

5-2020

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Recommended Citation

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Benefits of Two-Way Bilingual Immersion Program in Elementary School Students

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Spring 2020
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Abstract

Many students that go into their first year in school tend to speak their language other than English, mostly Spanish in this case, may fall behind due to not being able to understand the material in another language that they have never heard before. Given this situation, the two-way bilingual immersion programs can benefit these elementary students and go above and beyond to meet the standards they have to meet in every elementary school year. This senior capstone research project examines the benefits of the two-way bilingual immersion programs provided to elementary school students. The results reveal that two-way bilingual immersion is one of the most effective programs for both non-Spanish and Spanish student speaking populations in the U.S.

Introduction and Background

As Spanish being a first language for many people in the United States, many students struggle learning a new second language. For many of these people being Spanish, their first native language can struggle learning English as a second language. English being the most spoken language in the world, can be difficult to learn for many people. The primary language in most schools in The United States is English; therefore, many students go into school their first year not knowing any English and only speaking their native language, in many cases the language of Spanish.

Bilingual education introduced many programs to help out students whose first language was not English. In this world it is beneficial to be bilingual and biliterate. The importance of knowing two languages and being able to write in the second language as well, can bring many opportunities to people. These opportunities given by being bilingual and biliterate can benefit a person personally, professionally, educationally and socially. Being bilingual and biliterate can be given at an early age by the bilingual education programs offered in school districts schools such as the two-way bilingual immersion program.

Many people still at this time, have an opinion if students with low knowledge or no knowledge at all of the English language should be given the ability to be taught in their own native language. In order for these students, knowing that their native language is not English should have an opportunity to transition from their native language to the English language little by little. In the real world, you can't just throw someone out to do something they have never

done. First you need to train them to get some experience and then, place them out there in the position. Many of these native Spanish speakers should have the opportunity to transition from their native language in the classroom into the English language and slowly transition to an all English speaking classroom.

Teachers that teach in any bilingual immersion program are taking a big role in helping these native Spanish speakers. They teach Spanish-speaking students to speak English and those English-speaking students to speak Spanish. The responsibility that these teachers have is immense, but the interesting part is that, teacher's believe that one day their native Spanish speaking students will become proficient in English. These teachers do not only play a big role in teaching the native Spanish speakers, but they also teach them the English language in these bilingual immersion programs as well. They help out the native Spanish speakers learn English and the native Spanish speakers help these English language speakers learn a second language, which is Spanish. Therefore, these bilingual immersion programs in school benefit these students in many areas.

The purpose of this senior capstone research project is to examine the benefits of two-way bilingual immersion programs in elementary school students. My primary research question is "*How does the two-way bilingual immersion program benefit elementary school students?*". My secondary research questions are the following: (1) *What does literature say about the benefits of two-way bilingual immersion program on elementary school students?* (2) *How does the school districts implement the two-way bilingual immersion program in their schools?* (3) *In what ways, do teachers know that the two-way bilingual immersion program benefit their students?* (4) *If the two-way bilingual immersion program is found to be effective,*

what could be done for school districts to establish the program for their bilingual elementary school students? (5) Are there resources for school districts that want to implement the two-way bilingual immersion program in their school district?

Literature Review

Bilingual Education has already started helping many students become bilingual and biliterate using the two-way bilingual immersion programs. The two-way bilingual immersion program has initiated helping students in opening opportunities for them and their future. As followed the benefits of how the two-way bilingual immersion programs can help an elementary student be filled with opportunities will be discussed throughout.

Bilingual education programs are intended to support students with their native language and a second language. Bilingual education programs in elementary schools can benefit many students in a variety of ways. The bilingual education programs are truly to help students learn a second language and transition them to a second language. These programs will help students gain some confidence in the language that they will learn to speak and be inspired to take pride and confidence in their culture.

