

## **Introduction to Dual & Heritage Language Programs – Dual Language/Immersion Programs**

The focus of dual language/immersion programs is to help students become proficient in a target language, in addition to English. These students master subject content from other disciplines, using the target language or both languages.

Research shows:

- All students develop high levels of proficiency in the target language and English.
- Academic performance of students is at or above grade level.
- Students demonstrate positive cross-cultural attitudes and behaviors.

Four different models of dual language/immersion programs exist in North Carolina for students to become bilingual, biliterate, and bicultural. Specific program models vary, based on how instruction is scheduled between the target language and English, with varying levels of proficiency upon completion of the program(s):

**Two-Way programs** group native speakers of English with native speakers of the target language. The mix is approximately 50% of each group. Content is delivered in the target language and in English.

**Full Immersion programs** primarily serve native speakers of English in an environment where the target language is used exclusively. Content is delivered in the target language. English Language Arts is typically introduced around grade 2.

**Partial Immersion programs** primarily serve native speakers of English in an environment where the target language is used for some portion of the day. Content is delivered in the target language and in English.

**Developmental Bilingual programs** are designed to help non-English speakers learn English, as well as to maintain and improve their native or heritage language skills. Content is delivered in English and in the heritage language.

Please go to [http://seclang.ncwiseowl.org/resources/dual\\_language\\_immersion\\_programs/](http://seclang.ncwiseowl.org/resources/dual_language_immersion_programs/) for more information about these models.

Proficiency expectations are presented as ranges to accommodate the different models of dual language/immersion programs and the varying amounts of time spent learning content in the target language. Proficiency would be assessed at the end of each gradespan.