

Copyright
by
Virginia Ann Elizondo
May 2013

A LONGITUDINAL STUDY OF FIFTH GRADE STUDENTS PARTICIPATING IN
THE ONE WAY DUAL LANGUAGE PROGRAM AND ITS IMPLICATION ON
ENGLISH LANGUAGE LEARNER PROGRAM DECISION MAKING

A Doctoral Thesis Presented to the
Faculty of the College of Education
University of Houston

In Partial Fulfillment
of the Requirements for the Degree

Doctor of Education
in Professional Leadership

by

Virginia Ann Elizondo

May 2013

A LONGITUDINAL STUDY OF FIFTH GRADE STUDENTS PARTICIPATING IN
THE ONE WAY DUAL LANGUAGE PROGRAM AND ITS IMPLICATION ON
ENGLISH LANGUAGE LEARNER PROGRAM DECISION MAKING

A Doctoral Thesis for the Degree
Doctor of Education
by
Virginia Ann Elizondo

Approved by Doctoral Thesis Committee:

Dr. Jerome Freiberg, Chairperson

Dr. Rayyan Amine, Committee Member

Dr. Steven Busch, Committee Member

Dr. Wayne Emerson, Committee Member

Dr. Robert McPherson, Dean
College of Education

May 2013

Dedication

For Felipe & Dominick Elizondo,

Thank you both for understanding the time I spent away from you. I love you more than life. Without your support this would never have been possible; I would never have been possible. You both never stopped believing in me. Felipe, we have been together for over 21 years. There is no I would rather have as my traveling partner on this journey than you. Dominick, you are the funniest, smartest, most loving boy in the whole world. I love you and thank you for the joy you have brought to our lives.

Acknowledgements

I offer my sincerest gratitude to Dr. Jerome Freiberg, my committee chair. He has supported me throughout this process. He provided the guidance, expertise, loyalty, and motivation that made this possible.

I also would like to thank Dr. Wayne Emerson for believing in me and supporting my transformation through both the masters and doctoral program. I would like to thank my sister, Lupe, for always being there for me, and helping in any way she could. I would like to thank my mother, Dolores, for helping watch my son during my busy times and helping where she could. Lastly, I would like to thank the members of the T.B.F.C (Jilliane, Nick, and Josefa) for their musings, delirium, and distractions that made these last years a survivable experience.

A LONGITUDINAL STUDY OF FIFTH GRADE STUDENTS PARTICIPATING IN
THE ONE WAY DUAL LANGUAGE PROGRAM AND ITS IMPLICATION ON
ENGLISH LANGUAGE LEARNER PROGRAM DECISION MAKING

An Abstract
of a Doctoral Thesis Presented to the
Faculty of the College of Education
University of Houston

In Partial Fulfillment
of the Requirements for the Degree

Doctor of Education
in Professional Leadership

by

Virginia Ann Elizondo

May 2013

Elizondo, Virginia A. "A Longitudinal Study of Fifth Grade Students Participating in the One Way Dual Language Program and its Implication on English Language Learner Program Decision Making" Unpublished Doctoral Thesis, University of Houston, May 2013.

Abstract

School age children of newly arrived immigrants in the United States are at a disadvantage because of their inability to speak or understand the English language. Although English is not the official language of the United States, it is the language that the United States embraces as a common tongue. In order to function as full citizens, immigrant children need to master the English language. Numerous school programs are designed to help students acquire English. Among these programs is the Two Way Dual Language (TWDL) model (Thomas & Collier, 1997) which assists non-English speaking students to acquire English. The program is unique in requiring two groups of students, a non-English speaking group and an English speaking group, to be in the same classroom, usually in a 50/50 balance. Students are partnered with a student from the opposite group as a peer support system. This is one of the defining characteristics of this program. Many schools, such as the one in this study, are faced with the issue of having a homogenous group of non-English speaking students. In its current form, traditional Two-Way Dual Language would not be possible in this setting. Gomez and Gomez (2005) made this realization and adapted the TWDL to fit classroom settings with primarily non-English speaking students. The name of their model is One Way Dual Language (OWDL). This model takes the effective components of TWDL and situates them into a setting in which all students are English Language Learners. Additional

strategies and methods are included to supplement the lack of an English-speaking partner.

This study examined a cohort of students who were participants in the One Way Dual Language program. This study examined the outcomes of the OWDL on a group of English Language Learners through a longitudinal study of their growth and expectation of growth in grades 2 through 5. The data from the TELPAS test was retrieved from the study district's department of research and accountability. This study used descriptive statistics of the One Way Dual Language program and its impact on English acquisition levels. This study has provided program decision makers with a perspective of the role the One Way Dual Language program played on English language acquisition and development with an intact student cohort over a four-year period.

Table of Contents

Chapter 1	1
Introduction	1
Statement of the Problem	1
History of Bilingual Education	5
Definition of Terms	8
Purpose of the Study	10
Two Way Dual Language	12
One Way Dual Language	15
Purpose of Bilingual Education	16
Significance of the Proposed Study	17
Chapter 2	19
Literature Review	19
English Reading Development of Second Language Learners	19
Significance of Spanish Language Development	20
English Language Acquisition in Speaking, Listening, Reading, and Writing	21
Effectiveness of the Dual Language Program	22
Chapter 3	35
Methodology	35
Overview	35
Background Research	36
Research Purpose	37
Research Questions	38
Setting and Participants	39
Instrumentation: TELPAS	40
Procedure and Timeframe	42
Research Design and Data Analysis	42
Limitations	43
Summary	43
Chapter 4	45
Results	45
Introduction	45
TELPAS Composite Findings for Second through Fifth Grade	46
Composite Test Findings	46
TELPAS Reading and Listening Findings for Second through Fifth Grade	48
TELPAS Writing and Speaking Findings for Second through Fifth Grade	57
Conclusion	65
Chapter 5	67
Conclusions	67
Discussion, Implications, and Recommendations	67
Findings and Interpretation	70

Implications for School Leaders	74
Implications for Further Research	75
Conclusion	76
References.....	78
Appendix A.....	82
Appendix B	83
Appendix C	84
Appendix D.....	85
Appendix E	86

List of Tables

Table 1-1	11
Table 3-1	39
Table 4-1	47
Table 4-2	48
Table 4-3	49
Table 4-4	50
Table 4-5	50
Table 4-6	51
Table 4-7	51
Table 4-8	52
Table 4-9	54
Table 4-10	55
Table 4-11	55
Table 4-12	56
Table 4-13	56
Table 4-14	58
Table 4-15	59
Table 4-16	59
Table 4-17	60
Table 4-18	60
Table 4-19	62
Table 4-20	63
Table 4-21	63

Table 4-22 64

Table 4-23 64

Chapter 1

Introduction

Statement of the Problem

The undocumented immigrant population in Texas is, according to the Pew Research Hispanic Center (2001), the highest in the nation. The population stood at 1.65 million in 2010. This number made up 6.7% of the state's population. Immigration to other states fell with the recession, but in Texas the population saw an increase. The majority of the population was from Spanish speaking nations.

Due to this influx of immigration, school systems throughout Texas are faced with the enrollment of students who are Limited English Proficient (LEP). This label signifies that the students have not mastered the English language. Many in the field of bilingual education refer to these students as English Language Learners (ELL).

According to the Texas Education Agency Spring 2010 Public Education Information Management System (PEIMS) data, there are currently 817,165 ELL in the state of Texas. Of these ELL, 456,051 are enrolled in some type of bilingual program. Another 310,812 of these students are enrolled in English as a Second Language (ESL) program. The remaining 50,302 students do not participate in any program. ELL represent 17% of the total student population in Texas. The Agency further reported that there are over 120 different languages spoken in Texas students' homes, yet, overwhelmingly, Spanish is the most prevalent with a 91% representation.

These students typically enter the school system in elementary school. The task of educating this group of students is in the hands of schools districts throughout the state. The state of Texas has set a particular guideline for English language acquisition of LEP students. They have made it part of the state's accountability system with the Texas

English Language Proficiency Assessment System (TELPAS). This exam assesses the proficiency level of students in the domains of speaking, listening, reading, and writing. The four levels of proficiency specified in this assessment are Beginner, Intermediate, Advanced, and Advanced High. According to the *Educator Guide to TELPAS* (2012), students that are beginner display no or little English ability. Students that are in the intermediate range use high frequency terms, perform simple language structures, have a limited ability, and are consistent in routines in English. Students in the advanced range require second language support, but are able to function academically in academic instruction that is grade level appropriate. Students are expected to show one year's growth in English in the domains of reading, writing, listening, and speaking on the TELPAS assessment. There are four levels in this exam: Beginning, Intermediate, Advanced, and Advanced High. One year's growth is considered advancing to a higher level. Each year students in the state are given other state assessments to measure their academic achievement. The state sets passing academic standards for all areas tested. Schools and districts are expected to meet the set requirement. Texas schools may fail to meet Annual Yearly Progress (AYP) if students do not show the expected yearly growth.

The repercussions for not meeting the standard for two consecutive years to districts receiving Title I Part A funds could be to offer supplemental education services, offer school choice, or take corrective actions.

Speaking and listening are areas in which a second language learner can develop faster because of social interactions. They may also develop social reading and writing as well. Jim Cummins (2004) refers to this acquisition as basic interpersonal communications skills (BICS). BICS allow a student to be successful in English in social

interactions, but the academic proficiency level needed to successfully function in a classroom setting are not attained. The cognitive processes required for English proficiency in the classroom setting is called cognitive academic language proficiency (CALP). CALP signifies the academic English students use to function in an academic setting. The ability to explain a concept utilizing academic terminology and understanding the academic language being used demonstrates cognitive academic language. The TELPAS assessment is written on a grade level appropriate academic level.

The failure of English mastery can be seen in the dropout rates for LEP students. According to the Texas Education Agency (TEA) in 2012, Hispanic students have a 3.1% high school dropout rate, which is almost triple that of their white counterparts at 1.1%. Also indicated in the 2012 study is that 4.2% high school students participating in a bilingual or ESL program drop out, and 4.7% of EP students drop out of high school. A recent study released by the TEA reported dropout rates for 9th graders of the class of 2011. The 2012 report reflected that 3.4% of White 9th graders dropped out, while 8.7% of Hispanic 9th grade students dropped out. Recognizing that the Hispanic student dropout rate is higher than their white counterparts, districts have sought out the most effective ways to reach the common federal and state goal of English-literate fifth grade students. There are numerous programs directed toward English literacy for LEP students. Some of these programs, such as early-exit bilingual and ESL focus solely on English language acquisition and not on content and concept attainment. Their primary goal is to create fully English-literate students. Students spend most of their time focusing on decoding the English language. According to Stephen Krashen's book *The*

Case Against Bilingual Education (date), the students would eventually acquire enough English to understand instruction. At this point, the students are well behind on content area knowledge. They may master English but fail to acquire the academic concepts and knowledge needed for true academic advancement. They were seen as slow and were often referred to Special Education (Krashen, 1996).

Chapter 89 subchapter BB 1201.policy of the Texas Education Code states that students who are identified as ELL shall be given an opportunity to be a participant in a bilingual program or ESL program to ensure equal opportunity to education. Additional resources are necessary to offer this type of programming. Educational funding in Texas is an issue for many districts. The Texas School Coalition representing 90 school districts filed litigation arguing issues with adequacy, statewide property tax, equity for students and taxpayers, and efficiency concerns. Due to reductions in state funding, Chapter 41 and 42 districts alike have had to make cuts in programming and personnel as well as dip into their fund balance in order balance their budgets. Federal funding through programs such as Title I are critical to districts to provide adequate education. With this funding, districts are charged to provide quality education so that students will be able to meet the state's performance standards. Accepting this funding requires that the school-wide or targeted assistance programs implemented use effective methods and instructional strategies that are scientifically research based. After reviewing research pertaining to various programs of bilingual education and teaching as a bilingual teacher under both the Late-Exit Bilingual program and the One Way Dual Language (OWDL) program, I believe the OWDL model is the most beneficial program for LEP Spanish speaking students and meets the requirements for this type of funding. This is the reason

I chose to do this study to provide evidence of the effectiveness of the OWDL program. This study utilized archival data to focus on students that were participants in the one way dual language program from Kindergarten through fifth grade. Data on achievement scores over a six year period of time was utilized to analyze student data across the six years in English reading, Spanish reading, and their TELPAS assessment levels. TELPAS is the Texas state assessment that measures student progress in English reading, writing, listening, and speaking.

History of Bilingual Education

The perception that bilingual education is relatively new is a common misconception. In 1839, Ohio was the first state to adopt bilingual education laws. It came about through parent request for a bilingual German-English program. Many other states began to offer bilingual education programs as well. The popularity of German bilingual classes that existed pre-World War I outnumbered the number of Spanish bilingual classes we had in 1998 (Ovando, 2003). During the early 20th century, European immigrants arrived in vast numbers into the United States (Ovando, 2003). A dismantling of these German bilingual classes occurred with the beginning of World War I as a result of the United States being at war with Germany. The push favoring the English language continued with the passing of the Naturalization Act of 1906 which dictated that immigrants to the United States must speak English in order to become a naturalized U.S. citizen (Ovando, 2003).

The trend of English only continued until 1974 with the court case of *Lau v. Nichols*. A group of non-English speaking Chinese students sued the San Francisco unified school district. Nearly 2,000 students in the school system were non-English

speakers. The concern grew that the inability of the students to speak English would deny them access to their education. The United States Supreme Court found that because the San Francisco school district did not provide for the needs of non-English speaking students, they violated the Civil Rights Act of 1964. They also reaffirmed the 1970 memorandum that prohibited the denial of participation and access to students due to their inability to speak English. The federal government decided to assist school districts with funding for these students through the Bilingual Education Acts of 1968 and 1974, also known as Title VII. They provided funding for districts so they could establish programs for limited English proficient students. In light of the availability of funding, nationally program models were created to fill this student need but few of these programs were assessed on the efficacy to improve the English acquisition of English Language Learners.

The No Child Left Behind Act of 2001, or Title III Part A, consolidates the Bilingual Education Act (Title VII) and the Emergency Immigration Education Program of 2002. The purpose was to require attainment of English proficiency for ELL students and to develop high levels of English academic attainment. The local education agency is expected to ensure that the ELL students meet the same state academic content achievement standards as their counterparts. The funding received must be utilized to develop high-quality language instruction for ELL students. This act provides local education agencies with the flexibility in program choice as long as the programs have been researched. By accepting this funding, local education agencies are agreeing to demonstrate English proficiency improvements of ELL students. In Texas, the TELPAS assessment will be used to demonstrate the growth. Local education agencies are also

expected to meet AYP for ELL and immigrant children and youth. They must meet AYP for the native language instruction as well.

Texas has achievement standards known as Annual Measurable Achievement Objectives (AMAO). These are standards that are used to measure against the ELL student populations of the local education agencies receiving Title III Part A funding. The AMAO standards for the year 2011 comprised of progress, attainment, and AYP. The first AMAO on progress specifies that ELL progress is met by students if they achieve one year's growth by progressing to the next proficiency level in TELPAS. For example, if a student is at a beginning level then they would need to achieve the intermediate level. Student's levels in speaking, listening, reading, writing, and the student's overall composite score are measured. The second AMAO on attainment measures the amount of ELL have achieved English proficiency in TELPAS. When a student achieves Advanced High on his or her TELPAS composite rating, the student is considered proficient. The last AMAO is concerning AYP. This standard measures the number of ELL students that meet the student academic achievement standards provided by the state (Texas Education Agency, 2011).

In recent years, the most popular models in the state of Texas are the Two Way Dual Language model, Late Exit Transitional model, Early Exit Transitional model, English as a Second Language, and English as a Second Language Pull Out model. The Two Way Dual Language Program has proved to be the most effective of the program types (Collier & Thomas, 2004). "Enrichment dual language schooling closes the academic achievement gap in the L2 for all categories of students participating in this program" (Collier & Thomas, 2004). L2 signifies the second language.

Definition of Terms

The acronym for adequate yearly progress is AYP. With the passage of the No Child Left Behind Act, schools are required to meet a state specified standard in reading/language arts, math, and graduation rates for high school or attendance rates for elementary and middle schools.

The acronym for basic interpersonal communication skills is BICS. This term was coined by Jim Cummins (1984). He used the term to describe the level of speaking and listening skills that students utilized through simple non-academic social interactions.

The acronym for cognitive academic language proficiency is CALP. This term was also coined by Jim Cummins (1984). He used the term to describe the level of speaking and listening skills that students utilized in academic settings.

The acronym for English language learner is ELL. Students considered to possess limited English capabilities in reading, writing, speaking and listening were labeled as limited English proficient. Professionals in the bilingual education field felt the word limited had a derogatory connotation and instead chose to adopt the term English Language Learner to demonstrate that the student was in the process of acquiring the English language.

The acronym for Idea Proficiency Test is IPT. This is an assessment that measures a student's English fluency level in reading, writing, and speaking. This test is approved by the state of Texas and for use in Texas schools.

The acronym for limited English proficient is LEP. Students labeled this way have not acquired a specific level of English mastery in reading, writing, speaking or

listening. The standard is dependent on the age and grade level and is set by state approved testing agencies.

The acronym for the One Way Dual Language bilingual program is OWDL. This goal of this program is to develop student's fluency and literacy in two languages. The signature difference between this program and others is that the class student make up consists of all English Language Learners.

The acronym for public education information management system is PEIMS. This system manages public education data that the Texas Education Agency receives. Some examples of the data are academic performance and student demographic information.

The acronym for Texas Assessment of Knowledge and Skills is TAKS. This is an assessment unique to Texas that assesses the level to which students have learned the required knowledge and skills designated to each grade level.

The acronym for the Texas Language Proficiency Assessment System is TELPAS. This assessment system is used by school districts throughout the state of Texas to determine the English proficiency level of students in the areas of speaking, listening, reading, and writing.

The acronym for the Two Way Dual Language Bilingual program is TWDL. The goal of this program is to develop student's fluency and literacy in two languages. The signature difference between this program and others is that class student make up consists of half native English speakers and half non-native English speakers.

Purpose of the Study

The One Way Dual Language (OWDL) program attempts to offer successful Two Way Dual Language (TWDL) program strategies to a homogenous group of Limited English Proficient (LEP) students. These students will not only become fully literate in English, but will also develop their Spanish literacy. These children will have bi-literate mastery of their first home language as well as in the adopted second language and be open to global opportunities (Lindholm-Leary, 2000).

The state of Texas had tied funding into all student achievement including English language development. There is a great need to assess these programs for effectiveness. The purpose of this study was to examine the impact that the OWDL model has on LEP students participating in the program from Kindergarten through fifth grade. The goal of this program is to utilize and maintain and develop a student's native language while acquiring a second language, in this case English. In the OWDL, the student is not deprived of academic concepts while learning the second language. Strategies are included in the OWDL to provide students with comprehensible input, and the key components of traditional TWDL are also utilized so students are participants in their second language acquisition. For example, in OWDL, as some subjects are taught in English, students are also provided the strategy of vocabulary enrichment or conceptual refinement dependent on the grade level. Vocabulary enrichment exposes students to academic vocabulary in the language opposite the language of instruction for that subject area. Conceptual refinement exposes students to direct concepts being taught in the language opposite the language of instruction. This provides students the opportunity to deepen their learning of the subject. A key component of TWDL is bilingual partners.

