

TYPES OF BILINGUAL EDUCATION PROGRAM

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Abstract: Although the international school program has been cancelled by the government of Indonesia, it seems that the society's need of an international standard school is still emerging. It can be shown from the enthusiasm of students' parents to urge their children to enroll to international standard school set up by private institution. This paper is intended to give insights on the discussion about conceptualization of bilingual education; sets of goals of bilingual education. This discussion is provided with a wide range of research studies on several issues related to bilingual programs which have been conducted in several places, for instance, studies on what benefits the students will get through bilingual education or on the way around what disadvantages will the students face with the implementation of bilingual program, teacher or student perception on bilingual instruction, strategies of teaching and learning through two languages, the effects of bilingual education on the student academic achievement and some more other prominent studies.

Common sense says, in fact, being able to speak more than one language is not bad. It is very good and strongly needed. In the world context, having ability in using more than one language is prepared to people including students can face the increasingly global shifts and competition in the sense of political, economical, and social, and cultural aspect. Hereby, Bilingual Educational approach is recently used and common throughout the world. From the education perspective, Bilingual Education is quite necessary. It benefits and provides the students access to the global communication, economy mobility, job opportunities.

The design, the implementation, and the outcome of bilingual program are not the same from one school of country to another. There may be different educational and linguistic goals in each country. For example, In United State, bilingual schoolings have been supposed to achieve cohesion of multicultural race, social assimilation and acquiring fluency in English for students who lack it. Asides from this goal, bilingual schoolings were found to meet equal right in quality of education by providing educational opportunities to limited-proficient children regardless of native language and dialect (Glazer, 2003). In China, the use of English as a medium of instruction was intended to improve foreign language proficiency, to keep local language and learn a non-language subjects (A.W.Feng,2005; Wang,2006) and also to facilitate China's modernization and to build international relation (Qiant,2003a;Qiang Zhao,

2000). Like what has happened to language policy on education reform in Malaysia since 2003, In Indonesia, the using of English as a second medium of instruction which has been conducted since 2006 at senior and junior level and in 2009 at primary grade was intended to reach the quality standard of academic achievement and to lift up students' English language proficiency in the sense that the students have ability to use the language in social and academic context either nationally or internationally with diverse community.

Up to recent, based on the annual evaluation of the implementation of bilingual education to the secondary School level in Indonesia done by Directorate Management of Senior Junior High School in 2009, after 3 years implementation, it was found several institutions have unsuccessfully conducted bilingual instruction. Many schools have faced constraints to implement the concept of bilingual education. Several schools have failed to attain the goals of bilingual program. (Jawa post, 22 January, 2009). The facilities, staff, teachers, teaching material, evaluation do not meet the standard of bilingual education. The implementation of the use of English as a medium of instruction was done in rush without being well prepared.

This paper is intended to give insights on the discussion about conceptualization of bilingual education; sets of goals of bilingual education, design for types of population, defining factors affect the effectiveness of bilingual education, issues and concerns in implementation of bilingual education in the past and recent time. This discussion is provided with a wide range of research studies on several issues related to bilingual programs which have been conducted in several places, for instance, studies on what benefits the students will get through bilingual education or on the way around what disadvantages will the students face with the implementation of bilingual program, teacher or student perception on bilingual instruction, strategies of teaching and learning through two languages, the effects of bilingual education on the student academic achievement and some more other prominent studies.

DEFINITION OF BILINGUAL EDUCATION

There is a lot of descriptive definition of bilingual education. Of the sources cited, Bilingual education refers to the practice of teaching in non- English speaking children in their native language. This program is purposely designed to allow the students to develop in subject such as math, science, social studies while they learned English in the class (Paulston,1978). Paulston (1978) highlights bilingual education is teaching students to be fluent in two languages).Meanwhile, Baker (1998) opined bilingual education is the use of two languages, one of which is English, as medium of instruction for the same pupil population in well-organized program which encompasses part or all of the curriculum and includes the study history and culture associated with the mother tongue. This program develops and maintains the children's self-esteem and a legitimate pride in both cultures.

