

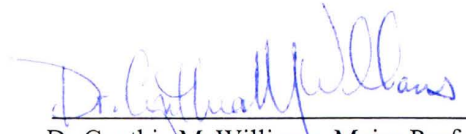
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INFLUENCES ON THE SUCCESS OF IMMERSION AND MAJOR
IMMERSION BELIEFS IN THE US

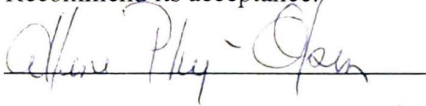
JOYCE KARING JIKONG

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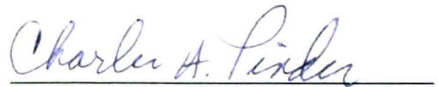

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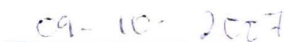
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**INFLUENCES ON THE SUCCESS OF IMMERSION AND MAJOR
IMMERSION BELIEFS IN THE US**

A Thesis presented for the
Master of Arts Degree
Austin Peay State University

Joyce Karing Jikong

May 2007

Dedication

This thesis is dedicated to my parents, Dr Stephen Yeriwa Jikong and Mrs. Christina Ngwafes Jikong for grooming me into the person that I am today by laying a solid Christian foundation and an inspirational educational motivation

And

To my husband, Mbeumi Collince Sakwe, for being there to absorb my frustrations even in the middle of the night. Without his love, smiles and encouragement, I would not have understood my potential.

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Finally and most importantly, I must thank my sister, Dr Eleanor Jator and my brother-in-law Dr Samuel Jator for supporting me and helping me start my journey in the US.

ABSTRACT

This research seeks to illustrate the major influences on and the functioning of immersion programs in the US. Over the years, people have had several beliefs on the tenets of immersion, based on culture, bilingualism and education. This essay first defines common concepts in the field, and portrays the extent of success in second language (L2) learning programs. After a clear presentation of some of these programs, the essay delineates the impact of a language policy on an immersion program. There are also myths or beliefs on the practice of immersion, which are inherent in this research. This essay also explores the importance of different types of motivations in L2 learning as well as a comparative analysis on the influences of immersion in the US, Canada and Cameroon. In all, this research proves that immersion can be and has been successful, so society needs to abolish beliefs that are not founded.

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Introduction

People read books, newspapers, magazines and scholarly articles from different perspectives and for different reasons. Likewise, society builds theories that are not necessarily well formulated yet are widely spread and embedded in the minds of many. For instance, a man whose first language is English tells his son to go to an English-only school on grounds that an immersion-practicing school will reduce his chances of success and comprehension later in life in an English-only society. On the other hand, another parent whose first language is either French or Spanish wants his children to enroll in immersion programs so they can be bilingual and bicultural. One way of viewing immersion is from a cultural perspective, which entails looking at immersion as a practice determined by culture. The linguistic needs and demands of Americans are different from those of other nations. In a bilingual country like Canada, for example, there is a need to institute immersion programs or at least bilingual education programs that would permit students to grow up having a good knowledge of and an ability to maneuver over two languages. What are a country's linguistic priorities and what does this country do to meet them? First, this study seeks to explore divergent perspectives on the functioning of immersion in the US on one hand, then the focuses on the existence of beliefs about immersion in the US using a comparative analysis on the state of immersion in the US, Cameroon, and Canada.

Statement of Principles/concepts

Immersion deals with the use of a language as a medium of course instruction (specifically a second language.) According to Fred Genesee, a renowned professor and researcher, immersion is not necessarily a method of teaching a second language (L2,) but it seeks to encourage teaching a language as a course, by using L2 to teach other courses. For instance, in a Spanish-English immersion program, both Spanish and English are used to teach other subjects like mathematics, science, geography, and biology. The method used depends largely on the students. Classrooms that have students sharing a common first language (L1) will have more courses taught in L2, while in classes that are mixed (some students' L1 is another group's L2), the two-way immersion ratio is 50:50 (in terms of percentages). Although some teachers argue that there is a problem in the "balance between language and content" (Walker and Tedick), in programs in which students learn L2 at school while learning L1 at home, these students get to spend seven hours at school where they are almost always in contact with L2 and spend about seven hours at home with their parents before going to bed. Therefore, the chances of having a student who speaks L1 and L2 respectively at a 50%:50% ratio or a 60%:40% ratio are higher than meeting a student with a ratio of 80%:20% or 90%:10%. This analysis shows that there is a certain level of balance between language and content for some students, contrary to the claims of some teachers.

The dynamics of language usage and change vary from one immersion program to the next .While some students enjoy using L2 during outdoor activities, a handful of others do not. From my observation when one looks at the reasons for the existence of L1 communication in peer interaction rather than L2, one observes the obvious fact that the

functions of language determine which language students get to use. When they are among themselves, the students use L1, but they tend to use L2 when dealing with academic issues with their teachers and sometimes with their peers (Tarone and Swain). The question is whether these students are exposed to L2 under specific circumstances (academic topics) and not whether they are competent enough in both languages. Immersion students are generally said to speak the newly-acquired language in class because of limited usage (or specific language functions). Elaine Tarone and Merrill Swain in their article “A Sociolinguistic Perspective of Second Language Use in Immersion Classrooms” talk of language change with great interest because they discerned that when it comes to immersion, children drop in L2 capacity as they grow older. (This will later be discussed as language shift.)

Researchers cited within Tarone and Swain’s study have come up with the idea that L2 is used only when students have to perform specific tasks. Older students tend to speak L2 less as they get older (178). Is this due to the fact that they are given fewer tasks, and, therefore, do not get the chance to speak? Maybe if students had more active contact with the language, and used the latter frequently, the students would learn words and expressions that they do not necessarily use in a formal setting, thereby giving them a chance to communicate better and often in L2. What about placing these students in areas where they are constantly in contact with the language? The students cannot remember the language if they do not actively use it. The use of L2 in interaction facilitates learning. The avoidance of L2 usage by older immersion students is caused by the absence of language variety, a situation wherein the students use L2 only for academic

purposes and L1 for others (diglossia). Researchers say diglossia is more recurrent in immersion classes than bilingualism is.

“Diglossia” is a term that was introduced by Charles Ferguson in 1959. Most of us who studied linguistics know the common definition of diglossia as a form of bilingualism in which one language has more prestige (generally known as H, for high prestige) than the other language (generally referred to as L, for low prestige). Ferguson’s theory asserted that diglossic languages were genetically related, but Joshua Fishman who is a renowned linguist later came up with diglossic situations in which languages were not related, but co-existed in a bilingual situation. The kind of diglossia that linguists refer to in immersion is mostly one of function (purpose) although there are other criteria that determine whether or not a language situation is diglossic. When it comes to function, it is easy to tell if a language is prestigious or not depending on the circumstances under which a language is used. Owing to the fact that the place where a language is spoken determines if it is H or L on the diglossic scale, it is difficult to present a clear rule for languages that are H and L (Fishman). Such a study could be carried out based on individual cities and school. For example, a student who uses his/her second language when in an academic setting (precisely the classroom) and resorts to his/her first language in every other situation is said to be diglossic. This is because such a student has limited functions and cannot communicate a wide variety of concepts in L2.

