California State University, Monterey Bay

Digital Commons @ CSUMB

5-2020

Benefits of Dual Immersion Programs on Elementary School Students

Sofia Alvarez
California State University, Monterey Bay

Follow this and additional works at: https://digitalcommons.csumb.edu/caps_thes_all

Part of the Bilingual, Multilingual, and Multicultural Education Commons

Senior Capstone Binder

Submitted to:
Dr. Paoze Thao
Liberal Studies Department
College of Education

In Partial Fulfillment for
LS 400: Liberal Studies Senior Capstone

By

Sofia Alvarez

Seaside, California

May 12, 2020

LS: 400 Liberal Studies Senior Capstone

Table of Contents

Research Prospectus

Capstone Project Advisor: Paoze Thao

Title: Benefits of Dual Immersion Programs on Elementary School Students

My interest in this topic builds from my childhood growing up learning Spanish and English. While I was fortunate enough to learn Spanish at home, I realized it was missing within my own education in public school. As I got older, I would ask myself why Spanish was not used in the classroom and why my culture or any other culture was not being embraced in the classroom. Although I understood that I was enrolled in an all English public elementary school, I still could not help but wonder why we did not do work in another language. While this may not seem as a problem for many people, it does make a difference in the way we view ourselves - growing up between two cultures, the standard one and the one at home, and the languages spoken in each setting respectively. While discussing this with other classmates throughout various courses, I further realized that I was not the only one that felt this way about not having Spanish spoken in our classrooms.

The lack of representation and native language use in the classroom can have a negative effect on students as they grow older. Students may feel as if they are not able to be their true selves and may be discouraged from their education. Groups of minority students are left to struggle within their education, especially because they do not understand English or the main language being used to educate them. Many people consider knowing another language as "a great resource that can be used to validate their family and home customs and augment the classroom repertoire of potential experiences" (Montague, 1997, p. 410) for their peers and

educators. However, this notion is usually only viewed positively if they speak a European language. Such differences in languages may cause students to feel even more left out of their education. In order to support Spanish speakers, dual immersion programs can be used to help them succeed in the classroom. These programs "promote second language learning for all students and develop Limited English Proficiency students' primary language in order to promote biliteracy" (Aguirre-Baeza, 2001, p. 168). The implementation of dual immersion programs has proven to be beneficial in helping all students, such as native Spanish speakers, native English speaker, and English Language Leaners. In a study conducted by Marian et al. (2013), they found how the implementation of dual immersion programs is "beneficial for both minority – and majority- language elementary students" (p. 178). The authors were able to analyze the improvement of those students enrolled in two-way immersion test scores and as they continued across grades compared to the traditional program of instruction. Dual immersion programs can be implemented in various ways. By implementing these programs, schools can help their students learn in their own language and strengthen it, as well as encourage students to learn in a new language.

My area of concentration is Human Development, and this helps me have a better understanding of how people grow and how various circumstances/experiences impact us. In my research, I will look at how dual language immersion programs can benefit elementary school students. I believe this will satisfy MLO #2- *Diversity and Multicultural Scholar* because of the connections between culture and including language and culture in the classroom. Additionally, this research will incorporate MLO #4- *Social Justice Collaborator* because it will provide readers with information as to how learning another language can be beneficial for students enrolled in dual immersion programs. MLO #1- *Developing Educator* will be incorporated by

providing background information from dual immersion teachers, parents, and students and how they believe this program benefits students, as well as how it can be implemented in a positive manner.

My capstone project revolves around the various benefits of dual immersion programs for elementary school students. The goal of my project is to answer the questions of how implementing dual immersion programs can benefit elementary school students within their educational journey overall. I would like to gain a better understanding of how these programs can help all students throughout their K-12 education and in their lives after school, by focusing on how they benefit them during their years in elementary school. To begin my research, I will propose to seek the answer to my primary research question: *How do dual immersion programs benefit elementary school students?* The secondary (or related) research questions I will seek the answers to in order to gain more information are: *What does research say about the benefits of dual immersion programs on elementary school students? What are the pros and cons of dual immersion programs on students' learning? Are there local schools that currently implement dual immersion programs in the Monterey Bay area? If there are, how do they implement it? If dual immersion programs are beneficial to elementary school students, how do they benefit students' learning overall? Are there resources available for schools to incorporate dual immersion into their curriculum?* The importance of this project is to understand how future educators and schools can help their students academically and socially through implementing dual immersion programs.

To answer the questions above, I will gather information from various peer-reviewed academic journals and books which will examine and give information about dual language immersion programs and the benefits for elementary school students. I would like to be done

reviewing literature by mid-March to ensure that I have enough information to incorporate in my project. I will be interviewing two teachers at the Dual Language Academy of the Monterey Peninsula (Appendix A) and two other teachers from Castle View Elementary School in my hometown of Riverside, CA (see Appendix B). Additionally, I will interview four parents of elementary school students who are currently enrolled in dual immersion programs (Appendix C). Ideally, I would like to have the two teacher and two parent interviews from the Dual Language Academy of the Monterey Peninsula by March 20th. I would also like to complete the two teacher and two parent interviews from Castle View Elementary in Riverside, CA by March 31st. I believe these interviews will help me understand their perspectives and advice on dual immersion programs and gather data on how these programs benefit elementary school students. I will also survey some students anonymously, perhaps a class of twenty students at DLAMP, to get their point of view (Appendix D). This survey will be done during one of the teacher interviews (I do not have a specific time and day yet). I have created interview questions based on my primary and secondary research questions. I will be asking questions and collecting data about the dual immersion programs they are currently implementing, whether they believe it is beneficial for students, and if there are any changes which can be made that will better the program. I will use this data to support and answer my research questions, especially of how dual immersion programs benefit elementary school students, which will be included in my methods and procedures. The data I collect from surveys and interviews will be included in my results and findings, which I would like to complete by the second week of April, when I will have a completed first draft of my capstone research project paper.

I will use these interviews and questions, as well as literature I have read, to write a final twenty-page paper in length. This paper will provide the history of dual immersion programs,

distinguish the two pathways, provide readers with the pros and cons of these programs, and further expand the understanding and benefits of dual language immersion programs. I will support this paper with the teacher, parent, and student interviews to provide first-hand insight of dual immersion programs. I would also like to include recommendations on how dual immersion programs can be implemented and continued throughout the education system and some resources to support a successful implementation of these programs.

When my capstone research project is finished, the final product will be of interest to all teachers and people involved in schools, specifically bilingual teachers and others interested in dual immersion programs. This project could also be beneficial for parents who are considering enrolling their children in dual immersion programs beginning in elementary school. I would like this project to be a resource for parents, teachers, and students to help them understand the benefits of dual immersion programs by analyzing the findings and conclusions drawn from research to help them gain more insight on the programs. This paper may also help people look into dual immersion programs within their communities, or perhaps encourage them to move toward the implementation of dual immersion in their schools. My project could also be a resource for others researching dual immersion programs. I would like my project to be archived in the CSUMB library for all people interested in different education programs. After I graduate from CSUMB and continue pursuing my career as a bilingual educator, I will take all of the information and knowledge I gained from this research project and apply it towards a successful implementation of a dual immersion program.

References

Aguirre-Baeza, L. (2001). Creating two-way dual language schools through effective leadership.

    Educational Horizons, 79(4), 167-170.

    In this article, the author provides a brief introduction into dual language programs and

    schools and how they help support all students, especially Limited English Proficiency

    students. I would like to use this short article to help support the movement behind

    implementing dual language schools to help students reach their full educational potential.

Analís, I. & Rodríguez, M. A. (2008). Sustaining a dual language immersion program: Features

    of success. *Journal of Latinos and Education,* 7(4), 305-319.

    The authors in this article focus on the implementation of a two-way dual immersion

    program in south central Texas. Their research demonstrates how dual immersion

    programs can be successfully implemented due to various essential factors. I will use this

    article to support my research of how dual immersion programs can benefit students.

Collier, V.P. & Thomas, W.P. (2004). The astounding effectiveness of dual language education

    for all. *NABE Journal of Research and Practice,* 2(1), 1-20.

