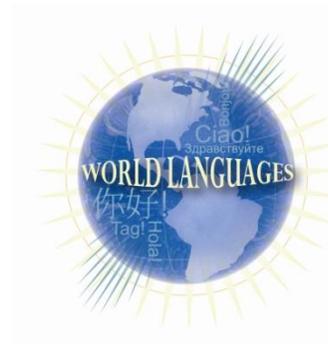


## Kansas Dual Language Immersion Model & Resources

This is a description of the immersion/dual immersion model as a guide for districts in the state of Kansas. Because of variations around the country in terms and definitions, the descriptions below provide a model for use within our state.



### Goals

The goals of immersion and dual language immersion programs are

- High levels of **academic achievement** across all subject areas
- Interpersonal and academic **language proficiency** in English and the immersion or target language (**additive bilingualism**)
- Enhanced **intercultural understanding** for more effective participation in the global community

### Rationale

A language immersion program meets the needs of two groups of children, 1) the need for language majority students to learn a language(s), and 2) the need for language minority students to learn the language of the majority. Research shows that for language majority students a second language is best developed through immersion in that language (Genessee, 1985). It is felt that the immersion of English proficient students in a non-English environment engenders acquisition of true communicative proficiency in the second language. Their English language skills, meanwhile, develop unimpeded due to the dominance of English in their socio-cultural environment. For language minority students a second language is best acquired when their first language is firmly established (Hakuta & Gould, 1987). Instruction in their native language provides the necessary linguistic foundation for the later acquisition of English and the further development of full proficiency in both languages. In addition, students achieve proficiency in academic subjects, and the academic languages of those subjects, while cultivating an understanding and appreciation of other cultures.

Studies of Spanish immersion programs in the United States and French and other language immersion programs in Canada (Campbell, 1984; Genessee, 1985; Swain, 1984; Collier and Thomas, 1997) show that immersion can be highly effective for both majority and ethnic/language minority students. They usually demonstrate high levels of proficiency in the language without any loss to the development of their English skills, and high academic achievement in other content areas. Students who learn content in one language are able to demonstrate content knowledge in the second language once they acquire the language to express that knowledge (Cummins, 1987).

**Models recommended** (samples below for Spanish can be applied to any language)

- Full immersion: all subjects taught in the target language (90%) and English Language Arts (10%) at each grade K-6.
- Dual language immersion: Starting in kindergarten and first grade, 90% of the instruction is in Spanish and 10% in English. The English component increases by 10% each year while the Spanish decreases by 10%. By sixth grade, instruction is 50% in Spanish and 50% in English. To facilitate language acquisition and student interaction, the ideal class composition is 50% native English speakers and 50% native speakers of the additive language. This is considered optimal for both informal and formal transfer of language skills among students.
- FLES language instruction: A third language is introduced to immersion students at second or third grade after literacy in the first two languages is well established. The two groups of

students benefit socially from learning a new language together. Language learning skills are applied in a new setting.

PreK, Kindergarten, First			English speaker	Spanish speaker
10%	30 min	English	enrichment	basic language development
90%	270 min	Spanish	basic language development, literacy, numeracy, socialization	
2 <sup>nd</sup> Grade				
20%	60 min	English	enrichment	basic language development
80%	240 min	Spanish	basic language development, literacy, numeracy	
3 <sup>rd</sup> Grade				
30%	90 min	English	Language Arts	Language Arts, 30 min. EL development
70%	210 min	Spanish	Sp Language Arts, math, social studies, science, PE, Music	
4 <sup>th</sup> Grade				
40%	120 min	English	English Language Arts, Math, Music	EL development 30 min
60%	180 min	Spanish	SpLA, Social St, Science, Art	
5 <sup>th</sup> Grade				
50%	150 min	English	ELA, Math, Science, Music,	
50%	150 min	Spanish	SpLA, Social Studies, Art	

The dual immersion model starts with a larger Spanish component than English component. The rationale for this model is to establish literacy in the minority language before developing literacy in the majority language. Because the society in which we live is English, students naturally transfer much of what they learn to the English which surrounds them on a daily basis. The English component increases by 10% each year while the Spanish component decreases by 10%. By fifth and sixth grade, instruction is 50% in Spanish and 50% in English.

To maximize interaction among language-minority and language-majority children, the ideal class composition 1:1 ratio of English and Spanish speakers. This ratio is considered optimal for the informal as well as the formal transfer of language skills among students. At a minimum, it is essential to maintain at least a 1:2 ratio.

The program can function as a 'strand', i.e. one or more sections at each grade level in a multi-section school. Operating school-wide is considered optimal. The program started at K-5 should continue at the middle school and high school levels with at least two classes taught in Spanish each year. One class should be a continuation in Spanish literacy skills building to AP level or higher, and the other should be in other content areas.

### Method of instruction

In self-contained classrooms, a bilingual teacher plans and delivers instruction in one language at a time. Teachers engage students in active collaborative learning activities requiring communication in the target language. They teach language on a 'need to know' basis for specific activities and classroom interactions. They do not use translation for comprehension. Instead, they use a variety of second language acquisition techniques to make language and content comprehensible for all students. Thematic, project-based instruction and hands-on activities provide continual opportunities for students to use the target language. Students work cooperatively and serve as authentic language models for their peers.

A clear and sustained separation of the two languages is maintained by all teachers and paraprofessionals. Skills are methodically developed and assessed in both languages.

