Immersion Teacher Education: The State of the States

10 May 2010
Dublin City University
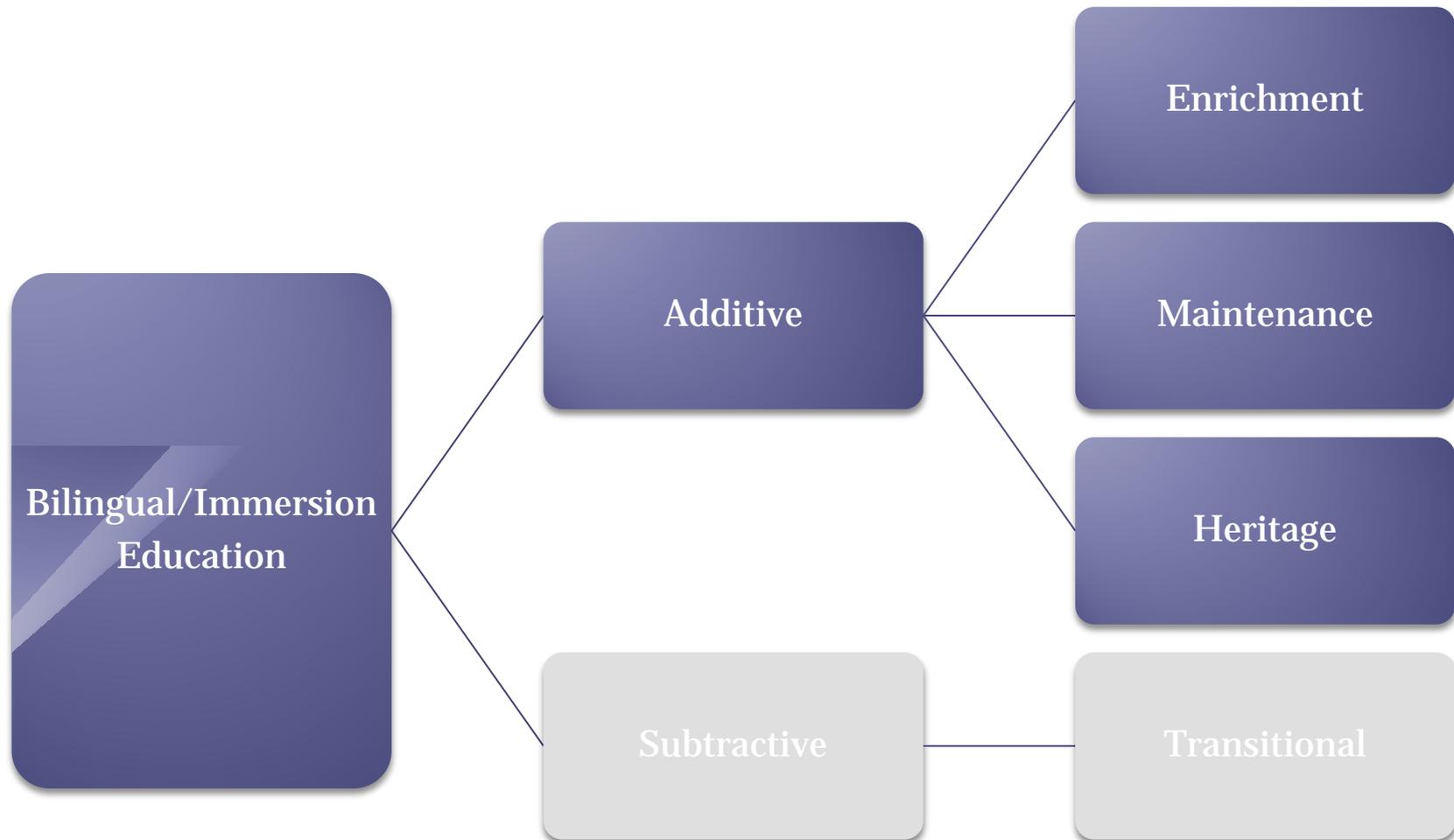
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Defining Immersion

