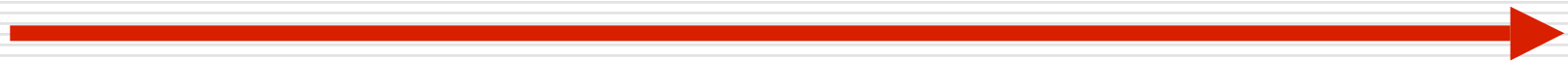


# ELD in TWBI Programs



Rosa G. Molina, Two-Way CABE  
Maria Alzugaray, SJUSD



# TWBI - Basic Tenets

/ Second threshold

## Practice by definition

“Cross-learning of languages by two different language groups working together to learn each other’s language”

“Bi-literacy is the goal for both language groups”  
Goals are linguistic and academic

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Children  
both la

# Registers of language

Second threshold

Middle Floor

- Informal - conversational - **BICS**
- Formal - technical and academic - **CALP**
- TWBI Programs have to teach both to both groups of students
- The model allows for the practice of both registers!

Low Levels of competence  
in both language  
Likely Negative Cognitive Effects

# Early Training in ESL

Second threshold

- Natural Approach
- Listening and speaking focus
- Oral language first
- Literacy delayed until students were orally proficient

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Low Levels of competence  
in both language  
Likely Negative Cognitive Effects

# Myths about L2 Learning

/Second threshold

- Children learn a second language quickly and easily-

Students learn language at a rate commensurate with their cognitive and academic readiness!

- Learning Spanish impedes English language acquisition

Native language and L2 are complimentary rather than mutually exclusive

# Myths continued

- ❑ Increased time in English ensures the rapid acquisition of English

Research indicates that EIs working with EO students learn English faster than EL students in all English classes or EL students in classes with only EL students\*

- ❑ All children learn language the same way

A wide range of variables affect language acquisition

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# Myths...

Second threshold

Middle Floor

□ “A child who speaks English knows English”

Oral proficiency is but one aspect of language proficiency - bilingualism is not bi-literacy!

Likely Negative Cognitive Effects

# What is ELD?

Second threshold

## ESL:

- Listening for Comprehension
- Speaking - oral

## ELD:

- Listening for Comprehension
- Speaking - oral
- Reading
- Writing

in both language  
Likely Negative Cognitive Effects

# ELD in TWBI

/Second threshold

- Cross learning of two languages for both language groups!**
- English speakers learn Spanish by learning/working with Spanish speaking students

- Spanish speaking students learn English by learning/working with English speaking students

Low Levels of competence  
in both language  
Likely Negative Cognitive Effects

# Years of Practice...

/Second threshold

- English-speakers are combined with Spanish speakers during Spanish time to learn Spanish
- Many English speaking students entered the program reading in English and make language connections readily!

- Spanish-speakers are separated from English speakers during ELD time in some classes!*
- Most Spanish speakers entered not reading in Spanish nor speaking English and need direct instruction in reading and ELD to facilitate literacy!*

# Years of Practice...

/ Second threshold

- English-speakers are combined with Spanish speakers during Spanish time to learn Spanish
- Many English speaking students entered the program reading in English and make language connections readily!

- Spanish-speakers are separated from English speakers during ELD time!
- Most Spanish speakers entered not reading in Spanish nor speaking English and need direct instruction in reading and ELD to facilitate literacy!

in both language  
Likely Negative Cognitive Effects

# 3 Goals for Instruction

- Cloud, Genesse and Hamayan 2000
- ✓ **Content Goals** - conceptual learning of knowledge and skills required by subject matter
- ✓ **Language Goals** - learning the precise vocabulary and sentence patterns needed to communicate the content
- ✓ **General Skills Goals** - attaining the study skills that promote language and content learning

Low Levels of competence  
in both language  
Likely Negative Cognitive Effects

# Data Findings

/Second threshold

## Beta Test:

Can the TWBI program close the achievement gap between EO and EL students?

