



FRENCH CULTURE  
IN THE UNITED STATES

HIGHER EDUCATION,  
ARTS, FRENCH LANGUAGE

# French Dual Language and Immersion Programs in the U.S.

2017 TRENDS AND SUPPORTS  
FRENCH IMMERSION  
AND BILINGUAL EDUCATION



# Foreword

The success of dual language education in the United States reflects the fact that bilingualism is a priority for more and more families. The benefits of bilingual education are widely recognized. Beyond open-mindedness and superior cognitive and intellectual agility, bilingualism lends competencies that enhance the student's attractiveness when applying to universities, and later supports their advancement in an increasingly international job market.

French is a cornerstone of this new phenomenon. With the foundations of the bilingual network solidified, the opening of new French bilingual schools every year, and thousands of students benefiting from these bilingual and bi-cultural opportunities, a veritable revolution is underway. It is time to leverage this potential for progress and accelerate the development of bilingual programs in the United States.

This report presents key initiatives of French immersion and bilingual programs across the United States, spearheaded by energetic educational leaders. These leaders are determined to give greater opportunity to children in their communities, and to continue adapting these diverse programs to a myriad of local schools and settings.

Recognizing the momentum behind, and the rising demand for, French bilingual education in the United States, the French Embassy with the FACE Foundation has recently launched an ambitious new initiative: the Fund for French Dual Language and Immersion Programs in the U.S. The fund aims to support an enduring network of schools anchored firmly within the American educational landscape, while expanding the reach of French dual language education across the United States. The objectives of the fund are threefold: to offer financial support to schools through annual grants; to provide scholarships to aspiring bilingual teachers; and to source French teaching interns.

I would like to express my deep gratitude to the dedicated teachers, administrators, policy makers, and community members for the enthusiasm they bring to language learning. 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,

Bénédicte de Montlaur  
*Cultural Counselor of the  
French Embassy in the United States*



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# The Bilingual Advantage

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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. Studies have shown, 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 native English speakers outperformed their counterparts in mainstream settings.

## **Reduced Dropout Rates**

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

Two-way students often engage in activities that prepare 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.

### **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.

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

### **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 two languages regularly on the 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?

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Fluency in French opens many doors to students throughout their academic and professional careers. France and the United States have long shared strong ties. These historical bonds have proven robust over the years and continue to unite both countries in the face of major global challenges. 9 million Americans claim French ancestry and 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 the official language of 32 nations and is widely spoken in over 55 countries, across five continents. That translates to 220 million people around the world.

In Africa, French-speaking countries cover an area larger than the United States. For young Americans eager to contribute to the economic development of Africa or to support humanitarian efforts, by working in NGOs, French will be a necessary tool in these rapidly changing nations.

### **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 nearly 115 billion euros at the end of 2014. Over 2,700 American businesses operate in France and employ nearly 440,000 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 these fields.



# Overview of French Dual Language Programs

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## How Did It Start?

“It started with a principal, Mr. Gabriel Jacobs, a teacher, Mrs. 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.” —**Nellie Thompson, Teacher and Alumna Sligo Creek Elementary**

Having offered French immersion programs since 1974, Montgomery County Public Schools (MCPS) boasts the oldest public school French immersion program in the United States, and has been a model for numerous foreign language immersion programs now thriving across the country. Inspired by the Canadian Total Immersion Model, French immersion programs in MCPS have adopted the total immersion model at the elementary level. Elementary students in Montgomery County learn all core subjects in French, including language arts, social studies, math and science.

In kindergarten through third grade, French is the only language used in the classrooms. In fourth grade, students are given instruction in English twice a week for 45 minutes during the second half of the school year. In fifth grade, students work in English for three and a half hours each week. While approximately 80% of class time is spent in French early on, the ratio diminishes progressively to 60% in grades 5, and 30% in grades 6, 7, and 8. Today there are four schools serving over 600 students in Montgomery County French immersion programs. In addition, Montgomery County also offers Spanish and Chinese immersion programs.

