

# Bilingual Education

---

## Dual Language Programs

Teresa Taylor  
May 12, 2009

# Purpose of Bilingual Education

Learn in native language while acquiring English language

Literacy development and grade level content

TEKS learned to close gap between ELLs and their English peers

TEKS learned in first language (Spanish) transfer to second language (English)

Acquire English Language Proficiency

**Basic Interpersonal Communication Skills**

Social conversation, not adequate for academic content learning

**Cognitive Academic Language Proficiency**

Ability to read, write, and engage in substantive conversation in content areas

Developed in at least one language to stay on grade level

Bilingual Education  
Programs

```
graph LR; A[Bilingual Education Programs] --> B[Transitional]; A --> C["Dual Language  
Two-Way  
One-Way"]
```

Transitional

Dual Language  
Two-Way  
One-Way

# Bilingual Programs

---

## TRANSITIONAL

- Currently in Ann Windle and bilingual campuses in grades PK-5<sup>th</sup> with the exception of Wilson Elementary
- Goal is for Spanish speakers to become proficient in English and to move them from Spanish into English
- The amount of Spanish instruction is directly proportional to the degree to which the student has acquired English language proficiency (subtractive model)
- All Spanish-speaking students who are limited English proficient (LEP) and qualify for placement in bilingual programs