Bilingual education has come up with more than one program that can help students out. There are approximately eight bilingual education programs that help students learn a second language. These programs are intended to help these students out in every way to benefit them academically. According to The Association for Supervision and Curriculum Development [ASCD, 2004] Website Discussed the eight bilingual education programs as following:

(1) the 90 -10 two-way bilingual immersion program which consists of two language groups receiving combined instruction in English and a second language, mostly it is 90 percent

is Spanish and the 10 percent in English, eventually evolving into an 50-50 instruction over five years;

(2) The 50-50 two way bilingual immersion program consists of two language groups receiving their instruction in half of the language Spanish and the other half in English;

(3) The 90-10 one-way developmental bilingual education which consists of one whole group learning two different languages, with 90 percent being taught in the native language; and

(4) The other 10 percent in the English language, to emerging to a 50-50 mixture;

(5) The 50-50 one way developmental bilingual education program consists of one group getting their lecture half of the day in their native language and half of the rest of the day in the English language;

(6) The 90-10 transitional bilingual education program is that the English Language Learners ELL receive their instruction in their native language and the other 10 percent in English, and that will be followed with them until they reach 5th grade, following immersion in their mainstream class in English;

(7) Another program is the 50-50 transitional bilingual education. This is the ELL receiving their instructions 50 percent in their native language and 50 percent in English for approximately three to four years, followed by Immersion mainstream in English in their fifth year;

(8) There is also a program that is English as a second language ESL, in which the ELL receives a bilingual and ESL instruction for about two to three years and is followed by an immersion in a mainstream classroom. Then there is the English mainstream program, that

consists of ESL and bilingual services are not available to the students to be out into an immersion mainstream class in English.

August and Hakuta (1997) indicated the 90-10 program had been in the United States for a while now in the article by *Wiese (2004)* asserted that the program “ 90:10 mode developed by the California Department of Education in the 1980s. In the 90:10 model, 90% of instruction is provided in the minority language in the first year of the programme. This percentage decreases as the grade levels increase until a 50%-50% balance is reached in third or fourth grade. The 90:10 model was adopted by various schools, and in turn became one of the ‘primary variants of two-way programmes’(August & Hakuta,1997, p.155). This program is intended to help these students in elementary the first couple of years in their native language with their goal of successfully transitioning them into an immersion mainstream class in english. The 90-10 two way bilingual immersion program is a program that helps out students by giving them instruction in their native language, which mostly is in Spanish 90 percent and the rest of the 10 percent in English. Christian (1996) and Lindholm (1990) asserted that the main goal for this program is to help students be bilingual, have academic achievement and be proud of their culture, (as cited by Senesac, (2002). In addition, “ The major goals of two-way bilingual immersion are (a) high levels bilingualism and biliteracy, (b) grade appropriate levels of academic achievement, and (c) positive cross-cultural attitudes and self-esteem” (Christian, 1996, p.86 Lindholm, 1990, p.86).”. This program favors in benefiting students by not only making them to become bilingual and proficient in reading and writing in two languages, but it also benefits students to have such an applicable academic achievement level and as well embracing their culture. The two-way immersion programs assist elementary students through their early school years making them to

be outstanding in an all english mainstream class. Most importantly students get to embrace their culture more and other students get to learn a new culture and adopt it as well. Many immigrants that come to the United States come here only speaking Spanish at least. These parents that migrated here only know one language and therefore their children only speak that language. In the United States the language required to be taught in school is english. Therefore, these students go into their first year of elementary school not knowing any other language but spanish.

According to *Lopez and Tápanes (2011)* in the article “*Latino children attending a two-way immersion program in the United States: A comparative case analysis,*” it states that the two-way immersion programs help these immigrant parents be more involved in their children's education while embracing their language and culture, “With the increasing immigrant population in the United States, these programs can help empower these parents in being involved in their children’s school experience while helping language-majority families embrace the language and culture of the immigrant people.”(p.142).

Now with parent involvement in school due to understanding the teacher for being able to speak the language they speak, and embrace their language and culture in their children's education life, the children in their class will be able to take pride in their culture and language just like their parents. The two-way bilingual immersion programs are as well designed to value their culture. According to the site of “Bilingual Teacher,” one of the main goals of this program is to value their culture, “The main goals for all dual language programs are for students to achieve strong levels of academic proficiency in all subject areas, become biliterate in English and the target language, and to value cultural diversity” (Bilingual Teacher, para 5). The

two-way bilingual immersion programs help elementary students out in preparing them into the real world. These programs help students understand that they will be working in their classroom with other students from a different race, ethnicity, culture, gender, age, belief and someone who is unique but they will have to accept them for who they are. Most importantly the two-way bilingual immersion programs help students learn from each other. Collaborating learning is important for students because it helps them grow from one another. They are the resource they need when they do not understand something from the teacher. Bilingual education programs in the two-way immersion, can help students peer interact and learn from each other according to Lynch (2016) :

“The children who come from English-speaking homes can lend their language expertise to friends from Spanish-speaking homes, and vice versa..

