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Guidance for Implementing Transitional Bilingual Education Programs

May 2023

Table of Contents

Introduction

Massachusetts school districts serve English learners (ELs[1]) who have different levels of schooling, home language literacy, and cultural experiences, and may enter districts at any grade level. Following the adoption of the Language Opportunities for Our Kids Act (LOOK Act), districts are better able to expand their capacity to provide different types of bilingual education programs for ELs. This guidance aligns to and expands upon the Blueprint for ELE Education and refines it as needed for Transitional Bilingual Education (TBE) contexts.

> *As reflected in the vision statement of the Blueprint for English Learner Success,*
> ***English Learners*** *in Massachusetts…*
> - *attend schools in which all educators share responsibility for their success, engage effectively with their families, and value and nurture their linguistic and cultural assets.*
> - *are taught by effective, well-prepared, and culturally responsive educators who hold them to high standards and have the resources and professional learning they need to advance students' academic and linguistic development simultaneously.*
> - *have equitable access to meaningful and rigorous learning opportunities that build on their cultural and linguistic assets and the academic, linguistic, social, and emotional supports they need to excel.*
> - *thrive in high school and graduate with the knowledge, skills, and abilities necessary to be successful in college and/or a career of their choice, and to contribute to civic life in a global community.*
>
> Source: https://www.doe.mass.edu/ele/blueprint/default.html

TBE is a type of an English Learner Education program whereby the home language of the EL is used temporarily to support the student's development of English and content learning and is then gradually phased out of instruction as a student's English proficiency increases.[2] The rate of transitioning to full-time English instruction will vary and should be aligned with the needs of students enrolling in the program to support their success in school. The goal of TBE programs is for ELs to be successful in classrooms where only English is used.

TBE programs build on essential principles of a bilingual education approach:

- Connecting to and building on students' home language and cultural experiences is key to ELs academic success in TBE programs.

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[1] State law defines "English learner" as a student who does not speak English or whose native language is not English, and who is not currently able to perform ordinary classroom work in English. G.L. c. 71A, § 2. *See also* 20 U.S.C. § 7801(20).
[2] G.L. c. 71A, § 2.

- The careful planning of language, literacy and content instruction in students' home languages and English as a Second Language (ESL) instruction aim to promote continuous linguistic and cognitive growth. Rather than delaying literacy instruction, the use of the home language allows students to engage in literacy instruction right away.
- Access to the home language greatly facilitates effective home-school communication and engagement.

Due to their design and goals, TBE programs may be a more flexible option than Dual Language Education (DLE) programs. The latter ordinarily rely on a relatively stable population that stays with the program over time. When districts encounter a sudden influx of new ELs, a TBE program may be more feasible to implement depending on the district's resources. TBE programs can be initiated and implemented at any grade level. Solid program design, district commitment to quality TBE programming, and sufficient resources are important features of successful TBE programs.

In Massachusetts, most TBE programs are implemented at the secondary level. This guidance document will therefore particularly focus on secondary TBE programs.

Purpose and Audience

Purpose

This document may be used as a tool for districts to plan and implement TBE programs and improve the education of ELs in TBE programs. More specifically, this guidance has the following purposes:

- Increase clarity about TBE programs.

- Identify essential linguistic and instructional features of TBE programs.

- Improve TBE program design, delivery, and ongoing evaluation to support ELs to meet college, career, and civic standards as described in the [Massachusetts Curriculum Frameworks](#) and the [WIDA Language ELD Standards Framework (2020 Edition)](#).

Audience

The primary intended audience for this guidance is district and school leaders and teams responsible for building, improving, and evaluating TBE programs and for developing the systems and strategies to support best practices. A secondary audience includes educators seeking to deepen their understanding of TBE programs. Information in this guide may also be

useful for family liaisons, community organizations, and parents or guardians who wish to learn more about how TBE programs are developed and structured.

Sound Educational Theory

There is mounting evidence of the economic and cognitive value of bilingualism. Reviews of research on bilingual education[3] show that the most successful outcomes in English achievement, as measured by norm-referenced standardized tests, occur among ELs who receive instructional support in their home language.

