

BILINGUAL EDUCATION:
EMERGENT LEARNING IN AN EMERGING WORLD

HONORS THESIS

Presented to the Honors Committee of
Texas State University
in Partial Fulfillment
of the Requirements

for Graduation in the Honors College

by

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San Marcos, Texas
May 2015

EMERGENT LEARNING IN AN EMERGING WORLD

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DEDICATION

In loving memory of my aunt and grandmother,

Kathryn Hodge and Thelma Hodge

ACKNOWLEDGEMENTS

I would like to express my immense gratitude to my advisor Dr. Mary Esther Huerta, for her commitment and support in the development of my thesis. Dr. Huerta has been a light guiding me through this journey, and has encouraged me to reach higher, question often, and never stop dreaming.

Special thanks to the Honors College for introducing me to a whole new world.

I would also like to thank my mother Karen Hodge Lewis for her continued support, without her I would not be the woman I am today. Lastly, I would like to thank Robert Berg for caring enough to listen and loving me enough to care.

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ABSTRACT

The purpose of this paper is to present research-based information about bilingual education. This topic is relevant because of the growing need for effective and efficient education for emergent bilingual learners. This paper examines and defines bilingual education program models currently used in the United States. In order to assess the instructional effectiveness of two bilingual program models used in the research sites included in this thesis, data was collected and analyzed. The data collected from the two elementary schools included a description of the bilingual program model implemented, the school enrollment as well as the enrollment of English Language Learners, student diversity information, economic disadvantage information, the socio-economic status of each school community, and the state standardized testing results for each school. To analyze these data findings each factor was compared across each school then compared to research-based characterizations of an effective bilingual education program model for English Language Learners—defined by the emergent bilingual learner acquiring high levels of proficiency in both languages. The findings indicated that based on the results of the state mandated STAAR test, the emergent bilingual learners enrolled in a maintenance late exit bilingual program scored higher; thus, suggesting that this bilingual program model is more effective according to state standards.

PURPOSE OF STUDY AND RESEARCH QUESTIONS

The purpose of this study is to examine three questions pertaining to bilingual education. The topic of bilingual education is vital to research because of a growing demand of appropriate, effective, and efficient programs for educating students learning social and academic content through two language systems, or bilingual learners. The United States is entering a pivotal point in education; effective educating no longer means providing a one-size-fits all curriculum tailored for students from high and middle income backgrounds who speak English. This represents a unilateral monolingual approach to language acquisition. This study aimed to identify program models currently used in the U.S. and assess the effectiveness of two program models used in two central Texas elementary schools. The research questions that guided this thesis are as follows:

1. What types of bilingual programs are provided in the United States?
2. What are the learning goals associated with each program?
3. What bilingual education programs are offered to bilingual learners enrolled in two central Texas elementary schools?
4. What are the academic and linguistic outcomes for bilingual learners enrolled in each program measured by the state-mandated annual assessment?

Hypothesis: Children enrolled in a two way dual language immersion program will score higher on the state mandated STAAR test.

INTRODUCTION

The necessity for knowledge of language alongside the importance and appreciation for language within the United States is intensifying. Language connects people across all cultures, races, and ethnicities. Born in 1919 in Tierra Amarilla, New Mexico, Dr. Sabine Ulibarri former poet, writer, and educator best states the intricate relationship between language and learning. Ulibarri (1972) states:

In the beginning was the Word. And the Word was made flesh. It was so in the beginning and it is so today. The language, the Word, carries within it the history, the culture, the traditions, the very life of a people, the flesh. Language is people. We cannot conceive of a people without a language, or a language without a people. The two are one and the same. To know one is to know the other (p. 295).

In the past few decades, the need for bilingual education programs in the United States has become a critical, although in particular states it continues to be challenged and in some states it has been eradicated. Nevertheless, the need for bilingual education continues to grow. The use of educational terms such as bilingual education, English language learners (ELLs), Limited English proficiency students (LEPs), and emergent bilinguals/bilingual learners are terms associated with the field of bilingual education, and are increasingly being used by statisticians, educators, and many middle class English-only speaking U.S. families.

As the immigration rate increases yearly, the influx of non-native English speaking children enrolling in to schools across the United States also increases. According to the National Center for Educational Statistics in 2011 to 2012 a total of

eight states including Texas, recorded an increase of 10% or more students identified as English language learners (NCES, 2014). This increase in emergent bilingual learners provides the necessity for researched based bilingual education program models and a need for more certified bilingual educators.

Also, the Migration Policy Institute is another agency that collects data on issues concerning migration. It is an independent, nonpartisan, nonprofit organization that provides detailed information regarding the migration, immigration, and the movement of people around the world. The organization is based in Washington D.C. and works daily to provide public information regarding all factors surrounding immigration. (Migration Policy Institute, 2015). According to the Migration Policy Institute (2015), the U.S. immigration rate has increased approximately 1.1 percent between the years of 2011 and 2012. This increase has indicated that 13 percent of the total U.S. population includes immigrants.

