Dear School Board Members,

As you know, the Duluth School District has spent the past (*time period – months? years?)* researching elementary level World Language Immersion programs.

Attached are several articles on the benefits of such immersion programs for your review, in preparation for the December Education Committee meeting. The meeting will include a preliminary review and discussion of possible next steps toward providing language immersion programs at several of our elementary schools beginning in September 2015.

Languages under consideration for elementary immersion include Spanish, Mandarin Chinese and French. They would begin at the Kindergarten level in 2015-16 and a new grade level would be added each year. In our high schools, Spanish attracts the largest number of students, particularly those who take two years of language to meet college requirements. Mandarin Chinese is in its seventh year and continues to grow in popularity. While French courses were dropped several years ago due to lack of enrollment, there appears to be renewed interest in this language.

Briefly, students could benefit from elementary immersion programs in the following ways:

- Students have an opportunity to develop a high level of proficiency in their native language and a second language.
- High quality academic preparation—students who participate in World Language Immersion tend to achieve at or above grade level
- Data shows cognitive benefits come with being bilingual. It's rigorous mental exercise, opening up brain capacity.
- **Reduces the achievement gap.** African American native English speakers in dual language programs tend to score significantly higher on state tests than other African American students.
- Students gain a greater appreciation for diverse cultures and become more cross-culturally competent.
- Benefits academic achievement in English
- Facilitates acquisition of literacy and learning of content
- Opens up the world to students

In mid-December, a group of district and school personnel plan to visit well-established elementary immersion programs in the Twin-Cities. We hope to gather their best ideas and learn from their experiences as we go through our own journey, in hopes of making elementary language immersion programs a reality for the 2015-16 school year.

Please don't hesitate to let me know if I can answer any questions.

CARLA CENTER FOR ADVANCED RESEARCH ON LANGUAGE ACQUISITION

Frequently Asked Questions about Immersion Education

What Parents Want to Know About Foreign Language Immersion Programs (PDF) ~ *Tara W. Fortune, Center for Advanced Research on Language Acquisition, University of Minnesota and Diane J. Tedick, Department of Curriculum and Instruction, University of Minnesota*

This digest answers some of the most common questions that parents and others ask about foreign language immersion education:

- What is a foreign language immersion program and how does it work?
- Why should I consider enrolling my child in an immersion program?
- How will learning everything in a second language affect my child's English language and literacy development?
- Will my child become proficient in the second language? How long will that take?
- Is immersion an appropriate choice for all children?
- What can I do to support my child's immersion experience if I don't speak the second language?

What is language immersion education?

Due to the historical and current misuse of the term "immersion," we offer the following clarification and definitions to clearly identify the most common types of language immersion programs:

Definition of Key Terms and Acronyms:

Minority language
: A language other than the one spoken by the majority of people in a given regional or national context, for example, Spanish in the U.S., Basque in Spain, English in Japan, etc.

Majority language
: The language spoken by the majority of people in a given regional or national context, for example, English in the U.S., Spanish in Spain, Japanese in Japan, etc.

L1 = First language
L2 = Second language

Core Characteristics of Immersion Education

- Additive bilingualism with sustained and enriched instruction through the minority language and the majority language is promoted
- Subject area instruction through the minority language occurs for at least 50% of the school day during the elementary school years
- Teachers are fully proficient in the language(s) they use for instruction
- Support for the majority language is strong and present in the community at large
- Clear and sustained separation of languages during instructional time

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What is the difference between foreign language immersion and dual language immersion programs in the U.S.?

