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

**Curriculum**
- Standards Based Curriculum
  - Core/Subject Area
    - TE
    - Alignment with GL teams and all grade levels
  - Intervention
    - Supplemental Materials

**Instructional Strategies**
- ELA
- SLA and AELD
- Fidelity to the Model
- Sheltered Instruction & Thinking Maps
- GLAD, Grouping Strategies

**Assessment**
- Blueprint Standards (District benchmarks)
- Curriculum Aligned: Theme Tests, Chapter/Unit Tests
- Diagnostic: EDL, Running Records
- Data Walls

**Support Systems**
- GLMs/ Dept. Mtgs. Prog Meetings
- Coaching
- Resource Teams
- Principal 1:1s

**Accountability**
- Principal Observations/ Performance Evaluations
- Walk Throughs
- Leadership Team Meetings
- Parent & Board
- Quarterly annual meetings/ inservice

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

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

### AELD Framework for Instruction (40-45 minutes/day) Kindergarten – Second Grade

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher works with whole group for 30-40 mins.</td>
<td>Teacher works with whole group for 10 mins.– lesson development</td>
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<td>Whole group–culminating activity for 30/40 mins.</td>
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<tr>
<td>• T Introduces story, theme, etc</td>
<td>Divides students into groups:</td>
<td>Divides students into 2 groups:</td>
<td></td>
<td>• Independent Activities with EO/EL paired together</td>
</tr>
<tr>
<td>• T introduces new vocabulary, sentence frames and works on meaning &amp;</td>
<td><strong>ELs Emerging w/Teacher</strong> specific ELD skills</td>
<td><strong>EO &amp; w/ELs</strong> Expanding &amp; Bridging w/EOs Teacher <strong>ELA extensions</strong></td>
<td><strong>ELs–Emerging w/Teacher</strong> ELD skills</td>
<td>• Story retell for EL students, projects related to story and shared</td>
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<tr>
<td>structures w/ students (use EO students to add synonyms)</td>
<td></td>
<td></td>
<td></td>
<td>orally with the class for example:</td>
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<tr>
<td>• “Turn to partner” T pairs EOs + ELs to work on:</td>
<td><strong>EO’s + ELs – Expanding &amp; Bridging Independent Centers w/parent helpers</strong></td>
<td></td>
<td></td>
<td>• Reader’s Theatre</td>
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<tr>
<td>• comprehension skills from the story</td>
<td></td>
<td></td>
<td></td>
<td>• Language Experience stories – tell the story in your own words…</td>
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<tr>
<td>• vocabulary – oral practice</td>
<td></td>
<td></td>
<td></td>
<td>• Use sentence frames for writing</td>
</tr>
<tr>
<td>• sentence frames</td>
<td></td>
<td></td>
<td></td>
<td>• Create class book</td>
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<tr>
<td>• Teacher demos the Independent activities for the week.</td>
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<td></td>
<td></td>
<td>• Play out the story for a class</td>
</tr>
</tbody>
</table>
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.