



Dissertation Proposal on the Impact of Bilingual
Program Models to Promote the transition into
English Classrooms and Student Achievement: Two-
way Immersion



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Abstract

To evaluate early childhood method of bilingual education is the interest of this undertaking. It will focus on Hispanic children in the urban school setting in the United States of America, Orange County in Florida. Evaluation will be done through a two-way bilingual immersion program where Parents of the school children will be encouraged participating by active involvement which is using English as medium of home communication.

This study will make use of the descriptive correlation method of research to answer the following questions: What are the relative strengths and weaknesses identified in the literature with respect to bilingual program models; Which bilingual program model or models are most likely to promote the transition into English classrooms and student achievement? and to what extent do participants in the program experience a positive transition to mainstream classrooms?

Weighted Mean will be used to identify areas of concern and beliefs or attitudes regarding the efficacy of bilingual programming specifically when incorporating the surveys of parents, teachers, and students themselves; t-test will be computed to determine the significant differences of the student grades and scores on standardized tests from students in the target program and students with no bilingual programs; and Analysis of variance (ANOVA) will be used to establish whether there is no bilingual program model or models that are most likely to promote the transition into English classrooms and student achievement.



Chapter 1

INTRODUCTION

Background of the Study

There is a demand for bilingual education programs for non-native English speakers' students' communities. Consequently, the building interest in bilingual education program was by no means, then, limited to California, Texas, and Florida. However, it is now spreading all over the United States of America at a pace that surprises even the educators who provide the services. Americans have developed great interest in this undertaking because of its intellectual and social values. They apparently have realized that students will turn out to be erudite as they acquire more knowledge. Many may have recognized that bilingual education enhances learning and increases nonnative speakers' chances to a brighter future. Moreover, bilingual education is a growing trade that promises rewarding prospects.





Among the primary school programs in the United States, bilingual education seems to be the most beneficial. In the Southeastern part of the country, especially in Florida people speaking in different languages abound. English, the medium of communication is essential to make certain that these non-native English speakers' students will turn out to be erudite as they acquire more knowledge (Krashen, 2004). This is the conventional idea of many educators and policymakers.

Despite a large number of languages, the value of learning English, which can be achieved through formal education, is so great that emigrants may bring their families better chances of large earnings and better living conditions.

In the majority of education programs, a basic medium of communication and instruction, English is used. This is beneficial to Native Americans. Will there be an instruction method which will enhance learning of several non-Native Americans? The effectiveness of alternative medium of communication in education has to be explored. One of this is bilingual education, which is handy and easier.

Bilingual education is one of the most important modes of instruction in the United States. It is available in most States and is very common among border localities.

English in the mainstream as second language learning: is similar to learning the first language in that it is learned through use, exposure, need, and experimentation; is different in that the second language learners are older and have had experience of learning a language; are place in a different



situation where learning takes place with a supportive and relatively pressure –free family environment; and learners are in a position of having to continue their learning within the school in a language with which they are not fully competent.

From the perspective of the researcher, a fundamental assumption regarding the efficacy of bilingual programs is that such programs must be viewed as providing a foundation in basic skills and curriculum content during the early childhood education environment. The goal of such programs should be to foster the rapid acquisition of both basic skills in language, arts, and mathematics, to facilitate socialization, and to introduce English as a second language. The direct and indirect stakeholders in the target program consist of bilingual program students and their parents, along with teachers and school administrators in both the bilingual and English classrooms. By extension, communities as a whole and business and industry have an indirect, but significant stake in the outcome of method of bilingual education programs.



Statement of the Problem

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This study was concerned mainly in the evaluation of early childhood method of bilingual education. Specifically, the investigator was directed to answer the following questions:

1. What are the relative strengths and weaknesses identified in the literature with respect to bilingual program models?
2. Which bilingual program model or models are most likely to promote the transition into English classrooms and student achievement?
3. To what extent do participants in the program experience a positive transition to mainstream classrooms?

Significance of the Study

In a country like the United States of America, the need to foster the rapid acquisition of both basic skills in language, arts, and mathematics, to facilitate socialization, and to introduce English as a second language is primary; hence it becomes imperative to extend present day knowledge on developing a dependable early childhood method of bilingual education.

Likewise, the researcher believed that the findings of this study will help students and their parents, along with teachers and school administrators in both the bilingual and English classrooms.

Furthermore, the baseline data gathered from the result of this study shall serve as guide of other researchers in their quest for additional knowledge. It can also be for those interested in the fields of elementary education.

Theoretical Framework of the Study



The two-way bilingual program that is designed to encourage proficiency in reading and writing in both Spanish and English are most likely to be effective when parents are actively involved in their children's schooling (Huang, 1992). This may also be true when parents incorporate English in the home communication systems (Huang, 1992). Finally, it may also be effective when teachers in the bilingual program are certified (Huang, 1992).

Hypotheses

1. There are no relative strengths and weaknesses identified in the literature with respect to bilingual program models.
2. There is no bilingual program model or models that are most likely to promote the transition into English classrooms and student achievement.
3. The participants in the program do not experience a positive transition to mainstream classrooms.