As Lynch (2016) said these programs can benefit many children in a variety of ways that will help them with skills, such as socializing as well. The students in elementary school, socializing with one another can lead them to gain some confidence and get self-esteem in themselves. Once these elementary students have confidence in themselves and high self-esteem in them, they can go ahead and help out others and embrace their culture like mentioned before.

The two-way bilingual immersion programs came about the late 80’s according to Baez (2012), indicating that, “TWI programs has grown from 30 schools in the late 1980s to 330 schools in 2006 and even more schools today. The growth of these schools has been motivated by multiple factors including the documented success of the program model...”(para.5). Not only have the two-way immersion programs been here for decades, but these programs have also continued to be successful in many school districts

around the world. These programs have adopted the two-way bilingual immersion programs and have implemented them in their schools.

Bilingual education has been implemented in the United States for many years now; therefore, we expect for many states and their cities to have school districts adopt this two-way bilingual immersion programs into their elementary schools. *Goldenberg and Wagner (2015)* , state that, a huge amount of elementary students receive bilingual instruction in english and any other language “ By 1900, contemporary estimates were that more than 1 million elementary grade students—more than 6 percent of the 16 million elementary grade students at the time—were receiving bilingual instruction in English and another language”(p. 3). The importance of the high number of students receiving bilingual instruction from the early 1990’s and now forwarding to the year 2020, there might be triple or even more students receiving bilingual education instruction by the two-way bilingual immersion programs.

The effectiveness of the two-way bilingual immersion programs in general is outstanding. The two way bilingual immersion programs help students diminish the achievement gap between the students whose primary language is english and the elementary students whose english is not their primary language. *Lopez and Tashakkori (2010)* , state that the two-way bilingual immersion programs help both english speakers and native speakers close the achievement gap. *Lopez and Tashakkori (2010)* asserted that:

The results from our study suggest that, although students in the experimental group had lower test scores at the beginning of the year, by the end of the year the achievement gap between the experimental and control groups had narrowed. This supports the potential usefulness of two-way bilingual programs in

reducing the achievement gap between students with limited English proficiency and those whose English skills are more developed (p. 31).

They conducted a study to investigate if the two-way bilingual immersion program was effective. They concluded that the program seemed to prove to be effective. The program helped the elementary students who develop the english language for speakers of other languages and as well for the students who are proficient in english, in writing and reading. It seemed to be effective to the elementary students for the results stating that at the beginning of the study the elementary students had low scored and at the end of the study it showed that the two-way bilingual immersion program teaching them a percentage in their native language and a certain percent in english, helped diminish the achievement gap in the elementary students whom are proficient in english and whom their english skills are being developed as they go.

The two-way bilingual immersion program is effective as well by being efficient in academic achievement. Marian (2013) , conducted a research on the two-way bilingual immersion programs to see if the program benefited both minority and majority language speakers in an elementary school and see if it benefited their academic achievement. In another article, Marian (2013) states that the two-way bilingual immersion program showed effectiveness after their conducted research in benefiting the elementary students reading and math performance, “and suggest that two-way immersion programs can benefit reading and math performance in elementary school children.”(p. 182) . This research reveals that this program as well is effective in the way of helping these elementary students out in academic achievement in reading and math. This will also benefit students to have outstanding scores in the future when Common Core Standardized testing is implemented. It will even benefit the school as well by making it and outperforming school. All in all, the two-way bilingual immersion program is

being recognized as effective. With this stated, it is obviously clear that the two-way bilingual immersion programs are beneficial to many elementary students and they should be implemented in school districts elementary schools.

Knowing that the Bilingual Education program offers many programs to students in elementary schools to help them learn a second language. The two-way bilingual immersion program has become an interest in being successful in transforming these students to close academic gaps, succeed in academic achievement and embrace their culture or a new culture. Therefore, as followed the approach of conducting a test of how the two-way bilingual immersion is applied at schools by the school district and as well as how two-way bilingual immersion programs teachers see the program be beneficial to their students.

Methods and Procedure

To obtain answers to the indicated research questions, besides the literature review, there were interviews conducted as an approach to obtain answers. Those interviews were going to be conducted for an individual who helped establish the bilingual education program in Salinas (See Appendix A- Interview Questions with Individual establishing the bilingual education program in Salinas) and elementary teachers (See Appendix B- Interview Questions to Teachers) that were supposed to take place.

