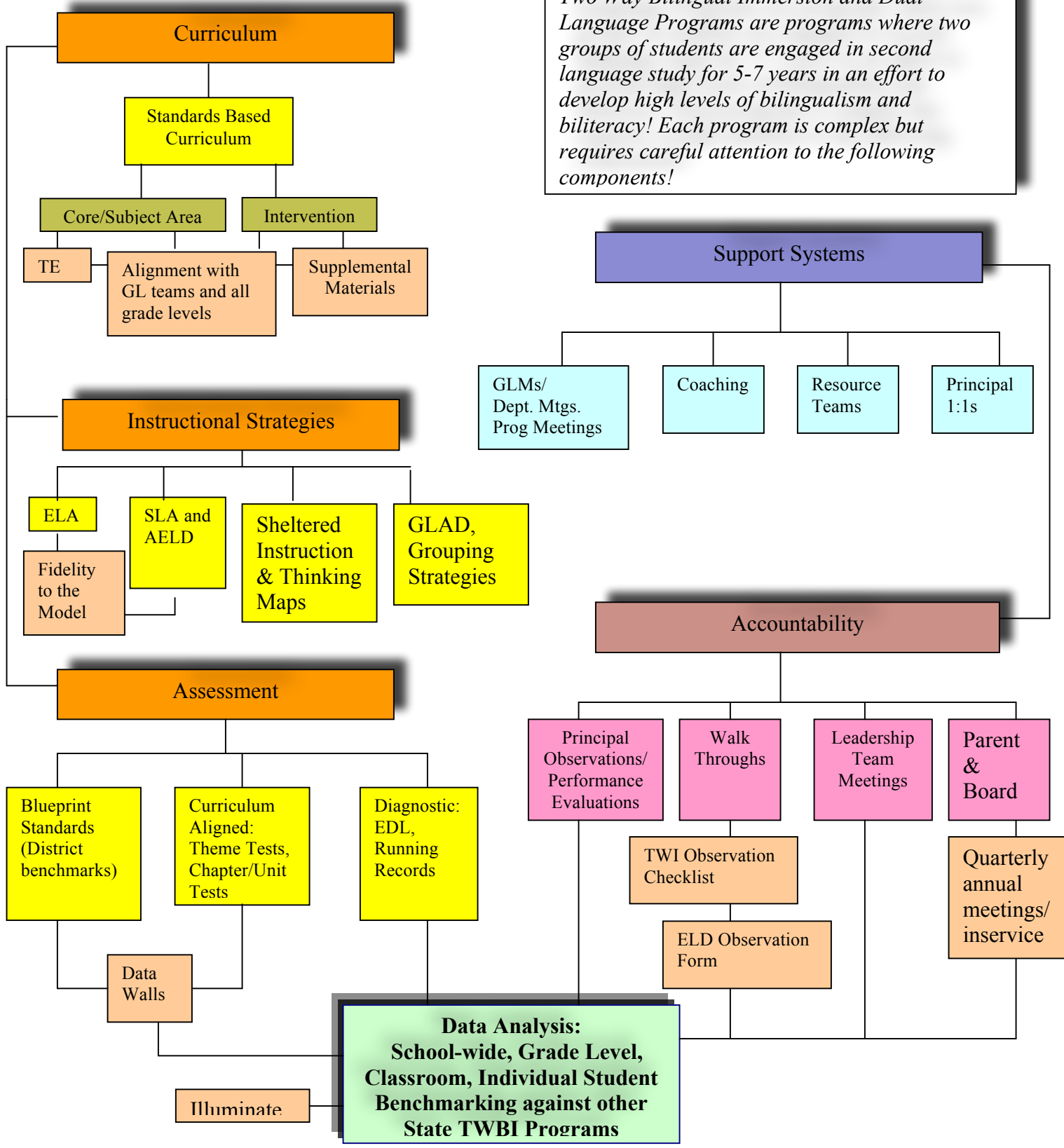


Critical Components of Successful Dual Language Programs: Research & Implications for Practice

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Two Way Bilingual Immersion/Dual Language Program Essential Accountability Program Components

Two Way Bilingual Immersion and Dual Language Programs are programs where two groups of students are engaged in second language study for 5-7 years in an effort to develop high levels of bilingualism and biliteracy! Each program is complex but requires careful attention to the following components!



