What Are the Main Program Models?

In dual language education programs, students are taught literacy and academic content in English and a partner language. The goals of dual language are for students to develop high levels of language proficiency and literacy in both program languages, to demonstrate high levels of academic achievement, and to develop an appreciation for and an understanding of diverse cultures.

Two-way immersion (TWI) is a distinctive form of dual language education in which balanced numbers of native English speakers and native speakers of the partner language are integrated for instruction so that both groups of students serve in the role of language model and language learner at different times.

The structure of TWI programs varies, but they all provide at least 50% of instruction in the partner language at all grade levels beginning in pre-K, Kindergarten, or first grade and running at least five years (preferably through Grade 12).

http://www.cal.org/twi/

What is the 90/10 Model of Two Way Immersion (TWI)?

The method of instruction is the 90:10 model of Two-Way Immersion (TWI) in which a majority of the school curriculum is taught in a second language (L2). Students in kindergarten and first grade will receive 90% of their daily instruction in a second language (L2) and 10% in English. Each year, students will receive more instruction in English as the percentage of a second language (L2) instruction time begins to decrease. By 5th grade students will receive 50% of their daily instruction in a second language (L2) and 50% in English.

Usually, two-way programs do not accept English-only speakers AFTER the first grade and English learners AFTER second grade. Bilingual and biliterate (ability to read and comprehend in the first and second language) students can enter the program at any time.

Two-Way Immersion 90:10 Model: Percentages of Daily Instruction

<table>
<thead>
<tr>
<th>Grade</th>
<th>% of (L2)</th>
<th>% of English</th>
</tr>
</thead>
<tbody>
<tr>
<td>K and 1st</td>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td>2nd</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>3rd</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>4th</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>5th-6th</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

A second language (L2) becomes the vehicle for content instruction and the subject of instruction itself, particularly in the primary grades, where primary age students are taught the Common Core State Standards in a second language (L2) with an emphasis on concrete objects, first-hand experiences, visual aids and hands-on cooperative group learning.

www.cal.org/twi/EvalToolkit/appendix/example_progdesc.doc
What’s the difference between a 10/90 and 50/50 model?
The first number refers to the amount of instructional time initially spent for instruction in the target or non-English language in kindergarten. The second number refers to English. In a 90/10 model the amount of the target language decreases yearly as English increases until there is a 50/50 balance of the languages generally in grades four through six. A 50/50 model uses English and the target language for 50 percent of the time throughout the duration of the program. Regardless of the model implemented, both models have been found to effectively achieve the goals of bilingualism and biliteracy; however, the 90/10 model has been shown to create higher levels of bilingualism.
For specific research studies, consult the Center for Applied Linguistics. http://www.cde.ca.gov/sp/el/ip/faq.asp

IV. Program Requirements

Proposals should meet the following criteria:

1. Strong parental support
2. Positive consensus around the Dual Language Immersion program from staff and stakeholders
3. Viable enrollment numbers
4. Adequate available resources including budget and staffing