Bilingual partners consist of two students with opposite native languages working together on projects and providing each other with linguistic peer support. Students need opportunities consistently built into the school day to practice the second language in settings that are cognitively stimulating and safe (Soltero, 2004).

Table 1-1

*Gomez & Gomez Dual Language Enrichment Model**Gómez & Gómez Dual Language Enrichment Model*

Grade Level	Heterogeneous Instructional Grouping	Separation of Languages for Content-Area Instruction	Computer/Science Lab Instructional Support	Content Biliiteracy Strategies	Conceptual Refinement & Academic Rigor
PK	Content-Area Instruction & Bilingual Learning Centers in Bilingual Pairs/Groups	Language Arts in Student's <u>Native Language</u> Mathematics (English) Social Studies/Science (Spanish) P. E., S.S.R., Music, Computer Lab & Library (Language of the Day-MWF: Spanish / TTH: English) Bilingual Learning Centers in English & Spanish	Instructional Software Delivered in LOI	1. Content Integration 2. Thematic Planning 3. Bilingual Pairs 4. LOD 5. BLCs 6. Cognates	End of Each Lesson Cycle: o Spanish: SS & Science o English: Mathematics
K	Content-Area Instruction & Bilingual Learning Centers in Bilingual Pairs/Groups	Language Arts in Student's <u>Native Language</u> Mathematics (English) Social Studies/Science (Spanish) P. E., S.S.R., Music, Computer Lab & Library (Language of the Day-MWF: Spanish / TTH: English) Bilingual Learning Centers in English & Spanish	Instructional Software Delivered in LOI	1. Content Integration 2. Thematic Planning 3. Bilingual Pairs 4. LOD 5. BLCs 6. Cognates	End of Each Lesson Cycle: o Spanish: SS & Science o English: Mathematics
1st	Content-Area Instruction & Bilingual Learning Centers in Bilingual Pairs/Groups	Language Arts in Student's <u>Native Language</u> Mathematics (English) Social Studies/Science (Spanish) P. E., S.S.R., Music, Computer Lab & Library (Language of the Day-MWF: Spanish / TTH: English) Bilingual Learning Centers in English & Spanish	Instructional Software Delivered in LOI	1. Content Integration 2. Thematic Planning 3. Bilingual Pairs 4. LOD 5. BLCs 6. Cognates	End of Each Lesson Cycle: o Spanish: SS & Science o English: Mathematics
2nd	Content-Area Instruction & Bilingual Learning Centers in Bilingual Pairs/Groups	Language Arts/Mathematics (English) Language Arts/Social Studies/Science (Spanish) P. E., S.S.R., Music, Computer Lab & Library (Language of the Day-MWF: Spanish / TTH: English) Bilingual Learning Centers in English & Spanish	Instructional Software Delivered in LOI	1. Content Integration 2. Thematic Planning 3. Bilingual Pairs 4. LOD 5. BLCs 6. Cognates	End of Each Lesson Cycle: o Spanish: SS & Science o English: Mathematics
3rd	Content-Area Instruction, Voc. Enrichment Activities & Bilingual Research Centers in Bilingual Pairs/Groups	Language Arts/Mathematics (English) Language Arts/Social Studies/Science (Spanish) P. E., S.S.R., Music, Computer Lab & Library (Language of the Day-MWF: Spanish / TTH: English) Bilingual Research Centers in English & Spanish	Instructional Software and Science Labs in Opposite LOI: Math: Spanish SS & Science: English	1. Content Integration 2. Thematic Planning 3. Bilingual Pairs 4. LOD 5. BRCs 6. SVE 7. Computer/Science Labs 8. Cognates	End of Each Lesson Cycle: o Spanish: SS & Science o English: Mathematics Specialized Vocab. Enrichment o English: SS & Science o Spanish: Mathematics
4th	Content-Area Instruction, Voc. Enrichment Activities & Bilingual Research Centers in Bilingual Pairs/Groups	Language Arts/Mathematics (English) Language Arts/Social Studies/Science (Spanish) P. E., S.S.R., Music, Computer Lab & Library (Language of the Day-MWF: Spanish / TTH: English) Bilingual Research Centers in English & Spanish	Instructional Software and Science Labs in Opposite LOI: Math: Spanish SS & Science: English	1. Content Integration 2. Thematic Planning 3. Bilingual Pairs 4. LOD 5. BRCs 6. SVE 7. Computer/Science Labs 8. Cognates	End of Each Lesson Cycle: o Spanish: SS & Science o English: Mathematics Specialized Vocab. Enrichment o English: SS & Science o Spanish: Mathematics
5th	Content-Area Instruction, Voc. Enrichment Activities & Bilingual Research Centers in Bilingual Pairs/Groups	Language Arts/Mathematics (English) Language Arts/Social Studies/Science (Spanish) P. E., S.S.R., Music, Computer Lab & Library (Language of the Day-MWF: Spanish / TTH: English) Bilingual Research Centers in English & Spanish	Instructional Software and Science Labs in Opposite LOI: Math: Spanish SS & Science: English	1. Content Integration 2. Thematic Planning 3. Bilingual Pairs 4. LOD 5. BRCs 6. SVE 7. Computer/Science Labs 8. Cognates	End of Each Lesson Cycle: o Spanish: SS & Science o English: Mathematics Specialized Vocab. Enrichment o English: SS & Science o Spanish: Mathematics

Two Way Dual Language

The Two Way Dual Language program goal is to create bi-literate students. Bi-literacy signifies that a student is fully capable of listening, speaking, reading and writing in his or her native language and a second language. Students are placed into a classroom where half of the students are native English speakers and the other half are native speakers of another language. According to the Texas State Data Center (2000), Spanish was the second most prevalent language spoken in Harris County. Students are supported through being partnered with a student with a differing first language. A student's first language is referred to as L1. L2 signifies the second language the student is attaining. Throughout the model there are support systems in place for the students learning during L1 and L2 instruction. The class makeup of the students participating in the TWDL model would be half native English speakers, and half non-English speakers. Including both groups of students allows the program to focus on its goal. "These programs aim for full proficiency in two languages, understanding and appreciation of the cultures associated with those languages, and high levels of achievement in all core academic domains" (Cloud et al., 2000; Montague, 1997).

As described and discussed in Margarita Espino Calderon and Liliana Minaya-Rowe's *Designing and Implementing Two-Way Bilingual Programs* (2003), the implementing and teaching strategies associated with this program are categorized into these four areas: 1) strategies for instructional delivery, 2) teaching techniques for vocabulary building, 3) teaching techniques for reading subject matter texts, and 4) cooperative learning strategies for second language learning. Examples of the strategies for instructional delivery category consist of ample opportunities for student interaction

and interdependent dialogue by partner and group activities that require dialogue and interaction in order to complete. These types of activities support language development. Contextualization consists of visual reinforcement such as, props, sketches, graphic organizers, pantomime, pictures, role playing, computer graphics, and interactive tasks. Interdependent dialogue occurs when teachers offer student the opportunity to use discussion to negotiate meaning, use open ended questions, and personalizing examples.

In the category of teaching techniques for vocabulary building, strategies consist of mapping and graphic organizers, and cognates and false cognates. Mapping consists of using diagrams and webs which can offer students context clues. It gives students words that can be used to help them understand new words. Students are encouraged to use words that may not be part of their social communication. False cognates and cognates are another strategy used. False cognates are words that look the same or sound the same in both English and Spanish but have different meanings. An example would be the difference between *lista* in Spanish and *list* in English. Although they look very similar *lista* means ‘ready’, while *list* means an ‘ordered series’. Cognates are words that look the same or sound the same in English and Spanish and have the same meaning. An example would be *ambulancia* in Spanish and ambulance in English. Both words share the same meaning. This strategy asks students to identify a familiar word in their own language that sounds like a new word being studied, and it “becomes an auditory link to meaning” (Calderon & Minaya-Rowe, 2003 pp. 93-94).

In the category of teaching techniques for reading subject matter texts learning strategies, examples focus on reading and listening comprehension and partner reading. Reading and listening comprehension consists of the teacher modeling reading of a text

that is of a content area. During the reading the teacher will utilize voice inflection, pronunciation, and dramatic voice to add emotion and reading to the text.

In the category cooperative learning strategies for second-language learning, a couple of strategies are brainstorming in groups and team product. Brainstorming in groups is a strategy where students consider a certain topic and think of facts and ideas. Students will “(1) record their ideas, (2) prioritize, and (3) reach consensus on the best choices” (Calderon & Minaya-Rowe, 2003 p. 102.)

The goal of both the Two Way Dual Language and the One Way Dual Language models are to create bi-literate students. The difference between the models is the student demographic. Students participating in the OWDL in this program model are bilingual learners. For example, the students are taught specific subjects in designated languages; e.g. both Spanish and English. An example of a school district implementing levels of the program follows. Pre-Kindergarten through first grade are taught mathematics in English and all other subjects in Spanish. Second grade mathematics is taught in English, while all other content areas are taught in Spanish, with an exception of a 30 minute Language Arts block designated for bilingual learning centers which are in both languages. Third grade through fifth grade are taught mathematics in English, science and social studies in Spanish; and Language Arts rotates from English to Spanish week to week. Pre-Kindergarten through second grade have an added component of Conceptual Refinement, which is a set time in the day when students are exposed to concepts that were taught in the Language of Instruction (LOI) in the opposite language. This allows students to refine the concept in their minds. Third grade through fifth grade have an added component of Vocabulary Enrichment.

One Way Dual Language

In the OWDL model, subject areas are taught in a single language. Dependent on the grade level, the subject is taught in either Spanish or English. Vocabulary Enrichment exposes students to vocabulary and work with academic vocabulary in the opposite language of instruction. The rationale behind instructing the students so heavily during Language Arts in Spanish in the primary grades stems from the research that demonstrates that students must have a strong grasp of their first language are academically more successful in their second language (Thomas & Collier, 1997.) Mathematics is taught in English throughout the grade levels because math is considered universal because of the use of numbers. Hands-on-learning, in which students are given an opportunity to be physically involved in the learning process, is most prevalent in math which offers sheltered instruction. Spanish dominant parents typically have a stronger background in math, so they would be available to assist their children (Gomez & Gomez, 2010.) All students in this program would be English Language Learners. This program allows schools that have a homogenous English Language Learner population to utilize Two Way Dual Language strategies in addition to those purposefully created for this specific population situation.

Although there are more bilingual programs being practiced in the state of Texas, I have chosen to include only these two descriptions. The focus of this study was on the academic impact of students participating in the One Way Dual Language program. Two Way Dual Language model is the predecessor of OWDL model. The research that is included in this study is mostly from TWDL programs. There are not many studies based on OWDL.

Both the OWDL and the TWDL models offer the bilingual learners an opportunity to exit LEP status. Once a student has mastered the English language, they are no longer considered LEP. State standards and guidelines gear exactly what tool may be utilized to determine English mastery. State assessments are typically utilized; such as the TELPAS, TAKS, and IPT testing.

Purpose of Bilingual Education

The purpose of bilingual education in general is to help students become proficient in the English language. The purpose of dual language models is to create bi-literate students. In the state of Texas, the different program types are late exit transitional, early exit transitional, English as a Second Language, English as a Second Language Pull-Out, Two Way Dual Language and One Way Dual Language. According to Thomas and Collier (2004), the TWDL model is considered to be effective for all participants. The limitation of this program is that only half of the programs participants are part of the demographic group that bilingual education targets. Fifty percent of the class makeup is ELL, and the other half of the class makeup is native English speakers. For this reason, this study focused on the OWDL program, which incorporates successfully proven strategies from the TWDL model, with variation for the targeted audience. In the OWDL program, the class makeup is 100% bilingual learner. For this reason, this study focused on the components of the TWDL program and the OWDL program in its entirety.

Considering that 17% of Texas students are ELL, research and evaluation are imperative to assess the numerous language learning programs that are available. The supports for traditional TWDL models are numerous. Unfortunately, the reality is that

there are schools in which the student population is overwhelmingly composed of ELL. These schools are burdened and do not have the demographics to utilize the TWDL model, which requires that 50% of the student class be composed of native English speakers. The equal proportion of students allows for the composition of bilingual partners. The OWDL program provides these schools the opportunity to utilize dual language strategies in their homogenous environment (Gomez, 2000).

There are few recent and relative studies pertaining to the OWDL model. If schools are expected to successfully educate these students, then we need to provide them with research that demonstrates which of the many language programs is most effective. In the Texas state accountability system, the stakes are continually raised. Thus, it is of the utmost importance that the most effective program for ELL be utilized. Effectiveness is dependent on the goals and resources of a district or school; they can choose among each model and determine which they believe to be most beneficial and practical for their particular population.

Significance of the Proposed Study

Parents of ELL students have immigrated into the United States in pursuit of the dream of a better life for their families. English literacy provides access to opportunities. A portion of ELL are immigrants themselves and do not hold U.S. citizenship. Lack of English literacy will significantly hinder students in the future with their attainment of U.S. citizenship and advanced educational opportunities. According to the U.S. Citizenship and Immigration Services, in order to gain citizenship, immigrants are required to take two examinations. One is to test English literacy and the second concerns civics with the focus on United States history and government. For example,

college entry requires students take SAT/ACT assessments. Graduate entry requires the GRE assessment. These assessments are administered in English. The English vocabulary levels alone needed for college entry should begin in the early elementary grades. If accepted into a four-year college, courses other than specialty courses are taught in English.

This study illuminated the benefit or detriment of utilizing the OWDL program to educate ELL in Texas. The school that is included in the research study is a great example of the challenges facing Texas schools today. The school is 94.6% limited English proficient, 95.5% Economically Disadvantaged, 92.1% At Risk, and has a 25.1% mobility rate. The challenges faced at this school will provide a true testament to the effectiveness or ineffectiveness of the OWDL program.

Chapter 2

Literature Review

This chapter reviews the studies concerning the Dual Language model. There has been a variety of research studies completed on this subject. The composition of the studies as well as the findings will be presented. Because of the lack of significant research on the One Way Dual Language (OWDL) program, the majority of these studies are related to the TWDL model. Research concerning English reading development of second language learners, the significance of Spanish language development, and the English language acquisition in speaking, listening, reading, and writing are discussed.

English Reading Development of Second Language Learners

In the book *Dual Language Instruction: A Handbook for Enriched Education* (2000) found that bilingual learners will transfer certain aspects from their first language to their second language. The aspects found to transfer are sensory motor skills, common writing system features, comprehension strategies, study skills, and habits and attitudes. Sensory motor skills, such as visual memory and spatial skills, are transferred. Common writing system features are punctuation, the alphabet, and the sound associated with symbols. Using context clues, prediction, main idea, and utilizing pictures for understanding are all part of the comprehension strategies that will transfer. Study skills and habits and attitudes consist of note taking, persistence, and concentration (2000).

These transfers are expected to benefit the student as they transition to English reading. The OWDL program model, that is the focus of this study, implements reading instruction in the student's native language prior to the second language. The next segment focuses on the significance of Spanish Language Development.

Significance of Spanish Language Development

In the book *Dual Language Instruction: A Handbook for Enriched Education*(2000), the authors state that that in America students should be taught to read in their native language prior to the second language. The sentiment in America toward bilingualism is not a positive one. Students may feel a lack of confidence in their abilities (2000). The students who are instructed in two languages prior to becoming competent in one will not fully attain proficiency in either language (Cummins, 1984). According to the *Dual Language Handbook* (2000), “If students do not internalize the graphophonemic relationships of at least one of their languages well, they may labor to process text. They may hesitate when decoding individual clusters of letters when reading each of their languages” (Cloud, 2000, p. 90).

School Effectiveness for Language Minority Students was a report completed by Wayne Thomas and Virginia Collier (1997). This report investigated “the fate of language minority students in five large school systems during the years 1982 – 1996” (Thomas, 1997). They found that only those students who had received strong academic development and strong cognitive development in their native language until fifth or sixth grade were doing well. The students had also received these strong academic and cognitive developments in their second language. The report also stated that one of the characteristics of effective programs occurred in the L1 instruction. Students that were given opportunities to work in their L1 academically experienced more success in their L2 in the long term. The OWDL program implements strong academic and cognitive development in the student’s L1. The next major focus will be English language acquisition in speaking, listening, reading, and writing.

English Language Acquisition in Speaking, Listening, Reading, and Writing

In the book *Dual Language Instruction a Handbook for Enriched Education* (2000) there is a framework model for second language literacy development. There are five key components of this framework. This framework encompasses the major task teachers need to perform in order to develop literacy. According to the text, teachers should develop oral language, teach text processing and production strategies, create a print rich environment, develop decoding and encoding skills, and insure cultural background knowledge. These areas promote English learning in speaking, listening, reading, and writing. The component of language of the day in the OWDL program helps to develop oral language. Students are encouraged to speak and listen in English or Spanish dependent on the day of the week. Regular routines such as daily teacher directions and reading the labels around the room are part of the language of the day. In the OWDL model students generate an alphabet in both languages which helps to create a print rich environment. The components that are taught in Spanish offer teachers the opportunity to utilize texts that are culturally relevant. The program also grants students the opportunity to decode and encode in their native language prior to skill transfer into the second language.

In the book *Supporting English Language Learners* (2005), Farin A. Houk lists strategies for facilitating oral language in the classroom. One of the strategies is teaching students how to help each other. Through this interaction, students are able to learn from each other. The OWDL program has students grouped into bilingual pairs. Bilingual pairs consist of a pair of students that are grouped together based on their abilities in

English language proficiency and content knowledge. This partnership facilitates interaction between the students in a cooperative learning setting. When a student encounters a problem, they are directed to ask his or her partner. If the pair cannot solve the issue, they are then instructed to ask another bilingual pair. This process continues until they either solve the issue, or reach the point that six students are not able to solve the issue. The teacher will then explain the solution to one student and that student will help the other students.

Another strategy in Houk's (2005) study is facilitating meaningful conversation. He explains that meaningful conversation cannot be attained by only creating opportunities for student's to have a conversation. Guiding questions should be taught, parameters should be taught, and rules of a conversation so students will be able to participate in a meaningful conversation. The OWDL has built-in opportunities for conversations throughout the day. The conversations are also meaningful in that students work together on projects throughout the day. Students are given the expectation that both students will produce work. Houk (2005) and the OWDL program model share the same sentiment that these strategies should be an integrated part of the content learning.

Effectiveness of the Dual Language Program

Gomez, Freeman, and Freeman (2005) conducted a study of the implementation of the 50 – 50 content one way model of a dual language program. Over 240 students from five different schools in two different districts participated in the study. It was a post-test only control group design. The intent of the study was to measure academic success rates of students who participated in the study. Half of the students were native

Spanish speakers and the other half were native English speakers. In district A, three elementary schools participated. In district B, two elementary schools participated.

Teachers and administrators were trained on all components of the model and dual language instructional strategies. The 50-50 content OWDL program was first implemented in Kindergarten in all five schools. The students were placed in classes with a 50-50 makeup of native Spanish and native English speakers. Throughout the year, the classrooms were evaluated by trained consultants for levels of implementation. A checklist was developed and utilized to confirm that instructional strategies and classroom environment were conducive of the components of the dual language model. Prior to the students being promoted to the subsequent grade level, the newly participating teachers were trained in implementing the 50-50 OWDL model.

The TAKS test, a state mandated achievement test, was utilized as the measure for academic success in the study. Results in district A and B were recorded when students reached the third grade and were administered the reading and mathematics TAKS test. The study found a significant difference with the students that participated in the dual language program.

