

Does Instruction in Dual versus Transitional Bilingual in K-2nd grade Impact Oral Reading
Fluency Measured by Indicadores Dinámicos del
Éxito en la Lectura (IDEL)?

A Special Project

Presented to

Dr. Robert Smart and Erich Bolz M. Ed.

Heritage University

In Partial Fulfillment

of the Requirement for the Degree of

Master of Education

Olga R. Velazquez

2013

FACULTY APPROVAL

Does Instruction in Dual versus Transitional Bilingual in K-2nd grade Impact Oral Reading
Fluency Measured by Indicadores Dinámicos del
Éxito en la Lectura (IDEL)?

Approved for the Faculty

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ABSTRACT

The project was conducted during the year of 2012-2013 in Rose Wood District, a rural area, located in Rose Wood, Washington. The purpose of this project was to determine if Dual language Education (DLE) students in K- 2nd grade showed more growth in Oral Reading Fluency compared to Transitional bilingual education (TBE) students. Local outcomes suggested students who were in DLE are more likely to be on standard as compared to their Transitional Bilingual Education (TBE) peers. Students who attended these programs demonstrated lower levels of academic proficiency in both languages by second through third grade. The Nonsense Word Fluency (FNS) and Oral Reading Fluency (FLO) measurements in IDEL were used to test all students in both programs. DLE students made greater growth in both measurements compared to their TBE peers.

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CHAPTER 1

Introduction

Background for the Project

Bilingual Education (BLE) has been utilized as a descriptor for instruction when two languages have been present. However, in reality BLE has been “a simple label for a complex phenomenon” with variable factors not limited to the native language of the students (Cazden and Snow, 1990, p. 9).

The program has been defined as additive or subtractive in order to enrich the student’s native language or to replace their native language with the majority language. Bilingual education involves teaching academic content in two languages, in a native and secondary language with varying amounts of each language used in accordance with the program model.

A popular educational-political phrase to ensure children below academic standards in math, reading and other subjects make appropriate educational standard has been referred to as “closing the gap.” This has been typically referred to as a student making more than a year’s growth in a year’s time in a key academic discipline area such as reading or mathematics.

According to Collier and Thomas (2002), “by implementing one-way or two-way dual-language programs, schools can expect one-fifth to one-sixth of the achievement gap for English learners to close each year” (p. 64).

Thomas and Collier (2004) define one-way programs as demographic contexts where only one language group is being schooled through their two languages. One way- dual language programs in the United States are designed for English learners who continue optimum cognitive

development in their first language for example, learning Spanish at the same time that they are learning the curriculum in English. These one-way programs for English learners exist only in demographic contexts where there are few or no native English speakers in the schools. One-way and two-way dual language enrichment models enhance student achievement and close the gap in the second language.

For example, along the U.S. Mexican border, many school districts enroll students mainly of Hispanic-American heritage. Some students are proficient in English, having lost their heritage language. Others are very proficient in Spanish and just beginning to learn English.

Whether it is Spanish or English, the enrichment dual language program brings these students together to teach each other the curriculum through their two heritage languages.

Implementers of one-way programs must make curricular decisions to meet the needs of their student population, so the resulting program design can be quite different from that of a two-program design. But, the basic principles are the same; a minimum of six years of bilingual instruction (with eight years preferable for full gap closure in the second language when there are no English-speaking peers enrolled in the bilingual classes), separation of the two languages instruction, focus on the core academic curriculum, high cognitive demand of grade-level lessons, and collaborative learning in engaging and challenging academic content across the curriculum.

Two-way programs invite the native-English-speaking students to join their bilingual and ELL peers in an integrated bilingual classroom. Two-way classes can and should include all students who wish to enroll, including those who have lost their heritage language and speak

only English. These bilingual classes do not need to enroll exactly 50% of each linguistic group to be classified as two-way, but it helps the process of the second language (L2) acquisition to have an approximate balance of students of each language background (p.2-3).

The question of interest posed by the teacher-researcher was if there was a language model that made the most difference in oral reading fluency?

Statement of the Problem

Models of bilingual instruction are determined by school districts to assist students with English proficiency. The scope of this project is to look at student outcomes, sometimes referred to as gains, from both programs. Specifically, the teacher-researcher is interested in better understanding whether one of the models helps students with oral reading fluency at the elementary grades.

Oral Reading Fluency is defined as the freedom from word identification and problems that might hinder comprehension (Harris & Hodges, 1995). Lack of oral reading fluency is a common characteristic of poor readers but a defining characteristic of good readers. Oral reading fluency is a reliable predictor of reading comprehension, the long term goal in the process of reading mastery (Nathan and Stanovich, 1991).

Purpose of the Project

The purpose of this project is to look at how the bilingual model or philosophy may impact the students' ORF. The project explored oral reading fluency as a proxy to determine the effectiveness of a language program in the primary education. The project also demonstrated how a language program made a difference in reading in primary education. The project sought

to determine whether children receiving Dual Language Education seemed to make greater gains than their peers in Transitional Bilingual Education.

Delimitations

The project examined the oral reading fluency progress of children in kindergarten through mid second grade over one year in the Rose Wood District, located in Washington. The number of children studied was 77 students. The schools that were chosen to participate in this study were School A, School B, School C that implements the Dual Language Education model and School D that implements the Transitional Bilingual program.

Indicadores Dinámicos del Éxito en la Lectura (IDEL) is a research-based assessment that measures the basic early literacy skills of children learning to read in Spanish (University of Oregon, 2014). For this project, students were tested with this assessment instrument regularly to monitor the development of early Spanish literacy skills. Both benchmark and progress monitoring assessments were used to measure student achievement.

According to Bergman (2009), “A standard based assessment is also known as a benchmark test that is customized, and used as a district-wide assessment to measure the achievement of the standards” (p. 3).

Progress monitoring is the scientifically based practice of assessing students’ academic performance on a regular basis for three purposes:

1. To determine whether children are profiting appropriately from the instructional program, including the curriculum;
2. To build more effective programs for the children who do not benefit; and

3. To estimate rates of student improvement. (National Center on Student Progress Monitoring, 2006).

Assumptions

For this project, all students in the sample had the ability to reach benchmark standard, were appropriately instructed in literacy and worked efficiently to reach their reading benchmark, and worked efficiently during their reading instruction.

Another assumption was made that all students answered the progress monitoring tests to the best of their knowledge and ability. The third assumption was assessment instrument was appropriate for their reading level. The fourth assumption was that the teachers at each school and grade are teaching the model with fidelity.

Hypothesis

Dual Language Education (DLE) students will show greater growth over time in Oral Reading Fluency (ORF) compared to their Transitional Bilingual Education (TBE) peers from kindergarten through mid second grade.

Null Hypothesis

There is no measurable difference between either programs of instruction as measured by oral reading fluency.

Significance of the Project

The purpose of the project was to determine whether or not there may be a more effective instructional program as it relates to ORF from kindergarten through mid second grade.

Procedure

For the purpose of the project, the following procedures were implemented:

1. Permission to conduct research and use the data from these assessments in the Rose Wood District.
2. A review of selected literature was conducted in the Rose Wood District, at Heritage University, and in Internet search engines.
3. All students were chosen from DLE and TBE programs.
4. All students were progressed, monitored, and benchmarked from kindergarten to mid second grade.
5. All students were tested by IDEL.
6. All results from the study were evaluated and conclusions were drawn.

Definition of Terms

Dual Language. A form of education in which students are taught literacy and content in two languages.

Transitional Bilingual. An educational approach that states that children can most easily acquire fluency in a second language by first acquiring fluency in their native language.

Indicadores Dinámicos del Éxito en la Lectura. A research-based formative assessment series of measures designed to assess the basic early literacy skills of children learning to read in Spanish.

Oral Reading Fluency. Is a measurement that measures: rate, prosody and accuracy. This is a standardized set of passages and administration procedures designed to (a) identify children

who may need additional instructional support, and (b) monitor progress toward instructional goals.