[Immersion is] a form of bilingual education that aims for additive bilingualism by providing students with a sheltered classroom environment in which they receive at least half of their subject-matter instruction through the medium of a language that they are learning as a second, foreign, heritage, or indigenous language. In addition, they receive some instruction through the medium of … [the majority language] in the community. (Lyster, 2007, p. 8)
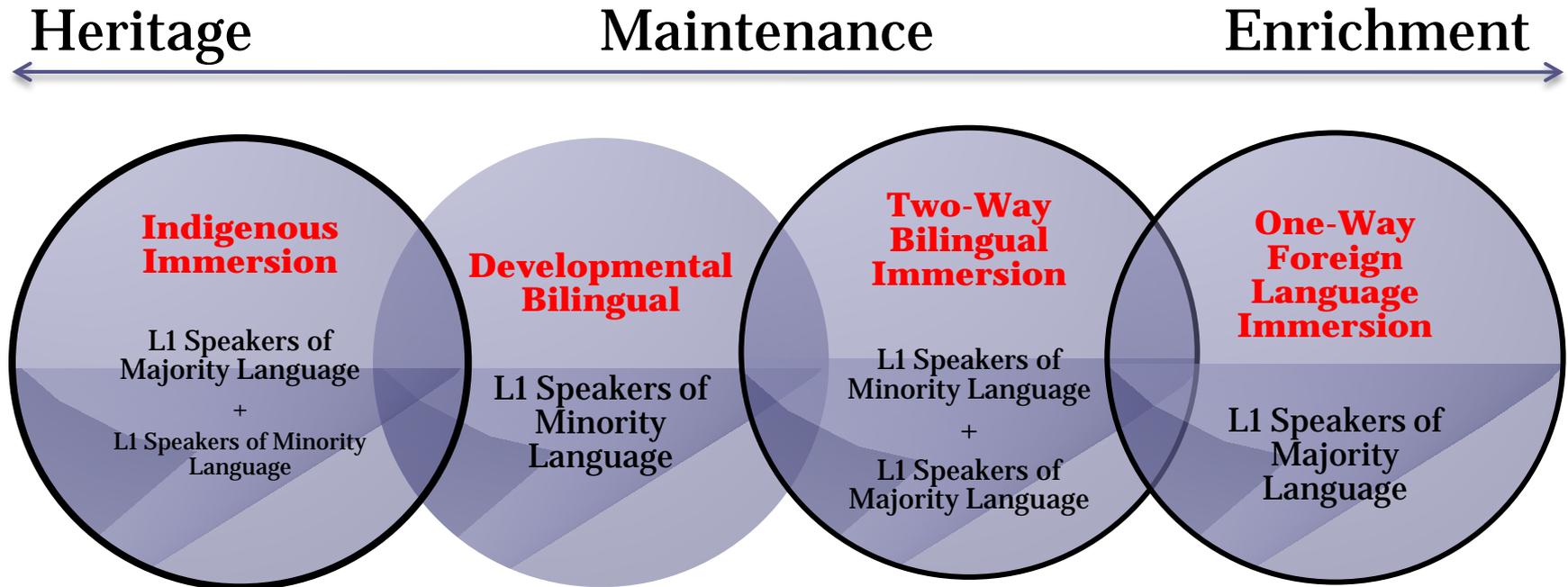
Presentation Overview

- The U.S. Immersion Landscape—program models, languages and growth

- How are U.S. immersion teachers prepared?

- What challenges exist with the current system?

- What has U.S. research revealed about immersion teachers?

- What implications emerge for immersion-specific teacher education and development?

- What are we doing to provide immersion teachers with preparation and development experiences that address these implications?

Three Main International Models of Bilingual/Immersion Education (May, 2008)

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                                              ┌──────────────┐
                                              │  Enrichment  │
                                              └──────────────┘
                        ┌──────────────┐      ┌──────────────┐
                        │   Additive   │──────│ Maintenance  │
                        └──────────────┘      └──────────────┘
┌──────────────────┐                          ┌──────────────┐
│ Bilingual/        │                         │   Heritage   │
│ Immersion         │                         └──────────────┘
│ Education         │
└──────────────────┘    ┌──────────────┐      ┌──────────────┐
                        │ Subtractive  │──────│ Transitional │
                        └──────────────┘      └──────────────┘
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"Dual Language" Program Models in U.S. Schools (Fortune & Tedick, 2008)

Heritage ⟵ Maintenance ⟶ Enrichment

Indigenous Immersion

L1 Speakers of Majority Language
+
L1 Speakers of Minority Language

Developmental Bilingual

L1 Speakers of Minority Language

Two-Way Bilingual Immersion

L1 Speakers of Minority Language
+
L1 Speakers of Majority Language

One-Way Foreign Language Immersion

L1 Speakers of Majority Language

One-Way (Foreign Language) Immersion

English-dominant child

Bilingual: Target language + English

Key Variations in One-Way Programs

- "Full" or "Total" versus "Partial"
  - **Amount of instructional time** spent in the immersion language in the early grades
  - **Language of initial literacy instruction**

- "Early" versus "Mid" versus "Late," etc.
  - **Grade level at which program begins**

