

Below is the literature review from: "Sustaining a Dual Language Immersion Program: Features of Success" by Iliana Alanis and Mariela A. Rodriguez.

While it doesn't follow the exact Intro – Body – Implications for Further Research –Conclusion structure of the Lit Review you will be writing. It is a great example of how to craft your body paragraphs using paraphrasing.

REVIEW OF THE LITERATURE

In dual language education, two languages are used in the classroom for instruction and learning. Biliteracy is as much an aim as full bilingualism, with literacy being acquired in both languages either simultaneously or with an initial emphasis on native language literacy (Baker, 1996). Only a small number of bilingual programs in the country have the continued maintenance of the first language as an explicit goal (Center for Applied Linguistics, 2005). Hence, many English learners (ELs) receive instructional programs that are too short term in focus and are not cognitively or academically challenging (Thomas & Collier, 1997a).

With respect to the ultimate goal for ELs, the policy of transitional bilingual education, or ESL programs whose aims are English language proficiency and assimilation, is explicitly non-bilingual. Because the focus is on learning English without a strong effort to retain the native language, these programs incorporate a minimalist form of bilingualism for the period of time that students are in them (Hakuta & Gould, 1987; Snow & Hakuta, 1992). Dual language bilingual programs are an attempt to eliminate this minimalist form of bilingualism and to promote academic achievement for ELs as well as foreign language immersion for English-dominant students (Alanís, 2000; Lindholm-Leary, 2001). The opportunity for students to become bilingual is increased by the dual language bilingual approach. ELs benefit from retention and development of their native language while acquiring English, and English speakers enjoy exposure to real speakers of the foreign language. The program provides an atmosphere that allows students to acquire a second language and learn about another culture without sacrificing their individual identities. In so doing, the dual language program is responsive to the needs of children, the school, and the community.

For many ELs, improved access to quality bilingual education programs (Lindholm-Leary, 2001; J. D. Ramirez, Yuen, & Ramey, 1991) can facilitate success in school. ELs who have failed in various types of ESL and transitional bilingual education programs have made phenomenal gains in dual language programs (Thomas & Collier, 2002). In addition, native English speakers in these programs, despite learning through two languages, excel in their native English, scoring higher than peers studying only in English (Thomas & Collier, 2003).

The dual language bilingual program represents a pluralistic view of language (Christian, 1996). Administrators and teachers assume that bilingualism is cognitively, socially, and affectively beneficial both for students learning English and for those who are English dominant. Several reviews have been conducted of research and evaluation studies concerning bilingual and immersion education that identify certain pedagogical and social factors that contribute to successful language education programs (Carter & Chatfield, 1986; Skutnabb-Kangas & Cummins,

1988; Thomas & Collier, 1997b;Willig, 1985). These factors form the core criteria of successful language education, particularly dual language education programs, and serve as a framework for effective implementation and successful outcomes (Lindholm-Leary, 2001). These criteria include (a) administrative and home support, (b) school environment, (c) high-quality instructional personnel, (d) professional development, and (e) instructional design and features. Because variations in program design and delivery occur within a particular sociopolitical context, it is necessary to look at individual programs to identify factors that may contribute to the effectiveness of this model (Freeman, 1998). In particular, it is imperative to examine the factors that contribute to program sustainability in an era of increasing hostility toward bilingual programs.