Dual-Language Immersion Program.

Joseph C. Miller
Faculty Mentor: Dr. Martín Meráz García, Ph.D.
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Dual-Language Immersion Program.

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Mentor: Dr. Martin Meraz Garcia
Abstract

While latinos make up 18% of the American population, many analysts are noticing a problem with their education (Flores, A. 2017, September 18). One attempt to confront this problem is by the implementation of Dual-Language Immersion programs. The attempts to successfully transition first generation Spanish-speaking children into a predominantly English-speaking society like America have produced negative effects on their cognitive development. This establishes the premise for educational hardship throughout their scholastic development. Research has shown that Dual-Language Immersion has become an answer for this issue addressing the gaps and pitfalls that first generation Spanish-speaking children experience in a basic educational platform (Valdes, G. (1997). As an example, schools in Portland, Oregon have implemented many Dual-Language programs that operate using a lottery system. They are becoming quite popular, yet some elements of these programs have sceptics suggesting that this could be leaving Latinos behind. In particular, this paper will be exploring the impact of dual language programs on latina/o’s and how caucasian families are also seeing the benefits of having their child attend Dual-Language Immersion programs by giving them the opportunity to be proficient in a foreign language at a young age, possibly benefiting them professionally in the future. Studies have shown that there are many benefits to Dual-Language Immersion programs not just reflected in standardized testing, but also enriching local society and developing well rounded students.

Keywords: Education, Development, Language, Culture, Dual-Language Immersion.
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<td><img src="image.png" alt="Image of Dual-Language Immersion Programs" /></td>
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<td><img src="image.png" alt="Image of Studies have shown benefits" /></td>
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Goal

- Is to provide first language instruction for children with non-English speaking backgrounds while offering monolingual children access to non-English languages. (Valdes 1997, p. 394).

Effect

- Bilingualism, which requires the students to quickly switch attention from one topic to another, is paralleled with improved cognitive skills and, in turn, improved general learning across a wide range of subject areas. (Burkhauser et al. 2016)

Outcome

- The findings of studies pertaining to Dual-Language Immersion programs is generating a national conversation and has influenced public policy discussions about the importance of implementing these programs.
Technics

- One consists of a 90/10 approach, where 90% of classroom teachings is in non-English and 10% is English.
- Another is a 50/50 approach, where the instructors speak in each language equally. The goal for this program is to teach Anglo children a foreign language and for the minority students, who speak little English or no English at all, to interact in their native tongue and acquire English in order to better interact with their Anglo peers.

(Valdes, 1997)
50/50 Program outline.

K-2 will follow a 50/50 model where each subject is taught in both languages through a one week rotation.

- Spanish Acquisition Week.
- Language Arts and Social Studies in Spanish.
- Math and Science in English.

- English Acquisition Week.
- Language Arts and Social Studies in English.
- Math and Science in Spanish.

Testing grades will focus on a transitional model. Second language development will be taught through differentiated instruction.
Analyses.
Represents the language performance sublevel score (reading, writing, speaking, or listening) for student $i$ in grade level $t$. 

$y_{it} = a_1 + b_1G_{it} + u_{1i} + e_{1it}$

The $y$ intercept term or constant.

Git represents a vector of dichotomous grade-level indicators, with effects given by parameter vector $b_1$. 

Parameters $u_{1i}$ and $e_{1it}$ represent student-level and observation-level error terms, respectively, each with mean 0 and variance $s^2$.

Note: It is important here to acknowledge that this model treats the dependent variable, $y_{it}$, as a continuous variable with assumed interval properties even though this is not the case, as explained below.

Burkhauser, S., Steele, J. L., Li, J., Slater, R. O., Bacon, M., & Miller, T. (2016)
Percentage of 8th-Grade Spanish speaking subtest for writing and speaking.
The findings of studies pertaining to Dual-Language Immersion programs is generating a national conversation and has influenced public policy discussions about the importance of implementing these immersion style schools. The general public may not know about the difficulties that first generation Spanish speaking students experience, nor about how much Dual-Language Immersion programs have benefited them by helping them attain higher rates of English proficiency. However, the research shows that the creation of more programs like these corresponds to general benefits for the students within them and for our modern society (Burkhauser et al. (2016)).
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