early total one-way handbook

add.a.lingua early total one-way handbook: table of contents

important terms

majority language: The majority language refers to the language most widely spoken in a given area. For example, English is the majority culture language in the United States. French is the majority culture language in France, etc.

minority language: The minority language refers to a language that is used by a group of people living among the majority language speaking culture.

L1: The primary language used in a child's environment during the early years. The L1 can also refer to the language in which a person feels most at ease communicating or the language of the majority culture.

L2: The second or less dominant language to which a child is exposed either through an academic or experiential setting. The L2 is often associated with a minority culture and is often used as the medium through which instruction occurs in various dual language immersion educational contexts.

dual language immersion models:
- **early-total one-way dual language immersion**: In this model, majority language students receive 100% of their academic instruction in a minority or second language. In grades K-2, children learn to read first in the immersion language (L2). The instructional time in the immersion language decreases by percentages as the students progress through elementary school. The introduction of formal English instruction varies based on student demographic and other socio-cultural factors. In most homogenous L1 English dual language immersion strands in the U.S., however, fifth or sixth grade immersion students continue to receive a minimum of 50% of their instruction in the immersion language. Various secondary continuing immersion education models exist on the post primary level.

- **partial dual language immersion**: In this model, majority language speakers receive less than 50% of content instruction in the immersion language. This percentage remains consistent throughout elementary school. Students often learn to read in both their native (L1) and second languages in the lower grades. Research suggests that students in partial programs do not have sufficient L2 proficiency to support the increased cognitive demands required in upper elementary and post primary grades.

- **double/multilingual dual language immersion:** This is most often an early total-type immersion program, teaching content through two or more minority or non-native languages. One of the most well-researched models exists in Finland with students learning up to five languages by the time they reach eighth grade.

important terms

two-way dual language immersion: This educational model emphasizes bilingualism and biliteracy for both majority and minority culture learners by enrolling equal numbers of students from each language group at every grade level. Two-way dual language immersion education began in Dade County, Florida with about half the students being Spanish-dominant and the other half being English-dominant. Although variations exist within two-way models (from 90-10* to 50-50), most often students receive literacy instruction primarily in Spanish (or other L2).

FLES: This acronym stands for Foreign Language in the Elementary Schools. A well-articulated FLES program often connects L2 learning to content taught throughout the primary and middle school years. FLES programs seek to build student L2 proficiency prior to high school by ensuring students receive between 90-120 minutes per week of instruction in the target language.

FLEX: This acronym stands for Foreign Language Experience or Exploratory. Within this type of instructional model, teachers, often assisted by technology, allow students to "explore" several different languages before choosing a focus language. The end goal of FLEX programs is not proficiency, but rather exposure to other languages and cultures in order to increase students' cross-cultural competency.

* See add.a.lingua 90-10 two-way educational model

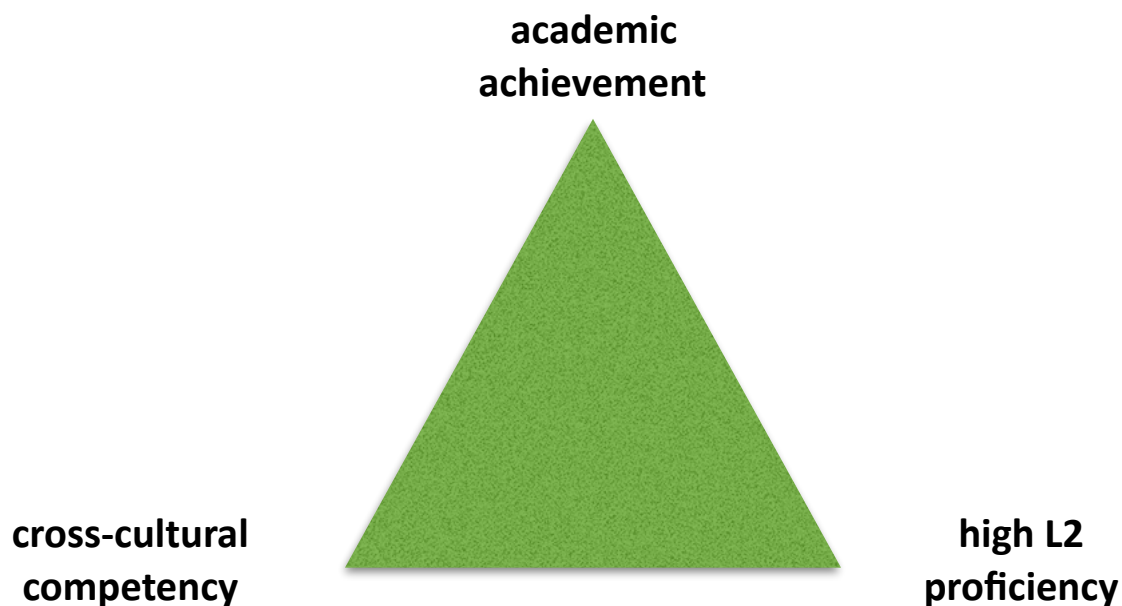# add.a.lingua dual language immersion: definition and goals

dual language immersion is…

a method of educating students in an instructional setting that allows them to acquire a second language through subject content instruction, educational discourse, and social interaction in the second language for at least 50 % of the academic day (Cloud et al., 2000).