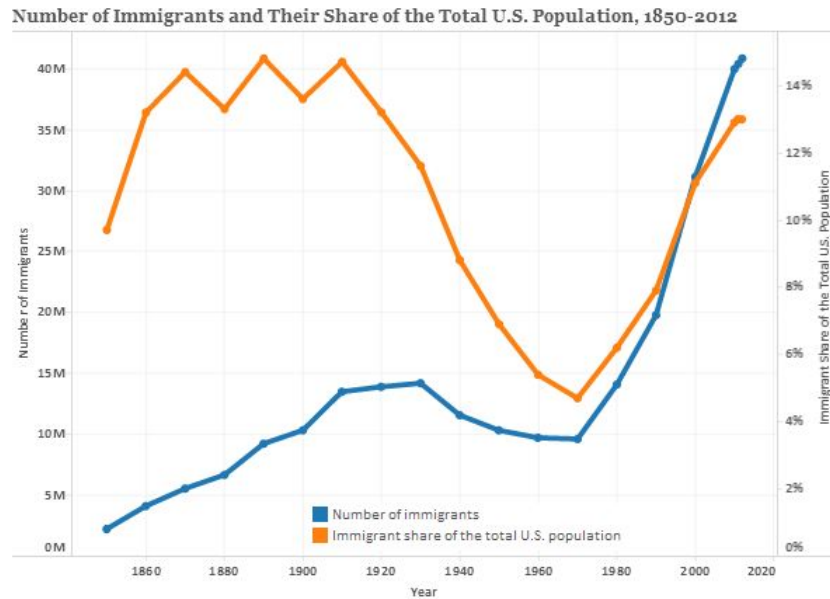


Figure 1 Migration Policy Institute (2013)

Figure 1 shows that since the year 1970 immigration in the United States has continued to increase. The Migration Policy Institute (2013) reported that approximately 46 percent (18.9 million) immigrants had been identified as having Hispanic or Latino origins.

It is important for educators and those preparing to enter the teaching field to know about the language(s) that immigrants speak when they enter the U.S. The number of foreign born individuals residing in the United States begs the questions what languages do they speak? And how proficient are they in English? The census data indicates that roughly 21 percent of the U.S. population speaks a language other than English at home. Based on this data, Spanish was reported to be the most common language, and only second to the rate of English spoken at home. The rate of English spoken at home was reported at 62%. The following graph displays the remaining percentages of the foreign languages also spoken in the U.S.

Language	Percentage
Chinese (including Mandarin and Cantonese)	5%
Tagalog	3%
Vietnamese	2 %
French (including Cajun and Patois)	2%
Korean	2%
German	2%
Arabic	2%
Russian	1%

Figure 2

This data is derived from a survey administered to 294 million people age 5 and older who resided in the United States at the time of the survey. (Migration Policy Institute, 2012)

The notion that the United States is a melting pot is no longer viable. The United States much more resembles a mosaic. According to Sonia Nieto (1994), the image of a melting pot conveys the idea of assimilation with U.S. mainstream culture. Instead the many different cultures, colorful ethnicities, and vibrant languages can co-exist and connect to form a beautiful piece of art. Through this lens, the different ethnic groups are recognized and valued for their unique contributions to the multicultural and multilingual composition of our society. Nieto's (2000) proposition requires that our society must not melt together, but rather remain as distinct pieces thereby creating unique beauty that is represented individually as a well as a whole to construct a mosaic of our cultural community.

Rationale

This thesis will present a brief history of language learning in the United States, and describe research-based findings associated with this topic. The educational goals associated with each individual bilingual education program model and different types of language learning programs implemented in the U.S. were examined to understand how the learning outcomes of students enrolled in different types of bilingual education programs can vary. This is an important factor to consider when examining bilingual education program models because the linguistic goal associated with each program models helps to scrutinize the effectiveness of the program.

Understanding educational terminology

The following key terms are associated with bilingual education and will be used in this thesis. They are defined below to provide clarity:

Bilingual Learners: In this thesis, the term bilingual learner(s) will describe students that speak a language other than English. This indicates that the students are learning and thinking through two language systems. This is an important distinction between the terms “limited English Proficient or English language learner” which generates a negative connotation when the word ‘limited’ is emphasized. A more precise description of the learning process of a bilingual learner is that they are continuing to develop their primary language while acquiring a second language and learning academic content; therefore the term bilingual learner is much a more accurate description of the learning processes. (Collier, Combs, and Ovando, 2006)

ESL Programs: The abbreviation ESL refers to the term English as a Second Language. These language-learning programs aim to teach English to speakers of languages other than English. The goals of the pedagogy of ESL are to make communication in English understandable and the academic content comprehensible. The language of instruction in ESL programs is English. To make communication understandable and academic content comprehensible, the ESL teacher will use a variety of methods and strategies (Chamot, 2009; Collier, Combs, and Ovando, 2006).

English Language Learners (ELLs): This term refers to students learning English as a second language and who are at various stages of acquiring the English language as a second language. This term is often used in both bilingual education and ESL fields.

Limited English Proficient or LEP: This term is still widely used by statisticians, schools, and state-reporting agencies, including the Texas state board of education. This term, however, is outdated because it stresses the word 'limited'. The connotation of this word has been used to convey that the English learner is also limited cognitively and academically in U.S. schools. The term, therefore, casts a deficit view of emergent bilinguals. The term does not acknowledge the academic abilities of the student in their native language, but rather simply acknowledges the student as limited in English, the target language being learned and acquired. This term will be used in this thesis when reporting data from agencies that continue use the term.

CHAPTER ONE:

A HISTORY OF MULTILINGUALISM

The United States has a rich history of immigration and many cultures. Throughout history many ethnic groups have settled in Texas. This connection to different cultures provides a unique opportunity for learning and for educating.

Culture consists of the values, traditions, social and political relationships, and worldview created, shared, and transformed by a group of people bound together by a common history, geographic location, language, social class, and/or religion. Culture includes not only tangibles such as foods, holidays, dress, and artistic expression, but also less tangible manifestations such as communication style, attitudes, values, and family relationships. These features of culture are often more difficult to pinpoint, but doing so is necessary if we want to understand how student learning may be affected (Nieto, 2000, pp. 139-140).

