Two-Way Immersion: Parental choice for a successful and culturally diverse future

Margarita Esperanza Machado-Casas

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TWO-WAY IMMERSION: PARENTAL CHOICE FOR A SUCCESSFUL AND CULTURALLY DIVERSE FUTURE

A Thesis
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Bilingual/Cross-Cultural Education

by
Margarita Esperanza Machado-Casas
September 2003
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ABSTRACT

This study focuses on parental choice for student placement in Two-Way Immersion classes as optional bilingual education. Parents who have their children enrolled in a TWI program in Banning, California responded to a questionnaire and were interviewed about their decision. The analysis of the data indicates that parents value cultural diversity and second language acquisition.
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DEDICATION

I would like to dedicate this thesis project to my beloved family that cultivated in me the importance of education and most importantly of bilingual cross-cultural education. To my grandparents Esperanza, Margarita, and Charlie for all their love and never ending support. !Gracias por todos sus consejos, amor, y cariño! To my parents Lina and Jose Machado for their love, support, understanding, trust, and sacrifice. !Ustedes han sido el viento que empujan mis alas! Los Amo. To my husband Lauro for his support, love, understanding, patience, and for being a wonderful husband. I love you very much. To my aunts, uncles, cousins who have been more than supportive, I love and thank you all! Furthermore, my daughter Natassia, so that she value her heritage and the privilege she has been given by being born in the country and being bilingual. !Tú eres la razón de mi ser! I would like to specially dedicate this thesis to those bilingual teachers who struggle daily to keep bilingual education alive. And especially to those parents who support bilingual education. You are the pioneers of future success. !Qué viva la educación bilingüe, y aquellos que creen en ella y que día a día siembran el fruto del bilingüalismo a sus hijos!
TABLE OF CONTENTS

ABSTRACT ................................................................. iii
ACKNOWLEDGMENTS ....................................................... iv
LIST OF TABLES .......................................................... vii
LIST OF FIGURES ........................................................ viii
CHAPTER ONE: BACKGROUND
  Introduction .......................................................... 1
  Context of the Problem ............................................. 1
  Significance of the Project ....................................... 1
  Purpose of the Project ............................................. 2
  Assumptions .......................................................... 3
  Limitations .......................................................... 4
  Definition of Terms ................................................ 4
  Organization of the Thesis ....................................... 5
CHAPTER TWO: REVIEW OF THE LITERATURE
  Introduction .......................................................... 6
  History of Bilingual Education ................................... 6
  Early Times until the 1880s ...................................... 7
  1880s through the 1900s .......................................... 10
  Mid 1900s to the Present ......................................... 14
  Important Cases ..................................................... 15
    Lau versus Nichols (1974) ..................................... 15
    The Bilingual Act of 1968 .................................... 16
  Bilingual Programs from the 1960s to the Present ........... 17
LIST OF TABLES

Table 1. Bilingual Models ........................................... 45
LIST OF FIGURES

Figure 1. English-Speaking Parent Comments ........... 46
Figure 2. Spanish-Speaking Parent Comments ........... 46
CHAPTER ONE
BACKGROUND

Introduction

The research in this report studied the reasons why parents choose to place their children in bilingual programs as opposed to English only classes. This investigative report is more specifically concerned with the parental choice of student placement in Two-Way Immersion (TWI) programs (also referred to as Dual Immersion) over the various other bilingual programs. At the time of this study, bilingual education is still a highly politicized issue in California.

Context of the Problem

There are varying labels for students acquiring English and just as many educational environments for these children. While controversy over how to accommodate the diversity of our students affects government policy, parents are placing their children in programs that promote fluency in two languages, the majority language and a minority language.

Significance of the Project

The significance of this project speaks to dearth of studies available that address the issue of parental
choice of Two-Way Immersion. This paper seeks to answer one key question formulated with the intention of enabling us to improve our understanding of parental choice of this specific bilingual program in order to enhance student education.

Purpose of the Project

During the 2001-2002 school year, an attitude and personal response survey was administered to the parents of children in public elementary school's Spanish-English dual-immersion program. The first purposes of the project was to and develop a set of reasons as to why parents with two different ethnic backgrounds choose to place their children in a Two-way immersion program rather than an English only class. Secondly, another purpose of the study was to explore the relationship between the parents' expressed attitudes toward bilingualism and their stated reasons for placing their children in a dual-immersion education program. Furthermore, Cultural diversity is a tool that is needed in education. Here in California we service a wide range of language groups and cultures. It is necessary that we become tolerant of each other's differences and embrace them. Two-Way Immersion programs help to point students in the right direction to
appreciate cultural diversity and preserve cultural identity.

Assumptions

1. The following assumptions were made regarding the project: Native Spanish students would not benefit from being placed in Two-way Immersion programs.

2. Spanish speaking parents did not want their children to learn English.

3. English-speaking parents only placed their children in a dual-immersion program for enrichment of a second language instruction, and not because they cared about their child being culturally balanced.


5. Spanish-speaking parents choose to place their children in a dual-immersion program with desire of having English-language instruction coupled with Spanish-language maintenance.

If the survey outcomes reaffirm the mentioned assumptions, then the belief that two sets of language
groups can gain as second language as well as benefit from its cultural rewards while sharing the same bilingual program would sustain.

Limitations

During the development of the project, a number of limitations were noted. The following limitations apply to the project:

1. Time constrains
2. Limitation of survey
3. Not all surveys were deliverable
4. Several parents did not agree with being interviewed for the research.

Definition of Terms

The following terms are defined as they apply to the project.

EO: Students who receive in English-only instruction.
L1: Student Primary language.
L2: Second language acquired by student.
TWO: Two-way Immersion Program.
LEP: Limited English Proficiency.
ESL: Language as a second language.
Organization of the Thesis

The thesis portion of the project was divided into five chapters. Chapter one provides an introduction to the context of the problem, purpose of the project, significance of the project, limitations and delimitations and definitions of terms. Chapter Two consists of a review of relevant literature. Chapter Three documents the steps used in developing the project. Chapter Four presents the results and discussion from the project. Chapter Five presents conclusions and recommendations drawn from the development of the project. The Appendices for the project consists of: Appendix A Informed Consent; Appendix B Survey. Finally, the Project references.
CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

Chapter Two consists of a discussion of the relevant literature. Specifically, history of bilingual education, bilingual programs currently being implemented, parental choice, and Two-way Immersion related literature.

