

Bilingual Education Supplemental 164 Review Session

Test Registration: <https://www.tx.nesinc.com/>

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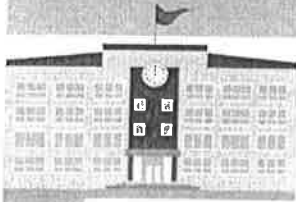


Region One
EDUCATION SERVICE CENTER
'Students First'

Name _____

K WHAT I THINK I KNOW	W WHAT I WANT TO KNOW	H HOW DO I FIND OUT	L WHAT I LEARNED	A WHAT ACTIONS DO I TAKE	Q WHAT NEW QUESTIONS DO I HAVE

Bilingual Education Program

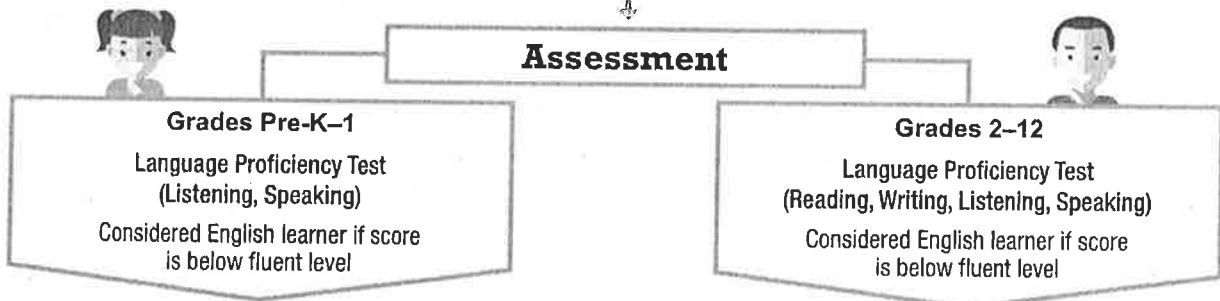


A bilingual education program is provided by teachers certified in bilingual education and who are trained in effective second language acquisition methods. The goal of bilingual education programs is for English learners to build on their primary language and literacy skills to attain full proficiency in English in order to participate equitably in school. The information below highlights the process of identifying English learners (ELs).

Home Language Survey

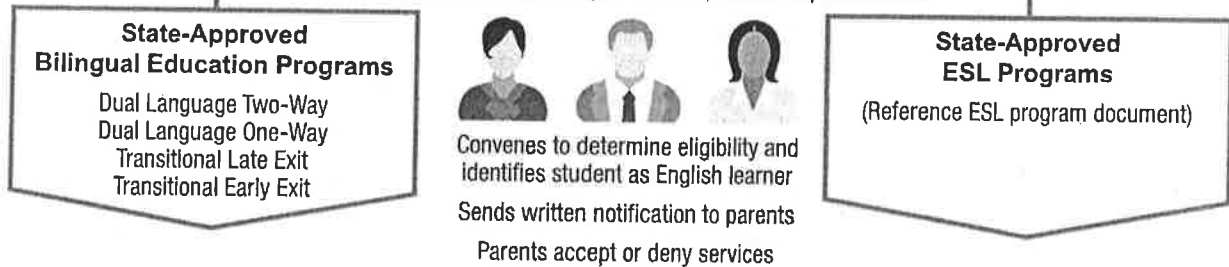
Administered to all students upon enrollment
Student assessed if survey shows a language other than English

Assessment



Language Proficiency Assessment Committee (LPAC)

Campus Administrator, Bilingual Teacher, Parent Representative

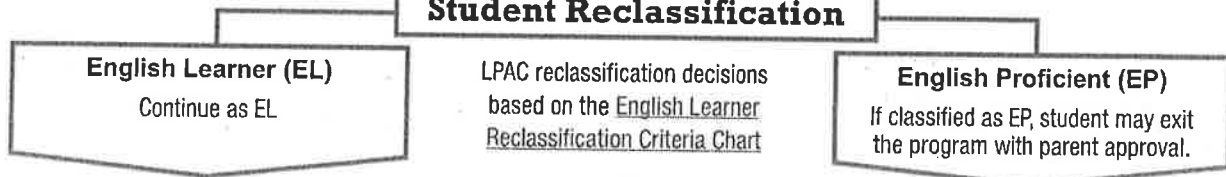


Data Review

Data review based on results from:

- Texas English Language Proficiency Assessment System (TELPAS)
- State of Texas Assessments of Academic Readiness (STAAR) or other academic achievement assessments
- Teacher classroom observations and documentation

Student Reclassification



Monitoring after Reclassification

Written notification sent to parents for approval to exit bilingual education program
Student placed in general education classroom upon parent approval
Student monitored for two years by LPAC with annual written notice of progress sent to parents

Identification

Placement

Annual Review/Reclassification

Monitoring after
Reclassification

English Learner Services

What is the purpose of the bilingual education program?

Bilingual education programs are designed to make grade level academic content accessible to English learners through the development of literacy and academic skills in the child's primary language and English. The academic, linguistic, and cultural background of English learners is used in a bilingual education program as the platform for acquiring grade level content material in the primary language and in English.

What are the four state-approved bilingual education program models?

In Texas, there are four state-approved bilingual education program models:

Program Model Type	Goal	Instruction
Dual Language Two-Way	English learners attain full proficiency (including grade-level literacy skills) in their primary language as well as English to participate equitably in school.	English learners receive instruction in literacy and academic content in their primary language as well as English from teachers certified in bilingual/ESL education. At least half of the instruction is delivered in the students' primary language for the duration of the program.
Dual Language One-Way		
Transitional Bilingual Late Exit	English learners utilize their primary language as a resource while acquiring full proficiency in English to participate equitably in school.	English learners receive instruction in literacy and academic content in their primary language as well as English from teachers certified in bilingual education. As the child acquires English, the amount of instruction provided in the primary language decreases until full proficiency in English is attained.
Transitional Bilingual Early Exit		

What are the benefits of bilingual education?

Academic instruction is provided by teachers who

- are proficient in the primary language of your child, as well as English; and
- are trained in second language acquisition methods and how to adapt instruction to meet the specific language needs of your child.