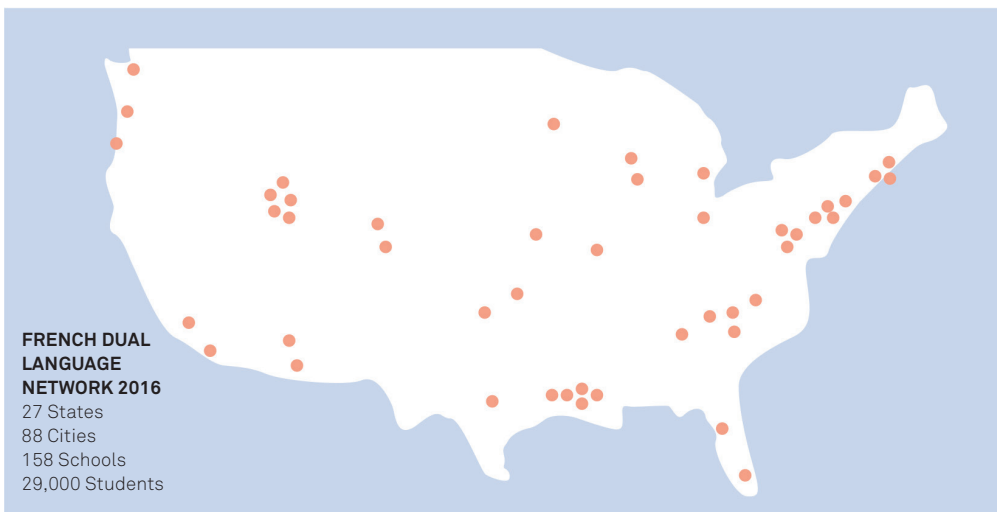
## The Momentum Continues

In September 2016, Arizona’s first French bilingual program opened in a public school in Scottsdale. Desert Sun Academy opened tracks in kindergarten and in first grade. In California last year, Richland Elementary, in the Los Angeles Unified School District, made its successful debut, and many other initiatives are underway in the Los Angeles area. Further north, the Francophone Charter School of Oakland celebrated the completion of its first year in 2016, and now, the first French-English dual language program in Texas is opening at Mark White Elementary in Houston. A new project among others is under construction in Brockton, Massachusetts, under the supervision of the Boston School District. The bilingual revolution marches on!

## Grassroots Initiatives and State-Led Initiatives

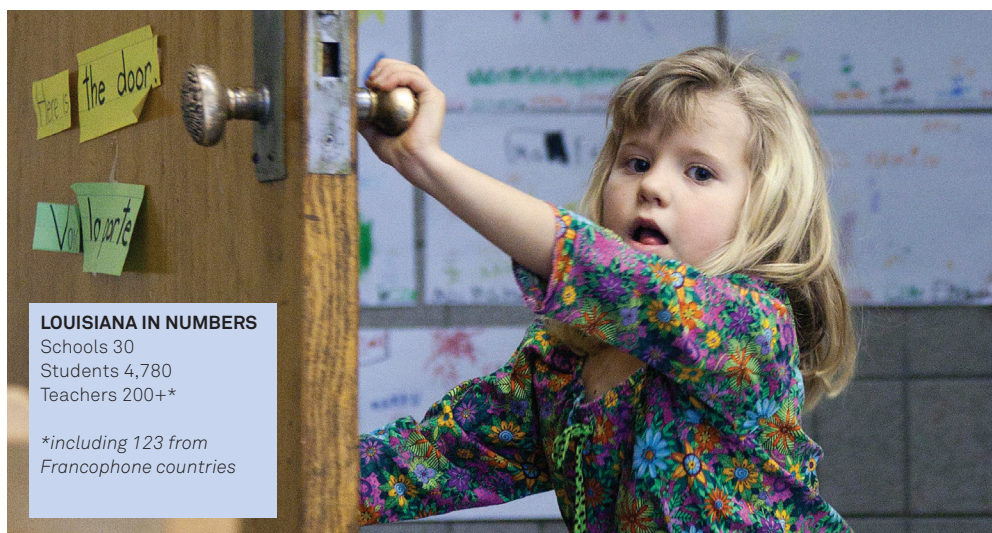
French dual language programs have existed across the United States for decades. From Montgomery, MD to Minneapolis, MN, the catalysts behind these programs have included visionary principals, motivated parents and dedicated community leaders. Often, the motivation of the community is to prepare students 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.

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 states of North Carolina and Georgia are also actively supporting the development of dual language programs. In addition to the economic benefits of teaching students a second language, it has been shown to accelerate learning, to keep students from dropping out of school, to increase academic outcomes, and to close the achievement gap.



# Initiatives in Louisiana, Utah and New York

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## 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, Louisiana shares a rich cultural heritage with France. However, in 1921, the Louisiana Constitution prohibited the use of languages other than English in Louisiana public schools. 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, in place of French study as a foreign language.

