



# **TEExES Bilingual Education Supplemental Exam (164)**

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These slides overview the domain of bilingual education and prepare teachers for what to expect on the exam.



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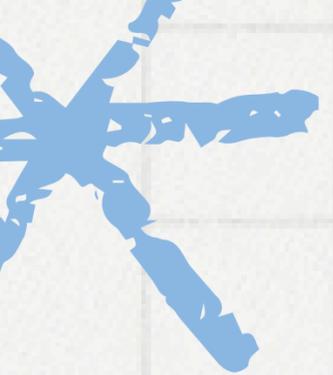
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# Table of Contents

1. Test Structure
2. Competency 1
3. Competency 2
4. Competency 3
5. Competency 4





# Test Structure

The TExES Bilingual Education Supplemental (164) exam is designed to assess whether an examinee has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess.

**01.** 1 domain, 4  
competencies

**02.** 5 hours

**03.** 80 selected-  
response questions





# Competency 1: Foundations of Bilingual Education



# Foundations of Bilingual Education

The beginning Bilingual Education teacher understands the foundations of Bilingual Education and the concepts of bilingualism and applies this knowledge to create an effective learning environment for students in the Bilingual Education program.

## Overview

- Understands the historical background of bilingual education in the United States, including legislation
- Understands procedures for identifying, assessing, placing, and exiting English learners in bilingual education programs
- Applies culturally responsive practices to create an inclusive learning environment that affirms students' linguistic and cultural identities and advocates for their programming
- Is familiar with major bilingual education program models and the research supporting their implementation
- Uses education models to make instructional decisions and select appropriate program materials

# Sample Questions

**A Texas elementary campus serves a large population of Spanish-speaking English learners and is deciding between two bilingual program models. Administrators want a model supported by research showing long-term academic achievement in both languages and the development of biliteracy, even if students remain in the program for several years. Which program model best aligns with this goal?**

- A. Transitional bilingual education with early exit, which prioritizes rapid movement into English-only classrooms
- B. Transitional bilingual education with late exit, which delays English instruction until full primary-language literacy is established
- C. Dual language bilingual education, which provides sustained instruction in both English and the primary language for English learners and native English speakers
- D. ESL content-based instruction, which integrates language supports into English-only academic instruction



**Which bilingual education program model is most directly supported by research emphasizing the long-term academic benefits of continued primary-language instruction?**

- A. Transitional bilingual education with early exit
- B. English immersion with limited language support
- C. Dual language bilingual education
- D. English as a Second Language (ESL) pull-out instruction



# Sample Questions

**Answer:** C

**Explanation:** Dual language bilingual education is supported by research demonstrating strong long-term academic outcomes and biliteracy development through sustained instruction in both languages.

**Answer:** C

**Explanation:** Dual language programs are supported by research showing strong academic outcomes and biliteracy development by providing sustained instruction in both the primary language and English over time.





# Competency 2: Linguistics & Language Acquisition

# Linguistics & Language Acquisition

The beginning Bilingual Education teacher understands processes of first- and second-language acquisition and development and applies this knowledge to promote students' language proficiency in their first language (L1) and second language (L2).

## Overview

- Understands foundational linguistic concepts, including phonology, morphology, syntax, semantics, and pragmatics, and how they affect language development.
- Knows major theories and stages of first- and second-language acquisition and how they influence instructional decisions for bilingual learners.
- Recognizes the difference between social language proficiency and academic language proficiency and the implications for instruction and assessment.
- Understands cross-linguistic transfer, language interference, and typical patterns of second-language development.
- Applies knowledge of language acquisition and linguistics to select instructional approaches that support oral language development and comprehension in both the primary language and English.

# Sample Questions

**A bilingual student consistently produces sentences such as “She no want to go school” in English. From a second-language acquisition perspective, this pattern most likely reflects:**



- A. A phonological processing deficit that interferes with the student’s ability to internalize English grammatical structures
- B. A lack of semantic understanding that prevents the student from mapping meaning onto grammatical forms
- C. Fossilization of incorrect syntactic forms resulting from prolonged exposure to nonstandard English input
- D. Negative transfer from the student’s primary language combined with typical second-language developmental patterns

**A teacher notices that a recently arrived English learner participates confidently in peer conversations but struggles significantly with academic tasks such as explaining math reasoning and writing summaries of informational texts. Which interpretation best aligns with research on language acquisition?**

- A. The student has reached full English proficiency but lacks sufficient background knowledge in academic subjects
- B. The student has developed conversational fluency while academic language proficiency is still emerging
- C. The student is relying on memorized language chunks rather than internalized grammatical rules
- D. The student’s primary language literacy is interfering with the acquisition of academic English



# Sample Questions

**Answer:** D

**Explanation:** The sentence structure reflects cross-linguistic influence and normal second-language development, not a disorder, fossilization, or semantic deficit.

