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## OVERVIEW OF THE BOOK

This second book is a continuation of our first book published with Dual Language Education of New Mexico's Fuente Press, *Educating English Learners for a Transformed World* (Collier & Thomas, 2009). In this book, we are focusing on the enrichment form of bilingual schooling that U.S. educators now call "dual language education." This program model is for all students, unlike traditional forms of bilingual instruction in the U.S. designed only for English learners. We discuss the most important defining characteristics of dual language education that research has shown to greatly improve education, and we demonstrate the power of this program model through our most recent research findings.

Our first chapter, *Reasons to Consider Dual Language Programs*, is purposefully short, to be used as a condensed summary of the benefits of dual language education and the major research findings on dual language programs reported throughout the book. In this first chapter, we do not cite references in order not to interrupt the points being made, but the references are presented in the more detailed text of the chapters that follow. Almost all of these findings in the first chapter are from our own work and that of Kathryn Lindholm-Leary, who has spent her professional lifetime conducting evaluation research on dual language programs in the U.S. For parents, educators, and policy makers who want to convince others to implement or expand dual language programs, this chapter is written for you!

Chapter Two, *Beginnings*, chronicles the history of bilingual schooling in the U.S. from which dual language education developed. This chapter provides important background regarding the relationship between the various program models that were developed for English learners as well as bilingual programs designed for native English speakers. We introduce program labels and terms used for dual language, contrasting these with subtractive models developed for English learners that have been shown to be much less effective than additive dual language programs. Dr. Collier (Ginger) lived this history and has served as one of the historians of our field as it has developed in the U.S. from the 1960s to the present.

The third and fourth chapters focus on the non-negotiable characteristics and qualities that make dual language programs work so effectively. Chapter Three, *Defining Dual Language Education*, discusses both two-way and one-way models, showing that both are equally effective enrichment models. Also defined are differences between 90:10 and 50:50 programs, with our research showing that 90:10 is the most efficient in getting English learners to grade-level in their second language, even though this involves less instructional time in English initially. We also introduce the non-negotiables of dual language schooling in detail: K-12 commitment, separation of the two languages, and at least 50% of the curriculum taught

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through the partner language. Chapter Four, *Unique Qualities of Dual Language Education*, discusses additional implementation decisions, including who will participate in the program, recruitment of teachers and staff, instructional practices, and community engagement.

The fifth and sixth chapters provide new Thomas and Collier research findings on dual language education that have not been published to date. The North Carolina research reported in Chapter Five, *Astounding Effectiveness: The North Carolina Story*, is quite an amazing story, with dual language education serving as a very positive influence on student achievement for all student groups, including English learners, Latinos, African Americans, Caucasian Americans, students of low-income background, and students with special needs. Chapter Six, *More Dual Language Research Findings from Thomas and Collier*, includes findings from our research in Woodburn, Oregon, on dual language schools as well as key points regarding a summary of all our research, as reflected in the Thomas and Collier research figure that is most popular.

Chapter Seven, *The Beauty of Dual Language Education*, summarizes why dual language education is so successful. For those who are not yet convinced, this is another chapter worth reading. Dual language education is based on well-defined theory, is maximally effective with all groups of students, and is politically attractive because it is integrative and inclusive. This vehicle for school reform works well and provides important benefits for everyone—students, educators, families, and the community. We hope you enjoy your reading!