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What Does Research Tell us about Experiences and Forms of Bilingual Education?

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Il posseder piú lingue dona una certa maggior facilità e chiarezza di pensare seco stesso, perché noi pensiamo parlando. Ora nessuna lingua ha forse tante parole e modi da corrispondere ed esprimere tutti gl'infiniti particolari del pensiero. Il posseder piú lingue e il potere perciò esprimere in una quello che non si può in un'altra, o almeno così acconciamente o brevemente, o che non ci viene così tosto trovato da esprimere in un'altra lingua, ci dà una maggior facilità di spiegarci seco noi e d'intenderci noi medesimi, applicando la parola all'idea, che senza questa applicazione rimarrebbe molto confusa nella nostra mente.

NOTHING NEW UNDER THE SUN

- Medium of instruction languages have always been used
- Back in Mesopotamia...
- Use of Latin
- First contemporary instances in the '60s (Canada)

OUTLINE

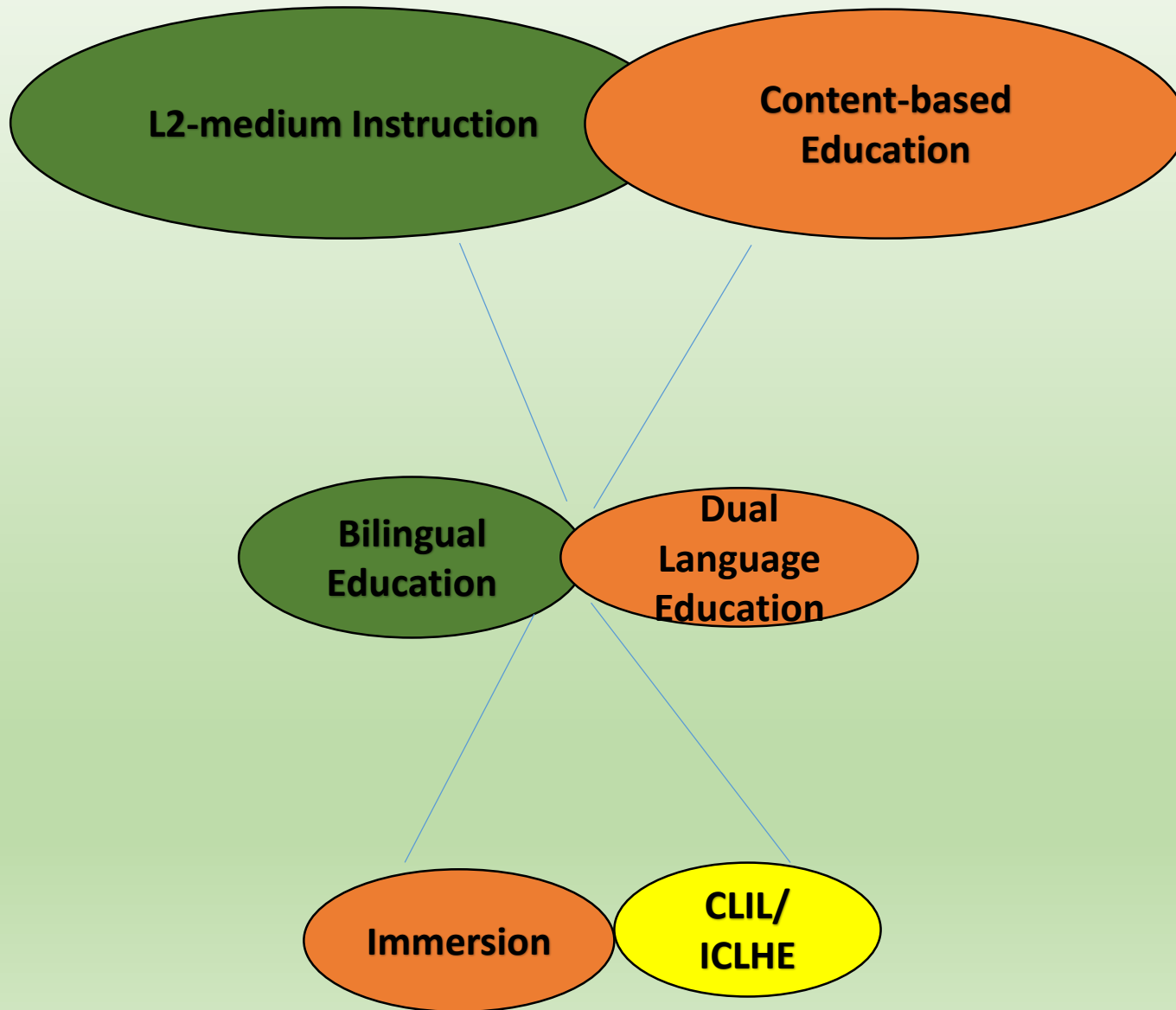
- Terminology
- Selection of studies
- Results