In their article on second language usage in immersion programs, Tarone & Swain offer a sociolinguistic perspective, which views students as representatives of a speech community and not as individuals. Tarone and Swain assert that if teachers spoke to second-language-learning students out of the class and engaged in more activities, the

students would use L2 more actively (167). Does this study insinuate that there are no social activities in immersion schools, or that the students use the second language only in the classroom? In some Spanish immersion programs, second language aides answer questions from students and help them improve on their vocabulary, given that students prefer informal conversations with aides rather than with their teachers (Tarone and Swain, 1967). These authors suggest that “any speech community of children has social needs that demand the use of subordinate, vernacular language styles” (168). The controversy in Tarone and Swain’s assertion is that vernaculars cannot be taught in schools at the expense of the standard variety of a language. Immersion programs are instituted in schools and not homes. This study implies that the teachers can only work with the students within the given time, or allotted time, they spend with the children, but most of us know that. Children in immersion programs choose a language to use when they are out of the classroom, and this movement from one language to the next is known as language change.

Age is a determining factor of language use in immersion programs. The study by Tarone & Swain showed that younger children in immersion programs use the language more than the older students. Older immersion students do not generally use the second language in their classrooms, let alone out of the classroom. The younger students are usually exposed to a vocabulary that they need to express their desires in the classroom. At this age, they are able to relate to different circumstances and events with the limited vocabulary given them. As they grow older, their demands begin to increase, and they become more creative in their trend of thought and expression. Due to the fact that the older students need a wider vocabulary that they do not have, they resort to the use of L1.

For instance, a five-year old in an immersion program may be able to say all he wants to because of a helpful vocabulary with words such as *eat, bathroom, like, mum, dad, home, write, book, play, friend, teacher* and *water*. On the other hand, a teenager may need words such as *boyfriend, love, hate, date, club, bar, smoke, bracelet, hairdo, makeup* and *braces* that he/she never learned in L2. In order to express such desires, an older student falls back on L1 in which he has a larger verbal repertoire (including slang), and is comfortable enough to communicate. The movement from the use of one language (and sometimes its consequent death) to the use of another (usually by a speech community) as seen in the older immersion students introduces the concept of language shift (Tarone and Swain, 170).

An interview with a graduate from an immersion program indicated the existence of language shift among older immersion students. According to the student, “I speak differently to my friends than I do to my parents...they don’t teach us how to speak that way” (Tarone and Swain 172). Students generally speak with their parents differently (in L1) from their friends (with whom they are more informal). Unfortunately, this form of language shift does not exist in L2. For students who have French or Spanish as L2, the context in which they use L2 varies from that in which they use L1. They could very easily ask a question in class (in L2) and keep up with class discussion, but because of the growing need to fulfill peer-peer conversations, they tend to use L1 because they have not been exposed to a less formal variety, a dialect or a vernacular of the L2. The graduate student who was interviewed by Swain also expressed the desire to be able to say “well come on guys, let’s go get some burgers” in the second language. That is the

desire (that is not common in most immersion programs in the US) to have a native-like control over L2.

Effectiveness of L2 learning programs.

That notwithstanding, not all immersion programs are the same. In some programs, when the L2 becomes a language of instruction, the students are exposed to circumstances similar to those of their L1 acquisition. This type of immersion helps to overcome the problems identified by Tarone & Swain in which students lose their ability to communicate in L2 as they grow older (due to limited usage). In two-way immersion programs in most countries, teachers speak to students only in L2, so the students get acquainted with the language in different settings (Genesee). The issue here is, if students in some immersion-practicing schools are faced with diglossia because of limited functions in L2, it is probably because the program or the teachers use L2 only in class. Out of the classroom setting, those teachers do not encourage the use of L2 (because they tend to use L1 with the students). A diglossic situation is introduced and students gradually lose their second language, like Coleville-Hall's description of language loss in teachers in her article "Regaining language Loss: An Immersion Experience for Language Teachers" in The French Review.

In a study carried out on some researchers' limited theories on bilingualism, Jim Cummins in Educational Researcher offers a more reliable and practical opinion as to how studies on bilingualism can be effectively carried out (free of any bias). According to Cummins, theories may exist, but in the absence of adequate and accurate quantitative analyses, these theories are limited. Cummins clearly asserts that bilingual education

works in what he calls “newly implemented programs” (31). He further dissuades the correlation between research findings and language planning on grounds that the former does not directly affect the latter (32). This implies that not every finding should influence policy-making. For instance, a single study on a specific institution must be proven and credible before it is taken into consideration by society and the state. Even under such circumstances, this study should not influence policy-making. If we go further, we must ask, does the language policy of a country play a role on the competence and performance of students?

Role of a language policy in immersion programs

Bilingual education (in almost all its practiced forms) has succeeded in many countries, Canada being the pillar of bilingual success. There exist several institutions in Canada (among other countries) that have succeeded in bilingual education. The language policy of Canada is open enough to make provisions for bilingual education. The national and official languages are English and French, and effective measures have been put in place to ensure the success of English and French in immersion programs. In order to enforce bilingual education, some cities in Canada communicate in English only or French only. Anyone visiting an L2 city must be ready to follow the linguistic rules of the city. From my understanding, this means that over 80% of the Canadian population has rudiments or a base in both languages, a theory reinforced by the language policy.

In some countries like Cameroon, Saudi Arabia and Belgium, there are different types of academic institutions that promote bilingualism through immersion programs; two-way immersion programs are used in some settings, while one-way immersion

programs are used in others. Whatever the situation, in most cases, the students use L2 as much as they do L1 in and out of the classroom. This is because there is a strong motivating force. If a student knows that being bilingual will make him or her fit into a society both culturally and socially, such a student would do everything possible to master both languages. When one gets into a shop, there is no knowledge of the first language of the shop keeper (who may not be bilingual). Knowing that one is sometimes served better depending on the language the person uses, there is a driving force behind knowing two languages. Children may not understand this motivation, but they notice that bilingualism is a common trend that sometimes earns them rewards. This brings one to the hypothesis that the success of immersion programs does not only depend on the language policy of a nation but also on the motivation of its population to acquire a second language. It is important to note that this situation is well-known in my country, Cameroon.

Immersion in the USA was not instituted for the same reasons as immersion in other countries. The motivations in the USA are diversity (in an attempt to incorporate several cultures) and some extent of bilingualism for both Americans and non-native Americans. Some immersion programs in the US have been very successful. The Four Corner Elementary School, Montgomery County, Maryland has an effective immersion program (Genesee, 547). In this program, French is used as language of instruction from kindergarten to grade 2. A comparison between the performance of the students of Four Corners Elementary and native-French speaking (in French schools) in Canada showed that the former had standards that were as good as those of the latter (Genesee, 547).

This means that the success of an immersion program does not only depend on the language policy but also on the nature of the program (see appendices B and C).

According to Genesee, Cincinnati is the city with the largest number of students in immersion programs. So far, immersion programs exist in French, Spanish, and English. Students in these schools are placed in socioeconomic groups for better performance because students would feel free to learn and express themselves in a comfortable social milieu (middle class; white, black and working class; white and black). For the most part, the results were good (Genesee, 549).

After looking at the cross section of immersion-practicing schools nationwide, I think immersion is succeeding contrary to what many researchers, parents and teachers think. The question here is not whether bilingual education as a whole, and more specifically, immersion programs actually succeed. What is important is rather the reason for the failure or success of immersion programs. As we look at the US population and the beliefs of the people therein, we must ask what conditions favor or disfavor immersion in the USA.