History of Bilingual Education

A surprise to many, but bilingual education is not a newly arrived concept to this country. The United States is a country of immigrants who came in search of liberty, the pursuit of their dreams and their happiness. Through history, English has been the language that has united many of these immigrants. In the United States, English is taught to all immigrant children in classrooms and to all persons who wish to learn the dominant language in order to assimilate and survive within the American society. Consequently, eliminating their home language and culture. However, language minority children and their parents need not forget or eliminate their native language be it Spanish, German or French, when they are in this country. To that end, one should understand that the United States
has a long-standing history of bilingualism that should be studied and understood.

According to Fitzgerald (1998) for many, years bilingualism has exited in the United States. By looking at its historical past. Perhaps through a better understanding of prior generations' experiences with, and reactions to bilingualism, more insight can be gained into contemporary attitudes.

Early Times until the 1880s

From pre-colonial days into the mid-1880s, bilingualism was not only widespread, but it was respected and appreciated. Before the first Europeans arrived on the continent, between 200 and just over 500 languages in about 15 language families were spoken in the land (Fitzgerald, 1998).

In 1664 when New Netherlands was given to the British crown, at least 18 non-native American languages were spoken on the island of Manhattan. In 1776 there was an agreement that all the people were to share the English language with the exception of all the native Americans and the African-American slaves. During these times, bilingualism was important because of everyday trading, teaching, and spreading the gospel. Unlike the Spanish who
created specific language policies for their New World holdings, as they began to settle their new world colonies, English had no early language policies (Heath, 1976b). Intellectual and political leaders, social and religious organizations, and newspapers encouraged the study and maintenance of non-English languages. It is now known that bilingualism was not only reserved for the rich and elite but also for the lower class. For example, in the mid-18th century, newspaper advertisements for runaway slaves/servants (both African-American & Caucasian) frequently referred to their multilingual abilities (Crawford, 1989).

It is also known that bilingualism was politically protected at least from early post-Columbus times until the late 19th century. The reason for the political protections was that the pilgrims who were coming to the continent saw preservation of heritage as an individual right, and since language is strongly tied to heritage, native-language loyalty would also likely be considered a right. In the mid-1880’s, there were several important signs of the social and political rights involved in embracing bilingualism. One was that the Continental Congress tried to accommodate non-English speakers. For example, many of its official documents were published in
German and French, including the Articles of Confederation (Crawford, 1989). Additionally, as the United States Constitution was being written, John Adams proposed that English should be the official United States language. After much debating, the founding fathers declined the proposal on the grounds that it was "incompatible with the spirit of freedom" from which the Constitution was born (Hakuta, 1986). Furthermore, until the late nineteenth century, bilingual education, and even monolingual education in the native language was pervasive (Fitzgerald, 1998). For example, in the late 1600's German Americans tried to maintain their language through schools, which used German or both German and English, as the language(s) of instruction. During the 19th century, many immigrant people, including the Italians, the Poles, the Czechs, the French, the Dutch, the Spanish, and the Germans incorporated their mother tongue instruction in their schools (Casanova & Arias, 1993; Kloss, 1971). Around the mid-1800s, some states passed laws which prevented interference with public school instruction in a non-English language, particularly German (Hakuta, 1986).
1880s through the 1900s

In the 1880s, attitudes began to change, English nativism intensified, and support for bilingualism began to waiver. An "Americanization" campaign was launched, and fluency in English, the language of the dominant Anglo-Saxon race, became associated with patriotism (Casanova & Arias, 1993; Tamura, 1993).

The changes in attitudes were related to several factors. First, English had governed the country since colonial days. It would appear their language became dominant at least in part because of their majority presence and their power and authority. After almost 400 years of non-native-American presence on the continent, generations of people had adopted English as their only language, many having lost the languages of their forefathers. Over time, originating loyalties waned. Second, one immigration peak period had just occurred and another was in process. One was from about 1830 to 1854, when large numbers of Irish, Russian, Jews, Germans, Swedes, Norwegians, Sicilians, and Neapolitans immigrated. Another was from about 1880 to 1900, when large numbers of Chinese immigrated. The "melting pot" metaphor for life in North America implied that the large numbers of recent immigrants should conform to the ways, and therefore, the
language of mainstream North America. Third, the Spanish-American War may have led to greater desires to breed a spirit of nationalism, at least in part, through ensuring a common language base throughout the country. Fourth as the 20th century began, and World War I was imminent, suspicions about allegiances were fueled by language differences. Fifth, North American society had begun a transformation from a predominately agricultural and low skilled labor economy to a more urbanized, industrial economy in which English literacy and oral skills were indispensable in major sectors of the work force (Fitzgerald, 1998).

According to Resnick (1993), "some important events signaled the growing presence of anti-bilingual attitudes from the late 1880s into the early 1900s. The first restrictive immigration laws appeared in 1882, directed primarily against the Chinese. Following the Spanish-American War, the United States government imposed English as the mainstream school language in the new colonies, Puerto Rico and the Philippines, in the spite of the fact that the Puerto Ricans were entirely Spanish-speaking." However, in 1916, the requirement was relaxed somewhat to allow in Puerto Rico Spanish mainstream instruction first through fourth grade, Spanish
and English in fifth grade, but only English thereafter. This lasted until 1940. The Nationality Act of 1906 was the first legislation-requiring immigrant to speak English to become naturalized citizens (Leibowitz, 1982). Intolerance for German mainstream instruction in schools began in the late 1880s and peaked around 1919, with the rise of anti-German feelings and the advent of the American Protective Association. By 1923, 34 states had legislation prohibiting public instruction in languages other than English. Between 1919 and 1950, over 1,000 individuals were jailed for subversive speech and thousands of cases were litigated citing non-English language as a sign of "clear and present danger" (Trueba, 1989, p. 85). In 1923 a case, Meyer v. Nebraska, a parochial school teacher "was charged with the crime of reading a bible story in German to a ten-year old child." Although the United States Supreme Court subsequently declared as unconstitutional laws prohibiting the use of foreign languages in school, the charge itself is a telling indicator of the climate with regard to bilingual issues. According to Crawford (1989), "during the 1930s for the first time ever, English as a second language (ESL) methodology was developed. Finally, during World War II, Japanese-language schools were closed."
In Cincinnati, bilingual education began in 1840. This period was designed to attract German children into American schools. It later disappeared in 1920; however, it reappeared again in 1963, when thousands of Cuban refugees arrived in Miami. Bilingual education was created so that Cuban children could get ahead in their schooling. In Miami, the Miami-Dade County public schools organized a two language instructional program at Coral Way elementary. In this program children were divided between Spanish speakers and English speakers. Both groups of children spend half the day instructed in English and the rest in Spanish so that there was an immersion of different languages and cultures. Since then many bilingual programs have been developed. The bilingual educational school system in the United States and especially in California has historically had a great amount of commitment and supports by many qualified school educators, Pope John Paul the second, and various politicians including President Clinton. There was and is so much need for bilingual educational programs that many laws were created on behalf of non-English speaking children.
Mid 1900s to the Present

