

## What the Research Says About Dual Language

- ✓ Foreign language learners consistently outperform control groups in core subject areas on standardized tests, often significantly (Armstrong & Rogers, 1997; Saunders, 1998; Masciantonio, 1977; Rafferty, 1986; Andrade, Kretschmer & Kretschmer, 1989).
- ✓ Dual Language is grounded in research and analysis pertinent to both first and second language acquisition (Bley-Vroman, 1988; Chomsky, 1996; Ney & Pearson, 1990; Ramirez, 1992; Thomas & Collier, 1997) and the dynamics of cross-cultural and multilingual interactions (Gleason, 1961; Lindholm, 1992; Veeder & Trammitt, 2000; Whorf, 1956).
- ✓ 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).
- ✓ Early foreign language study gives children unique insight into other cultures and builds their cultural competency in a way that no other discipline is able to do (Curtain & Dahlberg, 2004).
- ✓ Quality dual language programming for native English speakers enables students to develop advanced levels of second language proficiency without compromising academic performance of their first language development (Genesee, 1983, 1987; Swain & Lampkin, 1982).
- ✓ Research has indicated that instruction in the second language, which is balanced with the first language support, tends to yield higher levels of achievement among culturally and linguistically diverse students than instruction delivered only in the second language (Genesee, 1999; Thomas & Collier, 1997).
- ✓ The resulting benefits to self-image, self-esteem, and satisfaction with school experience are enormous. Evidence from several studies show language students to have a significantly higher self-concept than do non-language students (Masciantonio, 1977; Saunders, 1998; Andrade, et. al., 1989).