

Texas Two-Way/Dual Language Consortium

Introduction

The Texas Two-Way/Dual Language Consortium, established December 2000, consists of K-16 educators from across the state of Texas working together for the following three goals: 1) Identify the number of dual language enrichment programs in Texas, 2) compile and analyze state-wide research and best practices from these programs based on standardized assessments, and 3) advocate for the development and state wide implementation of dual language education for all students.

Mission

The Texas Two-Way/Dual Language Consortium is committed to an enriched dual language education with the goal of biliteracy for all students based on current research and best practices. It advocates for the implementation of educational programs in public education that ensure that all learners are academically and linguistically equipped in at least two languages with the necessary skills to successfully compete in a linguistically and culturally diverse society

Goals

- To assist in the implementation of dual language programs in Texas committed to the development of high levels of language proficiency & academic achievement in student's first and second language*
- To provide opportunities for training, resources and support necessary to implement changes in educational policies that promote effective dual language education for all students*
- To coordinate and disseminate statewide research on best practices in dual language programs that provide an equal educational opportunity for all students*
- To assist in the development and implementation of Senate Bill 467 so that some day every Texas student will master English plus another language*
- To assist in the establishment of a statewide educational system that values, respects and incorporates the state's cultural & linguistic diversity*
- To assist school districts across the state in building a long-term commitment and advocacy for enrichment education at all levels*

Consortium Members

Institutions of Higher Education

*Sam Houston State University
Southern Methodist University
Texas A & M University
The University of Texas Brownsville
The University of Texas El Paso
The University of Texas Pan American
The University of Texas San Antonio*

Regional ESCs

*Region 1 ESC
Region 2 ESC
Region 4 ESC
Region 6 ESC
Region 9 ESC
Region 10 ESC
Region 13 ESC
Region 15 ESC
Region 16 ESC
Region 17 ESC
Region 18 ESC*

School Districts

*Aldine ISD
Brownsville ISD
Canutillo ISD
Donna ISD
Edgewood ISD
Galena Park ISD
Grand Prairie ISD
Hidalgo ISD
Houston ISD
Lubbock ISD
Mercedes ISD
Pharr-San Juan-Alamo ISD
San Antonio ISD
San Angelo ISD
Socorro ISD
Weslaco ISD
Ysleta ISD*

Other Institutions

*In-Line Resources
Modern Languages Services
SRA/McGraw-Hill
Texas Migrant Council*

Texas Two-Way/Dual Language Consortium

Dr. Leo Gómez, Executive Director, Associate Professor-UTPA

Dr. José Ruiz-Escalante, Professor-UTPA

Dr. Shelley Wright, Associate Professor-SMU

(January 11, 2005)

Introduction

The effectiveness of Bilingual Education (BE) has long been substantiated in the research. One common element found in all programs with successful limited English proficient (LEP) student school achievement is validation and academic development of the native language. Successful programs continue to demonstrate that the route to “academic English” and long-term achievement in school for LEP students is through a strong education in their native language. Although instruction in Spanish (native language) appears *counter-intuitive* to English language acquisition, it is the best route because it is focused on academic learning that involves cognitive and linguistic development. Therefore, in late-exit transitional bilingual (sometimes referred to as “maintenance”) programs where LEP students exit native language instruction **late**...after 4-5 years, and dual language programs, where LEP students continue native language instruction PK-5, there is greater long-term success of these students.

The Concept of Transfer

It is an understanding of “cognitive transfer” that is a fundamental principle of bilingual education. Cognitive transfer is an understanding that knowledge, skills and cognitive development occurs in *any language* and easily **transfers** to a second language. However, the initial development of this knowledge and skills is best and more readily developed in the native language and then transferred to the second language. In other words, you only learn a math or reading concept one time in Spanish and transfer the concept to English. BE stresses the importance of ELLs learning content areas and reading in their native language (knowledge and skills), while at the same time they acquire basic English language skills. Once the LEP student is educated and on level cognitively and linguistically in his or her native language and has developed skills in the English language, he or she is ready for increased English instruction.

