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Attitudes, Opinions, and Beliefs of Teachers Toward
Dual Immersion Programs in Utah Schools

Amy Lynn Hawks

A thesis submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of
Educational Specialist

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ABSTRACT

Attitudes, Opinions, and Beliefs of Teachers Toward Dual Immersion Programs in Utah Schools

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Dual language immersion programs have been on the rise in the United States as a proven effective form of bilingual education. As of the 2018–2019 academic year, Utah had 224 dual language immersion (DLI) programs; 113 Spanish, 65 Chinese, 30 French, 13 Portuguese, 2 German and 1 Russian. Roughly 34,000 students were enrolled in one of these programs. The DLI programs in Utah use a 50:50 model, which means half of the students' day is in the partner language model and half is in English. The purpose of my study was to research teachers' attitudes, opinions, and beliefs within a DLI school environment and understand their experiences of the benefits and challenges on how the DLI program has impacted their career. In order to gain a better understanding of the DLI program and all that it entails regarding teacher attitudes, opinions, and beliefs, a qualitative study, using interpretative phenomenological analysis (IPA), was conducted. There were 12 participants, three of which were male and nine of which were female. They taught in DLI schools in Spanish, English, German, and Chinese. Findings from the interviews conducted identified six primary themes and seven secondary themes from teachers' experiences working in a DLI program. The primary themes included cultural awareness, school environment, support, curriculum development, collaboration and training. Teachers wanted more training in order to be more prepared to teach dual immersion. They also needed materials and resources that are readily available to them for the target language being taught so they aren't wasting their time and money creating resources that should be provided. Teachers felt that collaboration is a struggle because of the different schedules that the dual immersion programs require. These findings are based on how educators experienced the DLI program in their respective schools. Implications and recommendations for implementation of a successful dual immersion program are discussed.

Keywords: DLI, bilingual programs, dual immersion, teacher attitudes

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DESCRIPTION OF THESIS STRUCTURE AND CONTENT

This thesis, *Attitudes, Opinions, and Beliefs of Teachers Toward Dual Immersion Programs in Utah*, is written in a hybrid format. This hybrid format combines together traditional thesis and journal publication formats. The preliminary pages reflect requirements for submission to the university. The thesis report is presented as a journal article and conforms to length and style requirements for submitting research reports to psychology and education journals.

The literature review and references for the literature review are included in Appendix A. Appendix B contains the Institutional Review Board Approval Letter. Appendix C contains the guided questions used in the interviews. Appendix D is the form used for participation consent.

This thesis format contains two reference lists. The first reference list contains references included in the journal-ready article. The second list includes all citations used in the Appendix entitled “Review of the Literature.”

Introduction

In an increasingly globalized economy, knowing more than one language is a valuable skill. The U.S. has recognized the need for multilingual individuals for many reasons. Hence, many dual language immersion (DLI), dual immersion, or bilingual programs have been developed to meet this need. The concept of immersion first gained popularity in North America due to educators' belief that it could help students become more biliterate and bilingual. Educators believed that children needed to be taught more than one language to develop their social and economic prosperity. Some of the first areas where this approach was implemented were Miami, Florida, and St. Lambert in Canada (Keller & Van Hooft, 1982). Program designers believed that by having the second language as a primary medium for teaching core subjects, it would help students reach higher levels of proficiency. Early immersion programs were designed to make sure that teachers and students were working in the second language during the school day (Lessow-Hurley, 1996). The success of the immersion program model was attributed to its ability to help students develop their literacy and second language skills. Most of the time, students who participate in these types of programs are able to achieve higher levels of minority language proficiency (Watzinger-Tharp et al., 2021). As students in an immersion program start to develop their second language skills, they are able to demonstrate levels of comprehension similar to native speakers. They also exhibit a high level of confidence and fluency when using their new language. The more time they spend learning through a non-English medium, the higher their level of proficiency (Watzinger-Tharp et al., 2021).

According to the Center for Applied Linguistics (2005), the term *dual language* refers to the use of two languages for instruction in the classroom. These two languages are used for literacy and content instruction for all students. The two-way immersion model and one-way

immersion model will be discussed. Two-way immersion combines students from two language groups for instruction in both of their languages. This type of program includes fairly equal numbers of two groups of students: native English speakers and speakers of the partner language. Two-way immersion is unique because it involves two languages in two ways: two languages are used for instruction, and two groups of students are involved—students who are native English speakers and students who speak a different language, typically Spanish (Center for Applied Linguistics, 2005). There are two basic models for two-way immersion programs. These programs include the 50:50 model and the 90:10 model. These models vary in how they divide the time each language is used for instruction. The 90:10 model, 90% of instruction in the first year or two is in the target language and 10% in English. Over the course of the elementary grades, the percentage of instruction in the minority language decreases while the percentage of instruction in English increases. By about fourth or fifth grade the instructional time in each language reaches a 50:50 ratio (Center for Applied Linguistics, 2005). There are other language allocation models such as 100:0, 80:20, and 70:30.

There are three defining criteria for two-way immersion programs. First, the program must include fairly equal numbers of the two groups of students: language majority students and language minority students. This is the primary way that a two-way immersion program is distinct from other forms of dual language education. Secondly, the program is integrated having language majority and language minority students grouped together for academic instruction for all or most of the day. Lastly, the two-way immersion program provides academic instruction to both groups of students in both languages (Howard & Christian, 2002).

In the Directory of Two-way Bilingual Immersion Programs in the United States (Center for Applied Linguistics, 2005), staff commented on the most important features of their

programs and offered advice to new programs. Many of them stressed the importance of taking time to plan before trying to implement two-way immersion education. They suggested visiting other schools to see first-hand how the program and classroom operates. They also mentioned the importance of hiring staff that are prepared for the challenges, enthusiastic, and committed to working in the program. Also, they suggested providing quality staff development, both before a new staff member joins the program and through the duration of the staff's employment. The staff also mentioned the importance of having parents that are involved. They suggested it will strengthen the program and help students succeed.

Another form of DLI is one-way immersion. One-way immersion serves a student population comprised of predominantly native English language speakers with limited to no proficiency in the target language (Utah Dual Language Immersion, 2023). Typically, in the 50:50 model the language instruction duties are divided between two teachers. Ideally, each of the teachers adhere to speaking in their respective language of instruction to the students, one in the students' native language and one in the target language. Students learn in each language about half the time throughout the program (Gómez et al., 2005).

There are other forms of dual immersion which include developmental bilingual programs and the heritage programs. Developmental maintenance programs are a dual language program in which students are primarily native speakers of the partner language (Center for Applied Linguistics, 2005). Heritage language programs mainly enroll students who are dominant in English but whose parents, grandparents, or other ancestors spoke the partner language. Heritage language teaching takes place in community-based programs, public and private K–12 education, language camps, and higher education. (Center for Applied Linguistics, 2005).

According to the Center for Applied Linguistics (2005), studies show that high-quality DLI programs have a cohesive school-wide shared vision; a set of goals that define their expectations for achievement; instructional focus; and high expectations that are shared by parents, teachers, administrators, and students (Howard & Christian, 2002). There needs to be a clear commitment to a vision and goal focused on bilingualism for a successful outcome (Center for Applied Linguistics, 2005).

