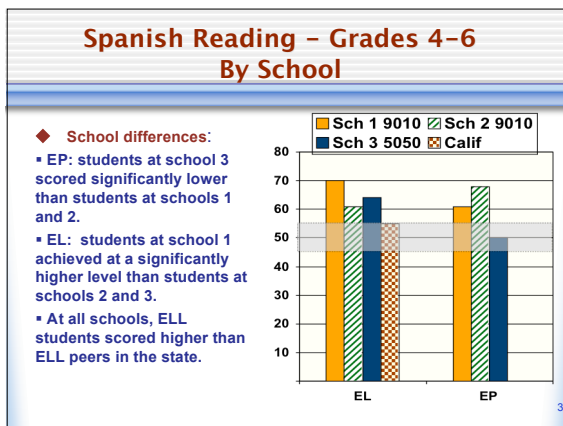
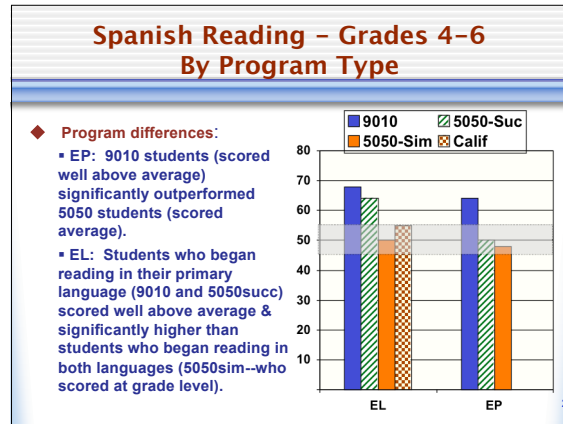
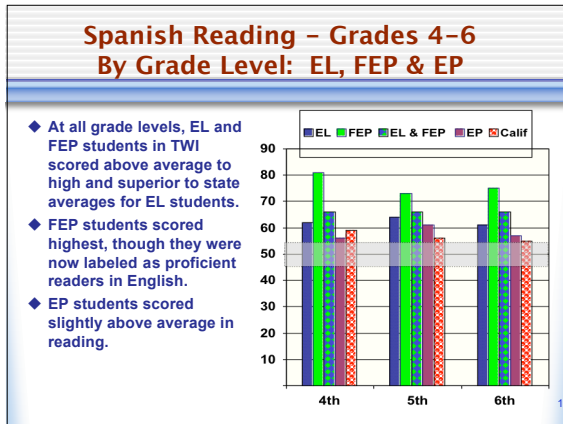
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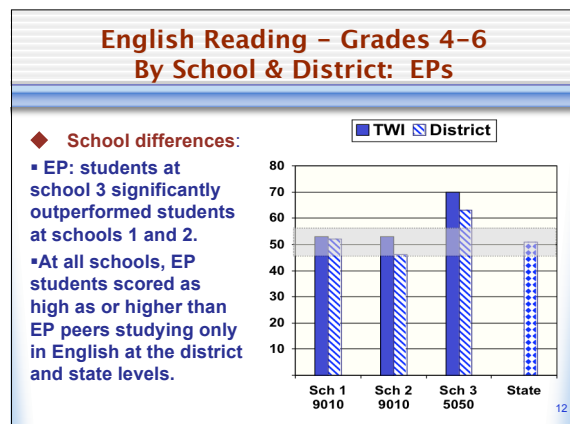
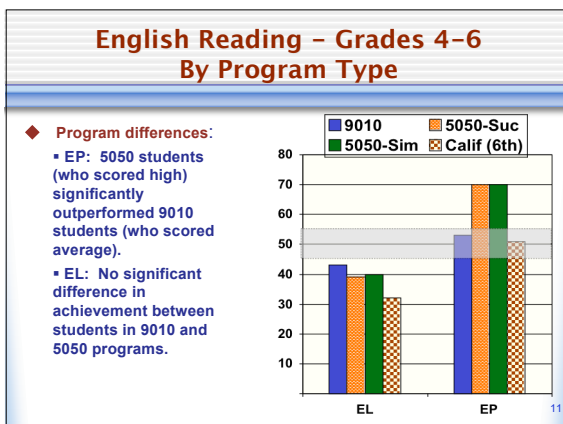