TYPES OF BILINGUAL EDUCATION

There are program labels often complicate with discussion of bilingual education, English as a second language (ESL), English immersion and

transitional bilingual education are often described as discrete “method” of teaching limited-proficiency (LEP) children. In practice, somehow, there is much overlap among these educational activities. Some of the most programs apply technique from all three. What makes those three programs different is that variation within each model. To have a good understanding of those terms it is necessary to make clarification.

There is model of Bilingual Education on the basis of how educational program for language minority students designed and implemented. The model explains how concepts learned in one language can be transferred to another. Regarding this tenet, there are two theoretical foundations on which this model stands. The first concept was Cummins’ (1981, 1986, and 1991). Cummins’ theory works on cognitive academic language proficiency which correlates either with cognitive processes and linguistic process to the success of students, more specifically non-native English language learners. According to Cummins (1980), there are two levels of language proficiency: the basic interpersonal communication skills (BICS) and the cognitive academic language proficiency (CALP).

BICS represents the language of natural, information conversation. These skills also termed as everyday conversational skills. These skills are used by students when talking about everyday things in concrete situation, that is, situation in which the context provide cues, for instance, gesture, facial verbal, through which the students are lead to understand of the message and meaning delivered easily. These skills are quickly acquired. It takes 2-3 years for the students to acquire (Cummins, 1980,1992,Skutnabb-Kangus,1981).Cummins (1980) refers to this conversational ability as context embedded or contextualized. It has been proposed by Cummins and more recently by Rosenthal (1996) that in context embedded communication, the conversation deals with familiar events or matter that need speakers react and respond to each other. However, according to Cummins (1980, 1981), Krashen and Biber (1987), Rosenthal (1960) and Spurlin (1995).CALP is the type of language proficiency needed to read text book, to participate in dialogue and debate, and to provide written responses to test. CALP enables the students learn in context in which high school science is taught, with unfamiliar events or topic being described to the students with little or no enough opportunities to negotiate meaning (Rosenthal,1996). According to Chamot and O’Malley (1986), Cummins (1982) and Rosenthal (1996) students who have not yet developed their cognitive-academic language proficiency (CALP) could be at a difficulties in learning science or other academic subject matter. CALP refers decontextualized or abstract language skills. these skills are used in classroom and the acquisition may take seven years or more to acquire (Cummins, 1992).

The second referred theory is the theory of second language acquisition which is also called the monitor model. (Krashen, 1985). His theory is about the distinction between acquisition and learning. Acquisition is a subconscious process occurring in authentic communicative situation and learning is the conscious process of knowing about a language. There are five hypothesis provided by Krashen; a) the monitor model: b) natural order hypothesis, c). the input hypothesis, d).the monitor hypothesis, e).The affective filter hypothesis.

(Krashen, 1985) put his theory into practice with the creation of natural approach and the gradual exit model. These approaches become the underpinning tenet of bilingual education later on known as concept of comprehensible input. Krashen (1985) asserts that if the learner is exposed enough input and the input is understood the necessary grammar is exactly provided. Put into other words, language teaching must be designed so that language can be acquired easily, and this is conducted by using delivery method and levels of language that can be understood by the students.

Paulston (2009; 189) classified three basic types of bilingual programs:

1. Programs where all classroom instruction is in the L2, with the exception of a component on mother tongue skill. For example, the Canadian early immersion program. In Canada, Immersion education programs are designed for native speakers of the majority language (English) to become proficient in a minority language (French) whereas heritage-language program are implemented to assist native speakers of indigenous and immigrant languages become proficient in English.
2. Program taught in L1 with a second – language component; for the example: the target language is taught as a subject.
3. Programs in which two languages are used as the medium of instruction.

Glazer (2003) and Schmidt (2003) classified bilingual education into six types.