This case study is intended for school administrators, superintendents, parents and students to recognize the benefits of the two-way bilingual immersion program in elementary students. This case study consisted of interviews with teachers and an individual who helped start a two-way bilingual immersion program in Salinas California. Taking the interview

approach helped this case study determine the benefits of the two-way bilingual immersion program in elementary school students.

The set of questions for the interviews of both the individual who helped establish the bilingual program in Salinas and the elementary teachers that teach a two-way immersion program, were developed using secondary research questions to be able to collect the data that was needed for this case study. For the interview with the individual who helped establish the bilingual program in Salinas, there were some questions that helped determine how the school district implemented the two-way bilingual immersion program in their schools, it also helped make an understanding of what it took to bring the program into schools and see how successful they were. This interview was developed with four questions that the individual needed to respond. As for building the interview questions for the elementary school teachers teaching the two-way immersion programs, they were developed as well around the secondary research questions. These questions were developed to help see the teachers' perspectives of how beneficial the two-way immersion program is to their elementary students. For the teacher interview, there was a development of a three question interview that needed to be conducted to answer certain questions.

In this case study there was an opportunity to reach out to one teacher from the Bay Area to help with the teacher interview questions, and a connection with a former peer was able to help out in this case study who established the bilingual education programs in some of the Salinas elementary schools. Due to the situation the world is going through the pandemic of the Coronavirus disease known as the COVID-19, unfortunately there was not an opportunity to conduct and meet up with the teacher and individual to conduct the interview questions. The

COVID-19 restricts everyone to have contact with people and now many States and countries around us are in an isolation protocol and have to stay home for the people's own health.

Results and Findings

Taking the approach of doing additional research, there was the opportunity to gather answers to the primary and secondary research questions for this case study. Many of the answers to this case study were fostered by peer review articles, peer reviewed journals and web articles.

When organizing this senior capstone research project, there were different benefits from the two-way bilingual immersion programs. Through the literature review, data was collected to answer the secondary questions and or related questions in this research case study. In the following paragraphs, data was synthesized to respond to the secondary and or related questions posted in the introduction and background section.

1. What does literature say about the benefits of two-way bilingual immersion programs on elementary school students?

According to the literature, the two-way bilingual immersion programs are beneficial to elementary school students because this program helps them close achievement gaps, increase elementary students academic achievement, as well as embracing their culture or a new culture. As mentioned before in the literature review, there are many benefits from the two-way bilingual immersion programs for the elementary students, yet not only do schools see that but parents as well. Lopez (2013) states that parents see the benefits of the two-way bilingual immersion program in helping their students out in their future, " In addition to potential job benefits, several mothers discussed the educational opportunities that would come about from the TWI

program. Marisol stated it this way("There will come the time when they grow up, God willing, and go to the university; that is what I want the most [for them] and I think this program will prepare them for the best for that"). She felt by acquiring bilingualism and by participating in a rigorous program with high expectations, her children would be effectively prepared to go to a university, one of the most important aspirations that she had for them." (p. 218). With this said, not only do school districts, teachers see the benefits and effectiveness of the two-way bilingual immersion programs, but also parents which is the most important opinion that counts.

How does the school district implement the two-way bilingual immersion program on elementary schools?

From literature review, Armendariz and Armendariz (2013) stated that in an area where an administrator implemented the two-way bilingual immersion programs in their schools was all due to the schools where she worked in an weakness in their Spanish component in their magnet focus. This all led to her rethinking and the bilingual teachers that were already there to come up with a solution and help the students that only spoke spanish to learn. Due to the administrator having a background in knowledge in bilingual education, she and the teachers agreed that what the elementary school students needed was their instruction to be in spanish in order to develop their literacy (Armendariz & Armendariz, 2013, p. 170) "I shared my experiences in bilingual education, and we agreed these children needed to be instructed in Spanish to develop "readiness" skills for literacy" . With this said, the administrators' experience and the teachers got to work and helped these students out by implementing the two-way bilingual immersion programs in their school. As we know this is how it started and they implemented the two-way bilingual immersion programs, by the need of helping these elementary students out and striving

to help them to develop their readiness skills in literacy. Many other school districts may have a different initiating problem to start the implementation of the two-way bilingual immersion program but the main goal for all districts is that they see that the two-way bilingual immersion programs will benefit the students in their education.