Senesac (2002) conducted a ten year longitudinal study of a two-way 50/50 bilingual immersion program. One school participated in the study. The intent of the study was to identify effective factors of this particular model. Students in Pre-Kindergarten through eighth grade from a school in Chicago, Illinois participated in the study. The number of students ranged from 573 to 650 over the 10 year period. Teachers were trained on all components of implementing the program. The students were placed in classes with a 50-50 makeup of native English speakers and native Spanish speakers.

Pre-Kindergarten to third grade students received 80% of instruction in Spanish and 20% in English. In fourth grade it adjusted to 60% in Spanish and 40% in English. In sixth grade it became a 50-50 split.

The ISAT, a state mandated achievement test, was utilized to measure academic success in the study. Results were recorded from students in the third grade to the eighth grade. They were also administered the Iowa Test of Basic Skills (ITBS) in reading and mathematics. Results were significant for students who participated in the bilingual immersion program.

Tung, Irby, Lara-Alecio and Mathes (2008) conducted a study to compare a developmental bilingual program (DBE) to a late exit transitional program (TBE). The intent of the study was to compare the language acquisition and literacy development of students participating in the DBE and TBE programs from Kindergarten to second grade. Thirty-two classrooms in 19 different schools in Southeast Texas participated. Ten of the 19 schools received instruction in the treatment DBE program. Nine schools were in the non-treatment group which received instruction in the TBE program. The TBE program was the norm of the district for ELL students. The groups were randomly assigned. It was quasi-experimental at the student's level. By the end of the study, there were a total of 262 students participating. One hundred and forty-one students were in the experimental group and 121 were in the control group.

The Comprehensive Test of Phonological Processing (CTOPP) was utilized to measure academic success in the study. The Woodcock Language Proficiency Battery and the Dynamic Indicators of Basic Early Literacy Skills were also utilized. Results showed a significant difference between the experimental and control groups.

Irby, Tong, Lara-Alecio, Mathes, Rodriguez, Guerrero-Valecillos, and Trevino (2008) conducted a comparison study between the effectiveness of the One Way Dual Language program (DBE) and the Transitional Late Exit bilingual program (TBE). The purpose of the study was to determine how effective the DBE model is in comparison to the TBE. The determination was based on students' acquisition of literacy and language in both Spanish and English. Results were reviewed from Kindergarten, first, second and third grades. English Language Learners in 7 schools participated.

Students were randomly placed into treatment (DBE) or control (TBE) groups. The students in the DBE treatment group received 70% instruction in Spanish and 30% in English. They also received 75 minutes of ESL intervention. In first, second, and third grades the time frame changed to 90 minutes of intervention. Kindergarten and first grade focused on oral language development, second grade focused on reading fluency and comprehension, and third focused on reading in the science content area. Strategies such as STELLA and CRISELLA were also used. The students in the TBE control group received 80% instruction in Spanish and 20% in English. Students who mastered Spanish Language Arts during first grade began English reading. In second grade, more English instruction occurred in all subject areas. By third grade, the percentage of English instruction had reached 50-50. They also received a 45-60 minute block of ESL daily.

Students were pre-tested and post-tested. Three different instruments were used to measure student's progress. First was the Comprehensive Test of Phonological Processing (CTOPP). Second was the TOPP-S test of phonological processing. The third instrument was the WLPB-R language proficiency battery. The results reflected a

significant difference between the students that participated in the DBE model in comparison with the students that participated in the TBE model.

Jong (2004) conducted a longitudinal study comparing the English proficiency development of students in the TWDL program (TWI) to a developmental bilingual program (DBE). The focus of the study was to answer three research questions. The specific question that pertains to this study is, “Are there differences between the TWI and the DBE program regarding English oral proficiency and English literacy skills?” (Jong, 2004). The students were U.S. born and Spanish speaking. All of the students entered either the TWI or DBE program in Kindergarten. A sample of data was taken from a school district that offered the TWI and DBE programs. The data was separated into three cohorts; K-3, K-4, and K-4.

In this particular study, the students were already participating in the TWI or DBE programs. The students had been administered the English Language Assessment Oral Exam for Oral Proficiency, and the Language Assessment Scale for Reading and Writing Proficiency. The tests were administered in spring of every year. The researchers collected the annual data for each cohort beginning in Kindergarten. Results were significant of the students that participated in the TWI model.

Collier and Thomas (2004) conducted a longitudinal study to analyze data that was collected from school districts all over the United States with a focus on comparing four different types of dual language programs effect on closing the achievement gap.

The study consisted of a sampling of data that had been collected from ELL students in Texas and in Maine. The students participated in one of four types of dual language programs; one-way 90/10, one-way 50/50, two-way 90/10, and two-way 50/50.

The one-way models consisted of a class of students who are all native Spanish speakers. In the 90/10 model, students were instructed 90% in Spanish and 10% in English. In the 50/50 model students were instructed 50% in both Spanish and English.

The sampling was taken from students that had participated in the program from Kindergarten through fifth grades. The students were administered a norm-referenced test in first, second, third, fourth, and fifth grade. The results reflected a significant difference between the students that participated in the one way 50/50 model in comparison with the other groups.

Barnett, Yarosz, Thomas, Jung and Blanco (2007) conducted a study that compared a dual language program to English immersion. The purpose of the study was to compare the educational effectiveness of each program. The unique factor in this study is that both English language learners and native English speakers participated in the study. A certain amount of spots were available for students to participate in the preschool program. Students were selected by lottery. Of these students 50 three year olds and 50 four year olds were randomly selected to participate in the study.

The students in the dual language program rotated weekly between receiving instruction in English one week and in Spanish the following week. The remaining students participated in the English immersion program. In this program they received instruction in English. The students were administered a pre-test in fall and a post-test in spring. Students in the dual language program were tested in both English and Spanish. Students in the English immersion program were tested in English. The students were administered the Peabody picture vocabulary test and the Woodcock-Johnson Psycho-Educational Battery.

There was no significant difference between the students when compared to English measures. But the students that participated in the dual language program made significant gains in Spanish language and literacy skills while developing English language and literacy skills comparable to native English speakers.

In the several studies reviewed, it is concluded that the dual language program, in its various forms, demonstrated significant growth in students' linguistic and literacy development. The effective factor that was most prevalent in this model is that it is an additive model not subtractive. It utilized the students' first language to develop their second language, yet it did not diminish the first language. Thus, the students were able to learn a second language while developing academically.

The research conducted on the effectiveness of the TWDL model demonstrates the effectiveness of the program. The OWDL model is adapted from the TWDL model for homogenous settings as discussed in Chapter 1. This study answered the following questions: (1) Do OWDL students at the end of fifth grade meet the grade level state benchmark for TELPAS for second through fifth grades?; (2) In which grades, if any, do OWDL students meet the grade level state benchmarks for TELPAS in English reading and speaking?; and (3) In which grades, if any, do OWDL students meet the grade level state benchmarks for TELPAS in English writing and speaking?

English Reading Development of Second Language Learners		
Cloud, N., Genesee, F., & Hamayan, E. (2000). <i>Dual language instruction a handbook for enriched education</i> . Boston, MA: Heinle & Heinle Publishers.	The focus of this book is on enriched education programs.	Strategies and research to support advanced levels of functional proficiency in

		two languages.
Collier, V., & Thomas, W. (2004). The astounding effectiveness of dual language education for all. <i>NABE Journal of Research and Practice</i> , 2(1), 1-20. Retrieved from http://njrp.tamu.edu/2004/PDFs/Collier.pdf	Focus on the outcomes in one-way and two-way 50/50 and 90/10 models.	The study found that the programs enhanced student outcomes and fully closing the achievement gap in second language.
Gomez, L., Freeman, D., & Freeman, Y. (2005). Dual language education: a promising 50-50 model. <i>Bilingual Research Journal</i> , 29:1, 145-164. doi: 10.1080/15235882.2005.10162828	Describes a unique program model that divides language of instruction by content area as well as by time.	Students in schools following this model are achieving high levels of academic proficiency in reading and mathematics.
Jong, E. (2004). L2 proficiency development in a two-way and a developmental bilingual program. <i>NABE Journal of Research and Practice</i> , 2(1), 77-108. Retrieved from http://njrp.tamu.edu/2004/PDFs/DeJong%20.pdf	Examined English oral and literacy of English language learners that were U.S. born participating in two-way immersion and developmental bilingual programs since Kindergarten.	The importance of considering “plateau” effects in the production skills of the second language.
Senesac, B. (2002). Two-way bilingual immersion: a portrait of quality schooling. <i>Bilingual Research Journal</i> , 26, 1-17. Retrieved from http://www.docstoc.com/docs/8965886/Two-Way-	Study of individual types of two-way bilingual	Limited English proficient students attained high

Bilingual-Immersion-A-Portrait-of-Quality-Schooling	immersion programs to locate effectiveness factors.	achievement levels in English reading, writing, math, social studies, and science.
Soltero, S. (2004). <i>Dual language teaching and learning in two languages</i> . Boston, MA: Pearson Education, Inc.	Although the consensus is that dual language programs are a benefit there is no uniformity in the programs.	Some uniform key essentials for all dual language programs.
Significance of Spanish Language Development		
Cloud, N., Genesee, F., & Hamayan, E. (2000). <i>Dual language instruction a handbook for enriched education</i> . Boston, MA: Heinle & Heinle Publishers.	The focus of this book is on enriched education programs.	Strategies and research to support advanced levels of functional proficiency in two languages.
Collier, V., & Thomas, W. (2004). The astounding effectiveness of dual language education for all. <i>NABE Journal of Research and Practice</i> , 2(1), 1-20. Retrieved from http://njrp.tamu.edu/2004/PDFs/Collier.pdf	Focus on the outcomes in one-way and two-way 50/50 and 90/10 models.	The study found that the programs enhanced student outcomes and fully closing the achievement gap in second language.
Gomez, L., Freeman, D., & Freeman, Y. (2005). Dual language education: a promising 50-50 model. <i>Bilingual Research Journal</i> , 29:1, 145-	Describes a unique program model that divides language of	Students in schools following this

164. doi: 10.1080/15235882.2005.10162828	instruction by content area as well as by time.	model are achieving high levels of academic proficiency in reading and mathematics.
Jong, E. (2004). L2 proficiency development in a two-way and a developmental bilingual program. <i>NABE Journal of Research and Practice</i> , 2(1), 77-108. Retrieved from http://njrp.tamu.edu/2004/PDFs/DeJong%20.pdf	Examined English oral and literacy of English language learners that were U.S. born participating in two-way immersion and developmental bilingual programs since Kindergarten.	The importance of considering “plateau” effects in the production skills of the second language.
Soltero, S. (2004). <i>Dual language teaching and learning in two languages</i> . Boston, MA: Pearson Education, Inc.	Although the consensus is that dual language programs are a benefit there is no uniformity in the programs.	Some uniform key essentials for all dual language programs.
English Language Acquisition in Speaking, Listening, Reading, and Writing		
Cloud, N., Genesee, F., & Hamayan, E. (2000). <i>Dual language instruction a handbook for enriched education</i> . Boston, MA: Heinle & Heinle Publishers.	The focus of this book is on enriched education programs.	Strategies and research to support advanced levels of functional proficiency in two languages.
Collier, V., & Thomas, W. (2004). The astounding effectiveness of dual language education for all. <i>NABE Journal of Research and Practice</i> , 2(1), 1-20. Retrieved from	Focus on the outcomes in one-way and two-way 50/50 and 90/10 models.	The study found that the programs enhanced

http://njrp.tamu.edu/2004/PDFs/Collier.pdf		student outcomes and fully closing the achievement gap in second language.
Gomez, L., Freeman, D., & Freeman, Y. (2005). Dual language education: a promising 50-50 model. <i>Bilingual Research Journal</i> , 29:1, 145-164. doi: 10.1080/15235882.2005.10162828	Describes a unique program model that divides language of instruction by content area as well as by time.	Students in schools following this model are achieving high levels of academic proficiency in reading and mathematics.
Senesac, B. (2002). Two-way bilingual immersion: a portrait of quality schooling. <i>Bilingual Research Journal</i> , 26, 1-17. Retrieved from http://www.docstoc.com/docs/8965886/Two-Way-Bilingual-Immersion-A-Portrait-of-Quality-Schooling	Study of individual types of two-way bilingual immersion programs to locate effectiveness factors.	Limited English proficient students attained high achievement levels in English reading, writing, math, social studies, and science.
Effectiveness of Dual Language Programs		
Calderon, M., & Minaya-Rowe, L. (2003). <i>Designing and implementing two-way bilingual programs</i> . Thousand Oaks, CA: Corwin Press, Inc.	To help educators design and implement a two-way dual language program.	The book gave design examples and research supporting two-way dual language.
Cloud, N., Genesee, F., & Hamayan, E. (2000). <i>Dual language instruction a handbook for enriched education</i> . Boston, MA: Heinle &	The focus of this book is on enriched education programs.	Strategies and research to support

Heinle Publishers.		advanced levels of functional proficiency in two languages.
Collier, V., & Thomas, W. (2004). The astounding effectiveness of dual language education for all. <i>NABE Journal of Research and Practice</i> , 2(1), 1-20. Retrieved from http://njrp.tamu.edu/2004/PDFs/Collier.pdf	Focus on the outcomes in one-way and two-way 50/50 and 90/10 models.	The study found that the programs enhanced student outcomes and fully closing the achievement gap in second language.
Gomez, L., Freeman, D., & Freeman, Y. (2005). Dual language education: a promising 50-50 model. <i>Bilingual Research Journal</i> , 29:1, 145-164. doi: 10.1080/15235882.2005.10162828	Describes a unique program model that divides language of instruction by content area as well as by time.	Students in schools following this model are achieving high levels of academic proficiency in reading and mathematics.
Jong, E. (2004). L2 proficiency development in a two-way and a developmental bilingual program. <i>NABE Journal of Research and Practice</i> , 2(1), 77-108. Retrieved from http://njrp.tamu.edu/2004/PDFs/DeJong%20.pdf	Examined English oral and literacy of English language learners that were U.S. born participating in two-way immersion and developmental bilingual programs since Kindergarten.	The importance of considering “plateau” effects in the production skills of the second language.
Lara-Alecio, R., Galloway, M., Irby, B., Rodriguez, L., & Gomez, L. (2004). Two-way immersion bilingual programs in texas. <i>Bilingual Research Journal</i> , 28, 35-54.	A summary of a Texas state wide study of two-way	Further research is needed related to state and national two-

Retrieved from http://www.docstoc.com/docs/8965827/Two-Way-Immersion-Bilingual-Programs-in-Texas	immersion programs.	way immersion programs.
Montecel, M., & Cortez, J. (2002). Successful bilingual education programs: development and the dissemination of criteria to identify promising and exemplary practices in bilingual education at the national level. <i>Bilingual Research Journal</i> , 26, 1-21.	The 25 criteria to identify promising and exemplary practices.	Development and dissemination of the exemplary practices.
Senesac, B. (2002). Two-way bilingual immersion: a portrait of quality schooling. <i>Bilingual Research Journal</i> , 26, 1-17. Retrieved from http://www.docstoc.com/docs/8965886/Two-Way-Bilingual-Immersion-A-Portrait-of-Quality-Schooling	Study of individual types of two-way bilingual immersion programs to locate effectiveness factors.	Limited English proficient students attained high achievement levels in English reading, writing, math , social studies, and science.
Soltero, S. (2004). <i>Dual language teaching and learning in two languages</i> . Boston, MA: Pearson Education, Inc.	Although the consenses is that dual language programs are a benefit there is no uniformity in the programs.	Some uniform key essentials for all dual language programs.

Chapter 3

Methodology

This study examined the impact of the One Way Dual Language (OWDL) program on English acquisition of a group of fifth grade English Language Learners that continuously participated in the program in an elementary campus in an urban Texas school district. There are a variety of ways to assess the acquisition of English in the classroom. In order to be relevant to the current standardized testing climate in the state of Texas, the TELPAS assessment was chosen as the measure for this study.

Overview

This study examined a cohort of 30 students who are participants in the OWDL program. The participants met the following criteria: (a) students were continuously enrolled in the OWDL program from Kindergarten or Pre-Kindergarten; (b) students were tested on the 2010 and 2011 TELPAS test; and (c) students were designated as Limited English Proficient. This study examined the potential outcomes of the OWDL on a group of ELL through a longitudinal study of their growth and expectation of growth in grades 2 through 5. The data from the TELPAS test was retrieved from the study district's department of research and accountability. Second grade 2007-2008 TELPAS test results, third grade 2008-2009 TELPAS test results, fourth grade 2009-2010 TELPAS test results, and fifth grade 2010-2011 TELPAS test results were used in the study. This study used a one tailed t-test to compare the mean of the OWDL program and its impact on English acquisition levels. Descriptive statistics were used to process and analyze the achievement data. This study provided program decision makers with a perspective of the role the OWDL program plays on English language acquisition and development with an intact student cohort over a four-year period.

Background Research

Current research on the OWDL model is limited. There is significant research on the TWDL model. The TWDL model contributes significantly to the OWDL model as previously mentioned in Chapter 2. *The Astounding Effectiveness of Dual Language Education for All* (2004) research report analyzed data for 18 years. The focus of this study was ELL and their performance in one-way, two-way, 50/50, and 90/10 models of dual language. The study encompassed 23 school districts of various sizes. The study found that dual language fully closes the achievement gap of the students. Dual language was considered to be an enrichment model. In remedial programs, it was found that the gap was only partially closed. When students left the program, they only advanced a year, just like non-ELL students, thus never completely closing the gap. Remedial programs provided support for one to four years, which educators found was not enough time to close the gap. This research was useful for this study in that it showed that dual language programs enrich ELL better than other programs, and that it takes a longer period of time for the students in the 50/50 model to close the gap than the 90/10 model.

In the book *Dual Language Instruction: A Handbook for Enriched Education* (Cloud, Genesee & Hayaman, 2000), the authors found that bilingual learners would transfer certain aspects from their first language to their second language. The aspects found to transfer are sensory motor skills, common writing system features, comprehension strategies, study skills, and habits and attitudes. Sensory motor skills such as visual memory and spatial skills are transferred. Common writing system features are punctuation, the alphabet, and the sound associated with symbols. Using context clues, prediction, main idea, and utilizing pictures for understanding are all part

of the comprehension strategies that will transfer. Study skills and habits and attitudes consist of note taking, persistence, and concentration.

These transfers are expected to benefit the student as they transition to English reading. The OWDL program model, the focus of this study, implements reading instruction in the student's native language prior to the second language.

Research Purpose

The results of this study could impact the decisions being made concerning ELL bilingual programming. School Boards, Superintendents, district bilingual coordinators, or campus principals are among the range of people who may be responsible for program selection decision-making. The districts and campuses may have homogenous student populations, which would inhibit the selection of TWDL. This study would provide additional research into the accessible OWDL program.

The OWDL program offers successful TWDL program strategies to a homogenous group of LEP students. These students will not only become fully literate in English, but will also develop their Spanish literacy. These children will attain bi-literate mastery in their home language and in the adopted second language that will lead to global opportunities (Lindholm-Leary, 2000).