Dual Language in Utah

In 2008, the Utah Senate passed the International Initiatives (Senate Bill 41) which created funding for Utah schools to implement DLI programs in Chinese, French, and Spanish (Utah State Board of Education [USBE], 2021). Since then, Utah has been leading the nation in dual immersion programs (Wimmer, 2011). As of the 2018–2019 academic year, Utah had 224 DLI programs; 113 Spanish, 65 Chinese, 30 French, 13 Portuguese, 2 German, and 1 Russian. Roughly 34,000 students were enrolled in one of these programs (Steele et al., 2019). The dual immersion programs in Utah use a 50:50 model. Most of these programs start when the child enters first grade. The goal that dual immersion programs all have in common is when the student exits the program, they are bilingual, bi-literate, and bicultural. Programs do this by employing teachers who are credentialed in the core subject areas. All state-sponsored programs are required to use two teachers, one who instructs exclusively in the target language for half of the day and a second teacher who teaches exclusively in English the other half of the day. These teachers also need to have additional knowledge of the target language being taught, proper training to ensure correct implementation of the curriculum, and positive attitudes to bring to the classroom (U.S. Department of Education, 2015). In Utah, the DLI instructional time for grades 1–3 is broken up into sections. In the target language these students receive 20% in math in the

target language, 15% in content areas, and 15% in language literacy in the target language. The rest of the day is broken down into 35% in English language arts and 15% in math and content areas (Utah Dual Language Immersion, 2023).

Benefits of Dual Immersion According to Utah

Utah's State Board of Education (2018) lists the benefits of dual immersion as follows:

1. Second language skills: Students achieve high proficiency in the immersion language.
2. Performance on standardized tests: Immersion students perform as well as or better than non-immersion students on standardized tests in English.
3. Cognitive skills: Immersion students have typically developed higher cognitive flexibility, demonstrating increased attention control, better memory, and superior problem-solving skills as well as an enhanced understanding of their primary language.
4. Cultural competency: Immersion students are more aware of and generally show more positive attitudes towards other cultures and an appreciation of other people.
5. Long-term benefits: Immersion students are better prepared for the global community and job markets where 21st-century skills are an asset (Utah Dual Language Immersion, 2023).

Challenges of Dual Immersion in Utah

The U.S. Department of Education has indicated that 16 states had a teacher shortage for the 2015–2016 school year. This has hindered the progress of dual programs and has led to some schools going back to English-only classrooms (U.S. Department of Education, 2015). Another problem that has arisen is that many dual immersion programs have a long waitlist for students to

get into the program. Some schools have a lottery system in which luck of the draw determines who is enrolled in the program. Students who are on the waitlist have to hope that some students move or decide they don't want to be in the program. Other potential problems stated by Freire and Alemán (2021) noted the importance of teacher's job satisfaction and how it is one of the most influential factors in retaining them in a dual immersion program. Their research also pointed out how difficult it is to find and retain qualified bilingual teachers and how it is a persistent nationwide problem (Freire & Alemán, 2021). They also pointed out challenges between a dual immersion program and the rest of the school. These include a greater workload for dual immersion teachers because they have double the number of students. These teachers also have to create their own instructional materials and feel they have minimal teacher coordination (Freire & Alemán, 2021). These potential problems have raised the question of what makes a successful dual immersion program which includes the attitudes, opinions, and beliefs of teachers' perspectives on dual immersion programs.

The design, implementation, and support of language immersion programs can be very challenging. There are many factors that go into making this happen, such as staffing, curriculum development, and program articulation. Administrators face the challenge of finding teachers with advanced levels of written and oral proficiency in both languages (Boyle et al., 2015). This process can be very challenging, as it involves juggling the needs of the students with other priorities. The preparation of teachers for language immersion programs is also a challenge (Boyle et al., 2015). Having the necessary professional development support is very important to ensure that teachers are equipped to effectively address the various aspects of the program.

Statement of the Problem

There is relatively little research on teachers' attitudes, opinions, and beliefs regarding

teaching in a dual immersion school and how it affects the school environment (Sung & Tsai, 2019). These topics are important to study as it can affect the climate of the school and everyone involved. A DLI program must have supportive parents, dedicated teachers, and supportive administrators to be successful (Sung & Tsai, 2019). According to Zeichner and Liston (2014), this gap continues in the literature with little work done in dual language education. When dual immersion programs are run correctly, they are one of the most impressive forms of education and when implemented and planned accordingly they can change lives (Howard & Christian, 2002). Therefore, this study needed to be conducted in order to investigate what makes successful implementation of DLI programs and increase the likelihood that teachers are retained and satisfied in their career. This paper focused on the teachers' attitudes, opinions, and beliefs of working in a dual immersion school environment.

Statement of the Purpose

The purpose of this study was to research teachers' attitudes, opinions, and beliefs within a DLI school environment and understand their experiences of the benefits and challenges of DLI programs. This study also explored the barriers of a dual immersion program and what characteristics make up a successful program when implementing this type of program in the public-school setting. This study's purpose was to contribute to a deeper understanding of what creates and sustains a positive dual immersion program and the importance of understanding teachers' opinions and beliefs of the DLI program. The study delved into the procedures of implementation of dual immersion programs and learned what makes a program successful and what hindered its progress through teacher's opinions and experiences. This research looked to identify ways to help improve dual immersion programs by making them more effective and successful.

Theoretical Framework—Social Cognitive Theory

Social cognitive theory by Albert Bandura emphasizes the interaction between personal factors, behavior, and environmental influences. According to Bandura, not only does the environment influence a person's thinking, but their behavior influences their environment. So, the environment influences how a person thinks and feels, which in turn influences their behaviors (Bandura, 1977). In the context of dual immersion, it can help uncover issues related to consultation, cultural identities, and environmental factors. As social cognitive theory is applied to dual immersion programs throughout the state of Utah, one can consider the evolving relationships and organizational culture that can be found throughout the school environment (Fairclough, 2001). Teachers' attitudes and opinions of dual immersion programs give light to many areas of concern and potential improvements necessary to make dual immersion programs successful. It is important to take teachers' attitudes, concerns, and opinions into consideration when trying to improve or consider having a dual immersion program in schools. The teachers are the providers of this important education and need to have a voice in the implementation process.

Another social cognitive theoretical framework to consider would be the diffusion of innovations theory by Everett Rogers. This theory explores how new programs, such as dual immersion programs, are adopted and spread among individuals or groups within a social system. In the context of school programs, this theory can help explain why some programs are embraced by teachers while others are met with resistance or skepticism (Rogers, 2003). Some of the key concepts of this theory that help us understand teachers' opinions about the dual immersion program include innovation, communication channels, social system, and adoption process (Grgurović, 2014). The innovation concept includes new ideas or practices introduced

into the school environment with positive advantages that help influence teachers' perceptions and attitudes towards it. The communication channel in which teachers learn about the dual immersion program can help them understand it better which lends itself to acceptance of the program more fully. Having effective communication strategies such as professional development trainings and administration support can help facilitate the buy-in process by allowing teachers to have information, resources, and opportunities to discuss and give feedback (Grgurović, 2014).

The next characteristic in the diffusion of innovations theory is social systems. This is where the school is viewed as a social system that contains interpersonal relationships, organization structures, and cultural norms that shape the context in which the dual immersion program would be introduced and implemented. Teachers' opinions about the dual immersion program are influenced by factors such as leadership support, peer influences, organizational climate, and institutional norms regarding the adoption and change of the dual program. The last key concept is the adoption process of the dual immersion program. The diffusion process involves stages of awareness, interest, evaluation, trial, and adoption or rejection of the dual immersion program. Teachers' opinions evolve as they become more familiar with the program and assess its benefits and challenges and weigh its compatibility with their instructional goals, teaching style, and student needs (Grgurović, 2014). By applying the diffusion of innovations theory, educators can identify factors that facilitate or inhibit teachers' acceptance and implementation of the dual immersion program (Rogers, 2003).