In addition to the core and variable characteristics cited above, the following two main program types are currently found in the US: one-way (foreign language immersion) and two-way (dual language immersion). Each of these program types are further distinguished by the characteristics identified below:

Distinguishing Characteristics of One-way (Foreign Language) Immersion Programs

English-dominant child ←——————— Bilingual: Spanish (L2) and English (L1) ———————→

- Foreign language immersion programs are sometimes referred to as partial versus full/total immersion, early, mid or late, etc.
- Student population consists of majority language speakers with limited to no proficiency in the immersion (minority) language, e.g., English speakers in U.S. schools
- Exposure to the immersion language takes place primarily in the classroom and school
- The immersion language may target a more commonly taught language (e.g., Spanish or French), a less commonly taught language (e.g., Korean or Mandarin), or an indigenous/heritage language (e.g., Ojibwe or Yup'ik)

Growth in Foreign Language Immersion in the US

- FL immersion began in 1971 with first Spanish immersion program in Culver City, California
- Branaman & Rhodes (1998) report that between 1987-1997 the percentage of elementary programs offering

foreign language education through immersion grew from 2% to 8%
- Curtain & Dahlberg (2004) report 278 foreign language immersion programs in 29 states

Distinguishing Characteristics of Two-way (Dual Language) Immersion Programs

Bilingual: Spanish (L1) and English (L2) ← → Spanish(L1)-dominant

English-dominant child ← → Bilingual: Spanish (L2) and English (L1)

Dual immersion programs are sometimes called: two-way immersion (TWI), bilingual immersion, dual language immersion, two-way bilingual, Spanish immersion (or whatever the minority language of focus might be), or developmental bilingual education (DBE – a term used by the U.S. Dept. of Education).

- Student population consists of majority language speakers and minority language speakers with dominance in their first language and home language support for this language (e.g., Spanish dominant students whose parents use primarily Spanish in the home and English dominant students from English-speaking homes)
- A 1:1 ratio is ideally maintained for these two language groups, but a minimum of one-third of each language group (i.e., a 2:1 ratio) is essential
- An academically challenging learning environment is provided to bring children from two different language groups together to learn from and with each other in an integrated setting
- Instruction through the minority language is viewed as an enrichment experience for all, not as remedial or compensatory education for the language minority students in the program
- The languages of instruction will involve both the majority and a minority language. The minority language may be a more commonly taught language (e.g., Spanish-English), a less commonly taught language (e.g., Korean-English), or an indigenous/heritage language (e.g., Navajo-English)

Growth of Dual Language Immersion Programs in the U.S.

- First two-way immersion program in the U.S. began in 1963
- Surge in number of two-way immersion programs across the U.S. is relatively recent – since mid 1980s.
- According to the directory maintained by the Center for Applied Linguistics in Washington D.C., as of July 2003 there are 271 dual language immersion programs in 24 states (plus D.C.).

RESEARCH AND PROGRAMS

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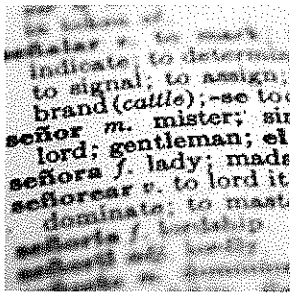
Language Immersion Prepares Our Students for Global Competition

By Valerie Ong, Education Fellow March 24, 2011

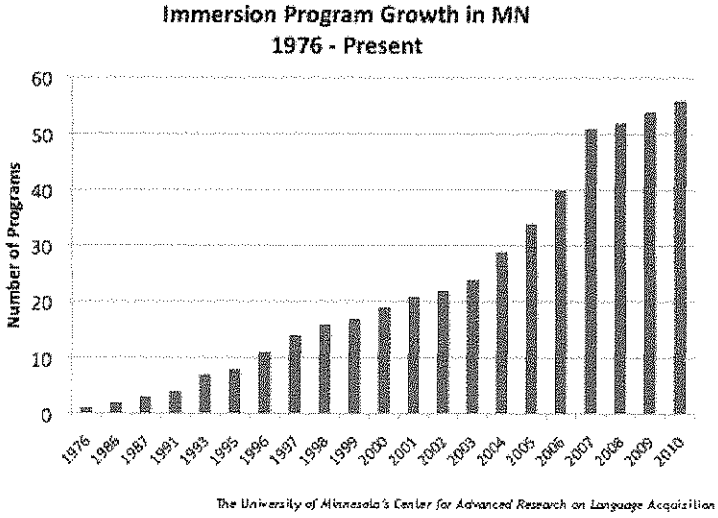


Our globalized economy is actually a small world in which to compete. With Minnesota's 21 Fortune 500 companies, key food production firms and growing bio-medical industry, our students must be globally attuned and trained to thrive.

