

**FRENCH
DUAL
LANGUAGE
PROGRAMS
IN THE U.S.**



HIGHER EDUCATION,
ARTS, FRENCH LANGUAGE

FRENCH EMBASSY
IN THE UNITED STATES



FOREWORD

Dear Leaders,

Dual language education has recently exploded in the United States and become a priority for more and more families. French is a great part of this new phenomenon: with three new bilingual school openings in New York City this year and thousands of students benefitting from a rich bi-cultural education, I can see that a revolution is upon us.

Like you, I strongly believe in the advantages of learning other languages—particularly for children at a young age. In a world that is increasingly interconnected, studying French opens students to the language and cultures of the 32 nations for which it is an official language. French is an essential tool in our intensely global economy.

A growing number of Americans speak French—1.3 million, to be exact—making it the fifth most frequently spoken non-English language in America; plus, it has recently been named a Critical Language (one for which there is a large demand and not enough speakers) by the U.S. Department of State.

The following report presents the initiatives undertaken in French immersion and bilingual programs across the United States. Initiated by energized leaders who are determined to give greater opportunity to the children of their communities, these programs are wildly diverse and adapt to a myriad of local schools and settings. They are a perfect complement to our U.S. network of French curriculum schools accredited by the French Ministry of Education.

Along with Ambassador Gérard Araud, I express my deep gratitude to the dedicated teachers, officials, administrators, policy makers, community members, and others for the enthusiasm they bring to language learning. We wish to support you and to extend this opportunity for bilingual education to a greater number of students. We feel that French should be available to all students, and we truly look forward to working with you toward this goal.

To a blazing bilingual revolution,

Sincerely,

Antonin Baudry
Cultural Counselor, French Embassy in the United States

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THE BILINGUAL ADVANTAGE

The amazing benefits of a dual language education speak for themselves, and the growing body of research on bilingualism confirms the lasting impact that these immersion programs will have for generations to come. Dual language programs prepare students for a successful intellectual, multicultural and global future.



INCREASED ACADEMIC OUTCOMES

Dual language students outperform non-dual language students on standardized tests.

Students who learn a second language in dual language settings achieve high performance levels on standardized tests. Language learners in one-way immersion settings, where 50% of the instruction was in the target language, scored significantly higher than language learners in mainstream English classes after only four years of bilingual schooling. In New York's two-way immersion programs, both English language learners and English dominant students outperformed their counterparts in mainstream settings.

REDUCED DROP OUT RATES

High school students in two-way immersion programs have lower drop out rates than their comparison peers in monolingual settings.

Two-way students often engaged in activities that prepared them for college such as conversations about college entrance exams and attendance of college presentations.

BETTER COGNITIVE FUNCTIONING

Immersion students develop greater cognitive functioning and demonstrate increased attention control, better memory and superior problem-solving skills.

Researchers have identified that bilingual students have greater metalinguistic awareness (awareness about a language as a system) and cognitive processing. Bilingual children also have the ability to attend to important information and set aside less important input.

NARROWS THE ACHIEVEMENT GAP

Dual language education can narrow the achievement gap between high-and low-performing populations.

Both in primary and secondary settings, dual language models have proven that they can close the achievement gap between English language learners and native English speakers.

FASTER RATE OF LEARNING OF ADDITIONAL LANGUAGES

The experience of becoming bilingual itself makes learning a new language easier.

After learning a language, students can use the strategies they practiced with their second language to acquire a third or fourth language. They are in essence seasoned language learners. Furthermore, the study indicates that children who grow up with two languages end up being better language learners later on.

GLOBAL OPPORTUNITIES FOR STUDY AND WORK

Being bilingual at an early age can translate into many more opportunities to study and work abroad.

Bilingual candidates are often given preference over monolingual students as they can adapt quickly to the linguistic demands of moving to another country.

International companies increasingly offer overseas positions to bilingual employees. Countries such as Canada have also eased immigration rules for bilingual and biliterate candidates.