    This journal includes research findings from two-way and one-way immersion programs

    and their outcomes. It includes information and distinctions between the various dual

immersion programs and how they impact students. The study conducted demonstrates the outcomes in the effectiveness of dual language education for all involved, not just the students.

Lindholm, K. J., & Fairchild, H. H. (1990). Evaluation of an elementary school bilingual immersion program. In Padilla, A. M., Fairchild, H.H., & Valadez, C. M. (Eds.), *Bilingual education: Issues and strategies*, 126–136. Thousand Oaks, CA: Sage Publications.

This chapter in the book *Bilingual education: Issues and strategies* summarizes the results of a study conducted by the Center for Language Education and Research and evaluates the bilingual immersion program at an elementary school in the Santa Monica-Malibu Unified School District in Southern California. The authors focus on the design, goals and outcomes of the program which will help me provide evidence and support for dual immersion programs.

Lucero, A. (2012). Demand and opportunities: Analyzing academic language in a first-grade dual language program. *Linguistics and Education, 23*(3), 277-288.

In this article, the author focuses on the academic language used within a dual language program. This focus helps provide insight to the academic language demands of the curriculum, and teachers' understandings as well as expectations of academic language in the classroom. The author incorporates the finding of their research to demonstrate the

way in which academic language within dual language programs is implemented and can help students at an early age.

Marian, V., Shook, A. & Schroeder, S.R. (2013). Bilingual two-way immersion programs benefit academic achievement. *Bilingual Research Journal,* 36(2), 167-186. DOI: 10.1080/15235882.2013.818075

In this article, the authors focus on the effects of two-way immersion programs and how they benefit both minority-language and majority-language students enrolled in the programs. Their participants were enrolled in a two-way program in a school district in Chicago; their findings focus on the students' academic achievements. I will use this article to support the implementation of dual immersion programs and how they are beneficial for students.

Montague, N. (1997). Critical components for dual language programs. *Bilingual Research Journal,* 21(4), 409-417. DOI: 10.1080/15235882.1997.10162713

This article focuses on the components needed to implement a dual language program. The author provides readers with a background of such programs and how they are developed in the classroom. This article will help me further explain dual immersion programs and the sources needed to effectively implement these programs.

Potowski, K. (2007). *Language and identity in a dual immersion school.* Bristol, UK: Channel
    View Publications.

    This book focuses on the experiences and outcomes for students in Chicago, Illinois who

    attend a dual immersion school. The author follows a group of students from fifth

    through eighth grade and documents their use and proficiency of Spanish and English

    throughout their education. I will use certain chapters from this book to give background

    information on dual language immersion programs and how they affect students.

Steele, J.L., Slater, R.O., Zamarro, G, Miller, T., Li, J., Burkhauser, S., & Bacon, M. (2017).

    Effects of dual-language immersion programs on student achievement: Evidence from

    lottery data. *American Educational Research Journal,* 54 (1S), 282S-306S. DOI:

    10.3102/0002831216634463

    This journal provides us with data from various dual immersion program applicants and

    follows their education through dual immersion programs from elementary school up to

    eighth grade. It includes information about dual immersion schools throughout the United

    States. I will use this journal article to provide further support for dual language

    immersion programs.

Valdes, G. (1997). Dual-language immersion programs: A cautionary note concerning the

    education of language-minority students. *Harvard Educational Review,* 67(3), 391- 429.

The author provides readers with background information and the history of dual immersion programs. The author also focuses on some possible negative effects of dual-language immersion programs and questions its effect on students. I will use this article to support some of the cons of dual language immersion programs and how they affect students.

Appendix A

Interview Questions to Teachers in Seaside, CA

1. How long have you taught in the dual immersion program?

2. What are some of the methods that you have used to teach students in the dual immersion program in your school?

3. Could you please tell me the pros and cons of dual immersion programs on your students?

4. Tell me how does the dual immersion program benefit your students overall?

5. If the program benefits students, do you think that the dual immersion programs should be implemented in other schools throughout the country?

6. Do you believe that you have sufficient resources to successfully implement the dual immersion program? If you do not, what kind of resources do you need?

Appendix B

Interview Questions to Teachers in Riverside, CA

1. How long have you taught in the dual immersion program?

2. Could you please tell me the pros and cons of dual immersion programs on your students?

3. What are some of the methods that you have used to teach students in the dual immersion program in your school?

4. Tell me how does the dual immersion program benefit your students overall?

5. If the program benefits students, do you think that the dual immersion programs should be implemented in other schools throughout the country?

6. Do you believe that you have sufficient resources to successfully implement the dual immersion program? If you do not, what kind of resources do you need?

Appendix C

Interview Questions to Parents

1. How did you learn about the dual immersion program at the Dual Language Academy/
   Castle View Elementary School?

2. What made you decide to enroll your child/children in a dual immersion program?

3. What were you expecting from this program?

4. What is your understanding of how the dual immersion program is implemented?

5. Do you feel involved in this process for your child learning in two languages?

6. Do you think there are any problems with the dual immersion program?

7. How do you think this program will benefit your child/children within their education?
   Within their lives?

8. Do you recommend for other parents to enroll their children in a dual immersion
   program? If so, why?

Appendix D

<u>Anonymous Survey Questions to Students</u>

1. Do you have siblings enrolled who attend this school?

   Yes   No

2. Did you know you were enrolled in a dual immersion program?

   Yes   No

3. Do you enjoy learning in both Spanish and English?

   Yes   No   Sometimes

4. Do you think being enrolled in this program benefits you?

   Yes   No   Sometimes   Undecided

5. Do you think you will continue to speak Spanish after elementary school?

   Yes   No   Not Sure

Synthesis Paper

Throughout my education, I have been able to learn and grow in many aspects. Before attending California State University, Monterey Bay (CSUMB), I did not know what to expect from a higher education. As I reflect on my educational experience, I realize I have gained a lot of knowledge and experiences which will help me in my future career as a dual immersion educator. I began my higher education at CSUMB in Fall 2015. As a first-generation college student, I pushed myself to attend a four-year university as a freshman. Coming into CSUMB, I knew that I wanted to become a teacher and was determined to become a history teacher with a bachelor's degree in Global Studies. However, after my first year, I realized I did not want to focus on just one subject and decided to switch to Liberal Studies to help me become an elementary school teacher. When I began taking my courses geared toward Liberal Studies, I knew I would be more engaged and motivated through these courses. I believe all of the courses I have taken have helped me in some way, even if I did not think they did at the time I was taking them.

What I have learned and how I have learned it:

Liberal Studies courses have helped me become a more innovative, inclusive, and supportive person which will enable me to further these skills as an educator. Through these courses I have also been able to complete my service learning, which provided me with more hands-on experiences in the classroom - providing me with further encouragement to pursue my career. While looking over and reflecting on the Major Learning Outcomes, MLOs, I have reflected on how they have helped me navigate through the Liberal Studies major and helped me grow.

I believe all of the five Major Learning Outcomes (MLO) have helped shape who I am today as a student and who I would like to be as a future educator. The LS course, LS 398 - Social Foundations of Multicultural Education, helped me complete *MLO 2: Diversity and Multicultural Scholar. MLO 2* focuses on how us, as students, and our experiences are influenced by various social identities, social practices, and how these social aspects help create our perspectives. By learning about these social aspects, we were able to apply the concepts and theories of diversity and multiculturalism and find ways to further implement them in our own classrooms. Throughout LS 398, which was also a service-learning course LS 398S, I was able to further reflect on how society and certain stereotypes and judgements toward specific ethnicities are still present. This course required us to look at the history of the education system and how various laws and other methods were implemented to hinder the aid or support for students of color. While some students were supported and cared for in their classrooms, others (usually people of color) were not provided with the same aid because they were not viewed as equal. This course also had us reflect on how social aspects affect everyone, and we were able to discuss and compare our own experiences throughout our schooling. I strongly believe that this helped us gain more insight on how everyone is different and how it is essential for teachers to pay close attention to how society affects a child's education. We were all able to explain how the lack of our own ethnicity and culture in the classroom affected us and how it is important we provide students with a diverse and inclusive classroom - to truly help them learn and become inclusive and caring as they grow older. Through the service learning, we were also able to observe classrooms and analyze how they have changed and how they can be improved to be more inclusive and incorporate more diversity and embrace various cultures. This course taught me how to learn from the past and always keep moving toward a more welcoming classroom

which will support all students in a positive manner - regardless of their backgrounds. This could also be extended to encompass the entire school community, such as students, parents, teachers, faculty and staff and how they can help create an inclusive school environment. Another course, LS 394S: Multicultural Literature for Children and Young Adults taught me how to incorporate multicultural literature into K-8 education to help students be introduced to different literature and learn how to interpret and incorporate the literature throughout their education.