Acronyms

BICS. Basic Interpersonal Communication Skills

BLE. Bilingual Education

CALP. Cognitive Academic Language Proficiency

DAZE. DIBELS (Oral Reading Fluency measurement- middle school)

DIBELS. Dynamic Indicators of Basic Early Literacy Skills

DLE. Dual Language Education

FLO. Oral Reading Fluency (measurement in Spanish IDEL)

FPS. The Nonsense Word Fluency (measurement in Spanish IDEL)

IDEL. Indicadores Dinámicos del Éxito en la Lectura

L1. Primary Language (Native Language)

L2. Second Language

MSP. Measurements of Student Progress

ORF. Oral Reading Fluency

TBE. Transitional Bilingual Education

TWBE. Two-Way Bilingual Education

CHAPTER 2

Review of Selected Literature

Introduction

According to Maria (2006), “Bilingual Education (BLE) is one of the most controversial topics in the field of education. In simplest terms, bilingual education, whether transitional or maintenance, is an instructional approach that uses the child’s native language (L1) to make instruction meaningful” (p. 123).

Teachers have long known that having students learn to process written text fluently, with appropriate rate, accuracy, and expression, making reading sound like language (Stahl and Kuhn, 2002), is important in the overall development of reading proficiency.

The literature review sought to facilitate the evolution of the development of, efficacy of, and deployment and philosophical underpinnings behind the two most common approaches to contemporary BLE, namely DLE and TBE. A comprehensive review of literature suggested how effective models focused on the quality of the program implementation, and on language rather than other variables for academic success.

Models

During forty years of research the literature on immersive bilingual education has produced an array of descriptions, analyses and models. May (2008), synthesized them into meaningful categories that highlight broad agreements among researchers. The first general rule was that programs have been defined as either subtractive or additive. A program was considered subtractive if it promoted monolingual learning in the dominant language, either by losing or

replacing one language with another. A program was considered additive if it promoted bilingualism and bi-literacy over a long term, usually by adding another language to the student's existing repertoire (as cited in Pacific Policy Research Center, 2010, p. 3).

According to Carolyn (2004), for decades, research on the effects of bilingual education programs have yielded often conflicting findings, serving as fodder to support or to contest varying points of view. Proponents of BLE recommend that the utilization of the student's native language (L1), be a vehicle toward academic and linguistic development in English. English Language Development (ELD) was formally introduced in kindergarten and has been a foundational component at each grade level. Opponents note that English is best learned through immersion in an English-language environment without supports in L1 or with minimal L1 instructions (p. 357).

Consequently, Two-Way Bilingual Education (TWBE) programs have sought to facilitate the development of the second language (L2) skills while maintaining the native language (L1) skills and enhancing cultural integrity of students from both the minority-and majority-language groups. These programs have attributed to important roles in L1 and L2, respectively, as well as those influenced by Cummins' (1993) Interdependence Hypothesis, which purports that (a) there has been a transfer of knowledge, skills and processes across languages, (b) the development of L1 literacy skills facilitates the acquisition of academic skills in the L2, and, hence, (c) proficiency in L2 is a function of the level of L1 proficiency at the time when instruction in L2 begins.

The controversy about bilingual education centers on the role of L1 instruction, asking

whether English language learners should receive instruction in English only, or until they are able to comprehend English. Schools have continued to develop their ELLs L1 skills even after they have become proficient English speakers (Lopez and Tashakkori, 2006, p.123).

For example, in a two-year study, Carlisle and Beeman (2000) found that on English academic assessments children who were taught in Spanish did as well as the children who were taught in English, suggesting that instruction in L1 does not hinder L2 proficiency. Additionally, the students taught in Spanish demonstrated superior Spanish composition and reading comprehension skills.

Transitional Bilingual Program

Transitional bilingual programs are taught in the child's native language at first, but the aim is clearly not bilingualism or bi-literacy. The aim of a transitional bilingual program is eventual monolingual teaching and learning, usually in the dominant language (Pacific Policy Research Center, 2010). Given certain circumstances—the district's needs and the demographics of the area—it makes sense for a district to implement sheltered TBE programs.

Dual Immersion Model

Immersion programs have become very popular in the United States. There are three main types of immersion programs: total, partial, and two-way immersion. Immersion programs are also referred to as bilingual immersion, two-way bilingual, and two-way dual immersion bilingual.

According to Christian (1997), two-way immersion programs “integrate language-minority students and language-majority students in the same classroom with the goal of

academic excellence and bilingual proficiency for both student groups.” Two-way immersion programs share three characteristics:

1. Instruction in two languages.
2. Learning one language at a time.
3. Peer-to-peer facilitated language sharing. (as cited in Pacific Policy Research Center, 2010, p. 2).

A classic definition of bilingual education is provided by Andersson and Boyer and Southwest Educational Development Laboratory:

“Bilingual education is instruction in two languages and the use of those two languages as mediums of instruction for any part, or all, of the school curriculum”
(as cited in Pacific Policy Research Center, 2010, p. 2).

Characteristics of Effective Bilingual Education programs

Bilingual education programs recognize and build upon the knowledge and skills children bring to school. They are designed to be linguistically, culturally, and developmentally appropriate for the students and have the following characteristics:

1. High expectations for students and clear programmatic goals.
2. A curriculum that is comparable to the material covered in the English-only-classroom.
3. Instruction through the native language for subject matter.
4. An English-language development component.
5. Multicultural instruction that recognizes and incorporates students’ home cultures.

6. Administrative and instructional staff and community support for the program.
7. Appropriately trained personnel.
8. Adequate resources and linguistically, culturally, and developmentally appropriate materials.
9. Frequent and appropriate monitoring of student performance.
10. Parental and family involvement (Bilingual Education: Need for Bilingual Education, Benefits of Bilingualism and Theoretical Foundations of Bilingual Education, n.d.).

Enrichment / Remedial models

Enrichment dual language schooling closes the academic achievement gap in L2 and in first language (L1) students initially below grade level, and for all categories of students participating in this program. This is the only program for English learners that fully closes the gap: in contrast, remedial models only partially close the gap. The achievement gap is referred to the observed, persistent disparity on a number of educational measures between the performance of groups of students. Enrichment models have shown that English language learners fully close the achievement gap in reading, mathematics and other core studies when they are fully immersed in these programs. Of students who have left their remedial program and have joined the curricular mainstream, the typical result at best has been that they make one year's progress each school year (just as typical native English speakers do), thus maintaining but not further closing the gap. Often, the gap widens again as the students move into cognitive challenges in their secondary years, where they begin to make less than one year's progress per year. These remedial

programs may provide ELLs with important support for one to four years. But researchers have found that even four years is not enough time to fully close the gap. Furthermore, if students are isolated from the curricular mainstream for many years, they are likely to lose ground to those in the instructional mainstream, who are constantly moving ahead. To catch up to their peers, students below grade level must make more than one year's progress every year to eventually close the gap. (Collier & Thomas, 2004, p. 1- 2)

Goal of Enrichment Programs

The goal for an enrichment program, just as for a maintenance program, has been and still is to promote bilingualism and bi-literacy for individual students while maintaining the minority language in the community. The program focuses on teaching students academic proficiency through the medium of a second language, whereby literacy in the second language can be attained.

Program Implementation

Collier and Thomas (2004) study found that the important principles of DLE include:

- A minimum of six years of bilingual instruction with English learners not segregated
- A focus on core academic curriculum
- High quality language arts instruction in both languages and the separation of the two languages
- The use of the non-English language at least 50 percent of the instructional time and as much as 90 percent in the early grades
- Last but not least, the implementation of collaborative and interactive teaching strategies (p. 13).

The implementation of any program is crucial for the program's success.

Collier and Thomas (2004) also found that how the program is implemented can influence the rate at which English learners close the gap. The principal plays an important part of making this model happen. Thus a crucial component of this school reform is an active and committed principal who hires qualified teachers and plans collaboratively with staff, providing for ongoing staff development and planning time. The principal also must help to create community partnerships and must oversee program implementation and the ongoing evaluation of the program, including student performance on tests. The quality of and fidelity to these implementation characteristics can lead to significant differences in student achievement (p. 13).

In the transitional bilingual model the program varies in instructional practice, curriculum design, professional development, and program implementation. The program designed to begin with the ELL students learning all the content in their first native language and making the transfer by half-way through their third year in ELL into English. Teachers are encouraged to help those students in English. Students' native language is no longer used. Students are mainstreamed into English classrooms. Students who continue struggling in the English content are provided with English as a Second Language classes.

Research Evidence on Effective Programs that Lead to Student Achievement

The early studies of bilingualism and the effectiveness of BLE have shown that when instruction was provided to all students in both languages, students became proficient in both languages.

Lindholm-Leary (2001) found that as English speakers developed proficiency in Spanish,

their English also improved, and that as Spanish speakers gained proficiency in English, their Spanish also improved. In other words, both groups made gains in both languages (as cited in Baker, 1995, p.1).

