Dual Immersion Guidance at a Glance
Updated April 2019

Dual Language Immersion
What is Dual Language Immersion?

The goal of world language classes is to teach learners to develop competence to communicate effectively and interact with cultural competence to participate in multilingual communities at home and around the world. (The National Standards Collaborative Board. (2015). *World-Readiness Standards for Learning Languages*. 4th ed. Alexandria, VA: Author.)

Research & Data
- Center for Advanced Research on Language Acquisition – research on DLI
- Dual-language immersion programs raise student achievement in English
- The astounding effectiveness of dual language education for all

- What Parents Want to Know About Foreign Language Immersion Programs- http://www2.leeward.hawaii.edu/hurley/ling102web/mod5_llearning/mod5docs/immersion.pdf
- Top Ten Answers For Parents About Immersion Education- http://carla.umn.edu/immersion/acie/vol10/may2007_parentsten.html
- Five Fundamental Strategies for Bilingual Learners_ Kevin M.pdf
- Education Week North Carolina Immersion Article.pdf
- NC_ELL_Study_Yr2_Final_Report_Jul27_2011.pdf
- guiding-principles.pdf
- Bridge_April_2011.pdf

Leveraging Federal Funds
Dual Language Immersion, ESOL and Federal Programs Guidance

Programs & Initiatives
Georgia Dual Language Immersion Initiative

Dual Language Immersion Dashboard

Georgia's Seal of Biliteracy

Partners in the Work
- Center for Applied Linguistics

- Georgia State University – Center for Urban Language Teaching and Research (CULTR)

- National Dual Language Forum

- American Council on the Teaching of Foreign Languages (ACTFL), https://www.actfl.org/
- American Association of Teachers of Spanish and Portuguese (AATSP), http://www.aatsp.org/
- American Association of Teachers of French (AATF), http://frenchteachers.org/ Bridge_April_2011.pdf Bridge_April_2011.pdf
- American Association of Teachers of German (AATG), http://www.aatg.org/
- The Chinese Language Teachers Association (CLTA), http://clta-us.org/
- The Foreign Language Association (FLAG), http://www.flageorgia.net/
- National Network of Early Language Learning (NNELL), nnell.org
- Center for Applied Research in Language Acquisition (CARLA), http://carla.umn.edu/
- Center for Urban Language Teaching and Research (CULTR--located at Georgia State University, this is one of six national resource centers) http://cultr.gsu.edu/
- Georgia Association of Multicultural and Multilingual Educators (GAOME)-This is Georgia's dual language immersion professional group. http://www.gaome.org/

Tools & Resources
- Dual Language Immersion programs in Georgia

School/District Best Practices
- Dual Language Schools
- Dual language immersion programs in Cobb County Schools, Gwinnett County Schools, Atlanta Public Schools, Forsyth County Schools
- Baseball Cards

Professional Development Opportunities
Check Professional Development Page & Dual Language Immersion Page for latest updates

- DLI in a Day Professional Development Mini Conferences (Fall & Spring)
- Annual Georgia Dual Language Immersion Institute in the early Fall / late Summer
- Language specific Immersion Workshops as available
- Online modules in development via GaLearns

Please check above links for latest information or email: pwallace@doe.k12.ga.us

Evidence Based Practices

Summary: Additive bilingual and dual-language immersion programs are designed to teach language and grade level content simultaneously to English and non-English home language students with an eventual goal of full bilingualism/biliteracy in two or more languages. Students in these programs have been shown to do the same or better academically as students in English-only programs and these

programs have been shown to be effective in reducing the achievement gap for a variety of student groups. There is also evidence that students have increased rates of language acquisition.

Evidence based practices include but are not limited to:

- Exclusive use of target language
- Comprehensible Input
- Modeling
- Rate of Speech and Wait time
- Use of Non-Linguistic Tools
- Checking for Understanding
- Use of Anchor charts
- Verbal and Written Step by Step Instruction
- Backward Design
- Integration of Language, Content and Culture
- Pre Reading and Writing Activities