Types of pizza



TERMINOLOGY



Green: worldwide
Orange: US and Canada
Yellow: Europe

**MORE SIMILARITIES
THAN DIFFERENCES**

CBI/CLIL

- “[...] **CBI/CLIL programmes share the same essential properties and are not pedagogically different from each other.** In fact, the use of an L2 as the medium of instruction [...]. The use of both CBI and CLIL refers to programmes where academic content is taught through a second or additional language and the preference for one term over the other is associated with contextual and accidental characteristics”. (Ceñoz, 2014).
- “[...] **traditional methods of language instruction have often dissociated language learning from cognitive, academic, and social development because they have taught language in isolation** or in conjunction with themes and topics that are trivial or have no serious consequences outside the L2 classroom. **CBI approaches to L2 instruction seek to bring these aspects of development together in the classroom by using the L2, along with the L1, as a vehicle for teaching academic subjects that comprise the core curriculum**”. (Genesee and Lindholm Leary, 2013).
- the acronym **CLIL** is used as a **generic term to describe all types of provision in which a second language** (a foreign, regional or minority language and/or another official state language) **is used to teach certain subjects in the curriculum other than languages lessons themselves.** (Eurydice, 2006).

BE

- Cummins (2013) “**The term bilingual education refers to an organized and planned program that uses two (or more) languages of instruction.** The central defining feature of bilingual programs is that the languages are **used to teach the subject matter content rather than just the languages themselves.**”
- García (2016) “Essentially, **bilingual education refers to any school program in which more than one language is used in the curriculum to teach non-language academic subject matter [...]**”.
- They “**belong to the same family**” (Johnstone, 2009).

IMMERSION

Genesee and Lindholm-Leary (2014) affirm that: [. . .] **in our opinion, while there may be distinctions among CLIL, immersion and other prominent forms of dual language education in North America, they are often not pedagogically significant. [...]**”.

Immersion, which is a type of **Bilingual Education** (Genesee, 1987), can be total or partial (for up to 40%-50% of the time) according to the organisation of the curriculum (Swain and Johnson, 1997, Baker, 2006).

NARRATIVE REVIEW SELECTION OF STUDIES

(n.32)

ALL TERMS
BE
CLIL
IMMERSION
CBI
L2-MEDIUM INSTRUCTION
DUAL LANGUAGE EDUCATION

GEOGRAPHICAL AREA
Europe
US/Canada
Asia
South America
Africa

TYPE OF STUDY
Longitudinal
Experimental/control groups
Triangulation of data
Somehow involving English
Primary and secondary
Book chapters/Journals

LATEST SYSTEMATIC REVIEW

- KELLIE ROLSTAD, KATE MAHONEY, and GENE V. GLAS 2005 The Big Picture: A Meta-Analysis of Program Effectiveness Research on English Language Learners. 17 studies
- “It seems clear from the current study and from previous meta-analyses (Greene, 1998; Willig, 1985) that **bilingual education is superior to English only approaches in increasing measures of students’ academic achievement in English and in the native language**. In addition, well-conducted narrative synthesis, in which careful attention is given to an even application of selection criteria and program definitions (e.g., Slavin & Cheung, 2003), also conclude that bilingual education approaches are superior to all-English approaches for ELL students”.

RESEARCH QUESTION

What does research tell us about forms of BE (in terms of L1/L2 and content acquisition)?

PROS

ITALY

- In Italy there are 15 minority languages and forms of BE exist in regions such as Trentino-Alto Adige, Valle d'Aosta e Friuli-Venezia Giulia.
- Bilingual public schools in Italy (BEI). University of Modena and Reggio Emilia (https://www.britishcouncil.it/sites/default/files/final_sintesi.pdf) 2014. Questionnaires given to the teachers, semi-structured interviews of the six headmasters and teachers, a focus group with a representative sample of children and parents, and an analysis of a common task for all and 10 recordings (per school) of a picture description and 20 written assignments (per school). All satisfied. Linguistic assessment: A2+ level, + language creativity and pronunciation accuracy.
- Infante, 2009. 298 primary school students (control and experimental classes) for art, science, history and technology classes, finding no significant differences in the performance scores for subject-matter content. Same level as regards language.

THE NETHERLANDS

- The Netherlands: BE has been implemented since the '90s.
- Admiraal, Westhof and de Bot (2006). 1305 secondary students. Results showed that the experimental group achieved significantly higher results than the control group in all linguistic areas.