The program developed by Saunders and Goldenberg (Saunders, 1999; Saunders and Goldenberg, 1999) was a three-year transitional program implemented in grades three to five. (Grade three is explicitly considered a pre-transition year, grade four is Transition I, and grade five is Transition II.) The three-year design presumed that students who received effective language arts instruction through grade two and a coherent program of language arts instruction from grades three to five were more prepared in their primary language.

According to August (2002), “The pre-transition component is designed to emphasize the fundamental role Spanish reading and writing and oral English development that precedes transition. The goal of the pre-transition component is to have all students performing at grade level in Spanish reading and writing, and at the speech emergence level (able to converse or higher by the end of third grade. The concept of Transition I and II was designed to make explicit the need for a concrete transition program of serious substance and duration. By the end of Transition I (fourth grade), students are expected to decode and demonstrate basic understanding of grade-appropriate material and achieve intermediate fluency in oral English language appropriate to participate actively in academically oriented discussions. Students should continue to demonstrate grade level Spanish reading and writing proficiency. Likewise, by the end of Transition II (fifth grade), students would have been decoding and comprehending grade-level material in English and would have been ready to enter a mainstream classroom.

During Transition II, language arts instruction was provided exclusively in English” (p. 15).

While some teachers and parents believe that in order to succeed academically in the U.S. all children must learn English as quickly as possible, research demonstrates just the opposite. In fact, evidence suggests that children who continue to learn academic concepts in their native language while gradually learning English outperform academically and socially children who are immersed in English-only programs (Chang, Restrepo and Kruth, 2003).

Effective Programs with these Components

Two-way dual-language programs educate English learners and native English speakers together, combining the instructional advantages of both types of one-way programs. Research suggests that effective two-way dual-language programs provide:

- A minimum of six years of bilingual instruction
- A focus on the core academic curriculum rather than a watered- down version
- High-quality language arts instruction in both languages, integrated into thematic units
- Separation of the two languages for instruction (no translation and no repeated lesson in the other language)
- Use of the non-English language for at least 50 percent of the instructional time and as much as 90 percent in the early grades
- An additive (that is, adding a new language at no cost to students’ first language) bilingual environment that has full support of school administrators, teachers, and parents
- Promotion of positive interdependence among peers and between teachers and students
- High- quality instructional personnel, proficient in the language of instruction
- Active parent-school partnerships (Howard and Christian, 2002; Lindholm- Leary, 2001; Thomas and Collier, 2002).

Attributes of an Effective Transitional Bilingual Program

Numerous studies on transitional programs for English language learners (Calderon, 1998; Gersten, 1996; Goldenberg, 1999; Saunders, 1999) suggest three important points:

- Articulation and Coordination within and between schools: Effective transition programs are characterized by a smooth transition between levels of language development classes (e.g., between content-based ESL and sheltered instruction) and coordination and articulation between special second-language programs and other school programs, as well as between levels of schooling.
- Development of the native language prior to transition to English and respect for cultural diversity.
- Interventions that combine a variety of approaches explicit skills instruction and student-directed and cooperative work

Saunders (1999), notes that one premise that undergirds their successful in a transition program is that it addresses “both meaning and skills, promotes both high-level thinking and appropriate drill and practices and provides complementary portions of student- and teacher-centeredness” (p. 17).

Effective Practice

Baker (2001) found “that in many states— especially in Texas, New Mexico, New York, California, Illinois, and the Washington, D. C., metropolitan area—active dual-language programs are providing win-win advantages for all students. English language learners have taken advantage of greater opportunities to make faster-than-average progress on grade-level instruction that has not been simplified. At the same time, native English speakers in active dual language programs who have been on grade level are also exceeding the achievements of their monolingual educated peers. Because of the cognitive stimulus of schooling in two languages, which leads to enhanced creativity and analytical thinking, native English speakers who were lagging behind academically received the accelerated instruction necessary to help them close their achievement gap. Student groups in dual-language classes benefit from

meaningful, challenging, and accelerated—not remedial—instruction” (p. 61).

Collier and Thomas (2004) suggests that Dual language enrichment models consist of the curricular mainstream taught through two languages. Teachers in these bilingual classes create the cognitive challenge through thematic units of the core academic curriculum, focused on real-world problem solving. The research suggests that students make more than one year’s progress every year, in both languages in this model. With no translation and no repeated lessons in L1, separation of the two languages is a key component of this model. Peer teaching and teachers using cooperative learning strategies to capitalize on this effect serve as important stimuli for the cognitive challenge. Both one-way and two-way enrichment bilingual programs have this power (p. 2).

In the Transitional Bilingual model a variety of instructional strategies are used. In the next section the strategies will be described.

Use of Strategies to Make Instruction Comprehensible for ELLs

Gersten (1996) and Saunders (1999) suggests several strategies to help make instruction comprehensible to English language learners: adjusting the level of English vocabulary and structure so it is appropriate for the students given their current level of proficiency in English; using explicit discourse markers such as “first” and next;” calling attention to the language in the course of using it; using the language in ways that reveal its structure; providing explicit discussion of vocabulary and structure; explaining and, in some cases, demonstrating what students will be doing or experiencing; providing students with appropriate background knowledge; building on students’ previous knowledge and

understanding to establish a connection between personal experience and the subject matter they are learning; and using manipulative, pictures, objects and film related to the subject matter (p. 17).

Opportunities for Practice

Giving students the time they need to develop adequate English skills before entering mainstream classrooms is crucial to any program. In the program developed by Saunders and Goldenberg (1999), students were enrolled in two years of transitional programming rather than the three-six month district-sponsored program that it replaced.

In addition, effective teachers created opportunities for extended dialogue to enhance English acquisition and learning. Gersten (1996) notes that effective teachers use questions that press students to clarify or expand on initial statements, as well as encourage students to participate in conversations. Recently, a good deal of attention has been paid to instructional conversations-discussion-based lessons that focus on an idea or concept that has both educational value and meaning and relevance for students (Saunders and Goldenberg, 1999). The teacher encourages students to express their ideas either orally or in writing and guides them to increasingly sophisticated levels of understanding. Saunders and Goldenberg found that students who have opportunities to use language to elaborate and develop ideas in writing and discussion outperform their peers who do not.

Integration of Reading, Writing and Oral Language Development.

Menyuk (1999) asserts that oral language development must occur both independently of

reading and writing development: What happens in the classroom-in terms of oral language interactions, and classroom, school communication between teachers and students can also affect language development, and by extension, affect development of reading and writing (p. 24).

In the study of effective transitional programs, Saunders and Goldenberg (1999) integrate reading, writing (literature logs and culminating writing projects), and oral language (instructional conversations) in the study of literature: Discussions set up writing assignments, and writings inform subsequent discussions throughout the course of the literature unit. Writing is an individual opportunity to teach students to think about, interpret and articulate ideas about related experiences. Discussions provide a social opportunity for students and teacher to collaboratively build more elaborate and sophisticated understandings.

Building on Prior Knowledge and Experience

Gersten (1996) noted that in effective programs, teachers develop relevant background knowledge by assessing whether students have background knowledge, building key vocabulary words and concepts, using consistent language, and incorporating students' primary language in a meaningful way (p. 30).

Parental Involvement.

The parents of ELL children may also not be proficient in English, or their native language. Parents who are literate in their native language, however, should be encouraged to use that language with their children in both conversations and literacy-related activities (Delgado-Gaitan, 1990).

Additional Services

According to Diane (2002), “Newcomers are placed in standard transitional programs. However, these students would likely benefit more from additional services geared toward their special needs. Besides transitional programs, English language development, and access to content knowledge appropriate to the level of knowledge with which they arrive, students should be introduced to the school, educational system, community, and American culture and society” (p. 20).

Assessments

As with any assessment in a program, the key is to determine whether students have made progress. For this purpose it is necessary to identify instruments that are standardized and efficient and supported by research to verify their validity and reliability. According to the University of Oregon, (2014) Indicadores Dinámicos del Éxito en la Lectura (IDEL) is a research based formative assessment series of measures designed to assess the basic early literacy skills of children learning to read in Spanish. All the IDEL measures are standardized, brief, individually administered, and can be used to regularly monitor the development of early Spanish literacy skills. IDEL is a screening tool that includes instructional recommendations and benchmark goals. It provides teachers with information on student skills in the core components of beginning reading: phonological awareness, the alphabetic principle, accuracy and fluency reading connected text, vocabulary and comprehension. (UO DIBELS Data System section, para.1).