Acquiring a foreign language through immersion education is a critical training component in making our students global citizens.

While educators and business leaders have put a fresh focus on language immersion education, it's been part of Minnesota's education system nearly 35 years.

Wilder Elementary in Minneapolis opened as a partial Spanish immersion program for English-speaking children in 1976, making it the state's first. The concept has steadily grown to 56 immersion education programs as of fall 2010.



The University of Minnesota's Center for Advanced Research on Language Acquisition (CARLA) describes the core characteristics of immersion education as:

- Additive bilingualism with sustained and enriched instruction through the minority language (immersion language) and the majority language (English) is promoted
- Subject area instruction through the minority language occurs for at least 50 percent of the school day during the elementary school years
- Teachers are fully proficient in the language(s) they use for instruction
- Support for the majority language is strong and present in the community at large
- Clear and sustained separation of languages during instructional time

There are three models of immersion education in Minnesota schools today. The first is foreign language immersion which is used most widely at 75 percent, as of fall 2010. Students are typically English speakers (or more formally, they speak the majority language) with limited or no proficiency in the minority language (the foreign language they're studying).

The second model is dual language immersion. The student population consists of both language majority and language minority speakers who learn from each other in addition to formal teaching.

The third model is known as indigenous immersion. It aims to revitalize Native language and culture and primarily serves Native American students.

According to CARLA, 87 percent of the immersion programs are full time and follow a 90:10 metric.

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Students use the foreign language 90 percent of the time and students use English just 10 percent of the time for specialist classes like music and technology or English language development focusing on oral and word language. Regardless, immersion classrooms are held to the same Minnesota state standards as non-immersion schools.

Immersion education focuses primarily (61 percent) on the elementary level. Thirty-nine percent of the elementary level programs are for the "whole school" while 61 percent are "strands" or programs housed by a non-immersion education school.

Immersion education produces several positive outcomes aside from better foreign language acquisition.American Council on Immersion Education (ACIE) research shows that immersion students do well in English-only classrooms and do better than their monolingual counterparts on standardized English language proficiency measurements.

CARLA's immersion program coordinator, Tara Fortune, notes that while there may be a delay in achievement for some students in the third grade, this is only temporary, with rebounds by fifth grade.

Fortune's research compares immersion student achievement to non-immersion student achievement among peers (same age, same grade, and same demographics). Therefore, immersion student performance is described as "the same or better than" their peers in non-immersion. Language minority students (those learning English) in 90:10 two-way immersion may need until the sixth through eighth grade before they demonstrate grade-level achievement on standardized tests given in English, explains Fortune.

Also, the longer a student is in foreign language immersion, the greater the chance that student has of performing better in both English language arts and other content areas than a non-immersion counterpart.

St. Cloud Area Schools research and other studies point to cognitive brain development, development of greater listening and thinking skills, and an increased awareness and appreciation of other cultures as positive immersion education outcomes.

For some parents, the elementary school start presents a real advantage to enrolling their children in an immersion program. "Children are able to 'pick up' languages, so I thought we shouldn't waste the window of opportunity that a person only has when [he is a] pre-teen," said one mother whose son attends Windom Dual Spanish Immersion in Minneapolis.

Minnesota educators had the forethought more than a generation ago to bring immersion to our schools. While it continues to grow here, there is still not enough state support and recognition to capitalize on our great start. As we invest in elementary immersion education, we must also continue to invest in post-elementary programs to sustain and improve language proficiency.

Immersion is a practical and worthwhile state investment Minnesota should be making. Fortune, the U of M researcher, notes that immersion programs only require additional funding (over traditional schools) for starting up, but not for running the programs over time.

