



**add.a.lingua**

parent  
handbook

# add.a.lingua immersion model



## immersion is

- a proven method of educating children by immersing them in a second or “target” language so they become bilingual.
- a classroom environment that becomes the setting for language acquisition through subject content instruction, educational discourse, and social interactions.

## immersion began

- in Canada during the 1970’s when educators needed to unite the native English-speaking and native French-speaking populations (Early French Immersion).
- with “total or full” immersion models in which native English-speakers were immersed in the French language learning subject content through their second language.

## the model maintains

- the traditional, well-documented Early French Immersion characteristics that insured proficient speakers of a second language:
  - earliest possible start age (preschool when possible): [add.a.lingua program layout](#)
  - intensive exposure to the Spanish language and aspects of its cultures over an extended period of time: [add.a.lingua Spanish ONLY timeline](#)
  - use of the Spanish language to teach academic curriculum: [add.a.lingua curriculum framework](#)
  - use of teachers with the highest levels of proficiency in the Spanish language (Advanced to Superior levels on the ACTFL Language Proficiency Scale): [add.a.lingua language assessment](#)
  - learning tailored to foster oral and written presentational and interpersonal communication within the classroom, the community, and the world: [add.a.lingua connections](#)

## the model encompasses

- characteristics unique to add.a.lingua models:
  - comprehensive education, development, and implementation process to insure program success
  - Spanish Language Arts framework \*
    - aligned with national and state standards
  - explicit grammar instruction placed within communicative contexts \*\*
  - comprehensive English Language Instruction Guidelines
- staying current in Second Language Acquisition (SLA) theory and developing these theories throughout our curriculum frameworks and putting them into practice at our “beta-site” school.

*\*Because we stay apprised of the latest SLA research and continuously apply what we learn, the add.a.lingua curriculum frameworks and pedagogy may include revisions and/or additions each year.*

*\*\*add.a.lingua frameworks include teaching the structure of language at an earlier age than most traditional English Language Arts curricula or other immersion programs. Because the brain acquires meaning before form, add.a.lingua has developed age appropriate grammar, or rather “structure” lessons, to help students use their second language correctly (FOCUSED SPANISH LANGUAGE ARTS INSTRUCTION) as they convey meaning.*

# add.a.lingua program layout



- Preschool: 100% Spanish
- Kindergarten: 100% Spanish
- 1<sup>st</sup> Grade: 100% Spanish
- 2<sup>nd</sup> Grade: equivalent of 30 minutes per day English Instruction
- 3<sup>rd</sup> Grade: equivalent of 45 minutes per day English Instruction
- 4<sup>th</sup> Grade: equivalent of 1 hour per day English Instruction
- 5<sup>th</sup> Grade: equivalent of 1.5 hours per day English Instruction
- 6<sup>th</sup> Grade – 12<sup>th</sup> Grade: Maintenance

*Note: For more information see [add.a.lingua English guidelines](#)*

## **program entry**

The last point of entry into the immersion program is the second half of the first grade year. Students joining after this point can easily become frustrated and overwhelmed because the longer-term students have acquired substantial vocabulary due to the number of hours spent in the language, including literacy instruction. But, if potential students have already spent significant time in the second language, either abroad or in their own home, administrators could make an exception to this general rule.

## **program growth**

Each year the program adds a grade level as the “pioneer class” completes a grade and progresses to the next grade level.

## **program maintenance**

Based on the [add.a.lingua immersion model](#) and the [add.a.lingua program layout](#), students are considered bilingual and bi-literate at the end of fifth grade. Beginning in sixth grade and continuing through high school, immersion students enter the “maintenance phase.”

- In the elementary grades students master the language syntax (grammar) and phonology (sounds) as well as vocabulary pertaining to content areas. Research shows that at this level of language proficiency, students simply need several hours per week in order to continue expanding their vocabulary, and to use the four skills involved in second language acquisition: reading, writing speaking, and listening.
- Most 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.