Further, sustained and consistent bilingual education instruction benefits both ELs and native English speakers and leads to achievement measured in English that is similar to or higher than that of matched groups who were in English mainstream programs.[4] Likewise, there is a sizable body of research on the social benefits of bilingualism at both the individual and societal levels. "Indeed, language learning is not only a means to improve communication, but more importantly a key avenue to promoting global understanding."[5]

Bilingual education is an umbrella term for many different types of ELE programs, including TBE and DLE programs in which students receive academic content in two languages, English and another language.[6]

In TBE programs, partner language instruction is gradually phased out as a student's English language proficiency increases. TBE programs may be initiated at any level, but are often started at the middle and high school levels.

Two important principles of bilingual education contribute to successful TBE programs:[7] student's assets and transfer.

Students' Assets

Learning is most effective when students have opportunities to build on and connect to experiences and then integrate their existing knowledge and experiences into new learning and

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[3] August, McCardle, & Shanahan, 2014; August & Shanahan, 2006; Genesee et al., 2006; Lindholm-Leary & Genesee, 2010.

[4] August, McCardle, & Shanahan, 2014; Genesee et al., 2006; Howard, Christian, & Genesee, 2004; Jepsen, 2009; Lindholm-Leary & Genesee, 2010; Steele et al., 2017; Thomas & Collier, 2012; Thompson, 2015; Umansky & Reardon, 2014

[5] Della Chiesa, B., J. Scott and C. Hinton (Eds.), 2012. Languages in a global world: Learning for better cultural understanding (p. 472). OECD Publishing, http://dx.doi.org/10.1787/9789264123557-en

[6] 603 CMR 7.02.

[7] Cummins, J. (2012). The intersection of cognitive and sociocultural factors in the development of reading comprehension among immigrant students. *Reading and Writing*, *25* (2012) 1973—1990.

understanding. This is called "funds of knowledge"[8]. TBE educators ordinarily take an asset-based approach when working with ELs. For example, TBE educators typically understand and draw on their students' academic and personal background knowledge, their life experiences, the ways they navigate social settings, and their broader view of the world In general. They not only embrace the diversity of experiences that their students contribute to the classroom, but effectively leverage these experiences within the instructional layers of pedagogy, curriculum, and assessments[9].

Using this asset-based lens also affirms students' cultural and learner identities. Research is clear that when students feel that they belong in school, they are more engaged, do better academically and in their overall wellness and psychological well-being[10]. Utilizing instructional routines that honor students' languages and backgrounds is a vital part of ELs' educational experiences and growth. TBE educators often find ways to build on and expand students' sociocultural experiences, also referred to as their "funds of knowledge." Building on these assets, TBE teachers design their curriculum and pedagogies.

Transfer

Linguistic and conceptual integration or transfer are integral to the process of becoming bilingual and biliterate and learning content in and through two languages. Neuroscience finds that bilingual learners' languages are always activated across a continuum from monolingual to bilingual modes. Additionally, students' brain function is rapid when determining which language(s) should be drawn upon, which should be activated, and which should be completely deactivated if required to communicate in monolingual mode.[11] A recent study noted that bilingual people process bilingual text (words) without any interruption - their brains process it as one "language."[12] This is quite different from those individuals growing up with only one language. TBE educators recognize that becoming bilingual is both similar and different from monolingual language and literacy development. The idea of transfer underscores that learning an additional language does not mean starting 'from scratch'; rather, new learning experiences are added to and integrated within a continuously developing conceptual reservoir.[13]

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[8] National Research Council. (2018) How People Learn II: Learners, Contexts and Cultures, National Academy Press

[9] Funds of Knowledge Toolkit, Washington Office of Superintendent of Public Instruction, retrieved from https://www.k12.wa.us/sites/default/files/public/migrantbilingual/pubdocs/Funds_of_Knowledge_Toolkit.pdf. June 1, 2023

[10] Lindholm-Leary, K., & Genesee, F. (2014). Student outcomes in one-way and two-way immersion and indigenous language education. Journal of Immersion and Content-Based Language Education, 2(2), 165-180. DOI: 10.1075/jicb.2.2.01lin

[11] Grosjean & Li (2013). *The psycholinguistics of bilingualism.* Wiley-Blackwell.