Producing global citizens will help Minnesota and its corporations produce prosperity in a global economy. We already have tools in place to make this a reality. Failing to achieve such a crucial long-term policy goal would be a wasted investment.

THANKS FOR PARTICIPATING! COMMENTING ON THIS CONVERSATION IS NOW CLOSED.

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Kathryn Lindholm-Leary

Success And Challenges In Dual Language Education

This article presents research that highlights the success of dual language education for student participants, both native English speakers and English language learners, from a variety of demographic backgrounds at both the elementary and secondary levels. However, there are a number of challenges that can impede the quality of implementation in dual language programs. This article identifies and discusses some of these important challenges facing dual language programs, including issues related to program design, accountability, curriculum and instruction related to biliteracy, and bilingual language development. In addition, implications for practice are presented to address some of these challenges.

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DUAL LANGUAGE EDUCATION (DLE) programs, also known as two-way immersion, integrate English language learners (ELLs) from a common native language background (e.g., Spanish, Mandarin) and native English-speaking (NES) students in the same classroom for academic instruction through both languages. In these programs, the partner language (e.g., Spanish, Mandarin, Korean) is used for a significant portion (from 50% to 90%) of the students' instructional day. For both groups of students, the goals include high levels of bilingualism and biliteracy, academic achievement, and cross-cultural competence for all students.

With the surging popularity of DLE programs in the United States has come an increasing variety of articles written on DLE (for reviews of this research, see Bickle, Hakuta, & Billings, 2004; Lindholm-Leary & Genesee, 2010; Lindholm-Leary & Howard, 2008; for a directory of DLE programs, go to http://www.cal.org/twi/directory/index.html). Because most of this research has documented the success of DLE programs in promoting the language proficiency and academic achievement of both ELL and NES students, many educators and parents assume that merely

adopting the DLE name, and some components of the model, will automatically confer successful student outcomes. However, successful outcomes require a clear understanding of the DLE program and full implementation of the various characteristics associated with high quality programs. Thus, it is important to examine some of the successes, as well as challenges, identified in the research on DLE programs, along with some implementation issues that are associated with high quality programs and can impact student outcomes.

Description of DLE in the United States

Two major variants of the DLE model exist—usually referred to as the 90:10 and the 50:50 models. The principal factors distinguishing these two elementary-level program variations are the distribution of languages for instruction and the language in which reading is taught. 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 grade levels, 90% of the instructional day is devoted to content instruction in the partner language (the language other than English that is used for instruction, for example, Spanish or Korean), with the remaining 10% of instruction provided in English. All content instruction occurs in the partner language, and English time is used to develop oral language proficiency and some preliteracy skills. Reading instruction begins in the partner language for both the native speakers of that language and the native English speakers. At each successive grade level, the percentage of English instructional time increases until fourth, fifth, and sixth grades, where students' instructional time is balanced between English and the partner language.

In the 50:50 model, students receive half of their instruction in English and the other half of their instruction in the partner language throughout all of the elementary years. Literacy instruction varies slightly in this model. At some school sites, students learn to read first in their primary language (e.g., English speakers learn to read in English and Spanish speakers learn to read in Spanish) and then add second language literacy at grade 2 or 3. At other school sites, students learn to read in both languages simultaneously.

Successes in DLE Programs

Most of the research on DLE programs has been conducted to document the outcomes of students in DLE programs. Although the great majority of the research focuses on academic achievement, there is some limited research on oral language development and other student outcomes. It is important to recognize that the research on DLE programs includes large-scale longitudinal and comparative studies, as well as smaller studies of a small group of students in one or more classrooms. Three major sets of findings emerge from this research.

