

ASSESSING THE EFFECT OF FOREIGN LANGUAGE
IMMERSION PROGRAMS ON INTERCULTURAL
SENSITIVITY IN ELEMENTARY STUDENTS

By

PHILIPPE CHARLES CORBAZ

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Oral Roberts University

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Thesis Approved:

Dr. Diane M. Montgomery
Thesis Adviser

Dr. Steven W. Edwards

Dr. Kay S. Bull

Dr. Teresa M. Bear

Dr. A. Gordon Emslie
Dean of the Graduate College

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CHAPTER I

INTRODUCTION

Mahatma Gandhi (Hindu nationalist leader, 1936, ¶ 5).

As the cultural diversity of the population in the United States increases, a growing number of schools have recognized the need to create culturally compatible classrooms to reduce racism and ethnic prejudice as well as sexism (Hoy & Hoy, 2003). Tragically, the need to address these issues has been exacerbated in the light of the civil rights movements in the 1960s. Then, recognizing different cultures gained recognition as a sound practice based on the work of Banks (1988) who reported that appreciation of one's and others' ethnicity is central to learning. As the globalization of the planet expands, "it is critical that the schools address the problems of the world as a whole" (p. 43). During the same period, Hernández (1989) observed that effective education equates with multicultural education. Moreover, in 1992 the National Council for the Social Studies Task Force concluded that "ethnic and cultural diversity provides a basis for societal enrichment, cohesiveness, and survival" (p. 276). When Banks (1999) again assessed the progress of multicultural education, he found out that elementary schools had more multicultural content in their textbooks but otherwise the curriculum was still widely Anglocentric.

Ideally, multicultural education should be a comprehensive program that takes into account perspectives from different ethnicities and cultures (Manning & Baruch,

2004; Stephan & Banks, 1999). It is based upon democratic values that acknowledge cultural pluralism in the United States (Bennett, 2003). It assumes that such diversity in the makeup of our society is beneficial for the nation and will provide more opportunities to solve public problems. At a personal level, it allows people to achieve a greater level of satisfaction in their universal human experience. Failure to see oneself in the light of other cultures leads to becoming culturally and ethnically encapsulated and reduces the ability to appreciate fully one's own culture (Banks, 1999).

Multicultural education also provides important alternatives to the mainstream culture based on the Anglocentric perspective. The other cultures represented in the United States offer a richness that has been largely ignored if not historically ostracized in the standard school curriculum, resulting in the alienation of most non-mainstream students (Banks, 1999; Crawford, 2000). Conversely, the multicultural curriculum allows students to function easily within different cultures including the mainstream culture without denying their heritage. This type of curriculum in turn will sharply decrease misunderstandings and misconceptions between the cultures as it is unfortunately still the case nowadays, despite the fact that people tend to identify themselves more with other affiliations such as social class or gender for instance than with an ethnic group (Banks, 1999).

Bennett (2003) describes the four core values of multicultural education as being: “(a) acceptance and appreciation of cultural diversity, (b) respect for human dignity and universal human rights, (c) responsibility for the world community, and (d) reverence for the earth (p. 16)”. The fourth value refers to the belief of interdependence of all things on earth. Multicultural education entails the concept of equity rather than equality because it

takes into account individual and cultural differences and it gives all students an equal opportunity to learn and develop to their fullest potential (Bennett, 2003). Incidentally, the best metaphor for a multicultural society appears to be that of a mosaic rather than the melting pot because it assumes pluralism rather than assimilation (McDevitt & Ormrod, 2004).

Several misconceptions about multicultural education have limited its development. An obstacle to a multicultural curriculum is the faulty belief that multicultural education is aimed at minority groups when in fact it is relevant for all students (Banks, 1999). This assumption has marginalized the educational reform needed to address the problem. Others claim that multicultural education will result in dividing the society when in fact it is already largely divided and needs to become much more cohesive (Banks, 1999).

One way to teach about other cultures is through the learning of a foreign language because language and culture are closely related if not inseparable though this dimension is not familiar to many language teachers (Byram & Morgan, 1994). Learning a foreign language helps students realize that people are different in terms of language and culture whether they live in a foreign country or in the same country with a multi-ethnic society (Byram, 1989). Accordingly, the National Council of State Supervisors of Foreign Languages (n.d.) recognizes that foreign language programs increase not only linguistic abilities and academic performances in students but also their cultural competency.

Conceptually, there are two different approaches to teaching a foreign language: the traditional language class usually taught in secondary schools and beyond and the

language immersion class that uses the medium of a foreign language to teach the regular curriculum in elementary schools. Foreign Language Immersion Programs (hereafter Immersion Programs) have yielded good results in overall student achievement on tests covering the curriculum (Cade, 1998). Moreover, immersion students are very well equipped to enter a global society where language skills are necessary to stay competitive on the job market. For example, Tommy Thomson, former governor of Wisconsin and DHS secretary, recommended a sharp increase in the number of school districts offering such programs to meet the need of the future global generations (Krueger, 2001). In addition to benefits for careers in the international arena, study of a foreign language contributes to the development of greater language skills in English (Hernández, 1989).

Bilingual schools also have, according to Bennett (2003), the potential to play an important role in multicultural education but have been limited by political actions despite a unanimous vote in Congress in 1968 to develop this type of school. Unfortunately, this antagonism confirms that the prevailing trend is to promote a single language, English, at the expense of other languages and, most of all, bilingualism. A few states have directly passed English-only laws in education (Bennett, 2003; Crawford, 2000). In practice some states have implemented programs to eradicate the use of any language other than English in schools, even for non-English speakers, a process often referred to as language submersion or the swim-or-sink method. Whereas other states try to promote cultural pluralism through language immersion programs (Bennett, 2003; Hernández, 1989).

While there is a large number of studies that focus on the language acquisition processes in immersion programs and the benefits at the cognitive level (e.g., Cummins

& Swain, 1986; Fortune, 2003; Robinson, 1998), very few have looked into the intercultural benefits from learning another language, especially in elementary students enrolled in such programs. For instance, Paige, Jorstad, Siaya, Klein, and Colby (1999) report that immersion programs teach culture but they recommend more research to study in depth how this occurs. A positive outcome might seem rather obvious at first glance because culture is embedded in the language but very few studies have attempted to validate those benefits through empirical data. A major obstacle resides in the difficulty of designing an assessment tool that is valid and reliable because what constitutes intercultural awareness is very complex and much less factual than cultural knowledge (Paige et al., 1999). Furthermore, it is very difficult to separate the cultural learning that occurred as a result of language instruction from learning derived from other sources (Byram, 1989). Validation of the development of intercultural sensitivity could help advocate for the need to make language immersion programs available to many more students across the nation as a way to develop multicultural education and reduce intolerance toward minorities.

Purpose of the Study

Cross-cultural awareness and multicultural competence are increasingly important in our global society and programs such as foreign language immersion schools have the potential to play a significant role in educating children who would become able to appreciate and interact more effectively with people from other cultures. Enhanced cross-cultural awareness may also help reduce racism and cultural intolerance in a multi-ethnic society, and contributes to this country overall competitiveness in a global economy. The

results of this study should yield a positive outcome (i.e., greater awareness) and could help promote such programs on a larger scale.

Statement of the Problem

This study will investigate whether elementary students enrolled in a Foreign Language Immersion Program, both in French and in Spanish, in a large, urban independent public school district in Oklahoma have a significantly higher intercultural sensitivity (ICS) as measured by the Miville-Guzman Universality-Diversity Scale (M-GUDS-S) than the students attending a mainstream, all-English program.

Theoretical Framework

The concept of culture learning in language education programs has generated an abundance of literature, but culture learning is truly an interdisciplinary topic and has been studied in fields as diverse as linguistics, anthropology, and psychology for instance. However, many of these studies do not directly address language influence in culture learning (Paige et al., 1999). Consequently, there is no theoretical framework that pertains to the issue of culture learning in language education programs and its assessment. Moreover, factual knowledge of a culture is easy to assess whereas positive attitude toward a culture is much more complex to assess because it is not directly taught (Byram & Morgan, 1994). Therefore, the effect of language education on ICS is highly difficult to assess because it has to be clearly and unequivocally defined and can be subject to a variety of other factors.

In this study ICS is framed in terms of Universal-Diverse Orientation (UDO). This concept has been developed in the field of multicultural counseling by Miville et al. (1999), based on Vontress's work, as the ability to recognize and accept the similarities

and differences between the persons from different cultures. UDO is assessed by the short form of Miville-Guzman Universality-Diversity Scale (M-GUDS) and is composed of three subscales.

Research Questions

1. Is there a significant difference in ICS between the students enrolled in the program in French and the students enrolled in the program in Spanish?
2. What is the influence of participation in the immersion program and gender in seeking diversity of contact with others?
 - a. What is the influence of the gender of the participants?
 - b. What is the influence of participation in the immersion program?
3. What is the influence of participation in the immersion program and gender in relativistic appreciation of oneself and others?
 - a. What is the influence of the gender of the participants?
 - b. What is the influence of participation in the immersion program?
4. What is the influence of participation in the immersion program and gender in comfort with differences?
 - a. What is the influence of the gender of the participants?
 - b. What is the influence of participation in the immersion program?
5. What is the influence of participation in the immersion program and gender in the composite of ICS?
 - a. What is the influence of the gender of the participants?
 - b. What is the influence of participation in the immersion program?