# add.a.lingua Spanish 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 for actual content instruction. After the first three weeks, when routines are firmly established, the immersion educator uses the Spanish 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 associate the school experience with Spanish and make the important connection that language expresses their understanding of the world around them.
- After the first three weeks of school, the teacher speaks only in Spanish to his/her students but accepts answers in either Spanish 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 ease with the Spanish language. For this reason, educators speak to the children almost exclusively in Spanish.
- 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 Spanish to English (miming taking off their Spanish hats or brains and putting on their English ones for a short period of time), educators can protect the "Spanish only" environment without any risk to students.
- In cases when students require individual discipline or special comforting (illness or injury), teachers can take that student aside and speak to him/her in English without disrupting the "Spanish only" environment.
- 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...) for extended periods of time. Because most students will hear only English upon leaving their classrooms, the add.a.lingua model places a high value on protecting time within the school day in which students hear and respond only in Spanish. From our experience and based upon the stages of acquisition, we suggest the following timeline:

# add.a.lingua Spanish ONLY timeline



## *teacher and student communication*

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

**student to teacher** – Ultimately immersion students have the language ability to speak exclusively in Spanish regarding content related topics (see Stages of Language Acquisition). 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 Spanish language. By mid-year, teachers will introduce the “Circumlocution Game,” encouraging the students to use only Spanish when responding, even if they can only think of one or two vocabulary words to express meaning. The teacher spends time explaining that relying only on Spanish and accepting help from each person in the class until meaning is negotiated without reverting back to their more extensive English vocabulary helps their brains become stronger.
  - In playing the “circumlocution game,” students begin communicating only in Spanish to the teacher. Each time the class conveys meaning in the target language, the students gain confidence and feel able to speak more and more in Spanish.
- **first grade** – Spanish from student to teacher after the last week of October
- **second grade** – Spanish from student to teacher after the first day of school
- **third, fourth, and fifth grades** – Spanish from student to teacher on the first day of school...

## *peer communication*

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

- **kindergarten** – Spanish amongst peers after Spring Break
- **first grade** – Spanish amongst peers beginning two weeks prior to Winter/Christmas Break
- **second grade** – Spanish amongst peers beginning after the first week of school
- **third, fourth, and fifth grades** – Spanish amongst peers beginning the first day of class

# add.a.lingua English guidelines



The add.a.lingua model begins English instruction in second grade. At this point, students will have received all initial literacy instruction in Spanish.

The following guidelines are based on practical experience and immersion teacher recommendations. Notice that “chunking” the English times (keeping the same number of required minutes) is often preferable as teachers can engage in more in-depth lessons. **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 two through four depending on weekly schedules.

*NOTE: All reading levels denoted are based on the Fountes and Pinnell (English) benchmarking kit.*

## second grade English

- Students receive 2 hours and 30 minutes of English instruction each week spread over three days.
- Students participate in reading groups throughout the school year.
- The classroom teacher and administrative staff determine which children need additional reading support in English.

Day 1 – 30 minutes	Day 2 – 1 hour	Day 3 – 1 hour
<ul style="list-style-type: none"><li>• Grammar or Touch Phonics lesson and activity</li></ul>	<ul style="list-style-type: none"><li>• Small group reading instruction</li><li>• Spelling practice</li><li>• Phonics activity</li><li>• Reading time</li><li>• Writing activities</li></ul>	<ul style="list-style-type: none"><li>• Spelling test</li><li>• Small group reading instruction</li><li>• Phonics activity</li><li>• Reading time</li><li>• Writing activities</li></ul>

## third grade English

- Students receive 2 hours and 45 minutes of English instruction each week.
- In September, if students are reading in level N or beyond, they are not placed in a reading group.
- In March, if students are reading in level P or beyond, they are not placed in a reading group.
- Students who do not meet these reading benchmarks receive reading instruction in English.

Day 1 – 45 minutes	Day 2 – 1 hour	Day 3 – 1 hour
<ul style="list-style-type: none"><li>• Spelling pretest</li><li>• Subject area instruction</li></ul>	<ul style="list-style-type: none"><li>• Daily Oral Language (DOL) instruction for grammar and punctuation</li><li>• Subject area instruction</li></ul>	<ul style="list-style-type: none"><li>• Spelling test</li><li>• Subject area instruction</li><li>• Subject content connections</li></ul>

# add.a.lingua English guidelines



## *fourth grade English*

- Students receive 3 hours of English instruction each week.
- In September, if students are reading in level Q or beyond, they are not placed in a reading group.
- In March, if students are reading in level T or beyond, they are not placed in a reading group.
- Students who do not meet these reading benchmarks receive reading instruction in English.

