

## Dual Language Program Typologies

**Dual language** refers to any program that provides literacy and content instruction to all students through two languages and that promotes bilingualism and biliteracy, grade-level academic achievement, and multicultural competence for all students. The student population in such a program can vary, resulting in models such as these:

- Developmental bilingual programs, where all students are native speakers of the partner language, such as Spanish
- Two-way immersion programs, where approximately half of the students are native speakers of the partner language and approximately half of the students are native speakers of English
- Foreign language immersion programs, where all of the students are native speakers of English, though some may be heritage language learners

### **Key Features of Dual Language Programs**

- *Sustained instruction in the partner language for at least 6 years*
- *At least 50% of instruction in the partner language throughout the program*
- *Language arts and literacy instruction in both program languages by the upper elementary grades*

### **There are three main types of TWI model:**

\* *Full Immersion (90/10): The partner language is used most or all of the day in the primary grades (80-90%), and all students learn to read in the partner language first. The amount of English is gradually increased until English and the partner language are each used 50% of the time, usually starting in third grade.*

\* *Partial Immersion (50/50): The partner language and English are used equally throughout the program, and students learn to read in both English and the partner language.*

\* *"Differentiated": Some programs separate students from each language group for part of the day for formal literacy instruction, so that students learn to read in their primary language.*

### **Other variations in TWI program include:**

\* *Whether students have one teacher who teaches them in English only and another who teaches them in the partner language only, or have only one teacher who teaches in both languages (at different times).*

\* *Whether the program is a whole school or a strand within a school.*

\* *If a third language is used for instruction for part of the day.*

<i>Example of a 90/10 program</i>			<i>Example of a 50/50 program</i>		
	% of instruction in the partner language	% of instruction in English		% of instruction in the partner language	% of instruction in English
K	90	10	K	50	50
1	80	20	1	50	50
2	70	30	2	50	50
3	60	40	3	50	50
4	50	50	4	50	50
5	50	50	5	50	50

*National Dual Language Consortium, <http://www.dual-language.org>*

*Howard, E. R., Sugarman, J., Christian, D., Lindholm-Leary, K. J., & Rogers, D. (2007). Guiding Principles for Dual Language Education (2nd ed.). Washington, DC: Center for Applied Linguistics.*