Since the mid-1900s, the core issue of concern has become increasingly explicit: Should individuals maintain and use original native language alongside English, or should English supplant the native language? Virtually no one argues that English should not be learned and used. Since then, there have been many cases that can be interpreted as being supportive of bilingualism or against bilingualism. Some of these cases come from Federal policies, court cases, acts, and the birth of various bilingual programs.

According to the National Clearinghouse for Bilingual Education (1991), “perhaps the most important event was the establishment in 1964 of Title VI of the Civil Rights Act, prohibiting discrimination on the grounds of race, color, or national origin in programs or activities receiving federal monies. The Office of Civil Rights (OCR) was set up to oversee compliance with Title VI.”

When OCR was first established, many bilingual advocates as being supportive to their cause thought it was evident that they were proactive on the issues of the language minority people and because of this. For example, in 1970, OCR sent a memo to school districts stating that OCR policy required effective instruction for

Important Cases

Lau versus Nichols (1974)

The United States Supreme Court guarantees minority children the right to an equal education whether or not they understand English. The equal protection clause of the 14th amendment, the Lau v. Nichols United States Supreme Court decision (1974), and the Bilingual Education Act of 1968, have all guaranteed to protect the children from discrimination. The Lau v. Nichols case decided: There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English effectively foreclosed from any meaningful education.

The Lau v. Nichols case began as a class action suit brought on by non-English speaking students in the San Francisco School District. Many Chinese families in the district felt that no instruction was being provided for their children's education, especially when teaching them English as a second language. The Supreme Court decision was based upon Title VI, of the Civil Rights Act of 1964, which bans discrimination because of race, color or
national origin. The court believed that Chinese-speaking children were receiving fewer benefits than the majority of English speaking students. Therefore, the court ruled that these children were being denied equal education and that they also experienced discrimination. Due to this decision, many school districts were required to design and enforce instructional programs, which provide Limited English Proficient (LEP) students equal instruction. The decision also required that the districts provide (LEP) students with equal education.

The Bilingual Act of 1968

According to Herman Curiel (1990), the Bilingual Act of 1968, which is also known as Title VII of the Elementary and Secondary Education Act of 1965, acknowledges that the educational needs of (LEP) students cannot be met effectively by traditional schooling in which English is the only form of instruction. This act was revised in 1974, 1978, and 1984. This act has provided funding for state education agencies and local school districts to encourage the development of bilingual education programs, which are made for the needs of (LEP) students. With the passing of the Bilingual Act of 1968, the federal government became involved in bilingual education. The Bilingual Act of 1968 declares that it is
the policy of the United States to create and establish
equal opportunity for all children and also to promote
educational excellence and to provide bilingual
educational programs for the purpose of meeting
educational needs to non-English speaking students. The
Lau v. Nichols in combination with the Civil Rights Act of
1964, and the Bilingual Act of 1968, created a foundation
for the legal establishment of bilingual programs in the
United States.

Bilingual Programs from the
1960s to the Present

In the 1960's, the government asked public schools to
begin instructional programs for children speaking native
languages other than English. And bilingual education was
born. Although there are many bilingual programs, the
emphasis is still the same: A child's native language
should be used during the first few years of education for
the child. This is necessary in order to prevent these
children from falling behind academically while they
develop the English language. Two great bilingual programs
that have been proven to work are the Transitional
Bilingual Education Program and the Bilingual Bi-Cultural
Education Program. Both of these bilingual programs have
had a good success rate in helping non-English speaking
children adapt in an English environment classroom by instructing them in their primary language.

The office of Bilingual Education and Minority Language Affair funds the Transitional Bilingual Education Program. In 1986, 519 awards were given to 173,903 students. According to Herman Curiel (1990), this program has helped many non-English speaking children:

transitional bilingual education means a program of instruction designed for children of limited English-speaking proficiency in elementary or secondary schools, which provides, with respect to the years of study to which such a program is applicable, structured English language, instruction, and to the extent necessary to allow a child to achieve competence in the English language, instruction in the child’s language.

It is believed that this type of instruction will enhance the cultural heritage of the children in America. This type of instruction will also allow a child to meet grade promotion and also graduation standards. The goal of the transitional program is to allow the children to achieve in their learner equal proficiency in both their native and English languages, which will require continuation of instruction in two languages in elementary and secondary schools (Curiel 1990). The enrollment time
for these programs is limited to three years and five years if by evaluation the child is found to need more than the three-year enrollment period. This bilingual program makes it easier for the child to advance through the school system and can reduce fear and confusion. Transitional bilingual education has been criticized by some educators who see it as being overly concerned with quickly developing the English language skills of students at the expense of their learning needs of their own language development. However, other educators view the importance of this program. Educators suggest that feelings of shame and alienation from their mother tongue are significant barriers to their learning. These educators also emphasize the importance to a student’s educational level as being secure in their own mother tongue.