I achieved *MLO 4: Social Justice Collaborator* throughout various upper division courses. For example, as previously mentioned, LS 398S helped me learn how to stand up for all students and provide a voice for those who are not represented. Another course which helped me achieve *MLO 4* is LS 310: Educational Issues and the Latino Community. LS 310 focuses on the way in which the educational system in the United States has not helped support Latino students, or other students of color, throughout their K-16 education. Oftentimes, students of color are not provided with the resources and support needed for them to succeed and thrive in their education. Most students who are people of color have not been and continue to not be represented or supported within the school community, which is something we, as future educators, must pay attention to and change. Through this course, I was able to reflect on the history of the United States education system and how it had failed, as well as continues to fail, students of color. I was then able to focus on how creating a more inclusive classroom education for students, especially students of color, can positively impact the continuation of their education and growth in their lives. During class discussions, we were able to discuss our viewpoints and experiences and how they were changed throughout our education. For the most part, many of us Latino students were able to relate to the misrepresentation of our culture and the lack of support from our previous educators - which at the moment was not noticeable to us. This course not only

helped us analyze the negative effects of such misrepresentation, but it also helped us learn how to avoid making the same mistakes. I believe we must all pay attention to how students of color may feel in their education and create an equitable education for all. Through this course, I was also able to brainstorm ways in which I can ensure that students are not being misrepresented or isolated from everyone else. I will provide a voice for all students of color and work toward creating a more equitable, inclusive, and diverse classroom and community for students. I will serve as a voice to represent students of color and help them realize that there are educators who care about them and are constantly working toward helping them grow and prosper.

I believe I achieved *MLO 3: Innovative Technology Practitioner* through the course LS 383: Innovative Approaches to Schooling. This course introduced me to the different methods which can be used to educate students. Alternative education models, such as Montessori and Waldorf education can be effective in helping students learn in a different and unique manner. Additionally, in this course I also learned about how technology plays a role in education and ways in which it can be integrated. Throughout LS 383, I was able to learn methods of integrating technology into the classroom as students continue their education. For example, to introduce students to technology in the classroom, they can begin by playing educational games for a small portion of class time; as they get older, they can continue to do more advanced work on the computers such as creating a slideshow and doing a presentation. Technology can also be used to continue teaching students when they are not able to attend class. This can be done through assigning online work. Another example is the current situation we are dealing with right now of the COVID-19 outbreak that has caused us to switch to online classes. While we as students, and even teachers, may not have been prepared to switch to online lectures, we have been able to make changes and adapt to the current situation through using technology. By using

technology, we are able to continue learning and teaching virtually and discover more ways to implement technology into education.

I have achieved *MLO 1: Developing Educator* through various upper and lower division courses. The courses in which I achieved *MLO 1* include all of my service learning courses, as well as LS 383 and SPED 560. In LS 383, we were able to discuss various state standards which were implemented into the curriculum to teach students. By discussing these standards, we are able to stay up to date and find more ways to implement or change these standards. In my lower division service-learning class LS 277S, Schooling in Modern Society, I was able to learn about the way in which local practices and society affect public schools. In this course, we learned of how different aspects of society and the community impact schools and a child's education. We closely examined the guidelines, rules, and responsibilities of teachers and the schools to help the students learn, be engaged and included in the classroom. By doing service learning with this course, I was introduced to working in a classroom setting and examining how outside factors in the community and in a students' life affect their education. I was also able to brainstorm ways to ensure that I am able to help students be encouraged to learn and grow to their full potential. Lastly, SPED 560: Inclusionary Practices has helped me learn more methods to understand and support students with special needs and learning disabilities. In this course, we review how state standards and various documents, such as IEPs, can be used to help students in special education and keep track of their education. By learning more methods to help support these students, I am also able to learn how to create a more inclusive classroom which will help them prosper and grow - despite their disability.

I achieved *MLO 5: Subject Matter Generalist* through both general education (GE) and Liberal Studies courses. All of the science courses, such as BIO 204, PHYS 121, GEOL 210 and

ENVS 201 helped me gain a better understanding of science. These courses also helped me learn how to view science from a teacher's perspective and find ways to teach it to others. While these courses were the most challenging for me, they also helped me gain a better understanding and refresh my knowledge of science. I also completed the art courses VPA 205: Intro to Art Appreciation and LS 233: Arts in the School and Community. VPA 205 helped me gain a better understanding of how to observe and analyze art; this course also enabled me to learn how to help others analyze art and its various meanings. LS 233 allowed me to learn how art can be incorporated into the curriculum to not only provide a creative outlet for students, but to also help them learn in a different way.

Additionally, the history courses I enrolled in, such as SBS 385, SBS 252, GS 214, and HCOM 251 helped me refresh my history knowledge and gain methods to teach history to students. These courses enabled me to realize that history can be taught in a variety of ways, which can be more engaging for students. The math courses, such as MATH 308 and MATH 309, were very helpful to me since they also enabled me to remember simple math and learn ways of how it can be taught to students. These courses helped me learn more than one method of teaching students how to solve math problems. By having options on how to solve math problems, students will be more engaged and not upset or distracted because they are not able to understand math right away or in one specific way. Both KIN 373 and the lab served as a way to change up the classroom setting for me as a student and also learn how to incorporate physical education into the curriculum. This course enabled us to be more active and hands-on in the lecture, and during our lab we were able to implement what we had learned by creating fun physical education games for students at Marshall Elementary School in Seaside, CA. We were

able to observe whether students were engaged or not in the activity and make changes to improve our lesson plans, which we can use within our own classrooms.

Within my Human Development Minor, I was able to complete both *MLO Theories of Development* and *MLO Focused Developmental Application* by taking courses which helped me learn more about the major theories of human development and how various changes affect a person's development throughout their lives. In HDEV 356, HDEV 310 and HDEV 315, I was able to learn more about the development of infants and early childhood and how their environment, family, and other factors affect their development and growth. The human development courses also enabled me to understand and interpret the stages a child goes through and how teachers can support their growth in a positive, unique, and engaging manner. By learning the theories and the effect of various factors on children, I am able to examine and understand students and find ways to support their learning, regardless of any outside factors which may be hindering their education. I will use this human development knowledge to identify methods which will help each student prosper and grow within their education.

How I plan to apply what I have learned to my personal and professional life?:

Through my educational journey at CSUMB, the Liberal Studies and Human Development MLOs, and other experiences, I believe I have grown a lot as a student, person, and future educator. CSUMB has provided me with many experiences and opportunities to implement what I have learned. The courses I took to complete *MLO 1* will be used when creating lesson plans and examining the skills and values I will implement in the classroom - to help students learn to their full potential. I will apply *MLO 2* through ensuring that I remain aware of how a student's background and experiences affect them and how I can support these students by creating an inclusive and diverse classroom and education. I will apply *MLO 3* by

incorporating more technology and alternative education methods into the classroom and finding what works best for each student. I will apply *MLO 4* into the classroom by serving as a voice for underrepresented students and trying to achieve and maintain an equitable education for all students. I will apply *MLO 5* by refreshing my knowledge on multiple subjects and implementing various learning opportunities and strategies in the curriculum to help students learn in their own manner.