# Dual Language

---

## GOAL: BILINGUAL, BILITERATE, AND BICULTURAL

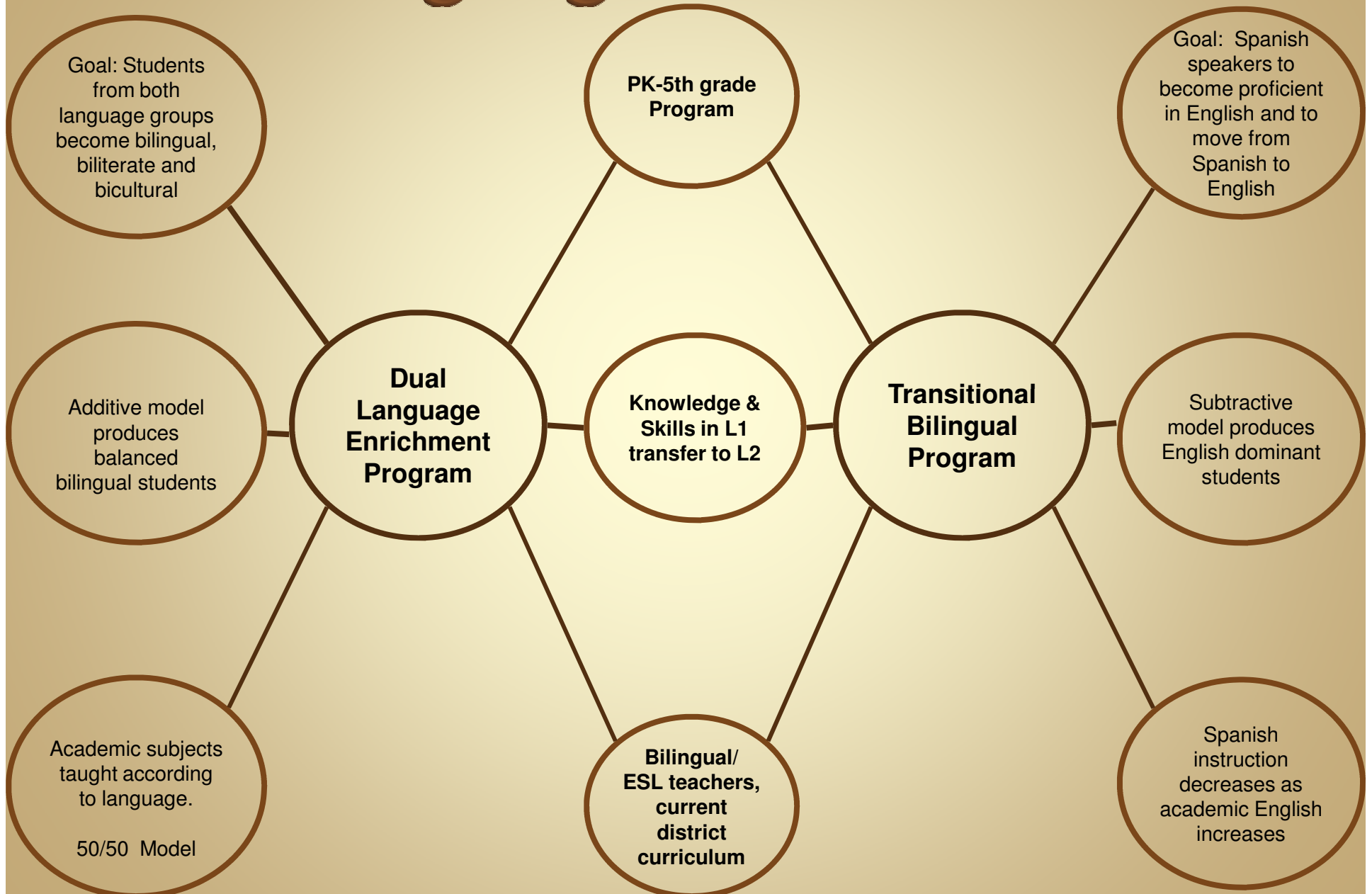
### TWO-WAY

- Wilson Elementary in grades K-2<sup>nd</sup> and adding 3<sup>rd</sup> grade next school year
- Half of the students in each of the two classrooms are Spanish speakers who are LEP and half are English monolingual speakers
- Instruction delivered 50% in English and 50% in Spanish; language of instruction separated by content areas (additive model)
- One bilingual teacher instructs only in Spanish and one general education ESL certified teacher, teaches only in English

### ONE-WAY

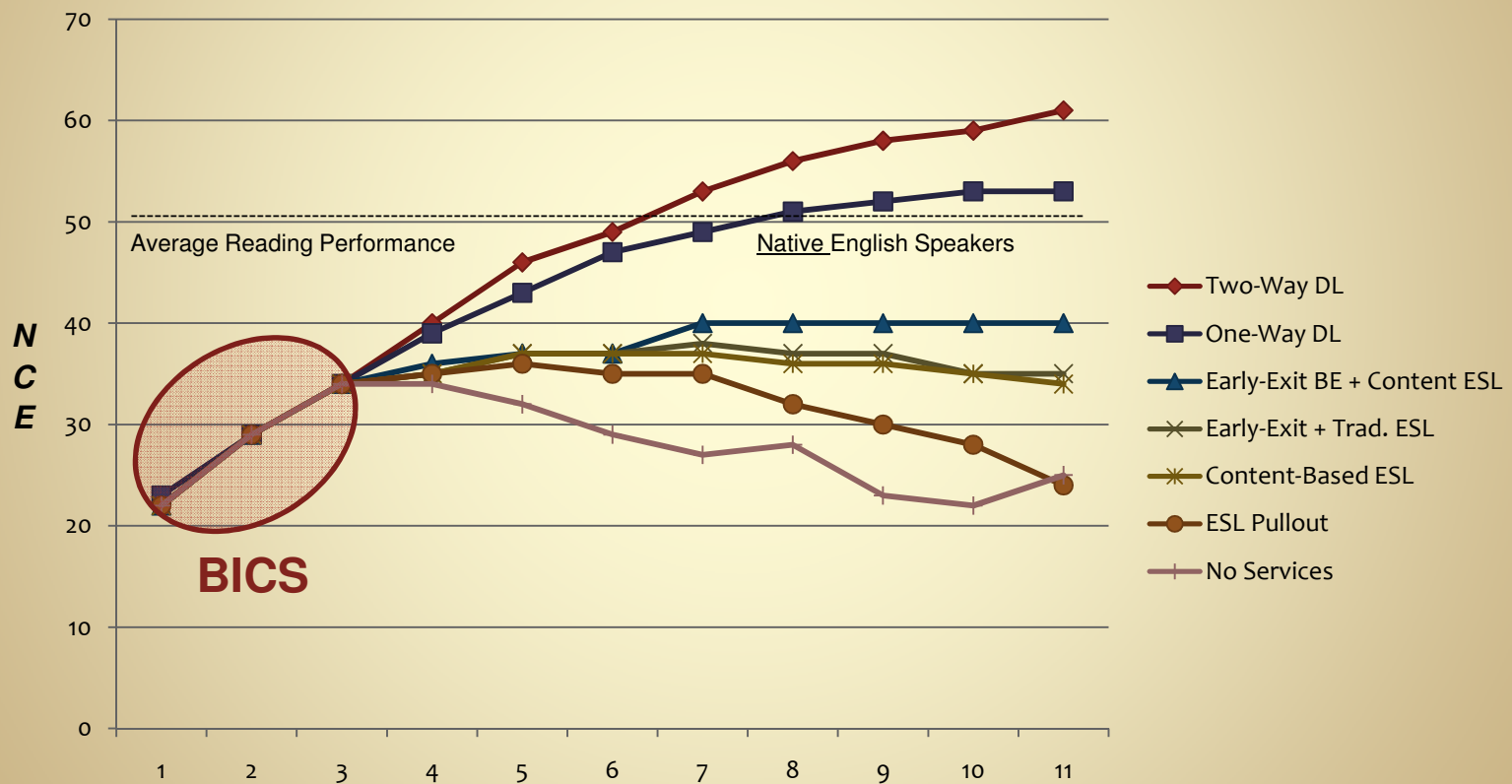
- Can be adopted as the bilingual program serving Spanish speaking ELLs
- In one classroom setting, all students are Spanish-speaking and LEP
- The instructional design is the same as the Two-Way Program
- The bilingual teacher will teach the 50/50 instructional model