Another program called the "Bilingual Bi-Cultural Education program teaches children English language skills without letting them fall behind in their curriculum studies. It also provides a foundation for the minority language and culture. It enables students to develop good skills in both their native tongue and the English language; this will produce effective bilingual students. A few critics have labeled this program as "affirmative
ethnicity." But the truth is that the desire of this program is to produce English language ability, mixed with a strong sense of pride for the child's language culture.

Today, we have a new bilingual program aimed at providing language minority children with instruction in their primary language. However, this program is not only for our language minority children, it is also for any language majority child who wants to learn and acquire a second language other than his/her own primary language. For example, a Korean child can be enrolled in the dual language program where he/she will receive and acquire Spanish and English while at the same time maintaining and refining his/her own primary language at home. The benefit of this is that now any child regardless of color, race, or language preference, can become bilingual or even trilingual. The benefits of this program are many. For one, racial and language tensions between students will ease and student self esteem will increase.

Dual-Immersion Programs

Over the 20th Century, the United States population has augmented in numbers, and so has the ethnic diversity of our students. And with the influx in population recognized schooling in the United States has changed
noticeably. Programs have been added, concluded and refined. In the early 1900s, the population of student that spoke only English in the United States changed because of the influx of immigrants from Europe. Many of these new immigrants came without knowing English. There were no programs in place to meet the needs of all of these students. According to Rothstein (1998) new enrollees on the east coast included students from Russia, Poland and Italy. These students found failure instead of success. Rothstein further states that only 11% of Italian immigrants that enrolled in high school actually graduated. The stresses of entering a new country, learning a new language and the need to earn monies for families were that causes of the students’ failure.

During the first half of the century, immersion schools were started for students that spoke a language other than English. As written by Rothstein, (1998) many were looking to validate the home language, family traditions, religion and costumes. Many parents chose to enroll their children and many did not. These differences of opinions and choices for enrollment were seen toward the end of the century as well (Craig, 1998).

Today’s bilingual programs were put into place in the 1960’s. These programs were specifically targeted to help
Spanish-speaking students since this was the language that most new arrivals enrolled with.

Different programs were adopted. Various programs included English as a Second Language, the Preview/Review Method, the Alternative Language Method and Dual Immersion. The main purpose of these programs was to ensure that academic content was being taught in a student’s first language or in an English program that had a controlled vocabulary. Strategies were adopted to ensure that students were not falling behind academically because of their primary language.

There were many innovative programs to be implemented in education; Dual-Immersion is one of the most fascinating. This literature review examines the history of Dual Immersion, also called Two-Way. While investigating its history, implementation and perception was the focus of the investigation. This literature review also looks at its present condition and future potential of the program.

Dual Immersion developed as an education program that immersed students in a minority language (other than English) at a young age. It was established as a continual program that encouraged a commitment from families of the non-target speaking language to enroll in a program in
which their child would be taught in the pre-selected language. This program consists to two basic models, the 90/10 model and the 50/50 model. In kindergarten the programs starts with a 90/10 model, that is 90% of the time instruction is in Spanish and the remaining 10% of the time instruction is in English. The same goes for first grade level where higher percentage of the instruction is being taught in the target language and the lower percentage being done in English. As children progressed in the grade levels, English instruction increased to 20% in second, 30% in third, 40% in fourth, and 50% from fifth grade to high school (see Figure 1).

Unlike, the 50/50 model which targets both languages with the same amount of time committed to each language. With the 50/50 model amount of time spent on both languages remains the same as the years progressed.

Although Spanish is the language most programs have chosen to implement, other previously targeted languages have been Chinese, French, and. The target language utilized in the school where this research was conducted was Spanish. The first program shared many of the characteristics of what we know today as Two-Way Immersion education (Christian, 1996). As the years progressed, the program expanded, albeit slowly. "Its minimal increase
cited fewer then ten documented programs in operation before a1981” (Sugarman & Howard, 2001, p. 1). Minimal growth was contributed to many reasons. One of which was the strong Americanization of students to speak English and leave their own culture and beliefs behind. The initial programs that were implemented were located in high minority speaking communities with the first being in Miami in 1963 (Pellerano & Fradd, 1998).

The visible increase of Dual Immersion programs began in the 1980’s. As the value of bi-literacy increased, interest was gained and more programs were initiated. The majority of the programs were implemented in California, Texas, and New York as remains the case today.

Parental Choice

The number of Dual Immersion programs increased even more as the new millennium began. According to Howard and Sugarman, there have been 249 Dual Immersion programs established. Of those, the vast majorities WERE Spanish, with 234. Korean, French, and Chinese made up the rest of the programs. In these 249 programs, the majority of them were in the three states previously mentioned (Howard & Sugarman, 2001). California has the distinction of having the highest majority of active Dual Immersion middle and
high school programs with 19% of the total amount of schools reported.

Enrollment in Dual Immersion programs was not automatic. It was set up as a voluntary program. Some important factors were established as criteria that can affect student’s success. Parental belief and support was the most important factor for enrollment. Parents interested in the program needed to acknowledge and be aware of their requirements as supporters of the program. Parental support was not only required in the classroom, but also at home for completion of homework assignments. As the material grew more difficult, many non-Spanish speaking parents found a little more difficulty in assisting their child. Teachers have become more aware of the parental needs and have sent home detailed instructions, dictionaries, and books on tale to make enriching the language at home easier for the parents (Cloud, Genesee, & Hamajan, 2000).

Because the American public has historically viewed bilingual education in the United States as appropriated for the less fortunate, the question arises of why have parents suddenly “changed” their beliefs about bilingual education for all children? Why are they suddenly seeing bilingual education as beneficial additive education?
English-only parents have seen the value of being bilingual in a society with diverse cultures. As noted by the survey conducted by Craig (1996), parents commented about the need for their children to develop awareness of various languages spoken in the world. Many parents commented on their desire to intellectually stimulate their children by exposing them to a new language. Others commented about the link bilingualism and cross-cultural understanding. As mention by Craig many parents commented that they had difficulty in acquiring a language as adults, parents believed acquiring a second language at an early age was easier than waiting until adulthood.

Furthermore, some parents wanted their children to learn the language of their grandparents. The positive exposure to cultural diversity was considered a part of the main reasons to enroll children in a Dual Immersion program (Craig, 1996).