Delimitations

This study was delimited by the following:

1. Participants were currently enrolled in 4th grade in the district.
2. Participants used the M-GUDS-S to measure UDO.
3. Participants had their parental consent forms signed and returned in order to take the survey.

Limitations to the Study

The research may have been limited by the following:

1. Participants were not assessed on exposure to other cultures outside the school.
2. The subjects answered questions that are somewhat subjective.
3. School culture, which could be multiculturally oriented, was not accounted for.
4. The age of the participants could prevent the generalization of the results to other age groups.

Assumptions

The following assumptions have been made:

1. Permission should be granted to access the different schools.
2. Schools should have similar demographics.
3. Participants should be native speakers of English.
4. Participants in the control group should not have foreign language instruction.
5. Participants should understand and genuinely complete the test.
6. The test should be helpful in assessing participants.

Definitions

Anglocentric – based on the cultural heritage of white people of British descent.

Bilingual Schools – schools that use more than one language to teach the basic curriculum.

Cross-Cultural Awareness – recognition and respect for other cultures. See intercultural sensitivity.

Culture – values, beliefs, and traditions shared by a group of people.

Cultural Worldview – perspective from which one sees others through cultural background.

Ethnocentric – extent to which one's own culture dominates other cultures.

Ethnorelative – extent to which one recognizes and respects perspectives from other cultures.

Eurocentric – based on the cultural heritage of white people of European descent.

Foreign Language Instruction – teaching of a foreign language to non-native speakers.

Foreign Language Immersion Program – instructional method using a foreign language to teach the basic curriculum. At least half of the day is taught in the foreign language.

Full-Immersion Program – one-way immersion program where the ratio of time spent learning through the medium of a foreign language exceeds 50% of the day.

Gifted and Talented (G/T) – students who scored in the 97th percentile rank or above on a standardized test of verbal and nonverbal intelligence, typically the Otis-Lennon School Ability Test.

Intercultural Competence – ability to think and act in interculturally appropriate ways.

Intercultural Sensitivity – awareness and appreciation of cultural differences. See universal-diverse orientation.

Knowledge of Another Language – ability to carry a simple conversation in a language other than English including Sign Language.

Multicultural Awareness – recognition and respect for other cultures. See intercultural sensitivity.

Multicultural Education – education that takes into account perspectives from other cultures.

One-Way Immersion Program – instructional method using a foreign language to teach the basic curriculum. Students are almost exclusively native speakers of English and instruction in English does not start until three or four years later, gradually increasing over the next three to four years.

Partial-Immersion Program – one-way immersion program where the ratio of time spent learning through the medium of a foreign language does not exceed 50% of the day.

Two-Way Immersion Program – instructional method using a foreign language to teach the basic curriculum. Ideally, half of the students are native speakers of English and the other half of another language, typically Spanish. Half of the day is taught in another language and the other half in English.

Universal-Diverse Orientation (UDO) – recognition and acceptance of similarities and differences in other people.

Significance of the Study

The results of this study may indicate that students enrolled in a Foreign Language Immersion Program develop a greater recognition and acceptance of similarities and differences in other people. This research may support empirically that

immersion programs promote intercultural sensitivity and can concomitantly help reduce racism and intolerance. In the light of those results, supporters and advocates of multicultural education may be encouraged to develop more similar programs across the nation to allow more students to access the many benefits of those programs. School officials and policy makers can become more receptive to Foreign Language Immersion Programs and be more willing to implement them on a larger scale, in particular in districts that have many minority students.

This study may also confirm the usefulness of the M-GUDS-S as a valid tool to assess ICS in young participants. It is critical to have available a tool that is reliable and fairly easy to administer. It can lead to the development of a version of this scale to use with younger students in order to conduct a longitudinal studies in elementary schools.

CHAPTER II

REVIEW OF THE LITERATURE

For an English speaker, learning to speak Navaho may well be learning to think differently.

Richard M. Swiderski (Cultural Anthropologist, 1993, p. 3)

This brief review will examine the history of foreign language instruction and its current status in America, will present language instruction theories and practices, and will include a few examples from other countries. Then, intercultural sensitivity and intercultural education will be discussed.

History of Foreign Language Instruction

Historically, there has been the need to function in a multicultural and multilingual society from the Antiquity when Greek and then Latin became the languages of educated people. During the subsequent centuries, knowledge of at least two languages was the norm rather than the exception. Most people who have been historically significant in the domains of science, politics, or arts in the U.S. were proficient in at least two languages (e.g., Benjamin Franklin, Thomas Jefferson, Maya Angelou, etc.; see Browne, 2004, for other examples of famous bilingual people).

During the 19th century, several school districts in the United States developed programs in German to accommodate the flux of immigrants and the desire of immigrant parents to have their children keep up with their native language. However, this trend was quickly reversed during World War I as German phobia took over in many parts of

the country and foreign language instruction was perceived as being un-American (Cade, 1998; Dicker, 2003). Following the war it became ideologically established that speaking ‘good English’ was a trait of being a ‘good American’ (Crawford, 2000). Furthermore, early findings from research conducted from 1920 to 1960 falsely concluded that bilingualism could cause cognitive problems or impairments. This erroneous conclusion is often referred to as the deficit theory (Danesi, 1990). A sad example discussed by Dicker (2003) is the placement of Native American children in all-English boarding school mandated by the Federal Government because their languages “were considered crude and illogical, and thought to be detrimental to cognitive development” (p. 20). In fact, tribes like the Cherokee who resettled in Oklahoma had designed a system of bilingual education that produced literacy rates in both Cherokee and English higher than English-only education in Texas and Arkansas (Dicker, 2003). Unfortunately, this belief that bilingualism causes impairment is not uncommon in the general public because of a negative perception toward immigrants and the conviction that national unity is possible only with one language (Cummins, 1985). Bilingualism is usually perceived as being negative and temporary and associated with the ‘lower class’ status. This is true with Spanish whereas French has been perceived as more prestigious (Dicker, 2003).

Díaz-Rico and Weed (1995) show that the period of language restrictionism started in 1879 with the revocation of the treaty on language rights for the Cherokees, followed by the repression against Germans and then Japanese during the World Wars. Then, there was “Spanish detention” for speaking Spanish in school in Texas, until the 1960s when Cuban immigrants obtained bilingual schooling in Florida. It theoretically ended with the Bilingual Education Act of 1968 designed to provide remedial education

for students with limited knowledge of English, then in 1989 to preserve and promote the native language of students.

In opposition to bilingual education, Crawford (2000) reports that in 1995 a bill called House Resolution 123, the English Language Empowerment Act, was proposed to make English the official language of the Federal Government (p. 39). Its purpose was to limit severely the use of other languages by governmental agencies. It was abandoned in the fall of 1996 when the White House issued a statement announcing that the President Clinton intended to veto the bill if it passed the Senate (For a comprehensive discussion of US politics and languages see Crawford, 2000, pp. 4-51). Ironically, the United States is a country that encompasses a large number of ethnically diverse languages, yet the teaching of languages has been systematically underrepresented, especially compared to other countries, among which many have at least another official language taught in schools besides English (e.g., Canada, Ireland, South Africa, and India).

Theoretical Models and Practices for Foreign Language Instruction

Mitchell and Myles (2004) write that second language learning (SLL) is extremely complex and, although there are some authoritative theories in the field, none has achieved dominance and new theoretical perspectives continuously appear. In the 1950s, models were based on behaviorist principles such as practice makes perfect, which emphasize imitation and repetition, and that difficulties occur where structures from one language to the other differ. Consequently, language teachers were taught to focus on those differences through drilling exercises to improve student skills. During the 60s, the focus became the study of infants' first language learning compared to SLL and the apparent similarity of developmental stages observed in both. The study of child

language acquisition and its six levels (i.e., phonology, syntax, semantics and lexis, pragmatics, and discourse) has been the basis for second language acquisition since then (Gass & Selinker, 2001; Mitchell & Myles, 2004). Furthermore in the 70s differences in structure among languages, which needed to be corrected according to the behaviorist standpoint, appeared to not always be difficult for learners whereas similarities were not necessarily easy to transfer as previously thought (Mitchell & Myles, 2004). This approach, from the native language perspective, is called the contrastive analysis and is behaviorist in nature. Then, researchers started focusing on error analysis, which is the study of errors made by second language learners from a target language perspective (Gass & Selinker, 2001; Mitchell & Myles, 2004). During the same period, the role of the native language became more prominent within the transfer theory but qualitatively rather than quantitatively as suggested by behaviorist (Gass & Selinker, 2001). Similarly, study showed that interlanguage transfer occurs where there is multiple language acquisition, that is, learning more than two languages.

Another influential perspective based on nativism postulates that some aspects of language learning are innate. Among nativists, some claim that language is a separate function of the mind, referred to as special nativism, and others that language is processed using general structures conveying other information as well, that is, general nativism (Gass & Selinker, 2001; Mitchell & Myles, 2004). Nativists usually agree that language learning is facilitated by universal grammar (UG), a set of basic principles common to all languages (also called “transformational grammar” as in Díaz-Rica & Weed, 1995, p. 8), which enables infants to learn their native language with limited input and little instruction. Some linguists believe that young second language learners have

access to UG the same way they do for their native language whereas others think that adult learners do not and instead rely upon their knowledge of their native language and their reasoning abilities to learn a foreign language (Gass & Selinker, 2001).