In spite of this, the love and importance of multiple languages and cultural diversity is not upheld by all citizens of the United States. To a degree negative feelings towards bilingual education can be accredited to the misconceptions of what bilingual education aims to do. According to a Los Angeles Times poll (1998) regarding attitudes about bilingual education, the results showed that three out of four voters supported the passage of Proposition 227, the 1998 ballot initiative that dismantled bilingual education in California, as being a supporter of the English language. The voters were under the impression that bilingual education means no English instruction. Many Arizonans cited the same reason for passing the similar bill Proposition 203 in the year 2000. The Los

Angeles times (1998) listed this data on their website for the reason in which voters favored Proposition 227.

Why they chose to support the Proposition	Percentage
Importance of English	63%
Bilingual education is not effective	9%
Prefer Immersion	6%

Figure 3

The lack of knowledge of research based information proving the importance and effectiveness of bilingual education is evident in the reasoning behind the voters chose to dismantle bilingual education in California. Although, bilingual education has been eradicated in several states, the pursuit for effective education for emergent bilingual students is still rapidly increasing due to high immigration rates and also because of the multilingual history of the U.S.

The U.S. has an eclectic history concerning language. A wide misconception is that English was the original or first language spoken in what is now called the United States; therefore, many people believe that it should be made the official language of the country. However, as early as the 1800's, multiple languages could be found across the United States with German speakers representing the highest number. Additionally, languages such as Czech, Spanish, German, and French all found a home in Texas (Ovando, Combs, and Collier (2006).

America in the 1700's

There is unequivocal evidence supporting the notion that English was not the first language spoken in the U.S. and consequently, not the first language spoken in Texas. As early as the 1700s hundreds of languages were spoken in what would become the United States. In 1790, the first census that was conducted indicated that approximately 4 million people lived in the United States and western territories. According to Garcia (2009) and Lepore (2002), also in 1790, the first census determined that about 25 percent of the inhabitants spoke languages other than English. This census did not include Native Americans or African slaves. It should be noted that the Native American inhabitants and African slaves spoke several hundred languages. The developing nation experienced a time of unacceptance of non-European languages, thus, the languages of the Native Americans and African slaves were restricted and completely ignored.

America in the 1800's

In the early 1800's the population grew rapidly. The census records show that there were 5.3 million inhabitants and 1 million of African descent. In 1837, the legislature in Pennsylvania passed a law that permitted the founding of German-language schools as equal with English-language schools (Del Valle, 2003; García, 2009). However, by the late nineteenth century, St. Louis (German-English public school) terminated its bilingual education policy restricting the teaching of German in public secondary schools.

The same language restrictions were applied to the Spanish language. In 1850 when California became a state it decreed that all laws, decrees, regulations and provision

originating from the state must be published in both English and Spanish (Del Valle, 2003). However, by 1855 English was declared the only language of instruction, the publication of state laws in Spanish was suspended, and court proceedings were required to be in English only (Castellanos, 1983 as cited in Garcia, 2009).

This struggle for acceptance of linguistic and cultural differences continued. On November 6th, 1860, President Abraham Lincoln was elected. Shortly after in 1870 the 15th amendment was ratified, giving African American men the right to vote, however, all women were still denied the right to vote.

America in the 1900's

Historical records show that during the nineteenth century, many public and private schools used languages other than English as mediums of instruction. In 1900, for example, records show that at least 600,000 children in the U.S. were receiving part or all of their schooling in German in public parochial schools. Although, European languages were tolerated throughout the late 1700's and early to late 1800's, it was only for a seemingly short period of time.

During the 1900's America wanted desperately to push all citizens to assimilate into one united nation, bound by one common language and culture. With the advent and involvement in World War I in 1914 through 1917, the nation pushed further to linguistically and culturally unify individuals living in the U.S. through the promotion of one language, English. During this time of war and strife the United States greatly needed to be unified and appear strong to the rest of the world. It was thought that the way to accomplish this was to assimilate all European cultures into one. The result was that

WWI ended in 1918 and by 1919 a total of 15 states implemented English only instruction laws, forcing all schools to adhere to monolingual instruction. In 1931, the U.S. entered an economic depression where approximately 25% of citizens were unemployed. Two economic boosts helped the U.S. emerge from economic depression when new jobs were created to support two wars. In September of 1939 WWII began in Europe, and the U.S. entered the war in 1941 followed by the Japanese attack on Pearl Harbor in December of 1941. Japan surrendered in 1945, ending WWII in Asia.

Following the end of the war with Japan, the *Mendez v. Westminster* federal case was tried in 1946. This case was one of many that helped open a path for various types of bilingual education programs that would be created by the 1970's. The development of bilingual education programs were ushered by key court cases which led to the policies that enacted bilingual education programs in the U.S. and Texas. The laws and influential court cases at the national level include the following and will be discussed in this section:

- *Mendez v. Westminster (1946)*
- *Brown v. the Board of Education (1954)*
- National Defense Education Act (1958)
- Civil Rights Act (1964)
- Immigration and Naturalization Act (1965)
- Bilingual Education Act (1968)
- *Lau v. Nichols (1979)*
- *Plyler v. Doe (1982)*

A young girl was turned away from a California public school, because of her surname and skin color. The findings by the court lead to a pivotal case sparking the fight for equality and the possibility for change. The Mendez v. Westminster (1946) federal case brought the attention to Westminster, Santa Ana, Garden Grove, and El Modena (Orange) School Districts, and their purposeful and prejudice acts of segregating Mexican American children into separate and poorer in resources schools. The courts ruled that this was an unconstitutional act and ordered the school districts to revoke this conduct. The Mendez v. Westminster case was the first federal case to successfully present that the segregation of children based on their ethnicity or background is unfair, unequal, and unconstitutional. In 1954, Chief of Justice Earl Warren and the U.S. Supreme court settled the Brown vs. Board of Education civil rights case. On May 14, 1954, Chief of Justice Earl Warren delivered the opinion of the Court, stating that the doctrine of ‘separate but equal’ has no place in the public education school system (uscourts.gov).