DLE Programs Promote Successful Outcomes for Both ELL and NES Participants

Research from a variety of studies (for reviews, see Lindholm-Leary & Borsato, 2006; Lindholm-Leary & Genesee, 2010; Lindholm-Leary & Howard, 2008) demonstrates that: (a) students in DLE programs perform at or above grade level on standardized reading and mathematics tests in English; (b) they score similar to their statewide peers by about grades 5–7, if not sooner; (c) ELLs close the achievement gap with NES students in English-only classrooms by about fifth grade; and (d) they achieve at or above grade level in reading (and math) tests measured in the partner language. Even though most of this research has focused on NES and ELL students in Spanish/English DLE programs, the results extend to studies of Chinese and Korean DLE students, as well (Garcia, 2003; Lindholm-Leary, 2001, 2011).

DLE programs are also successful at the secondary level. Compared to their peers in English mainstream programs, DLE middle and high school students are: (a) as or more likely to be enrolled in higher level math courses (Lindholm-

Leary & Borsato, 2005), (b) as or more likely to pass the high school exit exam (Lindholm-Leary, 2010), (c) less likely to drop out of school (Thomas & Collier, 2002), and (d) more likely to close the gap with NES peers by the end of high school (Lindholm-Leary & Borsato, 2006; Thomas & Collier, 2002).

Students Develop High Levels of Proficiency in Two Languages

In research reviewed by Lindholm-Leary and Howard (2008), most DLE students were rated as proficient in their two languages, particularly by the upper elementary grade levels, and students made excellent progress in both languages across the grade levels in both 90:10 and 50:50 programs. However, as a group, the native Spanish-speakers experienced a subtle shift from slight dominance in Spanish in third grade to comparable scores in English and Spanish by the end of fifth grade, but the NESs were typically dominant in English. Moreover, students had higher levels of Spanish proficiency, and therefore bilingualism, in 90:10 than 50:50 programs (Lindholm-Leary & Howard, 2008).

Furthermore, ELL students were as or more likely to be classified by state assessments as proficient in English if they were participating in DLE programs than if they were enrolled in English mainstream programs (for reviews, see Lindholm-Leary & Borsato, 2006; Lindholm-Leary & Genesee, 2010).

DLE Successful Outcomes Extend to Students of Diverse Cultural, Socio-Economic, Linguistic, and Special Needs Backgrounds

What is compelling about these results of success for DLE students is that the findings have emerged from a variety of studies with different authors, in different parts of the country; with different types of communities (urban, suburban, rural) and socio-economic backgrounds (high, medium, low income communities); and with students of different ethnic, linguistic, socio-economic, and special education needs. These results even hold for DLE students in schools with almost all economically disadvantaged Hispanic students (Lindholm-Leary & Block, 2010). In all this research, comparing DLE students to their peers (i.e., similar in socio-economic or ethnic or linguistic background), who are typically in English mainstream programs, DLE students do at least as well, and often better than, their peers (for a review, see Lindholm-Leary & Genesee, 2010; Lindholm-Leary & Howard, 2008). Taken together, data from these various studies indicate that DLE programs are capable of promoting academic performance for students of different backgrounds, including those subpopulations identified as at risk for academic difficulty.

Challenges in DLE Programs

Even though the research on DLE programs demonstrates student success, there are also important challenges in DLE that can impact the quality of these programs; that is, how well the programs are designed and implemented. These concerns include issues related to program design, accountability, curriculum and instruction as related to biliteracy, and bilingual language development. These are not the only challenges, but these are the challenges that will be briefly discussed here.

DLE Program Design

Challenge. One issue that can impact DLE program design concerns the allocation of time given to each language. There is an expectation on the part of many administrators and educators that more exposure to English in school will result in greater English proficiency than will less exposure. This time-on-task rationale often results in pressure for DLE programs to add more instructional time in English or to dissolve the program altogether.