Individual differences in language learning have to be taken into account to explain that some learners are more successful than others when considering nonlinguistic factors. Gass and Selinker (2001) explain that, in the research tradition of linguistics, the focus has been in studying linguistic competence, what the learner knows, rather than linguistic performance, what the learner does, thus downplaying aptitude as an influential factor. In psychology, motivation and cognition have been important in the study of language acquisition. Other elements include social distance from the community speaking the language, age difference that suggests there is a critical period beyond which learning a new language is more difficult, usually puberty, personality factors such as memory, and learning strategies also referred to as personal learning style or preferences (Gass & Selinker, 2001).

Finally, Díaz-Rico and Weed (1995) write that current research on brain processing reveals that the brain looks for patterns to create meaning, an active process. Study shows that learning increases in the presence of challenges and decreases when one feels threatened and an authentic and rich environment enhances language skills learning. Moreover, reflecting on the material to develop personal meaning consolidates the learning process. The function of memorization can be separated in two parts, the rote learning and the spatial system that activates when facing novel experiences. This perspective on learning in general and foreign language instruction in particular provoke an active role shift from the teacher to the student (Díaz-Rico & Weed, 1995). Nowadays

there are two main approaches to teaching foreign languages used in grade schools: traditional language classes and foreign language immersion.

Traditional Foreign Language Instruction

This approach has been used since medieval times, emphasizes the teaching of grammatical structures, and translating from one language to the other. Reference texts are the norm and there is limited instruction in the target language. Speaking proficiency is secondary to knowledge of grammar. This approach is used heavily in secondary schools and universities (Díaz-Rico & Weed, 1995).

Traditional foreign language instruction can either start at the elementary or secondary level, the latter being more common, and most students study another language in high school (Hernández, 1989). Classes usually meet two or three times a week. Exams are almost exclusively paper-and-pencil tests that do not require a high level of language skills for success (Dicker, 2003). Not surprisingly, this type of instruction has often been perceived by parents as ineffective at both the elementary and the secondary levels (Cade, 1998). Besides the educational system that is geared to limited proficiency in foreign languages, the popular belief is that language classes are a mere requirement to be able to graduate but do not have a real purpose beyond the classroom. In other words, many people do not see the need for becoming fluent in a foreign language when they can get by with English (Dicker, 2003).

Foreign Language Immersion Programs

Another way to learn a foreign language is through language immersion, that is, using the foreign language as the medium to teach the content (Lambert, 1990). Contrary to traditional classes, students in immersion start to listen and speak in the foreign

language before reading and writing it. Also, the majority of students enter immersion programs in elementary school (early immersion), yet some schools do start with older students (late immersion) (Krueger, 2001).

Modern immersion started in Canada in the 1960s when parents wanted to see their children become more proficient in French because the regular classes were not preparing the students well enough to compete for jobs with French native speakers (Cade, 1998; Krueger, 2001). In September 1965, working in collaboration with McGill University, parents decided to start what is known now as the St. Lambert experiment. It at first was surrounded by skepticism. There were concerns for the children's mental well-being despite positive outcomes from earlier research in bilingual youngsters, but the experiment yielded promising results instead (Lambert & Tucker, as cited in Cade, 1998). In the United States, the first immersion program started in California in the early 70s in Spanish, followed later by immersion schools in Ohio, Maryland, and Wisconsin, where French and German programs were also implemented (Krueger, 2001). Christian (1994) notes that some programs for English learners in the 1960s had all the characteristics of two-way immersion programs.

Foreign Language Immersion Programs (FLIP) can be used to teach language-majority students a minority language or language-minority students the majority language (or both as in dual immersion). They can aim at supporting heritage languages or revive indigenous languages on the verge of extinction (Walker & Tedick, 2000). Among the many benefits of immersion programs (See Table 2.1), students outperform monolingual classes in academic performance, including English (Lindholm, 1994). In the United States, those programs are usually designed to teach English-speaking children

a foreign language as enrichment. However, there are several programs to preserve indigenous and native languages, one in Hawaii and the other in Alaska (Fortune & Tedick, 2003).

Table 2.1

Benefits of Foreign Language Instruction (Cummins & Swain, 1986)

Linguistic skills

Orientation to linguistic and perceptual structures

Sensitivity to feedback cues

General intellectual development

Divergent thinking

There is an important distinction between immersion and submersion education. The former is an enrichment program and is bilingual in nature whereas the latter refers to the practice of putting minority-language students in a mainstream class that is geared to native speakers of English (monolingual), hoping they will “pick-up the language” (Hernández, 1989; Díaz-Rico & Weed, 1995, Lambert, 1990). Lindholm (1994) refers to this practice as subtractive bilingualism whereas immersion is additive. The best alternative to submersion education is the two-way immersion model (or dual immersion). It combines in the same classroom, about 50% of English speakers and about 50% of speakers of another language, which is Spanish in over 93% of the 260 two-way immersion programs in the United States as documented in 2001, usually at the elementary level (Howard, 2002). However, the hallmark of this type of education is the proficiency in the first and second language and the development of a positive cross-

cultural attitude which accrues because students automatically share their culture with the other half of the class. Language education is often enhanced by exchange programs with a sister city in Mexico (Howard, 2002).

In the one-way immersion model (or full immersion), students are all native speakers of English and are taught in a foreign language. Díaz-Rico and Weed (1995) suggest that those programs could be called enrichment immersion. Most of the immersion programs in elementary schools start with a ratio of 90/10 which means that 90% or more of the teaching is in the target language and 10% or less in English. Then, it usually shifts to 50/50 in the upper grades (i.e., 3rd through 5th). However, many teachers have come to believe that the best ratio is 80/20 in the upper grades as achievement in the target language is much higher than with a ratio of 50/50, whereas achievement in English stays the same (Met, 1993). Lindholm-Leary (2001) even indicates that a constant ratio of 90/10 results in an increased proficiency in the target language and no differences in English in a two-way immersion program. However, there are many variations of this model to suit the school needs. Some programs only teach certain subjects in the target language (partial immersion) whereas other schools delay the introduction of English until 3rd or 4th grade, the former being more common than the later (Krueger, 2001).

According to the latest data, there are at least 424 FLIP in the U. S.: 124 total immersion programs (Center for Applied Linguistics, 2003) and 300 two-way bilingual programs (Center for Applied Linguistics, 2004). Some immersion programs are pull-out programs where students have a different teacher for the foreign language class. Those programs are often referred to as the foreign language in elementary schools (or FLES)

(Cade, 1998). The main characteristics of the different programs are summarized in Table 2.2. (see Christian, 1994, for a comprehensive review of two-way programs.)

Table 2.2

Bilingual Education

Type of Programs	One-Way	Two-Way	Submersion
Participants			
Native Language	English	Both	Other than English
Grade	K-5	K-5	Any
Design			
Ratio L1/L2	English phased in during 2 nd grade	50%/50%	100% English
Outcome	Cognitive Benefits Language Abilities	Cognitive Benefits Language Abilities	Low Self-Esteem Little Language Abilities

Immersion programs usually include many activities that foster cross-cultural understanding. For example, Howard (2002) observed a school in Chicago where students in fifth grade have a unit on immigrant groups. Tokuhama-Espinosa (2001) suggests that a teacher can help students show a positive attitude toward their cultural background and language by developing a bond of trust and friendship. However, these intercultural sensitivity outcomes for full immersion programs have not yet been documented. Hernández (1989) notes that students become more proficient in the second

language than with traditional foreign language programs and that “immersion education seems to promote cross-cultural understanding” (p. 91).

Immersion Programs in Other Countries

Foreign language immersion programs have also been developed in other countries. For instance, these programs are used in Hungary and Australia to promote a higher level of foreign language proficiency with immersion respectively in English and French. Bilingual countries such as Finland use immersion programs in Swedish to increase economic opportunities (Krueger, 2001). In Brussels, Belgium, the Foyer Model strives to preserve the language and the culture of children of immigrant families through language and mathematics classes in their language of origin (i.e., Italian, Spanish, Turkish, and Moroccan Arabic). This is in addition to regular classes in the French and Dutch languages which are spoken in this city (Byram & Leman, 1990). Other countries do not provide immersion programs but have compulsory early language programs (For a description of such programs in Europe, North America, and Australia, see Nikolov & Curtain, n.d.).

Culture Learning in Language Education

Swiderski (1993) points out that culture learning is not optional in language learning but is embedded in the process. However, he warns that speaking abilities can also be a mechanical skill and that the person is not necessarily able to function appropriately in that cultural context. Therefore, he concludes that, “Language and culture are separate but interrelated” (p. 22). On the other hand, Morgan and Cain (2000) explain that understanding the culture from which the language derives from is a necessity in order to understand that language. The learner must be able to move beyond

literal meaning from one discourse system based on cultural elements to another one mindful of the diversity of discourses and values within each culture.

Swiderski (1993) observes that the transmission of the culture is both explicit and implicit and should not be taught as second language acquisition. Learning a language is a skill but learning a culture transforms the learner. Byram (1989) advocates that learning the culture through a foreign language fosters intercultural competence that goes beyond the “consumer-tourist competence” (p. 137).

The Role of the Teacher

The role of the teacher as carrier of the culture has been identified. Paige et al. (1999) cite Robinson who wrote in an earlier study that mere exposure to a foreign language is not enough to develop a favorable attitude toward the culture. On the contrary, unless the teacher becomes involved and promotes a positive attitude toward the culture, he warns that students tend to stereotype the target culture negatively.