Research indicates that children who participate in a bilingual education program

- build on a literacy foundation in their primary language to acquire stronger cognitive and academic skills in English;
- are more likely to develop a bicultural identity, become biliterate, and have higher self-esteem; and
- may use their bilingual skills to access competitive job opportunities in a global world.

What instruction will my child receive in a bilingual education program?

Your child will develop language and literacy skills in his/her primary language as a resource for acquiring English. He/she will develop reading, writing, listening, and speaking skills in English through the English Language Proficiency Standards (ELPS) in conjunction with grade level academic instruction in the Texas Essential Knowledge and Skills (TEKS) for all content areas, including language arts, math, science, and social studies. Your child's teacher will be proficient in your child's primary language and English and is specially trained to meet your child's language needs. Instruction shall be designed to consider your child's unique learning experiences, instill a positive identity, and honor the culture and experiences of your child.

How can parents support their child who participates in a bilingual education program?

Parents can support their child's acquisition of English by providing opportunities at home to practice their primary language and English. Research shows the benefits of primary language development on second language development and the positive transfer of skills from one language to another.

Some examples of parent activities to support English language acquisition include

- reading and engaging in conversations with your child in your primary language, and English, to support development of your child's oral language and literacy skills in the primary language and in English; and
- encouraging your child to achieve by providing him/her a place to study and showing interest in his/her school work.

Ways to support the bilingual education program include

- participating as a member of the Language Proficiency Assessment Committee (LPAC);
- volunteering at your child's school and supporting your child's teacher in classroom activities; and
- serving on school and district-based decision-making or other advisory committees.

Can a child who is also receiving other services participate in a bilingual education program?

Yes, students who receive services in other programs, such as special education, 504, response to intervention, and gifted/talented or advanced academics, may also participate in the bilingual education program. The LPAC, in conjunction with other student service committees, meets to discuss and coordinate services based on the educational need of your child.

For more information please visit <http://www.elltx.org/parents.html>





TAC 89.1210 (c) (1)

Early Exit Transitional Bilingual is...

General Description	a bilingual program model in which students identified as English learners are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than 2 or later than 5 years after the student enrolls in school.
Certifications	Instruction in this program is delivered by a teacher appropriately certified in bilingual education under TEC §29.061(b)(1) for the assigned grade level and content area.
Goal	The goal of early-exit transitional bilingual education is for program participants to utilize their primary language as a resource while acquiring full proficiency in English.
Instructional Approach	This model provides instruction in literacy and academic content through the medium of the students' primary language, along with instruction in English that targets second language development through academic content.



TAC 89.1210 (c) (2)

Late Exit Transitional Bilingual is...

General Description	a bilingual program model in which students identified as English learners are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than 6 or later than 7 years after the student enrolls in school.
Certifications	Instruction in this program is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061(b)(1) for the assigned grade level and content area.
Goal	The goal of late-exit transitional bilingual education is for program participants to utilize their primary language as a resource while acquiring full proficiency in English.
Instructional Approach	This model provides instruction in literacy and academic content through the medium of the students' primary language, along with instruction in English that targets second language development through academic content.



TAC 89.1210 (c) (3)

Dual language immersion / one-way is...

General Description	a bilingual/biliteracy program model in which students identified as English learners are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.
Certifications	Instruction provided in a language other than English in this program model is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061. <i>Instruction provided in English in this program model may be delivered either by a teacher appropriately certified in bilingual education or by a different teacher certified in ESL in accordance with TEC §29.061.</i>
Goal	The goal of one-way dual language immersion is for program participants to attain full proficiency the partner language as well as English.
Instructional Approach	This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English, with at least half of the instruction delivered in the partner language for the duration of the program.

TAC 89.1210 (c) (4)

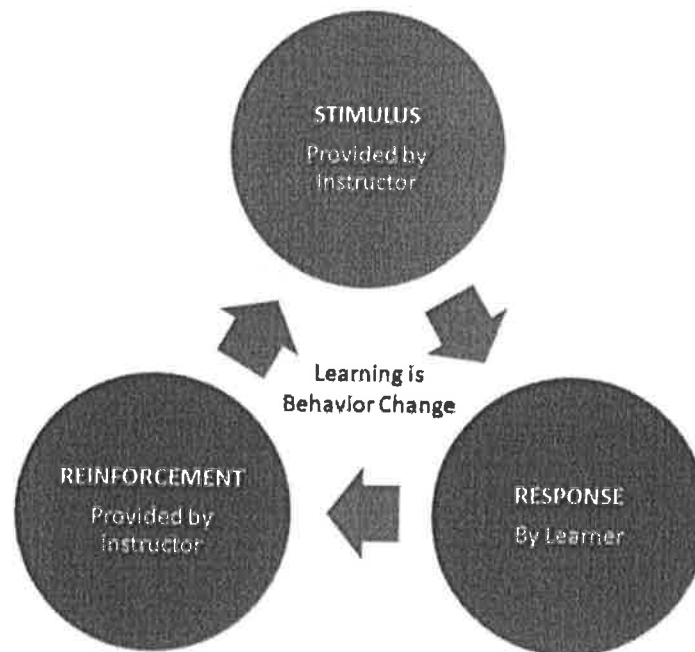
Dual language immersion / two-way is...

<p>General Description</p>	<p>a bilingual/biliteracy program model in which students identified as English learners are integrated with students proficient in English and are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.</p>
<p>Certifications</p>	<p>Instruction provided in a language other than English in this program model is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061. <i>Instruction provided in English in this program model may be delivered either by a teacher appropriately certified in bilingual education or by a different teacher certified in ESL in accordance with TEC §29.061.</i></p>
<p>Goal</p>	<p>The goal of one-way dual language immersion is for program participants to attain full proficiency in another language as well as English.</p>
<p>Instructional Approach</p>	<p>This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English, with at least half of the instruction delivered in the students' primary language for the duration of the program.</p>

Behaviorist Theory

Skinner (1957) introduced the behaviorist theory in which language is understood as a set of structures and language acquisition as a series of learned habits formed through the repetition of stimulus response. In his theory, Skinner argued that children acquire language through the process of associating words with a corresponding meaning and the positive reinforcement received when correctly vocalizing language and achieving communication. For instance, when a young child says 'up' and the parent responds by picking the child up, thus the child accomplishes what he or she wanted, experiences the reward, and is encouraged to continue the language development process (Ambridge & Lieven, 2011). The process of learning a language then occurs through acquiring these linguistic habits (Skinner, 1957).