[12] https://www.nyu.edu/about/news-publications/news/2021/february/Code-Switching_and_Bilingual_Brain.html

[13] Miramontes, O.B., Nadeau, A. & Commins, N.L. (2011). Restructuring schools for linguistic diversity: Linking decision making to effective programs. 2nd Edition. NY: Teachers College Press.

Pathways Toward Bilingualism and Biliteracy After Program Exit

TBE programs do not ordinarily aim to develop students' proficiency in the partner languages to high levels. However, students can and should still be guided to opportunities for them to pursue this goal in other ways. Parents whose children attend a TBE program may wish for their children to obtain the Seal of Biliteracy, for example. Districts can therefore design pathways that create opportunities for continued development of proficiency in the partner language and literacy development after students exit a TBE program. Below are some possible pathways to reach the goal of high proficiency in the partner language.

Connecting TBE and World Languages

World Language programs or courses provide high potential for collaboration with TBE programs. World Language teachers may be native speakers of partner languages used in TBE programs, and may instruct using effective instructional strategies for language acquisition including ACTFL's 5 C's (Communication, Culture, Connections, Comparisons, Communities). At the high school level, TBE students may take advanced Spanish World Language classes to continue their growth in English and Spanish. See Appendix A for Side-by-Side Comparison of TBE, DLE and WL.

Connecting TBE and DLE

While TBE is a type of bilingual education program, this program model does not share the goal of high levels of bilingualism and biliteracy with the DLE programs discussed in the Guidance for Implementing DLE Programs. Because TBE programs aim to transition students into English-only programs when they reach English proficiency, students in TBE programs may lose proficiency in the partner language as they learn English. Districts that have both TBE and DLE programs that use the same partner language may be able to help students keep their proficiency in the partner language by allowing students exiting from TBE programs to transition to DLE programs in subsequent years. Good communication between the school and family as well as between TBE teachers and DLE teachers is essential to support such a transition.

Conditions for Success of TBE Programs

Transitional Bilingual Education (TBE) Program Design

Ordinarily, TBE programs have three overarching goals:

1. To assist students in becoming fluent in English by leveraging language transfer through the student's knowledge in their home language.

2. To facilitate students' access to grade level content using their home language while they are becoming proficient in English;

3. To provide a culturally affirming learning environment.

TBE programs often enroll ELs who speak a common home language, but may differ in a number of other important characteristics, including country of origin, home language literacy experiences, prior schooling experiences, individual learning needs, and level of English proficiency.[14] TBE programs are typically designed to respond flexibly to students at different English proficiency levels, who are fluent in their home language and can be particularly effective at the secondary level. In TBE programs, initial content and literacy instruction is ordinarily in the student's home language and is paired with systematic, explicit, and sustained English as a Second Language (ESL) instruction. The amount of time used for content instruction in the home language and English varies depending on the students' English language proficiency. Typically, in TBE programs, the ratio of home language instruction progressively decreases as the ratio of English instruction increases, until instruction in the home language is phased out altogether. In TBE programs, teachers often leverage students' linguistic and cultural resources to support language and literacy development and grade-level-appropriate content learning.

TBE programs can start or end at any grade level depending upon the district's programming and student needs. Particularly suited for the secondary level, TBE programs can have the flexibility to support more transient student populations; students who may move in and move out either during a school year or over a year or two. Students exiting from TBE programs may transition to DLE programs or Sheltered English Immersion (SEI) programs.

Essential Features of Effective TBE Program Implementation

Key features of effective TBE programs

Effective TBE programs support students' development of English proficiency while they are learning grade level content material, first in their home language, then gradually increasingly in English.

1. Clear articulation of the role and use of students' home language and English to support language and literacy development and mastery of grade-level content;

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[14] WIDA Bulletin Focus on language & Culture, May 6, 2009, Volume 1, Issue 2

2. High academic expectations for all students.

3. Culturally relevant materials, curriculum, and pedagogies.

4. Partnership with families to foster home-school communication and connection.

5. Clear articulation of the exit process from the TBE program and transition to the DLE, SEI or general education programs based on the student's latest ACCESS scores and on-going support for students who have met the minimum exit criteria and reclassified as former English learners[15] (FEL).

