

THE DLI EXAMINER

A PARENT'S GUIDE TO UNDERSTANDING LANGUAGE PROFICIENCY

How long does proficiency take to develop? How long will it take my child to learn the second language?

The following are some common stages that students experience as they learn a second language:

STAGE OF LANGUAGE ACQUISITION

SILENT/RECEPTIVE STAGE (ACTFL NOVICE)

- UP TO 6 MONTHS
- 500 RECEPTIVE WORDS

EARLY PRODUCTION STAGE (ACTFL NOVICE)

- 6 MONTHS TO 1 YEAR
- 1000 RECEPTIVE/ACTIVE WORDS

SPEECH EMERGENCE STAGE (ACTFL INTERMEDIATE)

- 1-2 YEARS
- 3000 ACTIVE WORDS

INTERMEDIATE FLUENCY STAGE (ACTFL INTERMEDIATE)

- 2-3 YEARS
- 6000 ACTIVE WORDS

ADVANCED FLUENCY STAGE (ACTFL ADVANCED - SUPERIOR)

- 5-7 YEARS

GENERAL BEHAVIORS OF STUDENTS

- point to objects, act, nod, or use gestures
- say yes or no
- speak hesitantly
- produce one-or two-word phrases
- use short repetitive language
- focus on key words and context clues
- may appear to have a smaller vocabulary than other children in each language, but a larger vocabulary across the two languages
- engage in basic dialogue
- respond using simple sentences
- use complex statements
- state opinions and original thoughts
- ask questions
- interact in more lengthy conversations

The five stages of language acquisition described above are a general framework for understanding how students progress as they learn a language. However, it must be noted that language learning is an ongoing, fluid process that differs for every student. Children may move between stages of language acquisition, depending on the linguistic and cognitive demands of the academic language.

(Adapted from <http://www.ascd.org/publications/books/108052/chapters/The-Stages-of-Second-Language->

"If you talk to a man in a language he understands, that goes to his head.

If you talk to him in his language, that goes to his heart"

-Nelson Mandela

NATIONAL HISPANIC HERITAGE MONTH

Each year, Americans observe National Hispanic Heritage Month from September 15 to October 15, by celebrating the histories, cultures and contributions of American citizens whose ancestors came from Spain, Mexico, the Caribbean and Central and South America.

The observation started in 1968 as Hispanic Heritage Week under President Lyndon Johnson and was expanded by President Ronald Reagan in 1988 to cover a 30-day period starting on September 15 and ending on October 15. It was enacted into law on August 17, 1988, on the approval of Public Law 100-402.

The day of September 15 is significant because it is the anniversary of independence for Latin American countries Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua. In addition, Mexico and Chile celebrate their independence days on September 16 and September 18, respectively. Also, Columbus Day or Día de la Raza, which is October 12, falls within this 30 day period.

Source: www.hispanicheritagemonth.gov

SUPPORTING LANGUAGE DEVELOPMENT

Even if parents don't speak one of the target languages of their child's DLI program, parents still support language development at home. We must understand that children will often be reluctant to "perform" in the second language for adults.

Some of the key ways parents can support and foster a language-rich environment are listed below:

- Create a supportive learning environment in the language of the home; read, write, listen, and talk to your student in your own language.
- Read WITH and TO your child in your native language EVERY day.
- Ask open-ended questions. (Use question words such as "how," and "why.")
- Encourage curiosity by teaching children to question the world around them.
- Emphasize the value of acquiring another language.
- Applaud their efforts in the language immersion.
- Develop effective study skills.
- Volunteer in the immersion classroom or help with materials, activities, or field trips.
- Extend cultural experiences beyond the classroom.
- Expose your student to the language through technology and media.
- Later, encourage your child to participate in an exchange or service program that will require interaction with people in the target language.

100 HIGH FREQUENCY WORDS

Help young learners become fluent readers more quickly by teaching high-frequency words in Spanish.

a	es	la	que
abajo	escuela	las	quien
aqua	esta	leer	quiere
ahora	está	llamar	quiro
al	estaba	los	ropa
alto	están	mamá	se
aquí	este	me	siempre
bien	estoy	mi	son
bonito	feliz	mira	soy
bueno	fue	mis	también
casa	fueron	mucho	tengo
chiquito	fui	muy	tiene
comer	fuimos	niña	tu
como	gracias	niño	un
con	grande	niños	una
correr	gusta	no	va
cosa	hace	nos	vamos
de	hacer	nosotros	van
debajo	hasta	nunca	ven
día	hay	papá	veo
dice	hermana	pero	vida
dijo	hermano	poquito	viene
el	hoy	por	voy
ella	ir	porque	y
en	juego	puedo	yo

TEACHER SPOTLIGHT

SEÑOR RAMOS, 1ST GRADE

Señor Ramos has been part of the E. Rivers family since 2003. His teaching background began long before his arrival at E. Rivers, as he taught English in his native Puerto Rico and Spanish for APS. While the 2019-2020 school year marks his first year teaching at E. Rivers, Señor Ramos was a Parapro for both non-DLI and DLI classrooms.



Caperucita Roja
(Little Red Riding Hood)