MARKETABLE SKILLS FOR HIGHER SALARIES

In an increasingly global and competitive job market, being bilingual and biliterate is an advantage that not only gives access to prized positions, but is also rewarded with higher salaries.

Companies who employ bilinguals can save on translation and interpretation services. Perhaps more importantly, they can count on bilingual speakers to possess a better understanding of cultural business practices. Someone who uses their bilingualism regularly in their job will almost always be paid more as a result of their language skills. While bilingualism may not result systematically in higher salaries, bilingual job seekers report access to a greater number of opportunities and stronger relationships with other speakers of the second language.

A POSITIVE SENSE OF SELF-IDENTITY

A dual language education preserves language learners' sense of pride in the language of their parents.

Dual language programs allow language learners to retain an important link to their cultural and linguistic heritage. Thanks to dual language programs, students who are part of the cultural minority can maintain their unique cultural identities, as is the case for thousands of students in heritage language immersion programs in Louisiana and two-way immersion programs in New York.



WHY FRENCH?

Fluency in French opens many doors to students throughout their academic and professional careers. From the very foundation of the United States, France and the United States have shared strong ties. These historical bonds have proven robust over the years and continue to unite both countries in front of major global challenges. A testament to this close relation is the fact that 9 million Americans claim French ancestry and that French is currently spoken by 1.3 million people at home in the United States. French is also the second most commonly taught language in American schools after Spanish with over 1,2 million students.

THE LANGUAGE OF TRADING PARTNERS

As the fifth global economic power, France shares a close business partnership with the United States: 2,800 French companies in the U.S. earn a combined 1.7 billion U.S. dollars annually in varied sectors such as technology, medicine, banking, defense, publishing and tourism. Outside of the European Union, the United States is the top consumer of products from France and the second supplier of products to France (after China).

Neighboring Canada has 9.2 million Francophones, six million of whom live in Quebec. In fact, French-speaking Canada is the primary consumer of U.S. exports, far ahead of China. Through trade agreements such as NAFTA, more products are being marketed in Canada and companies need French-speaking employees who also have an understanding of cross-border cultural practices.

THE LANGUAGE OF INTERNATIONAL RELATIONS

French is one of the six official languages of the United Nations and, alongside English, one of the two working languages of the U.N. in New York and Geneva. Students interested in a career in journalism, diplomacy and international relations will present a linguistic advantage by speaking French.

THE FRANCOPHONE WORLD

From Paris to Montreal, from Port-au-Prince to Dakar, French is truly an international language in the 21st century. French is spoken in over 55 countries and on five continents by 220 million people around the world.

In addition to being spoken in France and Canada, French is one of the official languages of 32 nations. In Africa, French-speaking countries cover an area larger than the United States. For young Americans eager to contribute to the economic development of this continent or to support humanitarian efforts and work in NGOs, French will be a necessary tool in these rapidly changing nations whose demography is growing up very fast.

INVESTMENT PARTNERS

French businesses have a notable presence in the United States, with over 3,600 affiliates and over 560,000 employees.