Research Questions

This study addressed the following research questions.

1. What are teachers' attitudes and beliefs about working in schools with DLI programs?
2. How do teachers feel about training and support provided to teach in a dual immersion program?
3. What are some things that work and don't work for teachers in a dual immersion school?

Method

The method outlined below was used to examine the lived experiences of teachers involved in DLI programs. This section discusses the participants, procedures, researcher's role, data analysis, and rationale for this study. Approval from the Institutional Review Board was obtained and an informed consent form was required of the participants before they could participate in this study.

Participants

The participants included 12 dual and non-dual teachers, three males who taught Spanish (2) and Chinese (1) and nine females who taught Chinese (1), English (3), Spanish (4) and German (1). Participants included teachers actively involved in the DLI program and those on the non-dual side of teaching in the school, as well as general education teachers. A questionnaire was sent out to Utah school districts to inquire if there were any teachers that would like to have their voice heard regarding dual immersion programs in Utah. The 12 participants in this study left their contact information and an interview was conducted. The DLI programs represented were reported to be one-way programs in which English was

predominately the native language spoken among pupils.

Procedure(s)

Trained interviewers conducted the semi-structured, one-on-one interviews. They were keenly aware of their own feelings about the dual immersion program, and took precautions to examine interpretations and preconceived notions about teachers' thoughts and ideas about their experiences.

The interviews were videotaped and transcribed for analysis. Prior to each interview, participants were asked to review and sign the consent form giving their permission for the conversation to be recorded. Transcripts of interviews, field notes, and documents were manually coded to generate meaning for analysis. The data analysis proceeded from noting themes to arriving at comparisons and contrasts to determine conceptual explanations. The transcripts were closely analyzed for themes that addressed the motivations, attitudes, and teaching experiences. The transcripts of the interviews were reviewed, and relevant excerpts were organized into thematic groups. Participants were given time to ask any additional questions. The purpose of the study was restated before the interview began. Interviews were semi-structured and were scheduled to last approximately 20–45 minutes. Each of the interviews followed an interview protocol, but in each interview, follow-up questions emerged depending on the participants' responses. The interviews were conversational in nature, therefore, actual interview times varied (Pietkiewicz & Smith, 2014).

Data Analysis

I analyzed all the data. I maintained a research journal to analyze and capture initial thoughts and feelings about the interviews; the journal was reviewed for subsequent readings of the transcripts (Pietkiewicz & Smith, 2014). As I reviewed the videotapes of the interviews and

transcripts, this journal enabled me to help sort out preliminary impressions and reactions to interviews. It allowed me to compare and contrast different ideas, opinions, and feelings from the participants. My thesis advisor reviewed the interpretative process and discussed the findings with me, serving as an auditor of the process and outcomes. We came up with several themes and subthemes.

Interview data were analyzed using interpretative phenomenological analysis (IPA). This is a qualitative approach developed to examine people's life experience (Pietkiewicz & Smith, 2014). The analytic process has three aspects. The first one is concerned with examining personal experience. The participants answered according to their own experiences with the DLI program. They gave their perspective on the effectiveness of how well it was implemented into their schools and how their attitudes toward the program developed. Although the concept of phenomenology is commonly used in the study of psychology, the approach of IPA goes beyond just finding the participant's meaning. (Freeman, 2008). Instead, it focuses on the significance of the experience itself. This method utilizes a double-hermeneutic or dual interpretation approach, which allows the researcher to both interpret and discover the meaning of the experience (Heidegger, 2008). The flexible and responsive approach of IPA allows both the researcher and the participant to make sense of the data as the process unfolds. It also allows them to explore the meaning of the words that they use. Aside from examining the content of the statements, the researcher additionally has to look beyond the words to determine what the meaning might be in the context of the experience (Pietkiewicz & Smith, 2014).

A second aspect of IPA is producing an interpretative analysis of the account from the participant. It is a detailed analysis of the person's own experience. The most common data collection method for IPA is the in-depth semi-structured interview (Smith & Osborn, 2008).

Participants were interviewed by trained interviewers. Semi-structured guiding questions were used to help the interview process move smoothly and more efficiently. The questions were very flexible as to the response given by the participant.

The third step is idiography. This refers to an in-depth analysis of single cases and examining the subject's perspective in their unique context (Pietkiewicz & Smith, 2014). After collecting all of the individual cases, I carried out a cross-case analysis to identify the themes of divergence and convergence across the participants' experiences. I looked for the various experiential statements that each participant made during their experiences. After identifying the various themes of divergence and convergence across the participants' experiences, I created a set of group experiential themes that describe the participants' experiences (Smith et al., 2022). Each participant was only interviewed one time. Their responses were sufficient for the necessary data to be collected. A narrative account was then written that supported the themes and their subthemes.

Results

The analysis of participant interviews provided six primary themes and seven secondary themes regarding teachers' attitudes, beliefs, and opinions in working in a DLI school. The primary themes were more apparent constructs that were developed across the interviews. These themes were straightforward and generally consistent with previous findings. The primary themes included (a) cultural awareness—DLI allowed schools to increase and appreciate diversity; (b) school environment—having proper support from administration and staff allowed teachers to continue to function properly in the program; (c) support—having support from administration, staff, and parents made the program successful; (d) curriculum development—materials are needed and more resources needed to be available for teachers; (e) collaboration—

teachers wanted to operate as a team and found it difficult to collaborate due to scheduling; and (f) training—teachers wanted more trainings to become more prepared to teach dual immersion. The secondary themes were findings that were more nuanced, paradoxical, and complex. These themes added to the multifaceted understanding of dual immersion programs.

Cultural Awareness

Teachers reported how cultural awareness was brought to the forefront of their schools by the many different culturally diverse activities being celebrated within the school year as part of the DLI curriculum. Having a dual immersion program in the school increased cultural awareness and appreciation or diversity. One teacher reported: “The kids learn a performance like a dance or something like that, that they’ll do a performance for their parents, but we always do a lunar New Year parade, and all of the students participate in that.” When another teacher was asked about how the dual immersion impacts the school they stated, “Bringing different cultures and helping students know that learning a language is hard, but it’s possible. And if we do our cultural celebrations, the rest of the school will appreciate it.” Teachers agreed that a dual immersion program can bring about many opportunities for learning and growth about other cultures and help students become more tolerant and open to other people’s culture, background and beliefs.

School Environment

Teachers noted that when a dual immersion program in a school had the proper support from administration, staff, and parents the school environment was a pleasant place to work. The culture of the school depended greatly on the attitudes of those that work there and contributed greatly to the learning environment on every grade level.

Teacher Attitudes

Teachers who work on the dual side of DLI, specifically those that teach in the target language in the lower elementary grades, felt there is a lack of connection to students because students are not supposed to speak in English in their classroom. So, whenever a student approaches the target language teacher and can't communicate their feelings, they have no place to share an experience or comment except to the teacher who speaks English. The student would go to the English side of dual and speak freely there thus creating a stronger bond with that teacher. For example, one teacher explained that it's difficult to build a relationship with her students in the target language, and noticed how quickly the English side builds those connections. The teacher described that the students got really excited to tell her something and realized they can't actually say it in the target language so they just give up, walk off, and talk to the English teacher.

Teacher buy-in is also important. A teacher was asked about the success of a DLI program and she said, "Everyone in the school has to be willing to support the idea that we're a DLI school and every student matters whether they choose to take DLI or not."

Other teachers reported that teaching on the non-dual side of a bilingual school is a drawback. One stated,

Usually, the kids that go to regular English, in the case of our school, they have more learning difficulties. The families offer less support to them. The social, cultural, social circumstances are worse in regular English classes ... we have better students and more supportive families [in the DLI classes].