Figure 7. Representation of the Behaviorist Theory About the Learning Process



Note. Adapted from "Some Responses to the Stimulus 'Pavlov,'" by B. F. Skinner, 1999, *Journal of the Experimental Analysis Behavior*, 77, pp. 463-465. Copyright 1999 by Wiley-Blackwell. Retrieved from <https://www.csub.edu/~isumaya/301/skinnersomeresponses.pdf>

The behaviorist theory of language acquisition led to the development of the audio-lingual method of language instruction which uses drills and objective formative assessments to develop basic language skills (Decoo, 2001). Errors are not encouraged, since the behaviorist theory explains errors as leading to the formation of bad habits. According to this author, the student's primary language (L1) plays no role in the audio-lingual method, where instead, the emphasis is on memorizing, repeating, imitating, and reciting.

While Skinner's theory acknowledges the linguistic environment and the stimuli produced, it does not recognize cultural influences or other internal processes involved in language acquisition, and as Chomsky (1975) notes, does not explain a language learner's ability to create unique grammatically correct phrases or sentences they had not encountered before. Further explained by Larsen-Freeman and Long (1991, p. 266), audio-lingual methods offer "little promises as to explanations of second language acquisition (SLA), except for perhaps pronunciation and the rote-memorization of formulae." Audio-lingual instruction has also received criticism when used exclusively because of its inability to provide a lasting and deeper understanding of a second language and can often be difficult to remain engaged as it fails to hold the student's interest (Larsen-Freeman & Long, 1991).

Innatist Theory

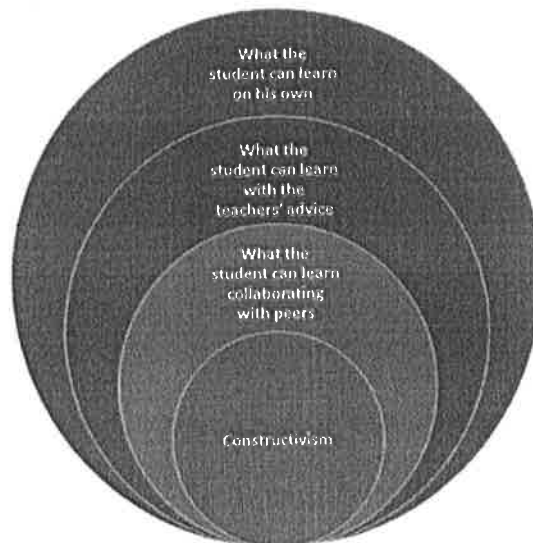
Noam Chomsky (1965) was among the first linguists to criticize behaviorism, noting that language input alone was insufficient for learning to process language beyond memorized words or phrases. In response, he developed the concept of the innatist or nativist perspective and proposed his Universal Grammar hypothesis, which accepts second language acquisition (SLA) as an innate human ability. Chomsky (1965) emphasizes the interconnectedness of cognition in language development which allows learners to acquire a language in such a way that they are able to use a limited number of memorized grammatical patterns to construct an unlimited number of sentences. The Universal Grammar hypothesis posits that both children and adults developing a new language can understand grammatical concepts and language rules and can organize them into different categories even before they know all the words of the new language they are learning (Ambridge & Lieven, 2011). An example of Chomsky's theory might be the instinct a child will have to combine a noun such as *ball* with a verb such as *roll* into a meaningful accurate phrase: *ball rolls*. According to Chomsky (1965), human biology comes equipped with a language acquisition device (LAD) which enables people to develop language as a natural function of the brain.

Constructivist Theory

Piaget (1971) explains the process of learning, including language learning, derives from the student's active involvement in the construction of his or her own understanding. Learners actively build on previous experiences in order to make sense and create new understanding (Piaget, 1971).

Vygotsky expanded on the idea of learners constructing their own understanding but emphasized the importance of cultural and social interactions as the most important influence on both language and cognitive development in his sociocultural theory (Berk & Winsler, 1995). For Vygotsky, the active learner participation in socially collaborative activities is the most essential component, as their understanding of the different structures and functions of language develop through these interactions (Vygotsky, 1987). For second language acquisition (SLA), Vygotsky's theory promotes the Zone of Proximal Development (ZPD), or the range between what children can do on their own and what they can accomplish with the support of a teacher (Becker, 1977).

Figure 8. Illustration of the Zone of Proximal Development (ZPD)
Derived from Constructivist Theory



Note. Adapted from *Approaches to Learning: A Guide for Teachers* (pp. 55-56), by A. Carlile, O. Jordan, & A. Stack, 2008, New York, NY: Open University Press. Copyright 2008 by Anne Jordan, Orison Carlile and Annetta Stack (University Press).

By using a scaffolded approach to teaching that focuses on opportunities for students to interact with each other and the teacher, learners are effectively reaching beyond their own abilities by collaborating with others for support (Peña-Lopez, 2012). Examples of classroom scaffolds may include direct instruction, modeling thinking aloud, prompting or partial solutions such as sentence stems (Hartman, 2002).

Stephen Krashen (1982), influenced by Chomsky's innatist theory, developed a set of hypotheses explaining the language acquisition process. New research emphasizes the need to balance instructional approaches based on innatist theories with meeting the individual needs through the direct instruction proposed by behaviorists (Lightbrown & Spada, 2006). Krashen's (1982) theory is often referred to as the natural approach or monitor model. It essentially serves as a bridge from both innatist and constructionist/interactionist theories to Communicative Language Teaching (CLT), which emphasizes learner interaction as the process for second language acquisition (SLA) (Nunan, 1991).