Implications for practice. Research findings on both ELLs learning English and on NES students learning the partner language indicate that amount of time or exposure alone cannot

explain the language-learning outcomes that have been documented for NES students in these programs (see Genesee, 2004, for a review). Similarly, studies of the English language development of Spanish-speaking ELLs in the United States indicate that the level of proficiency that ELLs achieve in English is not related to amount of exposure to English in school in a simple correlational fashion. In other words, more exposure to, and instruction in, English in school does not result in higher levels of proficiency in English (for a review of this research, see Genesee & Lindholm-Leary, 2011; Lindholm-Leary & Genesee, 2010). Thus, students in 90:10 DLE programs, where students receive very little exposure to English in the primary grades, exhibit levels of proficiency in reading, writing, and speaking English that are just as advanced, or more so, than those of ELLs in 50:50 DLE programs or English mainstream programs.

Accountability Challenges

Challenge 1. Title I of the No Child Left Behind Act requires that states show that all students, including students from a variety of subgroups (e.g., major ethnic/racial groups, ELLs, special education students), make adequate yearly progress on state assessments of reading/English language arts and content areas. All students in grades 3 to 8 are expected to meet state standards for reading and subject matter competency and all ELLs who have been in the United States for 1 year or more must be included in these assessments. These accountability requirements raise two concerns. One accountability problem for DLE programs relates to the amount of time that DLE programs have to demonstrate grade-level competence in their participants. Research indicates that NES students in a DLE program may need 1 or 2 years to catch up to their NES peers on achievement tests in English (Genesee, 2004). More problematic is that studies show that 5 to 7 years may be necessary for ELLs to close the gap between their test scores and those of their NES peers (Thomas & Collier, 2002; for reviews of this research, see Genesee & Lindholm-Leary, 2011; Lindholm-Leary & Genesee, 2010). Evaluations conducted in the early years of a program (kindergarten through grade three) typically reveal that students in DLE programs scored below grade level (and sometimes very low), or either lower than or equivalent to comparison group peers. This apparent lack of progress in grades 2–3 can lead administrators to put pressure on the DLE program administrators and teachers to add more English or to eliminate the DLE program altogether.

Implications for practice. Most studies conducted at the end of elementary school or in middle and high school have found that the achievement of DLE students was as good as, and usually higher than, that of comparison groups of students (e.g., Block, 2007; Burnham-Massey & Piña, 1990; Lindholm-Leary, 2001; Lindholm-Leary & Block, 2010; Lopez & Tashakkori, 2006; Ramirez, 1992; see Genesee & Lindholm-Leary, 2011; Lindholm-Leary & Genesee, 2010, for reviews of research on ELL students). Thus, although the research shows that, over time, DLE students show comparable or higher achievement than their peers, they may demonstrate lower achievement and progress in the early years of a program. DLE administrators and teachers need to prepare for this accountability concern and use accountability data to ensure that their NES and ELL participants are making expected progress. That way, they can argue that their students are on track to show similar or higher achievement compared to their peers in English mainstream programs (see Lindholm-Leary & Hargett, 2007).

In addition, effective DLE programs use assessment measures that are aligned with, and include, accountability for the DLE program's vision and goals of bilingualism and biliteracy. This means that the program utilizes multiple measures in both languages to assess students' progress toward meeting bilingual and biliteracy goals (Howard, Sugarman, Christian, Lindholm-Leary, & Rogers, 2007).

Challenge 2. Even though DLE programs have a stated goal of biliteracy, there is often little accountability for demonstrating grade-level reading skills in the partner language. In fact, and

unfortunately, many DLE programs do not even assess literacy skills in the partner language. As a result, it is unclear whether students are making adequate progress in the partner language.

Implications for practice. Research with DLE programs, consistent with the literature in bilingual education in the United States, shows that, especially for ELLs, reading achievement in English is highly correlated with reading achievement in the partner language (Genesee, Lindholm-Leary, Saunders, & Christian, 2005, 2006; Lindholm & Aclan, 1991; Lindholm-Leary, 2001, 2011; Lindholm-Leary & Block, 2010; Lindholm-Leary & Borsato, 2006; Lindholm-Leary & Howard, 2008). Thus, the best readers in English had the highest reading scores in Spanish, and correspondingly, the lowest readers in Spanish also had the lowest reading scores in English. These results, which also extend to reading in Chinese and English (Lindholm-Leary, 2011), ought to lead DLE educators to: (a) measure literacy in the partner language, (b) promote high levels of literacy in the partner language to see higher levels of literacy measured in English, and (c) use student outcomes in the partner language as a way to gauge overall literacy skills; if students are low in literacy skills as measured in their primary language, that should signal the need for instructional modification or interventions in that language (e.g., Artiles & Ortiz, 2002).