This was the consensus among the participants, that the dual immersion side of the school had better students because of their privilege and support of their families.

Teachers' Perspectives on Student Attitudes

Teachers reported that the attitudes of students differ depending on what side of the program they are in. Students who are not in the DLI program were reported by teachers to feel unimportant. One teacher quoted a student who was not in the dual program, "Well, I am not special because I am not in that program." Another teacher reported that her own child felt isolated because he moved into the school in fourth grade and it was too late to enter the dual program. Her son reported feeling he couldn't hang out with certain kids because they were in the DLI program. She stated, "He has a negative feeling about it, it still resonates with him going into high school that he wasn't one of those kids."

Some teachers could see a difference between the DLI students and the non-DLI students. One teacher noted,

DLI students are feeling more confidence in themselves because they know that they know something that others don't know, and that—with it also brings a little bit pride on them. Sometimes they show attitude because they feel like they are different. She also stated, "It's a cool skill, but maybe it causes a little bit of division between some kids."

Some teachers have noticed in the school that the dual kids have an "us versus them" mentality. She also noticed that there is a lot of teasing that goes on between the two groups. Another teacher pointed out that, "Having the same students in the same classes all through elementary school creates its own little monsters as far as behaviors go and that sort of thing is hard." This teacher would like to see the classes broken up and more opportunities for integration amongst the grade levels.

Another teacher noted that there is a type of hive mentality amongst the students. She explained that at the beginning of the year teachers are getting to know students and they are

getting to know the teacher but with dual immersion students there isn't that grace period because they have been with the same classmates for years. There is very little variety. She noted, "If there is a new student that joins the group you have to make sure that student is included and part of the group and not the odd man out."

Some teachers noted the benefits for students that are in the dual program and said they are "treated like an honor student and that's really cool to see." She also noted, "it's really cool to see how empowered they are to realize 'I'm capable.'" Some teachers indicated that giving students confidence and making them feel important was an important goal.

Segregation/School Divided

Many teachers felt like their schools were divided. They found it really hard to collaborate and work as a team because of the way dual immersion is set up to run. One teacher stated,

There was definitely a divide in the staff between those who taught the [target language] immersion and those who didn't. And it wasn't like purposeful, it just kind of naturally happened, because the immersion classes are set up so differently, so just as far as the structure of their day and stuff like that ... you know separation like that.

There were also issues or divisions with celebrations. When the school would celebrate events related to the target language, the kids who weren't in the program didn't feel special. They felt segregated and not important. One teacher reported,

It's kind of hard to highlight the positives when it was such a class distinction between the kids ... it was almost like highlighting the fact that you're not in the program ... and so it was like more emphasis was given to the program.

This teacher could not only see a divide amongst classrooms but she could see the divide amongst teachers. She stated, “It’s like the English side would always hang out and the [target language] side was kind of left out sometimes.”

Support

Teachers felt that having support from school administrators, parents, other teachers, and parents is crucial in maintaining a successful dual immersion program. If there is no support coming from administrators, teachers found it very difficult to continue teaching in the program. Parents who were willing to support the teacher and their student allowed the program to thrive. Parents played an important role with supporting the teacher at home with additional homework and vocabulary that needed to be studied. One teacher reported that, “One of the biggest things that lead to success is community support. Dual immersion will only work if you have teachers, administrators, parents all on board and all being active participants to make sure that it’s successful.” Many teachers reported that having a successful dual immersion program relied on having supportive parents and students who wanted to be in the program.

This is an area that teachers noticed had become an issue for the dual immersion program. Some parents were forcing their child to be in the dual program when their student had no desire to learn a language. The student would then become disinterested in being at school and soon behavior problems ensued. Another area of concern for teachers was that parents’ expectations of their child and their abilities in dual immersion programs were higher than what their students could actually do. One teacher reported, “When I would give certain grades, parents would give a lot of push back or they would say things like ‘my student is way better than you think he is.’” The teacher’s response to parents was, “Well, I just gave an assessment

and they actually are, you know, right here on the scale. They are not where you think they are.”

Another teacher noted in regard to parent support,

Parents like to put the blame on the teacher as opposed to their own child. It had nothing to do with [the child’s] lack of attendance, their lack of preparation, their lack of studying, their lack of motivation. It had everything to do with how well I prepared my lessons, and how well I presented my lessons.

Curriculum Development

Teachers had many concerns about materials of the target language and the time and resources it took to teach the target language. The concern for all the teachers interviewed felt like they were spending too many hours and too much of their own money in planning and preparing for their classes. Some of the teachers had to translate their own worksheets into the target language. One teacher expressed her frustration, “It’s really hard because not only am I trying to figure out how to teach these kids, but I have to find all the curriculum and videos for science or worksheets; all the supplemental stuff on my own.”

The lack of curriculum and standards in which to evaluate students was another huge area of frustration for all teachers that were interviewed. Another teacher reported that, “For language teachers, we don’t have a real clear standard for teaching ... it’s all on our own ... we need to come up with our own standards.” Another teacher reported:

There should be more meetings to determine a curriculum, like a proper curriculum. It’s a bit frustrating that the program has been going on for a while and there is no set curriculum beyond ‘here is a book.’ Which doesn’t quite fit what the students can do, because the books are aimed at native speakers and the kids aren’t native speakers.

Teachers reported feeling pressure from parents when it comes to grades and what is being taught because parents don't really know the curriculum that their student should be learning because there isn't a real curriculum outlined for the teachers to follow. Teachers noted that some of the subjects are not being taught like they should be, or are being skipped until they are on the state-mandated tests. Teachers described that would like to have a scope and sequence and a solid curriculum that is developed by qualified individuals to better support the dual immersion program.

Some teachers felt like they didn't know if the students were understanding and learning the content in the target language. One teacher stated, "It was hard for me knowing that they were doing math in [target language] and knowing that they really weren't understanding it, I wanted to be able to teach them that. But I didn't have the time."

Space

One of the subthemes regarding curriculum development was the amount of space in the building for a growing program. When administrators, teachers, and staff decided if their school should have the dual language program, they considered if there are enough rooms available for this growing program. Many teachers found that there was not enough room in the building for proper growth that is required for this type of program. One teacher stated that when the DLI program came to her school some teachers were "pushed out to the relocatable (portables), or they were in like a corner, and it just, that school vibe just changed after that came. Like it just wasn't a good fit for that school setup." Teachers noted that having the space for every program makes for a better teaching environment and happier teachers.

Class Size

The teachers interviewed expressed the need for smaller class sizes. They felt that they had double the students of the non-dual side and felt overworked and overwhelmed. One teacher answered, when asked about the barriers she encountered in dual immersion, “The amount of kids that we have, because we have 26 students in each one of the classes and it is very difficult to attend to each one of them individually.” Another teacher reported, “A serious problem is that our [target language] classes are overcrowded. In English, it doesn’t happen. It only happens in dual.” This was the consensus amongst all the dual immersion teachers: fewer students would help make the program more successful.

Collaboration

Teachers had strong opinions on the collaboration aspect of having a dual immersion program in their school. Teachers wanted to have that strong connection with their team because they have to swap and share their best ideas to see what works and what doesn’t work. One teacher noted, “Constant collaboration and always being open to being a lifelong learner yourself as a teacher really is what makes it best for students. Having connection to other teachers just really helps you build ideas of what you can do.” Another teacher responded, “The dual teachers have to work well, really have to be a team. It’s a *we* effort.”