In 1958, there was a national movement for language learning. In this year, the National Defense Education Act was passed, which provided increasing funding for foreign language education. This was a direct result of the United States desire to compete with neighboring nations. On October 4, 1957 the Soviet Union successfully launched the world’s first artificial satellite into space. This gave way to the space age and a competition between the United States and the U.S.S. R. in regards to space exploration (Garber, 2015).

Following the race to space, research conducted in the 1960’s by Arias and Casanova found that language-minority students across many school districts in the United States were subjected to severe punishment whenever they resorted to a language other than

English on the playground or in the classroom. The legacy of that period continues today, as demonstrated by language minority parents whose ambivalence towards bilingual education often reflects fear that their children will be punished for using a non-English language (Ovando, Combs, & Collier, 2006). This type of persecution of immigrants through schooling led to the decline of bilingualism in the United States. According to Ovando, Combs, & Collier, of the 300 hundred original languages spoken in North America only 18 of these languages are still spoken and being passed down to future generations. Reyhner (1996 as cited in Ovando et al., 2006) portrays the importance of maintaining languages beautifully by stating:

Many of the keys to the psychological, social, and physical survival of humankind may well be held by the smaller speech communities of the world. These keys will be lost as languages and cultures die. Our languages are joint creative productions that each generations adds to. Languages contain generations of wisdom, going back into antiquity. Our languages contain a significant part of the world's knowledge and wisdom. When a language is lost, much of the knowledge that language represents is also gone (p.4).

The Title VI of the Civil Rights Act was passed by Congress in 1964, prohibiting discrimination on the basis of race, color, or national origin. And in 1968 the Bilingual Education Act was passed. The Bilingual Education Act did not require bilingual education. Rather, Congress put aside money for school districts that had large language minority enrollments and wanted to start up bilingual education programs or create instructional material (Garcia 2009). As a result of this federal law the 1974 Lau vs.

Nichols Supreme Court case English-only education was found a violation of the equal educational opportunities provision of the Civil Rights Act of 1964.

In 1975 Superintendent James Plyler of Tyler, Texas instructed the retrieval of tuition from unauthorized (undocumented) immigrant students. The tuition fee was set at \$1,000 annually per each unauthorized immigrant enrolled. Then, in 1979, states were mandated by the federal Supreme Court to implement “bilingual education in elementary schools where there were at least twenty-five children of the same language background in two consecutive grades” (Crawford, 2004; Garcia 2009). And in 1982 the Supreme Court ruled in a 5-4 decision that the retrieval of tuition from unauthorized (undocumented) immigrant students was a violation of the equal protection clause. Texas was order to retract the tuition fee.

Through these legislated policies (Garcia, 2009), contends that history proves that English was never the first language spoken in the United States of Americas, however the push for a culturally and linguistically unified nation still remains a prevalent issue for the country. The urgency to validate the relevance of bilingual education is growing due to the increase of immigrant students. While the United States government continues to operate under the impression that bilingual education is a simple mechanism in which students must learn academic content only in English, the policies governing the acquisition on language will continue to provide issues concerning appropriate and effective instruction.

Language History in Texas

In 1835, Texas declared independence from Mexico sparking the war with Mexico in 1846. Many factors which occurred over the course of several years lead to Texas decision to declare independence. The war with Mexico however, did not last long, and soon Texas obtained its independence. Since then, there have been important laws and legislation passed in Texas regarding Bilingual Education. Significant legislation in Texas regarding bilingual education includes the following and will be discussed in this section:

- House Bill 103 (1969)
- Senate Bill 121 (1973)
- Adoption of Rules (1978)
- Senate Bill 477 (1981)

House Bill 103 was the first bilingual education bill to be passed in Texas. The Act recognizes English as the primary language of instruction in all schools; however the Act permits bilingual education, but did not require that bilingual programs be implemented into Texas schools. In 1973 Senate Bill 121 was passed by the 63rd legislature of Texas. This 1973 Act instructed schools that enrolled 20 or more LEP students in the same grade level and that shared the same primary language in the previous school year to create and implement a bilingual program beginning the following (1974-75) school year. In November of 1978 the Texas State Board of Education adopted the rules that called for the implementation of special language programs for LEP students. Lastly, in 1981 Senate Bill 477 was passed. This Act established the Language Proficiency Assessment Committees or LPAC which aimed to strengthen the guidelines regarding the state

bilingual education plan. This history of bilingual education is intricate resulting in the creation and implementation of several differing bilingual programs.

In the United States there are multiple bilingual education program models. The following chapter describes the various types of bilingual programs as described by Ovando, Combs, and Collier (2006).

