Part I
Foundations

1 INTRODUCTION

This book is for K–12 teachers, other educational professionals, and policy makers in the U.S., Canada, and other countries who are teaching students in two (or more) languages. We focus specifically on: foreign/second language immersion programs for language majority students, two-way immersion programs, and developmental bilingual programs (see Glossary). We refer to these programs collectively as enriched education programs (see Glossary), or EE for short, because they promote bilingualism (see Glossary) and biculturalism (see Glossary) along with the other objectives of a regular school program. These programs share the same challenging academic and language development standards as basic K–12 education. At the same time, they aim for advanced levels of functional proficiency in two languages (the students' primary language (see Glossary) and another language). They also promote understanding of and appreciation for the cultures of the languages they are studying. They achieve these additional goals by using the majority language along with another language as media of academic instruction for significant portions of the school day during the elementary school years. We describe these programs in more detail later in this chapter. We focus on education in the U.S. and Canada because we are most familiar with education in these countries. Thus, English is the majority language of the communities that we shall be talking about.

More about Enriched Education

Language is a central theme of this book. Indeed, language is a critical component of all sound education. A focus on language is critical because language plays a dual role in education. It is both a prerequisite to successful education, and it is an important outcome of successful education. Because language is the primary medium through which education is delivered, students must acquire the language skills they need to do academic work. We all know of individual students who struggle in school because they have not had the opportunity to develop the kinds of language skills that schooling calls for. It is our job to teach them those skills so that they can get on with their other school work. At the same time, a primary objective of education is to teach students language and literacy skills that will permit them to function effectively in their personal and professional lives. Our primary focus here is literacy development—as educators, we have responsibility to teach students the reading and writing skills they need to go on to do advanced studies, to get good jobs, or to read and write for personal pleasure. These are skills students will probably not acquire without our assistance.

Schooling plays a critical role in language development because it promotes the development of language skills that go beyond what students normally learn in their day-to-day lives. Schooling sets high standards with respect to language learning and, thus, advances students' levels of language proficiency (see Glossary) beyond what they normally need in their day-to-day lives. Every teacher understands that one of their responsibilities is to expand their students' language skills. Schooling teaches students new kinds of language skills—language for presenting oral reports, language for explaining procedures in a coherent and sensible manner, language for critical analysis of other's explanations and reports. These are language skills that students need if they are to be successful in the world of work and to be responsible and involved in a democratic society.

We believe that strong language skills are becoming increasingly important as we enter the new millennium. We are entering the age of information where international communication is commonplace and access to information worldwide is easy because of advances in electronic technology. New technologies facilitate and expand communication,

but they do not diminish the need for individuals who are language competent. To the contrary, computers, the Internet, and communication technologies that we cannot yet imagine will demand individuals who are competent in multiple aspects of language use, such as computer literacy, that are only now emerging. Language competent individuals will have the greatest access to the information and the other advantages that are available through these new technologies. Individuals who are competent in multiple languages will be able to benefit the most from new technologies that give access to information in all the languages of the world.

At the same time, language competence, in its diverse forms, is fundamental to personal growth and fulfillment and to full and active participation in a democratic society. The ability to shape one's community and one's place and role within it requires access to information, decision-makers, and community resources. Language is the primary gateway to information, decision-makers, and community resources. Language competence leads to personal empowerment because effective use of language for engagement in society commands respect and attention. Language competence gives voice to individual's social, political, and economic concerns.

The enriched educational programs we discuss in this book stress communicative competence (see Glossary) in second and even third languages as well as in students' primary languages—for some students, English is their primary language; for others, it will be another language, such as Korean, Spanish, or Hmong. English is undoubtedly the common currency of most communication in political, economic, social, and academic spheres in North America and other English speaking countries. However, many of the local communities in which students in these regions live are populated by people from different language and cultural backgrounds. Proficiency in additional languages can enrich and benefit members of these communities. Moreover, with the increased used of advanced technology for worldwide communication, impediments to communication among people who speak different languages are diminishing every day. Proficiency in additional languages permits individuals to take full advantage of advances in communication and information technology to communicate with others around the world.