Summary

The purpose of this literature review was to understand the effective characteristics of DLE and TBE programs. The literature review discussed the ways two specific bilingual models, DLE and TBE assist students in learning their native language (L1) their second language (L2). The literature identified the key characteristics of the aforementioned models and how students' best attain practice opportunities in the second language in each model.

The chapter also discussed how IDEL is a research-based formative assessment that measures the basic early literacy skills of children learning to read in Spanish. IDEL is also a screening tool that measures oral reading fluency. The focus of the teacher-researcher was to gather student data on how DLE students performed in ORF contrasted with the performance of their TBE peers in Rosewood School District. The intent of the teacher-researcher was to provide the Rosewood School District information that might contribute to the selection of a TBE or DLE model based upon the likelihood of student success in oral reading fluency measured by IDEL.

CHAPTER 3

Methodology and Treatment of Data

Introduction

The purpose of this project was to determine if a model of bilingual instruction (Dual or non-dual) made a difference in students' reading fluency scores (ORF) as measured by IDEL from kindergarten to mid second grade. Did language instructional models make a difference? The teacher-researcher sought to understand if a model made a difference in how students performed in ORF and how each model contributed to the growth in ORF measured by IDEL.

Methodology

The method the teacher-researcher chose to utilize was an action research. According to Gay, Mills and Airasian (2009), “The purpose of action research is to provide teacher researchers with a method for solving everyday problems in schools so that they may improve both student learning and teacher effectiveness. Action research is largely about developing the professional disposition of teachers, that is encouraging teachers to be continuous learners-in their classrooms and of their practice. In conducting research in their own classrooms and schools, teachers have the opportunity to model for students not only the skills needed for effective learning but also curiosity and an excitement about gaining new knowledge” (p. 486).

After obtaining permission from the school district, the teacher-researcher obtained data. The data specialists assisted the teacher-researcher in this organization. The school district features three DLE schools and one transitional school; all of these schools have similar student

demographic factors and were chosen for the inclusion in the teacher-researcher's action research project. The researcher matched a group of Dual students to Transitional students. The teacher-researcher was interested in controlling one the demographic variables-the percentage of free and reduced meals. The schools are similar in this percentage. This variable was chosen to ensure reasonable comparability because all the students in the project began in DLE or TBE. The project analyzed and interpreted the data from these students who began in kindergarten through mid second grade.

The next question the teacher-researcher analyzed was how to determine which bilingual model was more effective. The teacher-researcher analyzed both the BLE and TBE models chosen for the project. Some of the key factors were: sample size, duration, treatment period, comparability of schools, confounding variables, and fidelity. Student data also help determined how much progress the students made in their ORF and how each program contributed to the effectiveness of the implementation of their program.

Assessment Data

The students selected for the project were continuously enrolled from elementary through middle school. The actual sample included data from 77 students. The students were demographically consistent with the schools free or reduced price rates between all four schools. The teacher-researcher used one district's data to complete a retrospective analysis for the sample.

Students who were chosen were enrolled from kindergarten through mid second grade in

one of these bilingual programs for the project. The teacher-researcher excluded any student who was not continuously enrolled in the school district.

Instruments

The assessment that the teacher-researcher used for the project was IDEL. This assessment is a valid and reliable formative assessment that measures the basic early literacy skills of children learning to read in Spanish. IDEL is a standardized test that is used to regularly monitor the development of early Spanish literacy skills. Both benchmark and progress monitoring materials were used when analyzing the student's scores.

IDEL is a screening tool that provides the teacher with information on student skills in the core components of beginning reading including: phonological awareness, the alphabetic principle, accuracy, fluency reading connected to text, vocabulary and comprehension.

IDEL measures:

- (FNL) Fluency in Letter Names
- (FSF) Fluency in segmenting the phonemes
- (FPS) Fluency in non- sense words
- (FLO) Fluency in Oral Reading
- (FRO) Fluency in Retell
- (FUP) Fluency in use of words

The scores for Fluency in Nonsense Words (FPS) were measured by students beginning in kindergarten to mid second grade. The data gathering device that was used to measure fluency in the students reading was the Fluency in Oral Reading (FLO). Students were measured from fall to spring benchmarks. Students' learning growth was measured by IDEL

benchmarks between fall and spring.

Design

Within each method there is a variety of designs. According to Mills, Geoffrey and Action Research (2007), “the dialectic action research spiral is viewed as identifying an area of focus, collecting the data, analyzing and interpreting the data, and then developing an action plan” (p. 20). The teacher-researcher used this action research spiral for the organization of the project.

The teacher-researcher took time to identify a meaningful engaging question or problem to investigate. One technique that helped the teacher-researcher identify the problem for the project was to identify the area of focus that needed change and improvement. Thus, leading to the area of focus in ORF. The data collected for the action research by the teacher-researcher contributed to the understanding and resolution of the problem.

According to Mills, Geoffrey and Action Research (2007), “as the name suggests, action research is action oriented, and it is directed toward both understanding and improving practice. Thus the last step in the research process is deciding what steps, if any, need to be taken to alter or improve practice. Often action research leads to new questions to examine, thus forging new forms of understanding and deeper insights in practice” (p.492-493).

Procedure

The teacher-researcher sought to determine if a model of bilingual instruction such as DLE or TBE made a difference in students' oral reading fluency scores as measured by IDEL

over a three year period.

Data for the project was drawn from district-level data, which was annually collected to meet state reporting requirements. This information was entered into a database. The database contained individual assessment data for each student for each year the student remained in the program.

Based on the data, the following analyses were carried out for the research question. A substantial number of relevant articles from the Internet and online libraries were analyzed. The research can be found in chapter 2. The teacher-researcher also gathered the student's reading scores from the IDEL measurements as indicators for ORF. These tests were administered regularly and also benchmarked from Fall to Spring.

The data from these assessments were tabulated and graphed into Excel spreadsheets. Each student's mean score was calculated. The two IDEL measurements that were analyzed were the Nonsense Word Fluency and the Oral Reading Fluency from kindergarten to mid second grade.

Treatment of the Data

The raw data that was analyzed in the case study was substantially consistent with district data over the past ten years. The data that was provided to the teacher-researcher did not have any personally identifiable information. The data was kept in a locked file cabinet solely for the purpose of the project.

The data system that was designed by the district's data specialists is used to evaluate and

analyze each student's growth in all areas of reading especially DIBELS and IDEL for all students in language programs within the school district.

Summary

The chapter provided an overview of the research methodology. It discussed how the researcher chose the participants for the study. What type of assessment was used and how the method of design helped the teacher-researcher choose an area of focus that aligned with the research question. It also described the procedure and how the collection of data was analyzed over the past ten years.

The project sought to understand how using ORF could demonstrate student growth measured by IDEL in BLE and TBE. The teacher-researcher also assembled the data and limited the IDELS data to oral reading fluency. The teacher-researcher calculated the mean scores and discussed these statistics in chapter 4.

CHAPTER 4

Analysis of the Data

Introduction

School districts are concerned with developing a program to meet the needs of their bilingual students. This project looked at the differences in DLE and TBE as it relates to oral reading fluency. In the Rose Wood School District, both program philosophies are in place so this allowed the teacher-researcher to examine any potential student achievement data that may illuminate program efficacy as it is limited to oral reading fluency.

Description of the Environment

The project was delimited to a group of students who began in kindergarten and were continually enrolled in a bilingual program through their mid second grade year. This study took place in the Rose Wood school district located in Washington. The project was conducted during the 2012-13 school year with 77 students. The data from the schools that were chosen include three DLE schools and one TBE school. Of the three DLE schools in Rose Wood, School 1A has implemented the program faithfully for more than 10 years. School 2A and School 3A have less than 5 years in the program. The length of time with the program may be a variable. For example, schools that are more familiar with one program or another may teach it more effectively and possibly with more fidelity.

The reading measurement that was used to collect student data in Spanish reading was IDEL. The two components that were measured in IDEL were the NWF and ORF. Each student

participated in the study by being progress monitored regularly. Each student was assessed three times during the year from fall, winter and spring.

Hypothesis/ Research Question

Does a model of bilingual instruction (BLE or TBE) make a difference in ORF as measured by Indicadores Dinámicos del Éxito en la Lectura (IDEL)?

Null Hypotheses

Regardless of program, students did not show a difference in ORF scores.

