



North Kitsap School District's *Dual Language Program*

Goals of Dual Language Learning

Bilingualism and Bi-literacy: Students develop proficiency in both Spanish and English.

Academic Performance: Students maintain academic performance at or above grade level.

Multicultural Understanding: Students develop positive attitudes toward other cultures.

Researched-Based Benefits of Dual Language Learning

- ❖ Students become prepared for a global society. Students speaking two languages experience cognitive brain development that makes their brain work better. Students perform academically at the same level or above their peers on tests.
(Daily Herald.com 4/29/2013)
- 1. The “additive bilingual” immersion setting allows all students to learn two languages simultaneously without losing one to learn another. (Howard, Sugarman, Perdomo and Adger, 2005)
- 2. Second language learning enhances comprehension in the native language. Second language learners apply these reading and language analysis skills to their native language. (Thomas and Collier, 2002)
- 3. The mental discipline of learning a second language system increases intellectual flexibility and translates into higher achievement in all subject areas. The longer the exposure to the second language, the more significant the cognitive advantages to the student. (Genesee and Lindholm-Leary, 2009)
- 4. Knowledge of more than one language enables people to communicate in a variety of cultures and settings. A heightened level of multicultural awareness and communication skills fosters intergroup contact and appreciation. (Cummins, 1986; Ager 2005)
- 5. Second language course content naturally explores social studies, math, science and the arts, facilitating interdisciplinary perspectives and cross-cultural understanding. (ACTFL 2006)*
- 6. Proficiency in other languages enables learners to gain direct access to additional sources of knowledge, as well as understanding about the similarities and differences between the structures of the languages they know. (ACTFL 2006)
- 7. Immersion helps close the achievement gap between English Language Learners (ELLs) and their English-only counterparts. ELLs have a higher rate of success in Immersion Education (IE) versus English mainstream. IE maximizes access to the curriculum. It develops literacy and academic skills in both the native language and English in an instructional setting that values both languages and cultures. (Genesee and Lindholm-Leary, 2009)
- 8. The length of time in the program is crucial: 4-7 years minimum studying in both languages allows ELL students to close the gap between their test scores and those of their Native-English Speaking (NES) peers. (Thomas and Collier, 1997 and 2002)
- 9. Students studying two languages have a more positive self-concept and are more likely to remain in school and attend college than English learners in mainstream English classes. (Thomas and Collier, 2002)

*ACTFL=American Council on the Teaching of Foreign Languages

Numbered statements adapted from the *Burlingame (CA) School District's DUAL LANGUAGE IMMERSION PROGRAM MASTER PLAN* May 2012