Beliefs on the practice of immersion

The world is made up of individuals, each having ideologies that they hold on to. While some people have beliefs shaped by their parents, others' ideologies are reflective of societal influence. Many people are skeptical about immersion programs because they fear that the use of a second language as a medium of instruction will interfere with a child's competence and performance in both L1 and L2. Genesee et al. carried out a study in a number of immersion schools in Montreal, and they were able to prove that students

in immersion programs had the same proficiency in L1 as those in regular schools. Even students in “super immersion schools” (schools that had all instruction in L2) performed as well in L1 as those in regular schools did. Although students in super immersion programs did not have a native-like control over the L2, they scored higher than most immersion schools. This study adequately counteracts the major fears society has as concerns the language proficiency of immersion students. Individuals no longer accept facts that seem logical or that are common sense but expect evidence based on studies and research, and the study carried out by Genesee et al is good enough to support the fact that the proficiency (in every respect) of immersion students is equal to that of students who go to regular schools. Whether or not society’s ideologies are rooted in fears that people who are part of immersion programs never learn the L2, enormous success has been registered in the field, using different immersion strategies and procedures.

There is a biased impasse as far as immersion is concerned in the USA. The language policy could account for this. As Carlos Ovando declares, interesting enough is the fact that

“in contrast to the situation in other countries, where language has been a salient unifier and divider, the absence of a consistent language ideology in the United States has enhanced the role of symbolic politics of language, creating resentment of special treatment for minority groups. This, in turn, has tended to overwhelm pedagogical considerations in making policy for language-minority education ” (Ovando).

One of the major difficulties faced in L2 acquisition is the language policy. However, several states have begun putting up constitutions that will place English as the official language. Monolingual states may not allow the possibility of instituting immersion programs in the school system, hence the gradual death of other languages in schools. Where then is the place of culture and diversity?

One major difficulty faced in L2 acquisition is the role of the community and cultural perceptions or myths. In a situation where the community has a negative reaction towards a second language or its speakers, L2 acquisition becomes more complicated. We may notice that acquiring a language often means acquiring a culture as well although this is a concept rejected by many. If parents have a positive attitude towards a second language, they would encourage their children to study the language without the fear that the L2 will dominate the L1 in which case language acquisition would be viewed from a linguistic and not a cultural perspective. A concept held by immigrant parents in the 1960s was that the only way their children could succeed was by learning English. This belief caused many immigrants to lose their mother tongue and, consequently their identity (Durgunoglu and Ludo). A conflict nowadays involves immigrants who hold on to their native languages while learning English as a second language; they use only their native languages among themselves (so the languages remain engraved in their children), while they speak English out of the home. It is obvious that L2 learning has moved from the social and educational to the cultural realm.

Bilingual education goes beyond teaching students to master or at least know the rudiments of two languages. It stretches into the domains of ethnic identity and cultural perceptions that are the core of every individual and nation (Pai and Adler, 77). The 1968

Bilingual Education Act was put in place because of the polemic nature of a linguistic and cultural fusion with the growth of immigrants. The act was originally meant for Hispanic students to have funded education in an English-speaking country, but it later applied to all immigrants. Even with the advent of the Act, the main controversy has always been and still is *how* to educate minority groups without making their culture a tabular rasa and without letting ethnic languages overpower the English language. In order to prove that society's ideas are deeply rooted in cultural values, Pai and Addler in their 2001 text, Cultural Foundations of Education declare that "efforts to determine the appropriate education for minority-language children have been further confused by political efforts to limit the maintenance of other languages and cultures within the United States" (79). If cultural criticism shows how a text works in a given cultural construct and the representation of immersion is considered as text, then culture is a major determinant in the growth of immersion.

Figure 1- Overview of states and the success of immersion programs.

STATE	LANGUAGE POLICY(official)	SCHOOL (random selection)	BASIC MODEL (% 0r API)		
AK	None	1. Government Hill Elementary 2. Romig Middle School	Reading 74-85	Writing 70-85	Math 68-80
CA	English	1. Voorhies 2. Cragmont	71-77	73-74	60-66
NY	None	1. Amistad 2. Birchwood Intermedite School	API 601-662 API 799-808	English Arts 48-70	Math 58-65
OH	None	1. Academy of Multilingual Immersion	80-85		81-89
OK	None	1. Rockwood	Reading 46-69	Writing 66	Math 16-56
TN	English	1. Abintra Montessori	35-63		30-60
TX	None for the state, but El Cenizo (city) adopted Spanish	1. Herf Elementary 2. Loma Park Elementary	Reading 72-96	Writing 91	Math 60-78
UT	English	1. Timpnogos School	84-91	95	75-89
			Language arts 51-82		Math 71-87

There exist several immersion programs spread out in several states in the US (see figure 1 above). Some states have official languages while others have no stance as to the language policy. I looked at a random selection of states within the country and examined their language policies (in the different departments of states) in an attempt to see the influence the language policy on the performance of immersion students.

Some states rate the success of students in examinations based on a percentage scale while others use the API (Academic Performance Index). The results above show the core subjects that are used in these states to classify the performance of students. My

selection of schools was random, the schools selected from a number of schools practicing two-way immersion.

It is important to note that in every part of the country if not every state, there are immersion programs to meet the needs of L2 speakers. The languages of instruction range from English, French, Spanish, German to Vietnamese. The states that used API had 800 points as average for a passing grade. From the results above, some of the schools were above average while others did not. The schools in California had different results (good and bad). Although English is the official language of California, the 1958 National Defense Education Act made provisions for the instruction of and instruction in foreign languages (English as Our Official Language). After reviewing a few immersion schools in California, I found that the language policy of California does not necessarily play a role on the performance of the students (since there were varying results), but the program does.

Other schools with the percentage as basic model had performances that ranged from below average (30 %) to above average (96 %).

In 1998, by a vote of 69 %:31 %, the state of Alaska rejected the official English law that was originally passed because it went against the Alaska Constitution which preserved the right to freedom of speech.

English has been the official and legal language of Tennessee since 1993. Abintra Montessori (the entire school), located in Nashville, is 25 years old, but the immersion program is fairly new. It is the only known immersion program in this state which started three years ago and has not yet been assessed by the state because the children are still very young (ages 3-6), and the institution is private.

Other states have various language situations. The state of Texas does not have any official language policy per se, but the town of El Cenizo has adopted Spanish as the official language. German, Spanish, French and Italian are spoken in the state of Ohio although there is no official language. English speakers are, however, in the majority. English is the official language of Utah (the state that has only one immersion school). The languages spoken in New York are Spanish, French, German, Chinese and Italian. This is one of the states with the highest incentives for bilingual education. This is probably due to the influx of immigrants in the state.

Oklahomans speak German, Spanish and Cherokee, but the state has no official language policy (adapted from English as Our Official Language). Although one belief about immersion schools is that students in such schools do not perform as well as those in regular schools, the results above show that there is considerable success in some immersion programs as is the case in regular schools. The question here is not whether immersion schools actually succeed or achieve their goals, but it is the reason for the huge success of some programs and the failure of others in a monolingual language policy situation.