Effective communication requires more than simply knowing a linguistic code. It requires knowing how to use the code in socially and culturally appropriate and meaningful ways; that is to say, it requires cultural competence as well. Children normally acquire the cultural underpinnings of their primary language naturally and at the same time as they learn their primary language. This is not always the case when children acquire second languages (see Glossary) in school settings. There has been a pedagogical tradition of disconnecting second language learning (see Glossary) from culture learning. It is now recognized that this is undesirable and that culture learning is an integral part of language learning (Heath, 1983).

Educational professionals also accept now that the development of advanced levels of language competence, in a primary or second language, is most successful when it occurs in conjunction with meaningful, important, and authentic communication. In school settings, this can be communication about academic subjects. Thus, including second languages not only as subjects of study but also as vehicles for teaching and learning other academic subjects is a logical and effective way of extending students' language competence. This is an approach that we endorse and consider in depth in this handbook.

We endorse competence in multiple languages for *all* students. We talk about students who come to school speaking the majority group language (English in North America) and seek to extend their linguistic repertoire by learning a second language. We refer to these students as language majority students (see Glossary). We also talk about language minority students (see Glossary) who grow up speaking other languages and must acquire English, the majority group language, in order to adapt to the majority culture. While some programs, such an immersion and bilingual education are designed for each of these groups separately, two-way immersion programs are designed for these two groups in the same classes. We will be discussing all three of these program models in the chapters ahead.

The Benefits of Knowing Two Languages

There are educational, cognitive, socio-cultural, and economic benefits to individuals as well as society at large that result from intensive study of second and even third languages in enriched educational programs. We talk about these benefits in the next section.

Educational Benefits

English-speaking students from the majority language group are capable of achieving high levels of functional proficiency in a second language in school without detrimental effects to their primary language development or their academic achievement. Evidence for this comes from research on the effectiveness of second language immersion programs for English-speaking students in Canada and the U.S. (Genesee, 1985, 1987; Lambert & Tucker, 1972; Swain & Lapkin, 1982). In second language immersion programs, students and teachers use the second language as the pri-

mary medium of communication for studying a major portion of the curriculum, either during the elementary or secondary grades. For example, in early total French immersion programs, English-speaking Canadian students do all of their school work from kindergarten to grade 2 or 3 entirely in French. Their teachers use only French with them at all times. English is used to teach language arts or other school subjects starting in grade 2, or even later in some school districts. The students learn the language naturally as they hear and use it during their academic and language arts classes.

Immersion programs in Canada and elsewhere are probably the most extensively evaluated educational programs in the world. The findings are clear and consistent. Students in immersion programs acquire the same proficiency in English and achieve the same levels of competence in their academic subjects (e.g., mathematics, science, and social studies) as comparable English-speaking students who attend regular all-English programs. At the same time, immersion students acquire advanced levels of functional proficiency in French. They are able to do all of their school work, communicate with their friends and teachers in school and with others outside school comfortably, effortlessly, and effectively. These results have been reported even in communities where there are few, if any, speakers of the target language; for example, French immersion in Cincinnati, Ohio. Thus, this form of enriched language education is feasible and effective in a variety of community settings. In addition, research has shown that immersion programs are effective for students who often struggle in school because they come from low socio-economic backgrounds or they have low levels of academic achievement. Thus, immersion need not be reserved only for the academic elite in our schools; they work for a wide variety of English-speaking students.

Research has also shown that students who come to school in the U.S. (or other English-speaking countries) with no or limited proficiency in English make better progress in acquiring English and in academic development if they receive some schooling in their primary language at the same time as they are introduced to English as a second language (Cummins, 1991; Ramirez, et al., 1991; Thomas & Collier, 1998). Providing English language learners instruction in their primary languages, especially in literacy, establishes a solid foundation on which they can acquire English. Students from language minority backgrounds who acquire strong literacy skills in their primary language are able to apply these skills to the acquisition of English literacy. Literacy in their primary language facilitates the acquisition of English literacy skills. Students who do not receive primary language support in school are faced with the double challenge of acquiring proficiency in both oral and written

forms of a new language at the same time that they try to stay at grade level in their academic subjects.

The point we want to make here is that enriched educational programs that provide opportunities for students to develop their primary language along with a second language, or even a third language (see Genesee & Lambert, 1983), are feasible and effective. Students benefit from these programs because they acquire high levels of proficiency in languages that they would not otherwise have—for English-speaking students, they acquire proficiency in second/foreign languages; and for language minority students, they develop their primary languages fully while adding proficiency in English.

