



Understanding the Gomez & Gomez Dual Language Model at SLLIS

At SLLIS, we use the Gomez & Gomez Dual Language Enrichment Model to support students in becoming bilingual, biliterate, and academically successful. This research-based framework helps students develop strong skills in both English and their target language while ensuring high levels of academic achievement across all subject areas.

What Is the Gomez & Gomez Model?

The Gomez & Gomez Dual Language Enrichment Model is built on a set of structured components designed to develop biliteracy and academic achievement through intentional instructional design. Rather than translating instruction from one language to another, students learn content directly in each language. As a result, students develop deep academic vocabulary and strong language proficiency over time.

What does it look like in a SLLIS classroom?

Our teachers use a variety of research-based practices that are central to the Gomez & Gomez framework.

Language of Instruction (LOI): Each content area has a specific Language of Instruction. This is the language that the content area is consistently taught in. Below is a summary of LOI at SLLIS.

Bilingual Learning Environments: Classrooms are intentionally designed to support language development. Visual supports in English and the target language include Word Walls, Content Boards, and Student Generated Alphabets. Student work is prominently displayed. These visuals provide strong support for reflective writing.

Paired Bilingual Learning: Students regularly engage in structured, strategic partner activities that require them to collaborate and practice academic language with their peers. These interactions help students strengthen both language and content knowledge.



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Reflective Writing Across the Curriculum: Students regularly engage in meaningful writing activities in all subject areas, and not just language arts. Whether explaining a scientific process, solving a math problem, reflecting on a social studies lesson, or responding to a text, students use writing to deepen their understanding of academic content and strengthen their language skills. Teachers provide frequent opportunities for students to write in the language of instruction, which helps them develop academic vocabulary, organize their thinking, and communicate ideas clearly. Through consistent writing experiences across content areas, students build both biliteracy skills and a stronger understanding of the concepts they are learning.

Academic Language Development: Teachers explicitly teach the vocabulary, sentence structures, and communication skills students need to participate successfully in academic discussions and written tasks.

Language of Instruction at SLLIS

Language Key	
<i>Use this key to see what language is spoken when!</i>	
Target Language (L2)	English (L1)

PK-5th Grades			
Core Content Area	The French Program	The Spanish Program	The Chinese Program
Target Language Arts	L2	L2	L2
Social Studies	L2	L2	L2 *
Science	L2	L2	L1
Mathematics	L1	L1	L2
English Language Arts	L1	L1	L1

*Due to the challenge of learning Chinese as opposed to the other target languages, some Social Studies time is allocated toward Chinese language Instruction in TCP.



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6th-8th Grades			
Core Content Area	The French Program	The Spanish Program	The Chinese Program
Target Language Arts	L2	L2	L2
Social Studies	L2	L2	L2
Science	L1	L2	L1
Mathematics	L1	L1	L2
English Language Arts	L1	L1	L1

Why Dual Language?

Research consistently shows that high-quality dual language programs provide significant benefits. Students who participate in strong dual language programs often demonstrate:

- Strong academic growth
- Higher levels of biliteracy
- Enhanced problem-solving and critical thinking skills
- Greater cultural awareness and empathy
- Expanded opportunities for future education and careers