Whether or not a state has an official language policy does not directly impact immersion schools. This leads us to the conclusion that the language policy of the state does not play as big a role as the policy of a nation does. This is because in spite of the fact that some states may have English as official language, some of these states still make provisions for the study of more than one language and reinforce the study of English in the case of non-native speakers of English (see appendix A). In bilingual countries like The Republic of Congo, Central African Republic, Uganda, Kenya, Egypt,

Belgium and Italy among others, there is a greater need to know two languages as there are many more incentives, or motivations.

THE ROLE OF MOTIVATION

Motivation is a major determining factor in the success of an immersion program. Noel et al quote Gardner's definition of motivation as "the combination of effort plus desire to achieve the goal of learning the language" (24). There are different types of motivation: integrative, instrumental, extrinsic and intrinsic. Integrative motivation is one in which an individual learns a second language in order to be able to communicate with other members of a linguistic community, or better still, to identify culturally (25). Students who possess this type of motivation (usually those with bilingual parents) learn faster and retain information easily. Instrumental motivation is the desire to acquire a language for specific purposes such as getting a good job. An individual with this type of motivation does not learn as fast as one with the integrative motivation. On the other hand, intrinsic motivation has to do with internal or personal motivating factors as opposed to external factors (extrinsic.) The higher a student's motivation, the easier it is to study a second language (Noels, Clement and Pelletier).

Given that motivation is the backbone of L2 learning, it is determined by the study of any L2. Oxford and Shearin in their 1994 article, "Language Learning Motivation: Expanding the Theoretical Framework", believe that there is a marked difference between motivation and motivational experience wherein "motivation reflects the power to attain the goal" (14), but a motivationally oriented person does not necessarily express or implement the reason for his/her motivation. Although their

description of the latter makes it a handicap to compete with the former (motivation), there are several limitations to the definition. Declaring that motivational orientation is not as powerful as motivation is as good as saying an individual with a background in teaching is nothing compared to one with a passion for teaching. Having a passion is no guarantee that a person will do a good job. In the same guise, a 12 year old who has motivational orientation is not motivated as another student who has motivation. There is no difference between “yes” and “of course”, except for the fact that one is slightly more affirmative than the other. However, an individual’s motivation can change as time goes on, and one’s background knowledge on L2 is important in the level of motivation. Oxford and Shearin claim that goal-setting is a motivational factor rather than a comparison between students’ performances. Irrespective of its appellation, it is important to note that motivation is a core that enhances language learning.

It is very difficult to come to terms with the fact that the goals set by an immersion teacher play a major role on the students’ motivation. Rather, the teacher’s attitude towards the course and students has more of an impact than his goals (which younger students may not even grasp). It is obvious that every immersion teacher knows the barriers to studying a second language, hence his/her emphasis on students’ achievement through goal-setting. The standards of every teacher’s goal may vary, but a positive attitude from the teacher will impact the students. Oxford and Shearin assert that more needs to be done on motivation other than social psychology (31). This implies exploring other reasons such as economic as well.

The driving force that pushes students to learn a second language has categories other than Robert Gardener’s extrinsic and intrinsic values. I choose to call these motivational

factors social, economical and psychological in which case the student could be self-motivated or encouraged by other people and/or circumstances.

i. social motivation.

In the social domain, culture falls in the framework of motivation. Some students want to learn other cultures so they can gain knowledge. Television channels like the Discovery, Travel and History Channels, alongside the growth of immigrants in the US, have influenced many children to dig into other cultures and to want to study them. Some of these students plan on working in foreign countries as well as assisting in developing countries. Students also make new friends (whose L1 is not English) in the neighborhood, in church, and at school, hence the quest to know an L2 in order to communicate and interact with their friends.

Another social motivation is the status of a language. If a language has higher, better, and more prestigious functions, students are more motivated to learn this language. In a diglossic situation where the target language is more prestigious, students are motivated to know the language.

Students' interest in learning a second language largely depends on the nature of the language. "Nature" simply implies the state of the language, whether it is national or foreign. There is generally a stronger force behind learning an L2 that is a national language than one that is a foreign language because there is more usage (if not current value) of the former in most cases than the latter. Besides the fact that a national language is used more frequently than a foreign language in many situations, students are placed under circumstances that favor the growth of a national language given that they are in

constant contact with the language. Spanish and French are foreign languages in the US, although the growth of the Hispanic population has added more to the Spanish language and its eventual growth. The advantage of Spanish over other languages in the US is that there are many native Hispanics who exert much influence and with whom L2 students can communicate. In any case, strict measures need to apply in immersion schools in the US because none of the second languages taught in immersion programs are national languages.

b. Individual/ psychological motivation

Oxford and Shearin summarize the reasons for studying Japanese, given by 218 American high school students in a survey. The students said they wanted to challenge themselves by stretching their potentials, and they wanted a secret language that their parents could not understand. These are all psychological and sometimes individual reasons that incite second language- learning students, who also have personal desires like getting into a good or specific college.

The instructor's attitude towards the course and the students has a huge psychological impact on the students. His/her attitude can either cause the students to learn or discourage them from learning the language. As Brehler and Snowman in Psychology Applied to Teaching declare, "if you disliked or feared a teacher in the elementary grades, you may have lost all interest in learning and simply endured school until the end of the year" (536). They also suggest that if teachers have a positive attitude and show a "high teaching ability" they would positively motivate students. Both authors also focus on the moral responsibility of the teacher: the teacher should seek to

understand what he/she can do to help the students and the teacher should also assign tasks and goals that encourage students to accomplish more in the program. The instructor, therefore, plays a major role in the motivation of the student.

c. Economic motivation

People study a second language sometimes because of economic reasons. The same applies to immersion students who learn a second language they aim at specific jobs. This is common with older students who know exactly what they want (a common trend in bilingual nations). In Cameroon and Canada, there are many more job opportunities for bilinguals than there are for monolinguals because of the growing need to satisfy the diverse language society. Businesses want to reach and satisfy as many customers as possible while state enterprises seek the best for individuals, given that these nations are bilingual. Even in the US, there are several job openings in which bilingualism is not required but is preferred because of the need to satisfy ESL speakers (most especially the Hispanics since they are the fastest growing immigrant community in the US). Parents sometimes enroll their children in immersion programs because they know that competence in a second language is worth success in the career field. The table below illustrates the major concepts depicted in this paper.

Figure 2- Comparative analysis on the influence of immersion.

INFLUENCES	US	CANADA	CAMEROON
Language Policy			
a.)Official	None	English and French	English and French
b.)National	English	English and French	English and French
Cultural Issues	More theories	Few theories	Few theories
Motivational Issues			
1.Societal influence			
a.)Economic	High	High	High
b.)Social	Low	High	High
2. Individual's influence			
a.)Psychological	High	High	High

As I discussed earlier, the language policy of a nation plays a major role in society's concept of languages as a whole and immersion programs in particular. Although the US does not have an official language, English is the de facto national language. In any case, it is important to note that the values of a language are determined by the language policy of a state or nation. In Canada and Cameroon for instance, individuals view French as an H language in some regions where it is used as L2, while English is considered L. On the contrary, people regard English as H in some areas where it is L2 hence a high social motivation compared to the US where Spanish is not only a foreign language but an immigrant language. There is, therefore, a more positive attitude towards French and English in Canada and Cameroon than there is Spanish, French, German, Chinese or any language other than English in the US. Consequently, it is not an overstatement to say everyone (whether consciously or not) views an immersion program based on the beliefs of a language policy.