Cognitive Benefits

Research has shown that students who acquire advanced levels of proficiency in second languages often experience certain cognitive and linguistic advantages when compared to monolingual students (Cummins, 1981; Lambert, Genesee, Holobow & Chartrand, 1993). Such benefits have been found in Montreal, for example, among English-speaking students in programs where virtually all their instruction in Kindergarten to grade 6 is in French. Students in these programs outperform control students in all-English schools on a variety of English language tests—reading, writing, listening, etc. (Lambert, et al., 1993). These findings seem counterintuitive to some people. However, when we think about it for a few moments, it is easy to imagine how one could gain insights about one's primary language as a result of learning another language. Students who know another language understand that different languages use different word orders to express the same ideas, and that some languages mark gender on nouns, pronouns, and verbs, while others, such as English, do not. These insights help students understand and use their own language better.

Fully proficient bilinguals also often demonstrate certain cognitive advantages. Research has shown that bilingual students perform better than monolingual students on tasks that call for divergent thinking, pattern recognition, and problem solving. Divergent thinking is involved in creativity—for example, discovering hidden or obscure meanings in familiar objects and arrays of information, finding novel or alternative solutions to problems, and exploring new ways of using familiar objects. Of most importance, bilingual children have been shown to have enhanced levels of metalinguistic awareness. Metalinguistic awareness is the knowledge we have about the structural properties of language, including the sounds, words, and grammar of language. Important metalinguistic knowledge that is related to reading is the awareness that words are made up of

sounds—the word "*cat*" consists of three sounds: *[c] [a] [t]*. This knowledge is useful for understanding that the letters that make up written words in English correspond to the individual sounds of words. Metalinguistic awareness is very important in the acquisition of reading because it facilitates decoding (Adams, 1990). Explicit awareness of the grammatical conventions of language and how to use them to express meaning clearly and precisely is a hallmark of language use in academic and cognitively-demanding tasks that make up much of schooling.

These research findings dispel fears that acquiring a second language during the early school years is detrimental to students' primary language and cognitive development. We believe that learning more than one language is just as normal as learning only one, and that learning a second language in school teaches students additional language skills and advanced cognitive abilities. Indeed, research has shown that acquisition of more than one language during the pre-school or early school years is not problematic for children if they are provided with supportive, language-rich learning environments (Nicoladis & Genesee, 1997). Bilingual and multilingual individuals often demonstrate enhanced levels of language and cognitive functioning (Cenoz & Genesee, 1998). In this book, we talk about how to create enriched educational programs that lead to additive forms of bilingualism (see Glossary) and the enriched language and cognitive development that has been noted by researchers.

Socio-Cultural Benefits

There are also important socio-cultural advantages to knowing more than one language. Proficiency in multiple languages permits individuals to expand their world because it permits them to communicate with members of other cultural groups, be they members of cultural groups in one's own neighborhood, or groups in other countries or regions of the world. While English is useful for many purposes in many communities and countries, other languages are also useful. Individuals who know other languages can tap into and take advantage of opportunities that are available only in those languages. Knowing other languages can expand one's understanding of other cultural groups—their values, social customs, and ways of viewing the world. Knowing additional languages can be personally very beneficial because it allows one to travel, to read magazines in other languages, to listen to radio or television broadcasts in other languages. Knowing other languages can also be socially beneficial because it can lead to greater intercultural understanding and tolerance and, even, appreciation and respect. The global village is here, and it confronts us with linguistic and cultural differences that can be a source of conflict and misunderstanding or of celebration and enjoyment. Profic-

iency in other languages is one step in understanding and enjoying difference.

Economic Benefits

A primary reason why English-speaking parents send their children to second language immersion programs is because they believe that it will enhance their employment opportunities when they complete school. This is true even for parents who live in communities, such as Washington D.C., that are clearly English dominant. Parents in these communities know that proficiency in another language will open up job prospects in business, the diplomatic corps, tourism, or communications, for example. In the global marketplace, there are plenty of jobs that call for bilingual proficiency. The European Union is now one of the world's largest economic zones—it is made up of countries that speak different languages and it does business multilingually. Similar economic zones are under development in Asia and in the Americas, and they will also do business multilingually. Thus, there are clear and powerful incentives for learning French, Spanish, Japanese, Chinese, or other languages that are linked to economic hot spots around the world. Individuals who know English along with these other languages will clearly be at an advantage in the global marketplace. Communities with large numbers of qualified multilingual professionals will also be at an advantage in the twenty-first century because they will be prepared to do business worldwide, no matter what the language being spoken. Increasingly, business, cultural, political, and social activities around the world call for people with different language and cultural backgrounds. Individuals with multilingual competence are able to take professional roles that cross linguistic boundaries. Cultural and national boundaries around the world are coming down in increasing numbers, and this trend will continue even more rapidly in the twenty-first century.