Lastly, I will apply both Human Development MLOs as I will be evaluating how outside factors and development affect a child's learning and growth. I will ensure that all students feel welcomed and are encouraged to learn with others. My service-learning opportunities have allowed me to be sure of my dedication and goal of becoming a dual immersion teacher. These opportunities have enabled me to get more experience and be sure of my future career and I am truly fortunate to have worked in such diverse and inclusive classrooms. All of the courses I have completed at CSUMB have helped me learn how to analyze, reflect, and further develop my own education. Through the courses, I have been able to draw from my own educational experiences, reflect on how they impacted me and what I learned, and brainstorm other methods I can use to help my future students. I am truly thankful for all of my professors and classmates and their constant encouragement, support, and teachings. In my personal life, I will apply what I have learned to help me reflect and continue to grow as a caring and welcoming person. This will also transfer over to my professional life as an educator. I will take the knowledge, guidance, and experiences I have had into my career and work towards creating a more inclusive, diverse, and supportive classroom, school environment, and community.

Benefits of Dual Immersion Programs on Elementary School Students

Sofia Alvarez

Spring 2020

California State University, Monterey Bay

Abstract

The U.S. has always had a rich history of diversity with people coming from all over the world, bringing with them their languages, cultures, and customs. The question over how to educate and help English language learners or minority language speakers, and native English speakers learn another language, is one which can be answered through implementing programs which have helped both groups learn a new language and attain proficiency in that language. This senior capstone examines and discusses the benefit of dual immersion programs on elementary school students through the use of literature review. The findings indicate how dual immersion programs can help students' overall learning in a variety of ways while growing up and help them become inclusive members of society.

Keywords: dual immersion programs, elementary school students, benefits of dual immersion programs, minority language speakers, majority language speakers

Introduction and Background

The United States has always been composed of a vast diversity of languages and cultures. People from all around the world have moved to the United States - which has led to the push of bilingual education for new students. In 1968, the Bilingual Education Act (BEA) was added to the already standing Elementary and Secondary Education Act (ESEA) in which language minority students were encouraged to learn English by being provided with language support services and "ensuring the students could access curricular content while simultaneously acquiring English" (Menken, 2010, p. 122). Students were provided with the opportunity to continue learning in their native language while working toward acquiring the dominant language of the US - the English language. In 2001, the Bilingual Education Act was replaced by Title III – the English Language Acquisition, Language Enhancement, and Academic Achievement Act, of the new law - the No Child Left Behind Act (NCLB) passed by the Bush Administration. The new act made changes to the ESEA and maintained a strong emphasis on English learning, since this new act required students to take new statewide assessments in English (Menken, 2010).

Due to the new standardized tests and the requirements, students who were not native English speakers were pushed to learn English as soon as possible. Schools began to adopt programs which would aid in the transition from one language to English, but not in programs that would help students build their native language and English together (Capps et al., 2005). Students were no longer supported in learning in their native language, thus causing them to fall behind in their education since they had difficulties with learning in English. The NCLB Act also led to changes in the curricula for students with limited English proficiency enrolled in dual immersion or dual language programs in order to ensure the students perform better on

standardized tests (Capps et al., 2005). Overall, these laws and changes led to less support of dual immersion programs since the main focus was geared towards English proficiency at a faster rate.

In 2015, the Every Student Succeeds Act (ESSA) was passed by the Obama Administration to replace the No Child Left Behind Act. This new law led to a power shift from federal to state governments which enabled each state to create guidelines to help their populations. In many states, there is a wide variety of minority people who speak minority languages - such as Spanish. This new law incorporates research which demonstrates how language use in different programs helps foster bilingualism and can be beneficial for both non-native English speakers and native English speakers (Department of Education, 2016). By fostering bilingualism for children at an early age, they are able to gain better proficiency in two languages simultaneously, instead of learning the other language later on in their lives. For the purpose of this paper, the main focus is on dual immersion programs and how they benefit elementary school students. These students may be English Learners (EL), also referred to as: Limited English Proficiency (LEP) students, non-native English speakers, minority language speakers and native English speakers (also referred to as majority language speakers) who are enrolled in dual immersion programs to learn and improve in English and another language.

As a future dual immersion or bilingual teacher who will play a role in teaching early age students in two languages by creating more opportunities for them through learning two languages and helping them become inclusive to all, my primary research question is: *how do dual immersion programs benefit elementary school students?* The following secondary questions will help me narrow down my topic and focus on my primary research question: *What does research say about the benefits of dual immersion programs on elementary school*

students? What are the pros and cons of dual immersion programs on students' learning? Are there local schools that currently implement dual immersion programs? If there are, how do they implement it? If the dual immersion program is beneficial to elementary school students, how does it benefit students' learning overall? Are there resources available for schools to incorporate dual immersion into their curriculum? In order to answer these questions, this paper will consist of a literature review and an analysis of what research suggests.

Literature Review

The United States is considered home to many people from all around the world. Within this country, there are many rich and diverse cultures and languages which make up our society. Such diversity has helped many states become aware of the need for bilingual education and programs which can implement bilingualism and foster proficiency in more than one language. Within these programs, there were also changes made with the passage of various laws and guidelines in the education system. At first, these bilingual education programs were meant to support non-native English learners learn in their language and then transition to English. As more changes were made, there was a shift toward having English learners learn English as soon as possible, which led to them not being able to learn in their native language. However, this method was often more challenging and limiting for students. This led to a reconsideration and implementation of different programs which would help the students learn in their native language as they are learning English, and also incorporated English speakers to learn a new language.

In order to understand the benefits of dual immersion programs, their origins and implementations must be examined. There are various programs which have been used to implement bilingual education in schools. Dual immersion programs are a form of bilingual

education offered which focus on the acquisition of two languages - English and a minority language, such as Spanish. Bilingual education was originally focused on teaching language minority students English and helping them gain English proficiency quickly. Such programs were transitional, in that these programs did not serve to promote bilingualism but sought to transition students to all English classrooms, which ignored the development of the language (i.e. Spanish) of both native and non-native speakers (Potowski, 2007). As previously mentioned, the passage of the No Child Left Behind Act furthered the support of transitional bilingual programs which did not pay attention to the development of both English and the minority language. However, with the passage of the Every Student Succeeds Act and current common core standards, there is more support for English development that can be done in different methods, such as through dual immersion programs in various states. Within California, the English Language Development (ELD) framework defines dual immersion as a program which:

> "provides integrated language and academic instruction for native speakers of English and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. In dual language immersion programs, language learning is integrated with content instruction" (California Department of Education, 2014, p.1063 as cited in US Department of Education, 2015, p. 32).

Dual language programs help all students achieve the common core standards of both English Language Arts/Development and Spanish Language Arts/Development which are the same standards that include linguistic augmentation in the Spanish language which can help students attain transferable skills between both languages (US Department of Education, 2015).

As stated by Lindholm and Fairchild (1990), bilingual or dual immersion education combined the most significant features of bilingual education (for language minority students) and immersion education (for language majority students) in which both English-dominant and non-English dominant speakers are participants. These programs can be implemented in a variety of methods, such as two-way dual immersion programs. As explained by Aguirre-Baeza (2001),

there are different models of two-way dual language instruction such as two-way fifty/fifty (50/50) models, in which fifty (50) percent of instruction is done in English and fifty (50) percent in the language minority student's native language. Additionally, there is the two-way ninety/ten (90/10) model in which ninety (90) percent of instruction is done in the language minority student's native language and ten (10) percent is instructed in English. This means part of the class is being immersed into language two (L2) and others are receiving instruction in language one (L1) (Potowski, 2007). Traditionally, students are enrolled in the ninety/ten (90/10) model from kindergarten and gradually move towards the fifty/fifty (50/50) model in the higher elementary school grades. Currently, there are fourteen states which support two-way dual language programs; these states have standards which call for an ideal 1:1 ratio of English-speaking students to the partner language (US Department of Education, 2015). By holding this ratio, students can benefit from one on one interaction. Alanís and Rodriguez (2008) believe that this ratio or similar ratio can help students be peer models for one another and help them learn together.

The benefits of dual immersion programs vary, and research has illustrated how it improves a student's education in a variety of ways. The overall theory involved with dual immersion two-way programs is that students learning in their native language (such as Spanish) effectively, can also help them attain English proficiency through the development of their native language (Lindholm & Fairchild, 1990). Students who are native English speakers are also able to learn the new language through the same structure (Potwoski, 2007). As argued by Collier and Thomas (2004), the most effective dual immersion program is the two-way 90/10 model. Their study indicated that this program reaches the highest levels of achievement in the shortest amount of time – starting from kindergarten and achieving higher language proficiency by sixth

grade. Similar studies conducted have also demonstrated how the use of dual immersion

programs helped enhance English reading skills from mid-elementary school and further, by

supporting the development of the English language for English learners. In their studies Steele

et al. (2017), followed students enrolled in dual immersion programs in Portland, Oregon. Their

findings demonstrated the effectiveness of these programs throughout a student's education and

how it is more effective when a student begins these programs in elementary school. Students are

not only able to achieve academically, but they also gain other helpful skills.