However, most teachers felt it was really hard to plan activities with the non-dual side. One teacher noted, “When you have dual immersion, say you have five first grade classes, but one of them is dual immersion, it is really hard to collaborate with the other four and do things together.”

Teachers want to collaborate with each other for support, curriculum development and building relationships. However, teachers find it difficult with the way the dual schedule is run. One teacher stated, “The non-DLI teachers, you know, they kind of collaborate together, and

then you have the two DLI teachers that they collaborate together. But they don't cross over a lot."

Another teacher brought up the point that the target language teachers didn't have the confidence in reaching out to parents in English with her limited English knowledge, so a more fluent English-speaking partner would have twice as much work to do when it came to phone calls and assessments that needed to be done in English.

As part of collaboration, the retention of teachers has been an ongoing struggle for the dual immersion programs. Teachers reported the lack of retention affected the way the program was implemented. When teachers stay for longer periods of time it ensures the success of the program. One teacher stated, "We've had a lot of turnovers which leads to the inability to co-teach ... if there wasn't as much turnover, it would be a lot more helpful."

Another teacher expressed her thoughts about the challenges of working with teachers that have visas or green cards. She stated,

So, they will hire native speakers from different countries, which is awesome, but then you're having to work with visas and green cards and seeing how long you can keep a teacher before they have to go for whatever reason.

One teacher expressed that she felt it would be better to hire native speaker teachers that lived in the United States. She felt that because there wouldn't be the visa issue and they would stay longer it would be more beneficial to the students and the program. She said, "It's just the visa problem and the huge turnover, that is really hard."

When another teacher was asked about how to make dual immersion programs more successful, she reported, "We've had a lot of turnovers, which has led to, you know, the inability to co-teach together really well because when you have a new teacher every 2 years it's hard."

Training

Teachers felt there was not enough training going on for the dual immersion program. They wanted to see more training at the state and district level. One teacher stated,

“More training opportunities would be more helpful, because teachers need to learn all the time in order to improve their teaching skills. It is by training we learn from others or learn from experience. If we don’t do trainings, then we always need to learn things the hard way.”

Many teachers reported feeling unprepared when it comes to teaching in the dual immersion program and would like to have the additional training and support necessary to ensure a successful classroom experience. When another teacher was asked about how teachers are best prepared for a dual immersion program she responded, “Currently not at all. There should be a training, longer than the one we had, on the standards and expected outcomes, which level they should be at when, and also, where—how to determine these levels.” Another teacher responded, “I wish there was better training for DLI teachers. It doesn’t even need to be university or longer courses, just more, more direct training and more directed preparation.”

Discussion

DLI programs offer numerous benefits for students, communities, and society as a whole. These benefits extend beyond language proficiency and include cultural, cognitive, academic, and social advantages (USBE, 2021). There are many pros and cons for administrators, teachers, parents, and students when considering if this is a program suitable for a child’s needs. The support necessary on all levels is critical for the success of this program (Lindholm-Leary, 2001).

Themes and Current Literature

Themes that emerged from this study both support and build on the current body of research. Similar to Boyle et al.'s (2015) study, this study found that staffing, curriculum development, and preparation (materials) for teachers was a huge challenge. Most teachers felt that they spent too much time creating materials for their classroom in order to benefit the students. It took hours of their time and money to create worksheets and handouts for the students in the target language. Most of the books that were provided by the USBE were not adequate or could not be used because they were meant for native language learners, not English speakers learning a foreign language. The lack of resources for dual immersion teachers is a drawback. Teachers reported that not having a set curriculum nor the resources, supplies, or worksheets leads to frustration. This can be also seen in the study from Howard and Loeb (1998). Teachers indicated that they needed to make their own teaching materials, which made preparation too time-consuming for them. When teachers feel overworked and underpaid, school districts may find it difficult to keep teachers satisfied in their jobs, thus, leading to our next topic of teacher retention (Sung & Tsai, 2019).

Participants in this study felt like retaining qualified bilingual teachers was a major problem which is consistent with the study done by Freire and Alemán (2021). Some teachers felt like hiring target language teachers that currently live in the United States would be more beneficial to the dual immersion program because the dual teachers would be able to stay long term. The problems with obtaining working visas, securing housing, and finding transportation would not be an issue. Retaining qualified teachers and getting the proper training needed for all to have a successful outcome for students is a crucial aspect of the dual immersion program. It was the opinion of native teachers in this study that the target-language teachers should be native

speakers. They felt it gave the students more opportunities to learn the dialect, jargon, and vocabulary that would be used in everyday speech. They felt that it would be more beneficial to have a native teacher because it would ensure that the culture was being taught appropriately and students would get more of an authentic approach.

Administrators recognize that teacher job satisfaction is one of the most influential factors impacting teacher retention (Marquez, 2002). When there is no collaboration or teamwork amongst teachers it is difficult to have a pleasant working environment. Teachers reported that they felt a divide within the school. The dual immersion teachers had their own curriculum they taught and planned for and the non-dual side had a curriculum they had to follow. The teachers reported that there was hardly any crossover because it was too difficult to have the same schedules. Lee and Jeong (2013) confirm this challenge. Teachers in this study felt there was a push and pull between the target language and non-target language. It caused tension amongst teachers as well.

Lindholm-Leary (2012) identified another challenge as the lack of instructions and guidelines for educators to follow to help students develop high academic language and literacy proficiency in two languages. This was another major area of concern for the participants in the study. The dual teachers felt like they had no curriculum to work from. They really wanted to have guidance as to what they should teach. They needed to have a scope and sequence and feel like they were on the right path. When there is a lack of state guidelines it is challenging for educators and administrators to implement a well-designed DLI program. Teachers also expressed their need for more training so that they could know how to instruct the students and make the program successful.

Class sizes were amongst some of the biggest concerns. Teachers felt like the dual classes had too many students. Another point to consider is what happens to all those students on the waiting list to get into dual-immersion programs. Everyone can't be accepted into the program because the class is already at capacity. Class size is a very important aspect to consider when implementing and sustaining a successful dual immersion program. At the same time, there is an apparent need to be more inclusive, finding ways to ensure that all students feel valued and respected, especially those who are not part of the dual program.

While there are many challenges observed in this study for DLI, the benefits are also important to consider. Similar to Lee and Jeong's study (2013), one of the benefits that were presented in this study was cultural awareness. This allows students to learn to appreciate other cultures and gain insight into the customs, traditions, and values of the cultures associated with the languages they are learning. These students are often more culturally sensitive and capable of working effectively in diverse environments, whether locally or internationally. Bilingual education promotes a positive attitude toward diversity and multiculturalism, which fosters inclusivity and respect for people from different backgrounds. Another benefit of DLI is that students become accustomed to thinking flexibly and finding creative solutions when switching between languages. They may have the advantage of being able to communicate with a wider range of people, which can lead to enhanced social and interpersonal skills. Bilingualism has been associated with cognitive benefits, such as improved problem-solving skills, creativity, and enhanced multitasking abilities.

DLI programs remain a valuable option for promoting bilingualism and cultural understanding. Despite the challenges, many dual immersion programs have been successful in providing students with the opportunity to become bilingual and biliterate while achieving

academic excellence. Addressing these challenges often requires a collaborative effort involving educators, administrators, parents, and the community.

Limitations

There were limitations to the current study. First, teachers may have been hesitant to share their honest opinions if they fear reprisal or negative consequences. Recall bias may have been a factor. Teachers may not have accurately recalled past experiences or may provide selective memories, leading to incomplete or biased information. Selection bias may also have been a limitation to this study. The teachers who agreed to participate in the study may not have been representative of all teachers in the DLI program. They might have had unique perspectives or experiences that differ from non-participating teachers. The sample size and generalizability could also play a role in the limitation's aspect. Qualitative studies often involve small sample sizes, making it challenging to generalize findings to a broader population of teachers or language immersion programs. The results may be specific to the particular group of teachers that were interviewed.