6. Deeply knowledgeable, collaborative, and reflective staff who engage in professional development on meeting the needs of ELs.

TBE Instructional Practices

Students in TBE programs often come from different schooling experiences and may have developed cognitively and culturally different ways of understanding and interpreting the world around them. Instruction should take into account students' cultural, learning, and social-emotional (e.g., trauma and acculturation) experiences. The speed at which a student moves through English proficiency levels and transitions into academic content in English may be largely dependent on the experiences, skills, and interests the student brings with them. For example, a student who has had limited formal schooling in their home language will typically require more support for a longer period of time than a student who has a strong, consistent schooling experience and grade level academic skills. In addition, when instructing in the students' home language, teachers may acknowledge the educational practices from students' countries of origin and cultures, and help bridge what students know and can do from their former schooling experience to their schooling experience in the United States. TBE program teachers often strategically develop plans for the use of two languages for content and language/literacy instruction. Access to content is facilitated by using techniques that make content taught in English comprehensible as well as by linking content taught in students' home languages to content taught in English to facilitate transfer. *See Appendix B for a List of Instructional Strategies.*

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[15] Students with at least an overall score of 4.2 and a composite literacy score of 3.9 on ACCESS for ELLs may have acquired enough English language skills to be reclassified by the district. Such students may be reclassified as former English learners (FELs) if they are able to demonstrate the ability to perform ordinary class work in English as indicated by one or more of the measures listed on Other Relevant Data

Language and literacy instruction is also carefully planned to take advantage of the transfer process. Making connections between what students learn in each language is a core practice in all bilingual programs to enhance learning. Teachers provide specific instructional time to help students make these connections and facilitate students' ability to build their metalinguistic skills.

TBE programs must provide ELs with systemic, explicit, and sustained instruction of the language forms and features of English.[16] In TBE programs, such a component is sometimes referred to as "ELD" (English Language Development), or "ESL" (English as a Second Language).

For more information about ESL, please refer to the following:

1. ESL Toolkit
2. Next Generation ESL Project: Model Curriculum Units and
3. Guidance on English Learner Education Services and Programming

Support and Resources

Administrators, teachers, and staff in TBE programs understand and support the mission and goals of the program. All program personnel should have a deep understanding of the theoretical rationale of TBE and be able to implement the chosen program model with fidelity. TBE programs are made up of diverse communities of linguistically and culturally aware educators who come together to reflect, support, and learn from each other as they negotiate and monitor the similarities and differences across instruction in two languages and cultures. The collective understanding of the interaction between culture and language promotes socio-cultural competency and a positive culture and climate that is supportive to the TBE students and their families.

Some students may have experienced trauma prior to their arrival in the United States that may affect their trajectory in the program. For these students, appropriate social emotional support related to their traumatic experiences are essential.

District Commitment: Taking Actions to Support TBE Programs

A district-level commitment to supporting TBE is essential. Districts can demonstrate this commitment by establishing policies or practices that are inclusive of the goals and essential elements of the program. Examples of this commitment include the following:

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[16] G.L. c. 71A, § 2.

- Carefully reviewing demographic data to consider trends and changes in linguistic populations;

- Providing assessment instruments to assess students in both languages of instruction;

- Creating protocols to foster collaboration among staff to help achieve the program goals at the district and school levels;

- Allocating appropriate and equitable funding for teacher hiring and training, curriculum and classroom materials, initial program planning, and resources for parent engagement;

- Providing training relating to sociocultural competence, such as training related to racial and linguistic equity;

- Equitably meeting the needs of TBE programs through district-level departments (e.g., student services, curriculum, professional development and human resources);

- Appointing school leaders who have the training and the expertise to develop and articulate a clear vision for the program;

- Providing ongoing professional development specifically designed for TBE administrators, teachers, and staff, including professional development about trauma related issues;

- Creating a well-established parent information center, including trained bilingual/multilingual staff, to meet with parents to discuss and explain TBE program options; and

- Making written materials with the definition and program features of TBE programs available to parents in languages other than English.