educational goals promote additive bilingualism and cultural pluralism

(Tedick, et. al, 2011)

academic
achievement

cross-cultural
competency

high L2
proficiency

add.a.lingua dual language immersion: guiding principles

constant research. continual exploration. contextualized application. consistent collaboration. commitment to excellence

research informing practice	
Lyster (2007): counterbalanced instruction that allows students to notice, become aware of, and practice linguistic features unique to the L2	**grammar and word study anchor lessons; launch pad activities; My personal great wall student guide; *diario lingüístico***
Lyster and Mori (2006): corrective feedback	**PD2 and PD3**
Bowers et al. (2012): explicit morphological instruction	**word sorts, *diario lingüístico*, and My personal great wall student guide**
Cummins (1984, 2012): interdependence theory: academic skills in L1 and L2 are interdependent	**add.a.lingua dual language immersion educational model and instructional language course distribution; guided reading level targets**
Bialystock (1994): cognitive theory: limiting students' more explicit knowledge of language forms will result in less communicative competence and ultimately lesser ability to achieve academically	**L2 specific grade level literacy frameworks; aalpas; "*en la pizarra*" or "My personal great wall" child-friendly language structure definitions in the immersion language**
Ellis (1994, 2006): description of a structural syllabus based upon predictable acquisition sequence of L2 linguistic features	**add.a.lingua structural scope and sequence with grade level thematic overviews K-10**
Ranney (2013), Schleppegrell (2001), Schmidtt (2008, 2010), and Zwiers (2008): focus on building academic language	**writing and language; vocabulary cards; focus word feature and vocabulary connected to content or mentor texts**
Swain (1986), Kowal and Swain (1997), Swain and Watanabe (2013): student-centered; output-focused, vocabulary-rich classroom environment	**pd1; L2 only policy and timeline; ESS; vocabulary cards**
Fortune and Tedick (2012): use of the target language to teach academic content while fostering student awareness and practice of linguistic features	**add.a.lingua L2 specific grade level literacy frameworks** aligned with Common Core State Standards and World Readiness Standards for Learning Languages, 2014

add.a.lingua articulation:
early total one-way

- Preschool: 100% L2*
- Kindergarten: 100% L2
- 1st Grade: 100% L2
- 2nd Grade: 100% L2 (last eight weeks of the academic year, two hours per week of English literacy instruction is introduced in Mandarin contexts)
- 3rd Grade: two hours and forty-five minutes per week (pinyin and English in Mandarin contexts)
- 4th Grade: three hours of English instruction per week
- 5th Grade: four hours of English instruction per week
- 6th Grade – 12th Grade: secondary continuing**

*L2 = Second Language (Spanish/Mandarin)
Note: For more information regarding English instruction see **add.a.lingua English literacy instructional guidelines: early total one-way**

entry requirements
All students are capable of learning and achieving in dual language immersion educational settings provided the school or district is able to provide necessary support when needed. Research continues to demonstrate that children with diagnosed learning disabilities or primary language impairments can benefit from learning in two languages (Thomas, Collier, V. and Collier K., 2012). Children coming late to early total programs, however, may have difficulty depending on circumstances.

add.a.lingua suggests that administration allows students to enter the program until the second half of the first-grade year. Students joining after this point (with no prior exposure to the L2) will have difficulty keeping pace with students who have already received initial literacy instruction and have acquired substantial vocabulary in the immersion language. Based on student specific intake information such as home language, prior education, exposure to other languages, etc., however, administration, point people, or other stakeholders may choose to make exceptions.

growth
Each year, the dual language immersion context strand/program adds a new grade level, as the "pioneer class" completes the current grade and progresses to the next level.

secondary continuing
If districts and schools adhere to the **add.a.lingua dual language immersion models**, students generally reach the intermediate high to advanced stage of receptive and productive L2 proficiency (according to *ACTFL Performance Descriptors for Language Learners, 2012, AAPPL*) at the end of fifth-grade. Beginning in sixth-grade and continuing through high school, immersion students enter the secondary continuing phase of immersion education.

secondary continuing...

In the primary grades, students master enough language pertaining to content areas, in order to linguistically support the academic demands required for post-primary learning.

- Research is beginning to suggest that at this level of language proficiency, students need (at the minimum) three courses per day in the L2 in order to insure that they have the linguistic capacity to keep pace with the cognitive load required by content. Moving from Advanced Low to Advanced High (ACTFL, 2012) requires careful articulation, combining integration of content with a systematic exposure to communicative functions and accompanying language structures within varied socio-cultural settings (use of authentic texts and experiences).
- Many secondary immersion programs offer courses in Social Studies and Language Arts in the second language. Course content delivered in the immersion language may rotate throughout the years of middle school and high school based on qualified teacher availability.

*see secondary continuing parent handbook insert for more information

add.a.lingua L2 ONLY timeline

three-school/preschool

- Because preschool is most children's first introduction to a school environment, the add.a.lingua preschool curriculum lays out very clearly how a teacher should introduce the second language, without eliciting fear in students. For example, during the first three weeks of school, teachers explain classroom routines and directions first in English, reserving Spanish/Mandarin for actual content instruction. After the first three weeks, when routines are firmly established, the immersion educator uses the target language exclusively.