Implications and Recommendations for Future Research

This study confirmed findings of existing research and offered direction for further inquiry into the feelings and attitudes of teachers in dual immersion programs. Further research is recommended on teacher preparation and professional development. Future research should investigate the impact of teacher preparation programs and ongoing professional development on the success of dual immersion programs. What are the best practices for training and supporting teachers in these programs? Additional research could investigate the long-term academic, cognitive, and socio-economic outcomes of students who have completed dual immersion programs. Do they maintain their bilingualism? How do they perform in higher education and

the job market? Further research that may be beneficial could be in the area of technology integration. In an ever-changing world, technology could play a vital role in teaching students the target language. We may need to examine the role of technology in dual immersion programs including the use of digital resources and online learning environments to increase the success of the program. Other worthwhile research could conduct comparative studies of dual immersion programs in different regions or countries to identify best practices and variations in program design and outcomes. Future research could contribute to a deeper understanding of the effectiveness, challenges and potential improvements of dual immersion programs. This will allow for enhancement of the educational experiences of students in these programs and promote bilingualism in our society today.

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APPENDIX A

Review of the Literature

As the world becomes increasingly interconnected, bilingualism has become the norm. Almost half of the world's population is bilingual or multilingual according to the *Journal of Neurolinguistics*, 43% of the world's population is bilingual, 40% of the world's population is monolingual, and 17% of the world's population is monolingual. Education in Europe has always placed value on bilingualism and biliteracy, dating back to the Greek and Roman empires. At that time, the lack of translated written materials meant that a person who wanted to read widely had to know more than one language (Mackey, 1978).

America has always incorporated people from diverse cultures with diverse languages ever since the first Puritans arrived in 1620. Along with the diversity of religion and traditions, these immigrant cultures each brought their respective languages. Given this linguistic diversity, the writers of the U.S. Constitution did not establish a national language. While English was accepted as the common language, arrangements were made to assist non-English speaking citizens. For example, the Continental Congress published a number of documents in German to assure accessibility for that minority group (Keller & Van Hooft, 1982). Still today we are faced with a multifarious society consisting of multiple languages and dialects. And just as the Founders of our nation did, we are faced with deciding the role of English in our country.

Foreign language instruction in America's classrooms is not a new idea. In the nineteenth century, non-English or dual language instruction was taught in more than a dozen states in a variety of languages including German, Swedish, Norwegian, Danish, Dutch, Polish, Italian, Czech, French, and Spanish (Ovando & Collier, 1985; Tyack, 1974). Foreign language education continued successfully until World War I. Two byproducts of World War I, isolationism and

nationalism, took their toll on foreign language instruction (Lessow-Hurley, 1996). In the time between the two World Wars, this instruction was all but eliminated in American schools. However, events such as the successful launching of Sputnik and the Cuban Revolution, both in 1958, revitalized interest in language education (Lessow-Hurley, 1996). Sputnik sparked a revolution in general education and inspired the National Defense Education Act of 1958.

Knowledge of foreign languages was believed to be essential to our national defense, so the act provided funding for foreign language studies. The Cuban Revolution brought a flood of Cuban immigrants to Florida. Southern Florida communities were forced to deal with this issue by creating programs to teach English to these immigrants. The success of the programs in Florida encouraged other states to establish similar programs. Texas, California, New Mexico, New Jersey, and Arizona were among the first states to have official bilingual education programs (Gonzales-Berry et al. 1985).

As part of his war against poverty, Lyndon B. Johnson signed the Elementary and Secondary Education Act of 1965 (ESEA). The Bilingual Education Act, or Title VII of the ESEA, was signed into law in 1968. While Title VII did not mandate bilingual education, it provided funds for school districts to establish language programs. Later, other amendments to the ESEA provided funding for teacher training, research, and more program support (U.S. Department of Education, n.d.). According to the American Council DLI Research Alliance (n.d.), there are currently more than 3,600 DLI programs across the United States. Almost 60 percent of the programs in 44 states that have DLI are in California, Texas, New York, North Carolina, and Utah. Spanish programs are most commonly used in DLI programs, with Chinese and French programs coming in at 8.6% and 5.2% respectively.

Benefits of Dual Immersion

In a world where globalization is becoming more prevalent, people who know both English and another language have various advantages, such as political and economic stability. Having an in-depth knowledge of a second language can also help them develop a more creative and metalinguistic awareness (Cummins, 1978). According to some studies, dual language program participants are more likely to stay in college and continue working after they graduate (Thomas & Collier, 2002). Contemporary research has shown numerous other benefits. Studies have shown that bilingual persons have greater cognitive flexibility and better language skills than monolingual persons (Lessow-Hurley, 1996). Cataldi (1994), author of *Bilingualism and Early Language Acquisition*, believes that learning two languages “gives rise to mental flexibility, a superiority in concept formation, and a more diversified set of mental abilities” (p. 63). In the article, *The Intellectual Power of Bilingualism*, Diaz (1984) writes of “metalinguistic awareness.” “This awareness,” Diaz states, “can serve as a crucial ingredient in the development of intelligence” (p. 7). He further notes that bilingual-bicultural children can experience the world from two perspectives, allowing them to mature more quickly than their monolingual peers. Albert and Obler (1979) agreed with Diaz that “bilinguals mature earlier than monolinguals both in terms of cerebral lateralization for language and in acquiring skills for linguistic abstraction. Bilinguals have better developed auditory language skills than monolinguals...” (p. 248). Learning a second language is an excellent tool available for students to achieve their full potential in academics and intelligence.

Dual-language immersion programs are known to be effective at helping English-language learners improve their skills. They can also benefit native speakers. Being able to learn a language is good for your brain, as it allows children to develop their social skills and cultural

awareness. While learning English, students also succeed by maintaining their native language (USBEL, 2021).

According to Kathryn Lindholm-Leary (2001), a leading researcher in the field of two-way immersion education, there are eight criteria for all successful DLI programs.

1. Programs should provide a minimum of 4–6 years of bilingual instruction to participating students.
2. The focus of instruction should be the same core academic curriculum that students in other programs experience.
3. Optimal language input (input that is comprehensible, interesting, and of sufficient quantity) as well as opportunities for output should be provided to students, including quality language arts instruction in both languages.
4. The target (non-English) language should be used for instruction a minimum of 50% of the time (to a maximum of 90% in the early grades), and English should be used at least 10% of the time.
5. The program should provide an additive bilingual environment where all the students have the opportunity to learn a second language while continuing to develop their native language proficiency.
6. Classrooms should include a balance of students from the target language and English backgrounds who participate in instructional activities together.
7. Positive interactions among students should be facilitated by the use of strategies such as cooperative learning.
8. Characteristics of effective schools should be incorporated into programs, such as qualified personnel and home-school collaboration (Lindholm-Leary, 2001).

Dual Immersion in Utah

In 2008, the Utah Senate passed the International Initiatives (Senate Bill 41) which created funding for Utah schools to implement the DLI programs in the languages of Chinese, French, and Spanish (USB, 2021). During the first year of Utah's initiative, the state had 1,400 students participate in 25 dual language programs; by 2013–2014, it had 20,000 students enrolled in 98 dual language programs (Utah State Office of Education, 2013). By the 2018–2019 academic year, Utah has 224 DLI programs; 113 in Spanish, 65 Chinese, 30 French, 13 Portuguese, 2 German, and 1 Russian. Roughly 34,000 students are enrolled in one of these programs (Steele et al., 2019).