NORDIC COUNTRIES

- Jäppinen(2005). 600 students content-subject learning might be promoted by CLIL as a result of the stimulation of cognition processes.
- Bergroth (2006) analysed (2000-2004) 49 secondary students in Sweden learning Mathematics in Swedish (L2) and English (L3) same outcomes than pupils studying through Finnish (L1).

SPAIN

- Spain: there is a long tradition of bilingual teaching also for minority languages. BC + CLIL.
- 2004-2006, 6 secondary schools (Basque Country). Cambridge test. CLIL group better especially in speaking abilities.
- Lorenzo, Casal and Moore (2009) Andalusia. 403 primary and secondary schools, 1320 students. Positive as regards language.
- Ruiz de Zarobe and Jiménez Catalán (2009). Primary and secondary students (2007-08). 130 students. Vocabulary testing (three tests in time) better results in the L2 than monolinguals. Listening skills and vocabulary acquisition.
- Ramos García, Ortega Martín and Madrid (2011). 312 primary and secondary school students (private and public schools). No evidence of detriment to content learning.
- Jimenez Catalan, Agustín Llach (2015). 70 secondary school students. CLIL group higher number of words than the non-CLIL group.

CANADA

- Parents in Quebec.
- Like-natives competences in receptive abilities in L2 French (Swain and Lapkin, 1982).
- Lambert and Tucker, 1972, Swain and Lapkin, 1982; Genesee, 1987, 2004; same academic competence as counterparts in the L1.
- Genesee (1983, 1987, 2004), and Swain and Lapkin (1982) found that BE children show no downsizes in literacy and other academic skills.

CHINA

- Wang (2003) reviewed five bilingual programs. BE students outperformed their counterparts in English, Chinese, mathematics, natural science, and computer science.

SOUTH AMERICA - PARAGUAY

- Always been bilingual.
- Spezzini (2004) 34 Paraguayan students. Language learning histories, group interviews, perceived comprehensibility ratings, and questionnaires about language. High L2 proficiency although not native.

US

- Lindholm-Leary (2001). 4854 students assessed through standardized tests, from kindergarden to first grade. L1 proficiency, L2 proficiency, mathematics science and social sciences. Dual language programmes have same or better language proficiency. Thomas, Collier, and Collier, 2011 same results on academic achievement administered in English (reading and mathematics + English language development). Studies from primary to secondary.
- Lindholm-Leary and Block (2010) in low SES contexts in dual language programmes. 699 students tested in English and Spanish. Higher levels.
- Bialystok et al. 2016 evidence of delaying the onset of dementia.

IN BRIEF (n. 25)

- Better linguistic abilities in the L2 (especially in receptive skills)
- Equal content abilities
- No detriment for the L1 (same competence as monolinguals)
- Other abilities: linguistic awareness, problem-solving and divergent thinking.

CONS

SPAIN

- Fernández-Sanjurjo, Fernández-Costales and Arias Blanco (2017) 709 primary education students tested on content; in the L1 slightly better. All standards were reached.
- * Tested in the L1

AFRICA

- Alidou (2004). French, English and Portuguese as medium of instruction languages.
- Unesco 2000 study of education through French/English negative results (submersion).
Bilingual education as an answer?

HONG KONG

- From English laissez faire policy to Chinese-medium education at the beginning of the new millenium. From 2010 greater autonomy.
- Marsh, Hau e Kong (2000). 12784 high school students. EMI a Hong Kong negative effects on learning of content (science, geo, history). English and Chinese in EMI had positive effects.
- Yip, Tsang, Cheung (2003). Science achievement in three years. 100 secondary schools MOI and EMI. Negative for content learning in EMI classes.

INDIA

- Annamalai (2004). 200 languages 33 used as a medium of instruction. Doubts that English only if used as a medium of instruction could help students with low economic background.

THE PHILIPPINES

- 1987 English and Filipino were taught as medium of instruction languages according to the type of subject. From 2009 Filipino.
- Nical and Smolicz and Secombe (2004). 2000 students. Perceived linguistic abilities in parents teachers and students. Low levels in English. Teachers are the most positive about English. Students know English better than their parents. Attitude to English positive. In rural poor area BEP works less.

IN BRIEF (n.7)

- In general poor coverage
- Contextual socioeconomic, political, cultural and historical factors affecting BE
- Status of L1 compared to the L2
- Poor education in general

SUCCESS FACTORS

- Contextual, socioeconomic, political, cultural and historical factors supporting BE
- Support for the L1
- Prepared teachers and support from native speakers of the L2
- Teachers who have a permanent post
- Parental involvement
- Excellent teacher training
- Institutional support

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THANK YOU!