BICS & CALP Language Proficiency

Another important concept shared by Cummins (1981) and fundamental to BE, is the recognition that a first or second language develops in stages: 1) Basic Interpersonal Communication Skills (BICS) and 2) Cognitive Academic Linguistic Proficiency (CALP). The distinction between BICS and CALP is critical in BE. The first stage, BICS, is achieving a degree of language proficiency where the individual can carry on a conversation, etc. It is not sufficient to learn academic content in school. BICS takes approximately 2-3 years to fully master. The second stage is CALP. CALP is having the academic proficiency in a language necessary to perform academic demands in school, like reading a science or social studies book with comprehension. CALP takes approximately 5-7 years to develop. Successful BE programs recognize these two basic principles and therefore provide ELLs with native language instruction for a minimum of five (5) years, **and at the same time develop English**. However, the central focus of BE programs is full literacy in the native language in order to more successfully make a transition to the second language and ensure **long-term academic achievement** at the middle and high school level. **The fastest route to academic English is through the academic development of the native language.**

Effective Models of Bilingual Education are Enrichment, not Remedial Models

Based on the principles outlined above, only enrichment models of BE (i.e. two-way/dual language) effectively close the academic achievement gap for ELLs **based on long-term standardized assessments**. In contrast, remedial models (transitional early-exit or ESL) only partially close the gap. As reported by Thomas & Collier (2004), in remedial models of BE, once ELLs leave a special remedial program and join the curricular mainstream, at best, they make one year’s progress each school year (just as typical native English speakers do), thus **maintaining but not further** closing the gap. In fact, often the gap widens again as students move into the cognitive challenge of the secondary years (middle and high school) where former ELLs begin to make **less** than one year’s progress per year. All of the following are classified as **remedial** programs:

- 1) Intensive English classes (e.g. English-only referenda in California, Arizona, and Massachusetts),
- 2) English as a Second Language (ESL) pullout,
- 3) Transitional Bilingual Education (particularly early-exit models)

Thomas & Collier explain that remedial programs may only provide ELLs with very important support for one to three years and often offer “watered down” instruction in a “special” curriculum focused on one small step at a time process because the goal is to **subtract** the native language and thus not develop it. This causes cognitive and linguistic retardation in ELLs because neither their first or second language are fully developed. In contrast, dual language models are programs that not only will instruct ELLs in their native language, but will fully develop it through at least the elementary years and add English with the intent of full biliteracy. These programs are called dual language, two-way models, one-way models, dual language immersion, etc. The principal difference is that these models are **additive** and **enrichment**, versus **subtractive** and **remedial**, challenging, and not watered down. Dual Language programs’ goals are biliteracy and both language groups (Spanish & English) participate in this opportunity.

Dual Language Enrichment Models

One-way programs: Defined as enrichment models having a population where only one language group is being schooled through two languages.

Two-way programs: Defined as enrichment models having a population where two language groups are being schooled through two languages.

Conclusion

The most effective way to educate ELLs is through an **enrichment model** of education. However, at a minimum, **late-exit bilingual education** would be the next desired model even if this model does not fully close the achievement gap or develop biliteracy, it does yield much greater success than early-exit models. Regardless, to effectively educate ELLs, you must provide **extensive and sustained** instruction in their native language (Spanish) while simultaneously developing English skills and then facilitate transfer of these skills from Spanish to English.

Analysis of Statewide Data on the Effectiveness of Dual Language Education for LEP Students