Dual immersion programs, specifically two-way immersion, help with the academic

achievement of elementary English language learners and all other students enrolled, as well as

help these students in a cross-cultural aspect. While these programs directly address the language

deficit, by challenging the notion of English only learning, they also allow students to interact

with others who are of a different background and thus able to get the best of both worlds

(Valdes, 1997). There is a wide variety of diversity, histories and stories within a single

immersion classroom. As stated by Aguirre-Baeza (2001), through dual immersion programs

"multiple languages and cultures collide and grow with each other instead of against each other"

(p. 167). Dual immersion programs can implement the majority language, in the United States

this being English, with another minority language – such as Spanish. Through including

anglophone children in these programs, there is an assurance of community support and diversity

(Valdes, 1997). Not only are the languages brought into the classroom but along with them come

their cultures. This enables all students to learn more than just a language from one another. Such

programs increase "cross cultural understanding, offer students the well-established linguistic

and cognitive benefits of bilingualism and create multicultural environments that promote

respect and appreciation for all cultures and languages" (Cummins et al., 2000, as cited in

Aguirre-Baeza, 2001, p.168). These programs are also able to help students raise their self-esteem and become more self-confident in and through their language acquisitions and improvements.

Through peer interactions with language majority children, native speakers of the target language are able to add and share their strengths and knowledge to and with one another as well as create a more diverse and inclusive classroom (Valdes, 1997). Native target language speakers serve as a "great resource that can be used to validate their family and home customs, as well as augment the classroom repertoire of potential experiences for their peers and teachers" (Montague, 1997, p. 410). Students enrolled in dual immersion beginning in elementary school are able to grow up not only learning each other's language but also engaging in different and new cultures, for each group respectively, and create a unique experience within the classroom. Native English speakers do not lose their native language or culture through dual language instruction but in turn gain more from learning the new language (Montague, 1997).

When considering all aspects of dual immersion programs, it is imperative to note the possible downfalls of the program. To begin, many have argued that these programs can reinforce some of the existing patters of social inequality and anti-immigrant sentiment which have been and continue to be present (Valdes, 1997). Many people who are against dual immersion may believe that these programs take away and distract from the majority language in the United States. These same people may even believe that these programs distract non-native people from learning English as well as keep native English speakers from improving the majority language. One possible negative aspect of dual immersion is the limited acquisition of non-English languages by monolingual and anglophone students who have proven to not learn the new language as well as the others (Potowski, 2007; Valdes, 1997). While English learners

are expected to learn English and gain proficiency in the language, learning the second language is "enthusiastically applauded" yet not expected (Valdes, 1997, p. 417). English speakers who are learning a minority language may not be as encouraged to learn the new language to a proficient level.

Additionally, students may not be pushed to participate in verbal discussions, in order to not be put on the spot (Lucero, 2012). Spanish speakers and English speakers may not be forced to engage verbally to the entire class which may also cause them to not be as proficient with the new language they are learning since they do not receive the practice amongst one another. The lack of verbal discussion, which can serve as interactions amongst the language learning students, can also cause students to become shy in practicing the new language and disengaged (Montague, 1997). Furthermore, as argued by Valdes (1997), students may lack the necessary interpersonal communication skills in each language since they only learn academic language in the classroom. While it may not seem like these interpersonal skills are important at all times, they are significant in the level of proficiency attained in both languages beginning in elementary school and as all students involved continue their education. Lastly, many dual immersion programs use a lottery system in order for students to be enrolled in the programs. Due to this lottery system, which gives preference to students who already have siblings enrolled, as well as students who are native speakers of the new language (Steele et al., 2017), others who are not enrolled are not given the opportunity to learn a new language beginning in elementary school.

Dual immersion programs serve as a tool to enrich the learning process of a new language for all types of students. These programs function much more than helping and supporting a student learn a new language since they also enable students to learn about a new culture. Being enrolled in a dual immersion program from elementary school age can leave a

lasting effect on the students' lives as they grow older. These programs work to bring together students of mainstream society and minority students (Valdes, 1997) to help them prosper together. The future of dual immersion programs lies in the support and encouragement from the school community and society overall who are engaged and willing to teach, support, and encourage these programs – in order to continue benefitting English learners and native English speakers.

Dual immersion programs can be implemented in various ways; however, the main goal is to support students in gaining proficiency in two languages. This can be done through supporting English learners attain proficiency in their native language and English, as well as supporting native English speakers to learn another language and gain proficiency. Various studies and authors have found how dual immersion programs are helpful for students in many different ways – especially academically and socially. Through being enrolled in dual immersion programs, children are able to learn how to be more diverse and inclusive members of the community. These children are also able to interact with others who may be different than them and grow together by gaining proficiency in more than one language. These programs need to be supported beyond the classroom and the teacher and must include the support of the entire school community to help implement a successful program. More research must be done on dual immersion programs in order to find more information and the overall benefits of such programs.

Methods and Procedures

In order to seek the answers to the research questions of this paper, some methods have been laid out consisting of research on literature review and procedures. The literature review consisted of library research to gain a perspective on dual immersion programs, such as the history of these programs and how it benefits elementary school students. Through the literature

with the library research, and interview questions created, the answer to these questions were meant to be further explained. Interviews would serve as a method of answering how these programs benefit students in a more personal and local level. To begin, the interview questions will be incorporated as well as how the participants were selected, followed by the procedures done to gain this information. This information from the interviews would originally be used to attain more first-hand experiences from those currently involved in dual immersion programs.

Materials

The materials which were going to be used to gather qualitative, quantitative data and first-hand experience, opinions, and knowledge were in the interviews, survey, as well as scholarly articles and journals. The interview questions were created to be answered by teachers in Seaside, CA (Appendix A), teachers in Riverside, CA (Appendix B), and parents from both locations (Appendix C). There would have been two teachers interviewed from each location and a total of four parents interviewed. Additionally, an anonymous survey (Appendix D) would be used to get the input of students enrolled in dual immersion programs in fifth grade. In total, there would have been around twenty-five (25) students surveyed. The interview for teachers contained a total of six (6) questions. These interview questions ranged from background and personal information to information about dual immersion programs and its benefits on their children. For example, the first question is "How long have you taught in the dual immersion programs" (Appendix A). This would be asked to get some information on each teacher respectively and their interest in dual immersion programs. The interview questions would also be used to ask teachers if they believed they had the necessary resources to teach and implement dual immersion programs and how they believed they helped the students enrolled (See Appendix B).

In order to gain another perspective of dual immersion programs, interviews would be conducted with parents of students enrolled in two different dual immersion programs. The interview consisted of eight (8) questions. These questions were geared toward having parents answer what they knew about dual immersion programs and their expectations. Parents would be asked questions such as "what made you decide to enroll your child/children in dual immersion programs" (See Appendix C). These questions also question how parents believe these programs benefit their children in the present and as they grow older. In order to gain the perspective of students, a class of twenty-five (25) fifth- grade dual immersion students would be given a survey with five questions to answer anonymously (Appendix D). The surveys were yes or no questions, as well as included the options of sometimes and undecided. These surveys asked questions such as "Do you think you will continue to speak Spanish after elementary school?" (See Appendix D).

Participants

Participants would have been two (2) teachers from the Dual Language Academy of the Monterey Peninsula (DLAMP) and two (2) teachers from Castle View Elementary School. Additionally, two (2) parents from DLAMP and two (2) parents form Castle View were going to be interviewed. Lastly, a class of twenty-five (25) dual immersion students enrolled in a fifth-grade dual immersion program at Castle View would be surveyed. The class consisted of students, around ten to twelve years of age who had been in the program since they began school in kindergarten. A majority of the class identified as white or native English speakers along with some students who were English learners and identified as Hispanic. The parents interviewed would have consisted of three (3) women and one (1) man – ranging from different ages and ethnicities, mostly White or Hispanic. All four (4) teachers interviewed would have been of

different ages and different ethnicities, such as White or Hispanic. Additionally, these teachers have a different amount of years teaching in dual immersion programs.