Finally, Parents were aware of the career and business opportunities available to their children by acquiring a second language. Enhanced with career opportunities parents also cited their awareness of the opportunities of not just being bilingual-biliterate, but also bi-cultural.
There are also reasons that native speaking families have opted to enroll their children in the program. Many reasons cited by Craig (1996) included the need to retain culture and the importance of constant practice in the first language while the second language is being learned. Pausada (1991) adds that the majority of parents with children in a bilingual program wanted their children to be adept in languages, home and school, in order to get ahead. As written by Evans (1996) parents noted that knowing Spanish in addition to English would be beneficial when living or working in a community where not everyone is bilingual.

The positive attitudes of parents have increased enrollment, and the desire for more culturally diverse children. And, with the popularity this program has gained. The ending product will be secure, bilingual, bi-literate and culturally sensitive graduates.

Summary

Years ago, being bilingual was a privilege reserved for those who could afford to send their children to private tutors or finishing school in Europe. This was a privilege reserved for those who traveled, but in today’s economy being bilingual is not only a privilege for the
rich and elite. Denying bilingual education to any child whether he/she speaks English, is not only a mistake, it is an injustice. Being bilingual and being in a bilingual program prepares children for today’s economy. It also promotes cognitive development, creative thinking, and instills pride and high self-esteem. It is unfortunate that California’s proposition 227 passed. It is also revolting that in some states, bilingual education has been killed at the hands of the people who do not understand its value. It is a shame and offensive that bilingual education is connected to immigration. It is also shameful that we have forgotten that English was not the principal language spoken when the United States was founded many, many, many years ago.

To that end, as noted in the articles reviewed, parents had many different reasons for choosing a Dual Immersion classroom for their children. Parents were thinking about their children’s future successes even though these children were just beginning their education. Culture, and exposure to different cultures was a channel to both English and Spanish speaking parents. As people become aware of the opportunities and the options available to them, they may consider this program for their own children.
CHAPTER THREE
DESIGN METHODOLOGY

Introduction
In order to assess parental choice rationale in two-way immersion programs, a questionnaire was developed. A three-step process was utilized in the collection of data. As questionnaires arrived they were first, coded according to the parents' home language. Secondly, data was chunked into the four major themes that emerged for both English-only parents, and Spanish-only parents in order to better validate their responses. After data was analyzed, parents were called to conduct interviews with English and Spanish-speaking parents who fell into the four major themes. Parents were then interviewed, and questioned further. During the interviews, they were asked to expand on their responses, comments, and feelings about the reason why they placed their children in the dual-immersion program. Finally, the data was analyzed, and evaluated Program Plan

Population Served
The study site, Central Elementary, is located in Banning California, a multilingual, multiethnic urban area. The TWI program started at Central elementary in
1997, serving just 60 students, about 30% of those students were English only students, and 40% were Spanish speaking students. Today, the TWI program in banning serves over 380 students from various ethnic backgrounds. In order to investigate the reason why parents were choosing to place their children in a TWI program, a group of parents who had already had children in the program were purposely chosen as the target to answer our investigative question. Parents who were on the waiting list to place their children in the program, and parents who already had children in the program, and were choosing to place the rest of their children in the program were both targeted. Both English-only, and Spanish-only parents were chosen to participate; this was done in order to validate the reason(s) why parents continue to place their children in a TWI program, in addition to finding common interest amongst English-only, Spanish-only, and parents who speak other languages who have place their children in the TWI program.

Treatment

Since its inception in 1997, the success of the two-way immersion has been continuous, this is why a list of parents who have children who are already enrolled, and
who are on the waiting list for the program was requested from the school district. As an instrument a questionnaire was designed to survey the reason why they chose to place their children in the program. Both English and Spanish versions of the instrument were developed and to be administered to all program parents according to their home language. Solicitation of permission to implement the study was requested first, from the Banning Unified school district, and then from California State University graduate Instrumental Review Board (IRB), both request were granted providing allowance proceeded with the study.

The purpose of the survey was to elicit parents' attitudes toward bilingualism, as well as to measure their satisfaction with the immersion program. A written questionnaire format was chosen in order to reach all parent in the program, to facilitate the collection of the data, and to reduce the time it would have been need it to conduct telephone interviews with nearly 400 families. Furthermore, to greatly reduce the time needed for the survey, the other benefits of a written questionnaire over any other were substantial, including better control and comparability across responses, relative anonymity and confidentiality for the respondents designed to encourage frank/honest responses and comments, and decreased
reliance on solely on interviewer note-taking and memory, coupled with an exact written record of respondents’ reported attitudes and concerns.

The questionnaire included two sections, the first section being a set of question that established the respondents personal prior experience with language for example usage at home, language spoken by each parent, grand parents, and if their child was enrolled in an English pre-school. The age of the child who was currently enrolled in program was requested in this section. Additionally, parents were asked about how they first heard about the program.

The second category of survey items, those addressing parental attitudes toward bilingualism, relied heavily on information they got about the program, and own personal goals, aspirations, and beliefs about the advantages/disadvantages of being in a dual-immersion program. Additionally, this section included what their place was demographically within the school. This was done in order to establish the sacrifice parents were willing to make in order to place their children in a two-way immersion program. The evaluation team considered it appropriate to send the same set of questions, to all parents because of the similarities between the
populations and goals of the study. The teams wanted to both get the response of parents' language attitudes in public school, dealing with diverse multilingual and, multiracial issues. The intent was that the immediate context of the school program would focus attention in the reason why parents chose to place their children in the two-way immersion program, creating context-free questions about parent's own attitudes toward bilingualism.