Sometimes, theories can determine the culture and beliefs of a people. I consider cultural influences on immersion a myth because every individual has a special consideration for his/her culture and beliefs that are not easily shaken by the surrounding culture. In such circumstances where everyone has a strong affiliation for specific cultural values, any other culture (vehiculated or upheld by a language) that is out of the “usual realm” (if one should say) may not be as credible. Given that the American society and culture are branded “superior” by many, immigrants believe they have to forsake their identity in favor of the American identity if they want to succeed. In retrospect, as Pai and Adler clearly state, there is more confusion in the sphere of education caused “by political efforts to limit the maintenance of other languages and cultures within the United States” (79).

To the detriment of many immigrants and native English speakers, American theory on foreign languages was not very positive in the early 90s although the situation has changed tremendously. Students in the US rarely came in contact with foreign languages as they do today in the curriculum and in society at large. Due to core beliefs that foreign languages were not a necessity and that bilingual studies slowed down children’s learning processes, several parents had and still have trouble with their children getting into immersion programs. It is this reluctance that Cummins tries to counter when he talks of the success of immersion programs in “well-implemented programs” (31). Accordingly, there are more myths on cultural issues in the US than other countries like Canada and Cameroon because of different incentives and the status of languages in each case.

When people are motivated to learn a language for a given situation (motivational issues), there exist societal and individual influences in the study of a second language for the immigrant. The society encourages people to learn a second language by offering translation, interpretation and even secretarial jobs to bilinguals with a good salary. For example, at the driver's license office, the Health Department, Department of State, in hospitals, hotels, banks and fast foods, bilingual services are available, as well as bilingual brochures. Such places would be ready to hire bilingual workers (a motivational factor encouraged by the society). Given that there exist several jobs in the US just like in Canada and Cameroon, I consider the economic motivational aspect (encouraged by society) high in all three countries.

Social influences also fall within the realm of society's grip. The instructor's attitude (as discussed earlier), the status of a language, and the culture of a people all influence individuals' L2 acquisition. However, unlike Canada and Cameroon, social influences on L2 learning in the US are low. This is the case because languages other than English are considered foreign in the US while French and English are national and official in Canada and Cameroon. In places where languages are official, there is generally a more positive attitude towards learning a second language because of the prestige, easy communication, and because of the incentives offered by the state and the community at large. Owing to the idea that the culture of a bilingual or multilingual nation is more tolerant and open to change and choices (because of already existing intercultural relationships) than a monolingual nation, the social motivation is low in the US (monolingual nation), while it remains high in Canada and Cameroon.

In Oxford and Shearin's article on motivations in language learning, they survey a number of students who want to study a second language because they want to challenge themselves. In the same guise, these students expressed the desire for a language in which they could communicate (unknown to their parents) in order to outsmart their parents. I call these reasons personal because they are generated within the individual by the individual, and they motivate students in L2 learning. In all three countries, individual motivation is high. I did not carry out a survey on individual motivational reasons, but I know from living in different countries including my home country Cameroon that there are many more aspects that influence people to learn an L2.

Conclusion

Perspectives on immersion may vary from one person to another and from one society to another. However, it is important for every reader to have a good sense of judgment in assessing the quality of research carried out in the field of immersion before taking any major decisions on second language learning. In spite of impending theories and beliefs on immersion programs in the US, there are a number of factors that encourage and determine the success of each immersion program, just as there are facts that counteract most beliefs. Given the recent changes in the language policy of several states (in favor of English only) and the influx of Hispanics among other ethnic groups, one wonders whether the US is moving towards a monolingual nation or strategies are being put in place for a stronger bilingual nation. In either case, the underlying emphasis is the future of immersion in an unstable language policy situation.

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ANNOTATED BIBLIOGRAPHY

Brehler, Robert and Jack Snowman. Psychology Applied to Teaching. 6th Ed. Boston: Houghton Mifflin Company, 1990.

These authors describe the effectiveness of teaching techniques prior to a psychological tour in the minds of students and teachers. They explain certain behavioral patterns in specific groups of children and also explore the role of class, race and culture in the classroom. In an attempt to improve on teaching and learning strategies, the text x-rays the state of mind in which most students go to the classroom and offers a wide range of communication options in the classroom. The text actually creates a level of enthusiasm about the standards set by teachers in the classroom. Any reader who comes across this book will find it very interesting because it deals with the basics of daily life and culture.

This outstanding work is not void of praise and merit. It constitutes a fundamental part of my essay as many of the articles I came across revolved around Brehler and Snowman's theory.

Christian, Donna. "Two-way Immersion Education: Students learning through two languages." The Modern Language Journal 80.1(1996):66-76. JSTOR. APSU lib, Clarksville, TN. Oct 12, 2006 <<http://jstor.org>>

This author describes in detail two-way immersion practices in the US. She stresses the aim and focus of immersion programs, which is bilingual proficiency. In her essay, Christian uses figures to show the states in which immersion is practiced as well as the number of districts and schools. The essay also gives a quantitative analysis of the

establishment of two-way immersion programs in the US. It also outlines the development and rate of growth of such programs. Christian's audience is wide because the information she gives can be used to track the growth of foreign languages, the level of bilingualism in students, and general knowledge of instructional issues.

This essay was instrumental in giving me a lead on a few states that practice two-way immersion. Donna Christian cited several sources within the essay, and I think she did a fabulous job of reaching the public.

Colville-Hall, Susan. "Regaining Language Loss: An Immersion Experience for French Language Teachers." The French Review 68.6 (1995):990-1002. JSTOR. APSU lib, Clarksville, TN. Sept 15, 2006 <<http://jstor.org>>.

In her article, Colville-Hall upholds the values of a teacher who is placed in an immersion situation where he/she constantly uses one language and loses the other (L2, which is most often a foreign language). Colville-Hall is concerned about the difficulties faced by instructors who lose their second language (SL) because of no contact with and in the language. The consequence of such language loss is loss of confidence and self-efficacy in the teacher. Which parent would enjoy having a down trodden teacher instruct his/her child? This paper aims at helping the immersion teacher to exploit possibilities that would help regain a lost language. Her work creates enthusiasm about the standards that every immersion teacher has to incorporate in order to build his/her language skills. This work is also enriching to any reader who is willing to maintain the language standards of society.

Although this article includes resources, I did not incorporate much of it in my essay because the focus of my paper had little to do with teachers' experiences.

Cummins, Jim. "Alternative Paradigms in Bilingual Education Research: Does Theory Have a Place?" Educational Researcher 28.7 (1999):26-32 +41. JSTOR. APSU lib, Clarksville, TN. Sept 12, 2006 <<http://jstor.org>>.

Jim Cummins writes a highly researched and well thought out paper that questions the art of research in bilingual education. This paper seeks to prove that any theory that is not backed by evidence or application is not to be trusted. According to the author, bilingual education has been researched from a biased perspective since little evidence is available to prove some of these myths on bilingual education. He concludes his essay by raising a number of questions on second language learning and by providing substantial answers to prove his point. This piece of work finds its place in situating the glaring idea of theory without the practical, a perspective that is interesting to many.

This is a thorough essay written by a bilingual scholar who seeks to clarify doubts and clear biases. Who would not choose facts over misconstrued ideas?

Durgunoglu, Aydin and Verhoeven Ludo. "Acquiring Literacy in English and Spanish in the USA." Literacy Development in a Multicultural Context: Cross-Cultural perspectives. New Jersey: Lawrence Erlbaum Associates, 1998. 135-145.

