

## Immersion Table

| <b>One-Way</b>  | <b>Two-Way</b>  |
|---|---|
| All English Speakers  | 50-50 English/Target Language Speakers  |
| 100-90/10 in K; English added gradually; as little English as possible<br>50/50 is partial immersion.                                     | 90/10 or 50/50; English and the target language should be taught by separate teachers and preferably in separate rooms.                       |
| Students will become communicatively proficient more quickly in the target language due to increased instructional time in that language. | Native English speakers will take longer to become communicatively proficient in the target language.   |
| All subjects are taught in the target language; some English literacy is introduced.  | Literacy is taught in both English and the Target Language; instruction in other subjects is designated as English, Target Language, or both. |
| Teachers need training in second language development.  | Teachers of both English and the Target Language need training in second language development.  |
| Teacher assistants should be bilingual.   | Teacher assistants should be bilingual.   |
| School should designate a coordinator.  | School should designate a coordinator.  |
| Students should be assessed in the target language beginning in Kindergarten.   | Students should be assessed in the target language beginning in Kindergarten.   |