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Note: This chapter was originally published by Asia Society as a chapter in the manual entitled Chinese Language Learning in the Early Grades. The complete publication is located at: Download pdf of this article What research says about immersion from Tara Williams Fortune Center for Advanced research on the tongue acquisition University of Minnesota more than almost half a century, research on linguistic education of the dive has pursuished benefits such as academic achievement, language development and alphabetization in two or more languages, and competences Cognitive. This research also exhibits some of the challenges that accompany the dive model, with its multilayer language diary, literacy and development of intercultural skills during the learning of matter. This chapter illustrates the key results both for the advantages and for the advantages and for the challenges. Advantages and for the challenges and for the advantages of academic and education research at linguistic diving is the capacity of students to academically perform on standardized tested in English. This question emerges again and again in a direct response to the concerns of stakeholders that the development of a language other than English does not compromise basic education objectives, high levels of oral and written communication capacity in English, and appropriate academic results of grade. The search answer to this question is long and consistent. Expert diving students in English are able to achieve as well as, and in some cases better than, equal not to immersion on standardized reading and mathematics measures. This result applies to students from a series of socio-economic and ethnic backgrounds, [II] as well as different cognitive and linguistic capabilities. [iii] Furthermore, the academic result on the tests administered in English is independently of the second languages (Mandarin, Japanese, Cantonese), English-profile students will keep the academic pitch with peers in English-medium programs. [iv] It is important to recognize that the first studies carried out in total immersion programs of a single road, where English speaking skills, such as spelling, capitalization, punctuation, knowledge of words and word discrimination. That being said, these studies also find that within a year or two after education in the arts of English or alphabetization. This same research applies to students in two-way dive settings (Twi) whose first language is different from English? In the last fifteen years, US researchers have discovered that the academic of British English students of different ethnicities, linguistic backgrounds, socio-economic levels and development profiles get at least as well as the same background students who study only in English. [VI.] Most English students in Twi come from Latin American families whose mother tongue is Spanish. As an ethnic minority in the United States, Latinos are both the most rapid growing student population and the group with the highest rate of school failures. [VII] Research in Spanish / English contexts Twi indicates an average of higher votes and a Increased inscriptions to post-secondary education for this group of students, compared to Latin peers participating in other types of educational programs such as transient biling. Education and various forms of medium-english teaching. Although most Twi searches have been conducted in Spanish / English Twi programs. Classes of class above their peers with similar demographic profiles participating in non-Twi programs. The results of Leary are in line with those of other Twi programs. Language and literacy The immersion approach initially earned traction in North America because educators believed in his potential to move students to bilingualism and biliteration. Language programs for diving have taken foot in areas such as St. Lambert, Canada, and Miami, Florida, where educators considered it necessary more than a language for the future economic and social prosperity of children. The designers have bet that make the second language for the future economic and social prosperity of children. separately, would have brought a greater number of students to reach higher levels of competence. These first immersion programs began dedicating half or more of the school day to teachers and students to work only in the second language. Students to work only in the second language for all class communication and the learning of the subjects. This approach to the development of the second language and literacy has revealed the most successful school linguistic program model available. Immersion students from other types of linguistic programs. [IX] Diving students starting the program as an English native speaker constantly develop comprehension similar to those of the native speaker, such as listening and reading, in their second language. They also show fluency and confidence when they use it.[x] In addition, the more time you spend learning the non-English language, the higher your level of proficiency. To date, the first total (one-way) and almost total (90:10) bi-directional bi-directional dive programs higher levels of minority language and the development of literacy were finally put to rest. Immersion students who achieved relatively high levels of second language proficiency also acquired higher levels of English language function. Researchers say that metallinguistic skills positively influence learning to read in alphabetical languages, because it facilitates the development of critical literacy sub-cycles such as phonological awareness and knowledge of text-sound correspondence for word decoding. [xii] The important relationship between phonological awareness and knowledge of text-sound correspondence for word decoding. [xii] The important sub-scill decoding in a second language of the immersion student can transfer and benefit from sub-sciences and English continues to grow. To date, evidence indicates the transfer of phonological processing skills to children whose first language is Chinese and are learning to read in English as a second language. Studies also indicate a relationship between visual-spelling skills in Chinese, the ability to visually distinguish basic orthographic models such as the correct placement of semantic radicals in compound characters, and reading and spelling in English. Much remains to be learned in these areas, however, when it comes to English-experienced children in Mandarin immersion programs who are acquiring literacy in Chinese and English. In TWI programs, the research sheds light on what Lindholm-Leary and Dr. E. R. Howard have called the "native-speaker effect".