Data Analysis Procedures

The questionnaire was mailed out to parents with a letter stating what the study was about. At the end of the introductory letter was a phone number for parents to be able to communicate concerns, or questions. Attached with the questionnaire and the introductory letter was a self-stamp envelope, in order to make it easier for respondents to respond. Over 400, surveys were sent out, and over a period of 3 months, 150 were sent back with responses, 75 were returned because of unknown address, the rest were never sent back. As responses came in the researchers' role was to take field notes particularly looking for parents who had similar responses, as well as those who agreed with being interviewed.
Summary

With the permission of Banning Unified School District, surveys were sent out to parents both who currently had children enrolled in the program as well as those parents who have children in the waiting list. Surveys were sent out, and as they arrived they were discriminated utilizing a three-step process. As questionnaires arrived they were first, coded according to the parents home language. Secondly, data was chunked into the four mayor themes for both English-only parents, and Spanish-only parents in order to better validate their responses. After data was analyzed, parents were called to conduct interviews on English and Spanish speaking parents who fell into the four mayor themes. Parents were then interviewed, and question further. Parents were asked to expand on their responses, comments, and feeling about the reason why they placed their children in the dual-immersion program. To that end, interviews as well as surveys were analyzed to come to the two sets of final findings.
CHAPTER FOUR
RESULTS AND DISCUSSION

Introduction

Included in Chapter Four was a presentation of the result of completing the project. Further, the

Presentation of the Findings

English-speaking Parents’ Comments

The English-speaking parents gave three major reasons for enrolling their children at Central School’s dual-immersion program: Socio-economic benefits/enhanced career benefits in the future, early second language acquisition, avoid segregation, positive exposure to cultural diversity through dual language maintenance. Some of the most revealing comments were made in response to their own economic fears. An English-speaking parent with three children enrolled, one in kinder and the other in fourth grade, responded that she had enrolled her first child:

"I wanted her to learn another language because a person who is bilingual is more likely to earn more money, given that bilingual people are capable of reaching a greater population than English-only."
Other English parents expressed a similar appreciation and valuing of diversity, and second language acquisition by learning a second language in a diverse environment. While knowing the benefits of a culturally diverse learning environment, these parents regarded early foreign language acquisition as a primary purpose of the two-way immersion program. Typical responses included:

"We realized that it is easier for children to learn a second language early, this is the time, and certainly the place"

"I believe that if you know more than one language you can better understand other, that is one of the main components for success!"

"I'm form France and we have to learn a second language in schools, the U.S. is the only country where a second language is not taught daily. I want my child to enjoy the benefits of being bilingual, just as I have."

Being that bilingual education is such a controversial issue, especially in California. Many parents who choose to place their children in the programs are discriminated, attacked, and even ostracized for their decision of placing their children in a dual-immersion program. Here are some of the comments from those parents
who expressed, both sadness and confusion as to why they are judged and discriminated against:

"I don't understand what the big deal is; I understand if a person comes to this country and after many years they decide not to learn English, then I would understand that. But, my child already knows English, learning a second language is only expanding his academic experience as well as teaching him to respect others differences. I just don't get it."

"When I first enrolled my child in the program I tried to convince everyone about the program, since I was still trying to convince myself. I went into the program blindfolded, trusting the words of those who started the program; I was only hoping that everything they said would work out. Today, I don't even care about their ignorant comments since I have seen the intellectual, and social benefits this programs has provided for my child and my family we are all more culturally sensitive"

These parents viewed the dual-immersion program primarily as enrichment education, they believed that by learning the curriculum in Spanish would not only make them proficient in that language but also would intellectually challenge and stimulate their children.
Spanish-speaking Parents Comments’

The four themes for Spanish-speaking parents were the Socio-economic benefit of knowing a second language,

"Pienso que económicamente la persona que sabe dos idiomas vale económicamente por dos."

"Financially a person who speaks two languages accounts

The second for Spanish-speaking parents was because of the advantages of knowing two languages:

"Para que tenga mayor facilidad de entendimiento con otros, en sus estudios y en su carrera profesional."

"So that my child can communicate with a wide range of people, specially in school and as a professional"

"Yo se que estamos en los Estados Unidos y que por eso tiene que aprender a hablar ingles, pero pienso que como el numero de latinos ha aumentado es necesario aprender el español para poder comunicarse con la mayoría de personas aquí en California"

“I know we are living in the United States and because of that my child must learn English, but I also feel that the number of Latinos has increased and that it is necessary to learn Spanish in order to communicate with the majority of the population in California"
The following response was from a parent that saw his/her child’s enrollment in TWI as an opportunity for financial advancement.

"Para que no solamente pueda servir a un tipo de personas, sino que además pueda servir adecuadamente a personas que como yo no hablan ingles"

"So that my child could serve not just one type of costumer but instead so she could serve people who don’t speak English like my self"

"Mi sueño es que mi hija sea una profesional exitosa. Aquí en los Estados Unidos hay todo tipo de gente de todas partes del mundo y quiero que mi hija sea indispensable para cualquier compañía donde trabajé, simplemente porque ella habla dos idiomas"

The third reason was better teacher-parent communication,

"Yo no hablo ingles, y este programa me gusta más porque tengo mayor comunicación con las maestros"

"I don’t speak English, and I like this program because I have more communication with teachers"

"Mi hijo mayor vino a esta antes de que tuvieran el programa bilingüe. Él estuvo en una clase de ingles. Yo solo llegue a hablar con la maestra dos veces todo el año, cada vez que trataba no tenían a nadie disponible para
traducir. Las calificaciones eran solamente en inglés y yo no entendía las letras que ocupaban para dar calificaciones. Mi hijo reprobó el año escolar ese año. Ahora con este programa no tengo ese problema”

“My older son used to come to this school before they had the bilingual program. He has in and English-only class. I only spoke with the teacher two times in a year, every time I tried to talk to her, they did not have a translator available. His grades were only in English, and I did not understand the lettering they used for grades. My son repeated the school year. But now, with this program I no longer have that problem”

“Tengo tres hijos en clases de inglés y cuando voy a hablar con los maestros mis hijos tienen que traducir, como no entiendo inglés, no me queda más que confiar que mis hijos me estén diciendo la verdad.”

