




February 3rd, 2023
Dear Committee:

As a researcher of TESOL and bilingual language education, and as a teacher educator in the College of Education at the University of Maryland, I strongly support this bill. I believe HB1098 (cross filled with SB0882) would advance the Blueprint for Maryland's Future by offering a pathway to successfully implement dual language education programs designed to meet the needs of our diverse student population. This bill would adopt regulations for the development of guidelines for funding dual language implementation which will help implement the recommendations of the "Blueprint for Maryland's Future: Workgroup on English Learners" in public schools. It is critical that the state not only validates AND supports the learning needs of multilingual learners, but also demonstrates that support with the appropriate funding.

As you may know, in order to provide emergent bilinguals with appropriate academic opportunities, different models of bilingual education have been designed and implemented in the US during the last decades. One type of bilingual education is dual language education, which is grounded on the development of linguistic competence and literacy in two languages, English and a minoritized language. These programs are defined as programs that provide literacy and content instruction to all students through two languages, [e.g., Spanish & English], and that promote bilingualism and biliteracy, grade-level academic achievement, and sociocultural competence—a term encompassing identity development, cross-cultural competence, and multicultural appreciation—for all students¹ (p. 3).

In the last decades, dual language education has been supported for its linguistic, academic, and socio-cultural advantages². Research has shown that overall, children schooled in dual language schools do better than their counterparts in monolingual settings. Scholars and practitioners have argued that dual language schooling is the only bilingual approach efficiently closing the academic achievement gap between emergent bilinguals and students whose first language is English. By the time they attend high school, speakers of minoritized languages schooled in DL programs obtain better results in English than their counterparts schooled in other programs designed for English learners and monolingual educational settings. They are able to use their heritage language for oral and literacy purposes as well, and their native language and identity are not threatened. Native speakers of English schooled in bilingual programs also do better in English literacy skills than their counterparts in monolingual settings by the time they attend middle school³.

Sincerely, 

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¹ Howard, E. R., Lindholm-Leary, D., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., & Christian, D. (2018). *Guiding principles for dual language education* (3rd ed.). Washington, DC: Center for Applied Linguistics.

² Collier, V., & Thomas, W. (2004). The Astounding Effectiveness of Dual Language Education for All. *NABE Journal of Research and Practice*. 2:1, 1-20.
García, O., Lin, A. M., & May, S. (2017). *Bilingual and multilingual education*. Springer International Publishing.
Lindholm-Leary, K. J. (2005). The Rich Promise of Two-Way Immersion. *Educational Leadership*. 62:4, 56-59.
Lindholm-Leary, K., & Block, N. (2010). Achievement in predominantly low SES/Hispanic dual language schools. *International Journal of Bilingual Education and Bilingualism*, 13(1), 43-60

³ Collier, V., & Thomas, W. (2004). The Astounding Effectiveness of Dual Language Education for All. *NABE Journal of Research and Practice*. 2:1, 1-20.

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