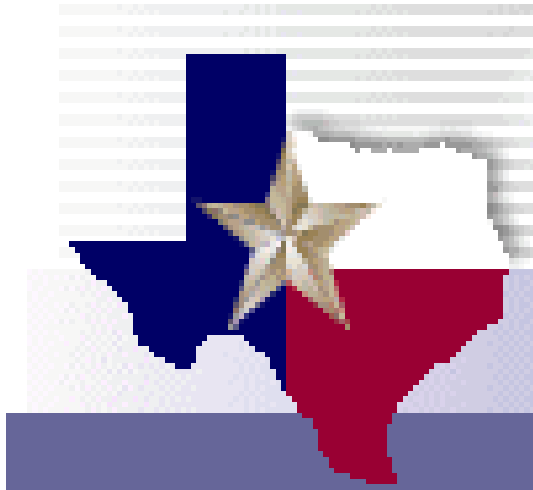


Bilingual/ESL-TEA Updates

05/01/07

Title III Management Institute



Georgina K. González

Director

Bilingual / ESL Education

Susie Coultriss

Assistant Director

Bilingual / ESL Education

Jan Johnson

Texas-Spain Initiatives

Adela Esquivel

Assistant to the Directors

Bilingual / ESL Education

Division of Curriculum

Texas Education Agency

Major Language Groups in Texas Schools



Spanish 655,074

Vietnamese 12,300

Urdu 3,476

Arabic 3,093

Korean 2,824

Mandarin Chinese 1,910

129 languages are represented in Texas schools

Texas Regions with Highest ELL Populations



- Region IV (Houston) 185,923
- Region I (Edinburg) 143,997
- Region X (Dallas) 125,434
- Region XI (Ft. Worth) 65,008
- Region XIX (El Paso) 48,424

Best Practice for English Language Learners



- Integrated Language and Content Instruction
- Lessons and units that foster concept development, practice, and application
- Building background knowledge by providing concrete experiences
- **Instruction that incorporates students' cultures and language**

(Dr. Emma Violand-Sánchez, Supervisor *English for Speakers of Other Languages & High Intensity Language Training Arlington Public Schools*, Oct. 2004)

Recent Literacy development findings in Spanish-speaking ELLs



- **Vocabulary-building activities that require students to interact meaningfully with words through writing, making personal and semantic connections, and that specifically teach word learning strategies appear to be the most promising pedagogies to increase reading comprehension.**

(The International Dyslexia Association quarterly newspaper August, Carlo, Calderon, and Proctor, Spring 2005)

Recent Literacy development findings in Spanish-speaking ELLs



- **L1 word reading skills transfer to L2, but children must have first language literacy in the skill for the transfer to take place; oral proficiency in the first language is not sufficient.**
- **Vocabulary is an extremely important predictor of reading comprehension**

(The International Dyslexia Association quarterly newspaper August, Carlo, Calderon, and Proctor, Spring 2005)

David J. Francis National Reading Panel Research on Effective Instruction: Comprehension: Issues for ELLs



- Limited word recognition skills and fluency impede comprehension.
- Limited vocabulary impedes comprehension.
- Structural differences between languages can mislead ELLs.
- **Culturally unfamiliar text is more difficult to comprehend.**

(Texas Institute for Measurement, Evaluation, and Statistics-Presentation on March 7, 2006)

David J. Francis National Reading Panel Research on Effective Instruction: Project investigators



- **University of Houston**
 - D.Francis, C.Carlson, E. Hogan, P. Crino, H. Rivera
- **Cal-State – Long Beach**
 - C. Goldenberg, L. Reese, B. Sanders
- **Southern Methodist**
 - P. Mahree
 - **Temple University**
 - A. Iglesias
 - **University of Texas-Austin.**

National Reading Panel



Research was conducted on

- **Developing Literacy in Second-Language Learners:**
- *Report of the National Literacy Panel on Language-Minority Children and Youth*
- Edited by **Diane August**
- *Principal Investigator - Timothy Shanahan*
- *Panel Chair*

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http://www.cal.org/natl-lit-panel/reports/Executive_Summary.pdf