

Creating Tomorrow's  
Global Leaders  
Through  
Immersion Education



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# Immersion and Other Types of Language Programs

- + How much time?
- + What is taught?
- + What are teachers required to teach?
- + What are students expected to learn?
- + What materials are used?
- + When can teachers use English? When can students?



# Why Immersion?



# IMMERSION WORKS!



# Some Factors That Matter

- + Time
- + Intensity, Motivation, and Engagement
- + Rich input (oral and written)
- + Output and interaction (oral and written)
- + Culture learning and cross cultural interaction
- + Quality of Instruction
- + Learner characteristics (e.g., age, motivation)

	Time	Intensity, Motivation And Engagement	Rich input	Interaction & output	Cross-cultural interaction	Explicit culture instruction
<b>Traditional secondary FL program</b>	-	+	+	+	—	+
<b>Immersion</b>	*	*	*	*	+	+
<b>Monolingual School + Intensive &amp; Extended Foreign language instruction (no less than 90 minutes of language classes per week in elementary grades)</b>	-	+	+	+	—	+
<b>Exploratory (US) (less than 90 minutes of language classes per week in elementary grades)</b>	-	+	—	—	—	*

\* integral feature

+ optional feature

— not commonly found in this model

# Proficiency Targets

## ***FRENCH, PORTUGUESE and SPANISH***

<i>Grade Level</i>	<i>Listening</i>	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>
1	Novice-High	Novice-Mid	N/A	Novice-Mid
2	Intermediate-Low	Novice-High	N/A	Novice-High
3	Intermediate-Mid	Novice-High	N/A	Novice-High
4	Intermediate-High	Intermediate-Low	Intermediate-Mid	Intermediate-Low
5	Intermediate-High	Intermediate-Low	Intermediate-High	Intermediate-Low
6	Advanced-Low	Intermediate-Mid	Advanced-Low	Intermediate-Mid

## ***CHINESE***

<i>Grade Level</i>	<i>Listening</i>	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>
1	Novice-High	Novice-Mid	N/A	N/A
2	Intermediate-Low	Novice-High	N/A	N/A
3	Intermediate-Mid	Novice-High	N/A	N/A
4	Intermediate-High	Intermediate-Low	Intermediate-Low	Novice-High
5	Intermediate-High	Intermediate-Low	Intermediate-Mid	Intermediate-Low
6	Advanced-Low	Intermediate-Mid	Intermediate-High	Intermediate-Low

# What The Data Show: Academics



## Academic Benefits

- Reading/language arts
- Content area performance



# Research Findings

2012  
DATA

- **How does DLI affect academic learning?** When covariates were accounted for, student who learned math in a non-English target language and students who learned math in English perform similarly on state math tests.
- **To what extent do student demographics affect academic outcomes for DLI students?** Special education and non-Hispanic minority designations interacted with DLI participation. These interactions indicated that Special Ed students and non-Hispanic minority students in DLI performed as well as their peers without those designations.