The transmission of the culture and the work of the teachers can be limited by the school policies. For instance, in the Foyer Model program in Belgium with Italian immigrants, teaching of the language is a way to preserve their culture and develop their identity as well. However, teachers cannot teach as they would in Italy. They have to be consistent with the Belgian school rules and procedures and create conditions that conform to the school requirements which in turn diminish their cultural influence on the students. Although in this particular program, children usually are familiar with Italian life through frequent sojourns to Italy (Byram, 1990). In the immersion programs in the U.S., teachers choose to reduce instruction time in the target language and cultural activities due to the pressure of district or state mandated standardized tests in English.

Intercultural Education

Paige (1993) argues that intercultural education is very demanding for several reasons. Learners have to think about concepts they have little knowledge of, they are affectively engaged, they engage in learning that is more process oriented than product oriented, and they have to consider existential issues and social constructs that are pertinent to their own culture as well. He indicates several factors that make intercultural experience more challenging.

Paige (1993) writes that cultural differences are the most frequent issue in the intercultural literature. The greater the differences, the more psychologically challenging and stressful the experience will be. Furthermore, it increases the difficulties even more if those differences are perceived negatively. Similarly, the presence of other factors (see Table 2.3) makes the experience more difficult, except for the last two: power and control where it is the absence of those factors that contributes to a more challenging interaction.

Table 2.3

Paige's Intensity Factors (1993)

Internal	External
Cultural differences	Status
Prior intercultural experience	Power and control
Ethnocentrism	
Expectations	
Language	
Visibility	
Cultural immersion	
Cultural isolation	

Intercultural Sensitivity

Intercultural sensitivity (ICS) is a well-studied concept that refers to a positive attitude to cultural differences (Bhawuk & Brislin, 1992). In a global economy, it becomes increasingly important to have those skills to stay competitive on a large scale. Nevertheless, companies who send employees overseas need to have a way to predict the person's performance before they are trained and deployed. Bhawuk and Brislin (1992) point out that interculturally successful people have an interest in other cultures, have a degree of sensibility that allows them to notice cultural differences, and have the flexibility to modify their behavior to respect other cultures' people. To provide a tool for those companies, they have developed an instrument that measures this cultural flexibility, the Intercultural Sensitivity Inventory (ICSI).

Other researchers have developed process-oriented models to describe intercultural awareness. In particular, McAllister and Irvine (2000) have reviewed Helm's model of racial identity, Banks's Typology of Ethnicity, and Bennett's Developmental Model of Intercultural Sensitivity (DMIS) in the context of the development of multicultural awareness in teachers. They conclude that those models are helpful in better understanding the concept and are relevant for teacher education. They also note that there is a sequence in the process which starts with awareness and acceptance of one's own culture (McAllister & Irvine, 2000).

In the field of education, Greenholtz (2000) explains that cultural sensitivity is difficult to assess but very important to participate in transnational programs because traditional criterion such as teaching experience are not good predictors of success. In recent years there have been several studies (e.g., McAllister & Irvine, 2000; Ward &

Ward, 2003; Wasson & Jackson, 2002) investigating cross-cultural awareness in college students and educators which yielded common findings. They note that diversity and multicultural issues are often neglected in particular in preservice teacher programs (McAllister & Irvine, 2000; Wasson & Jackson, 2002). Furthermore, Ward and Ward (2003) observed that students entering such programs already have strong beliefs about teaching and that just 10% of the candidates are from ethnic minorities. They have found only one program that includes cross-cultural competencies as an integral part of the curriculum. In his doctoral dissertation at Kansas State University, Ward (as cited in Ward & Ward, 2003) found a correlation between cross-cultural experience and second language ability. In examining other studies, he concluded that acquisition of a second language should be part of preservice teacher training.

Byram and Jordan (1994) argue that “foreign language learning should be seen as a fundamental aspect of general education with a unique role to play (p. 2). Cloud, Genesee, and Hamayan (2000) assert that learning a foreign language promote understanding and enjoyment of cultural differences. McDevitt and Ormrod (2004) wrote that, “Instruction in a foreign language also sensitizes young children to the international and multicultural nature of the world in which they live (p. 311). Therefore, cross-cultural awareness and second language seem to be a promising way to address multicultural issues. However, there is little empirical evidence in the literature to verify and support such claims and the outcome of foreign language immersion programs on intercultural sensitivity has not yet been measured in elementary children. The only study that is similar to the current study was conducted by Lindholm (1994) who already pointed out that there were few studies designed to assess specifically cross-cultural attitudes in

young children. She focused on two-way immersion programs noted that beside language proficiency and academic achievement, most programs included positive cross-cultural attitudes. Using a scale she developed, the Cross-Cultural Language/Attitudes Scale (CLAS), conducted her research with 177 students enrolled in 3rd and 4th grade in a two-way immersion programs. In her sample 148 students were native Spanish speakers and 29 English speakers. She concluded that incorporating language and culture in the curriculum yielded very positive results and both groups of students benefited from their schooling in this type of setting. This is one more positive outcome to add to immersion programs (Lindholm, 1994). The major difference with the present study is that participants are primarily English-speaking students in a one-way immersion program and the instrument used has been validated in other studies.

Assessing Intercultural Sensitivity

Nevertheless, assessing intercultural sensitivity in elementary students is a challenge. In this study two complementary frameworks are considered: Bennett's (1993) Developmental Model of Intercultural Sensitivity (DMIS) and Miville et al's (1999) Universal-Diverse Orientation (UDO).

Bennett (1993) explains that ICS is based on the observation of similarities and differences between cultures, the lack of recognition of the latter being usually the cause of difficulties in learning to interact with people from another culture. It is multidimensional in the sense that it affects one cognitively, affectively, and behaviorally. To provide a theoretical framework to understand the development of ICS, Bennett proposes his DMIS based on six stages (see table 2.4) that move from ethnocentrism (i.e., denial, defense, minimization) to ethnorelativism (i.e., acceptance,

adaptation, and integration). Someone who is in the ethnocentric stage will see the perspective of his or her own culture as central compared to others' worldview. It is often expressed through racism and negative perception of other cultures because cultural differences are perceived in terms of good or bad (Bennett, 1993). In contrast, someone in the ethnorelativist stage will accept cultural differences as just different even when not accepted on ethical ground. In other words, someone may not agree with an element of another culture but disagreement is not based on a perceived threat to one's own culture. Differences are acknowledged and accepted as coming from another frame of reference. He emphasizes that intercultural sensitivity is a subjective perception of other cultures and its manifestation (Bennett, 1993). Originally published in 1998 by Hammer and Bennett (Hammer, Bennett, & Wiseman, 2003), the Intercultural Development Inventory (IDI) based on Bennett's model to assess specific behaviors related to intercultural sensitivity and, according to Straffon (2001), it is particularly reliable with culturally diverse participants.

Table 2.4

Bennett's Developmental Model of Intercultural Sensitivity (1993)

Ethnocentric Stages

1. Denial

Isolation

Separation

2. Defense

Denigration

Superiority

Reversal

3. Minimization

Physical Universalism

Transcendent Universalism

Ethnorelative Stages

4. Acceptance

Respect for behavioral difference

Respect for value difference

5. Adaptation

Empathy

Pluralism

6. Integration

Contextual evaluation

Constructive marginality

More recently emerged from the field of multicultural counseling is the construct of Universal-Diverse Orientation (UDO) that Miville et al. (1999) defined as "an attitude toward all other persons which is inclusive yet differentiating in that similarities and differences are both recognized and accepted: the shared experience of being human results in a sense of connection with people and associated with a plurality and diversity of interactions with others" (p. 292). Although theorists have postulated constructs based on universal aspects of humanity for decades (e.g., Carl Jung's, 1968, archetypes), UDO specifically considers the interrelationships among the cognitive, behavioral, and

affective components. For instance, a person might become interested in discovering how people from other backgrounds are similar and differ on a topic such as a cultural celebration (cognitive) and then might attend a festival (behavior). This in turn may result in a sense of shared feelings (affective) which reinforce UDO values. Miville et al.'s (1999) theory is based on Vontress's work and led her to develop the Miville-Guzman Universality-Diversity Scale (M-GUDS) to measure the construct of UDO. The scale is unidimensional with three components reflecting the behavioral, cognitive, and affective elements (see table 1.2).

Table 2.5

Miville's Construct of Universal-Diverse Orientation (1999)

Components

1. Behavioral

Seeking diversity of contact with others

2. Cognitive

Relativistic appreciation of oneself and others

3. Affective

A sense of connection with the larger society or humanity as a whole

In this study, the M-GUDS has been chosen over the IDI because the construct of UDO better fits the scope and the nature of the research. Moreover, one of the major assumptions of Bennett's model is that the interpretation of events is based on prior experience (Straffon, 2001). Consequently, the IDI is more process oriented whereas the M-GUDS is more outcome oriented. In a language school, the cultural experience takes

place through the foreign language, cultural celebrations, and cultural elements brought by the teachers. Other experiences are not part of the academic experience and vary greatly from one family to another.

Regarding the instrument itself, the 15 items of the M-GUDS-S are more appropriate for the age and the attention span of elementary students. They are worded using words more appropriate for that age group, unlike the IDI items due to the more complex nature of the model (e.g., “In evaluating an intercultural situation, it is better to be able to draw from more than one cultural perspective”, Paige et al., 2003, p. 472). Finally, the IDI is much more complex and expensive to administer and it requires extensive training whereas the M-GUDS-S requires no formal training and is graciously available for research use.