- **"Strand" versus "whole school"** model

Target Audience and Purpose of One-Way Immersion

- **For language majority students (and, increasingly, third language learners)**
    - Enrichment: to promote *additive bilingualism and biliteracy* in a minority language with "world language" status, e.g., German, Mandarin Chinese, etc.
    - To *promote academic achievement* and *develop intercultural understanding and appreciation* for more effective participation in the global community.
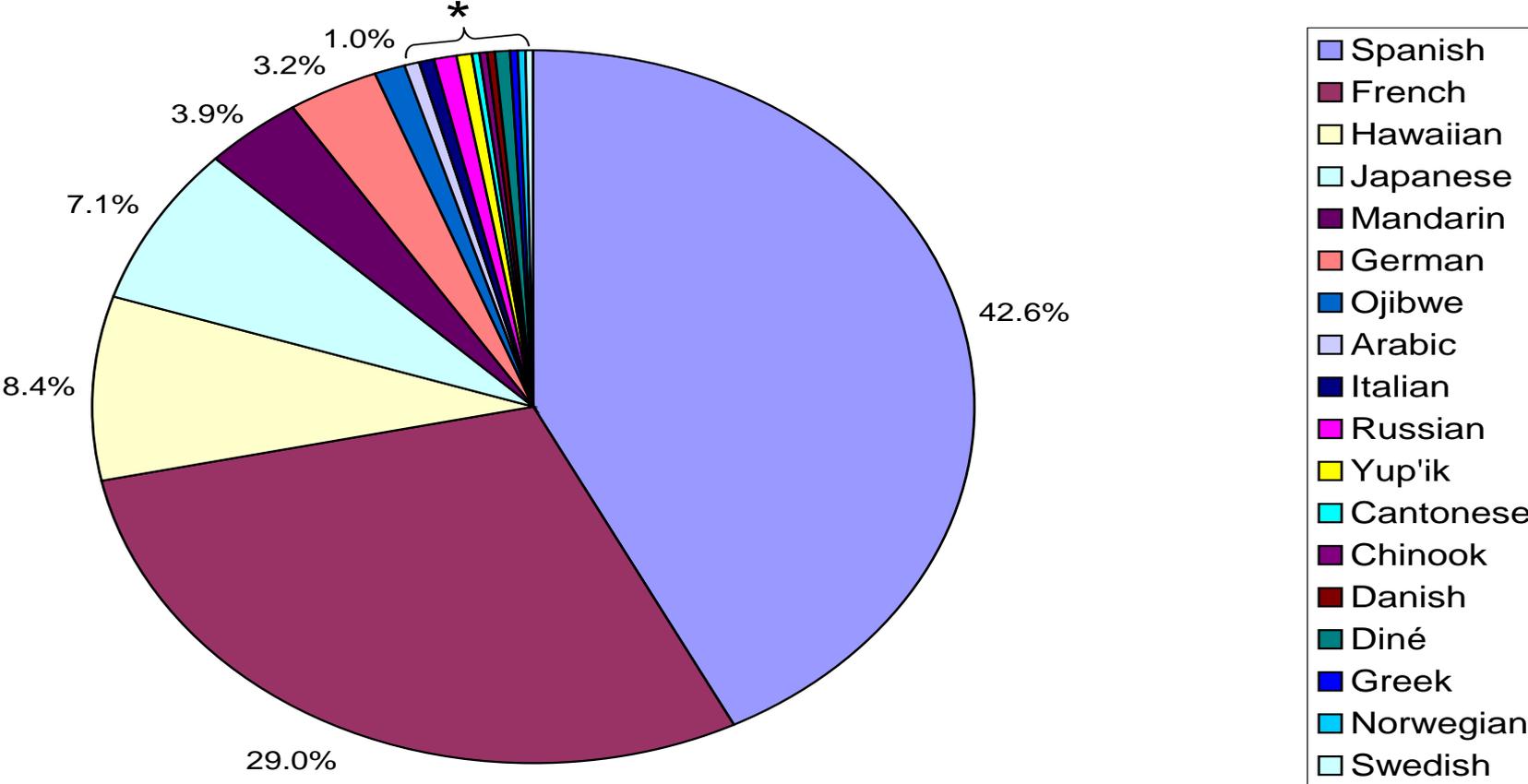
Growth of One-Way Immersion in U.S.