- Experienced immersion preschool teachers created the add.a.lingua curriculum to encompass all of the important immersion teaching strategies - visuals, realia, physical movement, songs, rhymes, stories, puppets, hands-on experiences - not only to meet National Head Start standards, but also to aid in the acquisition of the second language. Children who begin second language learning at a young age intuitively understand that language has a purpose and is used to negotiate meaning and to communicate effectively. By the end of the preschool year, therefore, students often associate the school experience with the L2 and realize that language is a cognitive tool used to make meaning of the world around them.

- After the first three weeks of school, the teachers speak only in Spanish/Mandarin to their students but accept answers in either the L2 or English. This stage of language acquisition emphasizes comprehension rather than production.

kindergarten through fifth grade

- The add.a.lingua model takes advantage of every single opportunity to increase immersion students' vocabulary and structural knowledge of the target language. For this reason, educators speak to the children almost exclusively in the L2.

- Before children are able to understand every word in the target language, however, immersion teachers may need to revert to English when safety issues are involved. By asking a colleague from the traditional program to review safety rules or by making an extremely obvious transition from L2 to English (miming taking off their Spanish/Mandarin hats or brains and putting on their English ones for a short period of time), educators can protect the "Spanish/Mandarin Only" environment without any risk to students.

- In cases when students require individual discipline or special comforting (illness or injury) in **kindergarten and first grade,** teachers may take them aside and speak in English without disrupting the "Spanish/Mandarin only" environment. However, add.a.lingua suggests remaining in the L2 during these times as well so that students perceive the minority language as one through which they can communicate regardless of emotional and psychological state and within a variety of social interactions.

- In order for immersion students to attain high levels of proficiency in the target language, educators must create an environment filled with comprehensible input (students connecting meaning with language through visuals, physical movements, context etc...) and opportunities for "output" (social interaction) for extended periods of time. Because most students will hear only English upon leaving their

add.a.lingua L2 ONLY timeline

teacher and student communication

teacher to student – Beginning in Preschool and continuing through Kindergarten, immersion students start to associate specific environments and people with either L2 or English. It is important to establish school and immersion staff as the target language environment and people respectively.

student to teacher – Ultimately, immersion students have the language ability to speak exclusively in Spanish or Mandarin regarding content-related topics (see "*unit overview- proficiency expectations*"). However, this requires extended periods of time as mentioned above.

- **kindergarten** – At the beginning of the year, teachers will accept questions and answers from students in English. Many times, the teacher will then rephrase using the target language or prompt students to use the words in Spanish they have already internalized. After four weeks of instruction, teachers will introduce the "Circumlocution Game," encouraging the students to use only Spanish/ Mandarin when communicating, even if they only verbalize one or two vocabulary words to express meaning. Having introduced the circumlocution game, explained incentives, and practiced throughout two weeks of instruction, the teachers begin to hold students accountable to using only Spanish/Mandarin after six weeks of instruction. Teachers should also encourage students to accept help from others when negotiating meaning without reverting back to their more extensive English vocabulary. Using the target language consistently during authentic communication ensures students grow in their proficiency. In playing the "circumlocution game," students begin communicating only in Spanish/Mandarin to the teacher after six weeks of instruction. Each time the class conveys meaning in the target language, the students gain confidence and feel able to speak more and more in the L2.

- **first grade** – Spanish/Mandarin from student to teacher expected after four weeks of instruction

- **second grade** – Spanish/Mandarin from student to teacher after the first day of school

- **third, fourth, and fifth grades** – Spanish/Mandarin from student to teacher on the first day of school

peer communication

student to student – If dual language immersion staff does not create an environment in which the classroom is Spanish/Mandarin only, most students will use their most natural form of communication – English (native language). For most students, the classroom is the primary setting for acquiring the target language. For this reason, they need to become comfortable speaking with and in front of peers.

- **kindergarten** – Spanish/Mandarin amongst peers beginning after ten weeks of instruction

- **first grade** – Spanish/Mandarin amongst peers beginning after five weeks of instruction

- **second grade** – Spanish/Mandarin amongst peers beginning after the first day of school

- **third, fourth, and fifth grades** – Spanish/Mandarin amongst peers beginning the first day of class

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add.a.lingua English instructional guidelines: early total one-way

In accordance with research surrounding literacy development in multiple languages, add.a.lingua advocates introducing literacy in the immersion language before introducing formal instruction in the primary language (English).

The following guidelines are based on experienced dual language immersion teachers' recommendations. Notice that "chunking" the English times (keeping the same number of required minutes) is often preferable as teachers can then provide more in-depth instruction. **These guidelines include slight time adjustments, taking into consideration minutes spent in English for specials such as art, physical education, and music**.

Teachers and administrative staff determine which three days out of a five-day week the students receive instruction in English in grades three through five, depending on weekly schedules.

Spanish

add.a.lingua recommends beginning formal English instruction in third grade for early total one-way educational models. At this point, students will have received initial literacy instruction in the immersion language, and many will have already transferred these skills to their L1, reading at or above grade level in both languages.

Mandarin

Instruction in English begins during the last several weeks of second grade in order to introduce students to the English alphabetic letter sound correspondence so they can continue to explore reading in both Mandarin and English over the summer.