CHAPTER TWO

UNDERSTANDING BILINGUAL EDUCATION

To understand the significance and the implications associated with Bilingual Education in U.S. schools, it is important to first define bilingual education. The National Association of Bilingual Education, NABE (2014) defines bilingual education as the approaches in the classroom that use the native languages of English language learners (ELLs) for instruction. On its website, NABE lists that the linguistic and instructional goals of bilingual education includes teaching English, fostering academic achievement, acculturating immigrants to a new society, preserving a minority group's linguistic and cultural heritage, enabling English speakers to learn a second language, developing national language resources or any combination of those listed. A key component of bilingual education noted by NABE is maintaining and developing the native culture and language as a student learns English as a second language through ESL instruction. The linguistic, cognitive, and instructional goals outlined by the NABE organization helps describe the complexity of bilingual education. As mentioned previously, the findings generated through the Lau v. Nichols case and others lead the legislation to charge each state to decide on a bilingual education program. Thus, there are many program models of bilingual education implemented across the US, each with differentiated language goals. These program models are described below.

Bilingual Education Program Models

Transitional or Early-Exit Bilingual Education program model. This program model allows students to receive instruction in their first language in all content areas. The program also presents ESL instruction as part of the daily instruction. This is only a two to three year program. Thereafter, emergent bilinguals are expected to transition into general education classrooms. The language goal of the Transitional or Early-Exit Bilingual Education is for the student to obtain the second language, English, as quickly as possible. Although, this program is better than ESL pullout, it is not the most effective program model, because the language outcome is that the native language is lost. This counters research-based findings that state that it takes five to seven years to acquire the academic language in a second language (Ovando, Combs, Collier, 2006). Ovando, et al. also reported that an emergent bilingual may qualify to be placed in a general education classroom by earning a minimum of 40% on English-language standardized assessments in reading.

The Maintenance program model. This maintenance program model also known as Late-Exit or Developmental Bilingual Education is a model in which the emergent bilinguals are given instruction in both their first language and second language for several years. Most maintenance programs last from Kindergarten to fifth or sixth grade. In this program model the students are not rushed into general education classrooms, allowing time for the learning and acquisition of the target language, English. The language goal of this program is for the students to learn English at proficient levels, including academic language, before being placed into a general education classroom. Although, the program does not last the duration of their schooling, studies have shown

that students enrolled in this program model, over time, show better results on English language exams than those enrolled in ESL pullout, structured immersion, and early-exit bilingual education programs. (Ovando, Combs, Collier, 2006).

Even though this model is more effective than the previous models listed it is not the most effective model. Research indicates that Two-Way Dual Language Immersion Program is thus far the most effective program model (Ovando, Combs, Collier, 2006).

Two-Way Dual Language Immersion Program. The instruction provided by this model uses both the target language and the native language. Spanish-speaking students and English speakers are both taught in the same classroom all day. The language goal is to enable each student to learn a second language. The model uses an instructional time 90-10 format, where 90 percent of the instruction all day is provided in the minority language or the language less supported by the outside society. In Texas and the U.S. the language is typically Spanish, however other languages can include Vietnamese, Mandarin, Chinese, French and others languages not listed (Garcia, 2009). The students are introduced to the minority language beginning in Kindergarten and all students continue to acquire and learn two languages progressing through the fifth grade. The language goal of this program model is for the students to obtain high levels of proficiency in both the target language and the native language (Ovando, Combs, Collier, 2006).

The 50-50 program model. The 50-50 program model is also another adaptation of two-way dual-language immersion program model. In the 50-50 model students are taught instruction 50 percent of the day in the majority language and the other 50 percent

of the day in the minority language. These program models can be offered from grades K through 12. The program models also hold a high importance for the separation of languages in out of the classroom. During the instructional time the majority language is used. The students are expected to speak the majority language and while in the minority language setting the students are expected to speak the minority language. The language goal of this program model is for the students to obtain high levels of proficiency in both the target language and the native language. Both the 90-10 two-way dual language immersion program model and the 50-50 two-way dual language immersion program model show the highest results of second language acquisition and English language proficiency (Ovando, Combs, Collier, 2006).

English as a Second Language (ESL) Program Models “ESL is a system of instruction that enables students who are not proficient in English also known as English language learners or ELLs to learn and obtain academic English at a spoken and written proficiency level” (Ovando, Combs, Collier, 2006 p. 9). Ovando et al. explained that ESL instruction can be considered a program model of bilingual education, because it can be taught by itself in a sheltered or self-contained classroom. In this instruction the students are usually given one to two years of content specific instruction in an ESL format. After the one to two year time frame the students are placed in an age appropriate general education classroom. ESL instruction can also be provided through pullout programs. The language goal of this program is for the student to acquire the target language, English.

The Pullout method. The Pullout method requires a certified ESL teacher to pull students out of a general monolingual class setting to give specific instruction in English.

ESL pullout method is the most expensive of the entire program models; it is also considered the most widely used and the least effective. Students lose instructional time in the classroom and lose valuable curriculum instruction. The language goal of this program is for the student to acquire the target language, English (Ovando, Combs, Collier, 2006).

The structured Immersion model. The structured Immersion model is a model that is similar to the ESL self-contained model. The structured immersion model uses a set of structured materials to teach English through a prescriptive process. The language goal of this program is for the student to acquire the target language, English, as soon as possible. The native language is not acknowledged or incorporated with instruction (Ovando, Combs, Collier, 2006).

The above listed language learning program models outline both Bilingual Education and ESL program models currently implemented throughout the United States, and the state of Texas.