CHAPTER III

METHOD

The purpose of this study was to measure intercultural sensitivity (ICS) in elementary students. This chapter describes the participants, the instrument, the procedures, and the statistical analysis.

Participants

All students enrolled in fourth grade in the two participating schools were asked to return a signed Parent Consent form (Appendix A) to take part in this project. This particular grade was selected because in the lower grades students in the immersion school have had little exposure to formal English reading and, according to the researcher's experience, fifth graders start to be very self-conscious which could adversely influence their answers due to the nature of the three subscales.

The experimental group was composed of 40 students enrolled in two fourth grade classes in a Foreign Language Immersion Program. Two students in the Spanish group did not return their signed permission forms. The number of participants in the experimental group consisted of two distinct groups, 21 attending the Spanish program (11 girls and 10 boys) and 19 the program in French program (11 girls and 8 boys). Every school in this public school district follows the same district mandated pacing calendar, covering the same curriculum at the same time to accommodate the high mobility rate throughout the district (see Table 3.1). Each quarter learning objectives are assessed in

each subject. However, in the immersion school students are being taught the curriculum in either French or Spanish beginning in Kindergarten. English is officially introduced for instruction purposes in the second semester of second grade and they start taking benchmark tests in 3rd grade. Students have only one period of 50 minutes taught in English each day that covers arts, music, or physical education on a rotational schedule in a different room. Students are typically native speakers of English or of English speaking parents and are enrolled in the program by application. A selection committee chooses the candidates who have passed a screening so as to represent the demographic diversity of this large, urban school district by geographic area. Because of the specificity of the program parents are asked to be involved over the six years of the program and the mobility rate among students is very low (see Table 3.1). Parents are from different socio-economic background, yet they want their children to receive an international education with a strong emphasis on foreign language. The teachers are either native speakers or near-native speakers in a second language and are assisted in each classroom by one parateacher who is also fluent in the second language.

The control group was composed of 42 students who returned their signed form among 81 potential participants (52% response rate) enrolled in 4 fourth grade classes in an all-English school of the same public school district. Nine of the participants had been identified as gifted and talented (G/T) by scoring in the top 3% of a national standardized test of intellectual ability according to the Article VII and section 904 of Education of Gifted and Talented Act posted on the Oklahoma State Department of Education website (<http://www.sde.state.ok.us/home/defaultie.html>). The test used in this district was the Otis Lennon Mental Ability Test administered in 2nd grade. This school was essentially

composed of minority students which violated the assumption that schools would have similar demographics. Furthermore, the mobility rate and the number of students who have free lunch are higher than in the experimental school (see Table 3.1). Unlike in the immersion school the control group classrooms are open and organized in clusters.

Table 3.1

Profile of the Schools (2003-2004)

		Immersion	All-English	District (02-03)
Total		295	419	22,073
Ethnic Make-Up of Student Body	American Indian	9%	4%	10%
	Asian American	5%	1%	1%
	African American	19%	81%	34%
	Hispanic American	9%	2%	15%
	White American	58%	12%	40%
Free Lunch		9%	67%	61%
Mobility		6%	36%	44%
Test Scores 3 rd grade	Reading	89%	64%	N/A
Stanford 9 - Spring 2004	Math	59%	75%	N/A
Percent scoring at or above National Average	Language	82%	80%	N/A

Instrument

The instrument used in this study was the Miville-Guzman Universality-Diversity Scale. There are two versions of the scale: the long form (M-GUDS) that has 45 questions and the short form (M-GUDS-S) that has 15 questions. Both scales consist of three subscales that assess:

- (a) seeking diversity of contact with others,
- (b) relativistic appreciation of oneself and others,
- (c) and a sense of connection with the larger society or humanity as a whole

(Miville et al., 1999, p. 158), relabeled comfort with differences in Fuertes et al.'s (2000) study.

The long form has been designed first and found reliable (coefficient alpha .93; test-retest reliability .94) with a heterogeneous sample of college student and initial construct validity in assessing Universal-Diverse Orientation (UDO) (Fuertes et al., 2000; Miville et al., 1999). Despite the high correlation between the scale and its subscales (approximately .90 with all subscales above .75), Miville et al. (1999) concluded that the construct of UDO is best looked upon as being unidimensional with three components (i.e., behavioral, cognitive, and affective) rather than multidimensional. The M-GUDS consists of a 45-item questionnaire that use a 6-point Likert-type scale that ranges from strongly disagree (1) to strongly agree (6). The subscales have 15 items each (i.e., Diversity of Contact, Relativistic Appreciation, and Sense of Connection) that respectively reflect the behavioral, cognitive, and affective factors of UDO.

After the encouraging result of a first study using the M-GUDS, the five highest structure coefficients among the three elements were used to create the short form (i.e.,

M-GUDS-S). In subsequent studies, the M-GUDS-S reliability and validity were confirmed (See Fuertes et al., 2000, for the statistical figures). The only major difference between the long form and the short form was the distinctiveness of the three components. According to Fuertes et al. (2000), the selection of the short-form questions from the long form has probably made each subscale more unique, enhancing the multidimensional aspects of the scale. Therefore, the short form used in this study can also be considered as having three distinct domains. Nonetheless, both scales are still very similar, yet not identical, with respect to validity and internal and external reliability. Fuertes et al. notes that the short version presents at least three advantages over the original scale. It takes less time to administer; it has a clearer delineation both in the factor structure of scores and in the subscale relationships; and, finally, the subscale scores permit the analysis of distinctive aspects of UDO.

Miville et al. (1999) noted that both scales need to be utilized in different settings with various demographic populations to investigate fully their validity. In this study, the M-GUDS-S was used because it took less time to administer with samples of elementary students who have difficulty staying focused for long periods of time. Moreover, the three short-form subscales allowed a more precise analysis than in the long form. The wording of the questions was deemed understandable for most fourth graders. The range of the Likert-type scale was reduced from six to four points: (1) disagree, (2) disagree a little bit, (3) agree a little bit, and (4) agree. This made the categories of answers easier for the students who, otherwise, might have difficulty deciding between strongly disagree/agree and disagree/agree used on the original scale. Five demographic questions

were added: gender, ethnic/racial background, knowledge of a second language, household size, and parent occupation (see Appendix B).

Procedures

Prior to the Institutional Review Board (IRB) review, the school district office (Appendix C) and the respective schools were contacted to obtain their cooperation. The data collection started after having received the IRB approval (Appendix D) by distributing the Parent Consent form to students. The researcher went to each classroom to make a short introduction and say a few words to explain the study. The classroom teachers reminded students periodically to return the consent forms and they collected the signed forms. However, problems started to surface at the all-English school. For unspecified reasons the researcher access to classrooms to hand out the forms in the control school was denied including contacting the respective teachers. Consequently, the number of forms returned was very low. After 10 weeks, it appeared that the number of forms returned was still insufficient, including several forms that were duplicated. Despite several attempts to contact both teachers and parents of the fourth graders indirectly only 19 forms came back (30%). Despite the low number of signed forms, the researcher gave the survey in that school but discovered that fourth grade students had Spanish classes through video tapes once a week, violating one of the criteria for the control group to not have foreign language instruction. Therefore, another school was contacted where full cooperation and support were quickly obtained. As soon as the modification approval was received (Appendix E), the Parent Consent forms were sent home in the new control school.

In the immersion school the survey was given three weeks after distributing the Parent Consent forms. The researcher read the script (Appendix F) in each class prior to the survey and read the first page of the questionnaire to ensure consistency and help the students with the demographic items. Then, the first question of the survey was read to the students to help them get started. They finished the rest of the survey on their own. The M-GUDS-S was administered in two sessions of approximately 30 minutes on consecutive days. Students who did not participate took out a book and read quietly in another area of the classroom. One student turned in his form late and took the survey individually. In the control school, the survey was given in three consecutive sessions. One student was sick and three turned in their forms late, so they took the survey together at a later time. Only the words “at ease” (question 6), “enhances” (question 8), and “irritated” (question 15) generated questions for clarification. Lastly, the data from the surveys were transferred to an Excel spreadsheet for a visual analysis before being uploaded into the Statistical Package for the Social Sciences (SPSS) version 12.0 for Windows.

Statistical Analysis

The design was a causal-comparative study. The independent variable was the participation or not in a Foreign Language immersion program. The dependent variables were the scores on the M-GUDS-S including the three subscales. The means of the two immersion classes were compared using a T-Test. A 2 x 2 analysis of variance (ANOVA) was conducted with two independent variables (gender and group) and using the scores on three subscales and the composite. The significance level was 0.5. The correlation among the three subscales is examined with the Pearson correlation coefficient and the

internal reliability is verified using the Cronbach's alpha. Table 3.2 summarizes the statistical analysis.