The add.a.lingua model begins pinyin instruction at the beginning of third-grade. At this point, students will have received initial literacy instruction in Mandarin characters. After pinyin is introduced, students will continue literacy instruction in characters with the pinyin phonetic transcription included through the higher grade levels.

NOTE: Pinyin is a romanized alphabetic representation of the sounds in the Mandarin language and often appears in texts in conjunction with characters. Many of the sounds are similar to those in the English alphabet and will thus "transfer" from Mandarin to English.

All reading levels denoted within the English instructional guidelines are based on the Fountas and Pinnell (English) benchmarking kit.

add.a.lingua English instructional guidelines: early total one-way

important note regarding reading in English:

- Teachers provide literacy-based scaffolds to students who are reading in English below the grade-level benchmark. For instance, depending on each student's need, the teacher might:
  - more extensively activate prior knowledge to support students' comprehension of an area text
  - create an additional personalized student word wall for student reference while writing
  - provide different levels of text about the same content area topic
- The separation of languages and the Language of Instruction Only Policy & Timeline stands across all grade levels for all students.

third-grade (Spanish)

- Students receive 2 hours and 45 minutes of English instruction each week.

DAY ONE - 55 minutes	DAY TWO - 55 minutes	DAY THREE - 55 minutes
20-25 min. focused ESS 20-25 min. focused ESS within content teach all content through ESS lens	5 min. focused ESS 10 min. focused ESS within content teach all content through ESS lens	20 min. focused ESS teach all content through ESS lens
• Introduce differentiated Words Their Way sorts (completed at home) • Introduce four-part Word Wall • Teach Language Structure mini-lesson within content • Introduce Word Study & Mechanics within content • Teach content through ESS lens	• Review English Specific Skills within content • Briefly review English Specific Skills poster • Teach content through ESS lens	• Discuss academic vocabulary meaning • Assess or check differentiated Words Their Way sorts (optional) • Teach content through ESS lens

third-grade (Mandarin)
pinyin & English

- September: students receive explicit instruction regarding phonetic transcription of pinyin embedded within the context of mentor texts related to content areas
- September: students receive instruction in English (vocabulary building, decoding, word features, morphology, syntax and conventions) embedded within a content area (social studies)

DAY ONE – 45 minutes	DAY TWO – 1 hour	DAY THREE – 1 hour
• Explicit instruction regarding the pinyin system or target English features (depending on month) • Small group informational text reading based on subject area connection - noticing activity based on target non-transferable skill (word feature, convention, syntax)	• Form-focused instruction (linguistic/morphological target based on non-transferable skill) • Awareness activities (reading/word sorts (phonics)/writing) • Context = subject area instructional tools/reading, etc.	• Controlled practice activities • Copyedit in Context • Spelling test • Connected to and embedded within content area

add.a.lingua English instructional guidelines: early total one-way

fourth-grade (Spanish)

- Students receive 3 hours of English instruction each week.

DAY ONE - 60 minutes	DAY TWO - 60 minutes	DAY THREE - 60 minutes
20-25 min. focused ESS 20-25 min. focused ESS within content teach all content through ESS lens	5 min. focused ESS 10 min. focused ESS within content teach all content through ESS lens	20 min. focused ESS teach all content through ESS lens
• Introduce differentiated Words Their Way sorts (completed at home) • Introduce four-part Word Wall • Teach Language Structure mini-lesson within content • Introduce Word Study & Mechanics within content • Teach content through ESS lens	• Review English Specific Skills within content • Briefly review English Specific Skills poster • Teach content through ESS lens	• Discuss academic vocabulary meaning • Assess or check differentiated Words Their Way sorts (optional) • Teach content through ESS lens

fifth-grade (Spanish)

- Students receive four hours of English instruction each week.

DAY ONE - 60 minutes	DAY TWO - 60 minutes	DAY THREE - 60 minutes	DAY FOUR - 60 minutes
20-25 min. focused ESS 20-25 min. focused ESS within content teach all content through ESS lens	5 min. focused ESS 10 min. focused ESS within content teach all content through ESS lens	5 min. focused ESS 10 min. focused ESS within content teach all content through ESS lens	20 min. focused ESS teach all content through ESS lens
• Introduce differentiated Words Their Way sorts (completed at home) • Introduce four-part Word Wall • Teach Language Structure mini-lesson within content • Introduce Word Study & Mechanics within content • Teach content through ESS lens	• Review English Specific Skills within content • Briefly review English Specific Skills poster • Teach content through ESS lens	• Review English Specific Skills within content • Briefly review English Specific Skills poster • Teach content through ESS lens	• Discuss academic vocabulary meaning • Assess or check differentiated Words Their Way sorts (optional) • Teach content through ESS lens

add.a.lingua frequently asked questions:
community
early total one-way

Our **add.a.lingua educational models** regard family members as partners in the endeavor to educate students in a immersion setting. The following **frequently asked questions** speak directly to families choosing **add.a.lingua dual language immersion** for their children.

why is dual language immersion most effective beginning at a young age?