Enriched educational programs that stress knowledge of multiple languages and cultures provide responses to these global opportunities. Business and community leaders in Indianapolis, Indiana, for example, have come together to promote the creation of schools that will give English-speaking students opportunities to become bilingual and, thus, enhance their community's economic competitiveness in the twenty-first century. Immersion programs are the model of choice in this case. Language minority students who come to school proficient in other languages, such as Spanish, Korean, or Russian, are also an important linguistic resource that can contribute to the nation's future success because they already know major world languages. If these students are given opportunities to develop their existing language skills while they learn English as a second language, they will have an advantage that will benefit themselves personally and their communities because they will have the language and

culture skills that will be demanded in the global market-place. Developmental bilingual programs or dual language immersion programs are the models of choice that can develop these human resources.

We discuss these program models now in more detail.

Models of Enriched Education in Two Languages

During the last three decades, educators have experimented with a variety of enriched forms of education that promote acquisition of English along with additional languages and cultures. We focus on three of these programs in this book:

1. second/foreign language immersion programs for English-speaking language majority students.

2. developmental bilingual programs for language minority students.

3. two-way immersion programs for language minority and language majority students.

Second foreign language immersion programs serve language majority students and they use a second or foreign language (e.g., Japanese or Spanish) to teach at least 50% of the curriculum during the elementary or secondary grades. Detailed examples of immersion in Canada can be found in Lambert & Tucker (1972), Swain & Lapkin (1982), and Genesee (1983); a detailed example of immersion in the U.S. is found in Cohen (1976). *Immersion Education: International Perspectives* by Keith Johnson and Merrill Swain (1997) is a useful collection of examples of immersion programs from around the world.

Immersion programs vary with respect to the amount of the second language that is used for instruction and the grade level during which immersion in the second language is offered (Genesee, 1983; 1987; Johnson & Swain, 1997). In *early* immersion programs, the second/foreign language is used for academic instruction beginning in kindergarten or grade 1, whereas in *late* immersion programs use of the second language as a medium of instruction does not begin until the end of elementary school or the beginning of secondary school. In *middle* or *delayed* immersion, use of the second language for academic instruction begins in the middle elementary grades, usually grade 4. Some early immersion programs present all curriculum instruction through the second language for one, two, or three years before English begins to be used for instructional purposes. These are called *early total immersion*. In other early immersion programs, English and the additional language are each used 50% of the time to teach academic content. These are called *early partial immersion*.

Despite some differences in program design and delivery, most immersion programs share the following objectives:

- grade-appropriate levels of primary language development.

- grade-appropriate levels of academic achievement.

- functional proficiency in the second/foreign language.

- an understanding of and appreciation for the culture of the target language group.

Developmental bilingual education programs serve language minority students—students who come to school in North America who are proficient in a language other than English. There are two general models of bilingual education: *early exit*, or *transitional bilingual* (see Glossary) programs and *late-exit*, or *developmental bilingual* programs. In *developmental bilingual programs,* language minority students receive at least 50% of curriculum instruction through the medium of their primary language, and they continue to receive instruction in and through this language throughout the elementary grades, and in rare cases high school, so as to ensure full proficiency in their primary language. In *transitional bilingual programs,* the students' primary language is used only during the first two or three grades, until such time as the students can make a full transition into all-English instruction. We focus on developmental bilingual programs because they aim for bilingual proficiency, a central theme of this book (see Ramirez, et al., 1991; and Thomas & Collier, 1998).

The primary goals of developmental bilingual programs are:

- maintenance and full development of the students' primary language.

- full proficiency in all aspects of English.

- grade-appropriate levels of achievement in all domains of academic study.

- integration into all-English language classrooms.

- positive identity with the culture of the primary language group and with the culture of the majority language group.