Growth of Total and Partial Immersion Programs in the U.S.
1971-2006
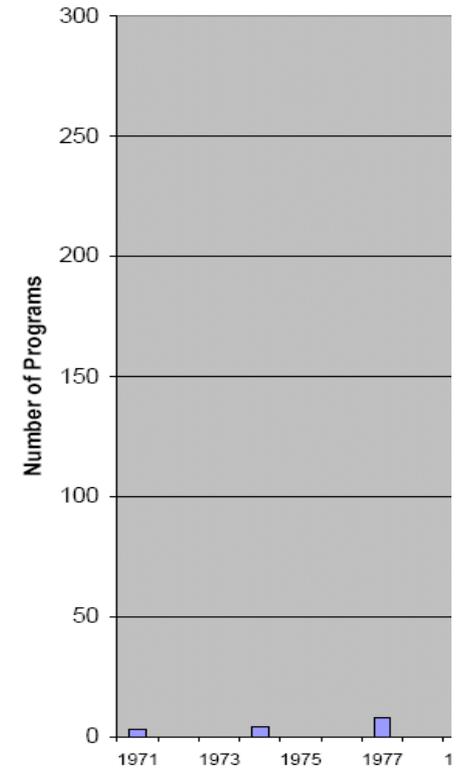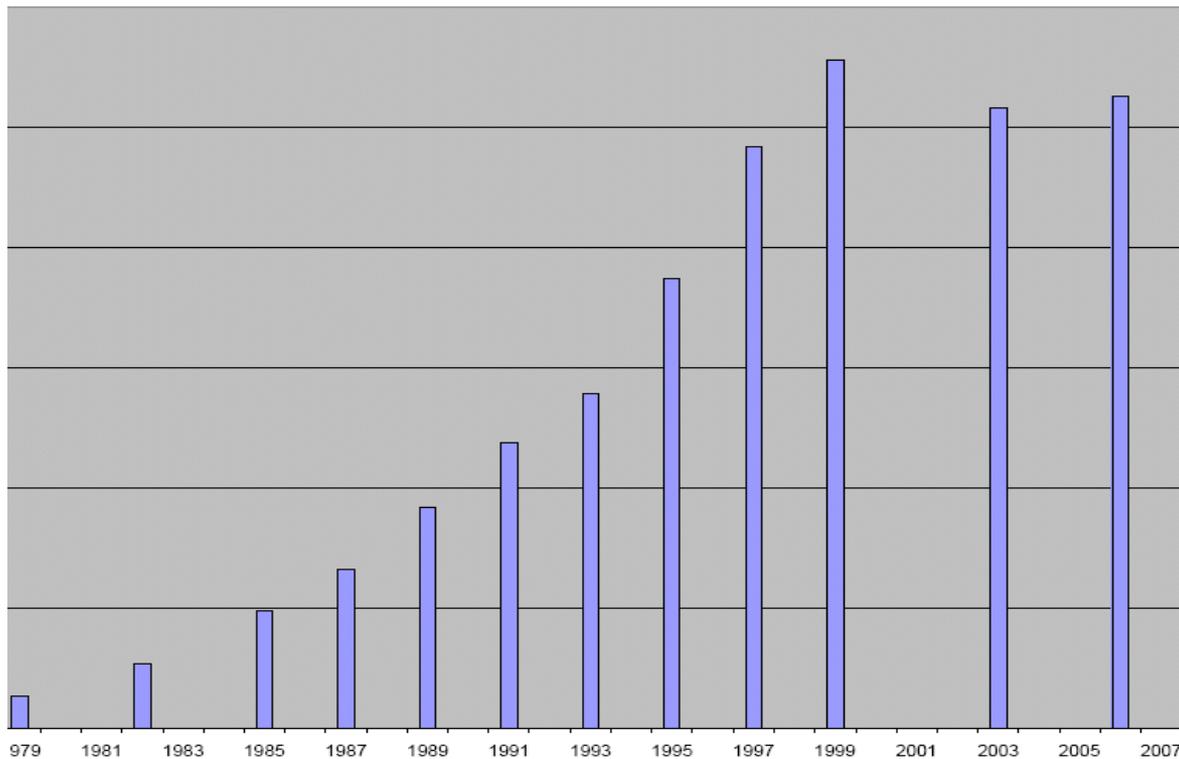
Source: Directory of Foreign Language Immersion Programs. Available at *www.cal.org/resources/immersion/*

One-Way Immersion Programs by Language
(Lenker & Rhodes, 2006)
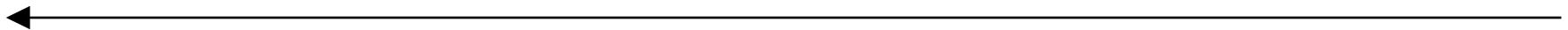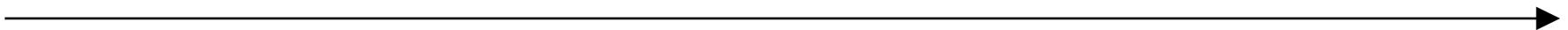

Source: Directory of Foreign Language Immersion Programs. Available at www.cal.org/resources/immersion/

Two-Way Immersion (TWI) Programs
Example: Spanish-English

Spanish-dominant child   **Bilingual: Spanish (L1) and English (L2)**

→

←

Bilingual: English (L1) and Spanish (L2)   **English dominant child**

Critical Components of TWI

- Student population consists of *language majority and language minority students* with dominance in their L1 and L1 home language support at the start of the program.

- A *1:1 ratio is ideally maintained* for these two language groups, but a minimum of one-third of each language group (i.e., a 2:1 ratio) is essential.

- An academically challenging learning environment is provided to bring two different language groups together to learn from and with each other in an *integrated setting.*

Key Variations in TWI

90:10 vs. 80:20 vs. 50:50

- **Distribution of instructional languages** in the early grades, more variable across programs than with one-way model

- **Language of initial literacy** also more variable across programs, 90:10 programs more likely to offer literacy in minority language only, 50:50 in both L1/L2

- **"Strand" versus "whole school"** model

Target Audience and Purpose of TWI

For language minority students (English learners)

- Maintenance: to promote *additive bilingualism and biliteracy* in the majority language, English, and further develop students' first language and literacy skills.

For language majority students (English proficient)

- Enrichment: to promote *additive bilingualism and biliteracy* in a community's minority language, e.g., Spanish, Korean, Hmong in the U.S., and further develop students' English language and literacy skills.