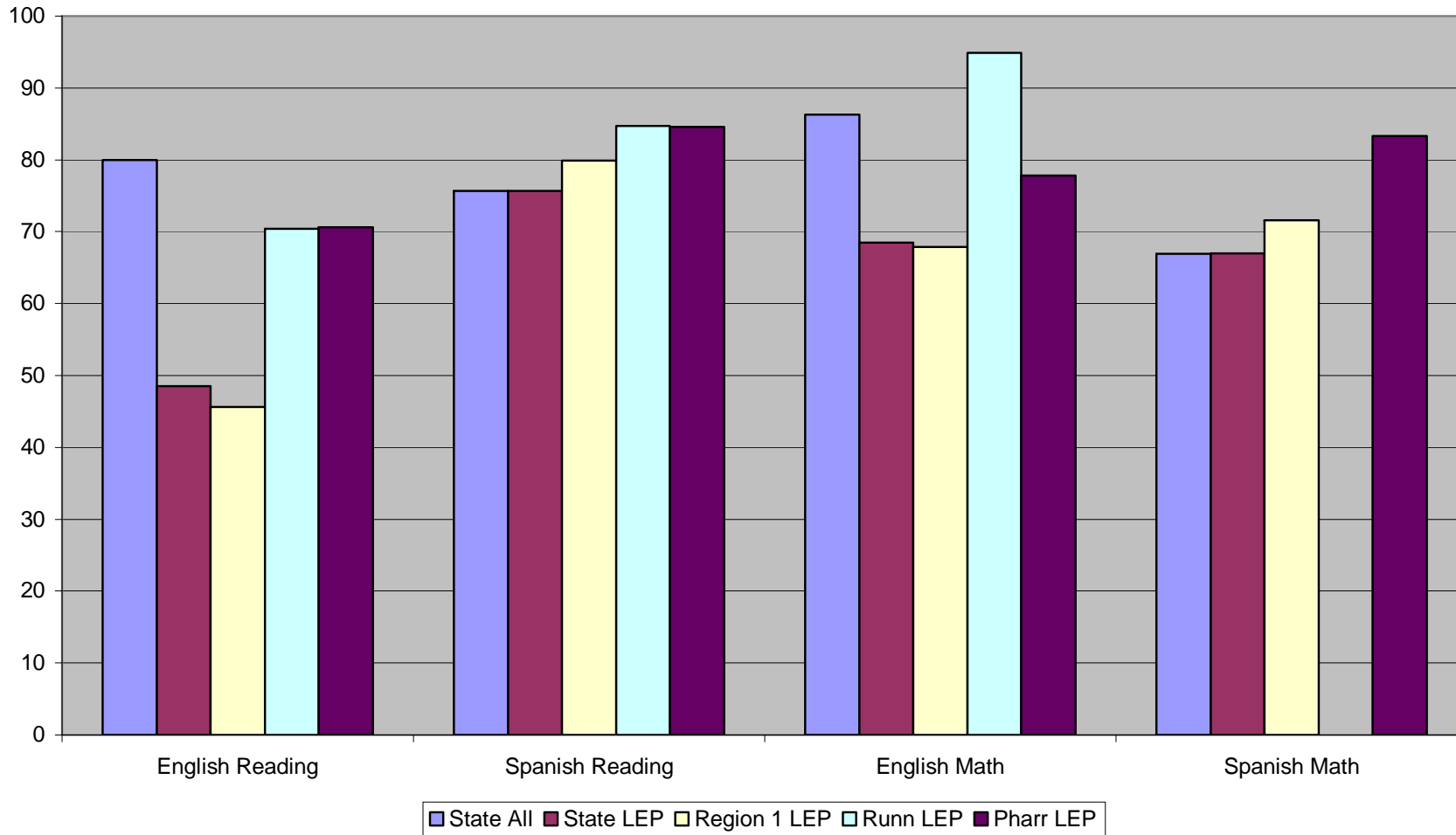
The attached graphs depict the 5th Grade TAKS results in reading and mathematics from the 2002-2003 academic year. The graphs include a comparison of LEP students participating in selected dual language schools with the state average for all students (including native English speakers), state LEP average, and LEP average in their respective educational service region. All graphs show the percentage of students that passed the respective exam in either English or Spanish. Note that data indicates that LEP students from these dual language schools achieve higher than their regional and state average for LEP students, and most schools are higher than the overall state average that includes scores from native English speakers. These data charts were derived from the Texas Education Agency (TEA) web site - Academic Excellence Indicator System (AEIS).