In Utah, there are two DLI programs being implemented. One-way immersion is a program that serves a student population composed of a predominant majority of native English language speakers with limited to no proficiency in the partner language (e.g. Chinese, French, German, Portuguese, Russian, and Spanish, etc.). Two-way immersion is a program that serves English speakers and target language speakers. A 1:1 ratio is the ideal ratio to be maintained for these two language groups, but a minimum requirement is a 2:1 ratio, or at least one-third of students being native speakers of the target language. Two-way immersion programs are sometimes called two-way bilingual or dual language. In Utah, the dual immersion program uses the 50:50 model which means the students spend half their school day in the partner language and the other half in English. Most of Utah's programs begin in first grade, with a few starting in kindergarten. All of Utah's state-sponsored schools with DLI programs are required to implement the 50:50 model and by using two teachers, one who instructs solely in English while the other instructs inclusively in the partner language for the other half of the day (USB, 2021).

When students in dual language programs start their educational journey, they are expected to speak more than one language at a time. This can be a bit challenging at first, but it can also lead to significant rewards later in life. Learning a new language is not only about acquiring new vocabulary, it's also about developing a deeper understanding of a culture. Through language, students can connect with people from different backgrounds and learn about history, culture, and cuisine. In addition to being able to communicate with others in a way that's culturally relevant, learning a new language can also help students develop a deeper understanding of a country.

Challenges of Dual Immersion

Some of the challenges of DLI is the implementation and design of these programs. Lindholm-Leary (2012) identified the challenge of determining how much instructional time should be allocated for each language. Research has shown that it takes more than a year for DLI students to catch up on English tests (Lindholm-Leary, 2012). The other challenge that Lindholm-Leary identified is the lack of instructions for educators to follow to help students develop high academic language and literacy proficiency in two languages. Therefore, due to the lack of DLI research and state guidelines for DLI classrooms, it is challenging for administrators and educators to implement well-designed DLI programs (Lindholm-Leary, 2012). Utah, however, is one of a few states that have articulated specific state models or expectations for program design. (U.S. Department of Education, 2015).

According to the U.S. Department of Education, teachers in dual language education are expected to have the credentials and core competencies needed by all the teachers for their grade level and subject matter, but to be effective in the dual language setting, they need additional knowledge, skills, and attitudes (U.S. Department of Education, 2015). According to the Utah

State Board of Education's website, Utah has developed credentials specifically for teachers in dual language programs. Dual teachers must have five characteristics which include: language proficiency which is determined by an interview; coachable disposition; collaborative disposition; strong pedagogical approach; strong classroom management skills (U.S. Department of Education, 2015). It has partnered with universities in the state to develop world language and DLI endorsements in the language of instruction, which teachers must acquire in addition to their state teaching certificate to teach in both one-way and two-way DLI programs (U.S. Department of Education, 2015).

The correlated problems of the popularity of DLI programs and the scarcity of teachers with the necessary language skills have led to a shortage of qualified teachers. The U.S. Department of Education's office of Postsecondary Education (2015) indicates that 16 states had a teacher shortage for the 2015–2016 school year in the area of bilingual education. According to Kennedy (2013), the bilingual teacher shortage is a challenge. This shortage is both of quantity and of appropriately trained and credentialed teachers.

A small-scale study was conducted by Lee and Jeong (2013) on the perceptions of two teachers in a newly instituted Korean DLI program. The educators indicated that a lack of teacher resources was a challenge. They also found that there was no state-developed curriculum specifically for the DLI program, and the books in Korean were outdated. They also stated that the books were not age-appropriate making it difficult to teach. They have indicated that they needed to make their own teaching materials, which was very time consuming and not cost effective (Lee & Jeong, 2013). Teachers have stated that they are in need of more resources. They can't spend hours a day creating resources for their students. It just takes too long. They need to be supplied with the updated materials to make the program a success. Another study

reported was Howard and Loeb's (1998) questionnaire and interview study. This study also suggested that obtaining resources was a challenge for the teachers. Also, teachers' working time became tighter as they had twice as many students because they needed to alternate between the two classes when compared to teachers in the regular education program. Funding was also an issue. There was tension between DLI programs receiving more funding than the general programs within the schools (Howard & Loeb, 1998).

Implementation

The challenge of maintaining a strong DLI program lies within the implementation process. Many programs struggle with maintaining their level of implementation and quickly revert back to the typical educational setting with studies being taught in English. Research has indicated that pedagogical equity, qualified bilingual teachers, active parent-home collaboration, and knowledgeable leadership contribute to DLI program success (Marquez, 2002).

The concept of DLI is a pluralistic view of language. According to teachers and administrators, it can help students develop their cognitive and social skills while also being beneficial to those who are English dominant (Christian, 1996). Numerous studies have been conducted on the various aspects of DLI and bilingual education. These studies were conducted to identify the factors that contribute to the success of these programs (Carter & Chatfield, 1986). The various factors that contribute to the success of DLI programs are identified in a framework that is designed to guide the implementation of these programs. These include the quality of the school environment, the administrative and home support, and the instructional design and features (Lindholm-Leary, 2001). Due to the varying design and delivery of DLI programs, it is important that the various factors that contribute to their success are analyzed. In particular, it is

important to consider the sustainability factors of these programs in an era of increasing hostility against bilingual education (Freeman, 1998).

A successful DLI program has to have many key components (Sung & Tsai, 2019). According to Nicole Montague (1997), who is a former bilingual teacher and teacher trainer, she has identified several crucial elements that need to be thought through and discussed with a team before starting a DLI program. The first one is that school administrators need to select the type of DLI model to be implemented in their school. They need to take into account the local minority languages and the sociocultural and sociopolitical atmosphere of their community (Montague, 1997). The second key element is slowly implementing the DLI program grade by grade instead of multiple grades the same year. The third element is making sure the portion of the population of English and target language speakers need to be balanced. This allows for proper peer modeling (Montague, 1997). The fourth component is having the proper materials for teachers to use. Teachers don't have the time or resources to create their own materials. This may affect the quality of the instruction being presented. The fifth component is teacher training. Teachers need more guidance on how to instruct and develop students' competencies. Montague (1997) stated that offering professional training to bilingual teachers is essential to ensure the success of DLI programs. Sixth is administrative support. Administrators can be an invaluable resource to parents, children, and teachers. Lastly, Montague suggests that research needs to be done on how to encourage English-speaking DLI students to actively participate more in the classroom setting (Montague, 1997).

Looking into the DLI programs' success, another characteristic is having parent support. Parents play a huge role they play in the success of the program. Parents must be educated in the process and implementation of a dual immersion program and what it entails. They will be

committed for at least 5 years of their child's elementary education to the program when they enroll their student. It's also important to recognize the key role that administrators play in a successful implementation of this type of program in the school environment (DeMatthews & Izquierdo, 2018). Many suggestions have been made as to how to implement a successful program. At the top of the list is the importance of visiting other schools that have successful programs to see how the classroom operates and functions. Principals play a key role in the success of dual immersion programs. Without their expertise, support, and leadership, dual immersion programs will not be implemented successfully. Principals must have an understanding of what is currently in place within their schools regarding: (a) curriculum, assessments, and teacher capacity; (b) hiring practices and protocols; (c) service delivery models and intervention options; (d) team leadership and hiring practices; and (e) parent engagement approaches (DeMatthews & Izquierdo, 2016; Scanlan et al., 2016). The principal serves as an advocate for the dual immersion program. He is in charge of the leadership team which plans, develops, implements, and evaluates the programs. The principal should include teachers in planning, coordination, and proper in-service and staff training (Howard et al., 2018).