Two-way immersion programs (sometimes referred to as "dual language") are an amalgam of immersion and developmental bilingual programs. They serve both language minority and language majority students in the same classrooms. Generally, 50% of the students come from each language group. These programs embrace the goals of both immersion for language majority students and developmental bilingual programs for language minority students (Lindholm, 1992). The primary difference between two-way immersion programs and the other two is the incorporation of both groups of students in the same classrooms and the active use of instructional strategies that promote cross-cultural cooperation and learning. Useful examples of two-way immersion programs are given in Christian, Montone, Lindholm, & Carranza (1997).

In the chapters that follow, we focus on two forms of two-way immersion: 90/10 programs and 50/50 programs. In 90/10 programs, 90% of the curriculum in the early elementary grades is taught to both groups of students using the minority language and 10% (usually language arts) is taught using English. In 50/50 programs, English and the other language are each used 50% of the time to teach the curriculum; different languages are used to teach different subjects. The general rationale behind the 90/10 model is to promote the minority language as much as possible among both language groups on the assumption that this is the language that needs the most support. The 50/50 model is based on the belief that both languages need to be acquired from the beginning and the best way to do this is to split instructional time between the two. Schools may introduce variations of these two models according to their resources, priorities, or goals.

While two-way immersion programs in different school districts may serve somewhat different groups of learners and have somewhat different objectives, they share the following important goals:

- attainment of challenging, age-appropriate academic skills and knowledge.
- advanced levels of functional proficiency in English along with an additional language.
- understanding and appreciation of cross-cultural differences.

These forms of education have been undergoing a steady growth in numbers during the last several years. The aim of this book is to provide practical guidance to those developing new programs and those engaged in existing programs. We are not prescriptive in our guidance because each program must be developed and implemented so that it reflects and respects the unique characteristics of the community, parents, and students it serves.

Before proceeding, we want to point out that our discussion focuses on programs in the U.S. and Canada because we are most familiar with education in these two countries. Together, these two countries offer imaginative and extensive programs of enriched education. The examples of developmental bilingual and two-way immersion education all come from the U.S. because this is where these programs have been developed most extensively. Many of the "Voices from the Field" that we include in the remainder of this book refer to programs where Spanish is the other language because this is by far the most common other language in such programs. Similarly, we give many examples of Spanish and French immersion because these are the most common in the U.S. and Canada, respectively. It is important to know, however, that bilingual and immersion programs are available in many different languages, including Korean, German, Japanese, Chinese, and Portuguese. A directory of immersion and dual language/two-way immersion programs in the U.S. is available from the Center for Applied Linguistics in Washington, D.C. (see Appendix D). The directories provide brief descriptions and contact information for each program listed. Our focus is on the kindergarten to grade 8 years since these are the grades where the vast majority of such programs are presently available. However, what we have to say is equally true for high school grades as well.

Organization of the Book

Next, in Chapter 2, we discuss *Critical Features of Enriched Education.* You will notice that most of these features are also characteristic of effective general education. We use these features as critical reference points to make suggestions to those planning new programs and for those taking stock of existing programs. In the chapters that follow, we discuss practical issues related to *Program Development and Implementation* (Chapter 3), *Oral Language Development* (Chapter 4), *Teaching Literacy in Two Languages* (Chapter 5), *Teaching Content* (Chapter 6), and *Assessment* (Chapter 7). We summarize each of these chapters by returning to the critical features identified in Chapter 2. We use these critical features to create checklists of recommended best practices in each domain of concern—oral language development, literacy, content, and so on. Application of the suggestions we make in Chapters 2 to 7 is presented in Chapter 8, *Model Lessons and Assessment Procedures.* Chapter 9 discusses *Advocacy* and presents useful suggestions for working with parents, school administrators, community leaders, and others whose support is needed for EE programs.

In addition to the customary end-of-chapter reference lists of articles we have consulted in preparing each chapter, we provide other useful references in a series of appendices at the end of the book. Appendix A is *A Glossary of Terms for EE Teachers.* Appendix B is a list of *Publishers of Curriculum Materials.* Appendix C is a list of *Useful Organizations, Resource Centers, and Professional Periodicals and Journals.* Appendix D identifies some *Informational Videotapes/Directories of Programs.* Finally, Appendix E is an *Index to Title of Tables and Figures* that appear in the book. We hope these resource lists will encourage more in-depth examination of each topic so that the suggestions made here can be applied appropriately in particular school and community settings.

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