Table 3.2

Summary of Statistical Analysis

Hypothesis	Statistics
No significant difference between immersion classes	T-Test
ICS significantly higher in immersion school	ANOVA
ICS significantly higher in the three subscales in the IP school	ANOVA
Correlation among the subscales	Pearson r
Reliability of the subscales	Cronbach's Alpha

CHAPTER IV

RESULTS

In this study the effect of a Foreign Language Immersion Program on intercultural sensitivity (ICS) was investigated by administering the Miville-Guzman Universality-Diversity Scale Short Form (M-GUDS-S) to fourth grade students attending school in a large urban district of Oklahoma during the school year 2004-2005. The results are presented in this chapter to answer the following research questions:

1. Is there a significant difference in ICS between the students enrolled in the program in French and the students enrolled in the program in Spanish?
2. What is the influence of participation in the immersion program and gender in seeking diversity of contact with others?
 - a. What is the influence of the gender of the participants?
 - b. What is the influence of participation in the immersion program?
3. What is the influence of participation in the immersion program and gender in relativistic appreciation of oneself and others?
 - a. What is the influence of the gender of the participants?
 - b. What is the influence of participation in the immersion program?
4. What is the influence of participation in the immersion program and gender in comfort with differences?
 - a. What is the influence of the gender of the participants?
 - b. What is the influence of participation in the immersion program?

5. What is the influence of participation in the immersion program and gender in the composite of ICS?
 - a. What is the influence of the gender of the participants?
 - b. What is the influence of participation in the immersion program?

Demographic information (i.e., gender, ethnic or racial background, knowledge of a foreign language, household size, and parental occupation) have been collected for comparison purposes. The results for each of these questions are presented in another section of the chapter.

Data Collection

The experimental group was composed of 40 fourth graders enrolled in an immersion program and the control group was composed of 42 fourth graders enrolled in an all-English school. All fourth grade students in both schools were invited to take the survey (N = 123). In the immersion school the researcher visited the classes to introduce the research project and hand out the Parent Consent forms (Appendix A). The classroom teachers were instructed to collect the signed forms. The M-GUDS-S was given over two days by the researcher reading the script (Appendix F) in the fourth grade classrooms. Each session lasted no longer than 30 minutes per class. Three students did not return their forms and read silently or went to the library. One of them brought the form signed at a later date and took the survey individually. The participation rate was 95% (40 out of 42 students). Among those participants 22 were girls (55%) and 18 were boys (45%). In the other school the researcher visited each classroom with the assistant-principal to say a few words about the study and show the forms. Those forms went home the same day with the students and they were instructed to bring them back to their teacher the next

day. The following week students who returned their form went to the cafeteria and the researcher administered the survey in two sessions back-to-back. Four students who were either sick or did not have their forms that day took it a week later. The return rate was 40 out of 81 (49%). Student self-selection based on the return on the signed Parent Consent form constituted a delimitating factor in this study. In this school 24 participants were girls (57%) and 18 were boys (43%).

As the students were turning in their survey, the researcher checked them for incomplete or illegible answers. Two students, one in each school, chose to not answer a particular question by mentioning it to the researcher (question # 8) in the immersion school or writing 0 (question # 3) in the space in the other school. In the control group there was an unusually large number of African American and mixed background students (93%) and no reported European American. This violates the basic assumption that schools would have similar demographics. Unfortunately, the first school that was selected and, for which the researcher was granted access, did not fully cooperate at the administrative level and only partial data was collected there. Furthermore, students there attended traditional Spanish classes in fourth and fifth grade once a week, which violated the fundamental characteristic of the control group to have no foreign language classes.

Among the students in the control group, two African American and two African/Native Americans reported to have knowledge of Spanish and one Asian American knew Vietnamese. This violated another assumption of the study; however it is a small percentage (14%), it was deemed to not significantly affect the data. In the experimental school 26 students (62%) reported to have knowledge of another language beside the instructional language. Among those 11 indicated the other language used in

the school (either Spanish or French) and 13 Sign Language (12 in the French class).

Other languages include Portuguese, German, Italian, Hebrew, Yiddish, Japanese,

Korean, Irish, and Scottish. It is very probable that, in many cases, this knowledge is

likely limited to a few sentences. During the survey students were told that knowledge

was defined as the ability to carry a simple conversation in the other language.

Nevertheless, students attending the Foreign Language immersion program had a keen

interest in other languages beside their instructional language and seemed to be proud of

their language skills and very eager to report them. Table 4.1 shows the demographic

characteristics of the participants.

Table 4.1

Demographics of the Participants

Characteristics	Immersion n = 40	All-English n = 42
Girls	22	24
Boys	18	18
European American	22	0
African American	0	18
Hispanic American	5	1
Asian American	1	1
Native American	0	1
Mixed Background	12	21
African and Native American	1	17
African, European, and Native American	3	1
African and European American	2	1
European and Native American	2	1
African and Hispanic American	1	1
Asian and Hispanic American	1	0
European and Hispanic American	1	0
Hispanic and Native American	1	0
Knowledge of another Language	40	6

Data Analysis

The raw data for each group were entered on a Microsoft Excel spreadsheet. From there, the raw data were transferred into the Statistical Package for Social Sciences (SPSS 12.0) to conduct the statistical analysis. Table 4.2 shows the mean and the standard deviation for each subscale and for the composite score of each school.

Table 4.2

M-GUDS-S by School

Subscales	Immersion n = 40		English-Only n = 42	
	Mean	SD	Mean	SD
1. Diversity of Contact	14.78	3.254	14.52	3.452
2. Relativistic Appreciation	16.38	2.579	14.88	3.387
3. Comfort with Differences	11.23	3.246	8.40	3.877
Composite	14.13	3.026	12.60	3.572

Responses to Research Questions

1. Is there a significant difference in ICS between the students enrolled in the program in French and the students enrolled in the program in Spanish?

The statistical analysis of the scores in the immersion school showed no difference between the two classes. The observed t statistic values are -.219, -1.092, 1.204 respectively and none are significant.

2. What is the influence of participation in the immersion program and gender in seeking diversity of contact with others?

The statistical analysis of the scores in this subscale showed no significant interaction between the participation in the immersion program and gender ($p = .132$).

- a. What is the influence of the gender of the participants?

The statistical analysis of the scores in this subscale between boys and girls showed no significance ($p = .359$).

- b. What is the influence of participation in the immersion program?

The statistical analysis of the scores in this subscale between the experimental and the control group showed no significance ($p = .863$).

3. What is the influence of participation in the immersion program and gender in relativistic appreciation of oneself and others?

The statistical analysis of the scores in this subscale showed no significant interaction between the participation in the immersion program and gender (see Table 4.3).

- a. What is the influence of the gender of the participants?

The statistical analysis of the scores in this subscale between boys and girls showed no significance (see Table 4.3).

- b. What is the influence of participation in the immersion program?

The statistical analysis of the scores in this subscale between the experimental and the control group showed that the control group score significantly higher (see Table 4.3).

Table 4.3

Test of Between-Subjects Effects: Relativistic Appreciation

Source	Type III				
	Sum of Squares	df	Mean Square	f	Sig.
Group	39.314	1	39.314	4.325	.041*
Gender	4.905	1	4.905	0.540	.465
Group x Gender	16.193	1	16.193	1.781	.186
Error	709.014	78	9.090		

Note. * $p < .05$.

4. What is the influence of participation in the immersion program and gender in comfort with differences?

The statistical analysis of the scores in this subscale showed a significant interaction between the participation in the immersion program and gender (see Table 4.4).

- a. What is the influence of the gender of the participants?

The statistical analysis of the scores in this subscale between boys and girls showed no significance (see Table 4.4).

- b. What is the influence of participation in the immersion program?

The statistical analysis of the scores in this subscale between the experimental and the control group showed that the control group score significantly higher (see Table 4.4).

Table 4.4

Test of Between-Subjects Effects: Comfort with Differences

Source	Type III				
	Sum of Squares	df	Mean Square	f	Sig.
Group	138.774	1	138.774	11.106	.001**
Gender	2.468	1	2.468	0.198	.658
Group x Gender	49.543	1	49.543	3.965	.050*
Error	974.641	78	12.495		

Note. *p = .05. **p < .01.

5. What is the influence of participation in the immersion program and gender in the composite of ICS?

The statistical analysis of the composite scores showed a significant interaction between the participation in the immersion program and gender (see Table 4.5).

- a. What is the influence of the gender of the participants?

The statistical analysis of the composite scores between boys and girls showed no significance (see Table 4.5).

- b. What is the influence of participation in the immersion program?

The statistical analysis of the composite scores between the experimental and the control group showed that the control group score significantly higher (see Table 4.5).

Table 4.5

Test of Between-Subjects Effects: Composite

Source	Type III				
	Sum of Squares	df	Mean Square	f	Sig.
Group	347.035	1	347.035	6.457	.013*
Gender	13.822	1	13.822	0.257	.613
Group x Gender	260.284	1	260.284	4.843	.031*
Error	4191.938	78	53.743		

Note. *p < .05.

Related Findings

A Pearson product moment coefficient of correlation was calculated to examine the correlation among the three subscales and the relationship is significant but rather low (See table 4.6).

Table 4.6

Pearson Correlation among Subscales

Subscales	1	2	3
1. Diversity of Contact	-	.425*	.338*
2. Relativistic Appreciation		-	.317*
3. Comfort with Differences			-

Note. *p < .01 (2-tailed).

Finally, the Cronbach's alpha was used to verify the internal reliability of each subscale and the composite score. The results indicated a good reliability (see Table 4.7).

