



DUAL LANGUAGE IMMERSION COMMUNITY INFORMATION EVENTS

Bilingualism
Biliteracy
Bicultural



Loudoun County Public School's Dual Language Immersion Program begins in Kindergarten. This program promotes bilingualism, biliteracy, and cultural competence. The Dual Language Immersion program is housed at Potowmack Elementary and Sanders Corner Elementary. Every resident in Loudoun County with a rising kindergartener may express interest in having their student participate in this program. Learn more about the LCPS Dual Language Immersion Program and how you can express interest at one of the upcoming in-person parent/guardian meetings.

- Oct. 24 Arcola Elementary School
- Nov. 1 Emerick Elementary School
- Nov. 28 Mill Run Elementary School
- Dec. 5 Sanders Corner Elementary School
- Dec. 12 Administration Office
- Jan. 3 Frederick Douglass Elementary School
- Jan. 9 Potowmack Elementary School
- Jan. 16 Leesburg Elementary School
- Jan. 23 Sterling Elementary School

All meetings are 6:00 - 7:30 p.m.

For more information, contact Luisa Quintero at luisa.quintero@lcps.org or visit <https://www.lcps.org/DLI>.

Register to Attend



<https://bit.ly/3DnJCDW>



LANGUAGE IMMERSION PROGRAMS

WHY DUAL LANGUAGE IMMERSION IN LCPS?

Dual Language Immersion is a highly successful approach to language instruction for children. It enriches their English language development and provides them with an enhanced sense of global awareness, linguistic confidence, and learning strategies that will be useful in many aspects of life.

LCPS will deliver curricular content in two languages — English and a second partner language; the program will provide educational equity to English Learners (ELs) by developing their primary language skills to support their English language development.



The first LCPS Dual Language Immersion Program, as described in the Virginia Department of Education's (VDOE) Dual Language Immersion Implementation Guide started in the Fall of 2023 at Potowmack Elementary School and Sanders Corner Elementary School.

BACKGROUND

- First introduced in the United States in 1971 to incorporate intensive second language education into public elementary schools.
- Viewed by educators and parents as a highly effective way of teaching world languages to children (Curtain & Dahlberg, 2004)
- The ultimate goal is: Students to become proficient in the target language in addition to English and to develop increased cultural awareness while reaching a high level of academic achievement (Fortune & Tedick, 2003)

MODELS

Immersion models: include but are not limited to:

- **Total Immersion** – English-speaking students only; all subjects are taught in the target language
- **Partial Immersion**- English-speaking students only; approximately 50% of instruction in the target language
- **Two-way or Dual Language Immersion** - 50% of the time in English and 50% in the partner language; the ratio of instruction in the partner language and English is equal throughout the length of the program.
 - The instructional design consists of a balanced number of native English speakers and native speakers of the partner language; both groups of students serve in the role of language model and language learner at different times

Note: LCPS currently offers the Two-way or Dual Language Immersion



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