Krashen's Five Hypotheses

1. Acquisition-Learning Hypothesis:

Fundamental to all five hypotheses, Acquisition-Learning hypothesis asserts there are two ways in which communication in a second language develops: language acquisition and language learning (Krashen, 1982). As the researcher explains, language acquisition has much in common with the way children develop their first language (L1) in that it occurs subconsciously when the acquirer finds a need for communicating with others. Language learning on the other hand, involves explicit learning with direct instruction about the rules of the language. According to his research, this results in conscious knowledge of L2, as well as an awareness of and an ability to discuss the grammatical rules. He also emphasizes the importance of meaningful communication through acquisition and places less importance on direct formal instruction through the learning process.

Krashen's Five Hypotheses

2. Monitor Hypothesis:

Learners acquire grammatical structures in a natural order, but conscious language rules are not developed until later. Once a student has conscious knowledge of grammatical structures, they are able to edit, or self-monitor, oral and written language. This process requires adequate time to develop.

3. Natural Order:

Learners acquire the rules of language in a predictable sequence. According to Lightbrown and Spada (1996), developmental sequences are similar across learners from different backgrounds: "What is learned early in one language is learned early by others" (p. 29).

Krashen's Five Hypotheses

4. Comprehensible Input:

Learners will best acquire language when given appropriate input. Comprehensible Input is easy to understand but still challenges the learner to infer meaning just beyond their level of language competence, often referred to as "i+1". Vygotsky's zone of proximal development supports this hypothesis where in students must go beyond what they already know and build their new understanding on that foundation.

5. Affective Filter:

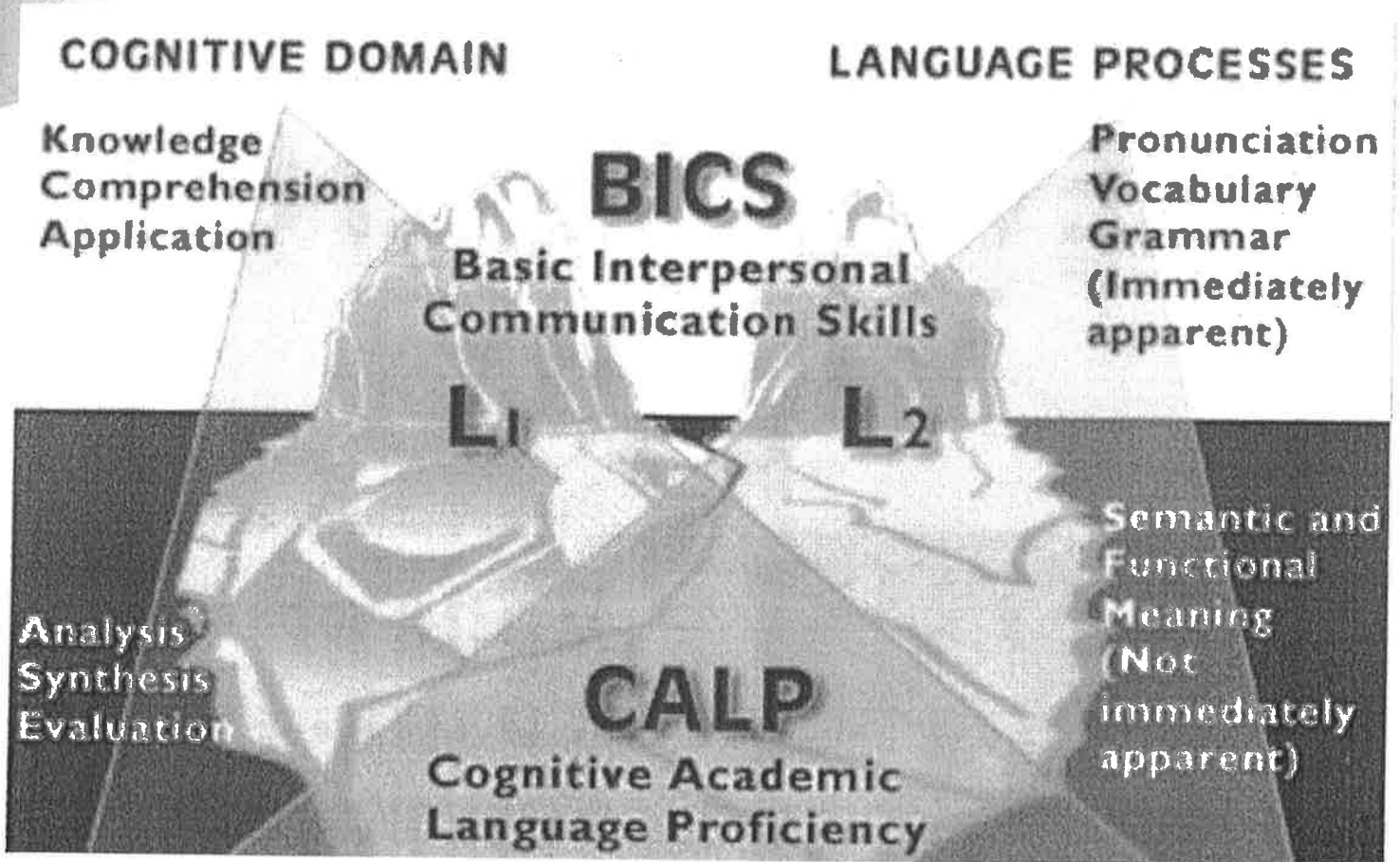
Learners require an environment where they feel safe to take risks necessary to learn the language. A learner's emotional state will affect their receptiveness to comprehensible input.

Krashen (1982) emphasizes the innate subconscious process involved when acquiring a new language, rather than emphasizing conscious processes such as memorizing explicit grammar rules. This theory also focuses on the importance of comprehensible input, or language content that can be understood by the learner while remaining one step above the learner's language ability, in order to encourage critical thinking and new learning (Krashen, 1982). Strategies such as visuals, simplified speech, gestures, dramatic interpretations, and experiential learning can help make new learning comprehensible (Genesee, 1994).