Table 4.7

Reliability among Subscales

Subscales	Cronbach's Alpha	Item Number
1. Diversity of Contact	.654	1, 4, 7, 10, 13
2. Relativistic Appreciation	.572	2, 5, 8, 11, 14
3. Comfort with Differences	.736	3, 6, 9, 12, 15
Total Score	.778	

Summary of the Results

The findings of this study indicated there is no significant difference between the two classes in the experimental group. Therefore, the experimental group was deemed to be valid. ICS has been measured through the concept of UDO by the M-GUDS-S and the ANOVA showed a significant difference in ICS between the Immersion School and the English-Only School ($p = .013$) and a gender interaction ($p = .031$). An ANOVA featuring groups by gender also indicated a significant difference between the experimental and the control group in the second ($p = .041$) and third subscale ($p = .001$). In the third subscale there was also a gender interaction ($p = .050$). Finally, the three subscales were significantly correlated but low and they found reliable.

CHAPTER V

CONCLUSION AND IMPLICATIONS

The purpose of this study was to measure whether fourth grade students enrolled in Foreign Language Immersion Programs in a large, urban independent school district in Oklahoma would show greater intercultural sensitivity (ICS) as conceptualized by the Universal-Diverse Orientation (UDO) than fourth grade students in an English-Only Program as measured by the Miville-Guzman Universality-Diversity Scale Short-Form (M-GUDS-S). This study is unique in that (a) the M-GUDS-S has been used for the first time with elementary students, and (b) ICS is measured for the first time in a one-way immersion program. In this chapter, a summary of the study precedes a discussion of the key findings followed by some implications for the theory and the practice. Then, the strengths and the limitations of the research are restated and recommendations for further studies are proposed.

Summary of the Study

The need for education to include minorities and to become truly multicultural has been recognized by many researchers (e.g., Banks, 1988; Hernández, 1989; Banks, 1999; Crawford, 2000; Bennett, 2003; Hoy & Hoy, 2003). They assert that cultural diversity is a source of personal and societal enrichment and will reduce prejudice and misconception in the United States. Moreover, this country has a rich cultural heritage from the native populations to the latest immigrants from literally around the world. Unfortunately, there is still a huge gap in appreciating such diversity. Moreover, schools are still trying to

become more effective at accommodating such a diverse population and at offering a truly multicultural education. Foreign language instruction has been deemed to enhance cultural competency but still leave many questions unanswered regarding the transmission of the culture and its assessment (Byram, 1989; Bennett, 1993; Swiderski, 1993; Byram & Morgan, 1994; Paige et al., 1999; Cloud et al., 2000; Ward & Ward, 2003). Others have recognized the benefits of learning another language and openness to cultural diversity in children (Lindholm, 1994; Tokuhama-Espinosa, 2001; Howard, 2002; McDevitt & Ormrod, 2004).

A successful and innovative way to teach a foreign language to children has been the Foreign Language Immersion Programs that use a foreign language to teach the regular curriculum (Cade, 1998; Krueger, 2001). Those programs have been more effective than traditional language instruction in fostering verbal fluency because they use the natural pathway of language acquisition and literacy in young children (Met, 1993; Lindholm, 1994; Díaz-Rico & Weed, 1995; Cade, 1998; Walker & Tedick, 2000; Krueger, 2001; Lindholm-Leary, 2001; Fortune & Tedick, 2003). A vast majority of those programs are full immersion (i.e., at least 50% of the instruction is in the target language) and start in early elementary. The two main models are one-way immersion where typical students are native speakers of English and learn another language as an enrichment (e.g., Spanish, French, German, and Japanese) and two-way immersion where generally half of the students are native speakers of English and the other half a different language, usually Spanish. Bennett (1993) declares that bilingual schools are fundamental to multicultural education.

This study was designed to measure intercultural sensitivity in elementary students enrolled in a Foreign Language Immersion Program. The experimental group is composed of 40 fourth-grade students enrolled in an Immersion Program, both in French and in Spanish, in a large, urban independent public school district in Oklahoma. The control group is composed of 42 fourth-grade students attending a mainstream, English-Only program in the same school district. One way to look at ICS is through the concept of UDO, as defined by Miville et al. (1999), and its instrument, the M-GUDS-S that consists in three subscales that assess: (a) seeking diversity of contact with others, (b) relativistic appreciation of oneself and others, and (c) a sense of connection with the larger society or humanity as a whole (i.e., comfort with differences).

Discussion

The first step was to establish the validity of both classes in the immersion school as one experimental group. No difference was found confirming that validity. The main research question of this study was that there will be a significant difference in ICS as a function of UDO measured by the M-GUDS-S in students enrolled in the immersion school and it is supported by the statistical analysis done with the scores obtained in the survey. This is consistent with the findings throughout the literature, in particular with a similar studies conducted by Lindholm (1994) in a two-way immersion setting using a survey she designed. On the other hand gender was not significant. Regarding the subscales there were significance in the second and third subscale but not in diversity of contact. Perhaps the behavioral dimension of ICS reflect better the natural curiosity that children exhibit than the other dimensions (McDevitt & Ormrod, 2004). The gender-group interaction could be explained by the fact that girls seem to benefit more from the

immersion program. Girls in the immersion school scored higher than boys in both schools whereas girls in the all-English school scored the lowest.

However, as always with causal-comparative study, caution is required in attributing causality and, in this case in particular, knowing that this is the first time the M-GUDS-S has ever been used with elementary students. This does not allow looking at other studies for comparison purposes. Furthermore, there is the possibility that a number of students in the control group misread some of the reversed items in the third subscale. A look at the demographics of the participants and a comparison between the two schools further shows that the sample greatly varies in regard to that variable. A larger sample would provide more reliability in the results. It would also allow a broader generalization of the results obtained with that sample.

Implication for the Theory

The findings of this study further demonstrate the usefulness of the concept of UDO in conceptualizing and assessing ICS. It is useful to understand better this complex phenomenon. Moreover, those findings suggest that Immersion Programs do foster a positive sensitivity toward other cultures. On the other hands, it does not provide any insight on the transmission of culture in children and how to maximize this type of learning.

Implication for Practice

Issued from the field of multicultural counseling, the concept of UDO is also helpful in educational setting and with children. The M-GUDS-S is fairly easy and relatively fast to administer, score, and interpret. Furthermore, several students commented it was fun to take. An indirect implication is the need for school principals to

be more collaborative with educational researcher and district should facilitate the process by having a district coordinator who could work with researchers to facilitate contacts and access with the respective schools. Regarding foreign language instruction, this study adds to the benefits of Immersion Programs and will help promote such programs throughout the country.

Strengths of the Study

This was the first time that this survey was used with elementary students and was useful in providing data to assess the transmission of ICS through the teaching of foreign language. It also helped affirm the soundness of UDO as a way to look at ICS.

Limitations of the Study

They mostly reside in the sample size and the demographics. Therefore, this study may have a limited validity with students of different ages, ethnic backgrounds, and educational settings. Fuertes et al. (2000) concede that factors such as socioeconomic status may relate to scores on the subscales and recommend to use the M-GUDS-S in varied setting with different demographic population. In the experimental group, the length of the time of study in the foreign language can possibly vary and was not accounted for. Moreover, exposure to other factors increasing ICS has not been assessed. Extreme caution is definitely required when applying the results of this to schools outside the U.S.

Recommendations for Further Study

The study of the development of UDO in Foreign Language Immersion Programs offer many interesting opportunities for further research. One recommendation is to use the M-GUDS-S with wider pool of participants including several schools to allow further

comparison between immersion and all-English schools. This should also include cross-sectional studies through several grade levels to determine whether the length of participation in immersion increases the ICS. On the other hand, a longitudinal study using the M-GUDS-S, starting with elementary children, could assess the concept of UDO across the lifespan and see whether there is any correlation with developmental stages overtime (Miville et al., 1999). This could provide some insight regarding variations related to development and age fact. Lower grades could participate with a simplified version of the items read to them. Furthermore, the study could include elementary schools that have a traditional Foreign Language Program (e.g. pull-out classes) or FLES to compare the mode of instruction between traditional language classes and immersion programs in terms of ICS.

Some items of the M-GUDS-S might need refinement, in particular the reverse scores, to eliminate any problem in reading and understanding the item. The role of the teacher could also be studied to identify instructional practices that might be more influential than other in increasing ICS.

One last suggestion is to do more research in ICS with gifted and talented (G/T) students. In the control school there were a class of nine such students. A comparison between the means indicate a difference among the classes in the English-Only school between the G/T class and the others. However, the sample size, in this particular subgroup of that school (i.e., $n = 9$) prevented a more complete statistical analysis of the phenomenon. An analysis by subgroup in that school might be able to find some correlations among those and scores on the M-GUDS-S.

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APPENDIXES

APPENDIX A
PARENT CONSENT FORM

February 9, 2005

Dear parents or guardians of 4th grade students,

My name is Philippe Corbaz and I am conducting a research project that studies foreign language programs offered in some schools of the district. I would like to ask you to help me with this study by authorizing your child to participate in it.

Your child will be asked to complete a short questionnaire in class. Basically, he or she will have to read a simple statement and indicate whether they agree or disagree with it. Here are two sample questions: *"It's hard to understand the problems that people face in other countries"* and *"It does not upset me if someone is unlike myself"*. Demographic information such as gender, race or ethnicity, age, number of family members, knowledge of a foreign language, and parental occupation will also be collected without naming your child. Everything will stay confidential and your child's name will not be written anywhere. It is a one-time survey, there will be no other data collected after that. Furthermore, all questionnaires will be shredded after completion of the study or one year from now.