In what ways do teachers know that the two-way bilingual immersion program benefit their students? In other words, does the two-way bilingual immersion program benefit elementary students?

Sarellana (2004) stated that the teachers who teach the two-way bilingual immersion program get together and share the outcomes and effectiveness of the two-way bilingual immersion program, “ teachers meet regularly to discuss curriculum and students achievement, which encourages reflection and timely response to students’ needs” (p. 91). With this said, it notifies us that the ways that the programs benefit their students are successful due to them getting together and discussing the curriculum and their students academic achievement.

As well in the article *An Administrative Perspective Of A Two-Way Bilingual Immersion Program (2013)* by *Abe Lujan Armendariz* and *Emma J. Armendariz* states that due to the two-way bilingual immersion program they scored really good in the standardized testing and the test in spanish, “ The initial 50/50 model produced high standardized test scores (on average, ranging in the 60th to 85th percentiles) on both the ITBS and La Prueba when the state was testing students in fourth grade. Since standardized test scores are seen by society as a sign of success in schools, that might be deemed to be one of our successes" (p. 176). With this said, the one of the two-way bilingual immersion programs was part of getting high test scores in the standardized testing and as well in the test in spanish are the result of the teacher seeing the benefits of the two-way bilingual immersion programs.

If the two-way bilingual immersion program is found to be effective, what could be done for school districts to establish the program for their bilingual elementary school students?

Due to the effectiveness in the two-way bilingual immersion program, Armendariz and Armendariz (2013) stated that the staff's support is all you need to establish the two-way bilingual immersion program in order for it to be effective, "Their support is in the form of the work they do with the students, each other, and the community. That is what creates the success of the program! Their belief in our efforts and their daily commitment to give their best is support beyond description" (p. 175). In order for the two-way bilingual immersion program to be effective and be successful is the support from your colleagues. The support from each and one of them will get this program running and becoming successful, for everyone putting part and coming together the programs will be effective and have academic achievement and set an example for other districts to want to implement the two-way bilingual immersion programs in their district and elementary schools.

Are there resources for school districts that want to implement the two-way bilingual immersion program in their school district?

Armendariz and Armendariz (2013) stated that in the school where the administrator was they had resources of receiving some sort of grant, " As a pilot model site, our school did receive an average of \$40,000 per year of funding beyond that authorized in two and three-hour programs, commonly found throughout the state. This amount was calculated through the state formula to fund bilingual programs, giving us credit for a six-hour program for 36 students, identified as the target population of the pilot." (p. 173). With this being said, they had the privilege of getting some sort of fund to help them out due to being a bilingual education site.

Many other school districts might have other resources to want to implement the two-way bilingual immersion programs such as scholarships, grants, and funding, in this case, this school had the opportunity to be fortunate to receive a fund each year to help them out with the two-way bilingual immersion programs in their elementary school site.

Discussion

It is clear that the two-way bilingual immersion programs are beneficial to elementary students. That is from helping to give many students confidence in the language that they learn to speak and be inspired to take pride and confidence in their culture. From the secondary research question answered from literature review, it is interesting that not only do school administrators, teachers see how beneficial the two-way bilingual immersion programs are but also the parents of these students in the program.

It is important to note that in the school districts, support is what builds these two-way bilingual immersion programs to be successful and beneficial to elementary students successfully in academic achievement, pride in their culture and confidence in learning a new language. The benefits of this program will not only stick with these students in their elementary journey, but it will follow them into their successful academic future. Therefore, the two-way bilingual immersion programs are beneficial to many elementary school students.

Problems and Limitations

During this senior capstone research project, there was a serious problem that limited the gathering of this data for me. I had initiated to interview up to five teachers around Monterey County that taught in the two-way bilingual immersion programs and an individual who helped set up the bilingual education in some schools in the city of Salinas California, to help me with

my secondary research questions. Unfortunately, as we know some parts of the world are going through a huge serious virus that is affecting worldwide. The Coronavirus disease known as the COVID-19, is a disease that is similar to the flu but has respiratory problems with symptoms such as coughing and fever, “ In humans, several coronaviruses are known to cause respiratory infections ranging from the common cold to more severe diseases” (World Health Organization, year, para.1). Therefore, this virus is a serious virus that can be deadly.

