Baptist Student Union

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Language

(continued from page 1)

training at the University of Hous-ton in Victoria from 1975 to 1977

She says the shortage problem may relate to failure of teachers after certification. "It takes a very special person to teach," Dyer says. "If a teacher be-comes too emotionally involved in helping students, they can lose objectivity. You just can't be idealistic or overcompensate because you

want them to succeed." Because of a recent curriculum reform bill, teachers are responsible for seeing that students master the essential elements needed in each of the required subjects.

Achievement tests in grades K-6 indicate if pupils are able to go into an all English classroom. In high school, districts must provide at least one 45 minute period of ESL for LEP students.

LEP students that leave bilingual education programs are reviewed for the following two years to ensure they have not prematurely exited.

Dr. Sharon Colson, director of elementary education for the College Station Independent School District, says the district does let pupils into all English classrooms after only a short time in the ESL program.

Colson says the children in College Station learn quickly, and attributes this to the majority of LEP children whose parents are students or professors at A&M and emphasize

learning. CSISD has about 40 students representing 25 languages. The district has an international population as opposed to a one- or two-language population. This multilingualism is the reason there is no bilingual education instruction.

English as a second language is taught in College Station to children in K-12 because the incidence of LEP is low enough for them to qualify. Few students who enter can't speak any English.

Another program under bilingual education provides educational serv-ices for migrants. The Texas Legis-lature once authorized schools to exclude illegal migrants (and immigrants), but the U.S. Supreme Court overturned the statute and ordered schools to admit the children.

"When we (CSISD) applied for migrant funding, they (the TEA) couldn't imagine any place 500 miles from any border with all these people," Colson says. Because College Station serves a

foreign population from A&M, the district qualified for migrant education funding. Colson says that many of the in-

ternational students participate in the gifted program.

CSISD has two teachers for its ESL program, but has not suffered from teacher shortages as other dis-

tricts have recently. "They're traveling teachers who go around to the different campuses and work with those (LEP) kids," Colson says. "They work closely with the students so we're able to meet individual needs.'

A large part of Texas' bilingual education program serves mostly hispanic children, but College Station's serves relatively few.

The Bryan Independent School District, however, serves mostly Spanish-speaking LEP students, although a few years ago there were enough Vietnamese students for the district to qualify for the migrant program.

Dr. Dana Marable, bilingual su-pervisor for BISD, says the district has a bilingual education program with 10 classes in grades K-5 and an ESL program for grades 6-12.

"We use a dual language ap-proach with full-time dual language instruction," Marable says. "The tea chers use (the) transitional (method) because that's what the state says to do, but it's a solid dual language program.

Bryan has a teacher for each of the 10 bilingual classes and has had very little trouble recruiting instruc-

tors, she says. "We offer lots of materials to work with and just seem to attract teachers who, in turn, do us a really good job," Marable says.

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