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EDTC 8371: Theories & Practices in Effective Online Pedagogy

Project 4: Research Topic Position Paper

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Introduction and Background

Dual Language programs have become a very effective methodology that can help student academic achievement. The longitudinal study by Thomas and Collier has demonstrated that this methodology is the most effective. The goal of dual language programs is immersion, and the hope is to create students that are bilingual, biliterate and bicultural. As a Dual Language Instructional Specialist in the seventh largest District in the nation, and the program with the most English Learners participating in dual language programs, I have identified reservations in dual language methodologies that I would like to target for the greater good of the students. I have decided to begin my research with the development of digital activism plans that target specific contextual mitigating factors outlined in the problem statement in this paper.

Abridged Literature Review

Teacher Ecosystem

Freire and Valdez write about what Dual language teachers see as preventing the implementation of culturally relevant pedagogy in their urban classrooms. Employing critical sociocultural theory and drawing on "*pláticas*" as a method, four primary barriers were identified: lack of time, lack of culturally relevant materials, lack of knowledge, and the belief that social justice topics were inappropriate for young children. There are individual and contextual issues surrounding these barriers and their implications. (Freire Valdez, 2017)

Fidelity

A paradigm is presented for examining the congruence, or match, among the theoretical model, teachers' beliefs, and actual classroom practices to determine the fidelity, and therefore,

effectiveness, of a dual language program. Examples from school districts that exhibit high levels of congruence, and counter examples of programs lacking fidelity to their theoretical underpinnings, are presented to illustrate potential pitfalls of implementation. (Mora, Wink 2006)

Problem Statement

The most prominent dual language programs' development and sustainability challenges can be separated in three parts: Teacher Ecosystem, Methodology Fidelity, and Parental and Community Engagement. Can these factors be addressed with the effect a platform(s) can have?

Teacher Ecosystem

- Preparation, (serve as language model, teach language while teaching content)

- Allocation, Burnout/Turnover/Building Supply,

- Curricular Resources

Fidelity

- Classroom Practices,

- District vs. School Administration,

- Student recruiting and retention

Parental and Community Engagement

- Guidance

- Concerns (Overexposure)

- Structures to equitably engage all of their families.

Purpose Statement

The purpose of this study is to provide a solution for contextual mitigating factors that create reservations in Dual Language education by creating platform(s) that help analyze, create and disseminate effective solutions for the advancement of Dual Language immersive programs.

Research Question(s)

Research Statement

I would like to describe the perceptions of Dual Language Teachers, Administrators and other stakeholders regarding the aforementioned contextual mitigating factors and the effect of platform(s) that are specific and target these three areas.

Survey Research

What are the perceptions aspiring Dual Language teachers and the requirements for their preparation for teaching, administrative requirements vs. program fidelity, implementation and opinions future sustainability?

Experimental Research

What is the effect of having a platform or platforms that address the contextual mitigating factors of the Teacher ecosystem, fidelity, and parental involvement within Dual Language Programs?

Summary

Dual Language methodologies deserve all our energies of support, empathy and inquiry. I have had the pleasant experience to see them function and have had the opportunity to discover areas or growth not only locally but collectively. These contextual mitigating factors can tarnish the goals of the programs and must be if not resolved them must be addressed and mitigated. Exploring the Teacher Ecosystem with the programs, learning more about the Fidelity to the programs and improving Parental and Community engagement can begin to offer greater adoption of the methodology and can increase academic achievement for all learners.

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