Another reason to conduct this study was school funding. The state of Texas had tied funding to student achievement gains including English language development. This has led to a trickle-down effect that has some school districts tying student measures into the appraisal rating of superintendents, campus administrators, and teachers. The purpose of this study was to examine the impact that the OWDL model has on LEP students participating in the program from Kindergarten through fifth grade. The goal of this

program is to utilize, maintain, and develop a student's native language while acquiring a second language, in this case English. The OWDL program provides students with academic concepts while learning the second language. Students' academic progress is measured by the state in content areas of reading, writing, math, science, social studies, and English language acquisition. Accessibility to academic concepts and development of English is crucial to attainment of state student testing standards.

Strategies of the OWDL program provide students with comprehensible input, and the key components of the traditional TWDL program are also utilized so students are participants in their second language acquisition. For example, in the OWDL program some subjects are taught in English so students are provided the strategy of vocabulary enrichment or conceptual refinement dependent on the grade level. Another key component of the TWDL program utilized is bilingual partners. Bilingual partners consist of two students with opposite native languages working together on projects and providing each other with linguistic peer support.

This study provided answers to the following three questions: (1) Do OWDL students at the end of fifth grade meet the grade level state benchmark for TELPAS for second through fifth grades?; (2) In which grades if any do OWDL students meet the state's one-year growth benchmark for TELPAS in English reading and listening?; and (3) In which grades if any do OWDL students meet the state's one-year growth benchmark for TELPAS in English writing and speaking?

Research Questions

Table 3-1 displays the following research questions addressed in the study.

Table 3-1

Research Questions and Data Analysis

Research Questions	Data Source	Collection Procedures	Data Analysis
<i>1) Do One Way Dual Language students at the end of 5th grade meet the grade level state benchmarks for TELPAS for 2nd through 5th grade?</i>	Fifth grade students participating in the One Way Dual Language program at TBFC Elementary that have been students in TBFC Elementary consistently since Kindergarten.	District TELPAS results from the office of accountability and research.	Descriptive statistics
<i>2) In which grades if any do One Way Dual Language students meet the State's one year growth benchmark for TELPAS in English reading and listening?</i>	Fifth grade students participating in the One Way Dual Language program at TBFC Elementary that have been students in TBFC Elementary consistently since Kindergarten.	District TELPAS results from the office of accountability and research.	Descriptive statistics
<i>3) In which grades if any do One Way Dual Language students meet the State's one-year growth benchmark for TELPAS in English writing and speaking?</i>	Fifth grade students participating in the One Way Dual Language program at TBFC Elementary that have been students in TBFC Elementary consistently since Kindergarten.	District TELPAS results from the office of accountability and research.	Descriptive statistics

Setting and Participants

The district in this study serves portions of Houston and Harris Counties. The student population size is 32,879. The district provides Pre-Kindergarten (PK) centers and some PK overflow classes on various elementary campuses. The intermediate

campuses serve sixth through eighth grades. The high school campuses serve ninth through twelfth grades. In the 2010–2011 academic year, the district was designated “Academically Acceptable” by the Texas Education Association.

The school used in this study has 98.2% Hispanic students. The school’s LEP rate is 94.6%. The school’s at risk population is 92.1%, thus qualifying it under Title I. The school’s Economically Disadvantaged population is 95.5%. The school’s mobility rate is 25.1% (Texas Education Agency AEIS report, 2011).

The participants in this study consisted of 30 fifth grade students from the TBFC elementary campus. The students were all designated as LEP. The students participating in this study were 100% Hispanic. The students had all been participants in the OWDL program since Kindergarten or Pre-Kindergarten. The leadership at this school had been consistent throughout the students’ entire elementary experience. These students comprised the first cohort to go through the OWDL program at this campus. Each year as the students were promoted, the receiving teachers underwent consistent training to prepare them for the upcoming students.

Instrumentation: TELPAS

The Texas English Language Proficiency System (TELPAS) assesses Kindergarten through twelfth grade ELL in the four domains of speaking, listening, reading, and writing. Grades K-1 and 2-12 differ in their assessment components. Grades K-1 are rated holistically by ongoing classroom observations and student interactions in the areas of reading, writing, listening, and speaking. Grades 2-12 are rated holistically by ongoing classroom observations and student interactions in the areas of listening and speaking. The area of writing is also holistically rated. The area of

reading is assessed by a multiple-choice test. TELPAS assesses the English Language Proficiency Standards (ELPS) that are aligned with the Texas Essential Knowledge and Skills (TEKS). One instructional component of the ELPS is the Proficiency Level Descriptors (PLDs). These descriptors describe the stages of second language acquisition that are Beginning, Intermediate, Advanced, and Advanced High. The PLDs are part of the rubric utilized to rate students holistically.

Scoring TELPAS score reports display composite proficiency ratings, composite comprehension scores, and individual proficiency ratings of Beginning, Intermediate, Advanced, and Advanced High in the four domains of listening, speaking, reading, and writing.

Composite proficiency ratings provide a single overall level of English language proficiency derived from the proficiency ratings in the four language domains.

The reading and writing ratings weigh most heavily in composite ratings.

Composite comprehension scores are derived from the listening and reading ratings. (Educator Guide to TELPAS, 2011, p. 3)

Internal consistency, classical standard error of measurement, conditional standard error of measurement, classification accuracy, and inter-rater reliability were analyzed to obtain the reliability estimates of TELPAS. Concerning internal consistency, the TELPAS reliability estimates are calculated using the Kuder-Richardson Formula 20 (KR20). The reliability range was from 0.92 – 0.96 for the Spring 2011 TELPAS reading test. The reliability range is somewhat lower for each individual subgroup domain. The estimates are based on fewer items. They still range from adequate to good. The interpretation of student levels is not based on just one subgroup domain. The classical

standard error of measurement for this assessment is between 2 and 3 raw score points across grade levels. The vertical scale range of 200 to 1000 scale score points should be used to interpret the values in the conditional standard error of measurement. The values are between 15 and 24 scale score points with the middle of the score range is a CSEM value of 15. Classification accuracy rates ranged from 80% to 85%. Inter-rater reliability was utilized to insure reliability in the holistically rated components of the exam.

Procedure and Timeframe

Archived student TELPAS data was collected from the cohort of 30 students identified in the study. The second grade data was from the Spring 2008 administration of TELPAS, the third grade data was from the Spring 2009 administration, the fourth grade data was from the 2010 administration, and the fifth grade data was from the 2011 administration of TELPAS. The Human Subjects Application was approved by the University Human Subject Committee. The data was procured and has been analyzed.

Research Design and Data Analysis

This study utilized descriptive statistics of the sample and measures in order to perform a quantitative analysis of the data. The four TELPAS domains in the areas of listening, speaking, writing, reading, and the composite score were analyzed. The data from the second grade school year 2007-2008 was analyzed and presented in percentages. The consecutive grade levels and school years were also analyzed. This consisted of third grade school year 2008-2009, fourth grade school year 2009-2010, and the fifth grade school year of 2010-2011.

Limitations

There are some limitations to this study. The first limitation is that the TELPAS domains of listening, speaking, and writing are rated holistically. This could cause ratings to be subjective. The ratings are conducted during a specified window and factors such as deadlines could cause inconsistent rating to occur. A second limitation could be the sample size. There are only 30 participants in this study. The original data set was larger, but students were disqualified from the study because of non-consecutive participation in the TELPAS assessment. Other students were disqualified because they met exit criteria from the LEP label in third or fourth grade. Students who exited the program were no longer designated as LEP; therefore, they could no longer participate in the TELPAS assessment, and all were moved out of the OWDL program and placed into a mainstream classroom. In this study's district alone there are over 10,000 LEP students. However, the longitudinal nature of the study by tracking of 30 students over four years should provide some mediation of the generalizability concern. A third limitation could be that the study focuses on one campus and the implementation of the program may be higher or lower than other campuses. A fourth limitation is that the participants are from a similar low-socioeconomic level and that may make the conclusions dependent on students with a similar background.

Summary

This study is relevant to the climate of high stakes testing that exists in the field of education today. This study examined the OWDL program and its impact on English language acquisition in comparison to the grade level expectations set forth by the state of Texas. This study used descriptive statistics to analyze the data. The participants in

this study consist of 30 fifth grade LEP students. This intact cohort was evaluated in second, third, fourth, and fifth grades. Data collected was disaggregated by speaking, listening, reading, and writing domains for the total sample. Chapter 4 provides the data and the analyses for the finding.

Chapter 4

Results

Introduction

The results of this study are presented in this chapter. The analysis of the impact of the One Way Dual Language (OWDL) program on ELL English language acquisition as measured by TELPAS data and state standards will also be discussed.

Students are rated in the domains of listening, speaking, writing, and reading. They are rated at a proficiency level of Beginning, Intermediate, Advanced, or Advanced High. The ratings for listening, speaking and writing are holistically rated by teachers utilizing a rubric. There is no range in the holistically rated domains. The reading domain is tested and student's scores fall within a range, which is then converted into a proficiency level.

The state expectation is that a student would show one year's growth from year to year, until they achieve an Advanced High rating. Students begin participation as early as Kindergarten and continue until they exit from the LEP designation. Students exit by achieving a set of criteria from the state. Students can exit as early as second grade. TELPAS is administered through twelfth grade. Student growth varies year to year and some students demonstrate more than one year of growth. Students who do not show growth are placed on an Individualized Student Plan to provide for interventions with English acquisition. The campus in this study served students from Pre-Kindergarten through fifth grade. This analysis begins in second grade and continues to fifth grade. As mentioned, AMAO 1 concerns itself with progress and looks at the percentage of LEP students that progress at least one proficiency level a year on TELPAS. AMAO 2

concerns itself with attainment and looks at the percentage of LEP students that score Advanced High in TELPAS.

TELPAS Composite Findings for Second through Fifth Grade

Research Question 1: *Do One Way Dual Language students at the end of fifth grade meet the grade level state benchmarks for TELPAS for second through fifth grade?*

The composite score is the overall rating that is designated to a student. As mentioned in Chapter 3, the composite rating is derived from the four language proficiency ratings.

The reading and writing ratings weigh most heavily in the composition. The second grade year of this cohort was the first group of testers to be assessed with the TELPAS Reading test. Previously, the reading assessment was the Reading Proficiency Tests in English. Considering this change for the purposes of this study, second grade data was viewed as the beginning level.

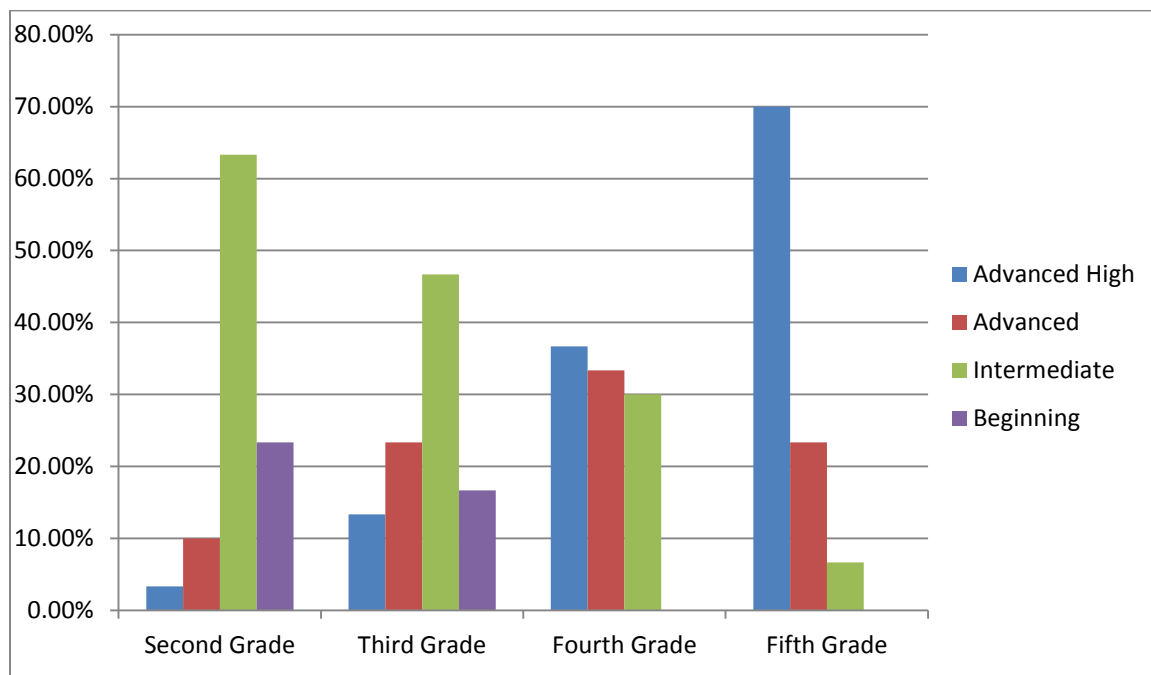
Composite Test Findings

Table 4-1 presents the students' composite scores from second, third, fourth, and fifth grades. The second grade data revealed 3.33% of students were rated Advanced High, 10% of students were rated Advanced, 63.33% of students were rated Intermediate, and 23.33% of students were rated Beginning. The third grade data revealed 13.33% of students were rated Advanced High, 23.33% of students were rated Advanced, and 46.67% of students were rated Intermediate, and 16.67% of students were rated Beginning. The fourth grade data revealed 36.67% of students were rated Advanced High, 33.33% of students were rated Advanced, 30% of students were rated Intermediate, and no students were rated Beginning. The fifth grade data revealed 70% of students

were rated Advanced High, 23.33% of students were rated Advanced, 6.67% of students were rated Intermediate, and no students were rated Beginning.

Table 4-1

TELPAS Composite Ratings for Second through Fifth Grades

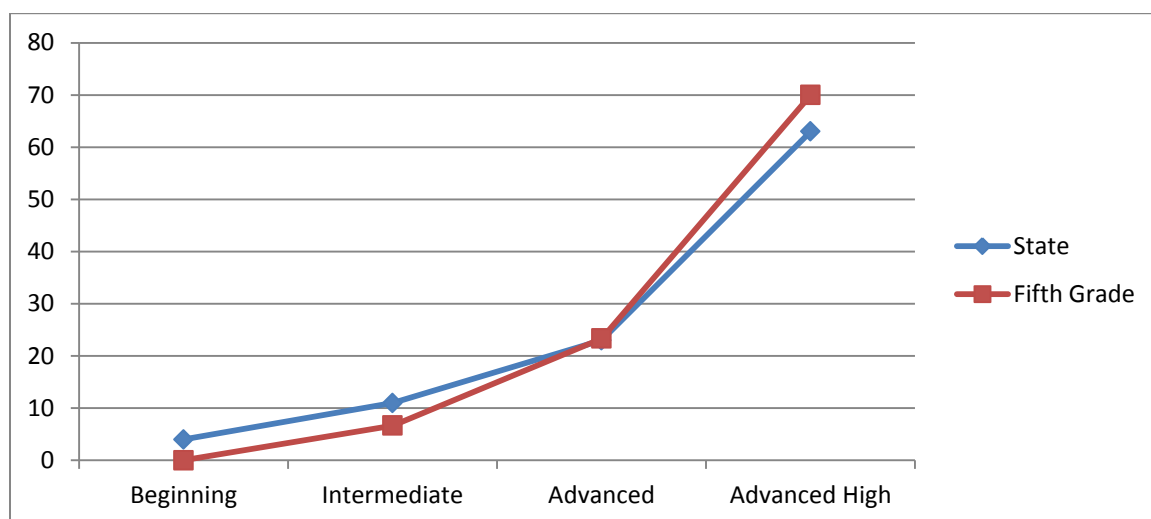


**2008 three students were not assessed 2009 four students were not assessed*

Around 70% of fifth grade students scored in the Advanced High proficiency level. No fourth or fifth grade students scored in the Beginning proficiency level. Second grade had the majority of students in the Intermediate proficiency level.

Table 4-2 represents fifth grade composite scores for the 2010 – 2011 academic year and the state data for the same grade level and school year.

Table 4-2

2010-2011 Cohort Fifth Grade and State Fifth Grade Composite Scores

The fifth grade data revealed that the OWDL cohort had lower numbers than the state in the beginning and intermediate proficiency levels. The group matched the state in the Advanced proficiency level, and surpassed the state in the Advanced High proficiency level. OWDL students scored at higher levels of English proficiency than the state average.

TELPAS Reading and Listening Findings for Second through Fifth Grade

Research Question 2: *In which grades if any do One Way Dual Language students meet the State's one year growth benchmark for TELPAS in English reading and listening?*

Reading test findings. Table 4-3 presents the reading data from second, third, fourth and fifth grades. The second grade data revealed 6.67% of students were rated Advanced High, 6.67% of students were rated Advanced, 63.33% of students were rated Intermediate, and 23.33% of students were rated Beginning. The third grade data

revealed 13.33% of students were rated Advanced High, 23.33% of students were rated Advanced, 46.67% of students were rated Intermediate, and 16.67% of students were rated Beginning. The fourth grade data revealed 36.67% of students were rated Advanced High, 30% of students were rated Advanced, 33.33% of students were rated Intermediate, and no students were rated Beginning. The fifth grade data revealed 73.33% of students were rated Advanced High, 20% of students were rated Advanced, 6.67% of students were rated Intermediate, and no students were rated Beginning.

Table 4-3

TELPAS Reading Ratings from Second through Fifth Grades

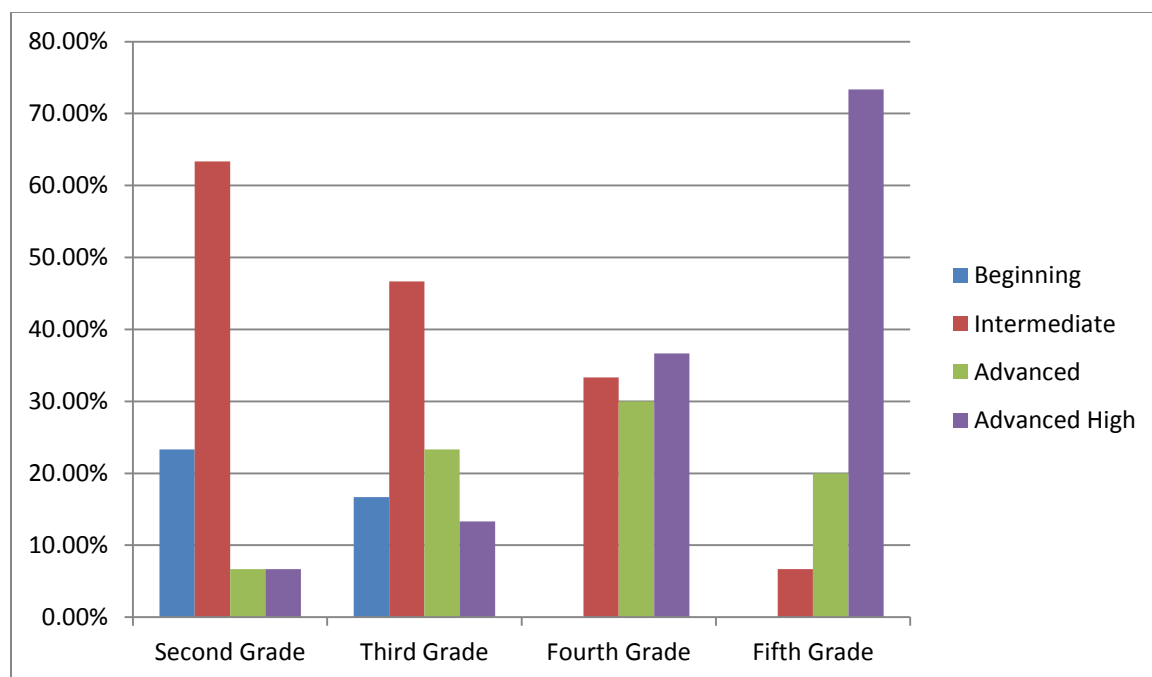


Table 4-4 represents the score ranges for the reading assessment.