## AYP - ELs are significant subgroup and must reach increasing targets!

Achievement gap between EO and EL students must be addressed and can be mitigated by well-skilled teachers and clearly defined goals for EL in TWBI.

Low Levels of competence  
in both language  
Likely Negative Cognitive Effects

# Using the Research

Second threshold

- TWBI practice requires:
  - ✓ Adherence to the TWBI model
  - ✓ Review of research and practice
  - ✓ Careful articulation through the grade levels -GLT
  - ✓ Grouping to allow students practice in their L1 & L2
  - ✓ Direct instruction for academic language development
  - ✓ Review and documentation of practice with monthly, bi-annual and annual reviews of performance data

in both language  
Likely Negative Cognitive Effects

## Top Floor Balanced Bilinguals

Children have age appropriate competence in both languages and have positive cognitive

Second threshold

## Middle Floor

Less Balanced Bilinguals  
Age appropriate competence in one language but not two languages.  
No positive or negative cognitive consequences

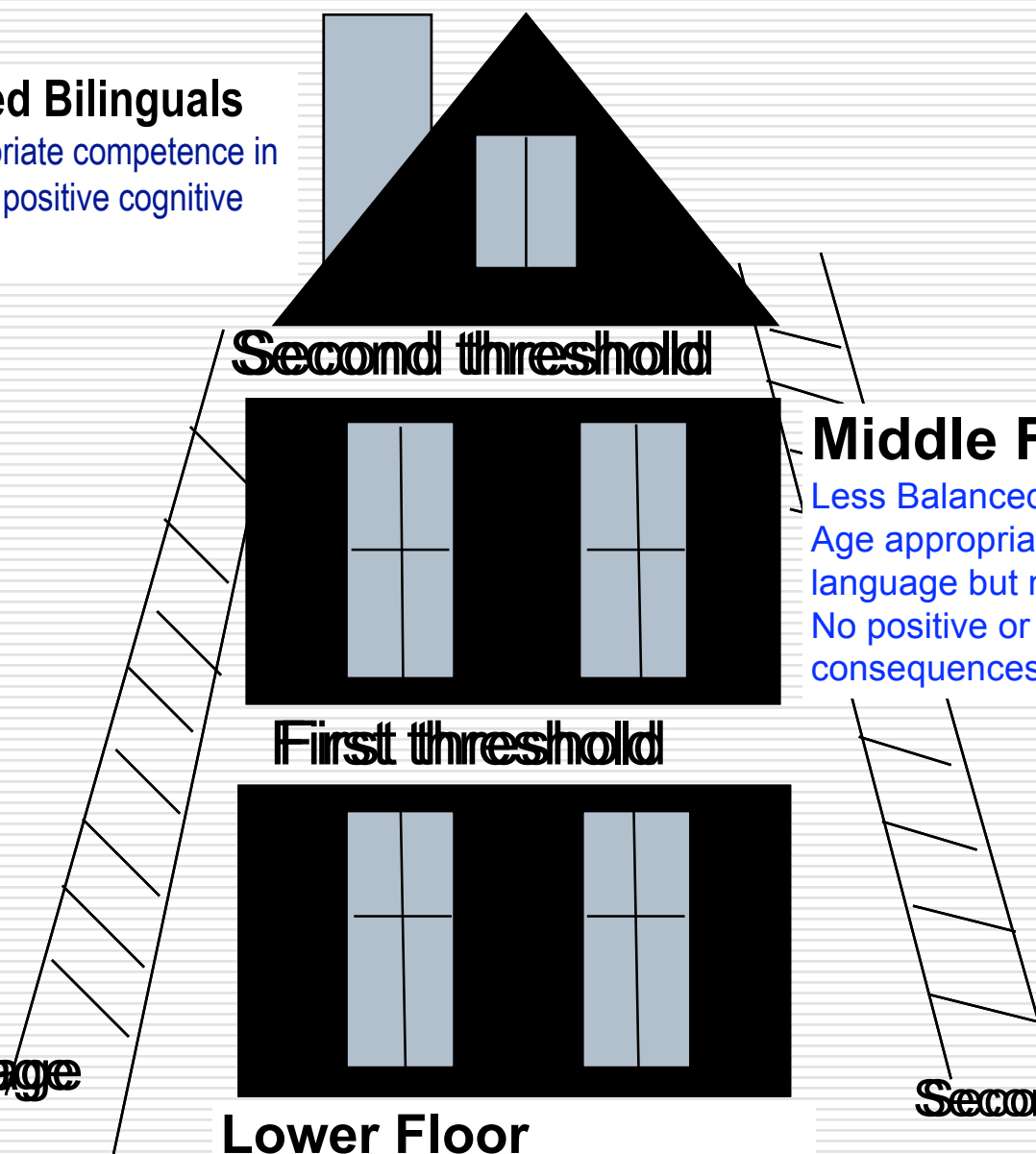
First threshold

First Language

Second language

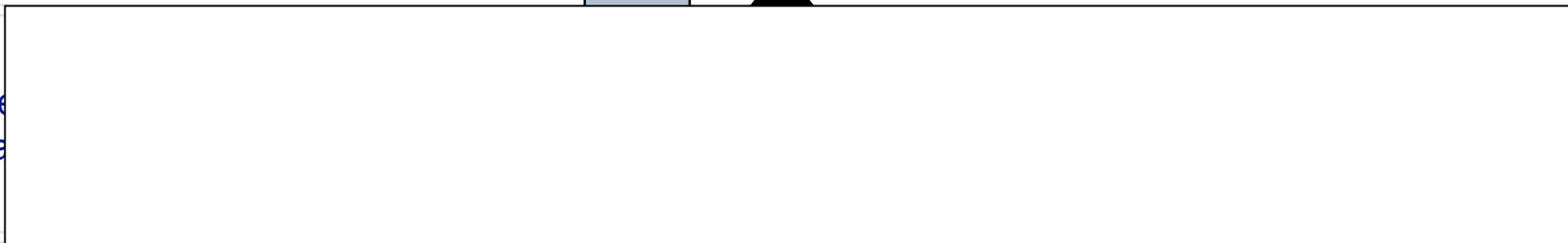
## Lower Floor

Limited Bilinguals  
Low Levels of competence in both language  
Likely Negative Cognitive Effects