For all students

- To *promote academic achievement* and *increase cross-cultural understanding* among students from diverse linguistic and cultural backgrounds.
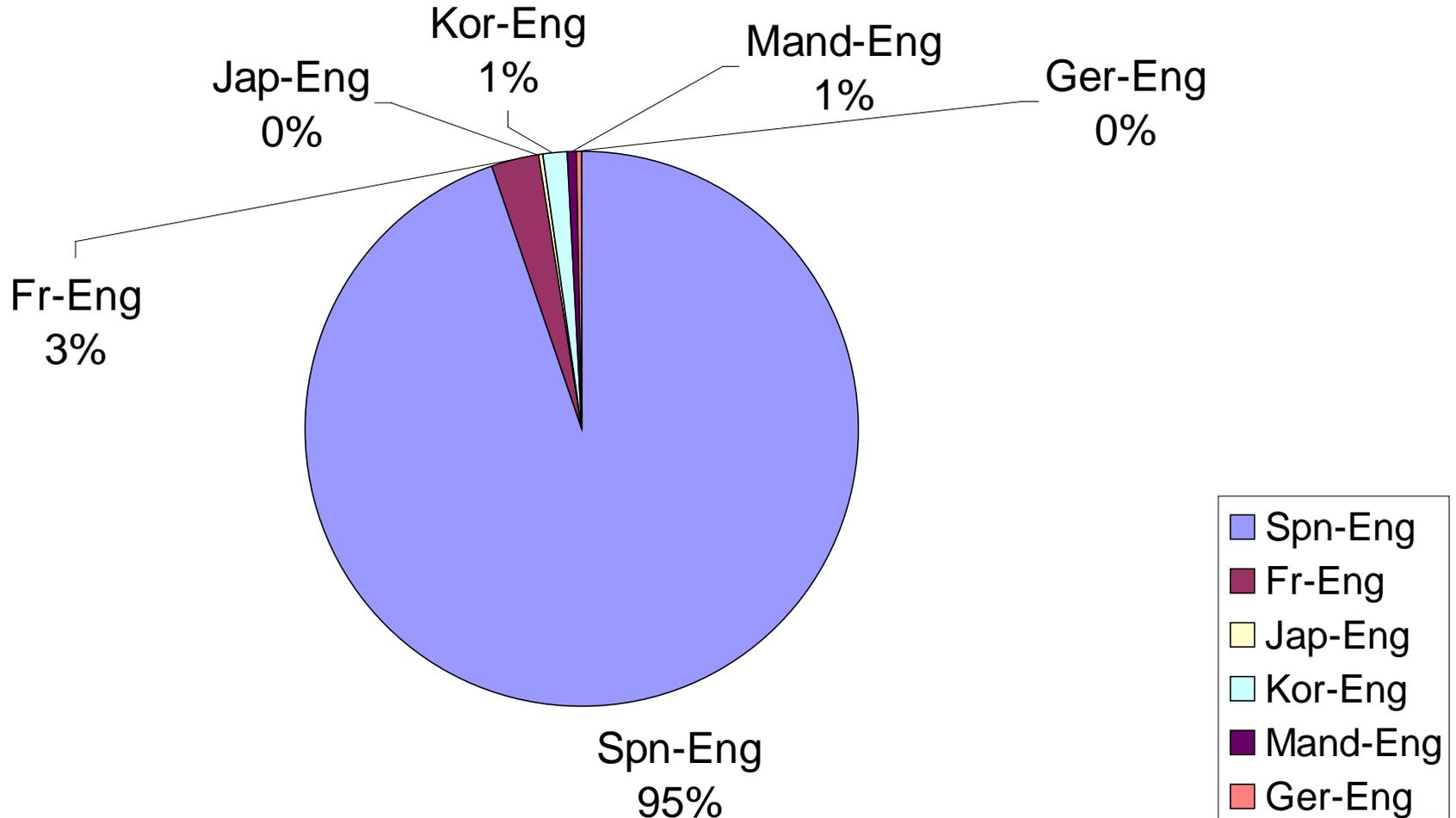
Growth of TWI Programs 1962-Present