### **Materials selection**

The curriculum used in the dual language immersion program is based on state and local school district curriculum guidelines. Except for the language of instruction, the curriculum is equivalent to that delivered to those students at the same grade level. Spanish is used as the language of instruction for the majority of time in the primary grades. In the upper grades, a language balance is achieved by dividing the subjects into those which are taught in English and those taught in Spanish. Three categories of materials are needed: 1) language acquisition materials in both English and Spanish for non-native speakers; 2) language arts materials specifically designed for each language; and 3) content materials in both English and Spanish (Willettts & Christian, 1990). Care must be given to find comparable materials for grade level content.

### **Program assessment**

Individual and group student test data as well as comparative program test data are analyzed by administrators and staff and shared with parents. Ongoing assessment helps to 1) improve instruction; 2) provide students with feedback; 3) gain a common understanding of what quality performance is and how close we are to achieving it; 4) measure program success and effectiveness; and 5) understand if what we are doing is making a difference.

Multiple measures are used to analyze students' linguistic and academic success in meeting the established standards.

In addition to content assessments used in the district, the following are recommended to measure -

- Amount of Spanish acquired by native English speakers
  - LAS Links Español, [CTB/McGraw-Hill](#)
  - LinguaFolio™ ([KS pilot](#))
  - National Spanish Exam, Level 1, 2, or 3, useful for grades 5 and above, [AATSP](#)
  - SOPA/ELLOPA/Cope Spanish, [Center for Applied Linguistics](#)
  - STAMP Spanish, [Avant Assessment](#)
- Amount of English acquired by native Spanish speakers
  - Kansas English Language Proficiency Assessment, [KELPA](#)
  - LAS-Links English, [CTB/McGraw-Hill](#)
  - IPT, [Ballard & Tighe](#)
  - LPTS, [MetriTech, Inc.](#)
  - KELPA-P, [CETE](#)
  - LinguaFolio™ ([KS pilot](#))
- Intercultural skills
  - 21<sup>st</sup> Century Skills Map (currently being developed for World Languages)
- School wide use of target language
  - Walk-through inventory checklist (currently being developed)

### **Length of the program**

Research data indicates that students develop minimal functional dual language proficiency in a minimum of four to six years (Lindholm, 1987). Students should be enrolled in the program with the

intention of participating **K-12**, to facilitate proficiency development from the novice to Intermediate levels during elementary school in order to approach the Advanced level in high school or college (ACTFL and Kansas World Language Model Standards proficiency scales). The middle school or junior and senior highs continue the program with courses in Spanish (e.g. Heritage Spanish or Spanish Language Arts) and at least one other content course each year.

### **Program admission**

In order to maintain the integrity of the instructional model, criteria for admission should be set.

1. Parents understand the program and commit to enrollment of their child for seven or eight years, Pre-K and K-6 and continue through middle school and high school.
2. Pre-K, kindergartners and first graders enter the program through a priority system. Enrollment is limited and balanced between native Spanish speakers and native English speakers, as well as having an equal number of boys and girls. Siblings and children of staff members have first priority. Children living within the neighborhood school attendance boundary have second priority. Others within the district have third priority. Additional students from outside of the attendance boundary or district are accepted by lottery.
3. English speakers may only be admitted during Pre-K, Kindergarten and first grade.
4. Spanish speakers and bilingual students may be admitted during any grade level if multiple measures verify that their level of Spanish proficiency is sufficient. After assessment the SIT team may admit them and conduct observations during a two week period to make a final determination.
5. Continuous participation in the program is necessary. Reentry into the program will be determined on a case-by-case basis after careful evaluation of a student's linguistic and academic progress.

### **Parent and community involvement**

Parent orientation, support, and involvement is key to the success of an immersion school. Information about the school model must be prepared in both languages and presented on a regular basis. Parents must work closely with the school and serve as volunteers and language resources to their child's peers who are learning their language. Parent education activities, such as Spanish or English language classes are offered as a means to actively involve them in the educational program.

### **Where to look at models**

Kansas schools have limited experience with immersion or dual-language immersion schools. There are no full immersion schools in the state. The most mature dual language program in Kansas is the K-8 [Horace Mann Magnet School](#) (1243 N. Market, Wichita, 67214, 316-973-3100) with over a decade of program development. Several Kansas districts are currently developing programs, and have one to five years of experience. Contact one of the KSDE consultants listed below for more information.

In neighboring states there are several models worth visiting, including those which have been designated by the Spanish Ministry of Science and Education as an International Spanish Academy. An explanation of ISA requirements is available [here](#).

Aurora, Colorado – [Global Village Elementary](#), in a suburban district, designated as an International Spanish Academy.

West Liberty, Iowa – elementary, middle, and high school in a small district designated as [International Spanish Academies](#).

Kansas City, Missouri – [Académie Lafayette](#), K-8 French Immersion School and Public Charter, one of their state's highest performing charter schools. (Located at 6903 Oak, with a Kindergarten center at 406 W. 74<sup>th</sup> in Kansas City, MO).

Omaha, Nebraska – five elementary, two middle, and one high school designated as [International Spanish Academies](#) by the Spanish Ministry of Science and Education.

Tulsa, Oklahoma - [Eisenhower International School](#), both a Spanish and French Immersion program, follows the model described above that starts with 90/10 and transitions to 50/50 by 5<sup>th</sup> grade. This school one of the highest performing elementary schools in their state.

### **Middle and High School**

The dual language immersion program continues in a designated a middle school and a high school. Students are provided two immersion classes in Spanish, one in Spanish Language Arts, and one in another core content area such as science or social studies. Depending on availability of faculty, it may be possible to set aside one section of electives such as art or music to be conducted in Spanish. Courses selected should enable students to continue developing their Spanish language skills while participating in the regular required or elective courses. The remainder of the schedule is in English. It is possible to accept new students into these courses by testing their Spanish literacy. (Such courses may also be used to meet the needs of heritage language students moving into the district.)

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