

Bilingual Education Integrated Curriculum Context: International Perspectives

Burhan Ozfidan, Ph.D.

Florida Gulf Coast University, Florida, United States

Abstract

This study investigated the ways in which curriculum development techniques, perspectives, and attitudes toward bilingual education impact the creation of a bilingual education curriculum. This study is important because it could help develop successful bilingual programs that cater to the requirements of underrepresented groups in the educational system. Two stages of an explanatory sequential mixed-method design were used: a quantitative phase and a qualitative phase. 280 participants answered a standardized survey in the quantitative phase, which focused on their experiences developing curricula and views regarding bilingual education. Eight in-depth interviews with persons engaged in bilingual education policy, planning, and implementation comprised the qualitative phase. The results showed that there was broad support for creating bilingual education programs especially in light of the increasing number of minority groups. Participants concluded that putting these initiatives into place will enhance access to high-quality education and cater to particular sociolinguistic requirements. The study shows that in order to support minority groups' academic achievement, educational equity, and access, a multilingual curriculum is essential. Findings from interviews and survey data point to the necessity of coordinated bilingual strategies that take participants' perspectives and real-world situations into account when planning and implementing them. By highlighting fair access to education, this study advances our understanding of bilingual education and offers insights into curriculum creation techniques.

Keywords

Bilingual education, curriculum, mixed method, minority groups, language policy.