1. Transitional Bilingual Education (TBI) or early exit model.

This design, applies the use of students' native language (L1) as medium of instruction for teaching math and social studies in the beginning of their education and then, at the end, switching the language of instruction to English after 3 or some more years. As the students achieve English proficiency they can join with English speaking students. In other words, the goal is to prepare students to enter mainstream English classroom, a transition usually completed within 2-3 years. This model emphasizes English language development and academic learning. The use of native language instruction is aimed at helping up the students' peer in academic context and at the same time they learn English. How much the native language used depends on the program and the students' progress in target language achievement.

There are two different types of transitional education. The first, it is called early transition programs. The second is late transition programs. These programs focus helping students acquire the English proficiency required in an English-only mainstream classroom. Early transition program teach ELLS (English-Language Learners) students in their first language during kindergarten and first-grade. The switching to English is done in second and third grades. Late start transitioning to English in late elementary and early middle school.

2. Two-Way Bilingual, Two Way Immersion (TWI) or Paired Bilingual

Two-way bilingual is also called "dual language", "dual immersion" or "bilingual immersion" program. Howard and Christians (2002) refer to TWI as "an educational approach" that integrates native English Speakers and native speaker of other language for content and literacy instruction in both languages.

Two languages are used for instruction and two groups of students are involved. In this model, all curricular are taught in second language. This second language becomes the medium rather than the object of instruction.

Various TWI program models have been developed in the recent years. These models vary in term of language population and language distribution. Howard and Christian (2002) describes in two main program models. One model is 50/50 while the other is 90/10 meaning that the instruction in two languages is divided at all grade level. The program model 50/50 is commonly done through daily division. In the morning session is spent learning in one language, and in the afternoon session in another. The 90/10 model allots 90% of instruction in the minority language and 10% in English during the first up to two years of schooling. Gradually, the language distribution, then, get 50/50 during the 4th to 5th year of elementary education

Accordingly, this model involves limited English proficient students and native English students. This model teaches the students in English and their native language from the beginning of their education. Two-bilingual is similar to the paired bilingual education. What makes two-way bilingual programs different from the paired bilingual is that in the two way-programs, English proficient students are also taught in English and in their first language throughout the day. The goals of two-way bilingual program are developing academic learning and helping the students acquiring English language (Lindholm-Leary, K.J; 2001). The language minority students get more chances to develop and learn through the native language as well as English (Krashen,1999) and English speakers achieve well academically (Genesse, 1987; Harley,Allen, Cummin & Swain, 1980). Lindholm-Leary, K.J (2001) argued by exposing native English speakers to the “burden” of learning new material in a different language, the language majority students start comprehending the problem that language minority students go through. This situation creates a better learning environment for all students because they are not worried anymore to make mistake in speaking and do not feel inferior to the others. In addition, he highlighted if Two-bilingual program implemented correctly it can be helpful to the students. The benefit is not only learning language but also promoting cross cultural friendship, interaction among students, and tolerance toward other races and ethnicities.

Like Two-bilingual program, Paired bilingual education uses English language learners native language (ELLs' native language) and English in teaching at the different times of the day from the beginning of their education. According to Robert Slavin of the Johns Hopkins University and Alan Cheung, the use of two on going languages instruction applied in Paired bilingual programs is powerful to improve students' reading performance (Sugarman, & Christian,2003). Slavin and Cheung (2005) wrote Paired bilingual methods are popular kind of program. A wide range of research which has been conducted since the 1970's reported the Paired bilingual program help students learn English better. This program facilitates the learning of reading and grammar of both languages. The programs also uplift their self-esteem and confidence. They become aware that the failure is due to their lack of proficiency in English and is not caused by their low capacity for learning.