Table 4-4

Reading score ranges

Second Grade Range	Beginning (550 - ↓)	Intermediate (551-614)	Advanced (615-669)	Advanced High (670 - ↑)
Third Grade Range	Beginning (596 - ↓)	Intermediate (597-647)	Advanced (648-698)	Advanced High (699 - ↑)
Fourth Grade Range	Beginning (609 - ↓)	Intermediate (610-667)	Advanced (668-717)	Advanced High (718 - ↑)
Fifth Grade Range	Beginning (609 - ↓)	Intermediate (610-667)	Advanced (668-717)	Advanced High (718 - ↑)

Reading cohort scores for second through fifth grade. Tables 4-5 represents Reading data of 2007-2008 cohort second grade academic year, 2008-2009 cohort third grade academic year, 2009-2010 cohort fourth grade academic year, and the 2010-2011 cohort fifth grade academic year. Each year is compared to the state reading data of the same academic year.

Table 4-5

2007-2008 Cohort OWDL Second Grade and State LEP Second Grade Reading Scores

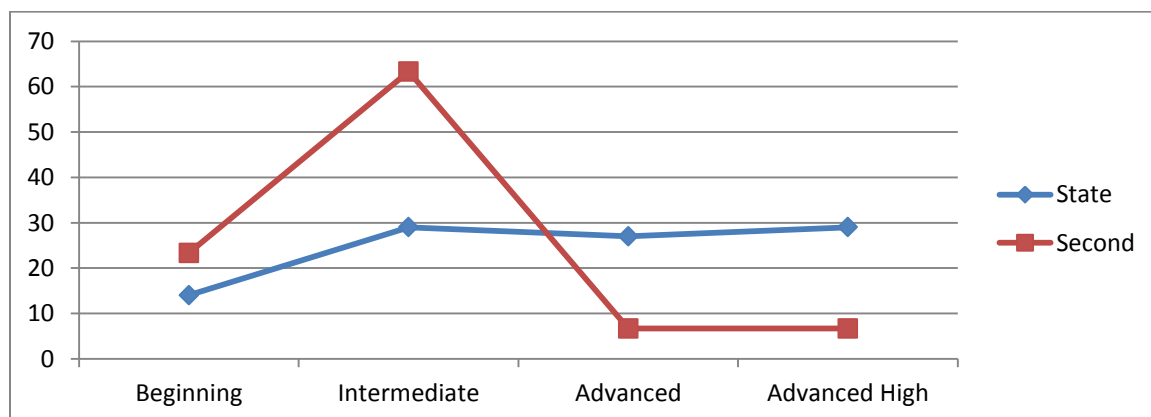


Table 4-6

2008-2009 Cohort OWDL Third Grade and State LEP Third Grade Reading Scores

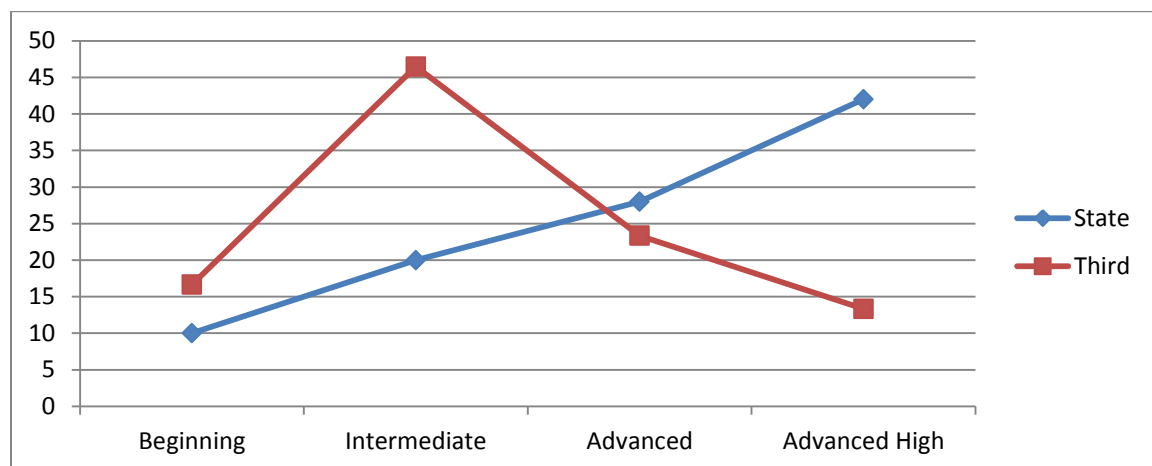


Table 4-7

2009-2010 Cohort OWDL Fourth Grade and State LEP Fourth Grade Reading Scores

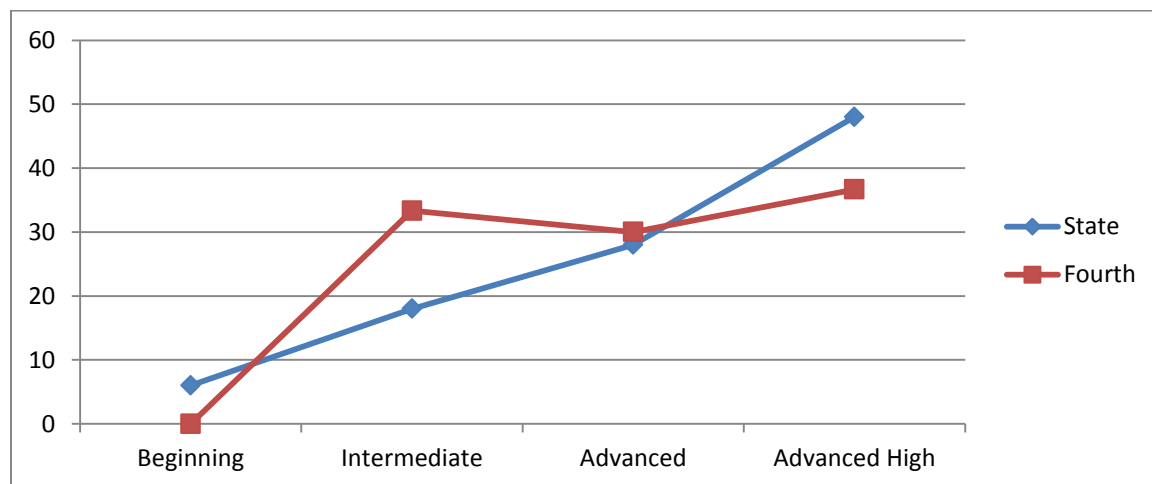
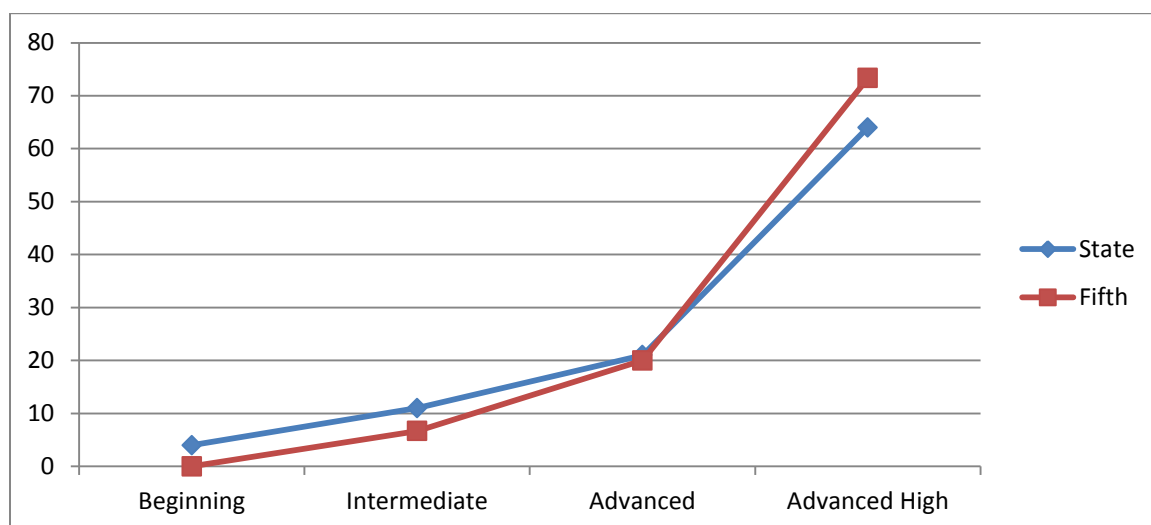


Table 4-8

2010-2011 Cohort OWDL Fifth Grade and State LEP Fifth Grade Reading Scores



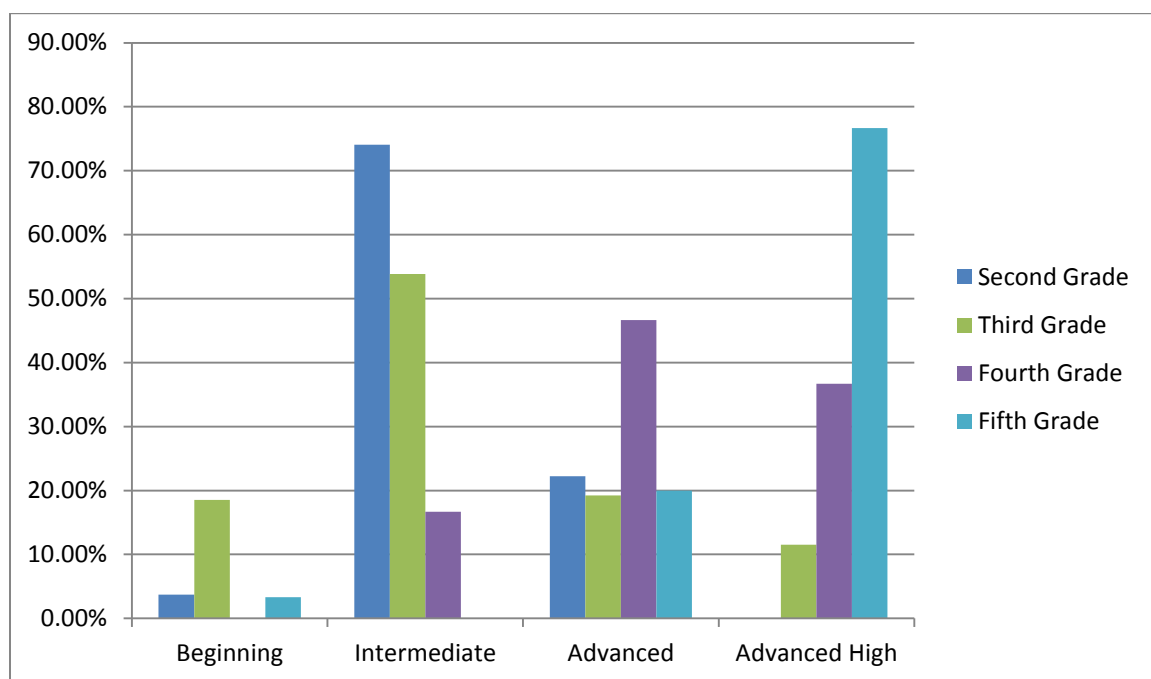
According to Table 4-3, 25 out of 30 students scored at the Intermediate or above in their third grade year. Twenty-out of 30 students scored at the Advanced or above in their fourth grade year. Twenty-two students out of 30 scored Advanced High. Second grade had the majority of students scoring at the Intermediate range. Fifth grade saw slightly over 70% of students rated at the Advanced High level. A total of 93.33% of the students scored at the Advanced range or higher by fifth grade in Reading. Fourth and Fifth grades in the study had no students score at the Beginning range. Two students were less than seven points away from scoring the 718 needed to achieve in the Advanced High range.

Beginning proficiency levels have low numbers throughout with fifth grade having zero at this level. The Intermediate level starts off with high numbers in second grade and the least amount by fifth grade demonstrating that students' English level in Reading improved each year. The Advanced High level started off with lower numbers

than the state averages in second grade but accelerated past the state averages by the fifth grade, demonstrating that the longer the student stayed in the OWDL program the more improvement seen in the state's English reading test.

Listening test findings. Table 4-9 presents the listening data from second, third, fourth, and fifth grades. Listening is a domain that is holistically rated by teachers that are annually certified as TELPAS raters (see rubric in appendix C). Second grade data revealed 3.70 % of students were rated Beginning in Listening, 74.07% of students were rated Intermediate, 22.22% of students were rated Advanced, and no students were rated Advanced High. Third grade data revealed 18.52% of students were rated Beginning, 54% of students were rated Intermediate, 19% of students were revealed Advanced, and 11.54% of students were rated Advanced High. The fourth grade data revealed no students were rated Beginning, 16.67% of students were rated Intermediate, and 36.67% of students were rated Advanced High. The fifth grade listening data revealed that 3.33% of students were rated Beginning, no students were rated Intermediate, 20% of students were rated Advanced, and 76.67% of students were rated Advanced High.

Table 4-9

Second - Fifth Grade English Language Learners TELPAS rating for Listening

**2008 three students were not assessed 2009 four students were not assessed*

Listening cohort scores for second through fifth grade. Tables 4-10 through 4-13 represents Listening data of 2007-2008 cohort second grade academic year, 2008-2009 cohort third grade academic year, 2009-2010 cohort fourth grade academic year, and the 2010-2011 cohort fifth grade academic year. Each year is compared to the state listening data of the same academic year.

Table 4-10

2007-2008 Cohort OWDL Second Grade and State LEP Second Grade Listening Scores

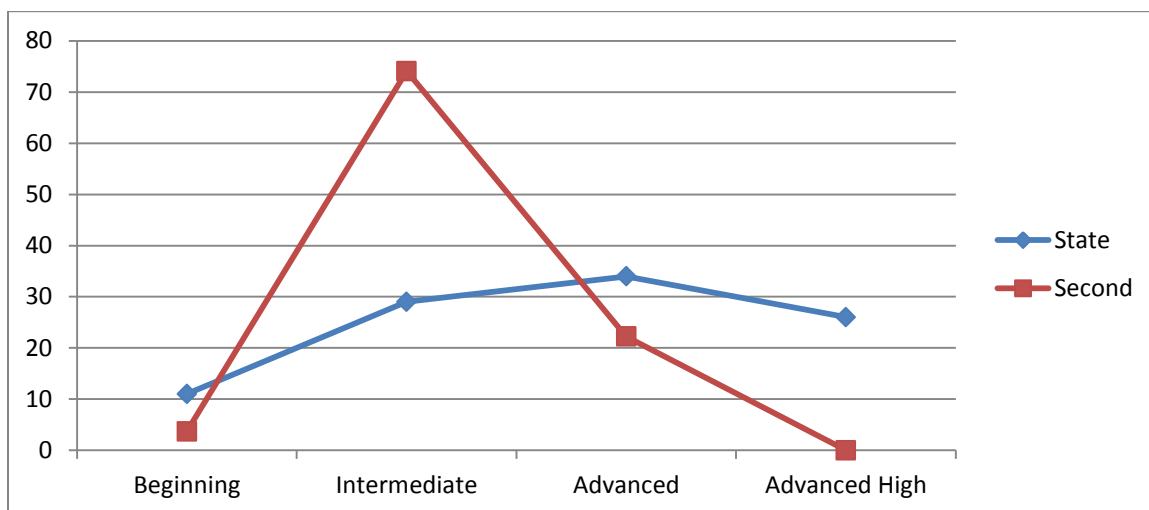


Table 4-11

2008-2009 Cohort OWDL Third Grade and State LEP Third Grade Listening Scores

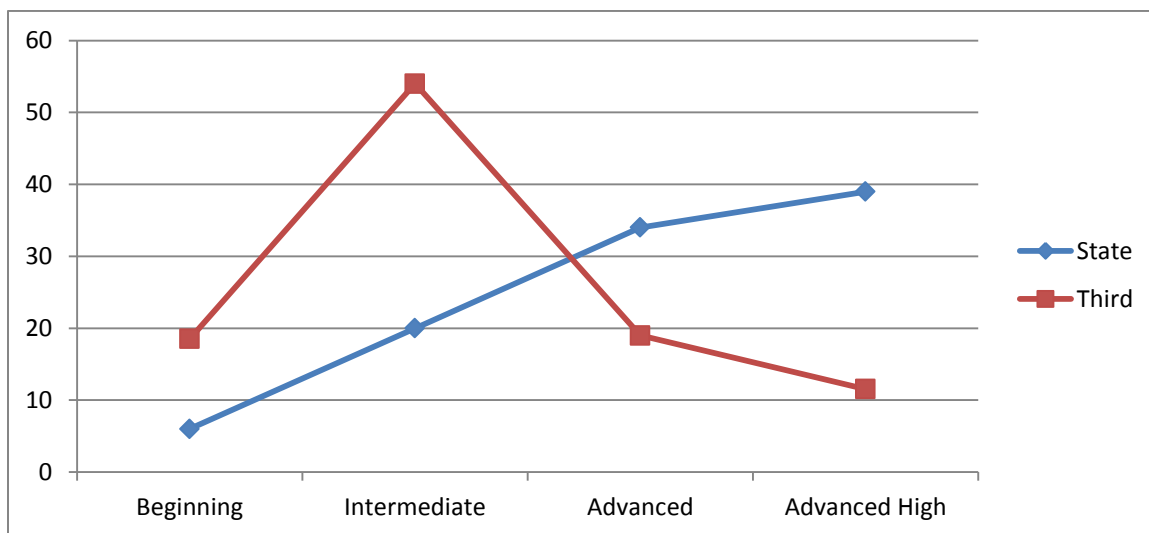


Table 4-12

2009-2010 Cohort OWDL Fourth Grade and State LEP Fourth Grade Listening Scores

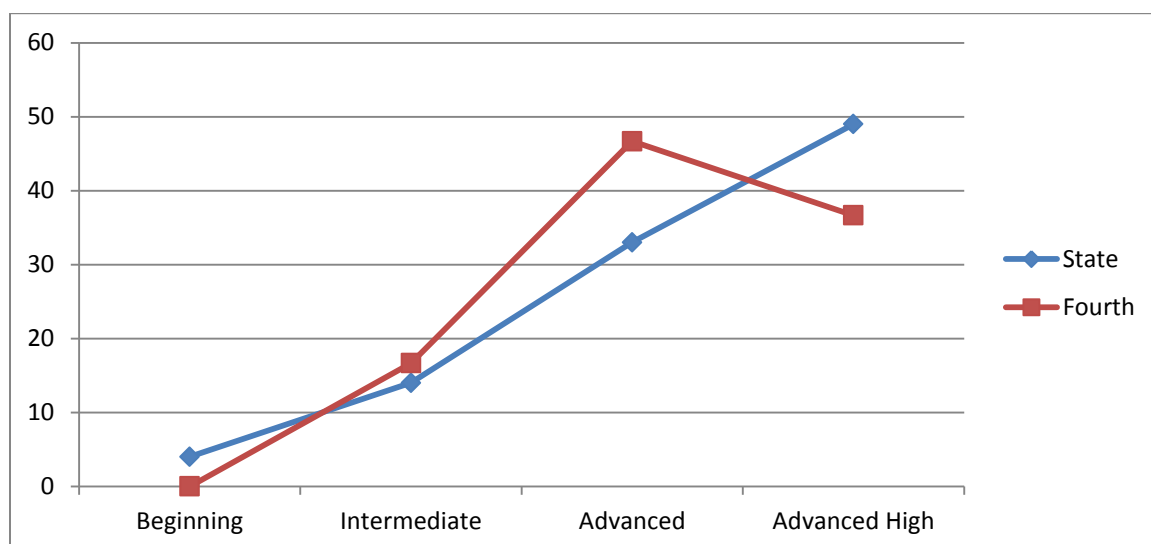
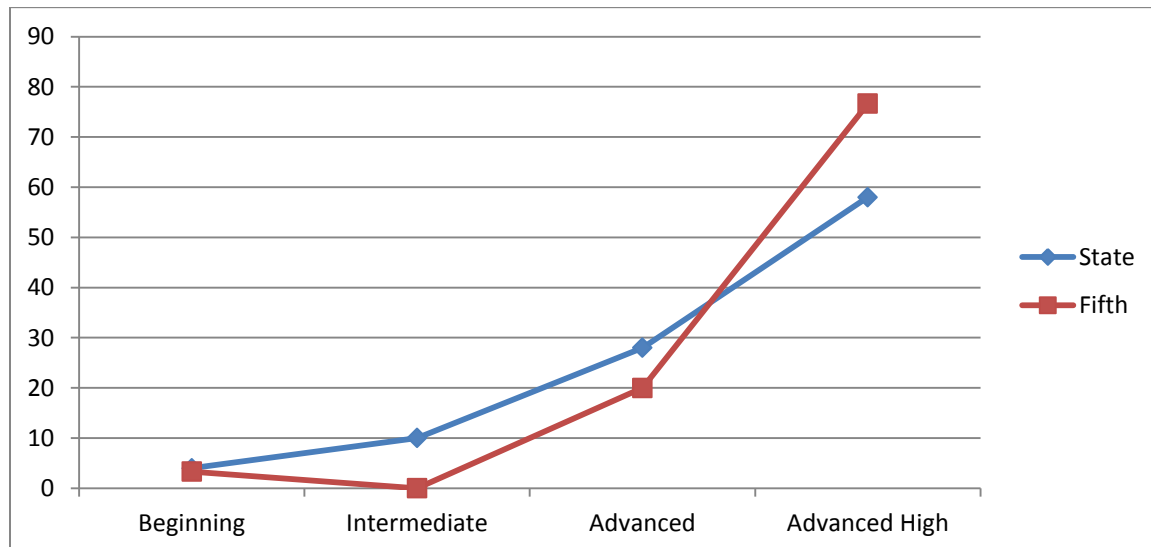