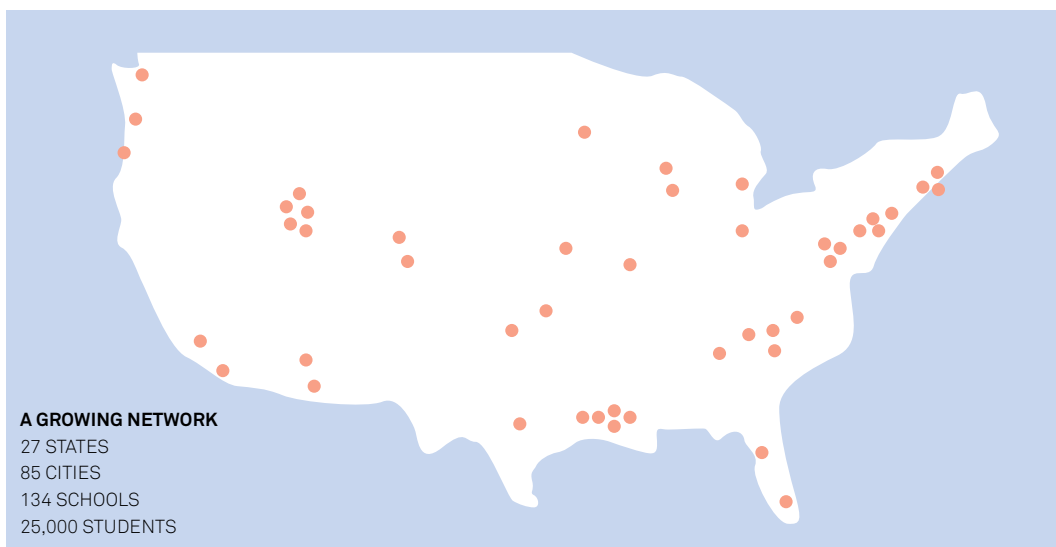
In return, the United States represents the top foreign investor in France, with a foreign direct investment stock of over 98 billion euros at the end of 2013. Over 2,700 American businesses operate in France and employ nearly 470,000 persons, making the United States the top foreign employer in France ahead of Germany.

THE LANGUAGE OF THE ARTS

French is the language par excellence in fields such as the fine arts, culinary arts, enology, archaeology, museum studies, fashion and luxury goods. Students will need French to reach the highest ranks in those fields.

FRENCH DUAL LANGUAGE PROGRAMS IN NUMBERS

French dual language programs in the United States take on many shapes and forms to answer the needs of the community. The two dominant trends in program creation are state-led initiatives and grassroots initiatives.



Map of French Immersion and Dual Language Programs 2014

STATE-LED INITIATIVES

Louisiana and Utah exemplify the state-led model, where the state legislature enables school districts to create immersion programs. Such initiatives can facilitate easier recruitment of bilingual teachers; help accelerate the creation of curricula; and normalize foreign/second language development standards across the state. The state of Georgia is also in the early development stages of supporting a dual language initiative. Beyond the economic benefits of teaching students a second language, states see a means to accelerate learning, to keep students from dropping out of school, to increase academic outcomes, and to close the achievement gap.

GRASSROOTS INITIATIVES

French dual language programs have existed across the United States for decades. From Montgomery, MD to Minneapolis, MN, the catalysts behind the foundation of these programs have included visionary principals, motivated parents and dedicated community leaders. Often, the motivation of the community is to prepare students to collaborate and communicate across linguistic and political boundaries. In the case of New York City, where half of the students are French-dominant and come from French-speaking families, the motivation is also to maintain and perfect the children's native language skills.

COMMENTS FROM A 2014 NATIONAL SURVEY

- Families in the French program have lived in the community for a long time and have applied to the school just to get in the French program.
- Parents have been strong advocates for the French program, and have supported it by making financial contributions, raising funds or by volunteering their time.
- For a large majority of schools, the French immersion program was created because of the school leadership's interest in French bilingual education and/or because French-speaking families applying to the school asked for it.
- For most school leaders interviewed, these programs can be expanded to other schools in the district or state. Yet, the shortage in qualified teachers - who have both the language fluency skills and the combined education credentials - needs to be taken into account during the expansion.

HERITAGE LANGUAGE IMMERSION: HISTORICAL ROOTS IN LOUISIANA

RECLAIMING THE FRENCH LANGUAGE

Louisiana was one of the first states to embrace French dual language education. As a former French colony on the American continent, Louisiana shares a rich cultural heritage with its former motherland. However, in 1921, the Louisiana Constitution prohibited the use of any language other than English in the public schools of Louisiana. Social stigmatization of French speakers led to the further demise of the French language until 1968 when a state agency, CODOFIL (Council for the Development of French in Louisiana) was created to “preserve” and promote the French language. Once again, it was possible for students to study French as a native or heritage language, and not as a foreign language.