CHAPTER THREE

DATA COLLECTION AND DEMOGRAPHICAL INFORMATION FROM TWO CENTRAL TEXAS ELEMENTARY SCHOOLS DIFFERING BILINGUAL PROGRAMS

Happy Sunset Elementary School

School Community

Happy Sunset is an elementary school with grades from Kindergarten to Fifth grade. The geographical location of the school is adjacent to many businesses. The closest library or academic resource facility, other than the school, is approximately 3.5 miles and 6 minutes away. There is limited side walk access to the school. The area surrounding the school is landscaped by concrete with patches of grass. In close proximity to the school are several busy roads. The children are either bussed, driven, or walk to the campus. The adjacent neighborhoods consist of both houses and apartments.

Demographics

In the 2013-2014 school year Happy Sunset documented having 92 ELL's or LEP's students on campus, but only 85 of the designated ELL's or LEP students were registered in the bilingual program. The schools diversity statistical breakdown is presented below.

Race/Ethnicity	Amount of Students	Percentage of the campus population.
African American	26 students	5.0% of the campus population
Hispanic	438 students	83.4% of the campus population
White/ Caucasian	51 students	9.7% of the campus population.
Asian	2 students	0.2% of the campus population
Pacific Islander	2 students	0.2% of the campus population
Two or More Races	6 students	1.1% of the campus population

Figure 4

Happy sunset documented having 470 economically disadvantaged students; which made up 89.5% of the campus population. Happy Sunset did not list the amount of bilingual teachers on the campus.

Program Model

Happy Sunset follows the maintenance program model also known as Late-Exit or Developmental Bilingual Education. Most maintenance programs last from Kindergarten to fifth or sixth grade. Happy Sunset however, does not use a sheltered approach. This means that the emergent bilingual students identified as ELL/ LEP students are not segregated into one classroom; similar to being ‘tracked’ from Kinder through Fifth Grade. The emergent bilingual students are grouped with native English speaking peers. The teacher certified in bilingual education is responsible for implementing bilingual and ESL instruction to the emergent bilingual students in the classroom. Several times throughout the students are pulled out by teacher aids, where they receive individual instruction in English. The classroom is set up to teach both

multilingual learners and native English speakers. The instructional material resources, manipulatives, and visuals used throughout the day are available to students in both English and Spanish. Although, the students are taught the curriculum in English, they do receive only small increments of instructions in Spanish when clarification is needed. The linguistic, cultural, and social goals of Happy Sunset elementary maintenance/late exit program model are displayed below.

	Maintenance/Late Exit program model
Linguistic Goal	Language maintenance
Cultural Goal	Strengthened cultural identity
Social Goal	Civil rights affirmation

Figure 5 (Garcia, 2009)

Understanding through Observation

The third grade classroom observed at Happy Sunset elementary consisted of both emergent bilinguals and native English speaking students. The instructional practice used most frequently was whole group instruction in English, and small group instruction in Spanish for the emergent bilingual students. Whole group instruction consist of the majority of the classroom students receiving instruction from the teacher at one time. Small group instruction consist of a group of five to eight students receiving instruction from the teacher. The instruction observed was primarily teacher directed; that is the teacher delivered the lesson, explained the assessment, and checked for coherence and understanding. The emergent bilingual students were frequently given small group

instruction to clarify lessons previously taught in English. The emergent bilingual students were also pulled from daily classroom activities to meet with a teacher aid that focused on ESL instruction to advance their English language acquisition. The instruction provided by the teacher aid followed the ESL pullout model, a prescriptive approach to teaching a second language.

Happy Sunset STAAR Information

The STAAR test is the Texas state mandated test. In the spring of 2012, the State of Texas Assessments of Academic Readiness (STAAR®) replaced the Texas Assessment of Knowledge and Skills (TAKS). The STAAR test includes annual assessments in reading and mathematics for grades 3 through 5. The writing portion is administered to grades 4 and 5. And the Science is administered to students in the 5th grade (TEA, 2015). During the school year 2013-2014 Happy Sunset enrolled 525 students, 92 of which were identified as ELLs. The students designated as ELLs or as participants in either bilingual education or English as a Second Language programs in grades 3 through 5 scored the following: All grades STAAR Percent at Phase-in Satisfactory Standard or above in the year 2014.

Grade	Reading	Mathematics	Writing	Science
3 rd	58%	67%	N/A	N/A
4 th	Not listed	100%	Not listed	N/A
5 th	71%	100%	N/A	Not listed

Figure 6

Campus scores: Percent at Phase-in Satisfactory Standard or above

Year	All subjects	Reading	Math	Writing	Science
2014	83%	84%	88%	71%	78%
2013	74%	81%	79%	66%	48%

Figure 7

Spring Meadows Elementary

School Community

Spring Meadows is an elementary school with grades from Prekindergarten to Fifth grade. The school is located in the middle of a suburban community. The schools geographic location is close to a community activity center. The closest public library, other than the school, is approximately 3.6 miles and 8 minutes away. There is an optimal amount of sidewalk access to the school. The area surrounding the school consist of a fairly new developing subdivision. The houses range from one story to two story with multiple bedrooms and bathrooms. The school site is located off of the highway, and the streets are not busy with traffic.

Demographics

In the 2013-2014 school year Spring Meadows documented having 273 ELL's or LEP's students on campus, with only 269 of the students registered in the bilingual program. The schools diversity statistical breakdown is presented below.

Race/Ethnicity	Amount of Students	Percentage of the campus population.
African American	20 students	2.7% of the campus population
Hispanic	573 students	76.4% of the campus population
White/ Caucasian	136 students	18.1% of the campus population.
Asian	6 students	0.8% of the campus population
Pacific Islander	1 students	0.1% of the campus population
Two or More Races	14 students	1.9% of the campus population

Figure 8

Spring Meadows documented having 535 economically disadvantaged students; which makes up 73.3% of the campus population.

