

BILINGUAL EDUCATION PROGRAM MODELS

ONE WAY DUAL LANGUAGE

A dual language program model in which students are Spanish speaking and are learning English as a second language. Most of the One-Way Dual Language programs in Texas are composed of students whose dominant language is Spanish, thus the “one” in the program name. In other parts of the country some One-Way Dual Language programs are composed of students whose dominant language is English and are learning another language. The program is provided for at least six or seven years so that students have ample time to become bilingual and biliterate. Dual Language programs are additive program models. Additive refers to adding another language while maintaining and extending the dominant language. Students learn language through content taught in both languages. The goal is for students to attain high levels of academic proficiency and biliteracy.

TWO WAY DUAL LANGUAGE

A dual language program model in which Spanish dominant and English dominant students learn together. Spanish dominant students are learning English as a second language, while English dominant students are learning Spanish as a second language. Because students represent “two” language groups or more, the program is named “Two-Way Dual Language.” Most Two-Way Dual Language programs use English and Spanish; however, many other Two-Way Dual Language programs include Mandarin, Arabic, Vietnamese or other languages. Dual Language programs are additive program models. Additive refers to adding another language while maintaining and extending the dominant language. Students learn language through content taught in both languages. The goal is for students to attain high levels of academic proficiency, biliteracy, and bilingualism.

TRANSITIONAL/EARLY EXIT

Transitional/Early Exit is a program that provides English and Spanish instruction to English Language Learners. It uses the student’s first language as a foundation to build English language proficiency. The program is designed for children to transition rapidly to all English instruction. Some students transition to all English instruction as early as the end of first grade.

TRANSITIONAL/LATE EXIT

Transitional/Late Exit is a program designed to provide instruction in English and Spanish. Spanish instruction decreases throughout the elementary school years, while English instruction is increasing. For example, 80/20 in PK/K, 70/30 in 1st, 50/50 in 2nd, 40/60 in 3rd, 30/70 in 4th, 10/90 in 5th grade. In this example, the first number refers to Spanish and the second number refers to English. The students first language serves as a foundation to learn the second language. The program is designed for students to transition to all English instruction after five or six years in the program.

WHAT IS THE DIFFERENCE BETWEEN 90/10 AND 50/50?

The first number refers to the amount of instructional time initially spent for instruction in the target or non-English language (in most programs that number refers to Spanish). The second number refers to English. In a 90/10 model, the amount of the target or second language decreases yearly as English increases until there is a 50/50 balance of the languages generally in grades three through six. A 50/50 model uses English and the target language for 50 percent of the time throughout the program. Both models have been found to achieve the goals of bilingualism and biliteracy effectively; however, the 90/10 model has been shown to create higher levels of bilingualism. (Retrieved from <https://www.acsd1.org/acsd/wp-content/uploads/2016/01/50-50-Model.pdf>)