ELLs Become Trilingual at the Academy for Languages and Technology in the Bronx

In September of 2007, the Academy for Languages and Technology (ALT) located at 1700 McCombs Road, District 9, in the Bronx, opened its’ doors to recently arrived students who have lived in the United States less than four years, whose primary language is Spanish and who are of limited English proficiency. In their own words, “The primary focus for students at ALT is language acquisition through Bilingual and English as a Second Language (ESL) programs to develop critical thinking skills through literacy and technology instruction in Spanish and English. To attain this, students are engaged in project-based learning, internships and community service. Our school’s programs give students the skills, knowledge and experiences needed to become productive members of our society.”

Under the leadership of founding principal, Arisleyda Urena, students of ALT are immersed in learning the latest technology to include web designing, Microsoft EXCEL and PowerPoint and they are further increasing their language learning experience to include learning three languages!

Under the guidance of their Japanese teacher, Mr. Russell Wadsen, students have been learning Japanese for the past two years. In what started as an extracurricular club, has now been incorporated into the school day. The students are learning the similarities between their native language Spanish, and Japanese. For example, did you know that Spanish and Japanese have similar phonetic sounds?

To learn more about the Japanese language program at ALT and to see the students during their Japanese class, you may visit: www.alteagles.org
Japanese Rubric used to evaluate student work

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent (25 points)</th>
<th>Good (20 points)</th>
<th>Fair (15 points)</th>
<th>Poor (10 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effort and Attention</td>
<td>Student stayed focused during the assignment. He or she paid careful attention to his or her work. The final product shows clear effort by the learner.</td>
<td>Student mainly stayed focused during the assignment. He or she paid attention to his or her work. The final product shows good effort by the learner.</td>
<td>Student stayed somewhat focused during the assignment. He or she paid some attention to his or her work. The final product shows some effort by the learner.</td>
<td>Student did not stay focused during the assignment. He or she did not pay attention to his or her work. The final product shows little effort by the learner.</td>
</tr>
<tr>
<td>Vocabulary and Sentence Structure</td>
<td>Student took advantage of several sentence structures and vocabulary in Japanese.</td>
<td>Student used many, but not all of the sentence structures and vocabulary in Japanese.</td>
<td>Student used some sentence structures and vocabulary in Japanese, but a lot of these were repeated.</td>
<td>Student used little or no sentence structures and vocabulary in Japanese.</td>
</tr>
<tr>
<td>Creativity and Originality</td>
<td>The work is innovative and creative. The final product is beautiful.</td>
<td>The work is somewhat innovative and creative. The final product is attractive.</td>
<td>The work is only partially innovative and creative. The final product is nice.</td>
<td>The work is not innovative and creative. The final product is sloppy.</td>
</tr>
<tr>
<td>Group work</td>
<td>During the group work portions of this assignment, the student remained focused and helpful.</td>
<td>During the group work portions of this assignment, the student was somewhat distracted but helpful.</td>
<td>During the group work portions of this assignment, the student was distracted and not helpful.</td>
<td>During the group work portions of this assignment, the student did not participate.</td>
</tr>
</tbody>
</table>

Name: ____________________ TOTAL SCORE: _____ / 100

Student’s Book

See ALT Students Activities Next Following Pages
ALT Students and their work

Nihon ni ikuken amashini kiko
Jo man ga imasu, hodo kaimasu.
Nihon ni Gokuraku imasu. Gojira
Teppyou amashini, hodo ni nido desu.
Goji wa kiri desu. Nihon ni Gokuraku
wa toSameisen koku no kimi desu. Nihon ni Gokuraku
amashini kiko ga imasu. Kedo yomu ga
mashiri hodo desu. Suna wa otoko into ni hodo desu.

Nihon ni tekusa amashini mano ga arumasy.
Tateba Sushi wa wa nishii desu. Sushi wa wa
Ima nado nihon no detsume desu. Ooshika
ma wa tenashii genkai desu. Kimono
kiri gotoku desu. Kimono wa ebiwai
shi nai desu.

Nihon ni ikuken amashini kedo
chinga. Buka wa otsuki chinga. Goji wa

ALT Students and their work

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