Spring Meadows also documented having 14.9 bilingual teachers; 29.6% of the school teaching staff.

Program Model

Spring Meadows elementary school follows the Two-Way Dual Language Immersion Program. The school offers this model in a 50-50 approach. Both the English and Spanish speaking students are grouped together. The students spend half of their day in an English only classroom, and the other half of the day in a Spanish only classroom. The teachers give instruction in only the language designated for the particular classroom. The students must learn to communicate and participate in the language assigned to each classroom. Both the native English speaking students and the bilingual learners participate in the classroom procedures, lessons, and activities. The teachers team-teach. That is, they coordinate the instruction of content but they do not code-switch

or modify the instruction by changing the language of their room. The students remain with the same group of students throughout the day—this is considered their home room. They switch classrooms, but do not switch classmates. All subjects are taught in the designated language of each classroom. The linguistic, cultural, and social goals of Spring Meadows two-way dual language immersion program are outlined below.

	Two-Way Dual Language Immersion Program
Linguistic Goal	Language development
Cultural Goal	Cultural pluralism
Social Goal	Social autonomy

Figure 9 (Garcia, 2009)

Understanding through Observation

The second grade classroom observed at Spring Meadows elementary consisted of both emergent bilinguals and native English speaking students. The instructional practice used most frequently was whole group, and the instruction was primarily conducted in Spanish. As stated above whole group instruction consist of the majority of the classroom students receiving instruction from the teacher at one time. The instruction was also a balance between student-centered learning activities, which guided the students to use hands-on activities and manipulatives to learn and grasp new concepts in the classroom language, and teacher centered instruction.

Additionally, the 50-50 model allows for the classroom teacher to teach solely in the designated language of the room. Therefore, all of the manipulative, visuals, and aids are in the language of the classroom. The emergent bilingual students and the native English speaking students must rely on each other for assistance in the classroom to comprehend instruction and make sense of academic content. This helps to build a bond between the home room class students when all students are learning a second language. The emergent bilinguals who struggled with reading were frequently pulled for small group or one-on-one instruction by both teacher aids and the classroom teacher. All native English speaking students, English as a second language students, and emergent bilingual students were expected to adhere to the language of the classroom, and maintain full participation in the designated language.

STAAR Information

In the school year 2013-2014 Spring Meadows enrolled 750 students, 273 of which were identified as ELLs. The students designated as ELLs or as participants in either bilingual education or English as a Second Language programs scored the following:

Grade	Reading	Mathematics	Writing	Science
3 rd	63%	40%	N/A	N/A
4 th	67%	67%	55%	N/A
5 th	68%	71%	N/A	52%

Figure 10

Campus scores for grades 3-5: Percent at Phase-in Satisfactory Standard or above

Year	All subjects	Reading	Math	Writing	Science
2014	69%	74%	64%	61%	74%
2013	70%	79%	69%	53%	66%

Figure 11

STAAR Statewide Spring 2014 Assessment Data for ELLs

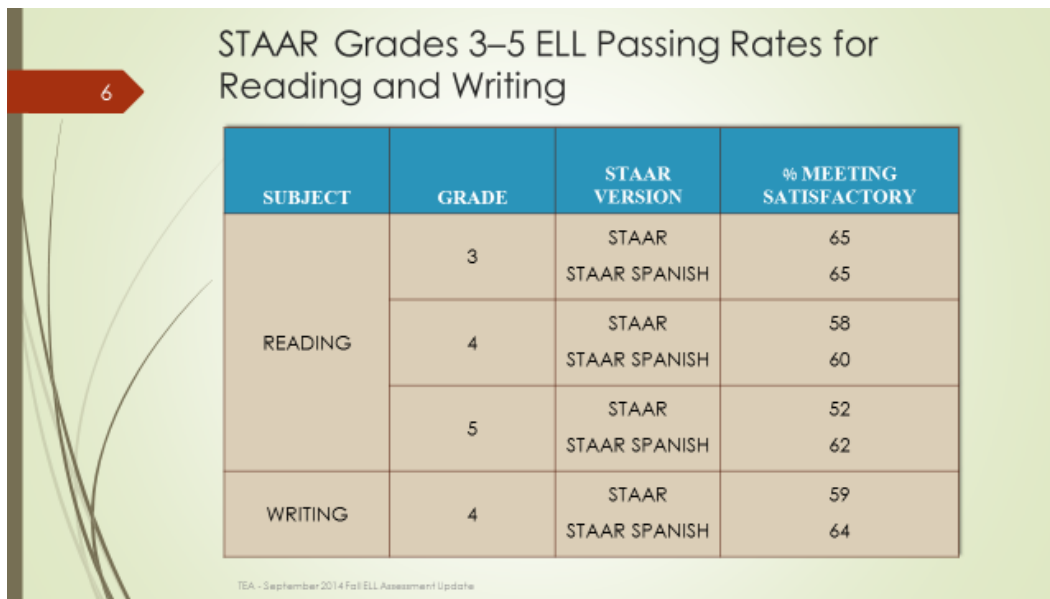


Figure 12 displays the statewide passing percentages of ELL students for 2014.

