

# The Two-Way Immersion Toolkit

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# CAL



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## GLOSSARY

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**Academic language:** Language used in academic settings to learn academic content.

**Comprehensible input:** Language that is easy enough for learners to comprehend but is just beyond their level of competence.

**Graphic organizer:** Visual representations of information. Graphic organizers can be used to brainstorm, summarize, sequence, or outline information.

**English language learners:** Students in the United States whose first language is a language other than English.

**Fossilized errors or fossilization:** persistent language errors that are resistant to instructional interventions.

**Natural language approach:** using principles of first language acquisition to promote second language acquisition (e.g. learning language in context, providing visual cues and manipulatives, interacting with native speakers, etc.)

**Partner language:** This is a new term that we have developed to refer to the language other than English that is used for instruction in TWI programs.

**Scaffolding or sheltering instruction:** Providing relevant support to students in order to help them bridge the gap between what they already know and what they are learning.

**Stages of language acquisition or levels of language proficiency:** Broadly speaking there are five stages of second language acquisition: pre-production (understands some language but not yet able to produce utterances), early production (able to produce one or two words), speech emergence (telegraphic speech – able to produce phrases and short sentences), intermediate fluency (able to produce extended language), and native-like proficiency (able to produce extended formal and informal language about a variety of topics).

**Standards:** Broad goals defining what students should know and be able to do.

**Study groups:** Small groups that provide sustained opportunities for teachers to explore professional issues and challenges and to gain knowledge.

**Total physical response (TPR):** A language teaching technique in which learners respond to language input (often commands) with body motions.