- Babies are born as "world citizens," able to distinguish any sound in spoken language.
- Toddlers learn through interaction with their families and their immediate surroundings (Vygotsky, 1978).
- School-age children make sense of new concepts by relating those new concepts to what they already know.
- The human brain is more open to linguistic development prior to adolescence and students therefore more easily attain higher levels of proficiency and more native-like pronunciation.
- Research suggests that learning a second language allows students to more easily attain additional languages.

why is Spanish a good choice for an immersion language?

- In the United Sates, 1 in 7 persons is Hispanic.
- By 2020, Hispanics are expected to account for half of the growth in the United States' labor force.
- Spanish is the second most widely spoken language in the world.
- Spanish is a "gateway" language that allows students to learn the syntax and and orthography of a Latin-based or Romance language, thus fostering metalinguistic awareness and allowing students to more easily master academic vocabulary in English, of which many have latin origins (the Spanish word **mal** **=** evil/bad — >**mal**icious, **mal**ign, **mal**evolent**)** (Nagy & Townsend, 2012).

why is Mandarin Chinese a good choice for an immersion language?

- One-fifth of the world's population speaks a form of Chinese as its native language.
- In 2012, China became the second largest investor in research and development behind the United States, overtaking Japan for the first time.
- American companies are constantly looking for ways to connect with the 1.3 billion-person market represented by China.
- The tonal character-based nature of Mandarin Chinese builds connections between the right and left hemispheres of the brain.

how can I support my children at home if I don't speak the target or immersion language?

- The single most important activity families of immersion students can do to aid in their children's education is READING ALOUD IN ENGLISH (*or the primary home language*). This does NOT mean you need to teach your children to read. As long as families commit to reading to their children in English (or home language) and exposing them to the language in a variety of social settings, they can trust the add.a.lingua dual language immersion model to ensure their children will read at or above grade level in the immersion language and in English.

add.a.lingua frequently asked questions: community
early total one-way

why does the add.a.lingua dual language immersion model insist on teaching students to learn to read and write in the target language before English?

- Most children growing up in homes in which at least one parent is a native English-speaker, within the United States, acquire English syntax (structure/grammar) and basic vocabulary through interaction with caregivers, relatives, and media by the time they are of school age.

- Because of time spent in the English language (or primary language in two-way models) at home, the classroom can then become the environment in which immersion students expand their L2 vocabulary and acquire L2 syntax. Interactive classroom read-alouds and guided reading groups allow immersion students to add to vocabulary they have already acquired by listening and responding to their immersion teachers during class time.

- Reading skills such as learning to scan sentences from left to right, decoding (looking for phonetic or semantic clues - finding parts - such as prefixes, suffixes, radicals, or characters within words), or deciphering meaning from context are all "transferable" between many languages. Students who learn to read first in Spanish or Mandarin transfer those same skills to the majority culture language of English and are ultimately able to then attain grade level reading competency in two languages rather than just one.
  NOTE: Because the writing system in Mandarin is more complex than in alphabetic languages like English or Spanish, children learning in Mandarin dual language immersion settings require more time to attain the same level of L2 literacy as students in Spanish dual language immersion settings.

why would families choose the add.a.lingua dual language immersion model as an educational option?

- Research shows that children are able to easily learn one, two, or multiple languages early in life.

- Learning more than one language gives children cognitive advantages and increases cultural awareness.

- Intensive, well-constructed additive bilingual programs (dual language immersion) often will: "Ensure the highest test scores in all subjects; research has found the higher the proficiency in a second language the higher the child's test scores will be in English reading and writing, math, and science" (Howe, 2012).

how can I support the administrators, teachers, and school board members partnering with add.a.lingua and articulating dual language immersion educational models?

- Because language immersion is a unique educational option in most communities, families have many questions that require answers. While going to other families whose children are enrolled in this type of educational setting to share experiences and find support can be invaluable, it can also lead to miscommunication and misunderstanding.

- WHENEVER doubts, concerns, or questions arise, go directly to your children's teacher or add.a.lingua program administrator for answers.

add.a.lingua frequently asked questions: community
early total one-way

how can I prepare my children to enter an add.a.lingua dual language immersion program?

- Tell your children what to expect. Help them to understand that "going to school" means learning another language along with all the other interesting skills they will gain (reading, writing, spelling, etc...).

- Explain to your children that they will NOT understand every word their teacher is saying when first entering the immersion classroom. Explain that over time, perhaps without even being aware, they will understand and even begin to use the immersion language themselves. For now, encourage your children to think of the first few weeks of school as a game – observing the teachers and then following their lead.

- BE POSITIVE. It is natural for many children to resist leaving you upon beginning school, regardless of whether or not the classroom they enter dual language immersion. Many preschool students cry initially and are perhaps more reserved at school as they process the "newness." Behaviors such as crying and/or acting shy are often extremely normal responses.

  o Students who enter the program in kindergarten and first grade may have the same types of responses. Because the brain is "exercising" more, as children initially begin to acquire a second language, many students will cry and adamantly oppose the added "work." Even students who have begun the program in preschool may struggle in kindergarten and/or first grade, as they adjust to being immersed in their second language for longer periods of time.

  o Your positive attitude will make a huge difference to your children. Immersion students observe their parents' responses to the program and eventually adjust their attitudes accordingly. Students who receive regular encouragement and assurance from their parents that learning a second language in an immersion setting is the right choice for their family, ALWAYS settle into the program.

  o The same children who resist an immersion experience at the beginning are often the ones who are vocally grateful for their ability to speak a second language in the higher grade levels.

how can I help key people in our family's life understand our decision to choose the dual language immersion as an educational option?