[xvi] In short, the "native-speaker effect" describes the tendency of a native language to outperform second-language students of the same language on standardized medium-Spanish tools, Spanish professionals outperform Spanish students. Similar results occurred when the tests were given in English and Mandarin. [xvii] In general, the research finds that immersion students whose first language is not English become more balanced bilingual and develop higher levels of bilingualism and biliterapies than English become more balanced bilingual and develop higher levels of bilingual and develop highe Potowski[xviii] found that the oral and written language skills of English students at TWI were only slightly behind those of recent Spanish-speaking peers. English senior bilingual bilingual students Levels are also linked to higher levels of reading success in English, greater academic linguistic competence, and successful education experiences in general. [XIX] Development of cognitive skills There is a consolidated positive relationship between the basic skills of thought and being a fully competent bilinguals exceed monolinguals in areas of divergented. thinking, model recognition and troubleshooting. [XX] Bilingual children develop the ability to solve problems that contain contrasting or misleading signals to a previous one, and greater executive or inhibitory control. Bilingual children were found very skilled also to show greater sensitivity to verbal and non-verbal tastes and to show more attention to the needs of their listeners than monolingual students show a greater structure in learning additional languages compared to monolingual students show a greater structure in learning additional languages compared to monolingual students show a greater structure in learning additional languages compared to monolingual students. and active bilingual, the relationship between linguistic diving education and long-term cognitive flexibility [XXIV] and better capacity to resolve non-verbal problems among language students in English-profilities. [XXV] Decades ago, Dr. Jim Cummins warned the need for a certain level of Threshold of second linguistic competence before cognitive competence before cognitive competence before cognitive competence that these are bilingual children with more balanced and competent mastery of both languages that predictably exhibit the positive cognitive consequences of bilingualism. More and more often, competence in a second language and intercultural skills open occupation possibilities. Many sectors require increasing involvement in the global economy, international companies and tourism to communications and diplomatic body. High-level employment and highperformance will require skills more than one language. In the United States, the provision of health care and the application of the law. Beyond the economy are the countless advantages that multilingual individuals enjoy being able to communicate with a much broader range of people from different linguistic and cultures Significantly. In addition to access to foreign media, literature and the arts, bi- and multilingual people can simply connect and converse more freely. Becoming bilingual leads to new ways of conceptualizing oneself and others. It expands your view of the world, so that you not only know more, but also in a different way. Challenges of Language Immersion Designing, implementing, and providing ongoing support for language immersion learning is not an easy task. Urgent challenges include staffing, curriculum development and articulation Program administrators struggle to find qualified, high-quality teachers who can demonstrate advanced levels of oral and written proficiency in the language of their choice. Once the teachers are hired, the search begins for development-appropriate curricula, materials and resources that meet local and state standards. Primary level challenges are addressed with additional secondary level issues, such as planning and balancing students' educational priorities as the curriculum moves upwards and through middle and high school years. Inadequate teacher preparation for immersion programmes remains a challenge in this field. Teachers need specialized professional support to cope with the complex task of simultaneously addressing content, language and literacy development into an integrated, subject-oriented language curriculum.[xxx] However, there is a lack of immersion educators and specialized professional support to cope with the complex task of simultaneously addressing content, language and literacy development into an integrated, subject-oriented language curriculum.[xxx] experiences for immersion staff. In addition to professional development related to curriculum design and pedagogical techniques, both mother-tongue teachers who have had educational experiences in more traditional teacher-centred classes are well aware of the need for continuous support for their immersion language skills. aware of the cultural differences and expectations of participants. For example, American schools place a strong emphasis on social skills and language for communication purposes. Children expect student-centered activities with real tasks. Chinese teachers often have a differences between students and therefore often need support for classroom management strategies and techniques. [xxxii] Immersion teachers face significant obstacles in the wide range of differences between students. development, support for home learning ability to achieve results, learning styles and practices for students with language, literacy and learning difficulties. Many dive programs do not have the necessary resources and bilingual specialists to provide adequate teaching support, assessment, and interventions.[xxxiv] Ã" Ã" the understanding of students of more abstract and complex concepts becomes increasingly difficult in higher grades and beyond. Some higher-element immersion teachers, especially those teaching in partial programmes or 50:50, report difficulties in teaching advanced subject matter because cognitive development of students is at a higher level than their competence in the second language. This challenge becomes more pronounced in the programs in which the immersion language. This challenge becomes more pronounced in the programs in which the immersion language is based on character, since the development of literacy is more than time and demanding. One of the biggest challenges for diving teachers is to keep their students using the second language, especially when working and talking to each other. This challenge is particularly pronounced once children have moved beyond the primary grades. For example, studies in both single-way and two-way immersion classes aim to fifth-grade students using English more frequently than their non-English language students in ways that promote the development of the current language is an uphill battle for teachers. Finally, the results-oriented research reveals that immersion students, especially those who begin the program as English native speakers, do not get enough native-like levels to speak and write skills. Studies consistently find that the oral language of English language immersion students lacks grammatical accuracy, vocabulary specificity, native pronunciation, and is less complex and sociolinguisically appropriate than the native language of secondary language products.[xxxix] Moreover, the or of immersion language students seems to become increasingly anglicized over time,[xl] and can be marked by a more formal academic discourse style. also in high-performance dive programs, which promote the second language knowledge of students beyond intermediate levels remains a very sought-after goal. bamford, k. & mizokawa, d. (1991) Additive-bilingue (dive) education: cognitive and linguistic development. learn the language, and cognition, 12(1,) 3-11. Bournot-Trites, m,. & denizot, i. (2005, January.) conscience fonologique en immersion française au canada. document presented at the 1er colloque international dediactique cognitive, tolosa, france. bruck, m. 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