3. Language Immersion.

There are many models for teaching English language learners. They vary from submersion programs in which students are placed in all-English classes, with little linguistic or educational support for their emerging skills to structured immersion, transitional bilingual, bilingual emersion, and two-way bilingual programs. Immersion program is an approach to foreign language instruction in which the usual curricular activities are conducted in a foreign language. This means that the new language is the medium of instruction as well as the object of instruction. Immersion students acquire the necessary language skills to understand and communicate about the subject matter set out in the school's program of instruction. They follow the same curricula, and in some instances, use the same materials (translated into the target language) as those used in the non-immersion schools of their district. "Immersion" has been a convenient term used freely by schools and the media for an increasingly popular form of foreign language education. Unfortunately, in most cases, the term is misused. For many, the term "immersion" seems to imply any class that is taught through the medium of a second language. However, simply teaching a content class (e.g. Math, Music, Science, etc.) in a foreign language is not immersion. The most commonly used definition of immersion comes from Fred Genesee of McGill University, one of the world's leading authorities on immersion education. On page one of his seminal book "Learning through Two Languages: Studies in Immersion and Bilingual Education" (1987, Newbury House) he provides the following definition of immersion:

"Generally speaking, at least 50 percent of instruction during a given academic year must be provided through the second language for the program to be regarded as immersion. Programs in which one subject and language arts are taught through the second language are generally identified as enriched second language programs." (p.1)

Immersion represents the most intensive form of content-based foreign language instruction (Snow, 1986). In an immersion program, English is not the subject of instruction; rather it is the medium through which a majority of the school's academic content is taught. Typically, in most immersion programs this includes social studies and other subject areas. For an in-depth review of the research on immersion education in North America see Lambert & Tucker (1972); Swain and Lapkin (1982); Genesee (1983, 1987, 1995); de Courcy (1993), and Baker (1996). For an overview of research on immersion in other international contexts see Artigal(1993); Artigal & Lauren (1992); Berthold (1992); Baker (1996); Johnson & Swain(1997). In our program at Katoh Gakuen, 50-80% of the students' classes are conducted in English from kindergarten through high school. Our program is a "partial" immersion program. (Total immersion would mean 100% of the students' instructional day in the first three or four years would be in the foreign language.) Many programs that claim to be immersion would be more accurately referred to as either: "content-enriched foreign language classes" or "language-enriched content classes" or simply the more generic "content-based foreign language class" if they do not reach this 50%

threshold transition applies native language for instruction through elementary school and.

Why is immersion an effective second language model? A great deal of research has centered on foreign language acquisition in various school settings. Over the past thirty years, due in large part to the success of immersion programs, there has been a shift away from teaching language in isolation and toward integrating language and content. This shift is based on four principles:

- Language is acquired most effectively when it is learned in a meaningful social Context. For young learners, the school curriculum provides a natural basis for foreign language learning, offering them the opportunity to communicate about what they know and what they want to know, as well as about their feelings and attitudes.
- Important and interesting content provides a motivating context for learning the communicative functions of the new language. Young children are not interested in learning language that serves no meaningful function.
- First language acquisition, cognition and social awareness go hand in hand in young children. By integrating language and content, foreign language learning, too, becomes an integral part of a child's social and cognitive development.
- Formal and functional characteristics of language change from one context to another. An integrated language and content model in an elementary school setting provides a wide variety of contexts in which to use the foreign language.

What are the Goals of an Immersion Program? Most language immersion schools have four immersion-related goals:

- To achieve competency in the foreign language (listening, speaking, reading, writing)
- To acquire the same L1 language arts skills as students in regular schools
- To master content area skills & concepts
- To gain a greater understanding and appreciation of other cultures

What are some of the Key Features of an Immersion Program?

- The program parallels the curriculum of the local curriculum. At Katoh Gakuen, this means that we follow the same curriculum in math, science, social studies, PE, etc, with the same outcome expectations of the students in the regular “non-immersion” program.
- Material taught in the immersion language is never re-taught in the students’ first language. Japanese teachers do review vocabulary and help prepare students for the unit and end of the year tests that are given in Japanese. However, Japanese teachers do not to re-teach or cover the same material as the immersion teacher. If the same material is re-taught to students in Japanese, students quickly learn that if they wait, they will get instruction in Japanese and will choose to “tune out” the English portion of the instruction. Just as in regular classrooms, students don’t always master a skill or concept the first time so it is not uncommon to re-teach the material (in English) for slower students.

