

Recommended Language Use for Transitional Bilingual Education (TBE) Programs

BEGINNING	NATIVE LANGUAGE 60%		ENGLISH LANGUAGE 40%
INTERMEDIATE	NATIVE LANGUAGE 50%		ENGLISH LANGUAGE 50%
ADVANCED	NATIVE LANGUAGE 25%	ENGLISH LANGUAGE 75%	
	NATIVE LANGUAGE	TRANSITIONING TO	ENGLISH LANGUAGE
As themes and concepts are introduced, activities in each language should be ...	<ul style="list-style-type: none"> ➤ Highly conceptual and linguistically demanding with a focus on challenging work and high production. Activities should: <ul style="list-style-type: none"> • develop cognition • develop higher order thinking skills • introduce new concepts through methods such as inquiry and problem posing • introduce students to processing concepts/skills 		<ul style="list-style-type: none"> ➤ Low-demand linguistic tasks and work production. Activities should include: <ul style="list-style-type: none"> • reviews • linguistics summaries • highly contextualized concepts
As students take more responsibility for learning, activities should include ...	<ul style="list-style-type: none"> ➤ Introduction and development of academic discourse, such as hypothesizing, evaluating, inferring, generalizing, predicting, and classifying ➤ Language glossaries ➤ Development of concepts 	<p>Highly contextualized student tasks that encourage thinking, reading, talking, and writing</p> 	<ul style="list-style-type: none"> ➤ Using academic discourse in reviews ➤ Using language concept glossaries with: <ul style="list-style-type: none"> • key terms • vocabulary • functions
What did students learn?	<ul style="list-style-type: none"> ➤ Assessment of conceptual understanding 		