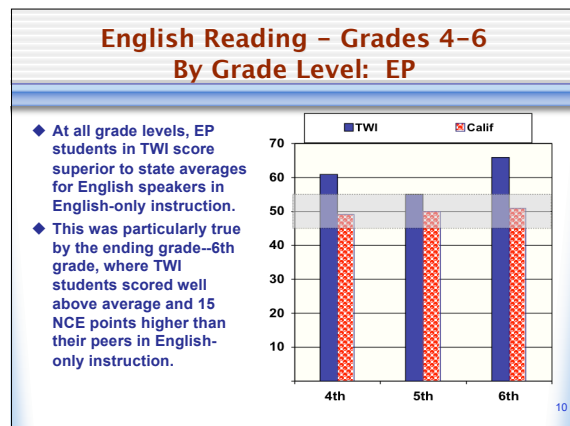
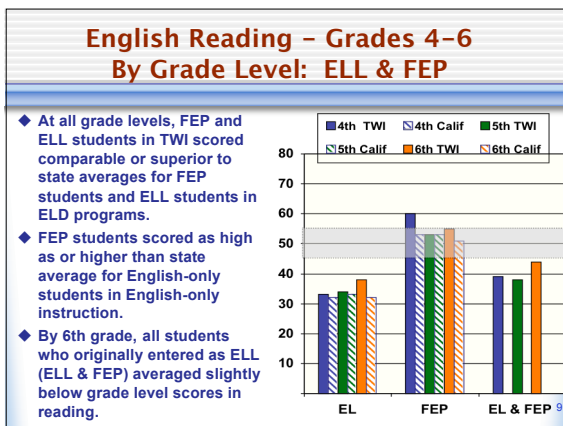
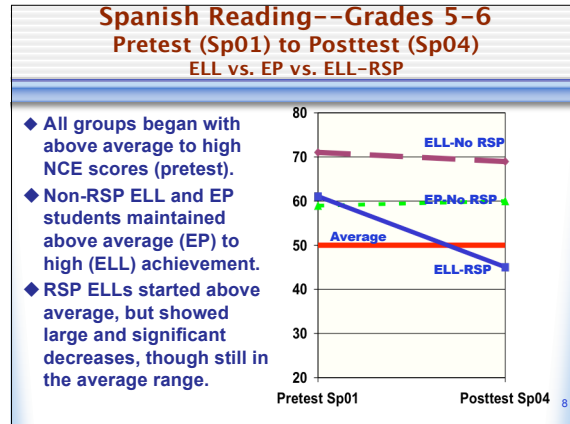
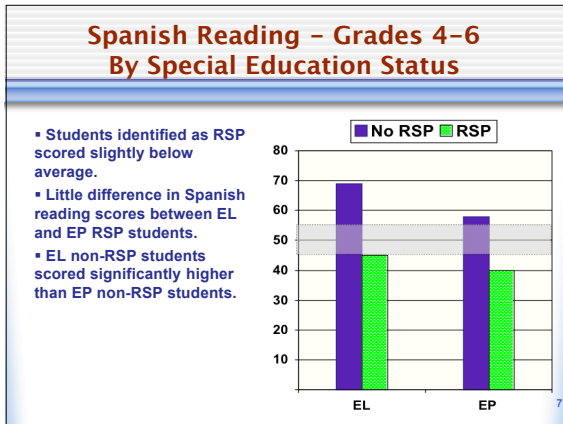
Both 50:50 and one 90:10 schools share the following characteristics:

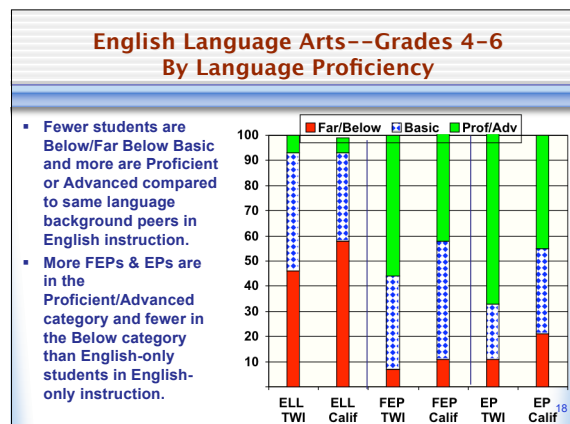
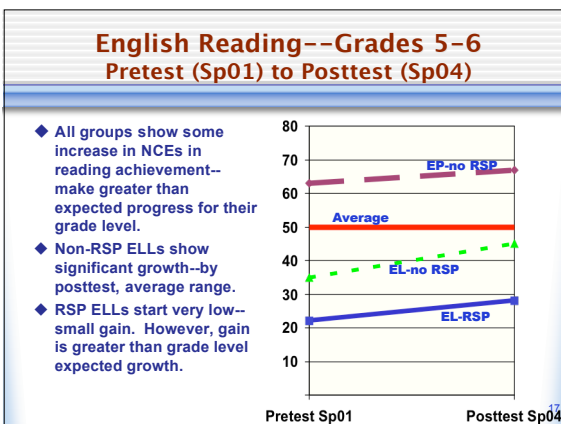
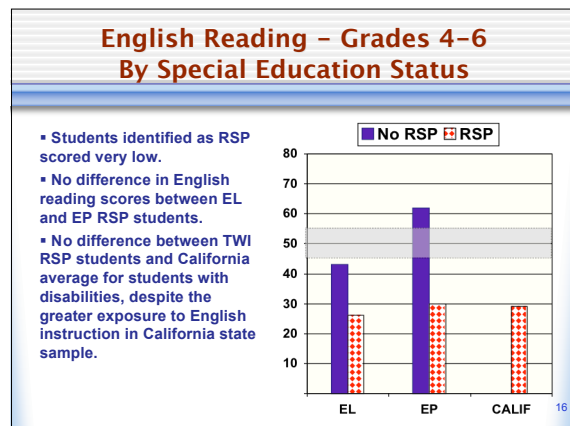
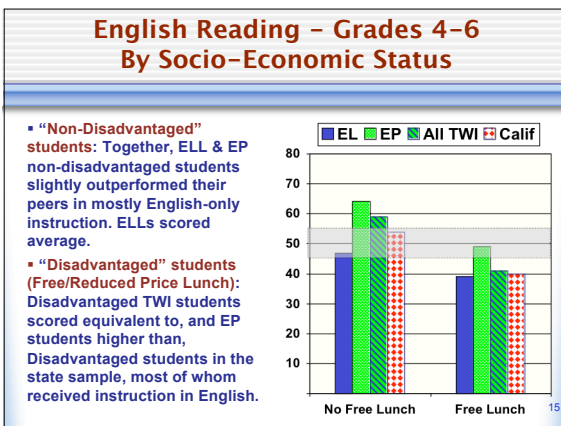
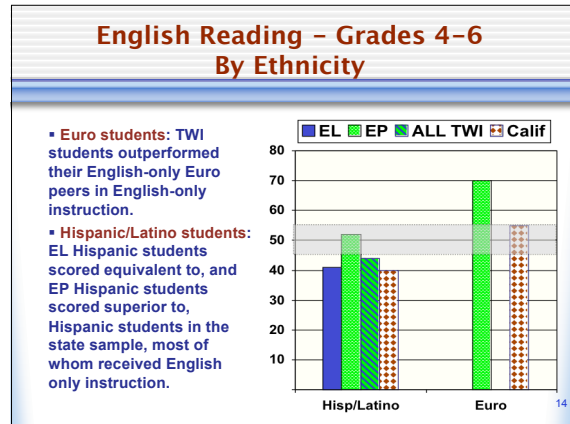
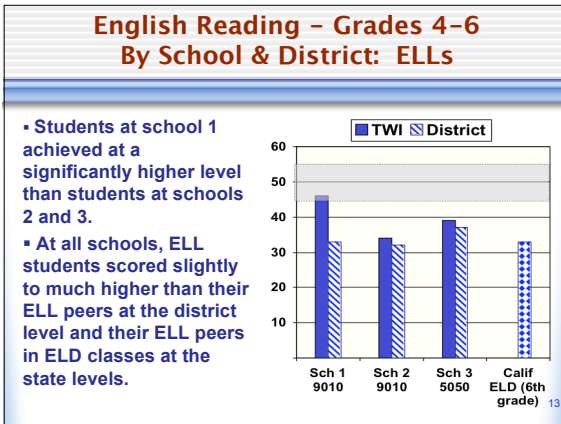
- Standards-based instruction in language arts and literacy in both English and Spanish.
- Considerable program planning and articulation in frequent teacher meetings.
- Considerable professional development – two-way immersion model, English language development, second language development, successful models of teaching reading and writing
- Tutorial programs for students who are reading below grade level.
- Parent training in literacy.
- Program coordinator who oversees program, training, language/literacy outcomes.