- Educating the people of influence in the lives of children (grandparents, older siblings, extended family, close friends) regarding dual language immersion research, specifically how different dual language immersion models address children learning to read in both English and the immersion language, is critical. Many people in the United States have not had a positive experience with learning a second language. It is important for them to understand that immersion is a more effective way to learn additional languages and in NO WAY undervalues the importance of being educated in English.

- Inviting these people to informational meetings and to observe in your children's immersion classroom, allows them to truly understand the process of learning a second language while also reassuring them that your children are receiving a quality education.

- Allowing your children to read to concerned grandparents or other adults in both the immersion language and English can also greatly alleviate worries. Even those who are initially adamantly opposed to the idea of immersion often take great delight in your children's language skills upon being read to, attending an informational meeting, or visiting an immersion classroom.

add.a.lingua frequently asked questions: community
early total one-way

what do I need to understand about my children's add.a.lingua dual language immersion experience?

- Just as toddlers learning their native language, immersion students pass through "stages," as they acquire their second language. As children connect learning in an academic environment with the immersion language, they are able to comprehend and gradually produce more of their ideas and thoughts in not only the target language, but also their primary language.

- Children learning another language in an **add.a.lingua dual language immersion program** intuitively understand that language is the means through which they communicate with real people in real-life situations. Immersion students typically will ***not*** "perform" on cue when asked by family members to "say something" in Spanish or Mandarin.

  - Many families of immersion students share concerns about their children never using their second language in the home or when prompted, only to be amazed when hearing their children revert to the target language upon encountering a native Spanish/Mandarin Chinese-speaker in the community.

  - REMEMBER: your children "switch" languages almost automatically, depending on their environment (classroom or real-life context) and with whom they are speaking.

  - In the initial stages of language acquisition, immersion students may not be able to share what they learned in school. In preschool through a large portion of second grade, most immersion students are unable to directly translate or interpret concepts learned in school for their parents in the non-immersion language. Because immersion students are learning content and their second language simultaneously in an interactive academic and social setting, they do not learn direct translations as in some more traditional world language instructional settings. As students cognitively develop, however, they are more and more able to address new concepts in either language.

will immersion teachers assign my children homework in Spanish/Mandarin?

- Whenever possible, the **add.a.lingua educational models** suggests sending homework in English (or Spanish based on the home language) so that parents can participate in helping their children when they do not speak Spanish/Mandarin/English.

- Throughout the initial literacy process (K-2nd grades), immersion teachers send books home with their students so that they can hone reading skills by practicing outside the classroom. A parent or caregiver can sit next to children learning to read in **any** language and encourage them. Asking your children to act as the "teachers" or "experts" in the Spanish/Mandarin language gives them confidence. They appreciate having knowledge about something you might not.

- As dual language immersion students progress through the grade levels, teachers may assign some homework in Spanish/Mandarin. However, the concepts the homework entails are clearly laid out in English via newsletters or email explanations. In this way, parents understand assignments their children must complete and the subject content areas being covered.

- Once dual language immersion students attain middle and high school grade levels, they receive most subject content instruction in English. In this way, as students' workload and level of difficulty increases, parents are able to help.

add.a.lingua frequently asked questions:
community
early total one-way

how will my children be assessed in subject content areas and reading?

- Because language learning in a dual language immersion context is accomplished through the instruction of subject content, the assessments used in mainstream programs may be adapted to accommodate the immersion language or be given in English in third through secondary grades. When schools implement a dual language immersion strand in addition to an existing mainstream program, assessments (tests, report card results, etc.) should remain parallel with the only differences being those required due to the unique characteristics of the L2 (Spanish/Mandarin or English).

- Most families are concerned with their children's reading progress in English. The add.a.lingua educational model suggests benchmarking immersion students' reading levels in Spanish/Mandarin until they reach the grade level in which formal English literacy instruction is introduced. Educators can then assess students in both English and Spanish/Mandarin reading. However, for those students who seem to struggle in specific areas of learning, add.a.lingua recommends Dynamic Assessments in BOTH languages (and in any other language the student is exposed to in the home). In this way, resource room and immersion staff can work together to determine what type of learning strategies are necessary to help those struggling students succeed.

- add.a.lingua partner schools also implement grade level performance toward proficiency aalpas (add.a.lingua performance assessments) at each grade level in the fall and spring. aalpas allow teachers to measure growth in the immersion language across modes of communication: interpersonal, presentational, and interpretive in order to inform instruction and in order to help students set language use targets. Dual language immersion program point people and/or instructors may also use the student-specific information from the aalpas to share with parents during parent-teacher conferences.

  o In add.a.lingua's home base school, most first and second grade students who are reading at high levels in Spanish (Mandarin literacy requires more time) begin to transfer reading skills to English and are reading at or above grade level by the end of second grade.

  o Research consistently shows that children who begin reading at an early age will do so REGARDLESS of the language (Spanish/Mandarin or English). Conversely, students who progress more slowly will do so REGARDLESS of the language as well.

  o REMEMBER, because immersion education is still a relatively new educational option for many families and does not always feel comfortable, it is easy to fault the program model (dual immersion) for any learning difficulties your children face. The vast majority of the time, when your children struggle with a concept it is NOT due to the fact that they are learning in Spanish/Mandarin rather than English.

  o Partnering with the immersion staff and resource room specialists as they observe, evaluate, and implement strategies to support struggling learners is key to children's academic success regardless of language of instruction.

  o For more information, add.a.lingua references: *Struggling Learners and Language Immersion Education: Research-based, Practitioner-informed Responses to Educators' Top Questions* by Tara Fortune and Mandy Menke.

add.a.lingua frequently asked questions:
community
early total one-way

what is a secondary continuing dual language immersion program?

