

# TWI Models for Elementary Programs

- ▶ 90/10: The partner language is used most or all of the day in the primary grades and the partner language and English are use equally in the later grades
- ▶ 50/50: The partner language and English are used equally throughout the program

<i>Example of a 90/10 program</i>		<i>Example of a 50/50 program</i>	
	% of instruction in the partner language	% of instruction in the partner language	% of instruction in English
K	90	50	50
1	80	50	50
2	70	50	50
3	60	50	50
4	50	50	50
5	50	50	50

Note. Instructional time includes specials classes (art, music, physical education). Some practitioners also include recess and lunch in the calculation of time in the partner language and English.

National Dual Language Consortium, <http://www.dual-language.org>

**Figure 1: Criteria for Success in Two-Way Immersion Education**

1. Programs should provide a minimum of 4 to 6 years of bilingual instruction to participating students.
2. The focus of instruction should be the same core academic curriculum that students in other programs experience.
3. Optimal language input (input that is comprehensible, interesting, and of sufficient quantity) as well as opportunities for output should be provided to students, including quality language arts instruction in both languages.
4. The target (non-English) language should be used for instruction a minimum of 50% of the time (to a maximum of 90% in the early grades), and English should be used at least 10% of the time.
5. The program should provide an additive bilingual environment where all students have the opportunity to learn a second language while continuing to develop their native language proficiency.
6. Classrooms should include a balance of students from the target language and English backgrounds who participate in instructional activities together.
7. Positive interactions among students should be facilitated by the use of strategies such as cooperative learning.
8. Characteristics of effective schools should be incorporated into programs, such as qualified personnel and home-school collaboration.

(adapted from Lindholm, 1990)

Method	Detail
Equitable Interaction	Promotion of positive interactions between teacher and learners. When applied equitably in a classroom with mixed L1 and L2 students this method has enabled both groups of students to perform better academically.
Targeted and Varied Teaching Techniques	Utilization of a variety of teaching techniques that respond to different learning styles. This method enables students with varying language proficiency levels to orient their learning more efficiently to the curriculum.
Student-Centered Teaching and Learning	The program should have a student-centered approach. Reciprocal interaction is preferable to teacher-centered knowledge transmission and is associated with higher-level cognitive skills. In classrooms with mixed L1 and L2 students, a bilingual program should encourage students to share their linguistic codes and cultural knowledge with other students.
Sharing Between Learners	Cooperative learning strategies should be encouraged. In a classroom with ethnically and linguistically diverse students, academic achievement improves when students collaborate interdependently on common objective tasks and share work experiences. Additionally, students' expectations and attitudes toward each other become more positive.
Language through Common Task Orientation	Language transfer is not always a result of cooperative learning strategies, and attention should be paid to the type of task. Linguistic knowledge transfer will occur when the cooperative learning strategy is focused around a language task that facilitates the students sharing language knowledge.