Communicative Competence

A culmination of the language theories led to the development of the concept of communicative competence, which according to Hymes (1971) should be the ultimate goal of language teaching. Communicative Language Teaching (CLT) emerged out of a need for this foundational dimension of language which had been inadequately addressed in the prevalent audio-lingual method based on behaviorist theories of language (Finocchiaro & Brumfit, 1983). In CLT, the functional and communicative potential of language is the central focus, and the goal is teaching students communicative proficiency rather than mere mastery of structures (Finocchiaro & Brumfit, 1983). Although no particular theorist is credited for CLT, Krashen's (1982) hypotheses are cited as compatible with its principles. Recall that the Acquisition-Learning hypothesis makes the distinction between language acquisition and the process of learning. The acquired language system serves to help the student craft original communicative thoughts and use language spontaneously. Language learning, or what can be understood as the only component in the traditional audio-lingual approach, only serves as a monitor, enabling the learner to determine which language rules to apply, as in Krashen's (1982) Monitor hypothesis. Second language acquisition theorists, such as Krashen, emphasize language learning results from the communicative use of language through social interaction, as opposed to rote memorization and practice of language skills in isolation (Nunan, 1991). English learners in an environment that applies the CLT approach interact with each other and the teacher, are exposed to authentic literature in L2, and use their L2 to communicate both in and out of the classroom environment (Nunan, 1991).

Jim Cummins



Context Embedded	Context Reduced	Cognitively Demanding	Cognitively Undemanding
Communication supports are given	Little to no communication supports	Analyzing and synthesizing of abstract concepts	Minimal amount of abstract and/or critical thinking.
Storytelling with Props	Phone Conversation	Content Area Reading	Following a class schedule

LEV VYGOTSKY

SOCIAL DEVELOPMENT THEORY



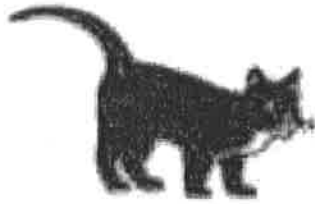
Zone of
Proximal
Development



More
Knowledgeable
Other

lack of
proximity

Behaviorism



Cat

"Kitty"

"Yes, that's kitty,"

Reinforcer

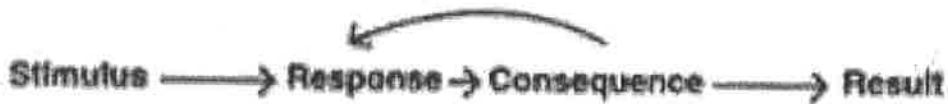
↑ Stimulus-Response
Link Strengthened

"Doggie"

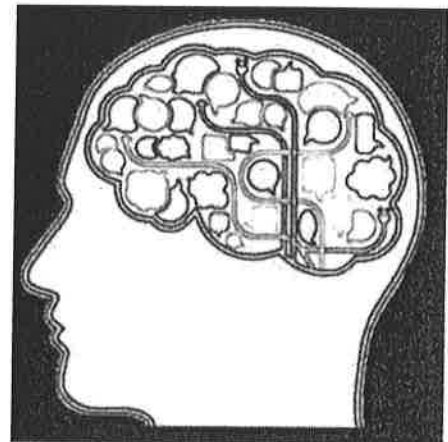
"No, that's not 'doggie,'"