Scope and Delimitation of the Study

The study will be delimited in the evaluation of early childhood method of bilingual education in the United States of America, Orange County in Florida.

DEFINITION OF TERMS

Method of Bilingual Education. Concurrent use of Spanish and English as media of instruction.

Two-way Immersion. Learning by two groups each in its own and the other's language.



Bilingualism. Versatility in two languages. Second Language. Language learned subsequent to learning the native language.



SAMPLE WORK



Chapter 2

REVIEW OF RELATED LITERATURE

The researcher went over a number of literature and studies relevant to the present study in different public and private libraries. The literature studies which have bearing to the present day study are herein cited.



RELATED LITERATURE

According to Zehm and Kottler (1993), the ease with which school children learn rests on the ability of the teacher to establish a humane relationship with them. School children can be kept in the active process of structuring on what they already know and can do (Zehm and Kottler, 1993). Learning for school children can be: about being curious as natural learners; active involvement in learning process; best when in a safe and stimulating learning environment; involvement in significant learning experiences that are almost always real; personal and can be authentic as a personal response; and social as an opportunity to work with classmates in cooperative groups (Zehm



and Kottler, 1993).

In 1974, Gordon set the stage of the basic communication skills that parents and teachers must learn to be effective in their interaction with children without having to manage behaviors but, instead incorporating the concepts of proper communication as a personality trait of self-expression. Harrel (2003) stated attitude has life transforming power.

James Crawford in 1995 mentioned speech defines a person's ethnicity, intellectuality, and sociality. However, Hakuta (1986), believed multi language capability enhances the intellect. English as the second language has been in the mainstream of education. And its quality has usually been broad to be useful (Krasen, 1996) especially in educational systems when it is the tool to drive lessons.

The dawn of civilization saw bilingualism even in homes where there were two people dwelling together but speaking two different languages and eventually learn each others languages (Lee, 1932).

Ramirez et al. (1991) disclosed that developmental bilingual programs where native dialect was used helped improved student's achievements in selected subjects.

Lustig (1996), collective society and Williams (1976) social patterns are contributory to academic achievements of children.



Chapter 3

METHODOLOGY

This chapter presents the research method, study area, experimental materials, data collection, and statistical treatment used to test the null hypothesis.

The Research Method

This study will make use of the descriptive correlation method of research as it was aimed in the evaluation of early childhood method of bilingual education.

Data collection will consist of gathering student grades and scores on standardized tests from students in the target program and students in no bilingual programs. The research will incorporate surveys of parents, teachers, and students themselves to identify areas of concern and beliefs or attitudes regarding the efficacy of bilingual programming. Data generated from these research efforts will be compared to the data generated by studies of other bilingual programs that have been researched, the results of which are presented in the literature. Appropriate tables, charts, and figures will be included in the final report along with narrative interview data obtained from parents, students, and teachers.

To answer the research questions posed at the outset of this study, specific criteria for subject inclusion must be established. Inclusion criteria are critical, given that data collection consists of gathering student grades and scores on standardized tests from students in a two-way immersion



bilingual program and students in no bilingual programs as well as survey data from parents, teachers, and students. To be included, students must be enrolled in a two-way bilingual program or in a comparable mainstream classroom based on grade level. Other criteria for participation include parental consent and availability of at least one full academic year's worth of standardized test scores and classroom grades.

These criteria serve to establish eligibility for participation of subjects in the study. Other criteria related to the reliability and validity of data is also of significance. It is likely that any standardized test instrument such as the Iowa Test of Basic Skills (ITBS) has well established norm-referenced and criterion-referenced reliability and validity scores. This issue is of less significance herein than establishing reliability and validity criteria for survey responses. Data Gathering Procedure

The evaluation methodology will be applied by implementing procedures designed to address the research questions and achieve the purpose of this study:

1. The participants will be from the public school system in Orange County in Florida;
2. The research will invite students who are enrolled in the public school and their parents to participate in the study;
3. It will incorporate surveys of the parents, teachers, and students themselves to identify areas of concern, belief, or attitudes regarding the efficacy of bilingual programming;
4. Appropriate tables, charts, and figures will be included in the final report along with



narrative interview data obtained from parents, students, and teachers;

5. The data collection will consist of gathering student grades and scores on standardized tests from students in the target program and students in no bilingual programs;
6. The investigator will use the procedure rules of research: research ability, parsimony, credibility, and rival explanation. The principle is grouped into four categories: legal, ethical, philosophical, and procedural;
7. Following a review of literature, the project will gather bilingual's method data from a target school; and
8. A formative committee will be established following the review of relevant literature.

The Study Area

The study is limited to the Orange County, Florida, United States of America.

Statistical Treatment

To examine the method of Bilingual Education in two-way immersion, the following statistical formulas will be used:

1. Weighted Mean. This will be used to identify areas of concern and beliefs or attitudes regarding the efficacy of bilingual programming specifically when incorporating the surveys of parents, teachers, and students themselves.



2. t –test. This will be computed to determine the significant differences of the student grades and scores on standardized tests from students in the target program and students with no bilingual programs.
3. Analysis of variance (ANOVA). Analysis of Variance will be used to establish whether there is no bilingual program model or models that are most likely to promote the transition into English classrooms and student achievement.





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