### French Immersion in Louisiana Today

From 405 students in 1991 to 4,780 students in 2016, 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. In this context, French immersion typically begins in Kindergarten and runs through 8th grade. Since 2016, Louisiana was the first state to have chosen the DELF for assessment of French language skills officially recognized by the Ministry of Education in France. Louisiana has also begun to label its immersion schools, Label FrancEducation.

## A Leader in Developing Immersion-Specific Tools for Schools

[louisianabelieves.com/resources/library/world-languages-immersion](http://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 people are saying...

“Being a principal of a French Immersion program is the most important professional accomplishment in my life. Our students not only learn the beautiful French language, they learn of the cultures throughout the world that have French as their primary language. Since our teachers are all native speakers, we have the flavor of France within our walls. Academically our students are more successful than students who are not immersed in French. It is a joy to watch our students grow and have the pride of the French in their hearts. Being of French heritage, I am so proud of our French connection!”

—Cheryl Miller, Principal, Baton Rouge Foreign Language Academic Magnet

“It is a joy to be a part of the immersion program at my school! The foreign associate teachers are dedicated professionals with a mastery of the teaching craft and a genuine love of their subjects. They instill a confidence in students to think, speak, and write in French by teaching the language naturally within the context of their subjects. Opportunities and dreams are no longer limited by the boundaries of one nation as our students learn the languages of the world!” —Clare Peterson, World Language Immersion Site Coordinator, Westdale Middle School

“Offering a French immersion program to the students of East Baton Rouge district is wonderful. Their understanding, tolerance and openness towards other French speaking cultures as well as their outstanding scores performance are definite proves of the quality education and excellence that such a program brings to our children. Inviting students to grow and learn through the French language is an amazing opportunity to help them become citizens of the world.” —Mrs. Christine Merchant, World Language Coordinator, East Baton Rouge Parish

# Utah-Led Initiative

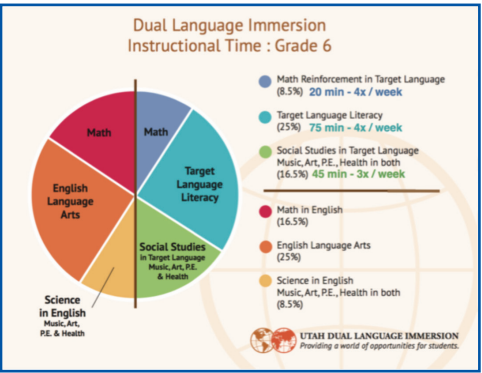
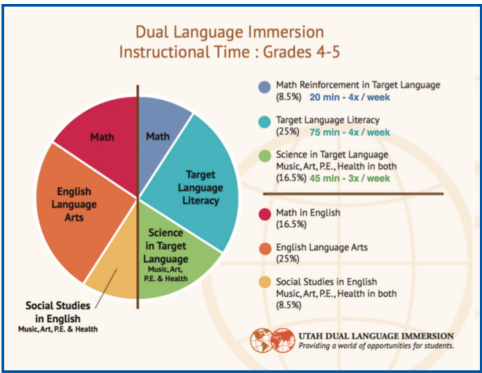
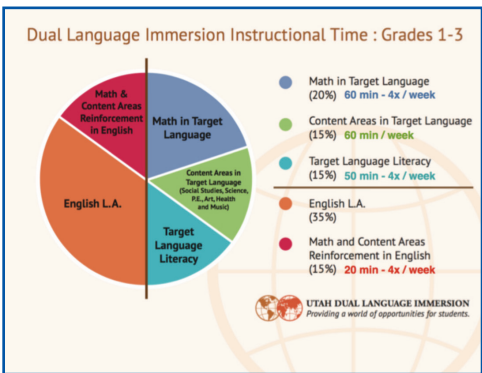
Dual Language Immersion (DLI) in Utah exists thanks to the vision of strong political figures. Having identified a need for language skills in business, government, and education, in 2008, Utah Senate passed the International Initiatives (Senate Bill 41) sponsored by Sen. Howard Stephenson, creating funding for DLI programs in Chinese, French, and Spanish.

## Outstanding Growth

In the beginning, 1,500 students in 25 schools participated in DLI including 5 French. In 2016-17 school year, the DLI program now serves 32,000 students across 162 schools, of which 20 are French DLI programs with approximately 3800 students. Parent demand is such that Portuguese was added to the list in 2012-2013 and German in 2014-2015. Arabic and Russian will be added in the future.

