



Bilingual Program Options

In 1981, the United States Court of Appeals ruled that an adequate bilingual program must satisfy the following three requirements:

- A. The program is based on an educational theory recognized as sound by some experts in the field or is considered by experts as a legitimate experimental strategy. ¹
- B. The programs and practices, including resources and personnel, are reasonably calculated to implement this theory effectively.
- C. The school district evaluates its programs and makes adjustments where needed to ensure language barriers are actually being overcome.

The term “**Bilingual Program**” is one that encompasses a variety of program types where the student’s native language and cultural factors are utilized to instruct, maintain, and further develop all the necessary skills in the student’s native language and culture while introducing, maintaining, and developing all the necessary skills in the second language and culture. These programs differ from typical a English as a Second Language (ESL) or English as a New Language (ENL) program based on the simultaneous inclusion and development of a student’s native language. ESL/ENL programs are typically delivered primarily in English and their focus is on academic vocabulary development along with English proficiency in each of the four domains: speaking, listening, reading and writing.

Benefits of Dual-Language Immersion Programs:

1. Second Language Skills: Students achieve high proficiency in the immersion language.
2. Performance on Standardized Tests: Immersion students perform as well as or better than non-immersion students on standardized tests in English.
3. Cognitive Skills: Immersion students typically develop greater cognitive flexibility, demonstrating increased attention control, better memory, and superior problem-solving skills as well as an enhanced understanding of their primary language.
4. Cultural Competency: Immersion students are more aware of and generally show more positive attitudes toward other cultures and an appreciation of other people.
5. Long Term Benefits: Immersion students are better prepared for the global community and job markets where 21st century skills are an asset.²

Additional Resources:

American Council on Immersion Education: <http://www.carla.umn.edu/immersion/ACIE.html>

Bilingual & Dual-Language Education: <http://www.colorincolorado.org/bilingual-dual-language-education>

Center for Applied Linguistics: <http://www.cal.org/areas-of-impact/english-learners>

National Association for Bilingual Education: <http://www.nabe.org/BilingualEducation>

Utah State Office of Education – Dual Language Immersion: <http://www.schools.utah.gov/curr/dualimmersion/>

1. <http://www2.ed.gov/about/offices/list/ocr/ell/edlite-glossary.html>

2. <http://www.schools.utah.gov/CURR/dualimmersion/Home/UtahLanguageRoadmap.aspx>

Bilingual Programs

Type of Program	Program Description & Goals	Language(s) of Program Delivery	Expected Best Practices
Dual-Language Immersion Program (DLI)(or Two-way Bilingual Program)	This programming provides instruction and materials in both English and another language in a classroom that is comprised of half native English speakers and half speakers of the other language. The goal for students in this program is to develop proficiency in both languages simultaneously.	English materials English instruction & Other language materials Other language instruction	<ul style="list-style-type: none"> - Instruction is 50/50 in English and other language. - Class composition is as close to 50/50 of native English speakers and of other language speakers. - Core content is being taught in both languages. - Language skills are being taught in both languages.
One-way Immersion Program	This program serves a student population comprised primarily of native English language speakers with little to no proficiency in the language of the immersion program.	English materials English instruction & Other language materials Other language instruction	<ul style="list-style-type: none"> - Instruction is 50/50 in English and other language. - Core content is taught in both languages.
Heritage Language Program	This program is designed to identify and develop a student's literacy skills and proficiency in all modalities of his/her primary language.	Heritage language materials Heritage language instruction	<ul style="list-style-type: none"> - Interventions for syntax and written skills - Strategic focus on register and appropriate communication for a variety of specialized situations
Structured English Immersion (SEI)	This approach focuses on teaching English-language skills with the intent of transitioning an EL into an English-only mainstream classroom.	English materials English instruction	<ul style="list-style-type: none"> - Intensive instruction in English-language skills - Intended to be short-term (1 year or less) - Instruction by individual with receptive skills in student's primary language is important.
Transitional Bilingual Program (TBE)	This type of program sustains and develops skills in a student's primary language while introducing, sustaining and developing skills in English. This allows an EL to transition to an English-only program while the student receives content area instruction in his/her primary language to the extent necessary.	English materials English instruction & Other language materials Other language instruction	<ul style="list-style-type: none"> - Initial literacy instruction is in the student's primary language - Student is transitioned to an English-only program once literacy skills are attained. - Early-exit programs move students to English instruction within 3 years.

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