The Implementation of Two-Way Immersion Programs

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Two-Way Immersion Programs
- Model of bilingual education
- Two languages, one classroom
- Content instruction provided in both languages
- Students in classroom are native speakers of either language
- Promotes bilingualism and biculturalism
- Also known as dual language programs
- Students engage in conversations in both languages, scaffolding each other’s learning

Implementation: Can It Work?
- There are some factors that could pose potential challenges for the implementation of two-way immersion programs
- Some of the questions that remain are:
  - What are the budget concerns facing two-way immersion programs?
  - What are the qualifications for teachers in two-way immersion programs?
  - Are there enough qualified teachers to work in two-way immersion programs?
  - What are the community attitudes toward two-way immersion programs?

Findings
- Teacher quality remains the largest challenge facing two-way immersion programs
- Funding and community resources are also important components, but schools can work creatively to work around these programs

Recommendations
- Increased bilingual certification programs in teacher education
- Collaboration between programs

Initial need identified
- Community members and school staff members notice a need for bilingual program

Resources and Students Acquired
- Schools recruit bilingual educators, acquire materials resources and enroll students seeking bilingual education

Program is gradually implemented
- Program is rolled out in a slow process, perhaps beginning with minimal classrooms or with small amount of time dedicated to second language