## In the Elementary Grades

The Utah DLI program uses a 50/50 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 DLI 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 DLI Program offers DLI 3 and DLI 4 Honors Literacy courses for 7th and 8th grade students. These courses challenge students to explore real world complex issues using authentic target language texts. Culture, History, and Media is a companion course that builds skills in cultural-linguistic competencies. Students utilize media and authentic texts to learn about the diverse cultural products, practices and perspectives of target-language countries. Ninth grade students take the DLI 5 Honors course which prepares them to pass the AP Language and Cultural exam to gain access to the Bridge Program in grades 10-12.

## **The University Bridge Project for Dual Language Immersion**

A consortium of seven of Utah's institutions of higher education have partnered with the Utah State Board of Education to create upper division (3000 level) target-language courses that are offered in the students' high school. These courses create an educational bridge for DLI students to continue with appropriately challenging language study after they successfully complete the AP Language and Culture exam. No other state in the U.S. offers high school DLI courses that extend beyond AP and award upper division university credit to high school students. Students who complete these three courses will be two courses short of a language minor upon graduating from high school.

## **What people are saying...**

"In this increasingly competitive world, it is critical for Utah students to be able to deliver services and information in various languages and to appreciate the subtleties of doing business in other cultures"

—Howard Stephenson, Utah State Senator

"In Utah, we truly believe that monolingualism is the illiteracy of the 21st century"

—Gregg Roberts, Utah Department of Education

# New York City's Bilingual Revolution

## A Unique Student Population

New York City schools are building on recent momentum by expanding public dual language offerings to include French two-way immersion programs. Spearheaded by parent groups across the city, and with the support of the FACE Foundation, free bilingual options have been offered since 2007. As of September 2016, New York City schools serve 1,600 students in ten French-English dual language programs, seven of which have received the French Government's LabelFrance recognition. With over 22,000 children living in homes where French is spoken, New York City's dual language initiatives are unique in that many programs utilize a two-way immersion model, in which equal parts French-dominant and English-dominant students participate.

With many French dominant students testing in as English Language Learners (ELLs), two-way immersion programs must adhere to state 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 elementary programs are structured in a side-by-side model, where two teachers share two classes or two student cohorts. One teacher instructs only in French and the other, only in English, alternating every other day. Other elementary programs are structured in a self-contained model where one teacher instructs 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, such as Social Studies, is taught in French (in addition to French language arts) for a total of eight to nine periods of French instruction each week.

## Tell Us About The Bilingual Revolution...

"New York City is at the center of a quiet revolution, with parents asking public schools to offer more bilingual, immersion, or dual language programs from preschool to high school. Involving educators and families at all levels, these programs transform schools and empower communities in unprecedented ways. This Bilingual Revolution has emerged from a group of motivated parents, committed educators, and the involvement of multiple actors in the community. Although the roots of bilingual education can be traced to the 1960s, a new vision is emerging, with three objectives. First, to embrace people's own cultures and promote their linguistic heritages as important parts of the greater international mosaic that is New York City. Second, to help people re-engage with New York's public schools. And third, to promote community life (social, economic, cultural) and thus help bridge the widening inequality gap that Mayor de Blasio ironically calls "the tale of two cities"

—Dr. Fabrice Jaumont, Education Attaché, Cultural Services of the French Embassy

# Support from the French Embassy

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The French Embassy continues to 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.

## The Fund for Dual Language & Immersion Programs in the U.S.

Recognizing the momentum behind French bilingual education in the United States, FACE Foundation has recently launched a more ambitious program: The Fund for French Dual Language and Immersion Programs in the U.S. This fund seeks to support dual language programs that prepare students for a successful intellectual, multicultural, and global future. The objectives of the fund are threefold: to offer financial support to schools through annual grants; to provide scholarships to aspiring bilingual teachers; and to source French teaching interns.

### 1. Annual Grant Program

#### **a. To create a francophone zone in every school:**

The diffusion of francophone education is facilitated in part by creating robust, appealing, and convivial francophone environments within schools. The objective is to provide all schools within the network of French dual language programs the resources to open a francophone zone in their library. This zone will be designed according to the school level, and may include:

- A collection of French children's literature, following the Ministry of Education's recommended book list for the grade levels concerned
- Subscriptions to children's literary magazines

- A collection of short programs and videos (fiction and documentary) in French
- Access to TV5 and Arte for middle and high schools
- Frequent programming facilitated by authors, storytellers, and directors invited to these schools.

#### **b. To adapt pedagogical resources to school needs**

One of the major challenges teachers in bilingual programs face, regardless of their pedagogical approach, is the availability of resources in French that are adapted to American curricula.

It is also important to note that it will be a priority to develop and update digital resources at a time when teaching resources are rapidly diversifying, and tools such as tablets and interactive whiteboards are occupying an increasingly important role in the classroom. The French Embassy continues to work with the French Ministry of Education to make online pedagogical resources available in the U.S.