**Answer:** B

**Explanation:** Research distinguishes between social language (BICS) and academic language (CALP), with academic language requiring significantly more time to develop.



# Competency 3: Literacy Development & Biliteracy

# Literacy Development & Biliteracy

The beginning Bilingual Education teacher has comprehensive knowledge of the development and assessment of literacy in L1 and the development and assessment of biliteracy.

## Overview

- Knows types of formal and informal literacy assessments in L1
- Knows the state educator certification standards in reading/language arts in grades EC–12 and applies this knowledge to promote bilingual students' literacy development in L1
- Knows the statewide Spanish language arts and reading curriculum for grades EC–6 and ESL middle and high school, as specified in the Texas Essential Knowledge and Skills (TEKS), and applies this knowledge to promote bilingual students' literacy development in L1
- Knows how to help students transfer literacy competency from L1 to L2 (e.g., in phonemic awareness, decoding skills, comprehension strategies).
- Knows how to promote students' biliteracy by maintaining students' literacy in L1 while developing students' literacy in L2

# Sample Questions

**A Spanish-speaking student who reads fluently in Spanish is beginning to learn to read in English. Which of the following statements is most accurate regarding this student's reading development?**

- A. Strong literacy in Spanish is unlikely to benefit English reading because the writing systems are different.
- B. Skills such as phonemic awareness and comprehension strategies developed in Spanish can support reading in English.
- C. The student should focus solely on English reading to avoid interference from the primary language.
- D. Reading fluency in Spanish does not contribute to vocabulary development in English.



# Sample Questions

**Answer:** B

**Explanation:** Research supports that literacy skills such as phonological awareness, comprehension strategies, and reading habits can transfer from a student's first language to English, supporting biliteracy development.

# Sample Questions

**A bilingual teacher is planning reading instruction for a fifth-grade Spanish-speaking English learner. The student reads fluently in Spanish but demonstrates limited comprehension of English informational texts. The teacher wants to strengthen English reading comprehension while leveraging the student's L1 literacy skills. Which instructional approach is most supported by research on biliteracy development?**

- A. Provide English-only text with vocabulary pre-teaching and comprehension questions, avoiding reference to Spanish to maximize English exposure.
- B. Focus on English reading comprehension in isolation, assuming the student's Spanish literacy will automatically transfer over time.
- C. Use paired bilingual texts, encouraging the student to compare content and structure across languages while modeling summarization strategies.
- D. Encourage independent reading in English while providing brief summaries in Spanish, but avoid direct instruction in comprehension strategies.

# Sample Questions

**Answer: C**

**Explanation:** Research on biliteracy shows that explicitly linking L1 and L2 literacy skills through comparative reading and guided strategy instruction is most effective; the other options either ignore transfer, rely solely on immersion, or minimize strategy instruction.



# Competency 4: Instruction & Assessment

# Instruction & Assessment

The beginning Bilingual Education teacher has comprehensive knowledge of content area instruction in L1 and L2 and uses this knowledge to promote bilingual students' academic achievement across the curriculum.

## Overview

- Knows how to assess bilingual students' development and use the results of these assessments to provide instruction in a manner that is linguistically accommodated (sequenced, scaffolded)
- Knows how to create authentic and purposeful learning activities and experiences in both L1 and L2 that promote students' development
- Knows strategies for integrating language arts skills in L1 and L2 into all content areas
- Knows various approaches for delivering comprehensible content-area instruction in L2 (e.g., sheltered English approaches, reciprocal teaching) across content areas
- Knows how to differentiate content-area instruction based on student needs and language proficiency levels in L2

# Sample Questions

**A teacher reviews assessment data showing that bilingual students can solve math word problems accurately when presented in L1 but struggle when problems are written in English, even though the mathematical procedures are familiar. Which instructional response is most appropriate?**

- A. Increase daily English vocabulary drills unrelated to math content.
- B. Continue teaching math exclusively in L1 to prevent confusion while students develop English proficiency naturally.
- C. Explicitly teach the linguistic structures of math word problems in English while connecting them to previously learned concepts in L1.
- D. Reduce the linguistic complexity of math problems permanently to match students' current English proficiency.



# Sample Questions

**Answer:** C



**Explanation:** The assessment data show that the issue is linguistic, not conceptual. Effective bilingual instruction addresses this by explicitly teaching the language structures of math (e.g., comparative phrases, conditionals) while connecting them to existing math knowledge in L1.

## **Why the other choices are incorrect:**

- A separates language instruction from content, which is ineffective.
- B fails to develop English academic language needed for assessments.
- D lowers expectations instead of scaffolding language appropriately.



# Sample Questions

**A fourth-grade bilingual teacher is planning a social studies unit on Texas regions. Most students demonstrate strong conceptual understanding in Spanish but are at an intermediate level of English proficiency. Which instructional plan best supports both content mastery and English academic language development?**

- A. Teach the unit primarily in English using sheltered strategies, reserving Spanish only for clarification of misunderstandings.
- B. Teach core concepts and complex texts in Spanish while intentionally transitioning key academic vocabulary and sentence structures into English through structured oral and written tasks.
- C. Teach all lessons bilingually by translating everything the teacher and students say between Spanish and English.
- D. Delay introduction of academic English until students demonstrate advanced oral proficiency in conversational English.