# Dual Language vs. Transitional



# Research

*National Data-Long-Term Academic Achievement of ELLs*



*Thomas & Collier, 2002*

# Research

---

- *The number one predictor for long-term academic achievement in English is the extent and quality of L1 schooling.*



# Principles of Dual Language

---

- *Minimally, program must be implemented K-5*
- *No less than 50% of instruction in minority language*
- *Use of the two languages through interactive settings*
- *Clear separation of languages for instruction (no translations)*
- *Learn and develop language through academic subjects*
- *Classroom balance based on language and academic skills in L1 & L2*
- *Implement one grade level per year starting with kindergarten*
- *Administrative understanding and support*
- *Staff development for Bilingual and ESL teachers*
- *Parent Involvement*

# Implementing Dual Language

## Campus Interest

- Campus administrator attends the PLC on Implementing Dual Language and the Gómez & Gómez Dual Language Professional Development

## Planning Year

- Review of research to determine program model
- Campus-wide professional development and campus visits
- Parental commitment to the program
- Create long-term plan for program support
- Kindergarten teachers attend Dual Language & Cooperative Learning Institutes

## Implementation Year

- On-going PLCs for teachers implementing program
- Upcoming grade level teachers & new teachers attend the Dual Language & Cooperative Learning Institute

# Planning

---

Bilingual/ESL Department

Campus-wide staff development

Parent presentations

Determination of program model

Provide Dual Language  
manual

Provide training through  
Dual Language Institute

# Planning

## Campus Administrator

Informs all stakeholders of dual language program

Assesses consistent implementation of program

Provides instructional materials & parent information in both languages

Establishes Dual Language Committee

Plans for professional development

Assists in developing teaching schedules

Facilitates the development of Dual Language Library

Facilitates parental involvement through regular parent meetings

# Staff Development

---

## **BILINGUAL & ESL TEACHER**

- SIOP I & II
- Literacy Squared
- Team Teacher Planning Days
- Spanish Literacy & Content (bilingual teacher only)
- Dual Language & Cooperative Learning Institute
- On-going Dual Language PLCs

# Language of Instruction: 50/50

## Dual Language Classes

**K-1<sup>st</sup>**

**Reading & Language Arts  
Native Language**

**Mathematics: English  
Conceptual Refinement**

**Science/Social Studies: Spanish  
Conceptual Refinement**

**“Language of the Day”  
Spanish T/TH  
English MWF**

**2<sup>nd</sup> – 5<sup>th</sup>**

**Reading & Language Arts  
Both Languages**

**Mathematics: English  
Conceptual Refinement  
Vocabulary Enrichment (3<sup>rd</sup> – 5<sup>th</sup>)**

**Science/Social Studies: Spanish  
Conceptual Refinement  
Vocabulary Enrichment (3<sup>rd</sup> – 5<sup>th</sup>)**

**“Language of the Day”  
Spanish T/TH  
English MWF**

# Assessment

---

- Oral Language Proficiency Test (OLPT)
  - Spanish for native English speakers & English for native Spanish speakers
- ELI & SELI
  - SELI for Spanish native speakers and ELI for English native speakers
- First TAKS Administration
  - Usually in their native language
- Norm-Referenced Test & Program Evaluation

# Parent Involvement

---

- **Meetings**
  - Parental commitment to the program
  - Parent Education
    - Process of acquiring a 2<sup>nd</sup> language
    - Become familiar with the 2<sup>nd</sup> language
    - Helping their child acquire the 2<sup>nd</sup> language
  - Present Program Progress
- **Volunteers**



# Benefits

**Bilingual, Biliterate, and Bicultural**

**Closes the Achievement Gap**

**Enrichment Program**

**Parent Involvement**

**Positive Cross-Cultural Attitudes**

**Economic Advantages**

# Dual Language at Wilson

# Funding

---

- On-going professional development
- Curriculum revision
- Expand selection of bilingual library books
- Purchasing of instructional resources in both languages
- Parent resources