<b>Day 1 – 1 hour</b>	<b>Day 2 – 1 hour</b>	<b>Day 3 – 1 hour</b>
<ul style="list-style-type: none"><li>• Spelling pretest</li><li>• Subject area instruction</li></ul>	<ul style="list-style-type: none"><li>• Daily Oral Language (DOL) instruction for grammar and punctuation</li><li>• Subject area instruction</li></ul>	<ul style="list-style-type: none"><li>• Spelling Test</li><li>• Subject area instruction</li><li>• Subject content connections</li></ul>

## *fifth grade English*

- Students receive 5 hours of English instruction each week.
- In September, if students are reading in level U or beyond, they are not placed in a reading group.
- In March, if students are reading in level W or beyond, they are not placed in a reading group.
- Students who do not meet these reading benchmarks receive reading instruction in English.

<b>Day 1 – 1 hour</b>	<b>Day 2 – 1 hour</b>	<b>Day 3 – 1 hour</b>	<b>Day 4 – 1 hour</b>	<b>Day 5 – 1 hour</b>
<ul style="list-style-type: none"><li>• Spelling pretest</li><li>• Daily Oral Language (DOL) instruction for grammar and punctuation</li><li>• Subject content connections</li></ul>	<ul style="list-style-type: none"><li>• Subject area instruction</li></ul>	<ul style="list-style-type: none"><li>• Subject area instruction</li></ul>	<ul style="list-style-type: none"><li>• Subject area instruction</li></ul>	<ul style="list-style-type: none"><li>• Spelling test</li><li>• Daily Oral Language (DOL) instruction for grammar and punctuation</li><li>• Subject content connections</li></ul>

# add.a.lingua frequent parent questions



Our **add.a.lingua program model** regards parents as partners in the endeavor to educate students in an immersion setting. The following **frequent parent questions** speak directly to parents choosing an **add.a.lingua immersion program** for their children.

## ***why is 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.
- School-age children make sense of new concepts by relating those new concepts to what they already know.
- Students before the age of puberty more easily attain native-like proficiency.

## ***why is the Spanish language a good choice for an immersion program?***

- In the United States, 1 of 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 will train the brain, thus making it easier to learn other languages.

## ***why does the add.a.lingua Spanish immersion model insist on teaching students to learn to read and write in Spanish before English?***

- Children naturally learn English in the United States because the majority culture language is English and is most often the language used in the home. Children acquire English syntax (structure/grammar) and new vocabulary through interaction with caregivers, relatives, and media by the time they are school age.
- Because of time spent in the English language at home, the classroom can then become the environment in which immersion students expand their Spanish vocabulary and acquire Spanish syntax. Interactive Read-alouds and Guided Reading 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 (sounding out or finding parts within words), or deciphering meaning from context are all “transferable” between languages. Students who learn to read first in Spanish transfer all of the same skills to their native language of English and quickly attain grade level reading competency in two languages rather than just one.

## ***how can I support my children at home if I don’t speak Spanish?***

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

*Note: See **add.a.lingua ten ways to encourage your children to read***

## ***why would families choose the add.a.lingua spanish 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.

## ***will immersion teachers assign my children homework in spanish?***

- Whenever possible the **add.a.lingua program model** suggests sending homework in English so that parents can participate in helping their children when they do not speak Spanish. This distinguishes the school and home environment. For example, teachers should send math homework home in English.
- Throughout the initial literacy process (K-2<sup>nd</sup> 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 language gives them confidence. They appreciate having knowledge about something you might not.

*Note: See **add.a.lingua ten ways to encourage your children to read***

- As immersion students progress through the grade levels, teachers may assign some homework in Spanish. 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 immersion students attain middle and high school grade levels, they receive most subject content instruction in English. In this way, as students’ work load and level of difficulty increases, parents are able to help.

## ***what is a maintenance program?***

- Based on the **add.a.lingua immersion model** and the **add.a.lingua program layout**, students are considered bilingual and bi-literate at the end of fifth grade. Beginning in sixth grade and continuing through high school, immersion students enter the “maintenance phase.”
- In the elementary grades students have mastered the language syntax (grammar) and phonology (sounds) as well as vocabulary pertaining to content areas. Research shows that at this level of language proficiency, students simply need several hours per week in order to continue expanding their vocabulary, and to use the four skills involved in second language acquisition: reading, writing, speaking, and listening.
- Most 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.