CHAPTER FOUR

ANALYSIS OF DATA COLLECTION

The data collected from Happy Sunset and Spring Meadows elementary schools presented above resulted in a list of comparable characteristics. The two schools are compared below based on the following features:

- Bilingual Education Program Model
- Demographics
- STAAR test results
- Language goal of the program model

Schools	Program Model	Demographics	Language goal	STAAR results (2014)
Happy Sunset	Maintenance/Late Exit program model	92 ELL's or LEP's students -85 registered in the bilingual program.	Students learn and acquire the target language.	All grades and students at phase-in satisfactory standard or above 83%
Spring Meadows	Two-Way Dual Language Immersion Program	273 ELL's or LEP's students -269 registered in the bilingual program	Students learn, acquire, and become highly proficient in both the target and native language.	All grades and students at phase-in satisfactory standard or above 69%

Figure 13

As shown above, figure 13 displays a very limited comparison of two individual schools across specific features of each bilingual education program model, the 2014

STAAR results for the English Language students. The information indicates that based on the state mandated STAAR test, and the amount of ELL/LEP students registered at Happy Sunset elementary school, which implemented the maintenance/late exit bilingual program model, yielded higher assessment scores than that of Spring Meadows elementary school, which implements a two-way dual language immersion bilingual program model.

According to various lead researchers in the field of bilingual education such as Combs (2006), Collier (2006), Cummins (2006), Garcia (2009), and Ovando (2006), bilingual education is a complex and a clear conclusion cannot be determined in regards to the best model. Although each program model emphasizes different language goals and the type of curricula that guides instruction, using the STAAR assessment outcomes do not sufficiently inform about which bilingual education program model is a more effective program model for teaching emergent bilinguals.

In order to analyze which bilingual education program model is a more effective program model for teaching emergent bilingual learners—the term effective must first be defined. For the purposes of this thesis, the definition of an effective bilingual program for teaching emergent bilinguals is defined as a program model which provides the emergent bilingual learners enrolled in the program with a substantial and effective amount of knowledge in both the primary and second language, resulting in a truly bilingual individual.

According to Garcia (2009), bilingual education program models can be distinguished according to many factors including the language goals or aspirations of the

programs. The two bilingual education models implemented at Happy Sunset and Spring Meadows elementary schools are outline below. The characteristics across the linguistic goals, cultural goals, and social goals for the participants in the program at each individual campus based Garcia’s research.

	Happy Sunset	Spring Meadows
Linguistic Goal	Language maintenance	Language development
Cultural Goal	Strengthened cultural identity	Cultural pluralism
Social Goal	Civil rights affirmation	Social autonomy

Figure 14 (Garcia, 2009)

The goals of these two programs combined with the results provided in figure 13 provide a glimpse of the larger objective of the program models. The linguistic, cultural, and social goals of each program model are vital to the conclusion of the comparison of both programs. As previously outlined, an effective bilingual program results in the bilinguals learning and mastering the native language along with acquiring and learning the target language. In contrast, state agencies assess effective instruction of emergent bilinguals identified as English language learners, by the results of the state-mandated assessment in the areas of reading, writing, and mathematics.

The data collected from both Happy Sunset and Spring Meadows elementary schools is not sufficient in order to deem one program more effective than the other.

CONCLUSION

The importance of providing emergent bilingual learners with the necessary skills to become fully equipped bilingual learners is still a relevant issue. The study aimed to examine two separate and differing bilingual education program models, in the hopes that a concrete method for determining the effectiveness of each program model would be established. Under the No Child Left Behind (NCLB) act of 2001, students enrolled in primary and secondary public institutions across the United States are required to be assessed. In the state of Texas, the results of the state-mandated assessment, the STAAR test, are consistently and primarily used to assess the academic achievement of emergent bilinguals—identified as ELLs in grades 3 through 5. Although the hypothesis has been disproven when only considering test scores, multiple factors play a role in measuring the effectiveness of a schools bilingual education program model.

Bilingual Education is a process that takes time to grow, mature, and show results of its effectiveness. Learning a language rather it be the first, second, or third language, requires quality teaching, ample opportunities to learn and test the limits, and appropriate time for linguistic and academic instruction. Acquiring and learning a second language concurrently with learning a native language can provide emergent bilinguals the unique opportunity to expand their knowledge and extend their ability to learn new concepts. The findings provided by the data collected are not compelling. In order to be convinced that the bilingual education program model with higher state mandated test scores is more effective other factors regarding the program must be collected and analyzed.

The following are a few further considerations of factors to gather and analyze. These include teacher accountability, the education level of teachers in each program, number of recent immigrants, language in which the students are tested, culture of the school, parent involvement, and continued success measured across a span of 5-8 years. The findings of this thesis showed that it is both implausible and inaccurate to judge any bilingual education program model based on limited information and state mandated test results. These findings are supported by research (Collier, 2006; Cummins, 2006; Garcia, 2009 and Ovando, 2006). Further research is necessary in order to identify and prove which bilingual education program model is most effective for emergent bilinguals. The findings further indicated that continued research is needed in the area of bilingual education to discover the effectiveness of different bilingual education program models and how the implementation, and the context in which program models are implemented influence the student achievement of emergent bilingual learners.

Bilingual education although complex is necessary for the advancement of education for all students. As educators, parents, citizens, and learners we are tasked with an important responsibility to provide our students with the most effective, least restrictive, and overall superlative education possible. Future researchers are tasked with identifying truly effective bilingual education program models with the goal of changing the current academic underachievement of emergent bilinguals. The emergent bilinguals across the nation deserve to be provided with quality educational opportunities that will enable them to succeed socially and academically. As bilingual education continues to advance, adapt, and mature so will future emergent bilinguals, and thus change is necessary.

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