LOUISIANA IN NUMBERS

Schools 29
Students 4,424
Teachers 191*

**including 123 from Francophone countries*

FRENCH IMMERSION IN LOUISIANA TODAY

From 405 students in 1991 to 4,424 students in 2013, Louisiana has the most French immersion programs and students in the entire country. The state offers French heritage language immersion programs, where teachers use the heritage language to teach language arts and content area concepts and skills. French immersion in this context typically begins in Kindergarten and runs through 8th grade.

A LEADER IN DEVELOPING IMMERSION-SPECIFIC TOOLS FOR SCHOOLS

louisianabelieves.com/resources/library/world-languages-immersion

LOUISIANA HAS AUTHORED MANY TOOLS TO SET EXPECTATIONS FOR SCHOOL LEADERS AND TEACHERS ACROSS THE STATE. THESE INCLUDE:

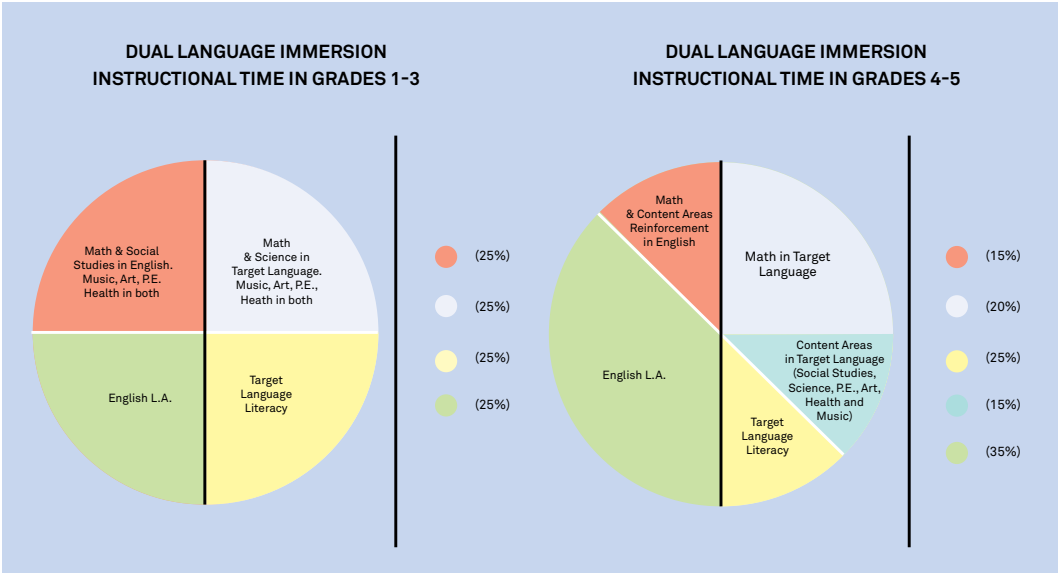
- The Immersion Language Learning Standards, which are proficiency-based standards varying from Novice Low to Advanced High.
- The State-Certified Immersion School Site Visit Rubric helps school, district and state leaders ensure high-quality programs.
- The questionnaires for principals and teachers create frameworks for supporting immersion learners.
- The Referential for Linguistic Proficiency, K-5 <http://bit.ly/YV5G2n>
- The Referential for Professional Competencies <http://bit.ly/YV5G2n>

WHAT ALUMNI ARE SAYING...

“French Immersion is a program that shaped my life. I was enrolled the year it began and my classmates and I quickly became family. Not only were we taught in a wonderful new language, but we learned about our French heritage and connected organically with our culture. I always knew there was something special about us and the way that we were educated. We had an advantage, given our young age, to absorb as much of the language as possible. Due to this advanced learning program, our scholastic achievements often surpassed those of our non-Immersion classmates throughout our academic careers. We were also able to forge a bond of lifetime friendship with those whom we shared this unique experience.”

—Megan Lindsey, World Language Alumna

FOREIGN LANGUAGE IMMERSION: A STATE-LED INITIATIVE IN UTAH



ANTICIPATING THE NEEDS OF THE JOB MARKET

Foreign language immersion in Utah was brought about thanks to the vision of strong political figures. Having identified a need for language skills in business, government and education, the Utah Senate passed in 2008 the International Initiatives (Senate Bill 41), creating funding for Utah schools to begin Dual Language Immersion programs in Chinese, French and Spanish.