- Many secondary immersion programs offer courses in Social Studies and Language Arts in the second language. Courses may rotate throughout the years of middle school and high school based on qualified teacher availability and areas of specialization. Any required content course may be offered in the L2, as long as there is integration of form-focused instruction and many opportunities for extended discourse.*

*see "secondary continuing parent handbook insert"

why is it important to maintain an uninterrupted course of study in the immersion language throughout the primary and secondary academic years?

- Program integrity involves clear, well-planned L2 instruction during content area instruction and ensures students' linguistic capacity supports the increasing cognitive demands required by each new grade level.
- Two key elements foster second language acquisition and learning:
    - time (continuous K-16)
    - intensity (intentional focus on second language development throughout content area instruction)
- Research conducted in traditional educational settings suggests that students lose a majority of their learning during the summer months. This reality shapes the spiral nature of curriculum design and builds review of prior grade level content into the first half of each new year. Students, though perhaps not engaging with math, social studies, or science content directly, are still using language throughout the summer to converse, read, and write.
- Most immersion students, however, do not typically interact consistently with their second language apart from intentional classroom instructional time. Consider a pie chart and the amount of time students spend engaging in both the immersion and their home languages. Taking into account specials, school-wide events, and daily morning and evening routines within the home, immersion student classroom instructional time is extremely limited, albeit key to gaining proficiency (time). Without taking advantage of every minute, language development in the L2 will not keep pace with the cognitive demands required by new grade level content (intensity).
- "For both native English speakers and second language learners, learning academic uses of language is a lifelong endeavor...Though much vocabulary and syntax may be acquired through informal interaction, the range of academic-language skills...must not be left to chance encounters; it must be developed continuously and taught explicitly across all subject areas" (Dutro & Moran, 2003, p. 230).
- Based on research and experience, add.a.lingua strongly recommends that dual language programs require consistent, sustained enrollment. add.a.lingua suggests that students who exit the program for six-twelve months, must participate in performance and proficiency testing processes (reading benchmarking, AAPPL, writing sample) and score within the grade level target range in order to re-enter the program

add.a.lingua Spanish letter *sound* "cheat sheet"

A a   ah (as in fa, la, la)

B b   similar to English B

C c   *two different sounds*
- similar to English C (followed by a, o, u)
- similar to English S (followed by e, i)

D d   similar to English D

E e   ay (as in say)

F f   similar to English F

G g   *two different sounds*
- similar to English G (followed by a, o, u)
- similar to English H (followed by e, i)

H h   silent

I i   ee (as in bee)

J j   similar to English H

K k   similar to English (hard) C

L l   similar to English L

M m   similar to English M

N n   similar to English N

Ñ ñ   similar to "ny" in canyon

O o   oh

P p   similar to English P

Q q   similar to English C

R r   *two different sounds*
- rolled at the beginning of a word
- soft and not rolled in the middle of a word

S s   similar to English S

T t   similar to English T

U u   oo (as in boo)

V v   similar to English B (soft)

W w   similar to English W

X x   similar to English X (like in exit)

Y y   *two different sounds*
- similar to English J when part of a word
- ee when alone

Z z   similar to English S (in Latin America)

formerly included letters:

ch similar to English CH (as in chip)

ll similar to English Y (as in yet)

Vowels

A a ah (as in "fa, la, la")
E e ay (as in "say")
I i ee (as in "bee")
O o oh (as in "boat")
U u oo (as in "boot")

M

ma	mah
me	may
mi	me
mo	mo (as in "most")
mu	moo (as in "moon")

L

la	la (as in "fa, la, la")
le	lay
li	Lee
lo	low
lu	loo (as in "loon")

P

pa	pah
pe	pay
pi	pea
po	poe
pu	pooh

D

da	dah
de	day
di	Dee
do	doe
du	do

S

sa	sah
se	say
si	see
so	so
su	Sue

N

na	nah
ne	nay (rhymes with "say")
ni	knee
no	no
nu	new

add.a.lingua ten ways to encourage reading

1. Visit the library with your children.

2. Read out loud to your children daily in order to build their English vocabulary.

3. Listen to books on tape.

4. Create a special reading nook in your home.

5. Find the book of a favorite video.

6. Subscribe to children's magazines. (*http://www.pipamag.org/, or VeinteMundos*) For more specific ideas see SUMMER SUGGESTIONS.