Punisher

↓ Stimulus-Response
Link Weakened



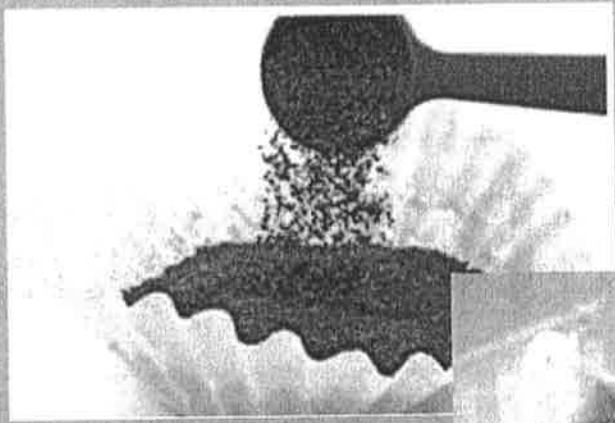
SKINNER V. CHOMSKY



Universal Grammar

STEPHEN KRASHEN

Affective Filter Hypothesis



low-stress

validation

respect

appreciation



low
self-esteem

lack of
proficiency

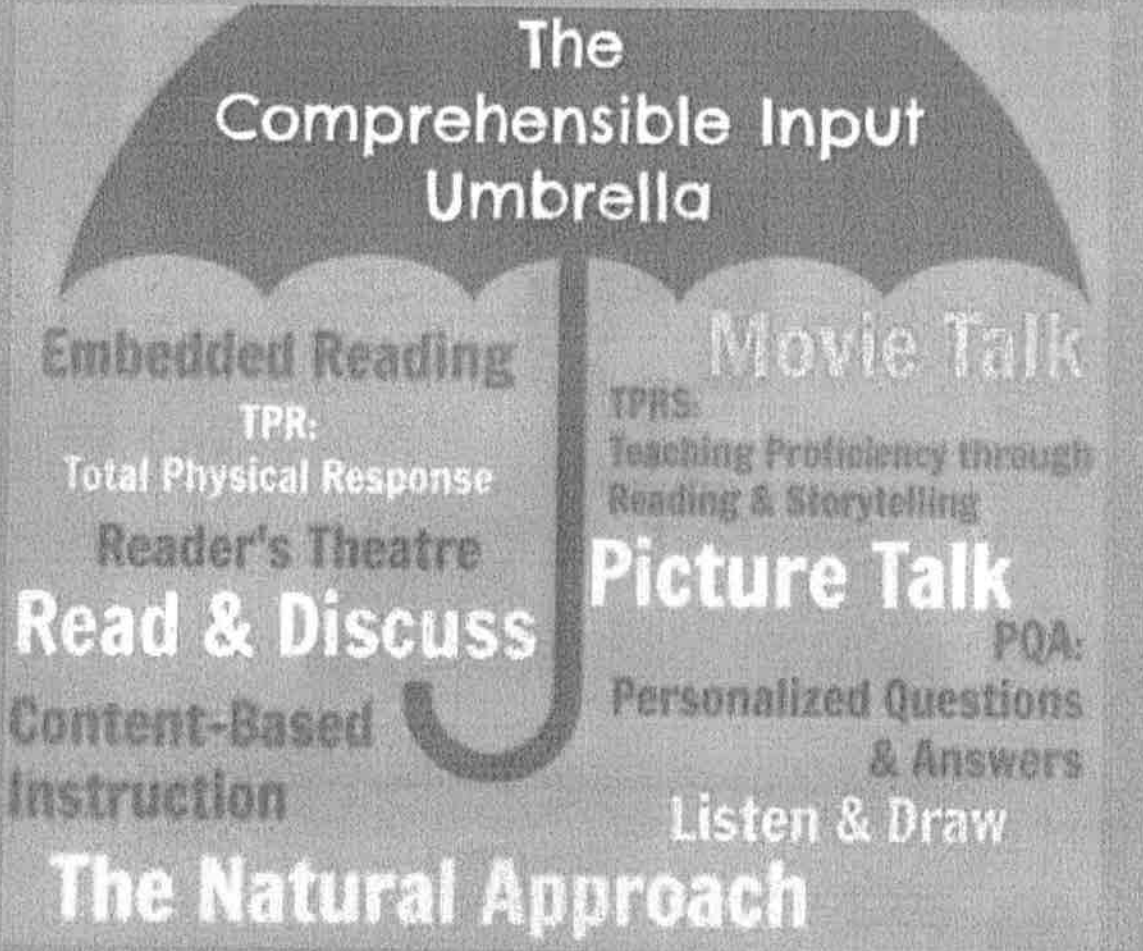
no friends



**The LOWER, or thinner THE FILTER,
the more knowledge can go through.**

STEPHEN KRASHEN

Comprehensible Input Hypothesis



The
Comprehensible Input
Umbrella

Embedded Reading

TPR:

Total Physical Response

Reader's Theatre

Read & Discuss

Content-Based
Instruction

The Natural Approach

Movie Talk

TPRS:

Teaching Proficiency through
Reading & Storytelling

Picture Talk

PQA:

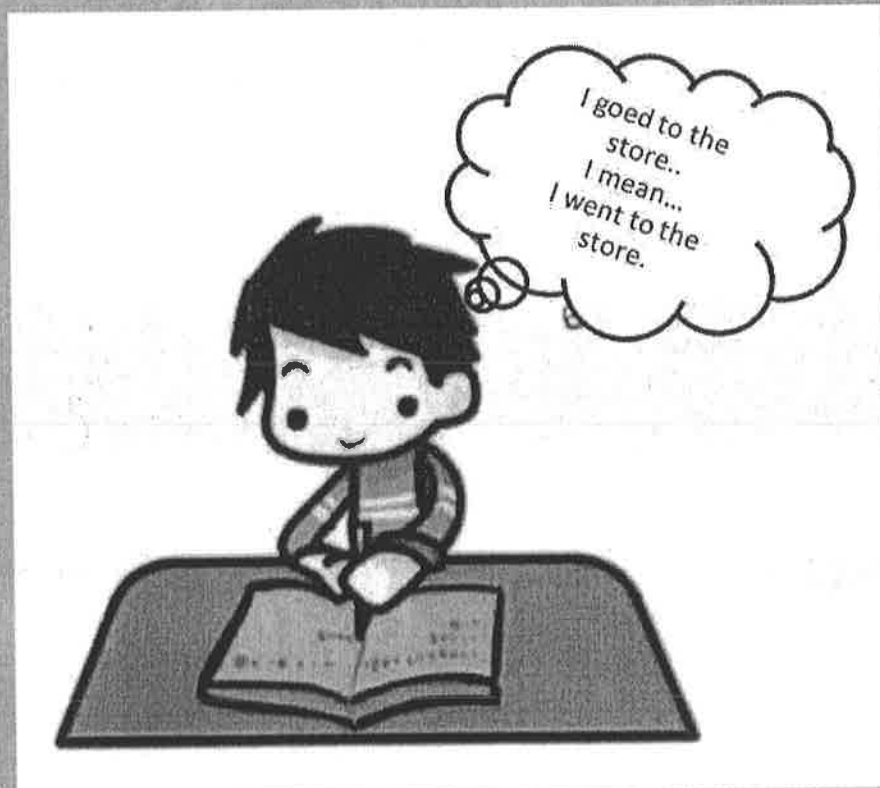
Personalized Questions
& Answers

Listen & Draw

Natural communicative input is key so that each student receives 'i + 1' and facilitates language output to emerge after comprehensible input.

STEPHEN KRASHEN

Monitor Hypothesis



MONITOR



**Conditions
(you need...)**

TIME

Have time to think.

KNOWLEDGE

Know the rules (not have forgotten it).

**FOCUS
ON
FORM**

Feel a need to use the correct form.

STEPHEN KRASHEN

Natural Order Hypothesis

PROGRESSIVE (+ing)
PLURAL (n.+s)
IRREGULAR PAST

POSSESSIVE (+'s)
COPULA (be + n./adj.)