AN OUTSTANDING GROWTH

Beginning with 1,500 students in 25 schools, including 5 that were French, the system now serves 25,000 students across 118 schools, of which 14 are French foreign language immersion programs. Parent demand is such that Portuguese was added to the list in 2012-2013 and German in 2014-2015.

IN THE ELEMENTARY GRADES

The Utah Dual Language Immersion program uses a partial immersion model, where students receive 50% of their instruction in the target language and the other 50% in English. Most of the state's programs begin in first grade, with a few starting in kindergarten. All state-sponsored schools with Dual Language Immersion programs are required to implement the 50-50 model and use two teachers, one who instructs exclusively in the target language for half of the day and a second who teaches in English for the remainder of the day.

IN MIDDLE SCHOOL

The Utah Dual Language Immersion program then offers one course in grades seven through nine, and additional outside the classroom opportunities.

Participating students are expected to enroll in Advanced Placement language coursework and complete the AP exam in the ninth grade. In grades ten through twelve, students will be offered university-level coursework through blending learning with six major Utah universities. Students are also encouraged to begin study of a third language in high school.

"Inspired by the Utah model, there are a total of 14 dual language immersion programs in Georgia, including three in French. Georgia also offers one German, two Mandarin and eight Spanish dual language immersion programs. One Charter School hosts French, Spanish and Mandarin in the same building. In 2015-2016, Georgia will open another Charter School that will host four different programs in German, Spanish, French and Mandarin. By 2015, Georgia will have four French dual language immersion programs. All programs are very well received by parents, which is why many schools are offering to open additional programs in the future."

— Greg Barfield, Ed.D., Georgia Department of Education
Lead Program Specialist: World Languages and Global Initiatives

FOREIGN LANGUAGE IMMERSION: MONTGOMERY COUNTY, MD AND OTHER DISTRICTS

THE FIRST FOREIGN LANGUAGE IMMERSION PROGRAM IN THE UNITED STATES

Montgomery County Public Schools (MCPS) has offered a French immersion program since 1974. MCPS hosts the oldest public school French immersion program in the United States, and it has been the model for many other foreign language immersion programs that exist now in the nation. Inspired by the Canadian Total Immersion Model. Similar to Canadian immersion programs, French foreign language immersion programs in MCPS have adopted the total immersion model at the elementary level. Elementary students in Montgomery County learn all core subjects, including language arts, social studies, math and science in French. In kindergarten through grade three, French is the only language used in the classrooms. In grade four, students are given instruction in English twice a week for 45 minutes during the second half of the school year. In grade five, students are given instruction in English for approximately three and a half hours each week. While approximately 80% of the school time is spent in French in the early grades, the ratio changes to approximately 60% in grades 5, and 30% in grades 6, 7, and 8.

TODAY IN MONTGOMERY COUNTY

There are now four schools serving over 600 students in Montgomery County in French foreign language immersion programs. In addition, Montgomery County offers Spanish and Chinese foreign language immersion programs.

HOW WAS THE FIRST FRENCH FOREIGN LANGUAGE IMMERSION PROGRAM CREATED?

“It started with a principal, Mr. Gabriel Jacobs, a teacher, Mme Louvet, and a group of dedicated parents. In the earliest phases of the program, the staff of the “Quatre coins” school would travel back and forth between Montgomery and Montreal to learn from immersion experts up north and to shop for curricular materials. This year, our school will be celebrating the 40-year anniversary of this initiative.”

