Multiple Benefits of Two-Way Dual Language Immersion

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Introdution

The changing face of North Carolina Public Schools provides both a challenge and a resource. English Language Learners [ELLs] now comprise 10% of the student population. The native language of most NC ELLs is Spanish. Current instructional programs do not accelerate ELLs’ learning sufficiently, as evidenced in the chart below.

Longitudinal research suggests that Two-Way Dual Language Programs provide the best opportunity for ELLs to achieve English language parity with Not Language Minority [NotLM] peers (Thomas & Collier, 1997; 2002). In well-implemented programs this can occur within 6 years.

Research Question

Does enrollment in Dual Language programs allow English Language Learners to close the achievement gap more quickly than ELLs served by an English as a Second Language [ESL] program?

Theoretical Framework

Stage 1 Findings

• Former ELLs are almost achieving parity with LM never ELL students.
• Programs for ELLs are steadily closing the achievement gap.
• The mean score for Language Minority never ELL students is higher than the mean score for native English-speaking students [NotLM]!
• Caucasian students are outscoring all groups.
• African-American students are scoring much lower than Caucasian students and lower than Former ELLs.

Stage 2 Findings

• Grade level DL mean scores exceed the state average in all cases.
• In Grade 5, DL students reach and later exceed the statewide average for the next grade level.
• The effect sizes observed are consistent with effects found in other large-scale research studies.

Implications

• Students in Dual Language programs appear to be out-performing other students at all grade levels and in each student group.
• NotLM students in Dual Language programs gain communicative proficiency in a foreign language.
• There are very large potential benefits of expansion and further development of Dual Language Programs.
• The cognitively challenging nature of Dual Language programs seems to be of particular benefit to African American students.

Contributors

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SDs of grade level cross-sections are used to compare groups. Effect Size ≥ .25 Statewide SD = Actionable Significance

<table>
<thead>
<tr>
<th>2008 EOG R</th>
<th>GR 3</th>
<th>GR 4</th>
<th>GR 5</th>
<th>GR 6</th>
<th>GR 7</th>
<th>GR 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Mean [All]</td>
<td>338.7</td>
<td>345.3</td>
<td>350</td>
<td>353</td>
<td>355.7</td>
<td>358.5</td>
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<tr>
<td>DL Students</td>
<td>341.6</td>
<td>348.1</td>
<td>352.7</td>
<td>356.7</td>
<td>358.9</td>
<td>360.6</td>
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<td>Mean Diff</td>
<td>2.9</td>
<td>2.7</td>
<td>2.7</td>
<td>3.7</td>
<td>3.2</td>
<td>2.1</td>
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<tr>
<td>Effect Size</td>
<td>2.4 SD</td>
<td>2.7 SD</td>
<td>2.9 SD</td>
<td>3.2 SD</td>
<td>3.5 SD</td>
<td>2.4 SD</td>
</tr>
</tbody>
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Context

• Phase I of a longitudinal study of North Carolina students
• North Carolina school districts with well-implemented Dual Language Programs established for at least five years.

Participates – Two Program Types

All students in Grades 3-8 with Spring 2008 EOG Reading scores
• In Dual Language since Kindergarten N=1122 [Includes ELLs served by DL]
• Not in Dual Language N=99,953 [Includes ELLs served by ESL]

Study Groups

• English Language Learners [Current & Former]
• Language Minority Students Never ELL [LMnELL]
• Not Language Minority Students [NotLM - Native English]

Sample Spanish/English Two-Way Dual Language Program

Description of Study

Percent Proficient Grades 3-8 NC EOG Reading

Mean 2008 EOG Reading Scale Scores for Comparison Groups

2008 EOG Reading All Students in Selected LEAs

Stage 1 Findings

2008 EOG Reading All Students in Selected LEAs

2008 EOG Reading All Students in Selected LEAs

Mean 2008 EOG Reading Scale Scores for Comparison Groups

2008 EOG Reading All Students in Selected LEAs

2008 EOG Reading All Students in Selected LEAs