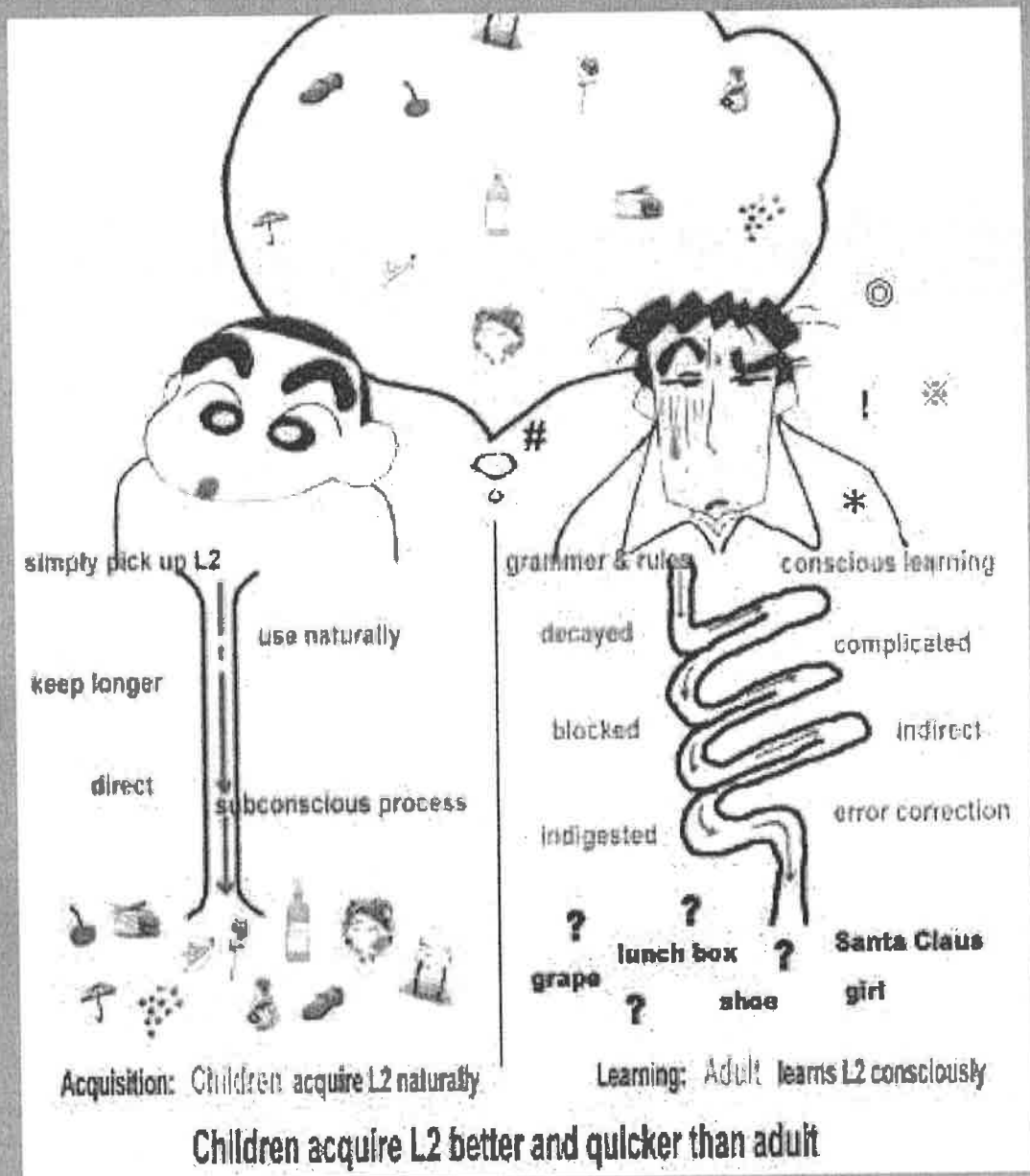
ARTICLE (a, the)
REGULAR PAST

3RD PERSON SINGULAR (v.+s)
AUXILIARY (be + verbs)

Although acquisition of grammatical structures follows a 'natural order', Krashen cautions grammatical sequencing in language program curriculum.

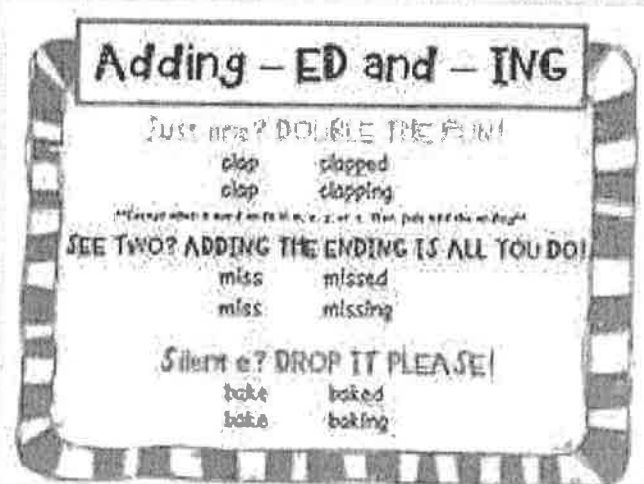
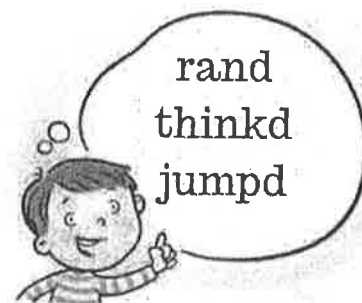
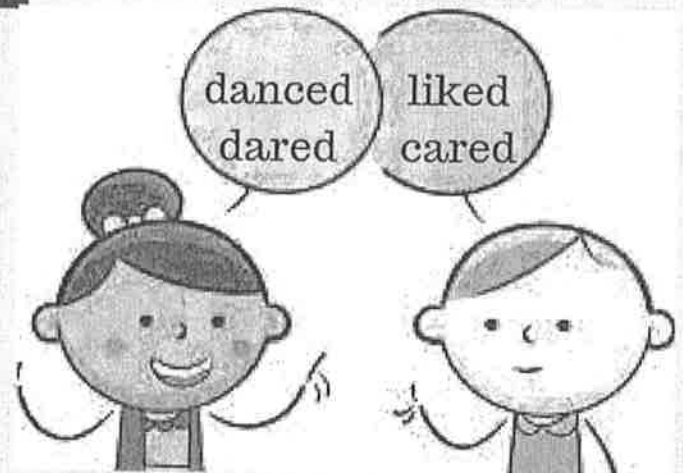
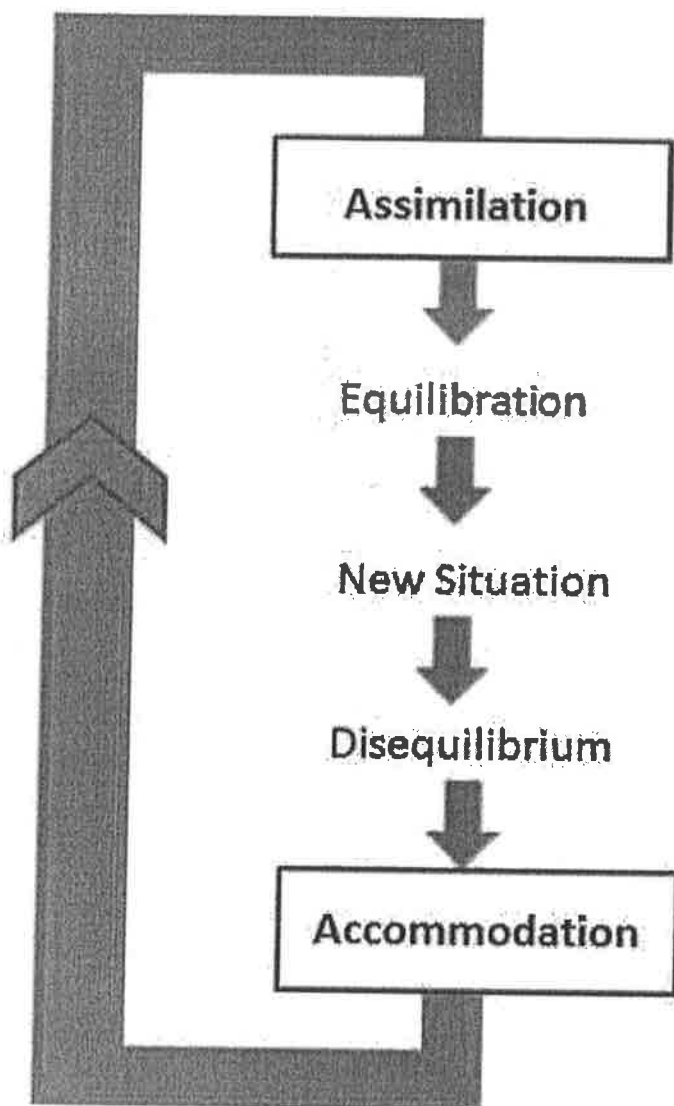
STEPHEN KRASHEN