—Nellie Thompson, Teacher and Alumna Sligo Creek Elementary

ONLINE IMMERSION CURRICULUM MAP :
A COLLABORATION BETWEEN E.E. WADDELL LANGUAGE
ACADEMY, CHARLOTTE-MECKLENBURG SCHOOLS,
AND NORTH CAROLINA PUBLIC SCHOOLS
DESIGNED BY BERND NUSS

“The original function of the Online Immersion Curriculum Map was to capture resources created by K-5 immersion teachers in order to create continuity of instruction with an international staff that turned over on a regular basis. But it has evolved into a meta-tool that incorporates all aspects of immersion instruction in an “All-In-One”-concept. The streamlined, standards-based format and highly interlinked portal allow for effective organization and navigation. It provides structures and tools that facilitate collaborative planning between the school’s four target language programs - Chinese, French, German, and Japanese. But the curriculum map is relevant and applicable to any language immersion program - English as a Second Language included. Accordingly, two Spanish immersion schools launched its use this year with other languages to follow. The North Carolina Department of Public Instruction, in collaboration with Charlotte-Mecklenburg Schools, is exploring how to share a generic template version of this Map nationwide. Upon request it can be cloned for free to any immersion school that has a Wikispaces subscription.”

—Bernd Nuss, M.Ed., M.A, NBCT, Immersion Facilitator
E. E. Waddell Language Academy, a CMS School

TWO-WAY IMMERSION: NEW YORK CITY'S BILINGUAL REVOLUTION

A UNIQUE STUDENT POPULATION

Another recent initiative is New York City's expansion of public dual language offerings to include French two-way immersion programs. Spearheaded by parent groups across the city, and with the support of French American Cultural Exchange Foundation, free bilingual options have been added to the existing private schools. As of September 2014, the New York City Department of Education schools 1,300 students in eleven French-English dual language programs. With over 22,000 children living in homes where French is spoken, New York City's dual language population is unique in that many programs are two-way immersion, where equal parts French-dominant and English-dominant students attend.

With many French dominant students testing in as English language learners (ELLs), two-way immersion programs, unlike French foreign language immersion programs in Utah and Montgomery County, must adhere to state law regulations regarding English as a Second Language (ESL) instruction. These regulations require that beginning and intermediate ELLs receive at least 360 minutes of instruction in ESL each week. Therefore, partial immersion, where 50% of the instruction is delivered in French, seems to be the rule in New York City, though some schools may offer more than 50% in the early grades.

PROGRAM MODELS

Some of the elementary programs are structured in a side-by-side model where two teachers share two classes or sets of students. One teacher teaches only in French and the other teacher teaches only in English, alternating every other day. Other elementary programs are structured in a self-contained model where one teacher teaches in both languages. In the self-contained model, teachers either teach in French in the mornings, in English in the afternoons, or they alternate days between French instruction and English instruction. At the middle school level, one core subject area, Social Studies is taught in addition to French language arts for a total of eight to nine periods of French instruction a week.

TELL US ABOUT THE PROCESS OF CREATING A DUAL LANGUAGE PROGRAM...

"We opened the French dual language program at PS 133 in a very organic way. In 2009, a group of Francophone parents asked me to consider the possibility of opening a French dual language program. My Assistant Principal, Literacy Coach and I visited a neighboring school with an existing program, and decided it would be a wonderful addition. For one full year prior to the opening of the program, I enlisted the help of Marie Bouteillon, who was the Bilingual Instructional Coach at PS 58 The Carroll School at the time. She coached me on possible dual language models, language allocation policies, biliteracy models and best practices in immersion settings. In 2010, I hired one bilingual teacher and opened one self-contained dual language class. Let's just say it was a huge success. The following year, we opened two kindergarten and one first grade class, and since then we have been adding two classes each year. Dual language is a defining trait of our school, where students come from many linguistic backgrounds. The success of the French program encouraged the Hispanic parents to ask for a Spanish dual language program. Five years later, I couldn't imagine a day without hearing French and Spanish in classrooms and in the hallway."

— Heather Foster-Mann, Principal (PS 133 William A. Butler School)

PARTNERING WITH THE FRENCH EMBASSY

The French Embassy has taken and can take on many roles to help support and expand opportunities to learn French in schools across the United States. Below are some ways we can support you in starting and developing your program.