Results of the Study

The results of the study shows the average scores of students who participated in the assessment of NWF from kindergarten to mid second grade. In this study 77 students were matched from both a DLE school to a TBE school. Of those 77 students in the study the graph demonstrates students who were continuously enrolled in both programs from kindergarten to mid second grade.

Figure 1 shows the results of how Dual kindergarten students reached and surpassed the 35 benchmark for spring in NWF. It also shows growth in first grade. The benchmark for spring is 90. Students in DLE were at 141 by the end of spring. The DLE students made 68% growth compared to the TBE students. The TBE students reached their kindergarten spring benchmark but did not make substantial growth at the end of first grade. The students reached a benchmark of 73% measured by IDEL.

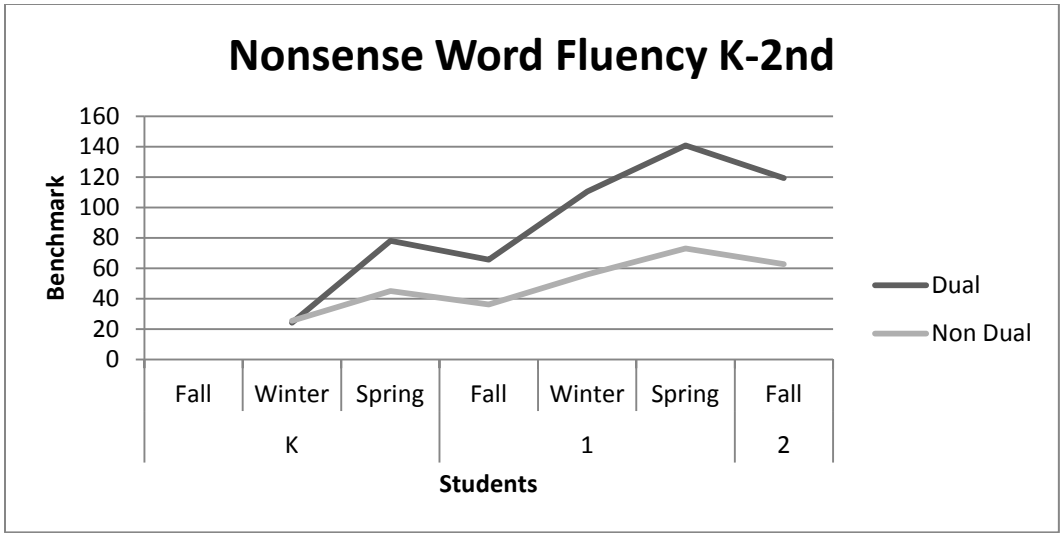


Figure 1. Nonsense Word Fluency from kindergarten to second grade.

See Figure 2. The next measurement of IDEL that was administered to this same group of students was ORF. Students began testing in this component in the winter of first grade. All schools have testing protocols that occur at the same time in the year. Students in the DLE made growth at the end of spring with a benchmark of 55 compared to the TBE students that scored a 36 benchmark. The benchmark for the spring of first grade is 40.

Students in Dual made 17 % more growth in Oral Reading Fluency than the TBE students in first grade. By mid second grade DLE students almost reached a benchmark of 65. DLE students were at a 56 and TBE students were at a 42. DLE students made 14% more growth in second grade than their TBE peers.

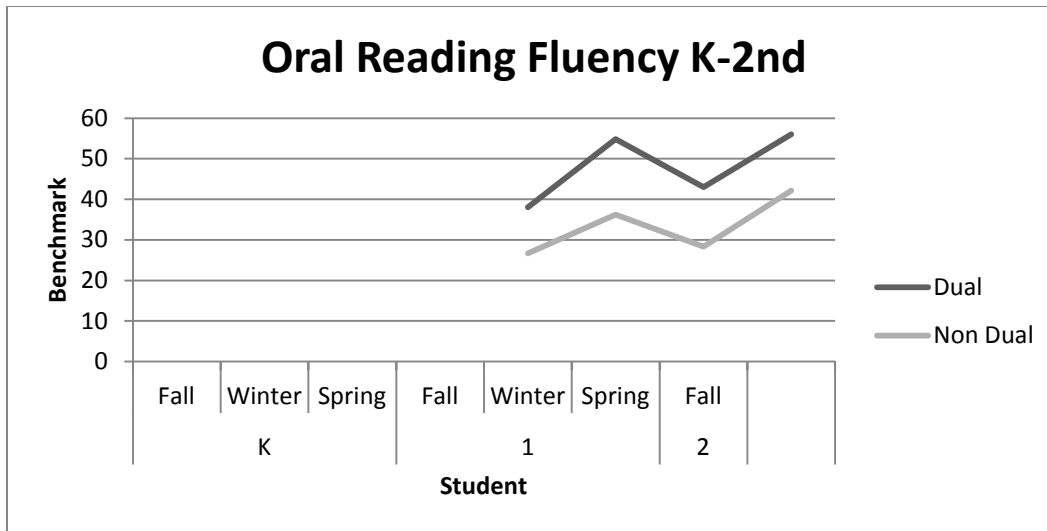


Figure 2. Oral Reading Fluency in K-2nd from Fall to Spring.

A key factor in determining how these four schools were comparable to one another was the free-reduced price meals.

The schools, as it relates to the components in Figure 3, appear to be fairly similar. All schools have free-reduced price meals, special education programs, transitional bilingual programs and race/ethnicity. The only difference is the percentage of ethnicity in School 1A compared to all the schools in the project. The Hispanic ethnicity is 68%.

School 1A is the highest in the free -reduced-price meals with 73%. This school has a higher percentage of students living in poverty. This school has one of the highest in special education with 31% of students in the district with special needs children. This school is a magnet school.

A magnet school is a free public elementary and secondary public school that is operated

by the school district or a consortium of districts. It serves all students including English learners as well as students receiving Special Education services (“Magnet Schools of America,” 2013).

It has added an additional special education class to meet the needs of all the students. The TBE is also the highest with 37%. Although the school is a new, the Dual language school has students who have entered the school earlier and are transitioning out of the Transitional Bilingual program. The chart demonstrates the comparability of these DLE schools in comparison to the TBE school. The schools are reasonably similar in these variables.

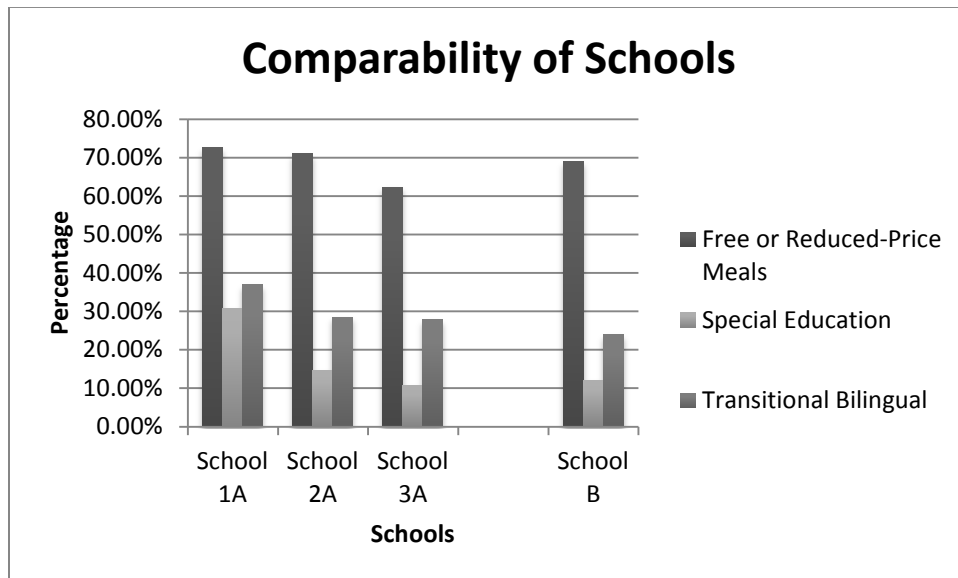


Figure 3. The comparability of the DLE schools and TBE school.

The following chart makes a comparison between the DLE schools in race/ethnicity and the TBE School (School B). The chart demonstrates that School 1A has a higher percentage of Hispanic students compared to School 2A, 3A and School B. School 1A is 68% because of it’s

school boundaries. It is important to understand that school 1A is located in a high needs area and most of the population in this area are Hispanic families. See Figure 4.