www.tea.state.tx.us/perfreport/aeis/2003/index.html

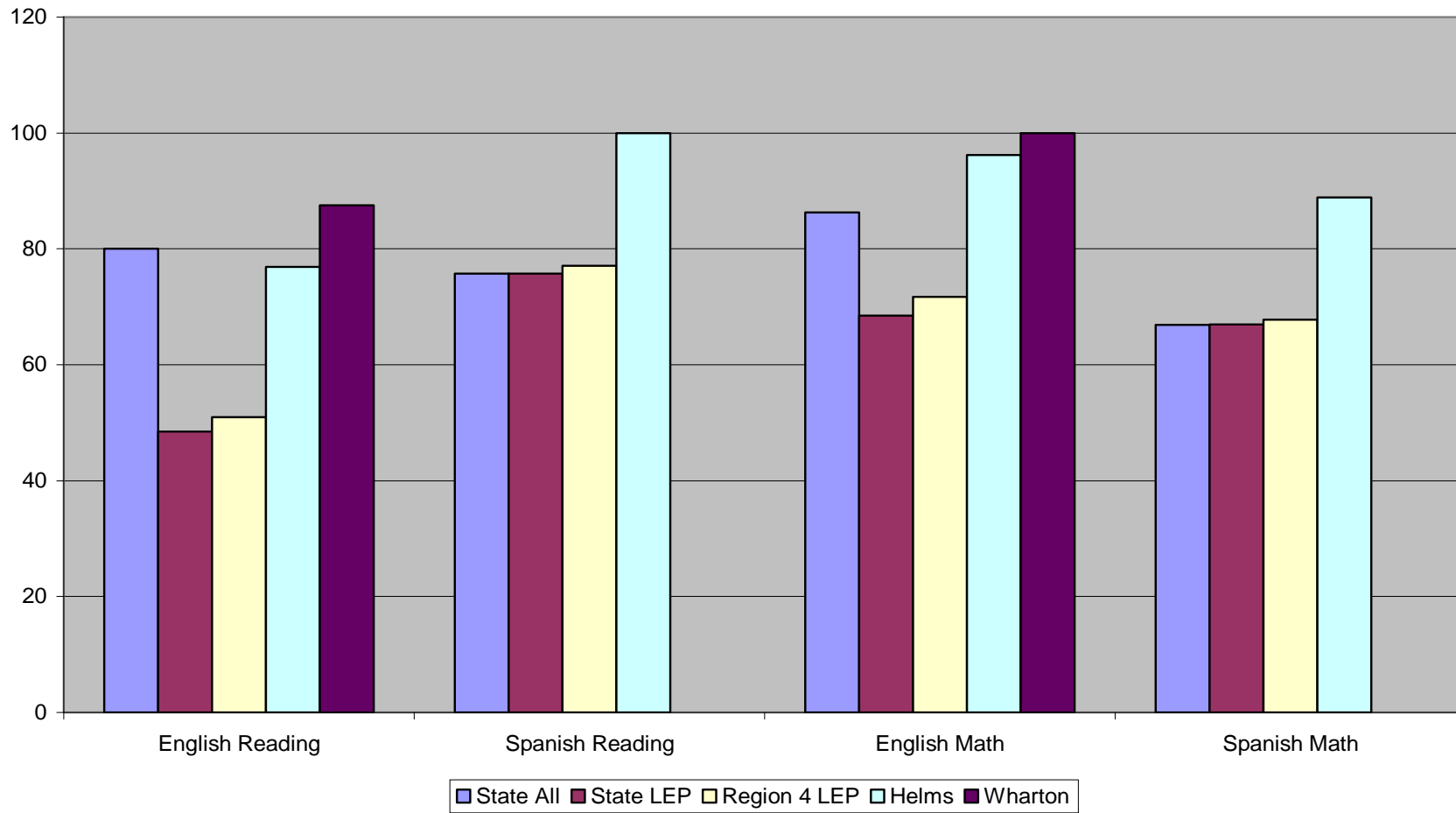
Selected References

- Cummins, J. (1981). The role of primary language development in promoting educational success for language minority students. In J. Cummins (Ed.) *Schooling and language minority students: A theoretical framework* (pp. 3-49). Los Angeles, CA: Evaluation, Dissemination, and Assessment Center, California State University.
- Thomas, W.P., & Collier, V.P. (2004). The astounding effectiveness of dual language education for all. *NABE Journal of Research and Practice*, 2:1, Winter 2004.