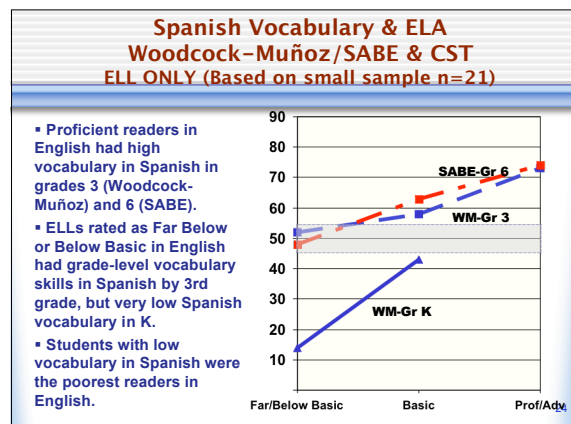
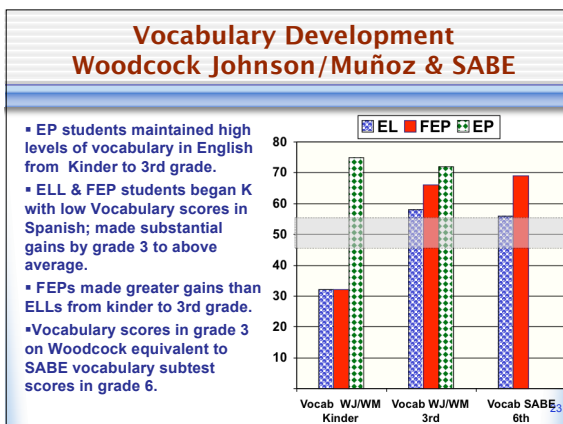
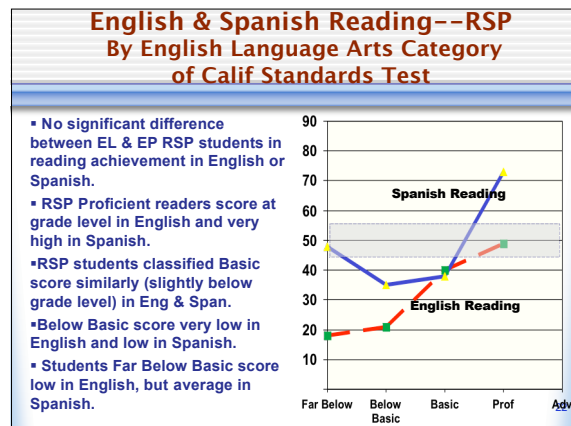
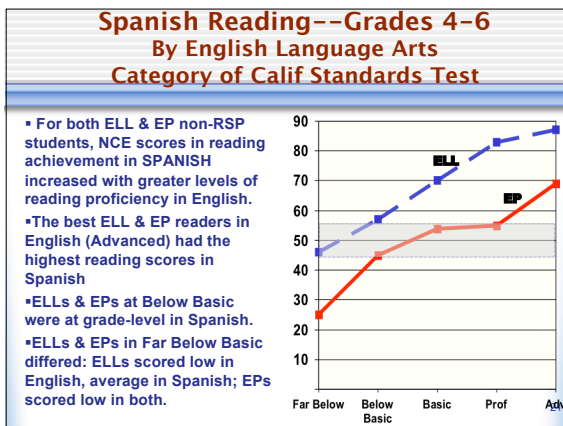
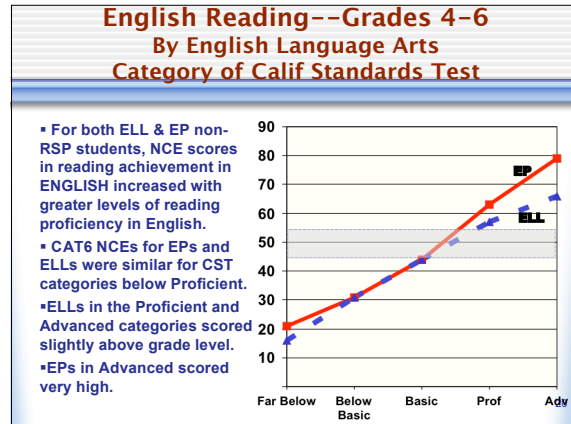
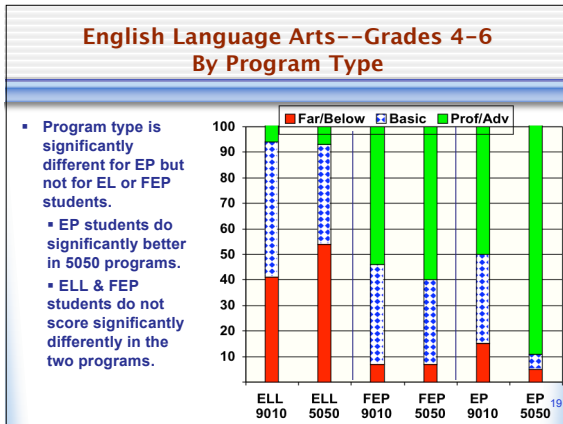
Assessments:

- Language proficiency assessed by Woodcock-Johnson (English) or Woodcock-Muñoz (Spanish) Proficiency Battery
- Reading and math achievement assessed with norm-referenced and standardized achievement tests in English (CAT6) & Spanish (SABE2) (without accommodations); scores include all students, including special ed students
- English Language Arts subtest of California Standards Test









Correlations Within & Across Languages in Reading

CORRELATIONS IN READING ACHIEVEMENT ACROSS LANGUAGES VARIES FOR EP AND EL STUDENTS:

Relation between current achievement in English reading &:

	ELL	EP
◆ Pretest (Sp 01) English reading:	r = .76	r = .67
◆ Current Spanish reading:	r = .67	r = .37
◆ Pretest (Sp 01) Spanish reading:	r = .43	r = -.04
◆ Spanish vocabulary subtest (SABE):	r = .61	r = .28

Relationships between Spanish and English reading are stronger for ELL than EP students.

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Attitudes Toward TWBI Program Learning through 2 languages ...

Category	9010 (%)	5050 (%)
Do better	95	80
Smarter	82	80
Confidence	85	70
Think Better	75	68
Challenge	88	80
Enjoy	92	80
Feel Valued	85	60

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Attitudes Toward Reading/Writing in English & Spanish

- ◆ Most students read & write well in Eng & Span; few (20%) say Eng/Span too hard for them.
- ◆ No significant program differences.

Category	9010 (%)	5050 (%)
Read Eng	92	88
Write Eng	88	82
Read Span	85	88
Write Span	80	85
Eng too hard	18	15
Span too hard	25	22

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CONCLUSIONS

Students in high quality Two-Way programs can score around grade level in reading measured in both Spanish and English by late elementary grades.

- Reading achievement in Spanish (SABE2): ELL, FEP and EP students score above grade level; FEP score highest.
- Reading achievement in English (CAT6): EP students achieve above grade level, FEP at grade level, and ELL below grade level -- All perform at similar or higher levels than same language background peers in district and state.

◆ Outcomes by Ethnicity & Socio-Economic Status:

- Hispanic EPs scored at grade level & higher than Hispanics in state, most of whom are English speakers in English instruction.
- Hispanic ELLs scored comparable to state averages for Hispanics, who are mostly English speakers receiving English instruction.
- ELL Free lunch scored same as state average for Free Lunch students, most of whom are educated in English only classes.
- ELL Non-Free Lunch scored at grade level in English reading.

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CONCLUSIONS & IMPLICATIONS

Gifted: 10% of students are identified as Gifted/Talented, including 8% of EL students -- double the national rate (3-5%).

Special Education (identified as requiring Resource Specialist): 7.5% of TWI students labeled as RSP (11% of ELL, 4% of EP).

- No difference in NCEs between EP and EL in either language.
- RSP Proficient readers in English (CST) score average in English reading (CAT6) & high in Spanish reading (SABE2).
- RSP Basic readers in English (CST) score slightly below grade level in reading in both languages (CAT6 & SABE2).
- Below Basic readers in English (CST) score low in reading achievement in Spanish (SABE2) & English (CAT6).
- Far Below Basic readers in English (CST) score average in reading achievement in Spanish (SABE2), but very low in English (CAT6).

90:10 vs. 50:50

- Both programs result in average to high reading achievement in Spanish, and below average (ELL), average (FEP), above average (EP) reading achievement in English.
- 90:10 & both 50:50 programs yield similar outcomes in English reading for ELLs.
- 90:10 EPs score higher in Spanish while 50:50 EPs score higher in English.
- Both programs promote positive attitudes, but 90:10 have more positive attitudes about the TWBI program than 50:50 students.

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FINAL CONCLUSIONS & IMPLICATIONS

- ◆ High quality two-way programs promote student achievement and close achievement gap in comparisons of ELLs, Hispanics, and low income students with state averages. RSP students have the advantage that many have grade-level literacy skills in another language, unlike most RSP students in English-only classrooms who have limited literacy skills in any language.
- ◆ There are strong and important relationships across the two languages -- ELL and FEP students (and to a lesser extent EP students) who are better readers in Spanish tend to achieve at higher levels in English reading. Poor readers in Spanish are poor readers in English.
- ◆ Students who are better readers in English have stronger vocabulary skills in Spanish.
- ◆ These results demonstrate the positive impact of instruction through two languages, particularly for ELL students.

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