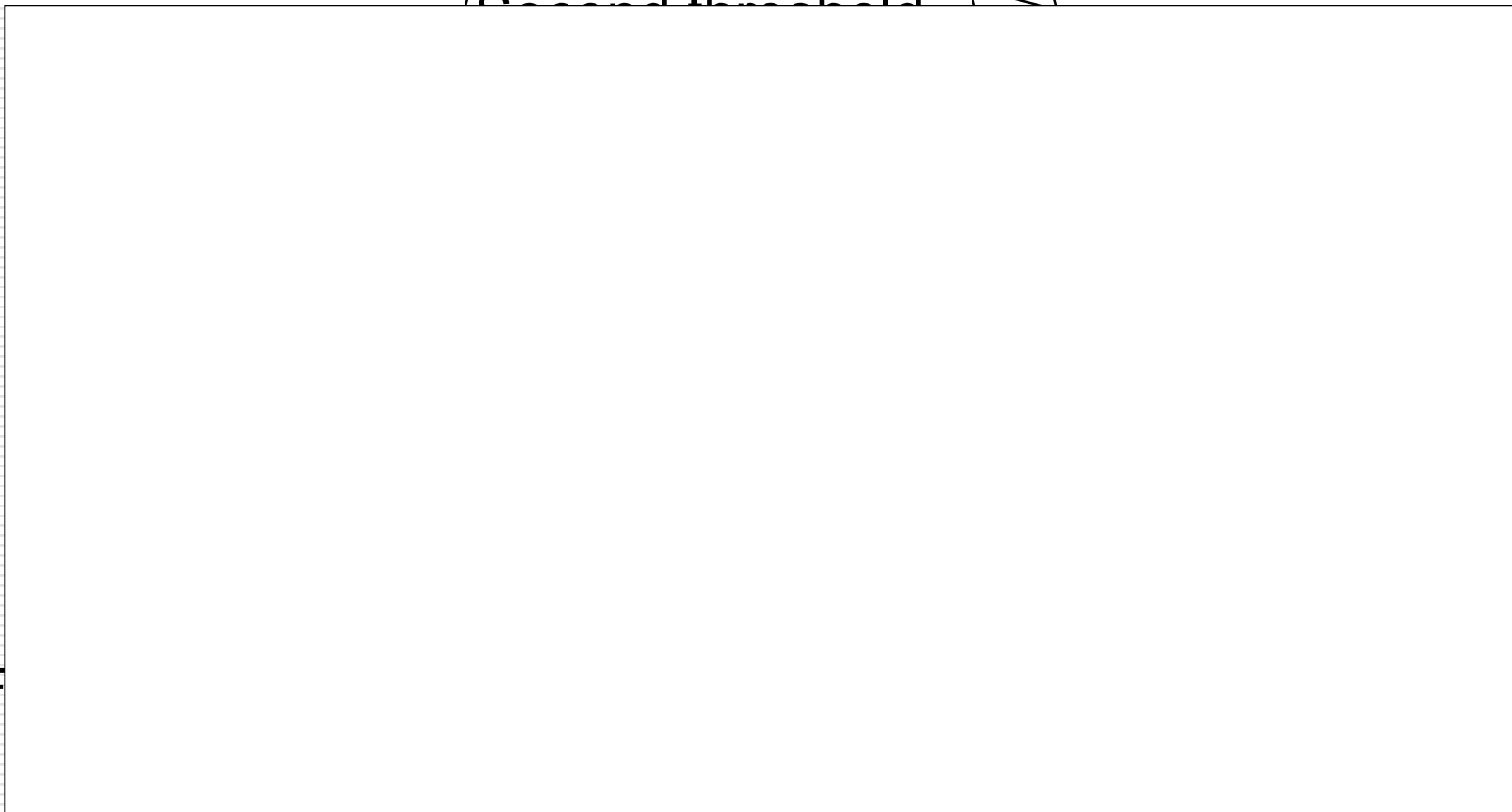


Top

Children  
both la



Second threshold



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Low Levels of competence  
in both language  
Likely Negative Cognitive Effects

# Communication-based Instruction:

- Instruction designed to correspond to the way in which children acquire their L1
- Development of receptive skills precedes language production\*






Low Levels of competence  
in both language  
Likely Negative Cognitive Effects

# Communication-based Instruction

- ❑ Students learn in the language rather about the language in the early years of the program
- ❑ Communication is interactive, authentic and meaningful with ample opportunities to hear and respond in the target language with feedback from native speakers in the same classroom

Low Levels of competence  
in both language  
Likely Negative Cognitive Effects

# ELD in TWBI - Decisions

-  Students must be grouped together for cross learning of language - interactive
-  Instruction designed for both EL and EO students
-  Linking oral communication to written language
-  Teachers exchange for language time not students - separation of language
-  Use of core materials before venturing solo in practice in order to ensure articulation of skills through the grade levels

Low Levels of competence  
in both language  
Likely Negative Cognitive Effects

# ELD in TWBI - Training

- Focus - on meaningful & culturally relevant content
- Demonstrate and model the use of language conventions
- Students allowed to respond in their native language until their fluency and comprehension increases in the early years of program K-1
- Teacher checks frequently for understanding
- The complexity of language production is monitored to the level of students proficiency

Low Levels of competence  
in both language  
Likely Negative Cognitive Effects

# Non-negotiables

- ❑ Standards based instructional methods are part of TWBI
- ❑ EO and EL needs are planned for as part of ELD
- ❑ Comprehension, oral language, written language and pre-reading skills make up ELD

Low Levels of competence  
in both language  
Likely Negative Cognitive Effects