Data Analysis:
 School-wide, Grade Level,
 Classroom, Individual Student
 Benchmarking against other
 State TWBI Programs

AELD IN A TWBI 90/10 CLASSROOM * SAMPLE WEEKLY SCHEDULE

AELD Framework for Instruction (40-45 minutes/day) Kindergarten –Second Grade Teachers Exchange Classes for English Time not Students				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Teacher works with whole group for 30-40 mins.</p> <ul style="list-style-type: none"> • T Introduces story, theme, etc • T introduces new vocabulary, sentence frames and works on meaning & structures w/ students (use EO students to add synonyms) • “Turn to partner” T pairs EOs + ELs to work on: •comprehension skills from the story •vocabulary – oral practice •sentence frames •Teacher demos the Independent activities for the week. 	<p>Teacher works with whole group for 10 mins.- lesson development</p> <p>Divides students into groups:</p> <div style="border: 1px solid red; padding: 5px; margin: 10px 0;"> <p>ELs Emerging w/Teacher specific ELD skills</p> </div> <div style="border: 1px solid blue; padding: 5px; margin: 10px 0;"> <p>EO’s + ELs – Expanding & Bridging Independent Centers w/ parent helpers</p> </div>	<p>Teacher works with whole group for 10 mins. – lesson development</p> <p>Divides students into 2 groups:</p> <div style="border: 1px solid red; padding: 5px; margin: 10px 0;"> <p>EO & w/ ELs Expanding & Bridging w/ EOs Teacher ELA extensions</p> </div> <div style="border: 1px solid blue; padding: 5px; margin: 10px 0;"> <p>ELs- Emerging Independent Centers w/ parent helpers</p> </div>	<p>Teacher works with whole group for 10 mins.- lesson development</p> <p>Divides students into 2 groups:</p> <div style="border: 1px solid red; padding: 5px; margin: 10px 0;"> <p>ELs- Emerging w/Teacher ELD skills</p> </div> <div style="border: 1px solid blue; padding: 5px; margin: 10px 0;"> <p>EOs+ ELs Expanding & Bridging Independent Centers w/ parent</p> </div>	<p>Whole group- culminating activity for 30/40 mins.</p> <ul style="list-style-type: none"> • Independent Activities with EO/EL paired together •Story retell for EL students, projects related to story and shared orally with the class for example: •Reader’s Theatre •Language Experience stories – tell the story in your own words... •Use sentence frames for writing •Create class book •Play out the story for a class

AELD IN A TWBI 90/10 CLASSROOM * SAMPLE WEEKLY SCHEDULE

Requisites for success:

- TWBI Programs use a different model (than the grouping by level model) for ELs in TWBI classrooms which includes incorporating EO Peer Models during the English portion of the day.
- Students understand their roles as English models for English Learners in the same way that Spanish speakers are models of Spanish for English speaking students.
- Teachers must manage the conversation so that EOs do not overpower the ELs
- Strategic pairing of students as EO and EL students help students with oral language practice and to hear native-like English language during the English portion of the day.
- Teachers use the AELD/ELA standards to organize the program and the independent activities
- Well thought-out centers that promote interactions and language sharing, not worksheets, are developed. Centers must be designed to promote oral language practice and the development of academic vocabulary.
- Centers must be built to ensure peer conversation and language practice!
- Centers need to be designed to scale up or down depending on students' linguistic needs.
- Strategic use of English Paraprofessionals/ English speaking parents to help oversee and support at centers. They must encourage language practice among students by asking questions that expand the new language structures that students are studying.
- Listening Centers can be used to reinforce vocabulary and story comprehension but is the least ideal transmission of language mode for ELs.
- A standards-based AELD curriculum with a strong scope and sequence and supplementary materials are carefully selected for use during the English portion of the day for K-2.