#### **c. To provide professional development resources**

Professional development for teachers is an essential factor for the enduring success of these programs. Targeted training allows teachers to not only reflect on their classroom experiences, but also to stay updated on trends in the field.

Each summer, ten American teachers will be selected to participate in trainings in France and in the United States. The Centre de Linguistique Appliquée, CLA, based at the Université de Franche-Comté hosts training sessions in teaching French as a foreign language that will focus on bilingual teaching methods. CARLA, the Center for Advanced Research on Language Acquisition housed at the University of Minnesota, hosts Summer Institutes for teachers.

#### **d. To support bilingual program school administrators**

The final element of support provided for the network of French bilingual schools in the U.S. relates to the training of school administrators (heads of bilingual tracks and school directors).

The success of this educational model rests not only on the professional engagement of teachers, parents, and students, but also on the dedication of school administrators.

- This support is facilitated in part by Label FrancEducation, which organizes a bi-annual seminar in Paris for school directors aimed at identifying and exchanging best practices.
- Every other year, specific workshops will be offered as part of the International Conference on Bilingual Education, organized by CARLA at the University of Minnesota. Additionally, in alternate years, a national meeting will be organized by the Educational Affairs Department of the Cultural Services of the French Embassy in the U.S.

<http://face-foundation.org/french-dual-language-immersion-program-usa/index.html>

## **2. Scholarships for Aspiring Bilingual Teachers**

Another critical challenge for schools is recruiting new francophone teachers who are trained in bilingual education. The French Embassy works to supply schools with qualified bilingual teachers.

FACE Foundation and the Cultural Services of the French Embassy have partnered with Société des Professeurs Français et Francophones d'Amérique (SPFFA) to offer scholarships that help aspiring teachers finance their master's in Bilingual Education at Hunter College in New York City.

Since 2013, twenty-two scholarships have been awarded and many of these scholars now teach in dual language programs. The objective is to expand this project and to provide more scholarships each year to assist students in financing graduate programs in Bilingual Education. These grants will be distributed to candidates selected by an independent commission.

## **3. Sourcing French Teaching Interns**

The Embassy provides American students with greater exposure to native French speakers by facilitating the recruitment of French teaching interns from France. After being selected, French Master's students come to work in the U.S. on J-1 intern or trainee visas. Teaching interns 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.

The French Teaching Intern Program is led by alumni of Teaching Assistant Program in France (TAPIF). For more information, contact Natalie Cox, program officer, at [natalie.cox@diplomatie.gouv.fr](mailto:natalie.cox@diplomatie.gouv.fr).

## **Additional Support**

### **1. Access to Teachers from France**

The Embassy acts 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. So far, 32 MOUs have been signed. Thanks to some MOUs, schools have been able to hire French teachers certified by the French Ministry of Education.

In addition to facilitating the mobility of French teachers, the MOUs mentioned above have also proven to increase online exchanges between American and French students. Through these sister school exchanges, teachers have the ability to share written and video communications, etc.

### **2. Assessing Student Achievement in French**

The French Embassy offers 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 created with topics adapted to best suit each age group in question. The exams assess all four language skills.

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. Last year, in the U.S. alone, 152,098 people took the DELF scolaire exam, out of a total of 406,383 people who took a DELF/DALF exam in 167 countries. The DELF scolaire exam has been implemented in a wide variety of countries. The Embassy can help you to implement the DELF scolaire exam in your schools and train teachers to become test coordinators and proctors.

### **3. Official Recognition**

Launched in 2012, the Label FrancÉducation is granted to schools promoting French language and culture as part of their bilingual curriculum. The Label recognizes and rewards public or private schools that offer students enhanced French language instruction while also teaching other subjects in French. It promotes outstanding education in French among students and parents.

The Label is granted by the French Ministry of Foreign Affairs based on the decision of an advisory committee composed of representatives from the French Ministries of Foreign Affairs and Education, the Agency for French Education Abroad, the Institut français, and Mission Laïque Française. So far, 157 schools in 35 countries have received the Label. The U.S. has the largest number of recipients in the world with 26 schools in Florida, Louisiana, Maryland, New York, Oklahoma, and Utah. (<http://labelfranceducation.fr/en>)

### **4. Support for the Bilingual Network**

- The French Embassy can help locate high quality programs in your area, and coordinate visits so you can see best practices in action.
- The Embassy 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.

# Glossary

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**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 during 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 with 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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