This essay tackles language learning from a purely socio-cultural perspective. It also explains the differences between immersion and other forms of second language learning in a multicultural situation. Durgunoglu and Ludo also seek to express the hurdles

immigrant students generally face, first in getting an education, then in getting an education in a second language and in a “superior” culture. These linguists also discuss the views of naturalized immigrant parents whose children are losing their culture and first language for fear of not succeeding in the American system of education. The information in this paper is good general knowledge that situates education and culture on the same plane.

This article is very interesting because it offers an insider’s idea of what education can be in an entirely different culture. There were many challenging ideas that inspired me as I did research.

Fishman, A. Joshua. Sociolinguistics: A Brief Introduction. Massachusetts: Newbury House Publishers, 1972.

In his text, Fishman gives a detailed description of the field of sociolinguistics. He defines and critiques basic sociolinguistic concepts such as role-relationships, lexicology (in relation to the society), and language planning among others. This is a great text for beginners in linguistics as it enhances easy understanding and is student-friendly in the language. It also played a major role in the choice of my topic, and the formulation of a strong background in sociolinguistics.

Genesee, Fred. “Second Language Learning Through Immersion: A Review of US Programs.” Review of Education Research 55.4 (1985): 541-561. JSTOR. APSU lib, Clarksville, TN. Sept 12, 2006 <<http://jstor.org>>.

In his voluminous paper, Genesee gives a synthesis of immersion programs in the US. A renowned researcher, this author defines immersion not necessarily as a method of teaching a second language, but as a course taught by using a second language as medium of instruction. This paper offers a comparative analysis of several immersion programs in the US; the English language proficiency in all of these programs is tested. To further illustrate his point, the author uses tables to analyze test results from different categories of people. This paper is meant to instruct anyone on the state of immersion in the US by 1985.

This review of immersion programs was a stepping stone to the research I carried out. It gave me another dimension from which to examine immersion in the US.

Genesee Fred et al. "Three Elementary School Alternatives for Learning through a Second Language. The Modern Language Journal. 73.3 (1989):250-263. JSTOR. APSU lib, Clarksville, TN. Oct 15, 2006 <<http://jstor.org>>

These authors present different types of immersion approaches in the US, and they also present a description of immersion programs in Montreal, Canada. The paper displays a few procedures used in testing varied aspects of language proficiency in immersion students. The tables used better illustrate the theory of learning alternatives. These linguists did a good job of explaining alternatives for second language learning. The research is very objective and informative for students willing to get a glimpse of another culture, to join an immersion program, or understand the intricacies therein.

The research carried out in Canada is resourceful, as one gets to see the state of languages and immersion in another country.

Howe, Elliot. "The Success of the Cherry Hill Spanish Immersion Program in Orem, Utah." Hispania 66.4 (1983):592-597. APSU lib, Clarksville, TN. Sept 12, 2006 <<http://jstor.org>>

Howe bases his attention on a specific elementary school to explain the intricately built structures of the program. While most of the articles in my research were general, Howe's paper is specific as it gives details on the arrival of students in campus, the necessity of parental support, the activities the students carry out, and even their development at the phonological and lexical levels. This paper is not broad enough to reach many people due to the limited nature of the subject.

The paper was instrumental in giving precise information on the growth of immersion students from their first day of school, the role of parents, and the success of the program. However, not much of this paper was incorporated into my research.

Noels, Kimberly, Richard Clement and Luc Pelletier. "Perceptions of Teachers' Communicative Style and Students' Intrinsic and Extrinsic Motivation." The Modern Language Journal 83.1 (1999):23-34. JSTOR. APSU lib, Clarksville, TN. Sept 12, 2006 <<http://jstor.org>>

This article reiterates Noam Chomsky's idea of competence that is an individual's ability to communicate. The article also pays attention to the manner in which students (very often in second language learning situations) perceive their teachers' ability to communicate both in and out of the classroom. Noels, Clement and Pelletier read into the psyche of students in second language learning contexts and are able to arrive at a

number of motivational reasons beyond the intrinsic and the extrinsic. The purpose of this paper is to bridge the gap between teachers' theories (teaching methodologies) and students' comprehension. These authors are some of few who actually raise the polemics of motivation within and without the classroom. Their research is important, as it gives a glaring perspective on a polemical subject such as the teacher's role in the classroom.

The simplicity in the language used was very encouraging. More so, the brilliant opinion that other kinds of motivation exist apart from the extrinsic and intrinsic gave me an insight to other possibilities of approaching my subject.

Ovando, Carlos. "Bilingual Education in the United States: Historical Development and Cultural Issues." Bilingual Research Journal 27.1 (2003.) JSTOR. APSU lib, Clarksville, TN. Sept 12, 2006 <<http://jstor.org>>.

Carlos Ovando basically describes the course bilingualism has taken in the United States over the years. In his essay, he shows how the influx of immigrants to the nation has broadened the scope of second language learning and the possible existence of bilingual institutions. He also presents the cultural issues that surround the growth of other languages in the US and the fear of dominance over the English language. This paper is far reaching in its concepts and would be very useful for any kind of research on the state of bilingualism in the US.

The ideas in the paper were interesting although some of the concepts are not new. It helped me see the major turns in the history and development of bilingualism in the US.

Oxford, Rebecca and Jill Shearin. "Language Learning Motivation: Expanding the Theoretical Framework." The Modern Language Journal. 78.1(1994):12-28. JSTOR. APSU lib, Clarksville, TN. Sept 12, 2006 <<http://jstor.org>>.

These analysts write a thrilling article that is a blend of language learning and growing motivation (especially in the case of second language learners). They emphasize the importance of knowing students' language motivation alongside strategies that teachers could adopt to increase the motivation level of students. Due to the technical nature of the topic and subject, the audience is limited to teachers and instructors.

I found this article very challenging because I did not agree with some underlying principles. It is still difficult to understand the difference between motivation and motivational experience as the authors tried to do. That notwithstanding, this article gave me another perspective on motivation.

Pai, Young and Susan A. Adler. Cultural Foundations of Education. 3rd Ed. New Jersey: Upper Saddle River, 2001.

These authors examine the role of culture in education. They give a detailed definition of culture and its core values such as language, individuality, assertion of personality and even diversity. Cultural Foundations of Education defines other cultures around and from the American stand point. This book is very useful for every teacher (especially second language teachers) who wants to understand the stance of culture in a classroom (given that the US and other nations have a wide flow of immigrants with varying cultures). The text is also very useful for students who want to be diversified and those who want to deal with common myths in intercultural education.

I found this book very interesting because it dealt directly with some of the doubts I had as to existing myths in the realm of education. It played a major part in determining the mind frame of the American student and that of the immigrant student, which constitutes the basis for my research.

Tarone, Elaine and Merrill Swain. "A Sociolinguistic Perspective on Second Language Use in Immersion Classrooms." The Modern language Journal 79.2 (1995):166-178. JSTOR. APSU lib, Clarksville, TN. Sept 12, 2006 <<http://jstor.org>>

Most research carried out on immersion is either limited to the instructor's teaching method or the students' capacity to understand and use two languages. Tarone and Swain open new doors into immersion by examining the common phenomenon of students losing their second language as they grow older. From a sociolinguistic end, these authors view students as representatives of speech communities, not as individuals. This article touches society as a whole because everyone uses a language. It is amazing to see that some authors are able to explain common trends that society witnesses everyday, yet nobody can find answers.