Two-Way Immersion Directory : The Directory was last updated on 15 April 2010, and includes 366 programs in 29 states (plus D.C.).
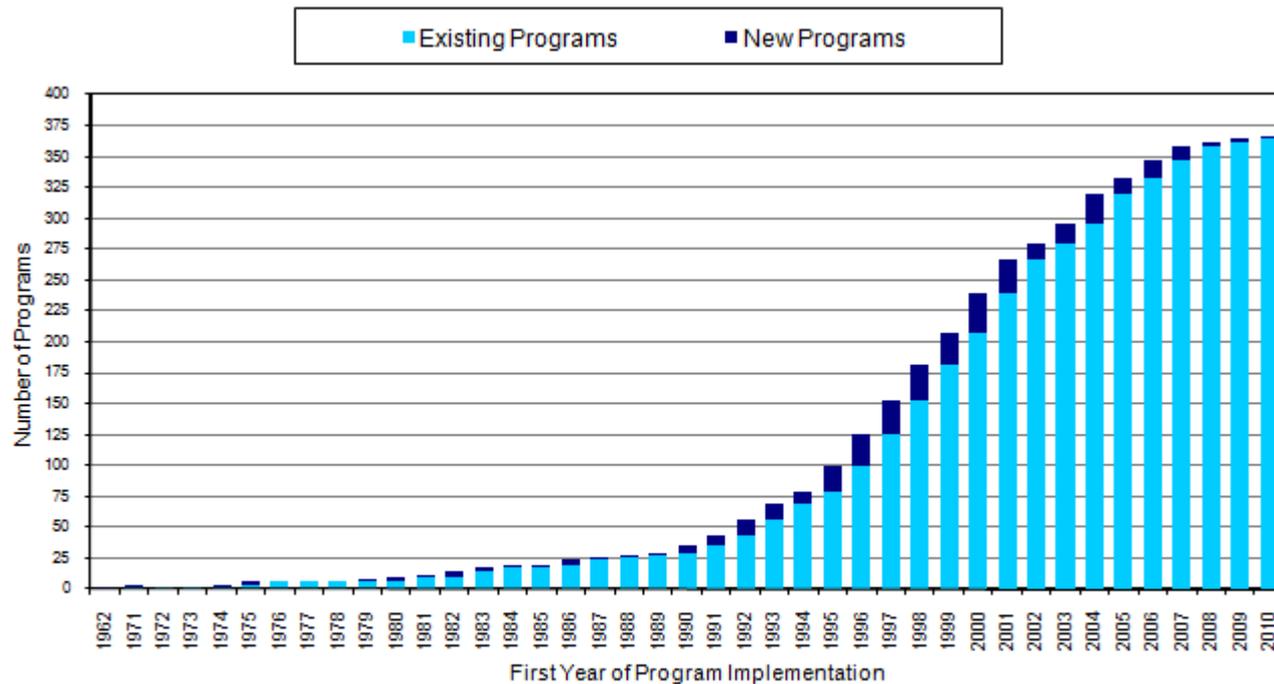
Source: Directory of Two-Way Immersion Programs in the United States. Available at http://www.cal.org/twi/directory.

Two-way Immersion by Language

Jap-Eng
0%

Kor-Eng
1%

Mand-Eng
1%

Ger-Eng
0%

Fr-Eng
3%

Spn-Eng
95%

Legend:
- Spn-Eng
- Fr-Eng
- Jap-Eng
- Kor-Eng
- Mand-Eng
- Ger-Eng

Indigenous Immersion Program Features

One-Way Programs

- Heritage learners *with limited to no proficiency* in the indigenous language, e.g., native Hawaiian children with English as the L1.

- Exposure to the indigenous language primarily in the classroom and school, and within the Native community

Two-Way Programs

- Heritage learners including *both language majority (English-speaking) and language minority*, ideally with a 1:1 ratio

- Students are integrated for instruction

Target Audience and Purpose of Indigenous Immersion

For Indigenous (Aboriginal) Heritage children

- To promote the ***revitalization of indigenous languages and cultures*** (e.g., Hawaiian, Navajo, Ojibwe, Yup'ik, etc. in the U.S.; Maori in New Zealand, Mohawk in Canada, etc.).

- To promote ***academic achievement and additive bilingualism and biliteracy*** in the indigenous language and the majority language of the country.

Key Variations in Indigenous Immersion Programs

- Program models vary in accordance with *one-way* and *two-way* variations.

- Increasingly, non-heritage children are attending indigenous immersion programs.

- Because of the focus on entire Native communities, these programs *target a broader range of learners*, from pre-school to adult.

- Because of the goal of language and culture revitalization, *formal instruction in English may be withheld until later*, e.g., grade 5.

Key Variations in Indigenous Immersion Programs

- **There is an *emphasis on developing student understanding of Native cultural practices and perspectives* in the curriculum.**

  - In the Leupp Navajo TWI program, the curriculum is driven by the central theme of HOZHO (peace, harmony, beauty) and four global themes that correlate with the four sacred mountains of Navajo.

  - In the Yup'ik one-way programs, 17 Yup'ik values are integrated in the curriculum, from "humor" to "successful hunter" to "respect for elders and others" and more.

Key Variations in
Indigenous Immersion Programs

- In some programs, *English is only taught as a subject* and is not used to teach other school subjects.

- These programs *face profound challenges*, e.g.:
  - ▫ Many teachers are L2 learners themselves
  - ▫ There is a dearth of curriculum, materials, resources

Growth of
Indigenous Language Immersion

	One-Way Programs	Two-Way Programs	Districts	States
Chinook (2006)	1		1	1 (OR)
Diné (Navajo) (1986)	1	2	3	1 (AZ)
Hawaiian (1984)	22		17 HPS; 5 charter	1 (HI)
Dakota Ojibwe (2000)	2 7		3	3 (MI; MN; WI)
Yup'ik (1995)	2		1	1 (AK)

 Sources: *http://www.cal.org/resources/immersion/*   *http://www.cal.org/twi/directory*
Pila Wilson, personal communication, Feb. 5, 2010.

How is immersion growing?
The U.S. Story

2010	Programs	States	Languages
One-Way (FL)	360+	33	18
Two-Way (TWI)	366	29	7

Sources: *http://www.cal.org/resources/immersion/*   *http://www.cal.org/twi/directory*

How are U.S. Immersion Teachers Prepared?