Table 4-13

2010-2011 Cohort OWDL Fifth Grade and State LEP Fifth Grade Listening Scores



According to Table 4-9, 26 out of 27 students scored above Beginning in their second grade year. Twenty-two out of 26 students scored at the Intermediate or above in their third grade year. Twenty-five out of 30 students scored at the Advanced or above in

their fourth grade year. Twenty-three students out of 30 scored Advanced High. Not all fifth grade students met the state expectation of achieving the Advanced High proficiency level although, only one student scored at the Beginning proficiency level, and no students scored at the Intermediate proficiency level. Over 83% of students scored the Advanced or higher proficiency level. Second grade had the highest number of students at the Intermediate proficiency level.

Second grade had a high number of students score intermediate. A rise in the Advanced and Advanced High level was seen. By fourth grade the number of students scoring Advanced more than doubled. The number of students scoring Advanced High more than tripled. Fifth grade students demonstrated an 18 percentage point positive difference compared to the state in the Advanced High proficiency level. The majority of OWDL students achieve an Advanced High rating in Listening by fifth grade.

TELPAS Writing and Speaking Findings for Second through Fifth Grade

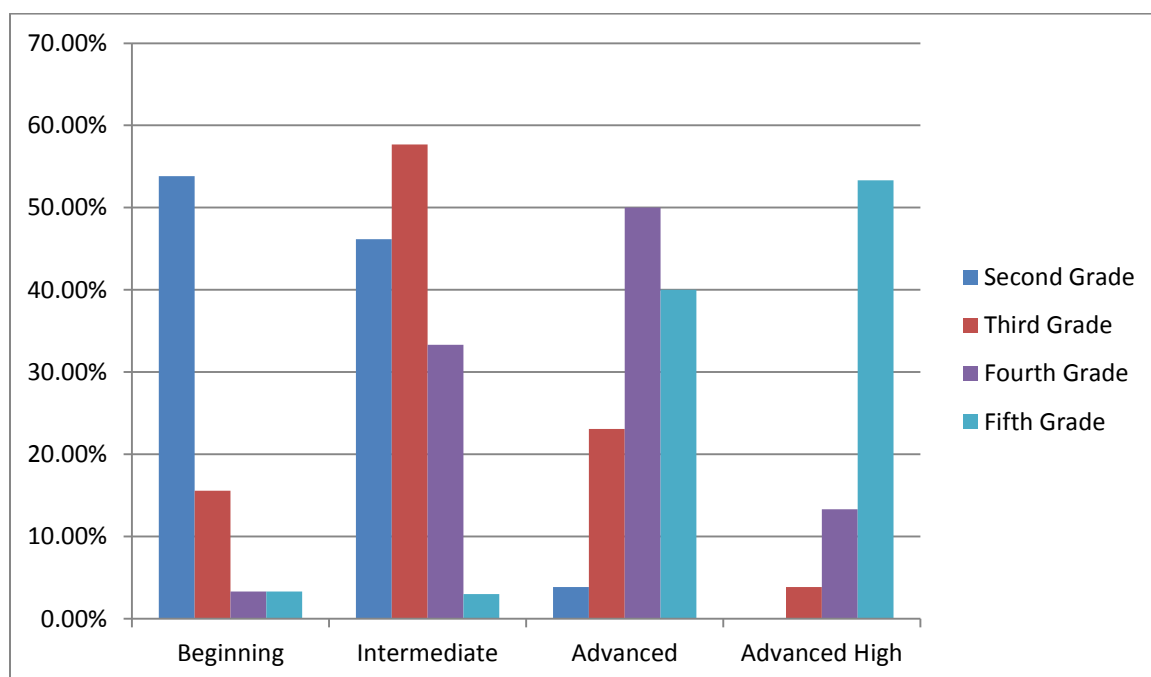
Research Question 3: *In which grades if any do One Way Dual Language students meet the State's one-year growth benchmark for TELPAS in English writing and speaking?*

Writing test findings. Table 4-14 presents the writing data from both fourth and fifth grades. Writing is a domain that is holistically rated by teachers that are annually certified as TELPAS raters (see rubric in appendix D). Second grade data revealed 53.85% of students were rated Beginning, 46% of students were rated Intermediate, 3.85% of students were rated Advanced, and no students were rated Advanced High. Third grade data revealed 15.58% of students were rated Beginning, 58% of students were rated Intermediate, 23.08% of students were rated Advanced, and 3.85% of students

were rated Advanced High. The fourth grade data revealed 3.33% of students were rated Beginning, 33.33% of students were rated Intermediate, 50% of students were rated Advanced, and 13.33% of students were rated Advanced High.

Table 4-14

Fourth and Fifth Grade English Language Learners TELPAS Rating for Writing



**2008 three students were not assessed 2009 four students were not assessed*

Writing cohort scores for second through fifth grade. Tables 4-15 through 4-18 represent Writing data of 2007-2008 cohort second grade academic year, 2008-2009 cohort third grade academic year, 2009-2010 cohort fourth grade academic year, and the 2010-2011 cohort fifth grade academic year. Each year is compared to the state writing data of the same academic year.

Table 4-15

2007-2008 Cohort OWDL Second Grade and State LEP Second Grade Writing Scores

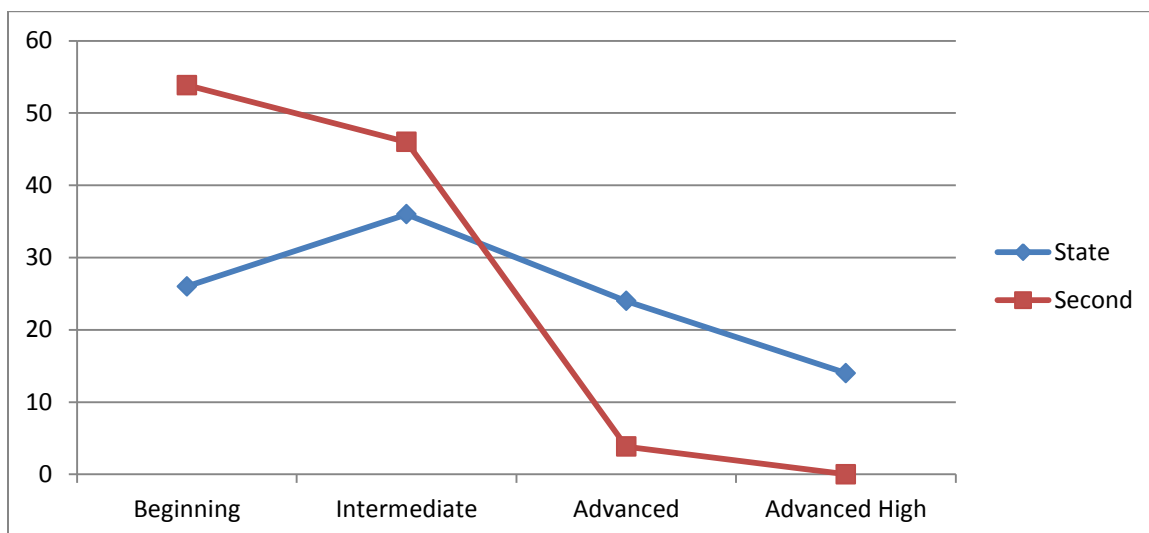


Table 4-16

2008-2009 Cohort OWDL Third Grade and State LEP Third Grade Writing Scores

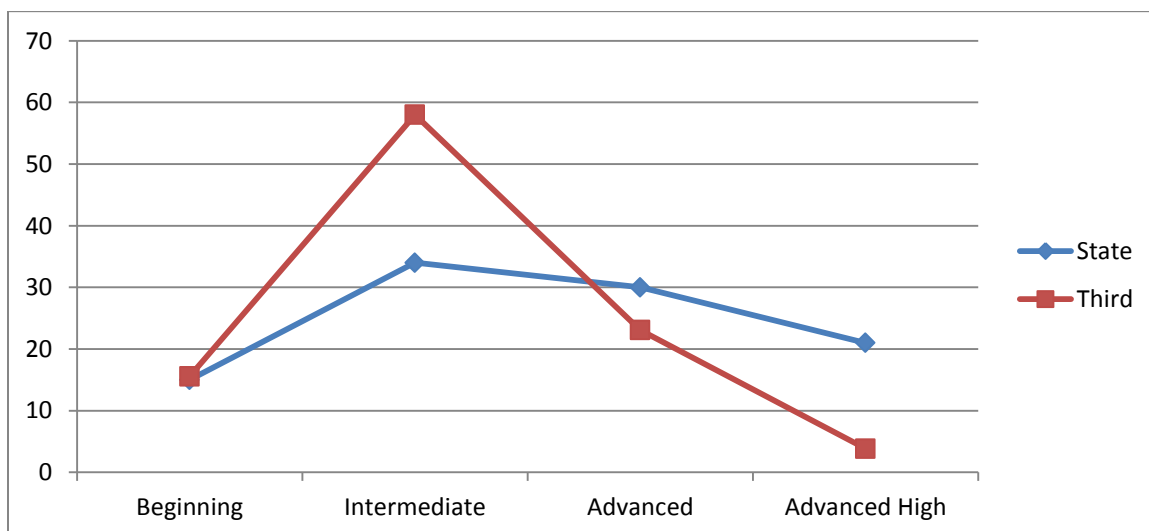


Table 4-17

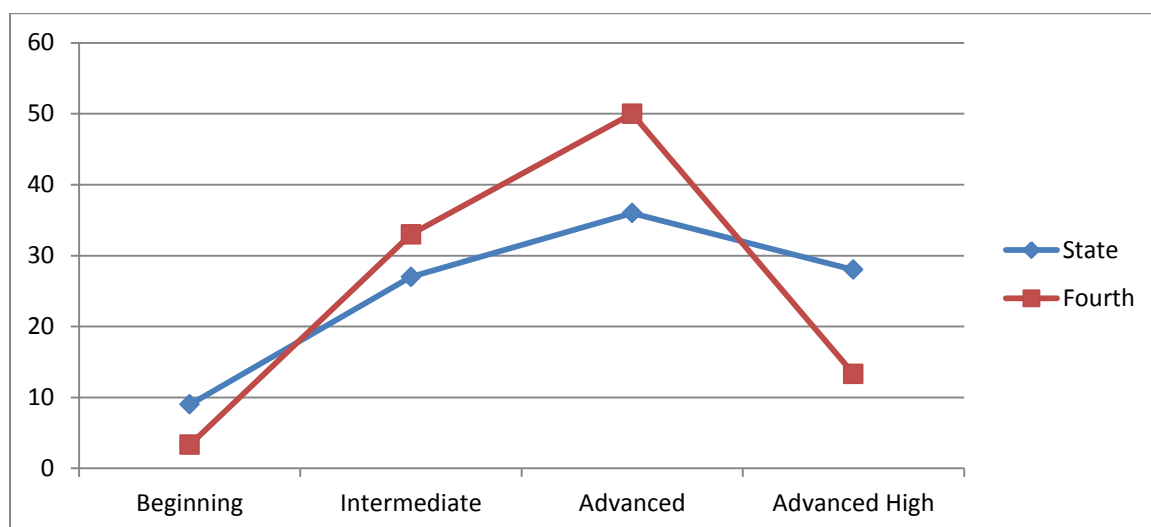
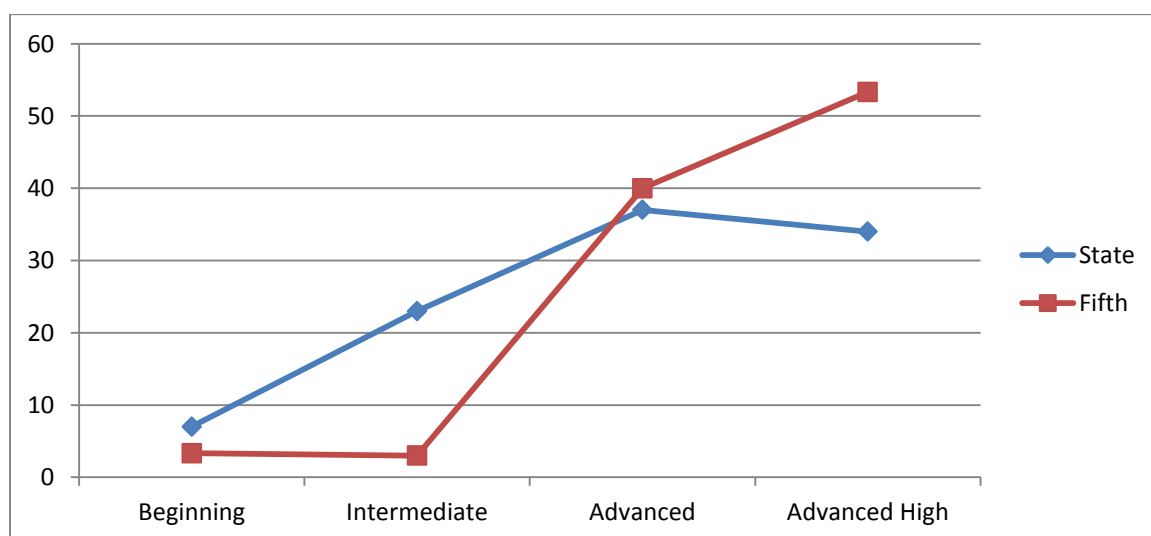
2009-2010 Cohort OWDL Fourth Grade and State LEP Fourth Grade Writing Scores

Table 4-18

2010-2011 Cohort OWDL Fifth Grade and State LEP Fifth Grade Writing Scores

According to Table 4-14, fifth grade had over 70% of students score at the Advanced High proficiency level. A total of 93.33% of fifth grade students scored at the Advanced or Higher proficiency level. Fourth and fifth grade had only one student rated

at the Beginning proficiency level. One third of second grade students rated at the Beginning proficiency level progressed to the Intermediate or higher proficiency level in third grade.

Thirteen out of 27 students scored above Beginning in their second grade year. Twenty-two out of 26 students scored in the Intermediate or above in their third grade year. Nineteen out of 30 students scored in the Advanced or above in their fourth grade year. Sixteen students out of 30 scored Advanced High.

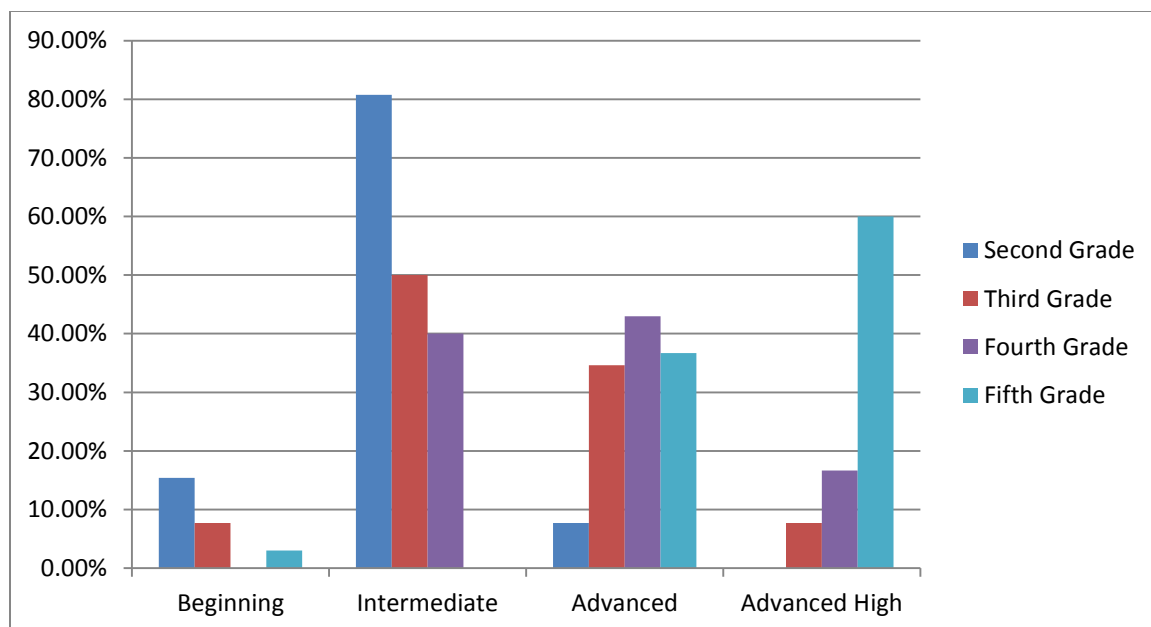
Between second and third grade a 16 percentage point drop in the number of students rated as Beginning was seen in writing. Half of the fourth grade students were rated at the Advanced level. Fifth grade students demonstrated a 19 percentage point positive difference compared to the state in the Advanced High proficiency level.

