

# Developing Literacy In Immersion



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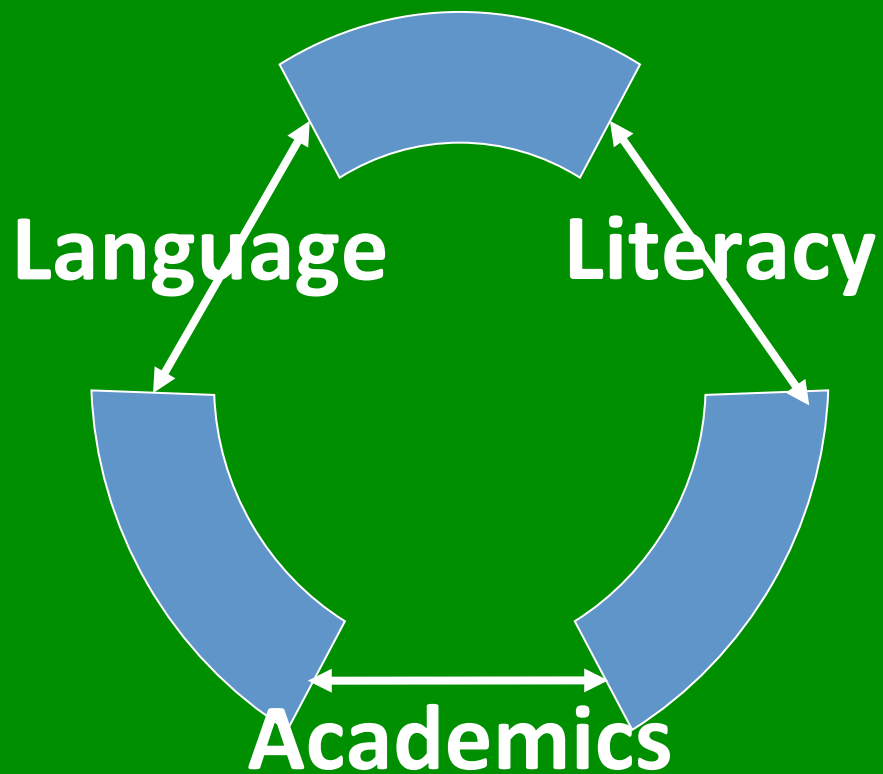
# Language, Literacy, and Academics

Students need to use literacy as a tool to acquire, enhance, and display their learning.



Literacy is critical to success in an academically rigorous curriculum.

# Language, Literacy, and Academics



# Literacy and Academics

- Academics in the primary grades
- Concept development in later grades
- describe the characteristics of sounds and vibrations, including how sounds are produced, received and used.
- describe the relationship between fractions and decimals
- Identify situations that are represented by negative numbers.
- explain how early European and African cultures influenced colonial lifestyles.



# Literacy in Dual Language Immersion

1. Research on the transfer of literacy
  - Alphabetic languages
  - Non-alphabetic languages
2. Oral language and literacy development
  - Alphabetic languages
  - Chinese?



**OUR SYMPOSIUM TODAY**

# Literacy Expectations

- What standards can we use to set benchmarks for literacy in the immersion language?
- Are standards developed for English appropriate for target language literacy?
- Are reading proficiency scales developed for languages other than English useful for young readers in dual language/immersion programs?

# Literacy Expectations

- How well do our students need to read and write in the non-English language to meet or exceed academic standards in the content areas not taught in English?
- Can students attain native-like proficiency as readers and writers in the target language?



# Literacy in Non-Alphabetic Languages

- How are programs approaching literacy development in languages that do not use the Roman alphabet? For languages such as Korean or Arabic, where there have phonetic writing systems, should the sequence of sound/symbol correspondences taught to language learners be the same as that for native speakers?
- What are some bases for principled decision-making regarding the sequence of learning characters in Chinese or Kanji in Japanese?

# Literacy in Non-Alphabetic Languages

- What aspects of English language literacy development transfer to becoming literate in non-cognate languages? Which do not?

# The Suitability of Literacy Practices and Materials From Other Countries

- How useful are systematic approaches to literacy development in other countries when applied to US schools? How do these approaches impact students, particularly in two-way programs?
- Can instructional materials developed by native speakers for native speakers outside the US be effective in our programs? What is the place for authentic stories and other texts compared to texts written for second language learners?

# Simultaneous or Sequential Literacy?

- What has been the experience of successful programs in one-way and two-way programs
- Are there data that would inform our beliefs and our decisions? When planning for sequential literacy development, what evidence can we use to determine when we might effectively introduce literacy in the other language?