This disease is affecting everyone in the world, but in some countries and states it is more severe and developed from many people spreading it by not taking care of themselves. Monterey county was placed to stay at home and not go out unless we needed to go buy essentials. In Monterey County, Romero and Ostly (year) stated that the county was going to be as well going into isolation, “Monterey County health officials announced they will join surrounding counties and order residents to "shelter in place." (para.1) . Now that Monterey County was being part into “shelter in place” many people were taking pre-cautious and not going to work if they had the flu or thought they had the symptoms of the virus.

Due to the “shelter in place” in Monterey County, mostly all schools closed in Monterey County and other counties around us. With the schools closed, I had no luck in going into schools and reaching out to several teachers I had in mind to interview, that I knew they taught in a two-way bilingual immersion program in the city of Salinas. Not only did this serious virus affect us people in closing school, but many had to be laid off, stay home for their own health and us students receive our education from home on online sources. I had no way in contacting the teachers I had in mind, or have communication with them at all, for I only knew where they were located in school sites and due to this virus and the county being “shelter in place” it was an

obstacle in my way of being able to obtain my interviews conducted for my capstone research project.

Recommendation

It is crystal clear that there are many benefits of the two-way bilingual immersion program to elementary students. It is really important to think about many of those elementary students that go into their first year of school and know no other language than their native language, Spanish for most of the students and help them transition them to a new educational environment. It is recommended that the two-way bilingual immersion program should be considered a method or idea to be implemented in every school district and their elementary schools to help many elementary students out knowing a native language and as well as native English speakers learn a new language and help them be proficient standardized testing, in academic achievement and transitioning them into an all English classroom in the future being able to call them biliterate students. Students in a two-way bilingual immersion program will help them become biliterate and be successful in their future.

Having the two-way bilingual immersion programs implemented in school districts elementary schools, benefits elementary students for their future in ways of professionally, personally and overall. Professionally, these elementary students will be able to find better opportunities for their future, in their profession and world wide. Personally in being a person that is biliterate and bilingual in two different languages. Overall these programs in the two-way immersion will help them as a person.

Conclusion

This senior capstone is to examine the benefits of the two-way bilingual immersion programs for elementary students. The incorporation of the two-way bilingual immersion program allows elementary students to benefit them from academic achievement, tests embracement of culture, becoming biliterate and helping them in their future education and career. The ways that the two-way bilingual immersion program will benefit the elementary students comes from their district support in implementing them in their schools. Students given the opportunity to have their education from a two-way bilingual immersion program will benefit them as a positive education system.

The benefits of the two-way bilingual immersion programs in elementary students come in ways from their academic form and being personal. These programs being implemented in elementary schools for the elementary students are successful in being effective. The support of the administration toward implementing these programs help them be successful and benefit elementary students. These programs help the elementary school students close achievement gaps, increase elementary students' academic achievement, as well as embracing their culture or a new culture.

This senior capstone research reveals that the two-way bilingual immersion program has an impact in the elementary school students, as reflected from the responses from literature review. The support from the school districts and the teachers to one another is the primary role that the two-way bilingual immersion program will be implemented in schools. Once the school district has support in some cases from administrators and colleagues, the two-way bilingual immersion program will benefit the elementary students in many positive academic ways. The

two-way bilingual immersion programs will result positively in benefiting the elementary students. In order to continue having successful native language speakers and native english speakers learn a new language and about culture, have academic achievement, close academic gaps the two-way bilingual immersion programs needs to be introduced to many school districts and be implemented in their elementary schools throughout the years.

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Appendix A

Interview Questions with Individual establishing the bilingual education program in Salinas

1. How did your school district implement the two-way bilingual immersion program in your schools?
2. In what ways do your teachers know that the two-way bilingual immersion program benefits their students? In other words, how does the two-way bilingual immersion program benefit students at the elementary school level?
3. If the two-way bilingual immersion program is found to be effective, what could you do for school districts to establish the program for your bilingual elementary school students?.
4. Do you have resources in your school districts to implement the two-way bilingual immersion program in your school district?

Appendix B

Interview Questions to Teachers

1. How do you know that the two-way bilingual immersion program benefits your students?
Or in other words, in what ways do you see the two-way bilingual immersion program benefiting your elementary students?
2. If the two-way bilingual immersion program is found to be effective, what could be done for school districts to establish the program for their bilingual elementary school students?
3. What do you think about the resources that school districts needed to implement the two-way bilingual immersion program in their school districts?