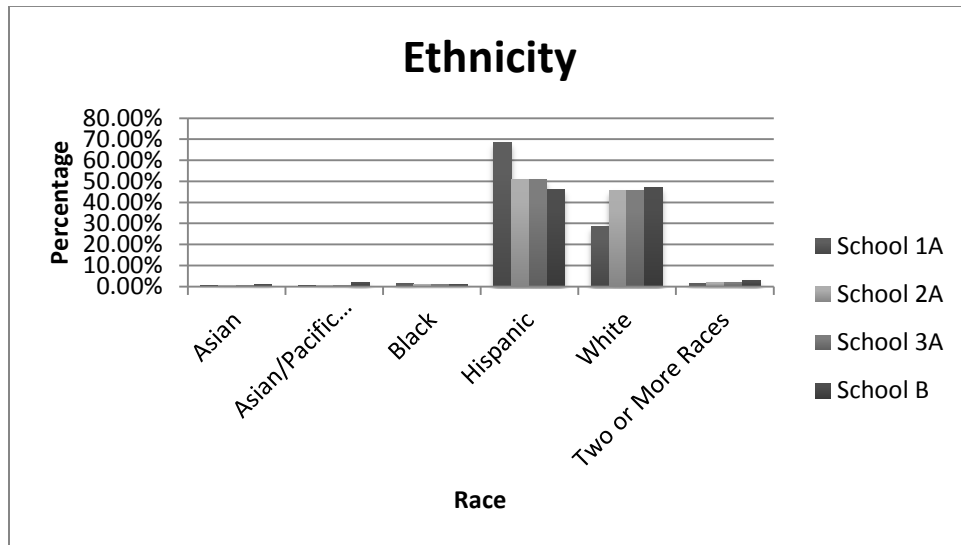


Figure 4. The percentage differences in ethnicity in these schools.

See Figure 5. The three schools’ averages are compared to the TBE School (School B). All four schools are very similar in school demographics. The only confounding variable is that School B has more white students than the three DLE schools because of the significant growth of white families living in and around the school’s boundary.

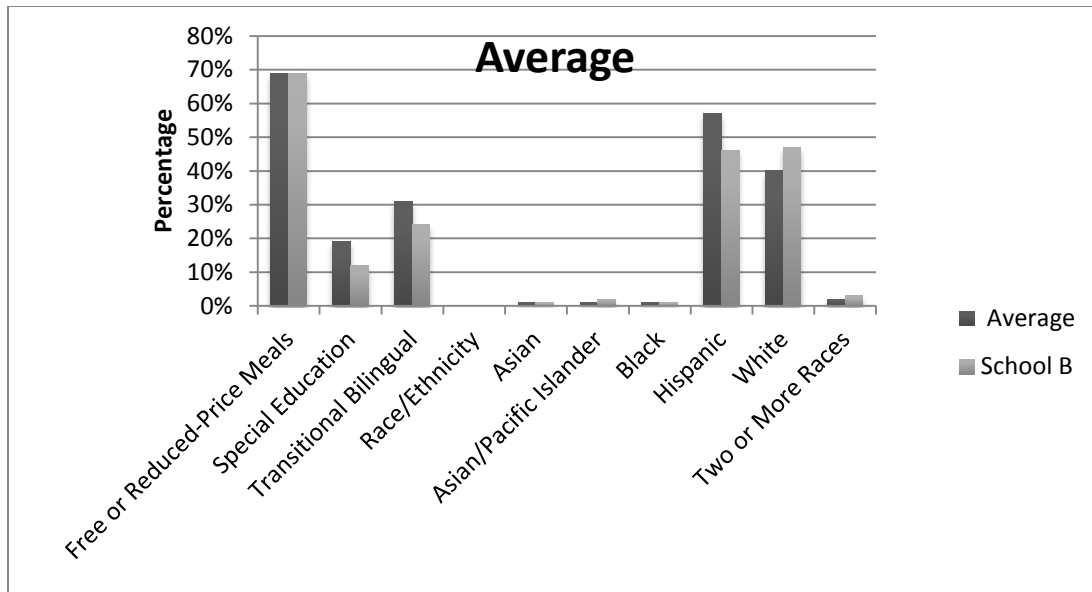


Figure 5. The average of the DLE schools in comparison to the TBE school.

In this section the teacher-researcher looked at whether or not these schools are similar. Also, how the third grade students scored in ORF in both models. See Figure 6. The chart demonstrates a snapshot of the third- grade assessment for ORF in English. Non-Dual students in the spring were at 108 compared to DLE students that scored 105 in DIBELS. In third grade students are no longer tested in their primary language. All reading assessments are administered in English.

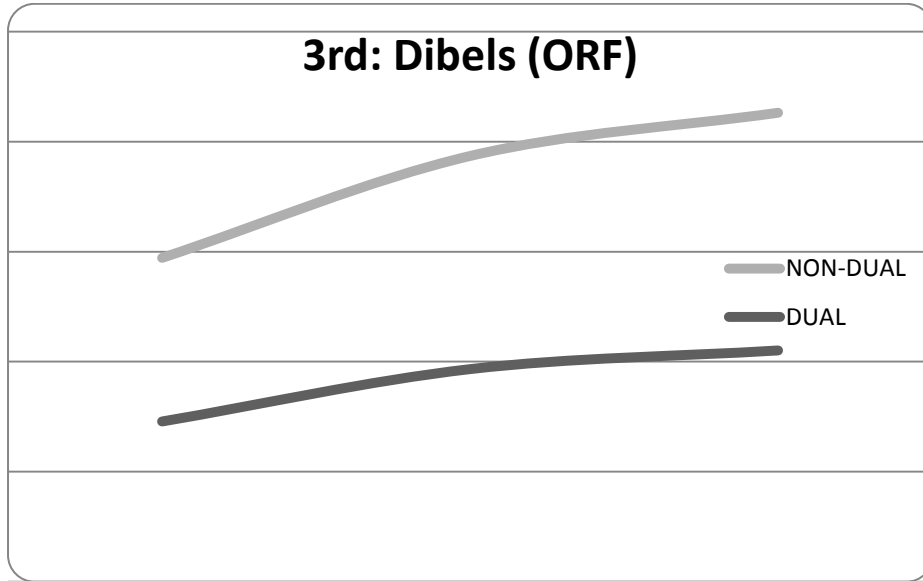


Figure 6. Third grade assessment in Oral Reading Fluency.

It appears that there is little difference in both DLE and TBE in DIBELS and ORF. Students in both programs demonstrate similar growth in English reading. This indicates that students who are continuously enrolled in either program and whose first language is Spanish continue to make the same growth in their second language as their monolingual classmates.

Table 1
DIBELS DORF

3 rd grade	Fall	Winter	Spring
DUAL	73	97	105
NON-DUAL	74	97	108

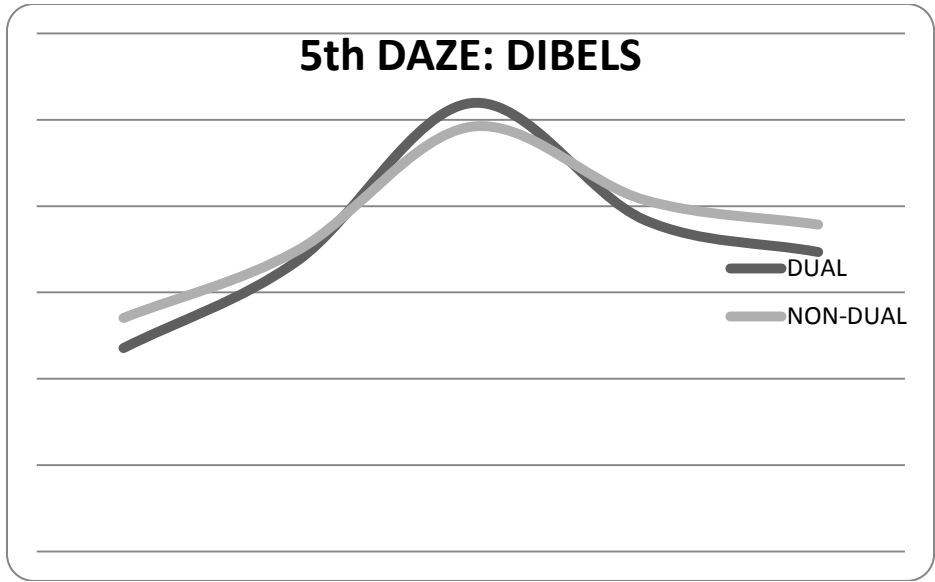


Figure 7. DIBEL assessment in ORF.

