

Abstract

*This research was designed to determine the value of recently implemented dual language instruction for minority children in the United States of America and its potential adoption for minority children in Georgia. The study is significant **for America** due to the recent establishment of American dual language education, which is believed to be the new ground for building new studies and for Georgia, where no word has been mentioned on dual language instruction for minorities. The study addresses to the categorization of various theoretical models of dual language instruction. The use of the term immersion in the popular usage is contrasted with its meaning defined for language educators while describing programs implementation and determining enrichment educational principles and goals. All available resources have been applied to data collection during my stay in the States. Literature review is written through reading original books at the library of University of Northern Iowa. A **Qualitative and quantitative approaches** were adopted to collect the data considering practical and analytical issues. The handed out questionnaires (written and online) provided substantial empirical input into the academic debate about the effectiveness of dual language immersion programs in the States and its possible future in Georgian schooling system. The research examined: a) **America** - how the bilingual parents assess their children's involvement in dual language programs. b) **Georgia** – how parents assess their children's involvement in Georgian-American schools/universities. c) **Georgia-** how minorities would evaluate the future implementation of dual language instructions*

The research revealed that immersion programs are the most effective forms of bilingual education in the United States of America, and the best possible programs for language minority children in Georgia. Despite power imbalances within the language minority students in a diverse society, the study has revealed immersion programs as viable means of second language acquisition and effective schooling practices for language majority and minority students in the United States of America.