The participants would have been recruited through some convenience as some of the parents are family friends and others I have worked with before through previous service learning. A parent from DLAMP would have helped me get in contact with another parent, and a parent from Castle View would have helped me with this as well. The students who would have taken the survey were enrolled in the same class as a young girl who is the daughter of a family friend. Additionally, the teachers were teachers I had either already worked with through my service learning at DLAMP or other teachers who were recommended. One teacher would have been a kindergarten teacher and one a fifth-grade teacher at DLAMP. At Castle View, one of the teachers would have been a kindergarten teacher and one a fifth-grade teacher.

Procedures

First, the literature review and library research were done to find background information about dual immersion programs and their history. This research was further extended to help find more information in regard to the primary and secondary research questions. Through the CSUMB library search as well as Google Scholar, I was able to find scholarly articles which contained a lot of information on dual immersion programs throughout the years. This information was used to develop a foundation and find information of dual immersion programs to help readers understand the rest of this research paper. This in turn could help readers understand the various benefits of dual immersion programs on elementary school students and help them engage with the literature.

After attaining the information of the literature, further research was meant to be conducted through interviews and a survey. Originally, after setting the appointment times with

the participants and sending them the interview questions to prepare for the interview, as well as have them read through and sign the interview consent form, the procedure would have added to further answering the research questions in this paper. While I had already reached out to one parent from both DLAMP and Castle View, I was waiting to hear back from them to schedule an interview time. In regard to the teacher interviews, I had reached out to one of the teachers at DLAMP who would help me get in contact with the other teachers. I had also reached out to the fifth-grade teacher from Castle View, who would help me get in contact with other teachers to interview them. I had planned for these interviews to be from fifteen to twenty (15 to 20) minutes in person, to gain a better understanding of their beliefs and experiences of dual immersion programs. The interviews with the DLAMP teachers were meant to take place on the week of March 16th, 2020. The interviews with the parents from DLAMP were meant to take place the week prior. Upon returning to Riverside, CA for spring break, I had planned to interview parents, teachers, and conduct the surveys at Castle View Elementary School. The feedback, responses, and opinions of the interviews and surveys would help provide firsthand opinions, experiences, and any other information about dual immersion programs. However, since I was not able to execute the interviews, a further library search and research from other studies are being used to answer my primary and secondary research questions.

Results, Findings, and Discussion

The methods and procedures used, mostly the literature review due to the inability to complete the interviews, helped gather information and data for this research paper. Through the literature review as well as information from the dual language program at DLAMP, more information was provided in order to help find answers for the secondary research questions listed in this section below. The findings from the methods and procedures include data and

information about dual immersion programs, such as what research indicates about these programs, the positive and negative aspects of these programs, and the overall benefits of these programs on a students' learning. The findings also help answer whether there are any schools which currently implement these programs locally and whether there are resources available for schools to incorporate and implement dual immersion into the curriculum. The findings show how dual language programs can be beneficial for all elementary school students involved – such as native English speakers and English learners (also referred to as: limited English proficiency, minority language speakers, non-native speakers) who benefit from the different aspects of the program. All of the secondary questions were answered with literature review as well as more information found online, such as studies conducted by Collier and Thomas (2004), and others. Additionally, some secondary questions will be answered based off state standards and information provided by the Dual Language Academy of the Monterey Peninsula's school website. The information found helped further answer the secondary research questions and provided more data on the various factors of dual immersion programs.

What does research say about the benefits of dual immersion programs on elementary school students?

This question was answered in a portion of my literature review (refer to p. 7-9), however a further analysis of the data demonstrates the benefits of dual immersion programs on elementary school students. Dual immersion programs can indeed be beneficial for elementary school students in a variety of ways. Various studies have shown how dual immersion programs can benefit elementary school students academically. Dual immersion programs can benefit both English learning students and native-English speakers. In their study Marian et al. (2013), obtained data from one hundred thirty-four (134) minority language Spanish speaking students

enrolled between third to fifth grade two-way dual immersion programs in Chicago, Illinois. They found that students scored above average as they transitioned through third, fourth, and fifth grade. In reading and math, these native Spanish speaking students scored better in reading and math as they grew older compared to their peers in mainstream classes. Additionally, their study found that the seventy-five (75) native-English speaking students enrolled in two-way immersion also scored higher than their native English-speaking peers enrolled in mainstream classes. These results are consistent and similar with the research found by Collier and Thomas (2004) and Steele et al. (2017) which are further discussed in the literature review.

Additionally, research indicates how two-way or dual immersion programs benefit elementary school students as they grow in regard to closing the achievement gap. Collier and Thomas (2004), focus on the way in which an enriching two-way immersion program can help English learners and Spanish learners when they begin elementary school and as they grow older. The researchers found that English proficiency can only happen within six to eight years. They also found that students enrolled in two-way bilingual immersion scored significantly higher (at or above grade level) in Spanish and English reading compared to those in transitional or developmental bilingual education between first through fifth grade (Collier & Thomas, 2004). Furthermore, in their studies Steele et. al (2017), found that students who were enrolled in dual immersion programs in kindergarten in Portland, Oregon outperform their counterparts in fifth grade by 13% of a standard deviation" (p. 284S). Through their study they found that students enrolled in dual immersion programs outperformed their peers in reading by nearly a tenth of a standard deviation in third grade to higher as they continued on to eighth grade, in mathematics by 12 to 13 percent of a standard deviation, and in science by 14 to 27 percent.

In another study conducted by Gort (2006), they found that first grade students enrolled in a two-way dual immersion program in the north-east United Sates were able to code-switch and develop interliteracy between both languages within their writing and speaking observed from first through fifth grade. While both Spanish dominant and English dominant children illustrated different patterns of code switching when they were speaking, the evidence demonstrated how they were able to apply and switch between both languages. Furthermore, their study also demonstrated how emergent literacy processes and skills appeared in English first (L1) and then in both English and Spanish (L2) – which further led to the development of these skills in L2. As they got older, students demonstrated these skills and writing behaviors cross-linguistically and bi-directionally, demonstrating their ability to switch between both languages (Gort, 2006). Such interliteracy shows a growth in biliteracy since students are able to apply language-specific elements of literacy from one language and then to the other. Overall, dual immersion programs, specifically two-way immersion programs have proven to be beneficial for students in developing their native and non-native languages. Through the use of two-way immersion, students have proven to perform better on tests and overall compared to those enrolled in mainstream classes.

What are the pros and cons of dual immersion programs on students' learning?

Various research has shown how two-way dual immersion is beneficial for students, since they help students gain cross-cultural skills, and learn and become proficient in two languages (English and Spanish). As mentioned in my literature review (see p. 7-10), dual immersion programs have both positive and negative aspects. These programs provide non-native English speakers and native-English speakers with the opportunity to learn and grow together, creating a bilingual environment which encourages students to engage within the

classroom. By being enrolled in a dual immersion program, students involved are able to engage with one another and learn about each other's backgrounds. Students are able to practice amongst one another and help each other learn the new language in a positive manner. As stated by Valdes (1997), linguistic minority children are able to begin their education in their first language with the presence of anglophone children which will ensure "community support" (p. 393). These programs encourage non-native English speakers to feel supported and can lead to a stronger support system within the classroom and as they continue to grow.

Students are able to gain cultural competence through learning together, since they are being inclusive and encouraged to be open-minded to new ideas and information. As stated by Lindholm-Leary and Genesee (2009), dual immersion programs "provide many conditions that are essential for the reduction of prejudice and discrimination" (p. 327). This is important since within the early years of implementing dual immersion or any type of education in which another language other than English was used there was a great amount of discrimination, avoidance, and social inequality (Valdes, 1997). Dual immersion can help students become more aware of their differences and learn how to embrace them in order to be more inclusive and welcoming to others. By being enrolled in dual immersion, all students are able to learn how to work well with others, learn together, and continue working together to be more diverse and caring people.

