

# Best Practices in Dual Language Instruction

**One-way programs** enroll students of one language and cultural background as learners of a second language and culture.

**Two-way programs** enroll both native English-speaking students and native speakers of the partner language of instruction.

- **At least 50% of instructional time is in the partner language**

Some dual language programs may begin their program at 90% partner language use and 10% English, followed by an 80:20 distribution the following year, 70:30 the next year, and so on until a 50:50 distribution is reached.

- **A minimum of six years of bilingual instruction**

It takes students a minimum of five to six years to become fully bilingual and biliterate in two languages, therefore it is important for a dual language program to continue for this minimum amount of time.

- **A strong focus on core academic curriculum**

Dual language programs should have the goal of every student performing at or above grade level in core academic material, regardless of the language of instruction.

- **High quality instructors who are proficient in the language of instruction**

Instructors should meet qualification standards such as having English as a Second Language certification and/or dual language instruction certification as well as being proficient in the language of instruction.

- **Separation of languages for instruction**

The students' day should be separated by language use and involve extended periods of time in which only one language is used for instruction.

- **Peer interaction through group learning**

The instructional day should allow for multiple opportunities of group or peer learning to allow students to interact with one another while using the target language of instruction.

- **Positive Parent-School interaction**

Dual language immersion programs should emphasize strong parent-school interactions and relationships to help foster an environment supportive of the students and their families.

- **Equal status of both languages**

School personnel and instructors should strive for an environment in which both languages and cultures are respected equally. Signs, classroom materials and school documents should be provided in both languages of instruction, as well as equal respect and celebration of culturally significant practices and holidays.

# Dual Language Program Resources



## Print

- **Dual Language Education for a Transformed World**  
Thomas & Collier (2012)
- **Guiding Principles for Dual Language Education** Center for Applied Linguistics (CAL) 2007
- **Dual Language Education**  
Katheryn J. Lindholm-Leary (2001)
- **Dual Language Essentials**  
Freeman, Freeman & Mercuri (2005)

## Digital

- **Dual Language Immersion and Bilingual Programs**  
(Indiana Department of Education)  
<http://www.doe.in.gov/ccr/dual-language-immersion>
- **Center for Applied Linguistics (CAL)**  
[www.cal.org](http://www.cal.org)
- **Center for Advanced Research on Language Acquisition (CARLA)**  
[carla.umn.edu/immersion/index.html](http://carla.umn.edu/immersion/index.html)

## Video

- **The importance of Dual Language Education**  
<https://www.youtube.com/watch?v=i-TMa8ZObl4>
- **No Child Left Monolingual - Kim Potowski**  
<https://www.youtube.com/watch?v=pSsIuCnLbaQ>
- **The Benefits of Being Bilingual**  
[https://www.youtube.com/watch?v=ZANBvuS\\_iDU](https://www.youtube.com/watch?v=ZANBvuS_iDU)