# Sample Questions

**Answer:** B

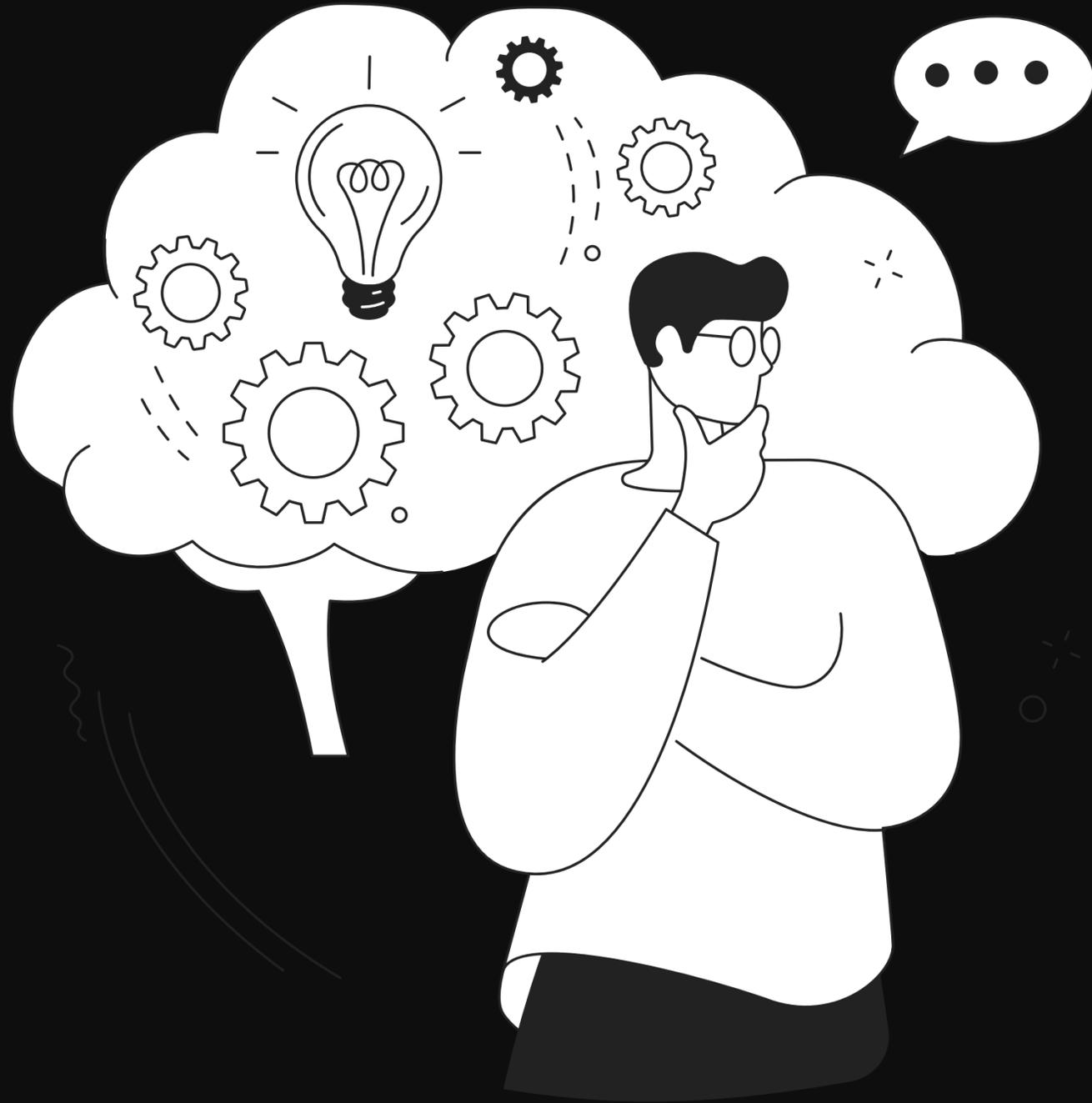


**Explanation:** Competency 4 emphasizes using students' stronger language (L1) to ensure grade-level content mastery while intentionally developing academic English (L2). Teaching complex concepts in Spanish prevents cognitive overload, while targeted English vocabulary and sentence structures build academic language tied directly to content.

## **Why the other choices are incorrect:**

- A sounds reasonable but prioritizes English too early, risking loss of content understanding.
- C relies on constant translation, which limits language development and is not effective bilingual instruction.
- D incorrectly assumes academic English should be delayed until conversational fluency is advanced.





# Additional + Resources

Breakdown of Bilingual Education  
Supplemental Test 164



Thank You

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