School Leadership

TBE programs generally operate as a strand within a school. Collaboration among TBE, TWI, ESL and SEI teachers is important for integrating the TBE program into the school. In districts where a DLE program is available, parents may request for their children to move to the DLE program if their children exited TBE, but are still English learners. Please look here for the form parents are required to fill out.

School leaders (e.g., principal, assistant principal, instructional coach) who are responsible for the day-to-day decision-making and operation of the TBE program are culturally and

linguistically knowledgeable. In some cases, the principal may designate a TBE program coordinator who supervises and oversees the program. School leaders possess the commitment and confidence to facilitate the success of the selected TBE program model. The principal, program coordinator, instructional coaches, and teacher leaders have knowledge of second language development as well as bilingual education theory and research. They also have the ability to navigate cross-cultural differences and intergroup experiences, the awareness of how to build equity across languages, and familiarity with instructional methodologies and effective classroom practices in a TBE setting.

Teacher and Administrator Qualifications

Massachusetts state law requires that administrators and teachers assigned to an ELE program, such as TBE, are properly qualified, which means that they hold the appropriate Massachusetts licenses and endorsements. G.L. c. 71A, § 10. Different license and endorsement requirements apply depending on their assignment. For example, a core academic teacher assigned to provide instruction in a TBE program to an EL **in a language other than English** must be properly qualified in the subject matter and grade span of the assignment, and hold the [Bilingual Education Endorsement](). A core academic teacher assigned to provide instruction in a TBE program to an EL **in English** must also be properly qualified in the field and grade level of the assignment, and may hold either the Bilingual Education or the SEI Endorsement. Similarly, a principal, assistant principal, or supervisor/director who supervises or evaluates a core academic teacher assigned to provide instruction to an EL in a TBE program, must hold the Bilingual Education Endorsement or the SEI Endorsement.

Table: Examples of Different Teacher Licenses and Endorsements

	Core Content Instruction in Language Other than English (eg: Math, Language Arts in Spanish)	Core Content Instruction in English (eg: History in English)	English as a Second Language Instruction
Teacher Licensure and Endorsement	Content License and Bilingual Education Endorsement	Content License and SEI Endorsement or Bilingual Education Endorsement	ESL License

It is also helpful for other personnel and support staff (e.g., office staff, paraprofessionals, and parent liaisons) to have knowledge about the process of second language acquisition, the educational theories of bilingualism and biliteracy and of the socio-cultural context that

influences the identity development and academic learning of ELs. Since migrant children are frequently enrolled in TBE programs, staff should have an understanding of the transitional challenges often experienced by students and their families, as well as of the grit and resilience that is often shown by TBE students and families.

Family and Community

Districts must inform parents and guardians of ELs of certain rights that their children have relating to language acquisition supports and programs. In addition to providing parents with required written notices, often language assessment specialists will meet with parents and explain the results of any intake bilingual assessments that were administered to the child, as well as the language acquisition program options and any recommendations for program placement. Parents and guardians should have the opportunity to ask clarifying questions about the language acquisition programs and visit the programs. As part of the enrollment process, TBE leaders and teachers may provide additional opportunities for parents to learn more about the U.S. education system, e.g., describing the structure of the typical school day, curriculum content and goals and existing resources in the district as well as school-wide expectations. Additionally, families may need support to help their children succeed in school. Schools can serve as a conduit for families to access community resources.

Examples of parent education opportunities may include: TBE curriculum and instructional nights; provision of TBE program handbooks or other materials; and parent and community trainings in areas such as English language acquisition, promoting bilingualism for students with disabilities, understanding the benefits of bilingualism and biliteracy, differences between additive and subtractive ELE programs and avenues for parent/teacher partnership in a TBE program.

TBE programs offer parents and community members the opportunity to interact at the school and district levels with trained bilingual staff who may be proficient in their home languages. In building school/family partnerships with shared and co-created goals, it is helpful if school leadership encourages parents and guardians of students who communicate in the partner language to be involved in school governance, such as through school councils. Parents and guardians of students who communicate in the partner language may also be recruited as school volunteers, to help identify and integrate resources from the community, and assist with achieving the program's goals and success.