Acquisition-Learning Hypothesis



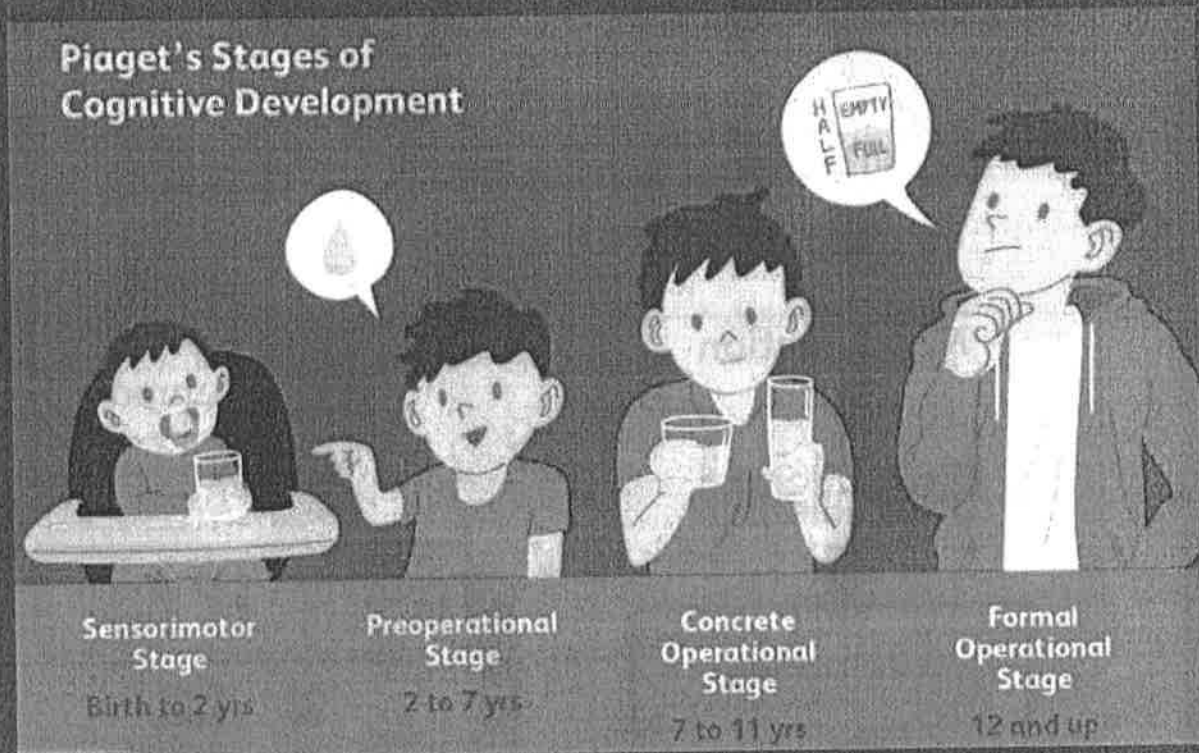
PROCESS OF ADAPTATION FOR INTELLECTUAL GROWTH

JEAN PIAGET



JEAN PIAGET

STAGES OF COGNITIVE DEVELOPMENT



ASSIMILATION &
ACCOMMODATION

SCHEMA

EXPRESSION OF
CONCEPT

SHELTERED INSTRUCTION OBSERVATION PROTOCOL

PREPARATION

- Content & Language Objectives
- Building Background
- Careful choice of Content
- Supplementary Materials
- Adapt Content to Proficiency
- Concepts and Language Domains

STRATEGIES

- Ample opportunities for student use of strategies
- Scaffolding
- Variety of Question Types with Higher Order Thinking

LESSON DELIVERY

- Support Objectives Clearly
- 90 - 100% Student Engagement
- Appropriate Pacing to Student's Ability

BUILDING BACKGROUND

- Explicitly Link Concepts to students' Background
- Explicitly link past, new, and current concepts
- Emphasize Key Voc.
-

INTERACTION

- Frequent Interaction Opportunities for Concept Discussions:
 - T-S and S-S
- Grouping to Support Lesson Objectives
- Wait Time
- Opportunities to Clarify Key Concepts in LI
-

COMPREHENSIBLE INPUT

- Appropriate Speech based on Proficiency Level
- Clear Explanation of Tasks
- Variety of Techniques to Make Concepts Clear

APPLICATION

- Hands-On and Manipulatives
- Activities to Apply Content and Language Objectives
- Integrate all Language Domains

REVIEW & EVALUATION

- Review Voc. & Key Content Concepts
- Regular Feedback on Content, Language, etc.
- Student Comprehension Assessment Throughout the Lesson