Speaking test findings. Table 4-19 presents the speaking data from both fourth and fifth grades. Speaking is a domain that is holistically rated by teachers that are annually certified as TELPAS raters (see rubric in appendix E). Second grade data revealed 15.38% of students were rated Beginning, 80.77% of students were rated Intermediate, 8% of students were rated Advanced, and no students were rated Advanced High. Third grade data revealed 8% of students were rated Beginning, 50% of students were rated Intermediate, 34.62% of students were rated Advanced, and 7.69% of students were rated Advanced High. The fourth grade data revealed no students were rated Beginning, 40% of students were rated Intermediate, 43.33% of students were rated Advanced, and 16.67% of students were rated Advanced High. The fifth grade data revealed 3.33% of students were rated Beginning, no students were rated Intermediate,

36.67% of students were rated Advanced, and 60% of students were rated Advanced High.

Table 4-19

Fourth and Fifth Grade English Language Learners TELPAS Rating for Speaking



**2008 three students were not assessed 2009 four students were not assessed*

Speaking cohort scores for second through fifth grade. Tables 4-15 through 4-18 represent Writing data of 2007-2008 cohort second grade academic year, 2008-2009 cohort third grade academic year, 2009-2010 cohort fourth grade academic year, and the 2010-2011 cohort fifth grade academic year. Each year is compared to the state writing data of the same academic year.

Table 4-20

2007-2008 Cohort OWDL Second Grade and State LEP Second Grade Speaking Scores

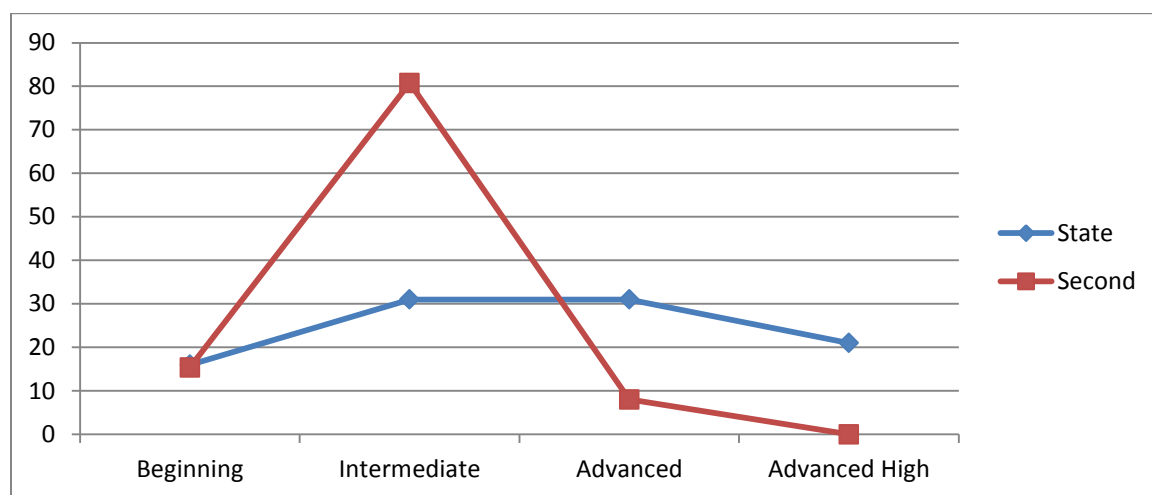


Table 4-21

2008-2009 Cohort OWDL Third Grade and State LEP Third Grade Speaking Scores

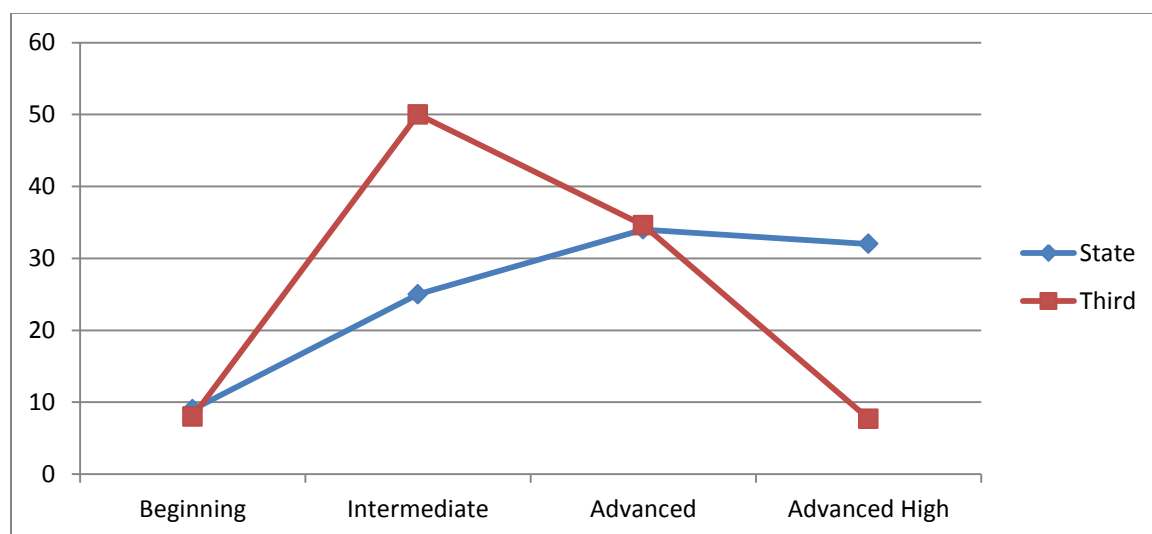


Table 4-22

2009-2010 Cohort OWDL Fourth Grade and State LEP Fourth Grade Speaking Scores

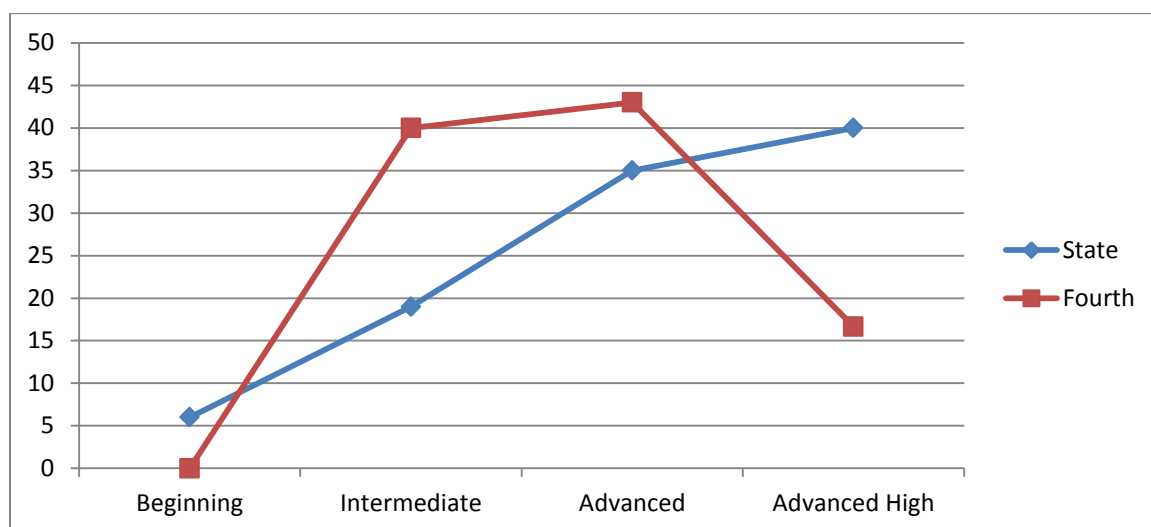
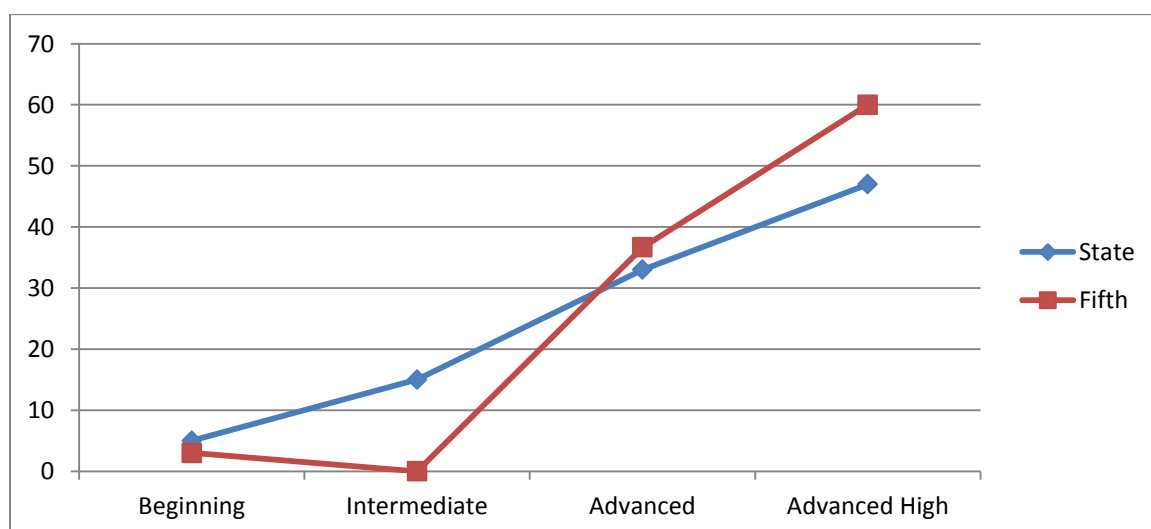


Table 4-23

2010-2011 Cohort OWDL Fifth Grade and State LEP Fifth Grade Speaking Scores



According to table 4-19 over 80% of second grade students were rated in the Intermediate proficiency level. Third grade saw a majority split among the Intermediate and Advanced proficiency levels. Not all fifth graders met the expectation of the

Advanced High proficiency level although over 96% were rated Advanced or above. No fifth grade students rated in the Intermediate proficiency level, and only one student rated in the Beginning proficiency level.

Twenty-three out of 27 students scored above Beginning in their second grade year. Twenty-four out of 26 students scored at the Intermediate or above in their third grade year. Eighteen out of 30 students scored at the Advanced or above in their fourth grade year. Eighteen students out of 30 scored Advanced High.

Between second and third grade there is a 30 percentage point drop in the number of students rated as Intermediate in speaking. Fourth grade shows another ten percentage point gain in the number of students rated Advanced High. The majority of OWDL students achieve an Advanced High rating in speaking by fifth grade.

Conclusion

The majority of fifth grade students met the grade level state benchmark for TELPAS. Scores from the domain of listening demonstrated 76.67% of students met the expectation of Advanced High. Scores from the domain of speaking demonstrated 60% of students met the expectation of Advanced High. Scores from the domain of writing demonstrated 53.33% of students met the expectation of Advanced High. Scores from the domain of reading demonstrated 73.33% of students met the expectation of Advanced High. Lastly, 70% of students scored Advanced High on their overall composite score.

During the students' second grade year, 9 of the 30 students achieved one year of growth, and 2 out of 30 students achieved two years growth. A total of 11 out of 30 students achieved or surpassed the benchmark. During the students' fourth grade school year, 14 of the 30 students achieved one year of growth, and 6 of the 30 students

achieved two years of growth. A total of 20 of the 30 students achieved one year of growth. A total of 20 out of the 30 students achieved or surpassed the benchmark.

During the student's fifth grade school year, 19 of the 30 students achieved one year of growth, and 5 of the 30 students achieved two years of growth. A total of 24 of the 30 students achieved or surpassed the benchmark. The longer students participated in the OWDL program, the higher their achievement in English proficiency as measured through the TELPAS assessment.

Chapter 5

Conclusions

Discussion, Implications, and Recommendations

The steady increase of English Language Learners, current budget shortfalls, and accountability tied to assessment continues to hinder schools districts throughout Texas. There are a variety of ELL programs who share a common goal of developing ELL students. School leaders are given the charge to decide amongst the programs that will meet their district and campus goals. Parents of immigrant children are attempting to provide a better life. They speak their primary language at home, and typically have limited resources to offer English language support (Cappellini, 2005). Parents are depending on schools to educate their children for a successful future, a pattern that has been consistent since the early 1900s (Perry, 1907). School leaders need to focus on current research and evaluation of programs so they may select programs based on best practices and significant outcomes for ELL.

Two Way Dual Language is a model of bilingual education that is considered to be the most effective, but this program model implementation requires a class composition of 50% native English speakers, and 50% ELL students. Schools with high numbers of ELLs do not have the number of native English speakers to impact all ELLs on campus. One Way Dual Language (OWDL) provides schools the ability to offer the successful TWDL programming in a homogenous setting.

This study was done to review the OWDL program model for ELLs. The OWDL classroom is comprised primarily of ELL students. The students are not deprived of academic development while learning the second language. Subjects are taught consistently in one of the two languages. Strategies are included in the OWDL to provide

students with comprehensible input through the utilization of labels, pictures, preview of subject material in the student's native language, vocabulary enrichment, and conceptual refinement. Vocabulary enrichment exposes students to academic vocabulary in the language opposite the language of instruction for that subject area. Conceptual refinement exposes students to direct concepts being taught in the language opposite the language of instruction. This provides students the opportunity to deepen their understanding of the subject.

Students are active participants in their second language acquisition. Students are partnered with other ELL students by language levels. Students work with their bilingual partner together on projects and provide each other with linguistic peer support. Students need opportunities consistently built into the school day to practice the second language in settings that are cognitively stimulating and safe (Soltero 2004). Students begin with more subject areas taught in their primary language. However, beginning in third grade, students share equal number of subjects in each language (e.g. Spanish and English) with Language Arts split rotating weekly.

Students transfer knowledge from one language to another. This is called Common Underlying Proficiency (Cummins, 2001). Concepts learned in one language do not need to be relearned in another language. ELL students transfer reading skills from their primary language toward their English reading development. Students often enter school with pre-literacy skills that can be a foundation for both languages. Pre-literary skills such as knowledge of objects' names, sounds, and familiarity with complete sentences are useful for the ELL students. Students learn these skills through interactions with their caregivers and from experiences to which they are exposed. Early childhood

teachers build on these skills to create a literacy foundation for reading development. “Information from these sources is, for the most part, implicitly or subconsciously held, but is the foundation for reading text” (Fountas & Pinnell, 1996). Furthermore, children’s experiences create meaning cues that establishes the ‘sense’ reading must make. When children learn to speak, they learn structure or syntax which will be used to determine if a sentence ‘sounds’ like it is put together correctly (Clay, 1993). Beginning books are used for children learning how to read. These books are distinguished by characteristics in particular the direct relation between the text and pictures (Fountas & Pinnell, 1996). Prior to direct instruction, students entering school know the names of objects from their life experiences in the language they use day to day. Making the aforementioned connection between the text and pictures is completely dependent upon the student’s knowledge of the name of the objects in the pictures.

There is significance to primary language development. Students must become proficient in their primary language or they will not fully attain proficiency in either the primary or second language (Cummins, 1984). The OWDL program offers opportunities for student to develop their second language through developing oral language through bilingual partnering, teaching text processing and production strategies through vocabulary enrichment and conceptual refinement, creating a print rich environment, and insuring cultural background knowledge through the utilization and development of the student’s cultural language. Dual language has demonstrated itself to be an effective language acquisition model (Gomez, Freeman, & Freeman, 2005).

The first level of second language acquisition is preproduction. In the pre-production stage, students have minimal comprehension, draw or point, nod to respond to

yes or no questions, and do not verbalize (Hill & Flynn, 2006). Students in English immersion programs cannot express themselves while in this stage. How frustrating must it be to sit in class where you are making connections to things from your prior knowledge and cannot share in the conversation because of the lack of the second language? When the teacher builds on the student's previous knowledge, will the student even understand what is being told? The student will struggle with this incomprehensible input and lag behind his counterparts in new concept development. OWDL can create an environment where, although students are in the pre-production phase of their second language, they can actively participate in new learning both through comprehension and verbalization in their primary language.

This study analyzed a cohort of 30 ELL/OWDL students from second through fifth grade. These students were part of the first year of OWDL implementation. TELPAS data was retrieved from each of the cohort's grade level from the 2007/2008 academic year to the 2010/2011 academic year. Considering that 2008 was the inaugural year of the TELPAS reading assessment, the state did not measure student growth for the 2008 spring administration. Considering this change for the purposes of the study, second grade was viewed as the beginning level.

Findings and Interpretation

The Texas English Language Proficiency Assessment System was the primary source utilized for the data used in this study. Students are rated in the four domains of speaking, listening, reading, and writing. They are also given an overall composite rating that is weighted with the reading and writing domains making the heaviest impact. Grades 2-12 are rated holistically by ongoing classroom observations and student

interactions in the areas of listening and speaking. The area of writing is also holistically rated with a set of five writing samples gathered by the teacher and reviewed by a verifier prior to the teacher rating. The area of reading is assessed by an online multiple-choice test. TELPAS assesses the English Language Proficiency Standards (ELPS) that are aligned with the Texas Essential Knowledge and Skills (TEKS). One instructional component of the ELPS is the Proficiency Level Descriptors (PLDs). These descriptors describe the stages of second language acquisition that are Beginning, Intermediate, Advanced, and Advanced High. The PLDs are part of the rubric utilized to rate students holistically. In an environment of yearly testing and annual teacher bonuses, the trend line would not have benefited the school or teachers (see table 4-1) for the first two years, but in year three and four the data showed dramatic increases in passing rates for the students. The stages of second language acquisition correlate an approximate time frame for the subsequent stages. Pre-production ranges from 0-6 months, early production ranges from 6 months to 1 year, speech emergence ranges from 1-3 years, intermediate fluency ranges from 3-5 years, and advanced fluency ranges from 5-7 years. The descriptor for advanced fluency is “near-native” level of speech (Krashen & Terrell, 1983). A descriptor on the Advanced High Level of the TELPAS Proficiency Level Descriptors is “nearly comparable to native English-speaking peers” (Texas Education Agency, 2011).

Research Question 1: *Do One Way Dual Language students at the end of fifth grade meet the grade level state benchmark for TELPAS for second through fifth grade?*

The Composite test scores revealed that 70% of fifth grade students met the Advanced High expectation. The number of students achieving Advanced High

increased from second through fifth grade. The number of students from second to third grade tripled. The number from third grade to fourth grade more than doubled as did the number from fourth to fifth grade. Seventy percent of fifth grade students met the benchmark of Advanced High.

OWDL students achieved the Advanced High rating in fifth grade in a greater percentage of 70 when compared to the state percentage of 63. The findings suggest that the longer students participated in the OWDL program the higher their English language acquisition.

Research Question 2: In which grades if any do One Way Dual Language students meet the State's one year growth benchmark for TELPAS in English reading and listening?

The reading test scores revealed that with each year the number of students at the Beginning proficiency level, which began with a low number of students, lowered each year until there were no students scoring at that level. The number of students at the Intermediate proficiency level also declined each year. The number of students in second grade was over 60% in the intermediate range, and by fifth grade there were less than 10% in the intermediate range. The number of students at the Advanced High proficiency level began at a low number with less than 10% by fifth grade it was over 70%. The data revealed that with each year the OWDL students demonstrated growth.