## ***how can I support the administrators, teachers, and school board regarding their add.a.lingua Spanish immersion program?***

- Because language immersion is an educational option unique to most communities, families have many questions that require answers. While going to other families whose children are enrolled in the **add.a.lingua program** 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.

## ***how can I prepare my children to enter an add.a.lingua 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...).
- Assure your children that they will NOT understand every word their teacher or “maestra – (ma hey stra)” is saying. Explain to them that over time, perhaps without even being aware, they will understand and even begin to use the language themselves. For now, encourage your children to think of the first few weeks of school as a game – observing the teacher and then following his/her lead.
- BE POSITIVE. It is natural for many children to resist leaving you upon beginning school regardless of whether or not the program they enter is immersion. Many preschool students cry initially and are perhaps more reserved at school as they process the “newness” of school. Behaviors such as crying and/or acting shy are extremely normal responses.
  - 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.
  - 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.
  - The same children who resist an immersion experience at the beginning are often the same ones who are vocally grateful for their ability to speak a second language as they advance through an add.a.lingua program.

## ***what do I need to understand about my children’s add.a.lingua immersion experience?***

- Just as toddlers learning their native language, immersion students go through “stages,” as they acquire their second language.  
*Note: See ***add.a.lingua stages of acquisition****
- Children learning another language in an ***add.a.lingua immersion program*** intuitively understand that language is the means through which they communicate with real people in real-life situations. Immersion students will not “perform” on cue when asked by family members to “say something” in Spanish.
  - Many parents 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 language upon encountering a native Spanish-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 for their parents. Because immersion students are learning content and their second language simultaneously in a natural way (similar to the way toddlers learn their native language), they do not learn direct translations.

## ***how can I help key people in our family's life understand our decision to choose the add.a.lingua program educational option?***

- Educating the people of influence in the lives of our children (grandparents, older siblings, extended family, close friends) regarding immersion research, specifically how an immersion program addresses children learning to read in both English and Spanish, 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 “natural” way to learn language and in NO WAY undervalues the importance of being educated in English.
- Inviting these people to informational meetings and to actually 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 Spanish 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.

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

- Because language learning is accomplished through the instruction of subject content, the assessments used in traditional programs apply. When schools implement an add.a.lingua program along side of a traditional program, assessments (tests, report card results, etc.) should remain parallel with the only difference being that of the language (Spanish or English) in which it is given to the student.
- Most families are concerned with their children’s reading progress in English. The add.a.lingua model suggests benchmarking immersion students’ reading levels in Spanish until they reach second grade. Upon reaching second grade, educators can then assess students in both English and Spanish reading.
  - In add.a.lingua’s beta site school, most first and second grade students who are reading at high levels in Spanish begin to transfer reading skills to English and are reading at or above grade level by the end of second grade.
  - Research consistently shows that children who begin reading at an early age will do so REGARDLESS of the language (Spanish or English). Conversely, students who progress more slowly will do so REGARDLESS of the language as well.
  - REMEMBER, because immersion education is still a relatively new educational option for many families and does not always feel comfortable, it is easy to “blame” any learning difficulties your children face on the program model (immersion in another language). 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 rather than English.