Guiding principles for DLI education and the implementation process of dual immersion programs are based on the Center for Applied Linguistics Guiding Principles for Dual Language Education. The center also reports on the issues in DLI programs and discusses four key points of interest: special education, achievement gaps, supporting middle and high school students, and cross-cultural competence (Howard et al., 2018). The Center for Applied Linguistics recommends that the first guiding principle for dual language is assessing student progress toward their learning objective and state standards. This is how the dual language program will be evaluating its success. The assessments to consider would involve the students in English and

the partner language. Some areas to watch out for is duplicating assessment (Center for Applied Linguistics, 2002). Their goal should not be for the students to take the same test in English and the partner language. It would be ideal if the students could be assessed in the language of instruction. Most states have solved this issue by allowing their students to take the tests in science and math in their native language (Howard et al., 2018).

Dual immersion programs should also promote multicultural competence. They can do this by reflecting and valuing their students' cultures. It helps to focus on the students' understanding of the values, norms, and perspectives of the partner language culture. Teachers can use literature and instructional materials from different cultures to create a rich cross-cultural environment (Howard et al., 2018).

Another guiding principle is to make sure that the students are receiving content in language they can understand and also encourage practicing using the language they are learning. These guiding principles deal with quality instructions. The most effective dual language programs have explicit classroom policies. These policies encourage the use of instructional language and discourage speaking the non-instructional language. If students are given plenty of opportunities in the lesson to practice using target expressions and vocabulary the teacher should give feedback that is positive and uplifting allowing the student to feel comfortable and want to try to speak more often (Howard et al., 2018).

Another important aspect should be sheltered instruction. This approach lowers the linguistic demand of instruction in order to make the academic instruction more understandable. There are several strategies a teacher can use to implement sheltered instruction such as using visual aids, graphs, and pictures. Students can act as mediators and facilitators as well (Howard et al., 2018).

Another relevant guiding principle for having an effective bilingual program should focus on hiring and retaining quality staff and supporting their professional development (Boyle et al., 2015). Having effective teachers are crucial for ensuring a successful dual immersion program. Research suggests there are characteristics that teachers should have to be effective in the dual immersion program such as:

- Native or native-like ability in the language they teach
- Understanding of and commitment to the bilingualism and biliteracy goals
- Adequate subject matter knowledge for content areas taught
- Background or experience in dual language programs
- Knowledge of a variety of instructional strategies
- Adequate classroom management skills
- Knowledge of culturally relevant instructional techniques (Howard & Loeb, 1998).

Many factors influence the success of the dual immersion program. It is essential to plan, implement, train and hire qualified teachers, and support their needs in order to have a successful dual immersion program.

In today's interconnected world, multilingualism is not just an asset but a necessity. It enables individuals to bridge cultural divides, navigate diverse environments, and participate more fully in the global community. Embracing multilingualism isn't just about language skills; it's about fostering understanding, empathy, and collaboration across borders.

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APPENDIX B

Institutional Review Board Approval Letter**Memorandum**

To: Terisa Gabrielsen
 Department: BYU - EDUC - Counseling, Psychology, & Special Education
 From: Sandee Aina, MPA, HRPP Associate Director
 Wayne Larsen, MAcc, IRB Administrator
 Date: February 15, 2023
 IRB#: IRB2023-023
 Title: Barriers to sustainability and inclusion in Dual Language Immersion Programs

Brigham Young University's IRB has approved the research study referenced in the subject heading as exempt, categories 1 and 2. This study does not require an annual continuing review. Each year near the anniversary of the approval date, you will receive an email reminding you of your obligations as an investigator and to check on the status of the study. You will receive this email each year until you close the study.

The study is approved as of 02/15/2023. Please reference your assigned IRB identification number in any correspondence with the IRB.

Continued approval is conditional upon your compliance with the following requirements:

1. A copy of the approved informed consent statement can be found in iRIS. No other consent statement should be used. Each research subject must be provided with a copy or a way to access the consent statement.
2. Any modifications to the approved protocol must be submitted, reviewed, and approved by the IRB before modifications are incorporated into the study.
3. All recruiting tools must be submitted and approved by the IRB prior to use.
4. Instructions to access approved documents, submit modifications, and report adverse events can be found on the IRB website, iRIS guide: <https://irb.byu.edu/iris-training-resources>
5. All non-serious unanticipated problems should be reported to the IRB within 2 weeks of the first awareness of the problem by the PI. Prompt reporting is important, as unanticipated problems often require some modification of study procedures, protocols, and/or informed consent processes. Such modifications require the review and approval of the IRB. Please refer to the [IRB website](#) for more information.

APPENDIX C

Instruments

Semi-Structured Guided Questions:

1. In your opinion, what makes a successful dual immersion program?
2. How are teachers best prepared to teach in a dual immersion program?
3. What are some of the benefits of working in a dual immersion school?
4. What are some of the barriers or challenges to implementing a successful dual immersion program?
5. What are some of the drawbacks of working in a dual immersion program?
6. What could be improved to make it more successful?
7. How do dual immersion programs impact the rest of the school?

APPENDIX D

Consent

Consent to Participate in a Research Interview

Title of the Research Study: Dual Language Immersion Sustainability and Inclusion

Principal Investigator: Terisa Gabrielsen

IRB ID#: IRB2023-023

Introduction

This research study is being conducted by Dakin F. Stovall (psychology PhD student) and Amy Hawks (EdD student) under the direction of their advisors, Rebekah Lundwall, PhD, and Aaron Jackson, PhD, at Brigham Young University. This research seeks to understand the sustainability and enrollment decisions for dual language immersion (DLI). You were invited to participate because you met our criteria for recruitment (e.g., you are the (1) caregiver of a child who had the option of attending a DLI program within your school district, or (2) you are a teacher, staff member or administrator at a DLI school).

Procedure

If you agree to participate in this research, you will be asked to participate in a 20-60-minute recorded Zoom interview.

Risks

Risks to parent participants, although not anticipated, may occur when completing an interview. This may include undesired negative affective states (boredom or disappointment) which are anticipated to be transient and minimal if they occur. There is a minor risk of loss of privacy through the research process, which is mitigated by de-identification of your interview transcript.

Benefits

There are no direct benefits to participants in this study.

Confidentiality

Your identifiable information will be stored separately from the rest of the research data, keeping only de-identified transcripts of interviews in Box for analysis. Only researchers will have access to data.

Data Sharing

We will keep the information we collect about you during this research study for analysis and for potential use in future research projects. Your name and other information that can directly identify you will be stored securely and separately from the rest of the research information we collect from you. De-identified data from this study may be shared with the research community, with journals in which study results are published, and with databases and data repositories used for research. We will remove or code any personal information that could directly identify you before the study data are shared. Despite these measures, we cannot guarantee the anonymity of your personal data. The results of this study could be shared in articles and presentations but will not include any information that identifies you unless you give permission for use of information that identifies you in articles and presentations.

Compensation

You will not receive compensation for your participation in this interview.

Participation

Participation in this research study is voluntary. You have the right to withdraw at any time. If you have questions, concerns, or complaints, you can contact the Principal Investigator: Terisa Gabrielsen at 801-422-5055 or terisa_gabrielsen@byu.edu

Questions about Your Rights as Research Participants If you have questions regarding your rights as a research participant contact Human Research Protections Program by phone at (801) 422-1461; or by email: BYU.HRPP@byu.edu.

Statement of Consent I have read, understood, and received a copy of the above consent and desire of my own free will to participate in this study.