GETTING STARTED

- We help locate high quality programs in your area, and coordinate visits so you can see best practices in action.
- We can connect school administrators and district leaders with professional development providers able to assist in a variety of areas, including program creation, managing parent expectations and content area instruction in French.
- We can help you identify tools to ensure the creation of a solid dual language program.

LOCATING ADEQUATE RESOURCES ADAPTED TO THE AMERICAN CURRICULUM

- We can put you in touch with book vendors who specialize in working with dual language programs across the United States. Albertine Books in French and English, our reading room and bookshop in New York, can help you identify French-specific resources for your classrooms.
- We facilitate school collaboration through online curricular platforms. Many school districts have

already posted their work online. The Embassy can save you time and effort by providing you with a list of platforms.

PROMOTING YOUR PROGRAM & THE FRENCH LANGUAGE

- We promote the creation and development of French dual language programs at a local and national level through social networks reaching thousands of subscribers.
- The French Embassy also hosts and presents at dual language and foreign language conferences across the United States.

ASSESSING STUDENT ACHIEVEMENT IN FRENCH

- We offer young American students the chance to take standardized French-language exams designed specifically for students: the DELF Prim for students ages 6 to 12, and the DELF scolaire for middle and high school students ages 12 to 18. These certificates, awarded by the French Ministry of Education for proficiency in French, are built with topics adapted to best suit each age group in question. The exams assess all four language skills.

PARTNERING WITH THE FRENCH EMBASSY

These certifications are recognized throughout the world and serve as proof of language skills for administrations, employers and universities. For example, the DELF B2 certification, allows high school students to apply to all French and some Canadian universities without having to take another language proficiency exam.

In 2014, 130,000 persons took the DELF scolaire exam out of a total 285,000 persons sitting for the DELF/DALF exams in 167 countries. The DELF scolaire has been implemented in a wide variety of countries, including Canada, Germany, Brazil, Spain, Qatar, etc.

- We can help you to implement the DELF scolaire in your schools. We train teachers to become test coordinators and proctors.

BUILDING CAPACITY

- We offer professional development seminars and webinars led by French and American bilingual experts. We also invite experts from France and Canada to coach dual language teachers.
- We award scholarships to 40 teachers each year for continuing education in France over the summer. 40 U.S. teachers travel to French teacher training centers to focus on immersion-specific methods and techniques. 10 of each year's selected teachers specialize in Immersion Education.

IDENTIFYING AND HIRING QUALIFIED TEACHERS

- We act as an intermediary and representative of French Académies (administrative divisions of the French education system). Many Académies are interested in signing Memorandums of Understanding (MOUs) with American states and districts. 24 MOUs have been signed so far. Thanks to some MOUs, schools have been able to hire French teachers certified by the French Ministry of Education.
- We collaborate with universities to increase dual language teacher education programs. In Louisiana, the French Embassy assisted in the development of its Graduate Certificate in Immersion Education. More recently, we helped launch the French track of the Master's in Bilingual Education at Hunter College in New York City.

CONNECTING WITH FRANCE

- In addition to facilitating the mobility of French teachers, the MOUs mentioned above have also proven to increase electronic exchanges between American and French students.

- We find sister schools with whom you can exchange written and video communications.
- We provide American students with greater exposure to native speakers of the French language by facilitating the recruitment of French teaching assistants from France. We select French Master's students who then come to work in the United States on J-1 intern or trainee visas. Teaching assistants can perform 32 hours of small group instruction each week, making a significant impact on the growth of students' language skills and appreciation for French culture.

FRENCH HERITAGE AFTER-SCHOOL PROGRAMS AND FRENCH CURRICULUM SCHOOLS



FRENCH HERITAGE AFTER-SCHOOL PROGRAMS

There are about 2 million French speakers in the United States, and yet for many of them, having the possibility to maintain their language and cultural heritage is often a challenge today.

The French Heritage Language Program is an education program of FACE (French American Cultural Exchange), a non-profit organization working in partnership with the French Embassy in the United States. Its goal is to help recent immigrants of French-speaking background preserve and enrich their heritage language and culture in the United States. It offers free French classes in underserved public schools and community centers with an aim to using French to facilitate these students' integration at school and into the American society.