The listening scores revealed a similar pattern in the reading scores with a continued improvement as the students progressed through the grade levels. In second grade the majority of the students scored in the Intermediate range, in third grade students began to score in the Advanced and Advanced High range with the majority remaining in

the Intermediate range. By fourth grade, the majority of students scored between the Advanced and Advanced High range. Fifth grade data exposed that the greatest number scored in the Advanced High range. The longer the students participated in the OWDL program the greater their English reading and listening attainment.

Research Question 3: *In which grades if any do One Way Dual Language students meet the State's one-year growth benchmark for TELPAS in English writing and speaking?*

The writing scores revealed that the majority of second graders began at the Beginning proficiency level with no students scoring Advanced High. Third grade demonstrated the majority in the Intermediate range. Fourth grade had the greatest number in the advanced range. Fifth grade revealed that the students were in the Advanced High and Advanced ranges. Unlike the other domains, the writing domain saw growth but did not see the same improvement.

The speaking data revealed a similar pattern as the writing data. We saw growth but did not see the same improvement as in reading and listening. Second grade data displayed the majority of students scoring in the Intermediate range, third grade students showed some students in the advanced range, but the majority remained in the Intermediate range. Fourth grade revealed a similar split between Intermediate and Advanced with the majority begin in the Advanced range, and fifth grade had the majority in the Advanced High range. Once again the longer students participated in the OWDL program, the greater the improvement in their English acquisition.

Students who do not meet the goal of English fluency could be subject to retention because of failing test scores. Currently, a Spanish speaking student is allowed

three opportunities to take the state assessment for reading in Spanish. This is considered their LEP accommodation. Students will take the Spanish assessment in elementary school in third grade, fourth grade, and finally the last opportunity will be in fifth grade. Students leaving fifth grade, who have yet to attained English proficiency, will take the remaining state assessments through middle and high school in English.

Implications for School Leaders

Evaluation of ELL programs are necessary. Accountability leaves little room for error. Making this decision impacts not only student learning but accountability as well. This study demonstrated the significance of the OWDL program. District multilingual department heads and campus principals need to consider their environments when determining ELL programming district or campus-wide. The implementation of TWDL programs should not be limited to particular campuses based on demographic challenges. District may house various ELL programming. The most effective should be offered. There are over 120 different languages spoken in Texas students' homes today, but the overwhelming majority is Spanish which represents 91% of the households (Texas Education Agency, 2010). OWDL should be offered to the Spanish speaking student populations. We can move forward and expand into offering other languages access to dual language strategies. As an increase in certain languages such as Mandarin, and Vietnamese is increasing, the OWDL program should expand. Some districts already offer dual language programming in Mandarin/English, such as the Bellevue and Houston Independent School Districts in Texas. Considering we are educating children for their future, we must recognize that America is now part of an international community and economy. Many other countries educate their children in two or even three different

languages. The American educational system should not restrict access to multilingualism to the wealthy. School leaders should grant this access to all children to ensure a competitive edge in the future job market (Lindholm-Leary, 2000).

Implications for Further Research

This study demonstrates the impact of the OWDL Program on ELL. Research of the impact of the program should be made with a larger cohort of students to determine that impact.

- 1) A longitudinal study of OWDL students district-wide should be conducted to determine the impact of the programming on a larger scale. With the high mobility at ELL campuses in this district, opening up the scope of the study district-wide will provide for a larger data set and the potential for greater generalizability.
- 2) A similar study analyzing Spanish reading data would provide a broader scope for research on programs to improve language development. Research has demonstrated the significance of the primary language on effectively acquisition into the second language. A study to determine the rate at which primary language skills are attained would be beneficial. The data can be used to support programming focus.
- 3) Further exploration of the socioeconomic and educational backgrounds of the students would be beneficial to determine if and how it affects the impact the OWDL program on English language acquisition.
- 4) Similar studies should be conducted to examine possible subject area variations in English language acquisition (e.g. mathematics and science).

- 5) Considering the shortage of bilingual teachers, research should be conducted to determine if a two or three way split in team teaching could allow for the use of ESL certified teachers in the OWDL program.
- 6) A survey of student perceptions to the OWDL program would be beneficial to assess how the program affects student motivation and connection.
- 7) Specialized writing strategies like the Reflection/Exit writing has shown promise in expanding English writing for ESL/Bilingual Spanish speaking students. (Freiberg, 1993; Templeton, 2013).

Conclusion

Having worked as a bilingual teacher and ESOL Consulting Teacher in the OWDL program and previous programming for over ten years, I witnessed a positive impact on student levels of English language acquisition. The number of programs available to students is vast, yet the OWDL program was not offered more widely in larger school districts in Texas. The data in this study revealed the positive impact witnessed in my teaching years. Campus and district leaders should look at the data and not let current language politics impede their decision making concerning ELL students. Leaders are dealing with a system that is not responding to the growing needs of ELLs. The state recognizes that English language acquisition takes time and not within a school year. As stated in the Educator Guide to TELPAS:

English language proficiency assessments report progress from one proficiency level to the next rather than passing scores, because proceeding from little or no English to full English proficiency takes place over time, not within a school year. ELLs in U.S. school systems are a diverse group of students. Some are born in

the U.S. and educated here from the beginning, while others are immigrants who may be in any grade when they arrive in the U.S. ELLs differ widely in their educational backgrounds, sociocultural experiences, and knowledge of English upon enrollment. These factors affect how long it takes for them to learn English. (T.E.A., 2012)

Yet, districts and schools are expected to meet the first AMAO standard of progress which requires students to progress from one proficiency level to the next in one academic year. They are also measured by the second AMAO standard of attainment in which the number of ELLs who have reached Advanced High, or English proficiency, are tabulated. If the state recognizes and explains the time it takes to acquire a new language in their justification of their reporting system then why do they set campus and district goals that are contrary to their logic?

In our current financial situation, it is important to do all we can to meet the standards while also doing what is best for children. Participating in dual language does not diminish the importance of learning English. It is conducive to that particular goal. We must look out at the reality that is and look forward to the reality that will be to prepare all of our students for the future that will befall them. It is our obligation and ethical duty to provide these students the assets that will keep America at the forefront in this global society. The embrace of dual language programs is important to our multilingual future. OWDL is the key to providing those opportunities to all communities.

The data in this study demonstrated students progressed in English and attained at a higher level than the state average while developing the student's first language thus

creating a bi-literate, globally competitive student. We as educators should take every step we can to ensure that our students, our future leaders, have every opportunity to access the highest quality education.

References

- Barnett, W.Y. (2007). Two-way and monolingual English immersion in preschool education: an experimental comparison. *Early Childhood Quarterly*, pp. 227-293.
- Calderon, M. & Minaya-Rowe, L. (2003). *Designing and implementing two-way bilingual programs*. Thousand Oaks: Corwin Press, Inc.
- Cappellini, M. (2005) *Balancing reading and language learning*. Portland: Stenhouse Publishers.
- Clay, M.M. (1993). *Reading recovery: a guidebook for teachers in training*. Portsmouth: Heinemann.
- Cloud, N., Genesee, F., & Hamayan, E. (2000). *Dual language instruction a handbook for enriched education*. Boston: Heinle & Henile Publishers.
- Collier, V., & Thomas, W. (2004). The astounding effectiveness of dual language education for all. *NABE Journal of Research and Practice*, 1-20.
- Cummins, J. (1984). *Bilingualism and special education: issues in assessment and pedagogy*. San Diego: College-Hill Press.
- Fountas, I. & Pinnell, G. (1996). *Guided reading: good first teaching for all children*. Portsmouth: Heinemann.
- Freiberg, H. J., (1993). A video documentation of Reflection/Exit Ticket in two 4th grade inner-city classrooms. CMCD Project, University of Houston
- Gomez, L., Freeman, D., & Freeman, Y. (2005). Dual language education: a promising 50-50 model . *Bilingual Research Journal*, 145-164.
- Gomez, L. (2000). Two-way bilingual education: promoting educational and social change. *The Journal of the Texas Association for Bilingual Education*, 43-54.

- Hill, J. & Flynn, K. (2006). *Classroom instruction that works with english language learners*. Alexandria: ASCD.
- Houk, F. (2005). *Supporting english language learners*. Portsmouth: Heinemann.
- Irby, B., Tong, F., Lara-Alecio, R., Mathes, P., Rodriguez, L., Guerrero-Valecillos, C., Nie, Y. (2009, 02, February). Promoting bilingualism and biliteracy: programmatic difference between one-way dual language(developmental bilingual) and transitional bilingual models. *National Association of Bilingual Education*. Austin.
- Jong, E. (2004). L2 proficiency development in a two-way and a developmental bilingual program. *NABE Journal of research and practice*, 77-108.
- Krashen, S. (1996). *Under attack: the case against bilingual education..* Culver City: Language Education Associates.
- Krashen, S.D., & Terrell, T. (1983). *The natural approach: language acquisition in the classroom*. Oxford: Pergamon.
- Lara-Alecio, R., Galloway, M., Irby, B., Rodriguez, L., & Gomez, L. (2004). Two-way immersion bilingual programs in Texas. *Bilingual Research Journal*, 35-54.
- Lindholm-Leary, K. (2000). *Biliteracy for a global society: an idea book on dual language education*. Washington, District of Columbia, United States of America: National Clearinghouse for Bilingual Education.
- Montague, N. (1997, October). Critical components for dual language programs. *Bilingual Research Journal*, pp. 409-417.
- Ovando, C., Combs, M., & Collier, P. (1985). *Bilingual and ESL classrooms-teaching in multicultural contexts*. New York: McGraw Hill.

- Ovando, C. (2003). Bilingual education in the United States: Historical development and current issues. *Bilingual Research Journal*, 1-24.
- Pew Research Hispanic Center. (2012, July). *Unauthorized immigrant population: National and state trends, 2010*. Retrieved from Pew Research Hispanic Center: <http://www.pewhispanic.org/2011/02/01/unauthorized-immigrant-population-nationaland-state-trends-2010/>
- Senesac, B. (2002). Two-way bilingual immersion: A portrait of quality schooling. *Bilingual Research Journal*, 1-17.
- Soltero, S. (2004). *Dual language teaching and learning in two languages*. Boston: Pearson Education, Inc.
- Templeton, S. (2013) Writing to learn: A mixed methods case study of Reflection/Exit Ticket writing in fourth grade. Doctoral Dissertation, University of Houston
- Texas Education Agency. (2011, September). *Educator Guide to TELPAS*. Retrieved from TELPAS Resources: <http://www.tea.state.tx.us/student.assessment/ell/telpas/.com>
- Texas Education Agency. (2012, July 30). *2010-2011 Academic Excellence Indicator System Campus Reports*. Retrieved from Texas Education Agency: <http://ritter.tea.state.tx.us/perfreport/aeis/2011/district.rch.com>
- Texas Education Agency. (2012, July 30). *No child left behind/elementary and secondary education act*. Retrieved from Texas Education Agency: <http://www.tea.state.tx.us>

- Texas Education Agency. (2012, September 11). *Title III part a annual measurable achievement objectives*. Retrieved from Texas Education Agency:
<http://www.tea.state.tx.us>
- Thomas, W.P., & Collier, V. (1997). *School effectiveness for language minority students*. Washington: National Clearinghouse of Bilingual Education.
- Tong, F., Irby., Lara-Alecio, R., & Mathes, P. (2008). The effectiveness of a three-year longitudinal study on Hispanic bilingual students. *Hispanic Journal of Behavioral Sciences*, 30(4), 500-529
- U.S. Department of Education. (2012, July 30). *U.S. department of education office for civil rights programs for english language learners*. Retrieved from U.S. Department of Education: <http://www.2.ed.gov>

Appendix A

UNIVERSITY of HOUSTON

DIVISION OF RESEARCH

December 12, 2012

Virginia Elizondo
c/o Dr. H. Jerome Freiberg
Dean, Education

Dear Virginia Elizondo,

Based upon your request for exempt status, an administrative review of your research proposal entitled "A Longitudinal Study of Fifth Grade Students Participating in the One Way Dual Language Program and its Implications on ELL Program Decision Making" was conducted on October 3, 2012.

At that time, your request for exemption under Category 4 was approved pending modification of your proposed procedures/documents.

The changes you have made adequately respond to the identified contingencies. As long as you continue using procedures described in this project, you do not have to reapply for review. * Any modification of this approved protocol will require review and further approval. Please contact me to ascertain the appropriate mechanism.

If you have any questions, please contact Alicia Vargas at (713) 743-9215.

Sincerely yours,



Kirstin Rochford, MPH, CIP, CPIA
Director, Research Compliance

*Approvals for exempt protocols will be valid for 5 years beyond the approval date. Approval for this project will expire **September 1, 2017**. If the project is completed prior to this date, a final report should be filed to close the protocol. If the project will continue after this date, you will need to reapply for approval if you wish to avoid an interruption of your data collection.

Protocol Number: 13049-EX

Appendix B

[REDACTED] Independent School District

Department of Accountability and Research
[REDACTED]
[REDACTED]

[REDACTED], Director - Program Evaluation and Research

January 18, 2013

Virginia Elizondo
[REDACTED]
[REDACTED]

Dear Ms. Elizondo,

The [REDACTED] Independent School District is pleased to approve your study entitled, "A Longitudinal Study of Fifth Grade Students Participating in the One Way Dual Language Program and its Implication on English Language Learners Program Decision Making." The purpose of this research is to investigate the potential outcomes of the OWDL program on a group of ELL students in a longitudinal study. The proposed study will be completed by June 2013.

Approval to conduct the study in [REDACTED] is contingent on you meeting the following conditions:

- The study is limited to archival data of students enrolled in OWDL at [REDACTED] Elementary from 2007-2011.
- No students, staff, or campuses will be contacted for this study.
- The investigator will keep the confidentiality of student and school data according to IRB or Human Subjects Approval.
- The study does not interfere with district-wide instructional/testing program.
- The study involves no expense to the district.
- The district receives copies of the completed final report within 30 days of completion.

Any changes or modifications to the current proposal must be submitted to this department. Please contact me to discuss accessing this data at [REDACTED]

Sincerely,

[REDACTED]
[REDACTED]
Director
Program Evaluation and Research

CC: [REDACTED] [REDACTED]

[REDACTED]
[REDACTED], Superintendent of Schools
[REDACTED]

Appendix C

ELPS-TELPAS Proficiency Level Descriptors Grades K–12 Listening

Beginning	Intermediate	Advanced	Advanced High
<p>Beginning English language learners (ELLs) have little or no ability to understand spoken English used in academic and social settings.</p> <p>These students:</p> <ul style="list-style-type: none"> • struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports (e.g., visuals, slower speech and other verbal cues, gestures) • struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for ELLs • may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues 	<p>Intermediate ELLs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings.</p> <p>These students:</p> <ul style="list-style-type: none"> • usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics, when topics are unfamiliar, require extensive linguistic supports and adaptations (e.g., visuals, slower speech and other verbal cues, simplified language, gestures, preteaching to preview or build topic-related vocabulary) • often identify and distinguish key words and phrases necessary to understand the general meaning (gist) during social and basic instructional interactions that have not been intentionally modified for ELLs • have the ability to seek clarification in English when failing to comprehend the English they hear by requiring/requesting the speaker to repeat, slow down, or rephrase speech 	<p>Advanced ELLs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings.</p> <p>These students:</p> <ul style="list-style-type: none"> • usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding • understand most main points, most important details, and some implicit information during social and basic instructional interactions that have not been intentionally modified for ELLs • occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear 	<p>Advanced high ELLs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings.</p> <p>These students:</p> <ul style="list-style-type: none"> • understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with only occasional need for processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used • understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions • rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear

Appendix D

ELPS-TELPAS Proficiency Level Descriptors Grades 2–12 Writing

Beginning	Intermediate	Advanced	Advanced High
<p>Beginning English language learners (ELLs) lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.</p> <p>These students:</p> <ul style="list-style-type: none"> have little or no ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction lack the English necessary to develop or demonstrate elements of grade-appropriate writing (e.g., focus and coherence, conventions, organization, voice, and development of ideas) in English <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> ability to label, list, and copy high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, memorized, or highly familiar material; this type of writing may be quite accurate present tense used primarily frequent primary language features (spelling patterns, word order, literal translations, and words from the student's primary language) and other errors associated with second language acquisition may significantly hinder or prevent understanding, even for individuals accustomed to the writing of ELLs 	<p>Intermediate ELLs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way.</p> <p>These students:</p> <ul style="list-style-type: none"> have a limited ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction are limited in their ability to develop or demonstrate elements of grade-appropriate writing in English; communicate best when topics are highly familiar and concrete, and require simple, high-frequency English <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English high-frequency vocabulary; academic writing often has an oral tone loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning repetition of ideas due to lack of vocabulary and language structures present tense used most accurately; simple future and past tenses, if attempted, are used inconsistently or with frequent inaccuracies descriptions, explanations, and narrations lacking detail; difficulty expressing abstract ideas primary language features and errors associated with second language acquisition may be frequent some writing may be understood only by individuals accustomed to the writing of ELLs; parts of the writing may be hard to understand even for individuals accustomed to the writing of ELLs 	<p>Advanced ELLs have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed.</p> <p>These students:</p> <ul style="list-style-type: none"> are able to use the English language, with second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns emerging grade-appropriate vocabulary; academic writing has a more academic tone use of a variety of common cohesive devices, although some redundancy may occur narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract ideas are expressed; academic demands are high, or low-frequency vocabulary is required occasional second language acquisition errors communications are usually understood by individuals not accustomed to the writing of ELLs 	<p>Advanced high ELLs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support.</p> <p>These students:</p> <ul style="list-style-type: none"> are able to use the English language, with minimal second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> nearly comparable to writing of native English-speaking peers in clarity and precision with regard to English vocabulary and language structures, with occasional exceptions when writing about academically complex ideas, abstract ideas, or topics requiring low-frequency vocabulary occasional difficulty with naturalness of phrasing and expression errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication

Appendix E

ELPS-TELPAS Proficiency Level Descriptors Grades K–12 Speaking

Beginning	Intermediate	Advanced	Advanced High
<p>Beginning English language learners (ELLs) have little or no ability to speak English in academic and social settings.</p> <p>These students:</p> <ul style="list-style-type: none"> mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material to get immediate needs met; may be hesitant to speak and often give up in their attempts to communicate speak using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts lack the knowledge of English grammar necessary to connect ideas and speak in sentences; can sometimes produce sentences using recently practiced, memorized, or highly familiar material exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material typically use pronunciation that significantly inhibits communication 	<p>Intermediate ELLs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings.</p> <p>These students:</p> <ul style="list-style-type: none"> are able to express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate frequently and for long periods to think about how to communicate desired meaning speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English use pronunciation that can usually be understood by people accustomed to interacting with ELLs 	<p>Advanced ELLs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings.</p> <p>These students:</p> <ul style="list-style-type: none"> are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past, and future tenses; have an emerging ability to use complex sentences and complex grammar features make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELLs 	<p>Advanced high ELLs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings.</p> <p>These students:</p> <ul style="list-style-type: none"> are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses communicate effectively using abstract and content-based vocabulary during classroom instructional tasks, with some exceptions when low-frequency or academically demanding vocabulary is needed; use many of the same idioms and colloquialisms as their native English-speaking peers can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers make few second language acquisition errors that interfere with overall communication may mispronounce words, but rarely use pronunciation that interferes with overall communication