

PROGRAM STRUCTURE AND CULTURE AND TWO- WAY IMMERSION PROGRAMS

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PROGRAM STRUCTURE



PROGRAM STRUCTURE: FRAMEWORKS

- ▶ Continuation of traditional program effectiveness debate – *does BE work? Is BE better than English-only?*
- ▶ TWI research: Does TWI work? Do students in TWI perform better than students in non-TWI programs?
 - ▶ Rationale for program choice and implementation; push for accountability (in English-only)
- ▶ Additions:
 - ▶ Scope has been extended to include upper elementary and secondary schools
 - ▶ Additional question: 50-50 versus 90:10

A MORE COMPLEX PROGRAM EFFECTIVENESS QUESTION

- ▶ *Which TWI model is effective for which groups of students in reaching program goals of bilingualism, biliteracy, academic achievement, and cross-cultural competence?*
 - ▶ Special target populations: students with special needs, African American students (is TWI appropriate for all students?)
 - ▶ Beyond the native speaker dichotomy - within-Latino subgroup differentiation (Lindholm-Leary & Hernández, 2011)
 - ▶ Still little research on gender, experiences of multilingual children
- ▶ Other areas of research:
 - ▶ Strand within schools
 - ▶ Charter schools, private schools



From Necessity and Probability to

Possibility



CZIKO (1992)

CONTINUED RESEARCH

What contextual factors, organizational and instructional practices best support specific TWI program outcomes (bilingualism, biliteracy, academic achievement in reading/Language Arts, Science, Social Sciences, crosscultural competence) for different groups of students?

CULTURE



“THE THIRD GOAL”

▶ Definitional challenges

- ❖ Students will demonstrate positive cross-cultural attitudes and moderate to high levels of perceived psychosocial competence (Lindholm, 1991)
- ❖ Students will demonstrate positive cross-cultural attitudes and behaviors and high levels of self-esteem (Christian, 1994)
- ❖ Cultivate friendships with children from different ethnic groups ... and to enrich (or develop, if necessary) knowledge about their own cultural distinctiveness (*Amigos Program*; Lambert and Cazabon, 1994, p.1)
- ❖ Cross-cultural understanding (Howard, Olague, and Rogers, 2003; *The dual language planner*)
- ❖ Multicultural competence for all students (*Guiding Principles, 2010*)
- ❖ Develop an appreciation for and an understanding of diverse cultures (CAL website, 2012)

CULTURE: FRAMEWORK

- ▶ Do TWI students have positive attitudes towards their native language, the second language, bilingualism, the TWI program, and school? Are these attitudes different from students in non-TWI programs?
- ▶ Additional emerging questions
 - ▶ *Do perceptions of the value of English and minority language and attitudes towards languages change over time as students participate in the program? (Gerena, 2010)*
 - ▶ *Is there a relationship between TWI, resiliency, and graduation/drop-out? (Lindholm-Leary & Borsato, 2005)*
 - ▶ *What practices support specific cultural outcomes for specific groups of students?*

A 4TH DIMENSION

- ▶ Reyes & Vallone (2007) argue that the traditional cross-cultural competence goal reflects the foreign language agenda more than the bilingual education agenda (cf. Valdes' cautionary note)
- ▶ Importance of adding the dimension of **identity construction**
 - ▶ *Which identities are afforded in TWI classrooms and for whom? E.g., linguistic (bilingual?), ethnic/racial, social, academic identities (Palmer, 2008)*
 - ▶ *How are these identities constructed in TWI classrooms for example, through teacher-student interactions, through curriculum and material choices?*