Most of the students enrolled in the program hail from West Africa and Haiti. Through after-school and in-school support, the program helps them improve literacy in the home language to accelerate their learning and English and can also help them gain college credits by taking selective examinations. The program offers internship and job opportunities as well as cultural projects and camp activities throughout the year. More than 3,000 students K-12 have benefitted from it since its creation in 2006. The FHLP currently serves 700 students in New York, Florida, Maine and Massachusetts.

FRENCH CURRICULUM SCHOOLS ACCREDITED BY THE FRENCH MINISTRY OF EDUCATION

As of September 2014, there are 46 schools following the French national curriculum in the United States, with an enrollment of nearly 16,000 students (45% American, 45% French, and 10% students of other nationalities).

These schools subscribe to the calendar, curriculum, and values of France's national education system and lead students toward French diplomas and tests such as the Baccalauréat at the end of high school. These French-accredited schools compete for the recruitment of students with other international schools, many of which have chosen to follow the International Baccalaureate system.

Operating under the French Ministry of Foreign Affairs, the Agency for French Education Abroad (L'agence pour l'enseignement français à l'étranger) has set the course for these schools. They aim to use French programs to develop a truly bilingual education for students, with the potential to move toward multilingualism through the mastery of at least three languages. This progression's end goal is to prepare students to take their place in today's globalized society and to become "citizens of the world." Instruction takes place primarily in French, but also in English (for up to 30% of class time). Beginning in middle school, a third language such as German, Italian, Spanish or Mandarin is also offered to all students.

50/50: An immersion program model in which English and the partner language are each used for 50% of instruction at all grade levels.

90/10: An immersion program model in which students are instructed 90% of the time in the partner language and 10% in English in the first year or two, with the amount of English instruction gradually increasing each year until English and the partner language are each used for 50% of instruction (generally by third grade).

BILINGUAL EDUCATION: Used both as an umbrella term for dual language and transitional bilingual programs, and synonymously with transitional bilingual programs.

DUAL LANGUAGE: A program in which the language goals are full bilingualism and biliteracy in English and a partner language, students study language arts and other academic content (math, science, social studies, arts) in both languages over the course of the program, the partner language is used for at least 50% of instruction at all grades, and the program lasts at least 5 years (preferably K-12). The Center for Applied Linguistics and other institutions use this term as an umbrella term that includes two-way immersion, foreign language immersion, heritage language immersion, and developmental bilingual programs. Throughout the U.S., it is frequently used synonymously with two-way immersion.

FOREIGN LANGUAGE IMMERSION:

A dual language program in which students are primarily native English speakers learning a foreign language.

HERITAGE LANGUAGE IMMERSION: A dual language program in which students are primarily English speakers with some proficiency in or a cultural connection to the partner language through family, community, or country of origin.

HERITAGE LANGUAGE PROGRAM: A program that aims to develop proficiency in a language that is spoken by the students' relatives, ancestors, or community members in which the student may have some level of proficiency. Programs may be school-based or community-based and range from an hour a week to full immersion.

PARTIAL IMMERSION: See 50/50. Term generally used more frequently by foreign language immersion practitioners than two-way or developmental bilingual practitioners.

SIDE-BY-SIDE MODEL: A way of distributing languages for instruction in dual language programs in which students are instructed in one room by an English teacher and in another room by a partner language teacher. Students move between the two classrooms for instruction. Teachers generally teach exclusively in one language to two groups of students.

TWO-WAY IMMERSION (TWI): A dual language program in which both native English speakers and native speakers of the partner language are enrolled, with neither group making up more than two-thirds of the student population.

Source: Glossary of Terms Related to Dual Language/TWI in the United States. CAL. Retrieved from: <http://www.cal.org/twi/glossary.htm>

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FRENCH EMBASSY
IN THE UNITED STATES

HIGHER EDUCATION,
ARTS, FRENCH LANGUAGE

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