7. Give books as gifts.

8. Choose (or let your children choose) books of their interests.

9. Limit television, videos, and computer games.

10. Introduce series books or books of a favorite author. (Henry & Mudge, Clifford, Franklin, etc.)

add.a.lingua strongly encourages parents to READ ALOUD to children in your L1 (English or other), in order to increase exposure to vocabulary and syntax.

add.a.lingua Mandarin cultural notes: language and culture are inextricably intertwined

"The Chinese script is so wonderfully well adapted to the linguistic condition of China that it is indispensable; the day the Chinese discard it they will surrender the very foundation of their culture." Berhard Karlgren, 1929

REMEMBER that just as your children are learning a second language and culture, so too are many of their teachers. Although discussions and training surrounding cultural differences and nuances are taking place throughout the year, it is important to understand that our cultures shape our understanding of the world. Often the cultural lenses through which we view a particular situation convince us that "our way" is the "right way." Being open to discuss misunderstandings with teachers and/or program administrators is key to developing a strong, unified dual language immersion strand within a school.

language

- Mandarin requires 1,200 instructional hours to reach proficiency as opposed to half that for languages that are alphabetic and include more English cognates (Romance languages: Spanish, French, Italian...).

- Attainment of literacy is more complicated than in other languages due to Mandarin being a character-based tonal language that is thousands of years old. The language includes historical and cultural allusions students must understand in order to become literate (able to read a newspaper with ease).

- Chinese uses the right and left sides of the brain. Learning Mandarin "builds connections between both hemispheres of the brain."

- Mandarin Chinese uses four tones. For young children, the tones are not difficult to acquire; they do so quite naturally. For those learning Chinese later in life, realizing that each syllable has four tones, each of which changes the meaning of a given word, proves a daunting task.

- Although lack of *cognate* words with English, complexity of vocabulary and idiomatic expressions, and fewer phonetic clues (than alphabetic languages) can make learning Mandarin a time-consuming venture, the language's lack of grammar makes it MORE simple to acquire than many languages (English). Imagine not having to worry about spelling changes in the plural form, conjugating a verb, or placing that verb into the correct time (past, present, future, etc...). In Mandarin, your children will use the same words to say: "I."

relationships and interpersonal communication

- Teacher-student relationship is an integral part of education in the United States. Ideas about establishing relationship vary from culture to culture. For example, in China, saying "please" and "thank you" signifies a lack of intimacy in the relationship. **Not** using what in the U.S. are often considered common courtesy statements is actually evidence that one "really knows another person."

add.a.lingua Mandarin cultural notes: language and culture are inextricably intertwined

- Because Mandarin is a tonal language, native English-speakers might perceive teachers using the "fourth tone" as being angry. Trust that this not the case and that your children will understand that this is not the case, but merely a reflection of the language.

- As families we are often accustomed to offering gifts to classroom teachers as a form of gratitude, please understand that in Chinese culture it is not polite to open gifts in front of the giver. Chinese culture also demands that the receiver of a gift offers a gift in return. Not doing so would be highly offensive and might ultimately sever the relationship.

- When faced with conflict, the Chinese culture may seem to "save face." Often times, Chinese teachers when facing an authority figure or parent will feel more comfortable with a third party "mediator."

- Because most teachers in China would not attend outside school functions such as sporting events, or actively foster relationships with their students' parents, it may be difficult to develop relationships outside of the classroom. In order to do so, add.a.lingua suggests parents/administration convey a direct invitation to students' performances or other events in order to establish points of connection beyond the school day.

- Affection is not generally expressed with words but rather by "physically fussing over" another person. In fact, even married couples do not say "I love you" in the same way native English speaking couples in the United States or in other Western cultures do. Again, due to most U.S students' need to feel love and affection from their teacher, we directly address these differences with Chinese teachers during professional development, instructional coaching, and other more informal meetings.

- In Chinese culture, sharing is extremely important as well as allowing other people to **"go first."** When sharing children are taught to give the best part to their parents, teacher, friend, etc.

classroom management and education

- Education in much of Asian culture requires students to "just do, write, practice," before understanding the meaning or the "why."

- In traditional Chinese classrooms, teachers compare student achievement in front of the whole group and may use shame to motive students to greater improvement. Concern with "self-esteem" or how a student "feels" is not part of the Chinese educational system. The main focus is academic progress. However, add.a.lingua and support staff are careful to have honest conversations with teachers in Mandarin immersion programs about remaining true to the Chinese culture and Mandarin language while still trying to accommodate the emotional needs of their majority language (English) culture students.

- Although many U.S. families consider having their children help around the house and "do chores" is essential to raising responsible, empowered children, Chinese culture believes children's only responsibility is academic success. Some Mandarin immersion teachers might find the idea of parents requiring their children to do more than homework at home odd.

- Children in Chinese culture are taught to OBEY authority without question. Independence and

add.a.lingua Mandarin cultural notes: language and culture are inextricably intertwined

- Most teachers in China are not accustomed to giving compliments. The culture instills the idea that complimenting a child might then induce pride.

- Generally, Chinese teachers do not consider bodily noises or loud chewing/slurping noises to be impolite while eating. What might be seen as "overlooking" poor manners by many U.S. parents is actually a cultural norm in China.

- Working as a whole group is more consistent with Chinese culture than differentiation of learning. Individuality is not prized as it is in the United States, but rather, contributing to the welfare of the entire class.

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