- Individual states control teacher licensing; national teacher standards but state requirements vary.
- Elementary (primary) teachers are required to
  - earn a license in elementary education
  - and, in a few states (CA, TX), earn an additional bilingual credential
- Secondary (second level) teachers are required to
  - earn a subject matter license (e.g., math, science, social studies)
- Teachers are <u>not</u> required to demonstrate a minimum level of language proficiency for state licensing.

How are U.S. Immersion Teachers Prepared?

- Teachers become licensed typically at the undergraduate level in 4-year programs.

- Some teacher licensure programs are at the post-baccalaureate (master's) level, and entry requires a 4-year baccalaureate degree.

- Individuals are recommended by colleges/universities to the state department of education for licensing. States also typically require prospective teachers to pass exams.

How are U.S. Immersion Teachers Prepared?

- Many states offer licenses that expire and need to be periodically renewed.

- New teachers are on probation for at least 3 years.

- Induction programs are on the rise, but, none for immersion teachers specifically.

- All school districts offer mandatory professional development (PD) workshops for teachers

- Some immersion schools offer immersion-specific PD.

What challenges exist with the current system?

- The "generic" licensure programs and district-mandated PD workshops *do not prepare teachers for immersion*.

- There are *no official guidelines regarding language proficiency* levels necessary for effective immersion teaching.

- The *number of licensed teachers* with high levels of language proficiency in the many U.S. immersion languages *is woefully inadequate*.

What has U.S. research* revealed about immersion teachers?

- **Identity and Individual Struggles**
  - identify as content teachers, not language teachers.
  - constantly monitor their own language use.
  - are fundamentally overwhelmed by work demands and lack sufficient planning time and support.
  - feel isolated and lack support from program administrators and colleagues.

*Based on studies cited in the list of references.

What implications emerge for immersion-specific teacher education and development?

- **Immersion teachers need**
  - experiences to see themselves as content *and* language teachers;
  - PD in the immersion language;
  - opportunities to join with other immersion teachers across programs and models to share ideas, resources, etc.;
  - online repositories where they can upload and share curriculum, classroom activities, assessments, materials, etc.

What has U.S. research revealed about immersion teachers?

- **Knowledge Base – Immersion teachers lack…**

  - knowledge and understanding of second language acquisition research and its pedagogical implications

  - an understanding of the interdependence between language and content

What implications emerge for immersion-specific teacher education and development?

- **Immersion teachers need…**
  - to learn SLA research provided in accessible ways that focus on classroom application of what we know about how languages are learned
  - exposure to the "language of schooling," genre studies, and examples of the interdependence between language and content

What has U.S. research revealed about immersion teachers?

- **Curriculum Development and Assessment**
  - They do not know how to balance language and content in curriculum development and assessment.

  - They believe they are 'always teaching language'

  - TWI teachers struggle to challenge and build the language of the native speakers (e.g., Spanish) while they accommodate to English speakers.

What has U.S. research revealed about immersion teachers?

- ▫ They struggle to identify what language to teach/assess.

- ▫ Intermediate grade and secondary level teachers struggle to teach more cognitively demanding concepts that have accompanying linguistic demands.

What implications emerge for immersion-specific teacher education and development?

- **Immersion teachers need…**
  - ▫ strategies for becoming more "language aware" and "language informed"
  - ▫ approaches for assessing student language development and content knowledge
  - ▫ guidelines/templates/curriculum models for designing high quality curricula

What implications emerge for immersion-specific teacher education and development?

- strategies for "finding" the language to teach (e.g., analysis of text), focusing on it in instruction and following up on it during assessment

- instruction on designing classroom tasks that require L2 use and a final product in the L2

What has U.S. research revealed about immersion teachers?

- **Instructional Issues**
  - The core of teacher talk is questions, commands, and cues
  - Teachers struggle to keep intermediate grade learners (grade 4 and above) using the immersion language.
  - They focus on language *or* content, not language *and* content.
  - They tend to avoid grammatical explanations for students, believing that grammar teaching in immersion is "taboo".

What has U.S. research revealed about immersion teachers?

- ▫ They accept inaccurate language from students, and overuse "recasts."

- ▫ They over-rely on input and often do not elicit much language from students.

- ▫ Their expectations for student language use vary tremendously from one teacher to the next.

- ▫ They struggle with the wide range of language and ability levels in student groups.

What has U.S. research revealed about immersion teachers?

▫ **They tend not to monitor or balance their use of scaffolding techniques.**

▫ **They over-rely on graphic representations and don't model enough complex, lexically specific language or demand such language from students.**

▫ **They tend to "privilege" English in the school context.**

What implications emerge for immersion-specific teacher education and development?

- **Immersion teachers need pedagogical strategies (and video demonstrations of their use)…**
  - ▫ to position students as active co-participants and co-constructors of classroom interaction
  - ▫ for designing tasks that require students to use new language forms
  - ▫ for balancing language and content in instruction: (attending to form explicitly and developing students' metalinguistic awareness in the context of meaning)

What implications emerge for immersion-specific teacher education and development?