“I have three sons enrolled in English-only classes and when I go to speak to the teachers my son’s have to translate, since I don’t speak English, I have to other choice than to believe and trust that they are telling me the truth”

Some parents felt because their children were not English-Speaker they would be mistreated by English-only
teacher who could not relate to them. To that end, the fourth reason that extracted from the surveys and interviews was that Spanish-only parents wanted their children to avoid segregation,

"Pienso que en clases de ingles los niños son discriminados por no saber hablar bien el ingles, mientras que con este programa los niños no tendrán ese problema, y además podrán aprender el ingles"

"I think that in English-only classes kids are discriminated against for not knowing English, but instead in this program kids wont have that problem, and additionally, they will learn English"

"Cuando nosotros llegamos a este país y mi hija fue a la escuela, la maestra le preguntó como llego, y mi hija le dijo que cruzamos la frontera. La maestra le respondió en ingles. Mi hija no entendía, entonces la maestra llamó a otra estudiante para que le dijera a mi hija que estábamos quebrando las leyes y que íbamos a terminar en la cárcel. Mi hija no quiso regresar a la escuela, y nos mudamos, porque de verdad teníamos miedo. En este programa las maestros no le preguntan cosas así ni a mí ni a mi hija"

When we first came to this country my daughter went to school, the teacher asked her how she got to this country, my daughter told her that we had crossed the
border running. The teacher answered her in English. My daughter did not understand, so the teacher called another students to tell my daughter that we were breaking the law and were going to go to jail. We moved. To be honest, we were scared. Teachers in this program don’t ask my daughter questions like that “

Other parents were looking beyond preserving family communication in Spanish for their own convenience, but they voiced concerns that their children might loose or forget their native language or ethnic heritage,

“Yo no quiero que se le olvide como hablar español, quiero que lo hable y que lo hable bien, y no mochado”

“I don’t want my child to forget how to speak Spanish, I want my child to good Spanish, and not improper Spanish”

“Para que no se le olvide”

“So that he doesn’t forget the language”

“No quiero que se le olvide de donde es, quiero que se sienta orgulloso de su cultura”

“I don’t want my child to forget where he came from. I want him to be proud of his culture.”

In addition to socio-economic benefits these Spanish-speaking parents; the fear of their children
loosing their primary language is their primary motivation to enroll their children in a two-way immersion program.

Discussion of the Findings

After careful analysis of the data, the following motivations flourished as the reason why parents chose to place their children in a dual-immersion program. The major reasons the Spanish-speaking parents enrolled their children in the two-way immersion program were to give their children an opportunity for a better socio-economic status through future employment opportunities, to promote the linguistic and cultural maintenance, instill a sense of ethnic pride, and to increase their chances of fully acquiring a second language while they are still at a young age. These reasons overlap the English-speaking parents' reasons for enrolling their children in the program. Aside from the socio-economic benefit, English-speaker parents wanted exposure to cultural diversity while Spanish-speakers wanted to maintain their cultural and linguistic identity. Both wanted second language instruction for their children because they wanted the result to be a bi-literacy and cultural competence. Both Spanish and English speaking parents thought that proficiency in a second language would highly
benefit their overall attitudes, and acceptance towards others.

Summary

To that end, all parents recognized two-way immersion programs as uniquely suited to achieving this diverse range of aspirations they wanted for their children. Additionally, both saw all the reasons as equally important, from all the responses given by parents, they thought that they were all equally important in justifying the existence of the two-way program. Both groups of parents recognized that since the two-way immersion program served different needs of two groups it must work to benefit both groups of students. The two-way immersion program in Banning takes into account community language attitudes as well as linguistic demographics, promoting second language instruction rather than eliminate, it affirms that content-based language instruction for diverse children continues to be a proven success.
Table 1. Bilingual Models

Comparison of Bilingual Programs

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<th>Time of Instruction</th>
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<th>90/10</th>
<th>Transitional</th>
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<td>Spanish Instruction</td>
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<td>English Instruction</td>
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- 50/50: 50% Spanish, 50% English
- 90/10: 90% Spanish, 10% English
- Transitional: 10% Spanish, 90% English
Figure 1. English-Speaking Parent Comments

Figure 2. Spanish-Speaking Parent Comments
CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

Introduction

Included in Chapter Five is a presentation of the conclusions gleamed as a result of completing and examining surveys and interviews utilize to validate parents motivation for placing their children in dual-immersion. Further, the recommendations extracted from the project authenticate parent’s personal opinions, and observations of the value of bilingual education, particularly in a dual-immersion setting. Lastly, the Chapter concludes with a summary of the project overall.

Conclusions

The conclusions extracted from the project follows.

1. All English-Speaking parents felt that dual-immersion could offer their children the benefits of academic excellence.

2. All English-Speaking parents felt that by placing their children in the dual-immersion program their children would be attaining cultural enrichment by interacting and embedding them selves in a culture of non-English speaking children.
3. English-Speaking parents felt that dual-immersion provided their children with social recognition from non-speaking parents.

4. Spanish-speaking parents felt that placing their children in a dual-immersion provides their children with a good way of maintaining cultural heritage and pride.

5. Spanish-speaking parents felt that placing their children in a dual-immersion program they would be safeguarded from discriminatory remarks, and treatment they might get form from being in a English-only class.

6. Spanish-speaking parents whose children were born here in the United States, as well as those parents who were born here but have parents who were born in another country felt that through this program students would feel connected to the language and culture of their ancestors.

7. Both sets of parents felt that the quality of the teachers was a strong motivation for placing and keeping their children in the programs.

8. English-speaking and Spanish-speaking parents felt that dual-immersion served as a mean of
satisfying the social and diverse educational needs of all students.

9. All parents agreed that socio-economic does not influence the success children in the program since it served as a program for building ethnic understanding, and acceptance.

10. All parents expressed that dual-immersion program provided academic challenge, superior education, and future opportunities for all students.

11. All parents felt that through a bilingual program like dual-immersion where children are interacting other children from different ethnic background, slowly ethnic biases can begin to disappear.

Recommendations

The recommendations resulting from the project follows.

1. To conduct a comparison research between transitional education programs, 50/50 model, and 90/10 model.

2. To conduct follow-up research with the same parents after they have completed the program to
verify if their motivations and belief in the program are still there as vibrant as they were when they place their children in the program

3. To share this information with new parents who are new to the program, so that they can relate and see that those parents who had children going through the program before them have validated their reasons.

4. To utilize this research as an educational tool for those parents who are against bilingual education. In order to slowly begin changing biases against bilingual education.

5. To conduct research of the first dual-immersion class after they graduate from high school to see if they all stayed in the program, and to see how English-only and Spanish-only children perceived the program as growing up.