I really enjoyed the flow of this paper, and it constituted a major part of my essay. Owing to the fact that I tackled my topic from a sociolinguistic perspective, this article was a strong foundation that illustrated some of Stanley Fish's basic theories on language and the society.

Walker, Constance and Diane Tedick. "The Complexity of Immersion Education: Teachers Address the Issues." The Modern Language Journal 84.1 (2000):5-27. JSTOR. APSU lib, Clarksville, TN. Sept 12, 2006 <<http://jstor.org>>.

Constance Walker and Diane Tedick carry out research on the complex nature of immersion coupled with the difficulties that immersion teachers witness in the program. Given that immersion programs are a fast- growing trend in the nation, these authors try to keep up with the challenges of such programs ranging from language proficiency, competence, performance and the "sociopolitical context of immersion schooling". The simplicity of this article makes it look like a newspaper article. It is very captivating and would be interesting to any reader.

The article is very good, and it was a foundation for the basic principles in my research. Anyone who learns about this a article would definitely want to read it.



PLAN OF SERVICE
for
LIMITED ENGLISH PROFICIENT STUDENTS

State of Alaska
Department of Education & Early Development
801 W. 10TH Street, Suite 200
P.O. Box 110500
Juneau, AK 99811-0500

Due Annually On April 15th

Name of School District: _____

City & State: _____ Zip Code: _____

Superintendent/Authorized Representative: _____ Phone: _____

Email: _____

Program Director: _____ Phone: _____

Email: _____

CERTIFICATION: I certify that, to the best of my knowledge and belief, the information in this Plan of Service is true and correct, and that I will comply with the attached assurances.

Signature of Superintendent/Authorized Representative

Date

Title

Expiration Date: (Up to 5 Years)

Mail original completed application to:
Alaska Department of Education
ATTN: Bilingual/Bicultural Education
Division of Teaching and Learning Support
801 W. 10th Street, Suite 200
P.O. Box 110500
Juneau, AK 99811-0500

Instructions

The Plan of Service requirements are based on Alaska Regulation 4AAC 34.055, Title VI of the Civil Rights Act of 1964, and the No Child Left Behind Act of 2001. Districts are encouraged to refer to the handbook, Programs for English Language Learners: Resource Materials for Planning and Self-Assessments, November 1999, while developing their plan in order to ensure that all requirements are addressed. This document can be accessed at: <http://www.ed.gov/about/offices/list/ocr/index.html>

Refer to Part II and Part III of the handbook to respond to the following ten sections. While establishing the educational theory and approach each district should take its individual circumstances into account. Please refer to the FY05 Instructions and Handbook for the NCLB consolidated application at the following link for additional information concerning the AMAO's:
<http://www.eed.state.ak.us/forms/home.cfm>

1. Describe the Plan of Service's educational goals. The district goals should address both English language development and academic success and should address the district's plan to meet the State Annual Measurable Achievement Objectives (AMAO's) for English Language Proficiency as reported in the NCLB consolidated application.
2. Describe the district's procedures for identifying students with limited English proficiency. (*See Appendix A for the definition of a limited English proficient student.*) Include a description of how forms such as the Parent Language Questionnaire, the Language Observation Checklist and English language proficiency diagnostic tools are used. (*See Appendices C, D & E*) These forms are available at the following link:
<http://www.eed.state.ak.us/forms/home.cfm>
3. Describe the district's procedures for notifying parents about the benefits of the program being offered; other program options available; parents' rights to visit the program; and parents' rights to withdraw the student from the program. Include a copy of the parent notification letter.
4. Describe the district's program of services for LEP students and how the services will ensure English language acquisition and academic content achievement. Identify and describe which types of language programs are offered. (*See Appendix B*). Include a description of the percentage of time academic instruction is provided in the student's native language.
5. Describe the district's procedure for annually assessing the academic content achievement and English language progress of LEP students. Include how the district will ensure that schools will meet the state and district's achievement objectives for English language proficiency and academic content proficiency for Limited English Proficient students. All LEP students must be assessed annually using an English language proficiency assessment. The Alaska English language Proficiency test will be available in the spring of 2005.
6. Describe the district's staffing and instructional resources. Include the status of staff qualifications and certification of teacher language fluency and a staff development plan for teachers and paraprofessionals.

7. Describe the district's procedures to transition students from LEP services and the process for monitoring the academic progress of LEP pupils for two years while transitioned into classrooms where instruction is not tailored for LEP students. *(Note: Students must score at the proficient level for two years on the English language proficiency assessment and be proficient on the Reading/Language Arts academic content assessment to be exited from LEP status.)*
8. Describe the district's procedures to ensure equal access for LEP students to the full range of district programs, including special education, Title I, gifted and talented programs, and nonacademic and extracurricular activities.
9. Describe the district's plan to collect information and evaluate all aspects of the language instruction program for LEP students to determine whether it is effective in meeting the program goals and objectives.
10. Describe how parents, community members, teachers and school administrators will be consulted and encouraged to participate in developing, implementing and evaluation the districts plan for LEP services.

**PLAN OF SERVICE for LIMITED ENGLISH PROFICIENT STUDENTS
CERTIFICATIONS AND ASSURANCES**

The district hereby assures the Commissioner of Education & Early Development that:

1. The school district will choose an educational approach to ensure that LEP students acquire English language proficiency in order to effectively participate in district academic and student activity programs.
2. The district will use appropriate methods such as a Parent Language Questionnaire, Language Observation Checklists, and English language proficiency diagnostic tools to screen and identify students who are limited English proficient.
3. The district will assess the educational progress of LEP students using the state academic content assessments in grades 3-10 and will assess English language acquisition using the state English language proficiency test in grades K-12.
4. The district will provide a program of services and an instructional model for effective participation of LEP students consistent with the district's obligation to provide equal educational opportunity to LEP students.
5. The district will provide an appropriate number of qualified instructional staff consistent with the district student-staff ratio and resources necessary to provide services to LEP students.
6. The district will monitor the progress of LEP students to determine when an LEP student has achieved sufficient proficiency in English and the regular education course material to be transitioned into a classroom where instruction is not tailored for LEP students. Even if transitioned out of LEP services, students will be exited from LEP status only after they score at the proficient level for two years on the English language proficiency assessment and proficient on the Reading/Language Arts academic content assessment.
7. The district will monitor the LEP student's academic success in the district's regular program.
8. The district will rely upon Alaska Regulation 4 AAC 34.055, the No Child Left Behind Act, and Title VI of the Civil Rights Act of 1964 in the development of the plan of service, evaluation, and any modifications for the provision of services to LEP students.
9. The district will ensure that it is not in violation of any state or federal law regarding the education of LEP students.

District

Printed Name of School District Superintendent

Signature of School District Superintendent

Date

Revised 6/06

APPENDIX A
Definition of Limited English Proficient Student

- The term “limited English proficient”, when used with respect to an individual, means an individual –
- (A) who is aged 3 through 21;
 - (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
 - (C)(i) who was not born in the United states or whose native language is a language other than English;
 - (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individuals level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes form an environment where a language other than English is dominant; and
 - (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –
 - (i) the ability to meet the State’s proficient level of achievement on the States assessments described in section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

APPENDIX B Definition of Language Instruction Programs

Bilingual programs (English and the native language)

Dual Language program

The Dual Language program strives to promote bilingualism and biliteracy, grade level academic achievement, and positive cross-cultural attitudes and behaviors in all students. Also known as *two-way immersion* or *two-way bilingual*, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language. The structure of these programs varies, but they all integrate students for most content instruction and provide this instruction in the non-English language for a significant portion of the school day.

