

Programme on Intercultural Conflicts and Societal Integration (AKI)

**Workshop „The Effectiveness of Bilingual School Programs for Immigrant Children“  
Nov. 18<sup>th</sup>/19<sup>th</sup> 2004**

at the Social Science Research Center Berlin (WZB)

Bilingual education programs are a much debated way of integrating immigrant children into the host country's school system. One of the main arguments in favor of bilingual education is its assumed positive effect on the acquisition of the second language and on academic achievement in general. However, the actual scientific evidence on this question is not quite as clear. Evaluation studies in Europe – especially in Germany - are still rare, although some European countries have a long tradition in mother tongue teaching. In contrast, there are numerous studies on North American experiences. However, it is controversial which of them have a methodologically sound basis and what conclusions should be drawn.

For our workshop we would like to propose the following key questions:

- What is the effect of bilingual education programs, i.e. the teaching of and through the mother tongue, on L2 acquisition and on the academic achievement of immigrant children? And how large is this effect controlled by and in comparison to other influences, like migration biography, social characteristics of the family, of the social environment and school structures?
- What forms of bilingual programs and what kinds of evaluation studies have been carried out that address this issue?
- Which are the ideal and/or minimum methodological standards of evaluation studies, what are common problems and possible solutions?
- Which groups of students are compared for which reasons? Which differentiations among groups of students and types of programs have to be made when judging the possible effect of such programs?
- How is 'achievement' measured and what is the reasoning behind the respective operationalization?
- Which instruments are suitable for measuring academic achievement?

***18 November 2004***

**13.00** Introduction (Prof. Hartmut Esser, Mannheim University, Janina Söhn, AKI/WZB)

**13.30 Prof. Ingrid Gogolin**

University of Hamburg (Germany), Faculty for Education; areas of specialization include intercultural education, multi-lingualism, internationally comparative education research

*“Bilingual education – the German experience and debate”*

**14.30 coffee break**

**15.00 Prof. Christine Rossell**

University of Boston, Political Science Department (USA); areas of specialization include public policy analysis, education policy, bilingual education policy, desegregation policy

*“The argument against bilingual education - empirical evidence from the US”*

**16.00 Dr. Robert Slavin**

Johns Hopkins University (USA), Center for Research on the Education of Students Placed at Risk; co-director of this center and chair of the Success for All Foundation; areas of specialization include school effectiveness research, best-evidence syntheses e.g. of evaluation studies on effective reading programs for English-language learners

*“Evaluating bilingual education programs: methods and results”*

**17.00 Prof. Hans H. Reich**

University of Landau-Koblenz (Germany), Director of the Institute for Intercultural Education; areas of specialization include German as a second language, didactics for bilingual education, bilingual development of children at elementary and primary level, language policy

*“Describing the linguistic development of bilingual children”*

### ***19 November 2004***

**9.00 Dr. Geert Driessen**

Radboud University Nijmegen (Netherlands), ITS - Institute for Applied Social Sciences; Areas of specialization include school effectiveness research; education research; language proficiency; evaluation study of home language teaching

*“From cure to curse: The rise and fall of bilingual education programs in the Netherlands”*

**10.00 Dr. Monica Axelsson**

University of Stockholm (Sweden), Centre for Bilingual Research, areas of specialization include academic achievement of bilingual/immigrant students, individual and organizational factors; development of literacy of bilingual children; evaluation study of various projects for bilingual children in the city of Stockholm

*“The Swedish experience: the tradition of mother tongue teaching and further programs for bilingual children”*

**11.00 coffee break****11.30 Prof. Hans-Joachim Roth**

University of Hamburg (Germany), Faculty for Education; areas of specialization include intercultural pedagogy and didactics, bilingualism and German as a second language

*“Preliminary results of bilingual programs in German primary schools”*

**12.30 Concluding debate**