- ▫ **for developing awareness of and maintaining consistency in communicating their language use expectations to students**

- ▫ **for adhering to clear and sustained separation of languages**

- ▫ **for providing a range of corrective feedback techniques**

- ▫ **for eliciting more student talk and producing less teacher talk**

- ▫ **for structuring cooperative groups and ensuring that students have the language they need**

What implications emerge for immersion-specific teacher education and development?

- ▫ **for structuring a classroom environment to communicate expectations and help learners become autonomous**

- ▫ **for differentiating instruction**

- ▫ **for becoming aware of language status in the school environment and raising the status of the minority language**

What are we doing to provide immersion teachers with preparation and development experiences that address these implications?

- **Examples of teacher preparation programs:**
  - ▫ **University of Hawaii at Hilo**
  - ▫ **University of Minnesota**

- **Examples of professional development offerings:**
  - ▫ **Programs for two-way immersion teachers**
  - ▫ **Programs for one-way, two-way and indigenous immersion educators**

University of Hawaii - Hilo

- **Kahuawaiola Indigenous Teacher Education Program**
  - Master's level post-baccalaureate program
  - Leads to licensure for elementary education teachers with a specific focus on Hawaiian immersion
  - Also designed for teachers of Hawaiian language in English-medium schools
  - Offered primarily through the medium of Hawaiian

University of Minnesota
Teacher Preparation Initiatives

College of Education and Human Development (CE+HD) (Dept. of Curriculum & Instruction)

- Developing a new licensure program that will:
  - be pursued part-time by immersion teachers who need to become licensed;
  - embed elementary education competencies and immersion-specific knowledge and skills;
  - provide intensive summer instruction (face-to-face) with online instruction during school year;
  - align closely with immersion programs to use teachers' current teaching placement as required, supervised teaching

University of Minnesota
Teacher Preparation Initiatives

CE+HD in partnership with The Confucius Institute and Capital Normal University in Beijing

- Developing a joint undergraduate + master's program leading to a major and licensure in elementary education. The program will:

  - be designed for Chinese proficient prospective teachers;

  - include study in China (in Chinese, 3 years) and MN (in English, 2 years);

  - embed elementary education competencies and immersion-specific knowledge and skills;

  - align closely with Chinese immersion programs for supervised practice teaching.

Ongoing PD for Licensed Immersion Educators – Two-Way

- Dual Language of New Mexico's Professional Development Programs (www.dlenm.org)

- The national Dual U Training Program (www.dualu.org/)

- San Diego State University's Dual Language Certificate program (http://edweb.sdsu.edu/PLC/programs/policy_studies_prof_dev_certs.htm#dual_language)

Ongoing PD for Licensed Immersion Educators – One-Way, Two-Way and Indigenous

- **University of Minnesota**
  - ▫ Dept of Curriculum and Instruction – Certificate Program in Dual Language and Immersion Education

    www.cehd.umn.edu/CI/Programs/college/Certificates/LanguageImmersion.html

  - ▫ Center for Advanced Research on Language Acquisition RLA) Language Immersion Projects

    http://www.carla.umn.edu/immersion/index.html

- **MAIN – Minnesota Advocates for Immersion Network**

CE+HD: Dept of Curriculum and Instruction

- **Certificate Program in Dual Language/Immersion Ed.**
  - First offered in 2001
  - Designed for licensed P-12 immersion teachers in all program models
  - Designed jointly between Univ. teacher educators and immersion practitioners
  - 15 graduate-level credits
  - Stand-alone certificate or in conjunction with M.Ed., M.A., of Ph.D. program
  - To be made available to a national and international audience via online offering, beginning fall 2010
  - Online format will offer presentations in multiple languages

CARLA's Language Immersion Projects

- **Professional Development**
  - Annual CARLA Summer Institutes for Immersion Educators
    - Immersion 101 – Introduction to Immersion Teaching
    - Meeting the Challenges of Immersion Education
- **International Conferences**
  - 1995: Research and Practice in Immersion Education: Looking Back and Looking Ahead
  - 2004: Pathways to Bilingualism: Evolving Perspectives on Immersion Education
  - 2008: Immersion Education: Pathways to Bilingualism and Beyond
  - 2012 and beyond (depends on future funding)

CARLA's Language Immersion Projects

- **Resources and Publications**
  - Language Immersion in the Americas (LIMA) listserv – launched 1996
  - American Council on Immersion Education (ACIE) organization and *ACIE Newsletter* – founded 1997
  - Extensive website with wealth of resources, links, bibliographies etc.

    http://www.carla.umn.edu/immersion/index.html
  - K-8 curriculum: Bringing the Biodiversity of Ecuador to Spanish Immersion Classrooms (Tedick & Walker, 2002)
  - Handbook "Struggling Learners and Language Immersion Education" (Fortune with Menke, 2010)

MAIN Initiatives

- ## MAIN "Events"
  - ▫ PD workshops for immersion teachers
  - ▫ Held each October and February
  - ▫ Immersion experts/teacher educators offer PD when they are available (sometimes through grant funding)
  - ▫ Experienced immersion teachers offer sessions on teaching techniques (e.g., use of new technologies)
  - ▫ Sessions including time for teachers to "network" and share ideas, concerns

Go raibh maith agaibh!

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