

Opportunities and Potential Problems of Two-Way Immersion Programs in the U.S.



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(Nakia Toy Jr.)

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GRIN Verlag Jul 2011, 2011. Taschenbuch. Book Condition: Neu. 210x148x2 mm. This item is printed on demand - Print on Demand Neuware - Seminar paper from the year 2010 in the subject English Language and Literature Studies - Linguistics, grade: 1,3, University of Paderborn, language: English, abstract: Bilingual education in the U.S. has always been subject to lively discussions. Are immigrant children, who have recently come to the U.S., supposed to assimilate into English as fast as possible or should they maintain their native language when entering the American school system Unfortunately, current English immersion and English as a Second Language (ESL) programs tend to choose the first option. In most cases, minority language students (those who speak a language other than English) are placed in programs which are of a subtractive nature: Rapid transition into the English language not only replaces the native language of these children, but also neglects the culture and heritage connected with that language. Besides this serious concern for minority language students, there is another problem with language learning in the U.S.: Language majority students (those who only speak English) receive an average of two years of foreign language instruction in high school, which does not even come close to develop fluency (Frenzel: 2003: 47). All things considered, the U.S. seriously risks becoming a monolingual society in a multicultural world. A program which has the potential to solve this problem is the so-called Two-Way Immersion Program (TWI). The special advantage of a TWI program is that it integrates language minority and language majority students in one classroom and provides instruction to all students in both the minority as well as the majority language. The central goal of these programs is full bilingualism of both groups of students. Due to the high rates of immigrants entering...



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