Two way immersion

See dual language above.

Developmental Bilingual Education

The purpose of a Developmental Bilingual Program is to develop and maintain full proficiency in the student's home language while promoting full proficiency in all aspects of English. Developmental bilingual programs use two languages, the student's home language and English, as the means of instruction. The instruction builds upon the student's primary language skills while developing and expanding the student's English language skills. These programs may also be known as *late-exit* or *maintenance* bilingual programs. Most students in the class would speak the same primary language. Students may spend more years in a developmental program than in a transitional program as the goal is fluency in two languages.

Transitional Bilingual Education

The primary purpose of a Transitional Bilingual Education (TBE) program is to facilitate the LEP student's transition to an all-English instructional environment while receiving academic subject instruction in the native language to the extent necessary. A TBE program utilizes a student's primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. As proficiency in English increases, instruction in the native language decreases. TBE programs may also be known as *early-exit* bilingual programs. Most students in the class would speak the same primary language. Generally students may spend up to three years in a transitional bilingual program in order to build a foundation in literacy and academic content to facilitate English language and academic development as students acquire the new language.

English only programs

English as a Second Language (ESL/ESOL)

The goal of an English as a second language (ESL) or English for speakers of other languages (ESOL) program is to teach LEP students English language skills, including listening, speaking, reading, writing, study skills, content vocabulary and cultural orientation. ESL/ESOL instruction is based on special curricula that typically involve little or no use of native language and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classrooms, an immersion program or a bilingual program. ESL programs may be designed as a pullout program, a classroom model or a content-based approach.

Sheltered English

The goal of this instructional approach is to make academic instruction in English understandable to English language learners to help them acquire proficiency in English while at the same time achieving in content areas. Sheltered English instruction differs from ESL in that English is not taught as a language with a focus on learning the language. Rather, content knowledge and skills are the goals. In the sheltered classroom, teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects. This approach can be known as Sheltered Instruction Observation Protocol (SIOP).

Structured English Immersion

The goal of this program is acquisition of English language skills so that LEP students can succeed in an English-only mainstream classroom. All content instruction is in English. The student's home language is not developed through instruction.



APPENDIX C
PARENT LANGUAGE QUESTIONNAIRE
(Home Language Survey)

_____ School District

This form is required by State and Federal law.

Identification of students who may have limited proficiency in the English language enables the school to provide appropriate learning programs for the student. Please complete this form and return it to the school office as soon as possible. If you have questions or need help with the form, please contact: _____

Student Name: _____ **Alaska Student ID #:** _____
(Last Name, First Name)

Place of Birth: _____ **Date of Birth:** ____/____/____
Month Day Year

School: _____ **Grade:** ____ **Sex:** ☐ Female ☐ Male

PART I: STUDENT LANGUAGE BACKGROUND

1. What is the first language learned by the student? ☐ English ☐ Other _____
Specify
2. What language(s) does the student currently use in the home? ☐ English ☐ Other _____
Specify
3. Is this student participating in a student exchange program? ☐ Yes ☐ No
4. How long has the student attended school in the U.S.A.? ☐ 3 or more full school years ☐ Less than 3 full school years

PART II: FAMILY LANGUAGE BACKGROUND (Please complete all columns)

	Mother/Guardian	Father/Guardian	Other Significant Adult* Relationship:
1. Home community and State			
2. First language learned			
3. Language(s) spoken to the student			
4. Language(s) spoken in the adult's home			

*Other significant adult could be a grandparent, aunt, uncle, daycare provider, etc. who has contributed to the student's language development.

PART III: PARENT VERIFICATION OF LANGUAGE USE (Please check appropriate box)

	Only the other language, no English	Mostly the other language, some English	The other language & English equally	Mostly English, some of the other language	Only English
A. When the student speaks with family , he/she speaks:					
B. When the student speaks with friends , he/she speaks:					

Parent/Guardian Signature: _____	Phone Number: _____
Printed Name: _____	Date: _____

APPENDIX D

LANGUAGE OBSERVATION CHECKLIST

PART A



This form must be completed by English speaking teacher(s) in collaboration with program staff familiar with the student.

Student Name: _____ Alaska Student ID # _____
(Last Name, First Name)

School: _____ Grade: _____ Language: _____
(home language other than English)

Compared to *Standard English-speaking* students of the same age, does the student consistently exhibit any of the following characteristics when listening, speaking, reading or writing?

CHARACTERISTICS	Oral		Written	
	Yes	No	Yes	No
a. Uses pronouns, genders correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Uses tenses correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Uses singular & plural forms correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Uses prepositions correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Understands teacher directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Uses appropriate sentence structure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Uses developmentally appropriate vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

READING – PLEASE CHECK ONE:	COMMENTS:
<input type="checkbox"/> Non-Reader (not reading) <input type="checkbox"/> Developing Reader (reading below grade level) <input type="checkbox"/> Fluent (at or above grade level)	<hr/> <hr/> <hr/>

WRITING – PLEASE CHECK ONE:	COMMENTS:
<input type="checkbox"/> Non-Writer (not writing) <input type="checkbox"/> Developing writer (writing below grade level) <input type="checkbox"/> Fluent (at or above grade level)	<hr/> <hr/> <hr/>

ORAL – PLEASE CHECK ONE:	COMMENTS:
<input type="checkbox"/> Non-Speaker (non-English speaker) <input type="checkbox"/> Developing speaker (speaks below grade level) <input type="checkbox"/> Fluent (at or above grade level)	<hr/> <hr/> <hr/>

Date (Month Day Year) _____ Printed Name _____ Signature _____ Position _____

Printed Name _____ Signature _____ Position _____



LANGUAGE OBSERVATION CHECKLIST PART B

This form is only required of schools that provide dual language (immersion) or transitional programs in the student's home language.

Use this form to identify the student's listening, speaking, reading & writing skills in the home language.

Form should be completed and signed by one of the following (check one):

- ☐ a. School staff member who is proficient in the student's home language
☐ b. Speaker/Parent of the student's home language

Student Name: _____ Alaska Student I.D. # _____
(Last Name, First Name)

School: _____ Grade: _____ Language: _____
(home language other than English)

	Non-English	Mostly Non-English, Some English	Both Equally	Mostly English, Some Non-English	English Only
1. Language used by student	4	3	2	1	0
2. Language used by the adults in the home.	4	3	2	1	0
3. Circle the numbers to show how the language is used by the student.					
a. Prefers to use this language with friends	4	3	2	1	0
b. Follows simple directions in this language	4	3	2	1	0
c. Understands most things in this language	4	3	2	1	0
d. Speaks in this language	4	3	2	1	0
e. Prefers to use this language in classroom activities	4	3	2	1	0

4. Reading in the home language. Please check one: _____ Fluent Reader
_____ Non-Reader _____ Developing Reader

5. Writing in the home language. Please check one: _____ Fluent Writer
_____ Non-Writer _____ Developing Writer

Signature of Interviewer

Printed Name of Interviewer

Date