This study is designed to take approximately 15-30 minutes during class time and there are no risks associated with this project, including any stress beyond an ordinary school day. If, however, your child begins to experience discomfort or stress during the project, he or she may end his or her participation at any time. In case you do not want your child to participate, he or she will be able to read quietly instead. To obtain valid results it is very important to have the maximum number of students participating.

You may contact me or any of the researchers at the following addresses and phone numbers, should you desire to discuss your child's participation in the study and/or request information about the results of the study:

Dr. Kay Bull, Ph.D., 419 Willard Hall, Stillwater, OK 74078, (405) 744-9444
or Philippe Corbaz, Graduate Student, Oklahoma State University, 700 N. Greenwood,
Tulsa, OK 74106 Philippe.corbaz@okstate.edu.

You may also contact Dr. Carol Olson, Ph.D., Institutional Review Board, 415
Whitehurst, Oklahoma State University, Stillwater, OK 74078, (405) 744-1676 with any
questions concerning participant's rights.

I would like to ask you to sign and return promptly to your child's classroom teacher the consent form attached to this letter to indicate that you have read the description of this project and hereby give your permission for your child to participate.

Thank you for taking the time to consider my request and for contributing to the success of this study by authorizing your child to participate.

CONSENT TO PARTICIPATE IN A RESEARCH STUDY
OKLAHOMA STATE UNIVERSITY
(page to complete and return)

Parental Signature for Minor

I have read and fully understand the consent form. As parent or guardian I authorize _____ (print your child's name) to participate in the described research.

Parent/Guardian Name (printed)

Signature of Parent/Guardian

Date

APPENDIX B

M-GUDS-S

Miville-Guzman Universality-Diversity Scale – Short Form (MGUDS-S)

The following items are made up of statements using several terms that are defined below for you. Please refer to them throughout the rest of the questionnaire.

Culture refers to the beliefs, values, traditions, ways of behaving, and language of any social group. A social group may be racial, ethnic, religious, etc.

Race or racial background refers to a sub-group of people possessing common physical or genetic characteristics. Examples include White, Black, American Indian.

Ethnicity or ethnic group refers to specific social group sharing a unique cultural heritage (i.e., customs, beliefs, language, etc.). Two people can be of the same race (e.g., White), but be from different ethnic groups (e.g., Irish-American, Italian American).

Country refers to groups that have been politically defined; people from these groups belong to the same government (e.g., France, Ethiopia, United States). People of different races (White, Black, Asian) or ethnicities (Italian, Japanese) can be from the same country (United States).

Instructions: Please, answer the next five questions as accurately as possible and do not hesitate to raise your hand if you have a question or are unsure of what you should answer.

What is your gender? Circle one of the following: Girl Boy

What is your ethnic/racial background?

Do you have knowledge of another language besides English? If yes, indicate which one.

How many people live in with you on a regular basis?

What do your parents/guardians do for a living? If both work, indicate both jobs.

Instructions: Please, read the statement and write on the line “1” if you disagree, “2” if you disagree a little bit, “3” if you agree a little bit, or “4” if you agree.

This is not a test, so there are no right or wrong, good or bad answers. All responses are anonymous and confidential.

	1	2	3	4
	Disagree	Disagree a little bit	Agree a little bit	Agree
1. _____	I would like to join an organization that emphasizes getting to know people from different countries.			
2. _____	Persons with disabilities can teach me things I could not learn elsewhere.			
3. _____	Getting to know someone of another race is generally an uncomfortable experience for me.			
4. _____	I would like to go to dances that feature music from other countries.			
5. _____	I can best understand someone after I get to know how he/she is both similar and different from me.			
6. _____	I am only at ease with people of my race.			
7. _____	I often listen to music of other cultures.			
8. _____	Knowing how a person differs from me greatly enhances our friendship.			
9. _____	It's really hard for me to feel close to a person from another race.			
10. _____	I am interested in learning about the many cultures that have existed in this world.			
11. _____	In getting to know someone, I like knowing both how he/she differs from me and is similar to me.			
12. _____	It is very important that a friend agrees with me on most issues.			
13. _____	I attend events where I might get to know people from different racial backgrounds.			
14. _____	Knowing about the different experiences of other people helps me understand my own problems better.			
15. _____	I often feel irritated by persons of a different race.			

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Permission is granted for research and clinical use of the scale. Further permission must be obtained before any modification or revision of the scale can be made.

APPENDIX C
SCHOOL DISTRICT APPROVAL FORM



September 23, 2004

Philippe Corbaz
8802 E. 62nd Ct.
Tulsa, OK 74133

Dear Mr. Corbaz,

This is to acknowledge receipt of your email dated September 8, 2004. Your request to conduct a research project was discussed by the Research Review Committee today, and we have given approval for you to proceed. Of course, you will need to contact each building principal to obtain approval for the research to be conducted at their sites.

I am attaching for you a copy of the school board policy for research conducted in the district by outside agencies. Please note the listing of obligations of the researcher on page 2.

Your contact person in Tulsa Public Schools is Dr. Bettye Rector, Director of Institutional Research. You may reach her at 746-6112 or by email at rectobe@tulsaschools.org

Tulsa Public Schools is pleased to partner with you as you endeavor to do educational research. Good luck to you.

Sincerely,

A handwritten signature in black ink that reads "Gary Lytal". The signature is written in a cursive style with a large initial "G".

Gary Lytal
Assistant to the Superintendent for
School and District Accountability

APPENDIX D
IRB APPROVAL FORM

Oklahoma State University Institutional Review Board

Date: Tuesday, November 09, 2004

IRB Application No ED0535

Proposal Title: *Assessing the Effect of a Foreign Language Immersion Program on the Development of Intercultural Sensitivity on Elementary Students*

Reviewed and Processed as: Expedited (Spec Pop)

Status Recommended by Reviewer(s): Approved Protocol Expires: 11/8/2005

Principal Investigator(s)

Philippe C Corbaz 8802 E. 62nd Ct. Tulsa, OK 74133	Kay Bull 419 Willard Stillwater, OK 74078
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The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact me in 415 Whitehurst (phone: 405-744-1876, colson@okstate.edu).

Sincerely,



Carol Olson, Chair
Institutional Review Board

APPENDIX E
IRB MODIFICATION FORM

Oklahoma State University Institutional Review Board

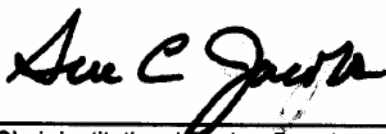
Protocol Expires: 11/8/2005

Date Tuesday, February 01, 2005
IRB Application No: ED0535
Proposal Title: Assessing the Effect of a Foreign Language Immersion Program on the Development of Intercultural Sensitivity on Elementary Students
Reviewed and Processed as: Expedited (Spec Pop)
Modification
Status Recommended by Reviewer(s) **Approved**
Principal Investigator(s) :
Philippe C Corbaz
8802 E. 62nd Ct.
Tulsa, OK 74133

The requested modification to this IRB protocol has been approved. Please note that the original expiration date of the protocol has not changed. The IRB office **MUST** be notified in writing when a project is complete. All approved projects are subject to monitoring by the IRB.

- The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

Signature :



Sue C. Jacobs, Chair Institutional Review Board

Tuesday, February 01, 2005
Date

APPENDIX F
STUDENT SCRIPT

**SCRIPT FOR MINORS TO PARTICIPATE IN A RESEARCH STUDY
OKLAHOMA STATE UNIVERSITY**

Dear 4th grade student,

My name is Philippe Corbaz and I am conducting a research project that studies foreign language programs offered in some schools of the district. I would like to ask you to help me with this study by giving me some of your thoughts about getting along with other people.

You will get a piece of paper with 15 short questions to answer. This should take about 20 minutes during class time. Basically, you are asked to read a statement and indicate whether you agree or disagree with it. There will be no names on the papers and everything will stay confidential.

Your parents have agreed to let you do it, if you want to, and I would like to encourage you to participate. However, this is not something you have to do and it is perfectly okay to not do it. If you don't wish to participate, you will be able to take out a book and read quietly while the others are answering the questions; but I would definitely appreciate to have the maximum number of participants to have good information for my study.

Don't hesitate to ask me to give you more details. You have the opportunity now to ask any questions you may have. Remember also that you can decide to stop participating at any time without consequences, just let me know and you will be able to get your book.

Are you ready to begin?

VITA

Philippe Charles Corbaz

Candidate for the degree of Master of Science

Thesis: ASSESSING THE EFFECT OF FOREIGN LANGUAGE IMMERSION PROGRAMS ON INTERCULTURAL SENSITIVITY IN ELEMENTARY STUDENTS

Major Field: Educational Psychology

Education: Graduated Summa Cum Laude from Oral Roberts University in Tulsa, OK, in May, 2001, with a Bachelor of Arts degree in Psychology. Completed the requirements for the Master's degree at Oklahoma State University in May, 2005.

Experience: Worked at Tulsa Public School since September, 2001, first as a substitute teacher at all grade levels, then, since December, 2001, as a 3rd grade teacher at Eisenhower International School in the French Immersion Program.

Accomplishment: Phi Kappa Phi, Gamma Beta Phi, All American Scholar, National Dean's List, Selected for the Oklahoma Scholar Leadership Enrichment Program in Lawton, OK, and for the Inter-University Psychology Bowl in Oklahoma City, President's and Vice-President's List, Academic Scholarship. During 2004-2005 was Team leader for French Upper Elementary, and finalist for the school Teacher-of-the-Year award.