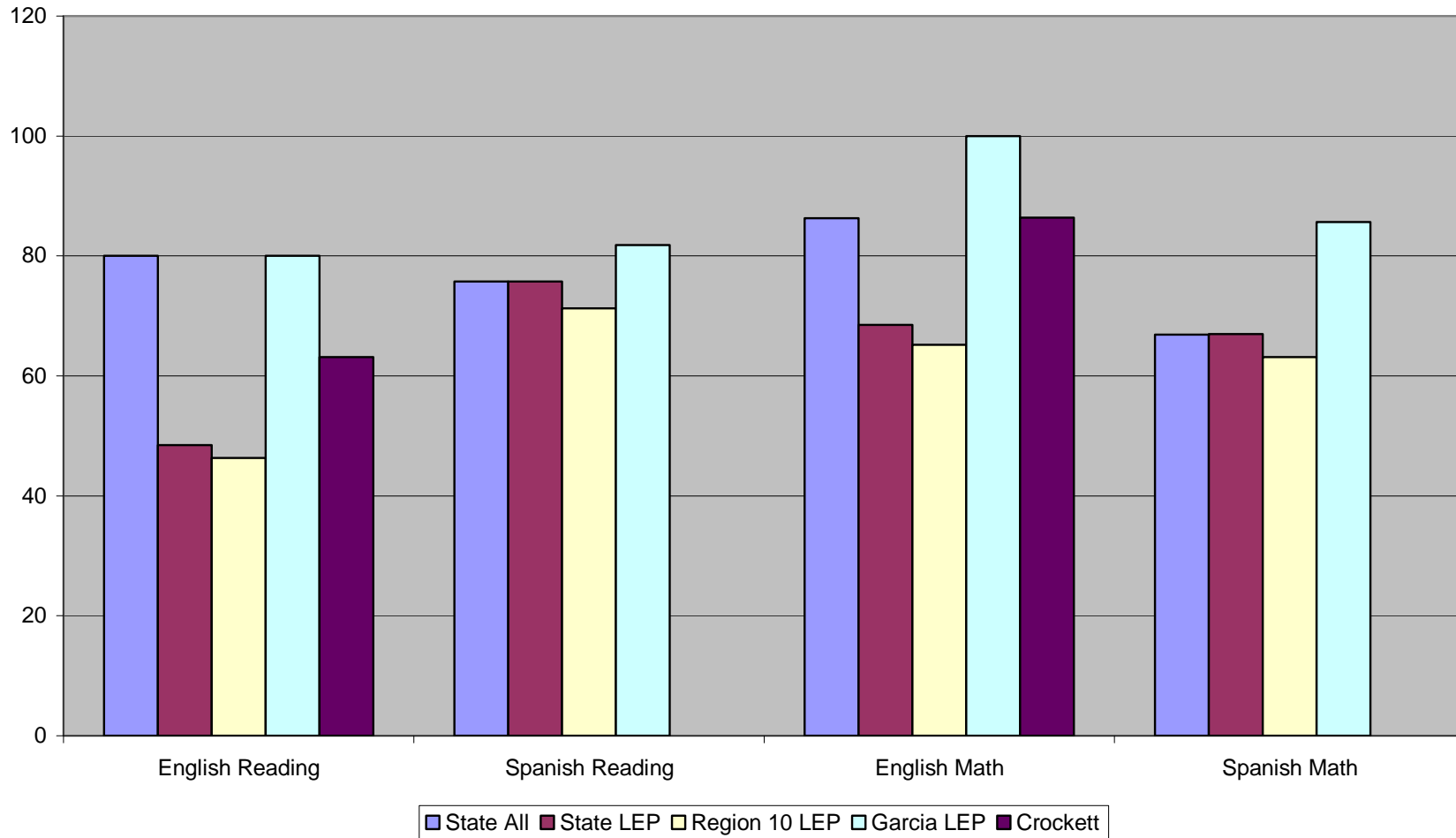
**5th Grade TAKS - LEP Student Performance
Dual Language Schools, State, and Region 1 Comparison
2002-2003 Academic Year**