Curriculum and Instruction Challenges

Challenge. There is little research into the development of oral academic language proficiency and literacy within DLE programs, and especially into how to promote high levels of biliteracy, which are stated goals of DLE programs. State and local standards and corresponding curricula are developed for teaching students through one language; thus, they do not provide assistance in how to promote literacy in two languages. Further, there is insufficient research to guide educators as to how to promote biliteracy.

Implications for practice. Many researchers have examined biliteracy and have found that language and literacy skills in the primary language do play an important role in the second language (e.g., August & Shanahan, 2010; Genesee & Riches, 2006; Proctor, Carlo, August, & Snow, 2005, 2006) and there is research on the skills that appear to transfer from one language to another and on instructional approaches or strategies that may be most beneficial for promoting literacy in a second language (e.g., August & Shanahan, 2010; Genesee & Riches, 2006; Saunders & Goldenberg, 2010). It would be helpful for administrators and teachers at DLE sites to explore this research and develop collaborative relationships with university researchers with the goal to translate this research into more effective practice at the school site. (For further information about effective characteristics of DLE programs, see the Guiding Principles for Dual Language Education at http://www.cal.org/twi/guidingprinciples.htm)

Bilingual Language Development

Challenges. Even though research does show that students make good progress toward high levels of proficiency in the two languages, studies of student language use in the classroom clearly shows that there are challenges to address in this area. Potowski's (2007) observations of fifth- and eighth-grade students in a Spanish/English DLE program showed that although students did develop bilingual skills, they did not develop highly proficient or balanced bilingual skills, because they were more dominant, and felt more comfortable speaking, in English than in Spanish. In addition, DeJong and Bearse (2011) have also shown that secondary DLE students feel that they do not receive sufficient opportunity or support to develop high levels of Spanish within the DLE classroom.

This research points to challenges in developing high levels of bilingual proficiency across the grade spans within DLE programs. It may also reflect the reality of the accountability challenges discussed previously in that accountability is usually associated with demonstrating language proficiency and academic success as measured in English, and language proficiency and literacy skills in the partner language may be considered

an added benefit, but not critical to demonstrating student achievement according to NCLB, state, and local requirements. It may also reflect the paucity of research on the oral language skills that are necessary for promoting high levels of literacy and school success (Saunders & O'Brien, 2006). Or it may be due to the lack of language benchmarks that characterize many DLE programs.

Implications for practice. Research shows that effective programs utilize a number of approaches that can help promote higher levels of bilingualism (Howard et al., 2007). These programs (a) have a vision and goals associated with bilingualism; thus, language instruction is integrated within the curriculum, and language is developed across the curriculum to ensure that students learn the content as well as the academic language associated with the content; (b) provide both structured and unstructured opportunities for oral production; (c) establish and enforce a strong language policy in the classroom that encourages students to use the instructional language and discourages students from speaking the noninstructional language; (d) utilize grouping strategies to optimize student interactions and language practice; and (e) provide professional development around the DLE model and second language learning strategies.

Conclusions

DLE programs have become very popular due to the consistent research that has documented its success in promoting bilingual language proficiency and academic achievement of both ELL and NES students from a variety of language, ethnic, and socio-economic backgrounds. However, an important point presented in this article is that merely adopting the DLE name and some components of the model will not necessarily result in successful student outcomes. Rather, successful outcomes require a clear understanding of the DLE program and full implementation of the various characteristics associated with high quality programs. This article has addressed some of the successes and challenges identified in the research on DLE programs in the hope that DLE programs can be implemented according to the principles associated with high quality programs and thereby yield successful student outcomes.

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