Research also indicates that there may be some cons or limitations to such programs. To begin, one downfall is seen in the way in which students learning the new minority language (i.e. Spanish) are not expected to learn the new language but are supported to do so (Valdes, 1997). This differentiation may cause some English learning students to feel more pressure since they are expected to excel in English and gain proficiency. While many believe that it is imperative for minority language speaking students to learn English, not providing the necessary resources,

support, and time does not benefit English learners. Both non-native and native English speakers may avoid verbal discussions in fear of being humiliated or lack of interest (Lucero, 2012; Montague, 1997). If students in dual immersion programs are not encouraged to engage in verbal conversations, they may not be confident or comfortable enough engaging in the new language, which does not support them in learning the new language and reaching proficiency. Perhaps the students are not taught the necessary interpersonal skills to communicate in the same or new language, which in turn could hinder their language proficiency (Valdes, 1997). This in turn can also cause students to lose motivation or focus on learning the new language. Research also indicates that most of the dual immersion programs in the United States are based on a lottery system enrollment. This means that students are enrolled randomly, yet there may be some bias toward them if they have siblings who are already in the program, as well as if they are native speakers of the minority language or come from low socioeconomic backgrounds (Steele et al., 2017). While these factors may be beneficial for some, it also hinders all students' abilities to learn in two languages in a school setting at an early age. Through my interviews, I would have liked to get more information on how the positive aspects of bilingual education overall outweigh the negative aspects.

Are there local schools that currently implement dual immersion programs? If there are, how do they implement it?

As previously mentioned in this paper (refer to p. 12-14), there is a school in the Monterey Bay area that implements a dual immersion program. In 2006, a dual immersion program was implemented into Marshall Elementary School in Seaside, CA. This program was a part of the school and then separated into a charter school which became the Dual Language Academy of the Monterey Peninsula (DLAMP) in 2014. From the students who attend DLAMP,

forty-nine (49) percent are English dominant while fifty-one (51) percent are Spanish dominant (Burk, 2019). Students are enrolled into the program through a lottery system. At DLAMP, students from K-8th grade are taught in a fifty/fifty (50/50) two-way immersion program. From kindergarten, native Spanish speakers and native English speakers are taught in a fifty/fifty (50/50) model to ensure they are learning in both languages. However, within this 2019-2020 school year, DLAMP is transitioning from the two-way immersion fifty/fifty (50/50) model to different models for all grades. At the beginning of this school year, kindergarten students will be in a ninety/ten (90/10) dual immersion program, in which ninety (90) percent of instruction will be given in Spanish and ten (10) percent in English. In the following school years, the following grades will transition from the ninety/ten (90/10) model to eighty/twenty (80/20) model in second grade, seventy/thirty (70/30) model in third grade, sixty/forty (60/40) model in fourth grade and the fifty/fifty (50/50) model in sixth grade (Burk, 2019). This will be done to further ensure that all elementary school students achieve proficiency and understanding in both Spanish and English.

Students are able to not only learn another language and practice amongst one another, but they are also able to learn more about the different cultures and diversity in the world and community. In my previous service-learning opportunity at DLAMP, I was able to participate in their World Cultures Fair. This fair was held on a weekend in the month of April; during this event students and their families were encouraged to have a booth set up representing their culture and identities. Students also performed various skits or dances, such as the tango, which helped them learn more about different cultures. I remember helping a kindergarten Spanish teacher teach her students the history of the tango and then the dance itself. The students seemed to be very engaged and enjoyed practicing the dance. The fair helped demonstrate the

community and support for DLAMP and its dual immersion program. DLAMP has implemented dual immersion in a positive manner which has helped parents, students, and staff work together to create a welcoming and diverse community.

If dual immersion programs are beneficial to elementary school students, how do they benefit students' learning overall?

This secondary question was answered through further literature review and analysis. Overall, dual immersion programs can benefit elementary school students' learning in various ways. First, these programs can be used to help students succeed and grow in two languages. The children enrolled in elementary school have shown significant growth in their language outcomes of both English (L1) and the minority language (L2). Regardless of which type of dual immersion program students are enrolled in, "language proficiency in the minority language is significantly better than that of non-immersion students in the mainstream programs which may offer some instruction in another language" (Lindholm-Leary & Genesee, 2014, p. 168). As previously mentioned, dual immersion programs can help close the achievement gap which is seen between minority language speaking students and majority language speaking students in their traditional schooling. Students who are English learners benefit from having instruction in their native language while developing their English proficiency (Potowski, 2007). Students are able to achieve biliteracy as they continue to practice and grow (Gort, 2006) which helps with their development. Dual immersion programs have many positive impacts and benefits on a child's learning in various aspects not just academically.

Dual immersion programs can benefit elementary school students' learning through teaching them the necessary social skills and cross-cultural competency needed in the classroom and beyond. Students are able to engage with one another and help each other practice and learn

the new language. Children who speak the minority language are able to present themselves at school in their language and culture, which helps them proudly demonstrate their customs and can create a positive experience for all students involved (Montague, 1997). These children are able to learn or improve a second language without having to sacrifice their individual identities (Alanís & Rodriguez, 2008) while sharing who they are and their backgrounds with others. They benefit from being emerged into a new language and culture which can help them become inclusive people as they grow older. By providing students with the opportunity to learn and grow together, they can learn to be welcoming to diversity, which is something that is needed here in the United States and throughout the world.

Are there resources available for schools to incorporate dual immersion into their curriculum?

This secondary question would have been asked to and answered by dual immersion teachers at the Dual Language Academy of the Monterey Peninsula (DLAMP) and at Castle View Elementary School. However, various authors have stated what they believe is essential in order to incorporate and implement a successful dual immersion program in the curriculum and schools overall. As mentioned previously, each state has different common core standards for English language and Spanish language development. In California, biliteracy language programs and its materials are used to ensure students are successful in developing literacy in both languages. These programs are a part of dual immersion and can help Spanish and English dominant students learn the new language. The materials which can be used to help these students include: "explicit instruction on basic interpersonal and social uses of English and Spanish, support for acculturation to US society and community, literacy screening in both languages, and guidance for communications between school and home" (California State Board

of Education, 2014, p. 1017). Students can be guided toward learning how to communicate with one another and learn together. By using these materials, teachers can ensure their students are learning both languages to the best of their abilities. Teachers must also attain the appropriate professional development to ensure that they are teaching dual immersion students to the best of their abilities. By attaining the appropriate teaching certificates, such as the Bilingual, Cross-cultural, Language, and Academic Development (BCLAD) certificate, teachers are able to demonstrate they have a solid understanding of second language development, educational equity, and the appropriate instructional strategies for both English and Spanish dominant students (Lindholm-Leary & Genesee, 2009).

When it comes to having resources for teachers there are various aspects which can help schools and teachers successfully implement dual immersion programs. Dual immersion programs must be viewed as an additive bilingual approach in order to implement and achieve high proficiency in the language and academic instruction. In order to promote additive bilingualism, the entire school community (principals, teachers, staff, parents, and students) must be familiar with these programs and their outcomes (Lindholm-Leary & Genesee, 2009). Teachers require the support and commitment of principals and other administrative support to successfully implement dual immersion (Montague, 1997; Aguirre-Baeza, 2001). With the support of principals, who are the leaders of the school, these programs can reach their full potential through sharing leadership and building the program structure together with others (Aguirre-Baeza, 2001). Through this support, teachers can focus on the classroom and how to help students achieve proficiency in both languages. Another important resource for dual immersion teachers to have is the support of parents. Parents can help by providing classroom materials and input or reflection of how their children are learning in the program. Parent

engagement and involvement can be beneficial for teachers, because it helps them stay in contact with one another and work together to find ways to further support the students. Establishing this communication between teachers, staff, administration and parents can help implement a successful program for all children involved. While it takes a couple of years for students to demonstrate their proficiency in both languages, parents, teachers, and school staff can work together to ensure that they are building a strong and supportive community for the dual immersion students.