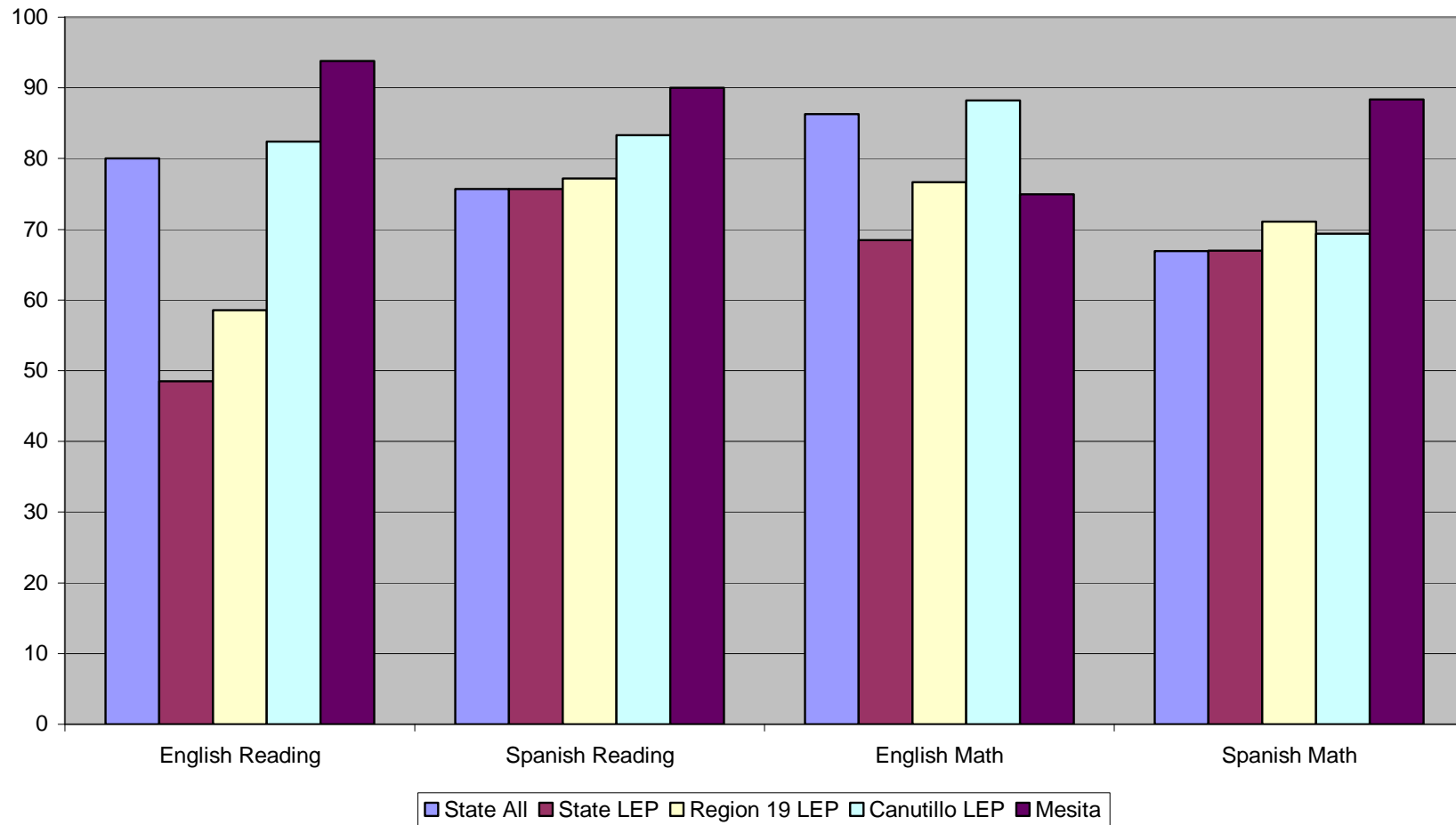
**5th Grade TAKS - LEP Student Performance
Dual Language Schools, State, and Region 4 Comparison
2002-2003 Academic Year**



**5th Grade TAKS - LEP Student Performance
Dual Language Schools, State, and Region 10 Comparison
2002-2003 Academic Year**



**5th Grade TAKS - LEP Student Performance
Dual Language Schools, State, and Region 19 Comparison
2002-2003 Academic Year**



**5th Grade TAKS - LEP Student Performance
Dual Language Schools, State, and Region 20 Comparison
2002-2003 Academic Year**