Student Growth and Success in TBE Programs

Assessment and accountability for TBE programs takes place at the state, district, program, and student levels. Assessment is essential for measuring the quality of the TBE programs, growth of student learning, guiding instruction, providing appropriate academic, linguistic and other support, planning professional development and for accountability purposes.[17]

TBE programs ordinarily utilize summative and formative assessments[18] to make data-informed decisions for different purposes including:

- Planning for opportunities for integration including the rate of transition into English-medium content classes, dependent on individual student rates of English language acquisition.
- Measuring progress in language and academic growth, e.g., students' oral and written academic language development, literacy development, and content learning in two languages[19] to provide a complete picture of student learning.
- Providing a complete picture of program effectiveness for program improvement.
- Transitioning students successfully to DLE programs, when available.

Reclassification and Exiting Process of ELs in TBE

As in other ELE programs, districts must annually assess ELs' language proficiency in English to determine whether such students are ready to do regular schoolwork in English, and to remove the EL classification once ELs have reached proficiency in English. The individual trajectory for ELs to exit the TBE program will vary as it is dependent upon the student's acquisition of English language proficiency. Once students in TBE are ready to exit the TBE program, but still are English learners based on their ACCESS scores, districts may have a clear plan to support students that transition from the TBE program to a General Education/SEI classroom or DLE program. Parents have the right to submit a request for their children to move to the DLE program not only upon exiting TBE, but also at any point in their child's education.

If students are exited from a TBE program and classified as a FEL their academic progress is monitored for at least 4 years.

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[17] MA DESE Blueprint, Pillar 2: Access to Educators and Pillar 3: Opportunity and Support.
[18] http://www.ccsso.org/resource-library/formative-assessment-examples-practice.
[19] For more information on assessing in two languages, see Guidance on Implementing DLE.

Appendix

Appendix A: Side by side comparison between DLE, TBE and English only models of instruction for ELs

	Dual Language Education	Transitional Bilingual Education	Sheltered English Immersion
What are the language goals?	Bilingualism and biliteracy in a non-English language; proficiency and literacy in English.	Proficiency and literacy in English; non-English language proficiency.	Proficiency and literacy in English.
How much is the partner language used?	Ordinarily, at least 50% of instruction in elementary school, and at least 2 periods per day in secondary school.	Typically start at 50% to 90% of instructional time, eventually tapering to less than 50% of instructional time.	Students' home languages may be used informally, but typically not used systematically.
When does it start and how long does it last?	Ordinarily, the program runs K-5. Pre-K - 12 is recommended.	Typically, 1 - 5 years long, and may start in any grade.	As long as needed, may start in any grade.
What are some of the program models that may fit this category?	Two-Way Immersion Programs	Transitional Bilingual Education Programs SLIFE (Students with limited or interrupted formal education) Programs	Sheltered English Immersion Programs
What are the standards used?	English proficiency standards, state content area standards	English proficiency standards and state content area standards .	English proficiency standards and state content area standards.

Adapted by MABE from https://www.migrationpolicy.org/sites/default/files/publications/EL-Program-Models-Final.pdf[20]

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[20] References in this document to any specific commercial products, materials, processes, or services, or the use of any trade, firm, or corporation name is for the information and convenience of the public, and does not constitute endorsement or recommendation by DESE. Our office is not responsible for and does not in any way guarantee the accuracy of information in other materials referenced or accessible through links herein. DESE may supplement this list with other services, products, and materials that meet the specified criteria. For more information contact: sibel.hughes@mass.gov or 781-338-3569

Appendix B: Instructional Strategies

The following instructional practices and instructional frameworks are often utilized in TBE programs:

Cognates
Cognates are words in two languages that share a similar meaning, spelling, and pronunciation, such as 'information' in English and *'información'* in Spanish.

Comprehensible Input
Teachers use strategies to make input (classroom language) comprehensible (understandable): Visuals, Modeling, Realia, Movement (Total Physical Response), Graphic organizers, Adapted texts, Vocabulary previews, and Media/technology. In the early stages of second language acquisition, input is made more comprehensible though use of the following:
> • Slower, expanded, concise, and repetitive speech oriented to the "here and now,"
> • Highly contextualized language and gestures,
> • Comprehension and confirmation checks,
> • Communication that provides scaffolding for the negotiation of meaning by constraining possible interpretations of sequence, role, and intent.