# add.a.lingua stages of Spanish language acquisition



<b>Levels of Spanish Language Production</b>	<b>Preproduction</b>	<b>Early Production</b>	<b>Speech Emergence</b>	<b>Intermediate Fluency</b>	<b>Fluency</b>
	- begin to understand Spanish before having the ability to speak	- speak first words in Spanish - comprehend significantly more language	- speak some Spanish using structure (syntax) - become familiar with the use of the language (pragmatics)	- become more familiar with the syntax and pragmatics of Spanish (the structure and function of the language)	- communicate in the language through conversation and writing
<b>Students' Characteristics and Needs</b>	- respond to instructions and commands. - use English to communicate with teachers and peers	- speaks using one or two words in Spanish - give "sí" or "no" answers - may mix languages, Spanish and English, when communicating with teachers and peers	- speak using more than one or two words to express a thought - retell a story - respond to open-ended questions - begin to develop reading and writing skills	- begin to develop advanced reading and writing skills in Spanish - needs considerable help with vocabulary development	- have language and learning skills comparable to those of a native-Spanish-speaker in academic settings
<b>How Students Learn</b>	- learn by listening and watching - point, gesture, draw, recreate, or respond in English to show understanding - learn by repetition	- learn by listening, watching, and speaking using one or two words in Spanish - point, gesture, draw, recreate, or respond to questions with one or two word answers in Spanish to show understanding - learn by repetition	- begin to ask questions in Spanish - use basic literacy skills - participate in discussions and respond to questions using emerging syntactic structures (begin to form sentences using correct Spanish grammar) - participate in structured discussions and literacy activities	- utilize more advanced literacy skills - build on content learned through discussions using more advanced syntactic structures	- have language and learning skills comparable to that of a native-Spanish-speaker in academic settings
<b>Appropriate Language Objectives</b>	- sing - act out - identify - point to - participate in	- draw and label - sort - use phrases - match the pictures and words	- order and label - ask questions - read and paraphrase - complete a Venn diagram and discuss - complete a supporting paragraph	- write a paragraph to compare and contrast - summarize a research article - read and take notes - read and summarize	- attain fluency

# add.a.lingua 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)

**Ch ch** similar to English Ch (as in Charlie)

**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

**LL ll** similar to English Y (as in yet)

**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)



## 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 foreign language terminology



**Majority language:** The majority language refers to the language most widely spoken in a given area.

**Minority language:** The minority language refers to a language that is used by a group of people living among the majority language speakers

Based on well-researched language acquisition theory, the following immersion models currently exist:

- **Full or total immersion:** In this model, majority language speakers begin by receiving 100% of their instruction in a minority language (most often Spanish in the United States). In grades K-1, children learn to read first in the immersion language. The instruction time in the immersion language decreases by percents as the students progress through elementary school. By fifth or sixth grade immersion students continue to receive at minimum 50% of their instruction in the immersion language. Various “maintenance” models exist after the fifth or sixth grade.
- **Partial immersion:** In this model, majority language speakers receive about 50% of instruction in the immersion language. This percentage remains consistent throughout elementary school. Students learn to read in both languages in the lower grades.
- **Double immersion:** This is a full or total immersion program using two minority or non-native languages.
- **Two-way or dual immersion:** This model has an equal emphasis on two languages and depends on an equal distribution of two native language populations. This model began in Dade County, Florida with about half their students native Spanish speakers and the other half native English speakers. In this model, the students receive instruction in the early elementary years primarily in Spanish with both the native Spanish-speakers and English-speakers experiencing Language Arts in Spanish first. By combining two language groups, dual immersion seeks to place equal value on the languages of instruction and depends on students from each language group interacting and learning from one another.

**FLES:** This acronym stands for Foreign Language in the Elementary Schools. In this program, schools begin to teach language at the elementary level. A well articulated FLES program often begins in Kindergarten and focuses on building vocabulary and communication skills each year until the eighth grade. FLES programs may take on characteristics of an immersion program by reinforcing content already taught in the grade levels, thereby calling it “content-enriched” instruction. FLES programs must meet between 90 and 120 minutes per week in order to reach most State standards of two foreign language credits upon graduating from high school and a novice-high level of proficiency on the ACTFL scale.

**FLEX:** This acronym stands for Foreign Language Experience or Exploratory. In these programs, teachers, often assisted by technology allow students to “try out” several different languages before choosing their area of focus. True proficiency is not likely attainable.

*Research suggests ... that students in full and dual immersion programs are more orally proficient and reach higher academic levels in both the minority and majority languages than those participating in partial immersion programs.*

## References:

- American Council on the Teaching of Foreign Languages. [www.actfl.org](http://www.actfl.org).
- Center For Applied Linguistics. [www.cal.org](http://www.cal.org).
- National Standards in Foreign Language Education Project (2006). *Standards for foreign language learning in the 21<sup>st</sup> century*. Lawrence, KS:

## add.a.lingua ten ways to encourage your children to read



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. (*Your Big Back Yard, National Geographic Kids, Ranger Rick, Clubhouse Jr., etc.*)
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.)

***“The single most important factor in a child learning to read is the nightly bedtime story. These children learn to read because they expect to.”***

***-Jim Burns***