

Asian American / Asian Research Institute

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Dual Language Programs:

What are they?

And, what are the implications for higher education?

What is a Dual Language Program?

- **An enriched bilingual education program in which students learn in two languages**
- **A maintenance bilingual program that serves language minority and language majority students**
- **Has students who are native English speakers and native speakers of another language**
- **Integrates students of two language groups for all or most of their academic subjects**
- **Uses the students' native language for 50% of the academic instructional time**
- **Promotes student - centered instruction**
- **Invites teachers to be reflective**
- **High standards and rigor are understood, accepted and supported by all personnel**
- **Parent involvement is welcomed and integral**

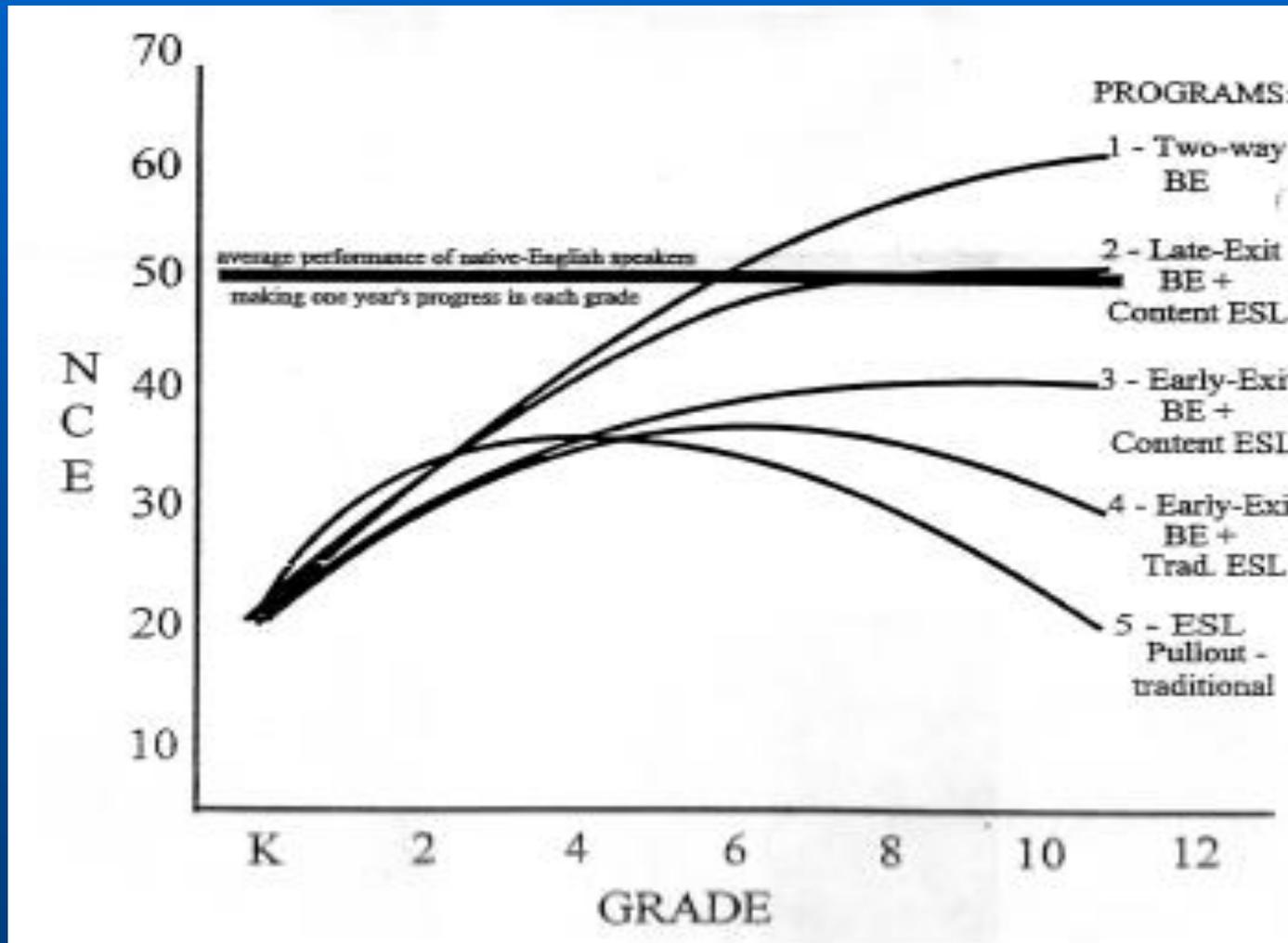
What are the general goals of a Dual Language Program?

Students in both language groups are expected to comprehend, speak, read and write in English and the other language. The students are expected to:

- **Meet or exceed New York State and City standards**
- **Develop proficiency in their first language**
- **Develop proficiency in their second language**
- **Attain a higher level of self-esteem**
- **Develop an appreciation for cultural diversity**

GENERAL PATTERN OF K-12 LANGUAGE MINORITY STUDENT ACHIEVEMENT ON STANDARDIZED TESTS IN ENGLISH COMPARED ACROSS FIVE PROGRAMS

Data aggregated from a series of 3-6 year longitudinal studies from well -implemented, mature programs in five school districts and from the Ramirez 1991 dataset (Wayne P. Thomas & Virginia P. Collier, 1995)



What are the essential elements of a Dual Language Program?

- **High standards and expectations for all students**
- **Strong literacy development in both languages for both groups**
- **Qualified and well-trained teachers and staff**
- **Strong regional and school leadership**
- **Positive school climate**
- **Parental and community involvement**
- **Assessment and accountability**

Presently, how many Dual Language programs are there?

- **62 Spanish Dual Language Programs**
 - Spanish DL Programs are Elementary and Middle Schools
 - Region 10 has approximately one third of all Spanish DL programs
 - Region 1 has the second highest number of Spanish DL programs
 - Region 4 has the highest number of ELLs citywide
- **2 Chinese Dual Language Programs**
 - One Elementary Program in Region 9
 - One High School Program in Region 9

What are the objectives for Dual Language Programs for the 2003-2004 School Year?

- **Begin planning for a new DL Spanish High School**
- **Begin planning for a new Korean Dual Language Program**
- **Expand the Chinese DL Elementary Program to the Middle School**
- **Begin planning for a new French Dual Language Program**
- **Reopen the Haitian and Russian Dual Language Programs**
- **Encourage partnerships between Dual Language programs and CBOs, museums and other cultural institutions**
- **Provide every Bilingual/Dual Language class (K-9) with a Classroom Library Collection in the native language.**

What are the implications for higher education?

- **New types of enrollees into its programs**
- **Modifications in pre-service and in-service teacher preparation programs**

Conclusion

- **Results demonstrate that the dual language education model is successful**
- **Students learn the communication skills and multicultural competencies**
- **Students develop the types of competencies required by the global economy and job market**
 - **Bilingual proficiency**
 - **Biliteracy**
 - **Achievement in subject and content areas**
 - **Multicultural sensitivity**

Lindholm-Leary, K. (2000). *Biliteracy for a Global Society: An Idea Book on Dual Language Education*.