See Figure 7. The graph shows that DAZE is another DIBEL measure that is used to test whole group oral reading fluency. The results show that both Dual and Non-Dual are very similar.

Table 2
DIBELS DAZE

	4 th grade			5 th grade	
	Fall	Winter	Spring	Fall	Winter
DUAL	12	17	26	19	17
NON-DUAL	14	17	25	20	19

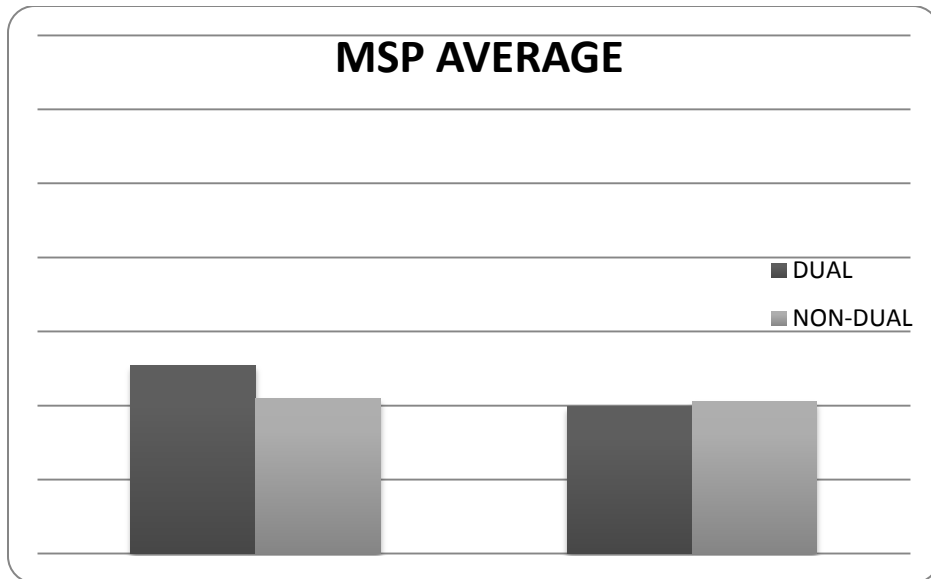


Figure 8. State Assessment in third and fourth grade.

See Figure 8. The chart describes how TBE and DLE both reached benchmark for the MSP in third and fourth grade.

Table 3
MSP AVERAGE SCORES

	3 rd grade	4 th grade
DUAL	405	400
NON-DUAL	401	400

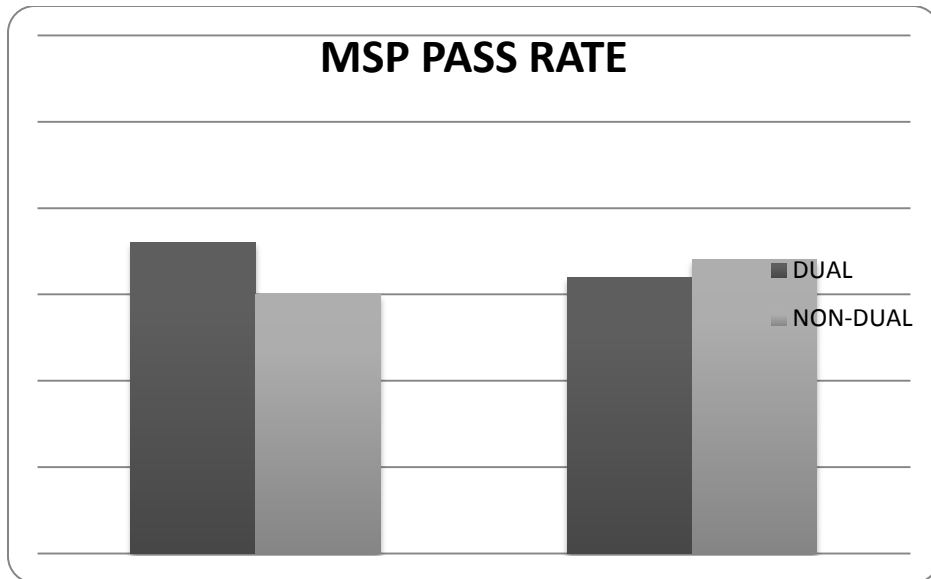


Figure 9. MSP passing rate.

See Figure 9. The bar graph demonstrates how students in both third and fourth grade were very similar in percentages when passing the MSP. There was no substantial difference.

Table 4
MSP PASS RATE

	3 rd grade	4 th grade
DUAL	58	56
NON-DUAL	55	57

The following charts demonstrate how these students scored in middle school.

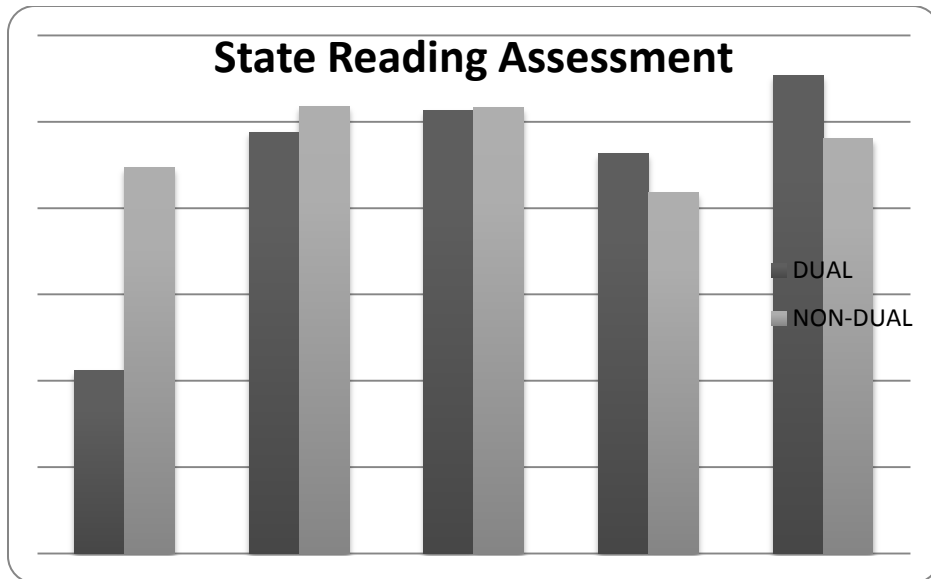


Figure 10. State Reading Assessment.

See Figure 10. This demonstrates how students performed from third grade to seventh grade. There was a decrease in third DLE compared to TBE. As time progressed fourth and fifth grade become very similar in both programs. Then as time continued, there was a decrease from fifth to sixth grade. But by seventh grade, DLE students demonstrated a higher level of student growth than TBE students.

Table 5
AVERAGE STATE READING ASSESSMENT SCORES

	3 rd grade	4 th grade	5 th grade	6 th grade	7 th grade
DUAL	391	404	406	403	408
NON-DUAL	402	406	406	401	404

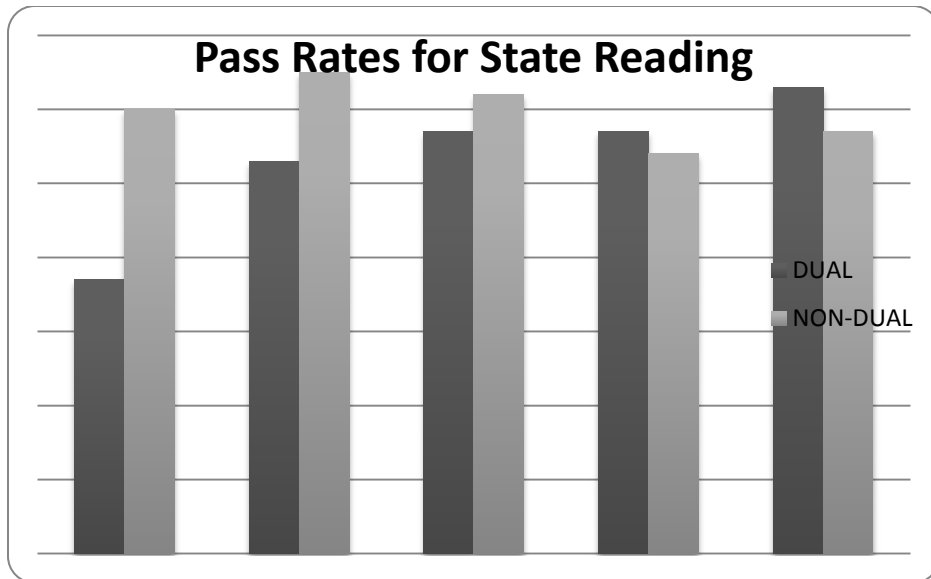


Figure 11. State Assessment pass rate for reading.