The information and data collected and found through the review of literature helped answer the secondary research questions. The findings helped demonstrate the implementation, benefits and limitations, and other information regarding dual immersion programs. These programs can be implemented in a variety of ways, as long as they ensure the students are practicing and improving their learning through English and another language. The findings have also helped illustrate the possible differences between the students enrolled in dual immersion programs and how these differences can help or hinder their learning. Such findings can also be further studied in order to gain an ultimate understanding of these programs. Overall, these findings help demonstrate how these programs help students in more than one way and can continue to help them as they grow older.

Problems and Limitations

While researching, organizing, and preparing for this paper, I had some problems. First, I began the semester a little later than others due to a personal family emergency. Once I was able to begin brainstorming ideas, I knew I would like to focus on dual immersion programs since I have volunteered with these programs before. I began thinking about who I could have in-person interviews with - in order to get more information on dual immersion programs and their benefits

for children. These interviews were meant to take place the week before and during spring break. I had not been able to schedule all the interviews because I did not have every interviewee's contact information. Some of the interviewees had not responded to whether they would like to participate in the interview. However, on March 13th, 2020 CSUMB announced that classes were being cancelled for the following week, later switched to online courses for the rest of the semester, due to the COVID-19 pandemic. This world-wide pandemic has caused a lot of uncertainty in the world and has created a very difficult situation for all. Due to social distancing, I was not able to complete the in-person interviews which would have offered first-hand information on dual immersion programs.

Due to these changes, I had to rely solely on peer reviewed journal articles. When researching the topic, I had a difficult time getting sources which focused on just elementary school students. For the most part, the studies in the journal articles followed children from kindergarten through twelfth grade since more data was needed to demonstrate the overall benefit of these programs. Additionally, most of the research was based in other states and not in California. Furthermore, finding the time to completely focus on this research paper was difficult for me and many others. While discussing the situation with classmates, we all believe this pandemic and changes in our schedule, as well as the fact that we are in our last semester of our undergraduate degree, has proven to be overwhelming. The lack of time we are given for this research paper, in terms of only having a semester to work on it, is limiting when conducting our own research and interviews.

Recommendations

Dual immersion programs can be beneficial for all students involved in the programs. There are many benefits to being enrolled in these programs, especially at a young age. Through

dual immersion programs, students can learn and achieve language proficiency in two languages as well as other skills which benefit their overall lives. In order to get more information on dual immersion programs, parents should look into and research if there are any dual immersion programs in which they can enroll their children in. Parents should be provided with information and statistics demonstrating the benefit of these programs on their children's life overall. These programs also provide students with the necessary skills to be able to interact and aid others in two different languages. Parents, or anyone interested in dual immersion programs, can find others who are part of the dual language school community (such as teachers and staff) and schedule an interview or ask them some questions through another method. By holding these interviews, those people interested in dual immersion programs or even becoming a part of the dual immersion community can gain first-hand knowledge, stories, and experiences. Parents can also get in contact with one another to determine the benefits of dual immersion programs and work together to continue supporting such programs for more children around the world. Additionally, another recommendation is to enroll children in dual immersion programs if they are able to. These programs have proven to be beneficial in various aspects and can help students become inclusive, diverse, and cultured people as they grow older. By being enrolled in these programs, children can learn to interact with others better and in another language, which can be a great resource.

Conclusion

The goal of this research paper was to answer the question: *How do dual immersion programs benefit elementary school students?* Through the literature review and library research, information and data were collected to find the benefits of dual immersion programs on elementary school students. Dual immersion programs consist of English learners and English

native speakers who are learning another language. There are many aspects of dual immersion programs which have proven to be beneficial in an elementary school student's overall learning and help them gain various skills. These skills are further improved throughout their educational journeys and can help them in their lives. In order to gain a better language proficiency in both English and another language, it is essential for children to begin these programs at the beginning of elementary school.

By enrolling in a dual immersion program at an early age, children can gain many skills, such as academic and social skills, which will help them as they continue to grow and practice, as well as improve, the languages they are learning. Children are able to gain proficiency in both languages as they grow older. Dual immersion programs also serve as a resource for children to learn how to become culturally aware, diverse, and inclusive people. With everything going on in the world and the problems against diversity, dual immersion programs can be beneficial in helping students overcome certain stereotypes and limitations, through working and learning with others who are different. By involving both groups in these programs, the students can learn from one another and embrace their differences in a safe and welcoming classroom environment.

References

Aguirre-Baeza, L. (2001). Creating two-way dual language schools through effective leadership. *Educational Horizons,* 79(4), 167-170.

Analís, I. & Rodríguez, M. A. (2008). Sustaining a dual language immersion program: Features of success. *Journal of Latinos and Education*, 7(4), 305-319.

Burk, R. (2019). *Dual language immersion program master plan.* Seaside, CA: Association of Two-Way & Dual Language Education (ATDLE*).* https://dlamp.mpusd.net/apps/pages/aboutus

California State Board of Education. (2014). Instructional Materials to Support the CA CCSS for ELA/Literacy and CA ELD Standards. In California Department of Education (Eds.), *English language arts/ English language development framework for California public schools kindergarten through grade twelve,* 1007- 1038. Sacramento, CA: California Department of Education Press.

Capps, R., Fix, M., Murray, J., Ost, J., Passel, J.S., & Herwantoro, S. (2005). *The new democracy of America's schools: immigration and the no child left behind act*. Washington, D.C.: The Urban Institute.

Collier, V.P. & Thomas, W.P. (2004). The astounding effectiveness of dual language education for all. *NABE Journal of Research and Practice*, 2(1), 1-20.

Gort, M. (2006). Strategic codeswitching, interliteracy, and other phenomena of emergent bilingual writing: lessons from first-grade dual language classrooms. *Journal of Early Childhood Literacy*, 323- 354.

Lindholm, K. J., & Fairchild, H. H. (1990). Evaluation of an elementary school bilingual immersion program. In Padilla, A. M., Fairchild, H.H., & Valadez, C. M. (Eds.),

Bilingual education: Issues and strategies, 126–136. Thousand Oaks, CA: Sage
Publications.

Lindholm, K.J. & Genesee, F. (2009). Alternative educational programs for English language
learners. In California Department of Education (Eds.), *Improving Education for English
Learners: Research Bases Approaches*, 323- 382. Sacramento, CA: California
Department of Education Press.

Lindholm, K.J. & Genesee, F. (2014). Student outcomes in one-way, two-way, and indigenous
language immersion education. *Journal of Immersion and Content-Based Language
Education*, 2(2), 165-180. DOI: 10.1075/jicb.2.2.01lin

Lucero, A. (2012). Demand and opportunities: Analyzing academic language in a first-grade
dual language program. *Linguistics and Education*, 23(3), 277-288.

Marian, V., Shook, A. & Schroeder, S.R. (2013). Bilingual two-way immersion programs benefit
academic achievement. *Bilingual Research Journal*, 36(2), 167-186. DOI:
10.1080/15235882.2013.818075

Menken, K. (2010). NCLB and English language learners: challenges and consequences. *Theory
Into Practice*, 49(2), 121-128. DOI: 10.1080/00405841003626619

Montague, N. (1997). Critical components for dual language programs. *Bilingual Research
Journal,* 21(4), 409-417. DOI: 10.1080/15235882.1997.10162713

Potowski, K. (2007). *Language and identity in a dual immersion school*. Bristol, UK: Channel
View Publications.

Steele, J.L., Slater, R.O., Zamarro, G, Miller, T., Li, J., Burkhauser, S., & Bacon, M. (2017).
Effects of dual-language immersion programs on student achievement: Evidence from

lottery data. *American Educational Research Journal*, 54 (1S), 282S-306S. DOI:

10.3102/0002831216634463

U.S. Department of Education. (2016). Non-regulatory guidance: *English learners and title III of*

the elementary and secondary education act (ESEA), as amended by the every student

succeeds act (ESSA). Washington, D.C.: U.S. Department of Education, 1- 48.

U.S. Department of Education & Office of English Language Acquisition. (2015). *Dual*

language education programs: current state policies and practices. Washington, D.C.:

U.S. Department of Education, 1-125.

Valdes, G. (1997). Dual-language immersion programs: A cautionary note concerning the

education of language-minority students. *Harvard Educational Review*, 67(3), 391- 429.