6. To expand the research to those parents who speak other languages other than Spanish and English, in order to get their perspective as their children are learning a third language.
Summary

Historically bilingual education has been a politicized issue in California. Causing districts that choose to place bilingual programs in their schools an array of criticism, controversy, and bad reputation. Just as districts are criticized for their decision, parents who chose to place their children into bilingual programs are criticized, ignored, and even ostracized from society by those who don’t believe in the values of knowing two languages, and see those parents as fools and even traitors to the country. The purpose for this research was to investigate the motivations/ reasons why parents choose to place their children in a dual-immersion program over various other programs available to them. According to Craig (1998), "Gardner and Lambert identified two types of motivation: Instrumental and integrative. Instrumental motivation can be defined as those that further practical goals such as studying in the second language, getting a job, or using the language in business or travel. Integrative motivation meant that the desire to identify with the second language speaker and become part of their culture." Surveys, and interviews were utilized to investigate what was the motivation behind their decision for placing their children in a dual-immersion program. As
a result, after the surveys were reviewed the conclusions extracted from the project were that both English-speaking, and Spanish-speaking parents saw two-way immersion instruction as uniquely suited to achieving a diverse range of objectives. Some of the reasons being to attain socio-economic status, gaining cultural diversity, cultural maintenance, professional opportunities, facility of communication with a wider population, better teacher-parent communication, and to avoid discrimination. Furthermore, both English and Spanish speaking parents felt that because the dual-immersion served and fulfilled the needs of both ethnic groups, then both groups profited from it as well. This is why neither set of parents seemed to view their reasons as the only or even the most important one justifying the existence of the dual-immersion program. Both sets of parents had interconnecting ideas that, balance and diversity can only be achieved in American Society if parents teach their children the importance of linguistic and cultural understanding for other cultures and languages. English-speaking parents were very aware of the benefits of being bi-lingual/bi-literate/multi-cultural in a society as a whole. On the other hand, Spanish-speaking parents felt that if programs like dual-immersion where
place around the United States, it would only work to make both cultures more sensitive to their struggles, as they too would be learning a second language. Lastly, opinions and motivations derived from parents whose children are enrolled at Central Elementary School arrived at the conclusion that the dual-immersion program needs to continue its existence to the high school level and not be terminated at the sixth grade level. Both sets of parents felt that dual-immersion provided a diverse range of students with challenging content-based instruction, in addition to providing cross-cultural understanding, compassion, and communication amongst two set of ethnic groups that have been historically tense. Both sets of parents felt had instrumental motivations, but importantly both sets of parent’s primary motivation for placing their children in the program integrate motivation “to learn the second language in order to communicate with, or find out about, members of the second language” as well as both driving to “become an indistinguishable member of a speech community” (Brown, 1987). Both sets of parents wanted their children to utilize their new language acquisition as a bridge to become active members of a new culture now arising from a growing bilingual/bi-literate/bicultural society.
APPENDIX A

INFORMED CONSENT
Informed Consent

The study in which you are invited to participate is designed to investigate the reason why parents choose to place their children in a Two-Way Immersion program. Elisa Barr and Margarita Machado-Casas are conducting the study under the supervision of Dr. Enrique Murrillo, professor of Culture, Curriculum, and Change. The study has been reviewed and approved by the Institutional Review Board of California State University San Bernardino.

In this study you will fill out a survey with questions regarding your decision of placing your child in the Two-Way Immersion program in Banning CA. The survey should take from 5-10 minutes to complete. Additionally, you will be asked to provide your name and phone number so that if we may contact you for an interview. You will then be contacted for interviews in which you will be asked to expand on your questionnaire responses. The interviews will be recorded and will take about 20-30 minutes. The data obtained from the interviews will be utilized as research artifacts to support our research. Your surveys and interviews will be analyzed to finalize our research project.

Please be assured that any information you provide will be held in strict confidence by the researchers. At no time will your name be reported along with your responses. All data will be reported in a group form only. At the conclusion of this study, you may receive a report of the results by calling Dr. Enrique Murrillo at (909) 880-5032.

Please understand that your participation in this research is totally voluntary and you are free to withdraw at any time during this study without penalty, and to remove any data at any time during this study. By refusing to participate, your child will not be in jeopardy of losing services or if they are on the waiting list, participating has no influence on your child’s future enrollment.

I acknowledge that I have been informed of, and understand, the nature and purpose of this study, and I freely consent to participate. I acknowledge that I am at least 18 years of age.

________________________________________  __________________________
Participant’s Signature                   Date

________________________________________  __________________________
Researcher’s Signature                   Date
APPENDIX B

SURVEY
Dear Parents,

We are conducting a research project regarding parental choice in the Dual-Immersion program. This survey has been written to get your opinions and reasons regarding your decision to enroll your child into a Dual-Immersion program in kindergarten for the 2002-2003 school year. This information will be used in a research project regarding parental thought. It is not sponsored by the Banning Unified School District but is being done by two of its teachers enrolled a Master’s program under the supervision of Dr Enrique Murillo, a graduate faculty employee. This project is not due for completion until 2004. This will provide the researchers with ample time to collect and assess data throughout different years of the students’ enrollment in the program.

If you would like more information, please feel free to contact us at school 922-0264.

Thank you,

Margarita Machado
Parental Choice Survey

Your name ____________________________________________________

Child’s age: ______________________________

Which language do you speak most at home? ____________________________

Preschool experience in Spanish ______________________________________

Do one or both parents speak Spanish? __________________________________

Do one or more grandparents speak Spanish? _____________________________

How did you hear about this program? __________________________________

Why did you decide to enroll your child into the Dual-Immersion program? Please write all of the reasons you considered. __________________________________

_______________________________________________________________

Do you have any other children enrolled in the program? __________________

If so, what are their ages? ________________________________

Do you live within the Banning Unified School District boundaries? __________

Did you attend the information meeting for parents of new enrollees? __________

Did you visit the classrooms before you made your decision to enroll your child? __________

Would you be willing to be interviewed at a later date about your thoughts regarding Dual-Immersion? __________________________

If so, please print your name and telephone number

_______________________________________________________________
REFERENCES