- The school culture mirrors that of the local community. Katoh Gakuen is neither an International school nor no National do we impose Western values or expectations on the students or parents. Foreign teachers must adjust themselves to this “new culture.”

4. Submersion or “Sink or Swim”

In this model, the students of limited-English proficiency do not receive language assistance. This model of bilingual refers to foreign-speaking children join with regular classes and their teachers do not help them in learning English. This model was applied to most immigrants to United State before the year of 1960s. Under the U.S. Supreme Court’s *Lau v. Nichols* decision (1974), submersion is a violation of civil right law.

5. Structured Immersion.

Structured Immersion program is also known as Special alternative instructional program (SAIPs). This program uses mostly English to instruct Limited English Proficiency (LEP) children. The people who are in against for Transitional bilingual favor such approach, the English only use (a monolingual English strategy) in teaching to language minority children. In this kind of immersion, all subjects taught in English; the language being learned and the use of English must be geared to the level of comprehension of the content. The teacher is usually good at students’ native language and English so that she or he can answer the question posed in the native language but the teacher usually answers only in English. To the proponent of Transitional Bilingual, this model is inappropriate for minority students whose native tongue is in danger of being replaced by language of majority. Proponent also claims that the structured immersion is promising program but unproven.

6. English as Second Language (ESL).

English as a second language is a component of all bilingual education programs in the United States. Because of shortage of bilingual teachers, this program is only addressed to assist special Limited English Proficiency children. In This program, students of regular classes get extra instruction in English for two or three period of a day. Native language instruction is not used. Within the rest of the time, the students are in sink or swim program. With the ESL, the methodologies are variously applied. Some methodologies that teachers have practiced are grammar-based, such as the Audio lingual method. This is a behaviorist approach which stresses on memorization, mimicry, and drill within the running lesson delivery. This methodology produces students who can formulate the sentences which are grammatically true but this technique is not successful to make student be a fluent communicators. An older method in this category is the grammar-translation approach that emphasizes on perfecting reading and writing skill, with less attention to listening and speaking.

The next invented method is communication-based English as second language method. This approach is grounded in Krashen’s theory stating that language is acquired by exposure to comprehensible messages rather than learned through conscious study of syntax and vocabulary. The example of these

methods is the Natural Approach. This approach emphasizes on the simplified speech and visual or physical cues to aid students understand second-language input. Teacher who uses the Natural Approach concentrate on meaningful and interesting communication and avoid overcorrection of student error.

7. Maintenance or Developmental Bilingual Education (DBE)

Maintenance or developmental bilingual education (DBE) is different from transitional bilingual education (TBE). DBE programs are designed to preserve and enlarge the students' skills in mother tongue while they attempt to acquire a second language. Native language instruction generally continues through the 6th grade, although most subjects may be taught in English. The instruction is in native language preserved even after the students are considered to be able to follow English-only class. Thus, Second language is gradually introduced to the students. DBE classroom at secondary level are rarely applied in the United State. This program became political debate because DBE offers sociocultural advantages for language-minority students

Developmental programs may also function as two-way bilingual education which defined as "an integrated model in which speaker of two languages are placed together in a bilingual classroom to learn each others' language and work academically in both languages (Craford, 1999). For example, in the United State, teaching Spanish to English background children and teaching English to Spanish-background children while they are preserving the native language skills of each group.

CONCLUSION

This theoretical review of the types of bilingual education may inspire the government or school managers to redesign the system of the existing bilingual education in Indonesia. The government may set up new system of bilingual school or just do some adaptation after considering the alternatives discussed in the above text. Something for sure, the system of bilingual education is a threat for the existence of national language, Bahasa Indonesia, which has been worried by many of the education expert in Indonesia. On the contrary, the students may take benefit from the content area subjects as well as English at the same time.

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