Cooperative Learning
Cooperative learning is an approach to organizing classroom activities into academic and social learning experiences. It differs from group work, and it has been described as "structuring positive interdependence." Students ordinarily work in groups to complete tasks collectively toward academic goals. Cooperative learning techniques lend themselves well to an integration of modalities. When students work together cooperatively, they have to speak and listen to each other and are frequently engaged in synthesizing information from sources (reading), taking notes (writing), and pulling together their ideas (writing) for later presentation (speaking/listening).

Culturally Responsive Learning Environments
Culturally responsive learning environments are where culture and identity are viewed as assets and valuable resources, including students' race, ethnicity, or linguistic assets, among other characteristics. When what is being taught is "situated within the lived experiences and frames of reference for students, they are more personally meaningful, have higher interest appeal, and are learned more easily and thoroughly" (Gay, 2000). Educators should promote a school

and classroom environment that is not only respectful of all cultures, but one that leverages student culture to improve and deepen learning. Culturally Responsive Teaching "should connect in-school learning to out-of-school living; promote educational equity and excellence; create community among individuals from different cultural, social, and ethnic backgrounds; and develop students' agency, efficacy, and empowerment" (Gay, 2013).

[Graphic Organizers](), **Center for Applied Linguistics**

Metalinguistic Awareness
It is essential that teachers understand what language skills they need to develop at each language proficiency level. Teachers are trained to analyze students' language development. Because dual language learners transfer knowledge from one language to another (known as cross-linguistic transfer), it is important to help them develop metalinguistic awareness, which is an understanding of how the two languages are the same or different. This skill should be explicitly developed and planned for as the teacher "bridges" the two languages.

Oral Language Development
Extensive oral language development must be incorporated into successful literacy instruction. Literacy programs that provide instructional support for oral language development, aligned with high-quality literacy instruction, are the most successful[21].

Scaffolding
Scaffolding is "a process that enables a child or novice to solve a problem, carry out a task, or achieve a goal which would be beyond his [or her] unassisted efforts." Scaffolding means support, but "it is the nature of the support—support that is responsive to the particular demands made on [students] learning through the medium of a second language—that is critical for success."[22]

Sheltered Instruction
Sheltered instruction uses special techniques to make content comprehensible, and to stimulate language output (speaking) by language learners. It includes language objectives, visual aids, teacher and peer modeling in the context of cooperative learning, and assessment in two languages. Teachers have a good understanding of second language acquisition and incorporate the practice of speaking, reading, and writing skills into lessons. In addition,

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[21] Guilamo, A. (2022, July 11). The Science of the Bilingual Reading Brain. *Language Magazine.*https://www.languagemagazine.com/2022/07/11/the-science-of-the-bilingual-reading-brain-2/
[22] Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, NH: Heinemann

teachers are trained to integrate language objectives into various content areas, and to differentiate them based on students' academic language proficiency.

Sheltered techniques include, but are not limited to, the following:
- Using visual aids such as pictures, charts, graphs, and semantic mapping.
- Modeling instruction, allowing students to negotiate meaning and make connections between course content and prior knowledge.
- Allowing students to act as mediators and facilitators.
- Providing comprehensible speech, scaffolding, and supplemental materials.
- Using a wide range of presentation strategies.

Theme-Based Instruction

This approach makes use of selected topics or themes from a subject area (e.g., social studies) or across the curriculum (e.g., Uses and Conservation of Water) in order to facilitate both language and content learning. When it incorporates content areas across the curriculum, it is often referred to as interdisciplinary or cross-disciplinary instruction.

Total Physical Response (TPR)

Total Physical Response is a language-learning approach based on the relationship between language and its physical representation or execution. TPR emphasizes the use of physical activity for increasing meaningful learning opportunities and language retention. A TPR lesson involves a detailed series of consecutive actions accompanied by a series of commands or instructions given by the teacher. Students respond by listening and performing the appropriate actions.

Visible Thinking Routines

At the core of Visible Thinking are practices that help make thinking visible: Thinking Routines loosely guide learners' thought processes and encourage active processing. Implementation of these strategies helps increase oral language opportunities.

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