See Figure 11. The chart demonstrates that DLE students are making a transition from their primary language to their second language in third to fourth grade in reading. Students are gradually making growth in fifth and sixth grade. But by seventh grade, students have passed the TBE students and have demonstrated growth in their second language reading state assessment.

Table 6
PASS RATES FOR STATE READING ASSESSMENTS

	3 rd grade	4 th grade	5 th grade	6 th grade	7 th grade
DUAL	37	53	57	57	63
NON-DUAL	60	65	62	54	57

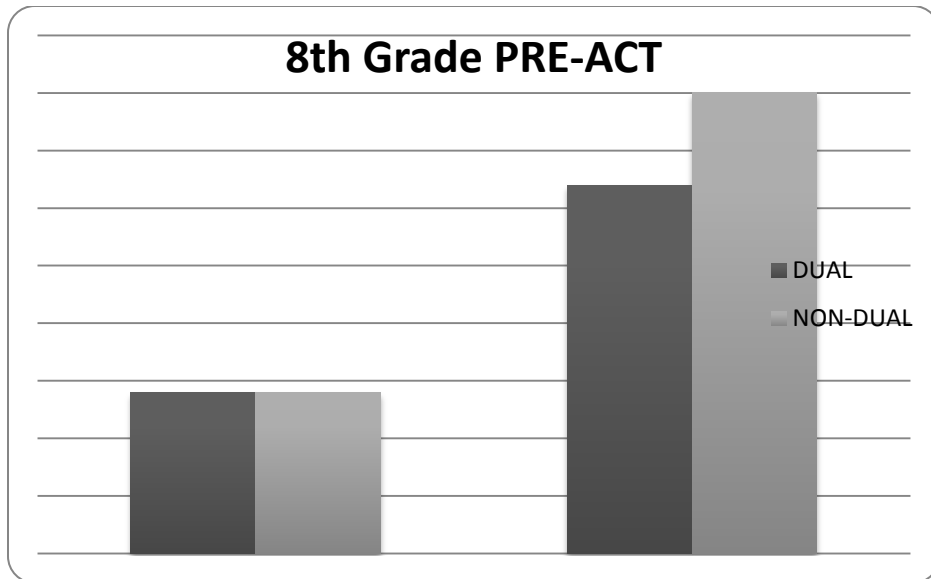


Figure 12. PRE-ACT in eighth grade.

See Figure 12. The chart demonstrates that Dual programs are supporting the students to meet their target on the MSP (State Assessment).

Table 7
8th GRADE PRE-ACT EXPLORE

	Average Score	Percent Meeting Target
DUAL	14	32
NON-DUAL	14	40

Conclusions and Implications for Future Research

Given the analysis of the data, students who were continuously enrolled in both programs demonstrated that from kindergarten to mid second grade students in DLE showed differences in Nonsense Word Fluency compared to TBE students. Also DLE students who were assessed in ORF made very similar growth to TBE students.

When reviewing the hypothesis, determining how DLE students compare to TBE students in Oral Reading Fluency from kindergarten to mid second grade did not show greater growth than their peers.

The null hypothesis, suggests that there was no statistically substantial difference between the models as measured by Oral Reading Fluency (ORF).

Discussion

This project was limited to an analysis of student assessment data from a group of student from kindergarten to mid second grade in Rose Wood School District, located in Washington. The project was conducted during the 2012-13 school year with 77 students from two bilingual models.

The instrument that was used to measure students' growth in Spanish reading was IDEL, and the two components from the assessment that were used to evaluate student growth were the NWF and ORF. As is the district's protocol, all students were assessed three times during the year from kindergarten to mid second grade. The students were assessed from fall to spring.

This project reviewed continuously enrolled students and ORF data in Spanish reading from both bilingual models. The data suggests that the DLE made greater growth in ORF than students in TBE. The data showed that students in DLE made 17% more growth in ORF than the TBE students in first grade. By mid second grade DLE students almost reached a benchmark of 65. DLE students were at a 56 and TBE students were at a 42 benchmark. DLE students made 14% more growth in second grade compared to TBE peers.

This project had numerous limitations: sample size, duration, comparability of schools, fidelity, effective practice, free- reduced meals, race/ethnicity and other variables. Further research may show how students in both of these programs close the gap in their second language and when they make the transition in their ORF.

Summary

This chapter was designed to analyze the data and identify the findings. From the findings, students who were continuously enrolled in both programs demonstrated that from kindergarten to mid second grade students in DLE made growth in NWF compared to TBE students. Also DLE students who were assessed in ORF made very similar growth to TBE students. It appears that students in either model, from this limited data set, may demonstrate growth in NWF and ORF. It appears that from the data studied, there are some differences but much of the data are similar.

A suggestion for future research would be to (a) collect a larger sample, (b) apply more sophisticated statistical tests for significance, and (c) consider isolating the variances discussed previously.

CHAPTER 5

Summary, Conclusions and Recommendations

Introduction

The essence of this project addressed the overarching topic: Does one model of bilingual instruction seem to indicate students in one model or the other in general made greater gains in oral reading fluency over time than the students in the other model? This project included a collection of student data in oral reading fluency within the Rose Wood School District and examined the differences between three Dual Language Schools compared to one Transitional Bilingual School. The review of literature also focused on the philosophical underpinnings behind the two most common approaches of Bilingual Education. The Dual Language Education and the Transitional Bilingual Education as it is limited to oral reading fluency.

Summary

One of the areas that the Rose Wood District focuses on is Bilingual Education and the program's effect on Oral Reading Fluency (ORF). The researcher sought to determine how students in DLE programs compared to TBE students in NWF (FPS) and ORF (FLO) measured by IDEL from kindergarten to mid second grade.

If both bilingual models implemented their reading program with fidelity and met the guidelines for each model, it is a reasonable assumption that each group of students would show gains in achievement over time in ORF.

However, if no difference was achieved in ORF in either model then perhaps the model

fails to meet the requirements due more to implementation than fidelity concerns.

The teacher-researcher gathered and collected student data in ORF. After a close analysis of this project, students in the DLE model compared to the TBE model did not show much difference between the effectiveness of the models as it relates to growth in oral reading fluency.

Conclusions

The teacher-researcher concluded that further research in this project would need to be analyzed in the area of reading to determine how students in DLE programs received the support in fluency in their L1 compared to TBE students who were also taught in their primary language. After working with this project for a year, the teacher-researcher has several questions.

- Is the difference significant between the two models provided fidelity could be assured?
- How did the students in kindergarten to mid second grade close the gap in fifth and eighth grade and achieve a higher score on the MSP?
- Would this project show more growth in ORF with a larger sample of students?
- Would there be a statistical difference?

Additional wonderings after completing this project include:

- What are the leading factors that contribute to the success of any program in reading that make it different from other models?
- Is it more than just the program itself?
- How do effective practice and well-trained certified teachers and support staff contribute to the success of a literacy program?

For example, as educators we may want to change the discussion from the focus on which model is better but toward a dialogue on how a theory-based educational/approach can show effectiveness in any subject.

Recommendations

The results of this project suggest that DLE students in kindergarten through mid second grade made similar growth in ORF to their peers in the TBE model. Based on the limitations of this project, it appears that both programs assist L2 language learners as it relates to ORF.

The teacher-researcher recommends that the use of IDEL as a measurement for NWF and ORF in Spanish reading may be used as a tool for measuring student growth. With this tool teachers may determine the areas of growth their students need to develop and become proficient in their oral reading fluency. The teacher-researcher also recommends that this project be repeated with a larger sample of students to determine if there is a statistically significant difference in data. The teacher-researcher also suggests that an implication for future research may inform key characteristics of a successful program.

To conclude, the teacher-researcher recommends that the implementation of any model or program needs to have effective practice. As more models and programs continue to develop, further research will identify effective forms of language programs. As educators, we need to remember to focus on the art of teaching, our philosophy of education and the impact we have on our students for them to achieve their educational goals.

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