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By-Mycue, Elena Ines de Los Santos

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The Language Facility Test was administered to 48 preschool children in Head Start classes in Ft. Worth Texas, to determine (1) if the spontaneous production of English speech would be better after the bilingual children were first allowed to perform in Spanish, and (2) if the English language performance of the Mexican-American bilingual children would be better when tested by a Mexican-American examiner, rather than an Anglo-American examiner. Results of the study showed that (1) pupils performed better with a Mexican-American examiner and (2) children performed better in English after initial performance in a similar task in Spanish. Recommendations were that: (1) bilingual education be made mandatory, (2) new material on bilingual education be made available, (3) English be taught as a second language to bilingual children, (4) teachers be fluent in both languages, and (5) under-achieving Spanish-speaking children be tested in Spanish as well as in English to determine more accurately their potential and specific needs. A survey of related studies is included. (CM)

ED026193

TESTING IN SPANISH AND THE SUBSEQUENT  
MEASUREMENT OF ENGLISH FLUENCY

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A THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
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BY

ELENA INES DE LOS SANTOS MYCUE, B.S.

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We hereby recommend that the thesis prepared under  
our supervision by ELENA INES DE LOS SANTOS MYCUE  
entitled TESTING IN SPANISH AND THE SUBSEQUENT  
MEASUREMENT OF ENGLISH FLUENCY

be accepted as fulfilling this part of the requirements for the Degree of  
MASTER OF ARTS.

Committee:

John E. Bulley  
Chairman  
Robert J. ...  
...

Accepted:

J. L. Messer  
Dean of Graduate Studies

TO MY HUSBAND, DAVID,  
AND TO ALFREDO JOHN, MY SON.

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LIST OF TABLES

Table	Page
1. Analysis of Variance: Performance on The Language Facility Test--- Three Experimental Groups . . . . .	34
2. "t" Test Among Language Facility Test Means on the Three Treatment Groups . .	35

## TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS . . . . .	iii
LIST OF TABLES . . . . .	iv
Chapter	
I. INTRODUCTION . . . . .	1
Statement of Problem	
Definition of Terms	
II. RELATED RESEARCH . . . . .	9
Bilingual Instruction	
English as a Second Language	
Value of Spanish Instruction	
Head Start	
III. PROCEDURE . . . . .	27
Instrument	
Analysis of Data	
Hypothesis	
Limitations	
IV. RESULTS . . . . .	31
Group A	
Group B	
Group C	
V. SUMMARY . . . . .	36
Summary	
Conclusions	
Recommendations	
APPENDIX . . . . .	39
BIBLIOGRAPHY . . . . .	41

## CHAPTER I

### INTRODUCTION

For centuries, this United States has welcomed the arrival and immigration of people from other countries. It has provided some immigrants with housing, jobs, clothing, and financial assistance, but it has provided them with poor educational opportunities for their children, though frequently both the newcomers and school administrators were aware of it. The immigrant parents felt fortunate that their children were permitted to enter school and be with Anglo-American children. They were satisfied--but only for a short time.

Later the immigrants acquired a feeling of failure when their children dropped out of school and became burdens to the community. Often the child was blamed for laziness, lack of interest and trouble making; but educators give very little thought, if any, to the neglect of the school curriculum in providing adequate education for the child, a stranger to this country and its language. Frequently adults expect children to adapt to new situations without difficulty just because



they are children, though we, as adults, often are unable to cope with new problems. Equipment available in the classroom often impresses newcomers to this country (even if it is only a little, it is usually a lot in comparison to their native country). The colorful pictures, the well-built furniture, the new record player or tape recorder leads newly arrived Americans to think that their child will get the best education possible. But these parents often give little consideration to the fact that greetings, classes, instructions, singing, and even friends speak in English, and English only. To be objective, these colorful, nice looking schools that give the impression of comfort are not equipped to provide the best education for these bilingual newcomers. The school knows they are here, and will enroll in September but is still not prepared for them. Why? Is it because not enough thought is given to the bilingual child because those in authority have not experienced similar difficulties and therefore are not aware of them? Whatever the reason may be--it is now reassuring to know of a new movement toward bilingual education. Schools have an interest in bilingual instruction and have a concern for providing a better welcome to the non-English-speaking first grader. Bilingual education will provide the child with something that he can understand, something that will want to make

him stay in school and with an opportunity to progress, to better himself.

Especially in Texas does the problem of teaching the bilingual arise. The large number of Mexican-Americans in South Texas, and in neighborhoods of most cities throughout the state poses an urgent problem. Traditions in the home urge Mexican-American families to continue to utilize the language they have learned as children, and to which they have the greatest ties in their past. New generations, perhaps separated from Mexico for a century or more, grow up immersed in the Spanish language until that first traumatic day before an Anglo teacher in the first grade. Many of the people who live in the Rio Grande Valley, Anglos and Mexican-Americans alike, conduct their domestic and commercial affairs in the Romance language; so that, even as bilingual students are being educated in the elementary and high schools, they are not obtaining the amount of practice, even out of the classroom, that they should have in order to be fully articulate and literate in English.

Thus the problems of the school systems in Texas multiply, the closer to the border that one teaches. Teachers in the area constantly complain that their students are not competent in English. Some teachers even become incensed if they find their pupils speaking in their native tongue. But complaints and anger will not smother usage of a familiar language. All nations

of the world have experienced similar problems on their borders. And despite constant efforts, prejudice, and even bigotry, the problem still remains throughout the world. The dream of having Mexican-Americans use only English, seems just that. An old culture dies hard, and often never does. Thus educators need to readjust their sights; they must understand that the solution to bilingualism is not stamping out the Spanish language, and that Spanish will continue to be spoken in Texas for centuries to come. Only by accepting these two premises will educators be able to take this first step toward a decision on the best method and means to teach these children to become effective in the language of America.

But the problem is not only confined to Texas. Throughout the United States bilingualism is a problem. The German children in the Northern Midwest often learn their native German or Polish tongue first, even though their ancestors have been in America for more than one hundred years. The case of the Japanese in California, and the Chinese scattered in small neighborhoods throughout the country, is still a serious problem since the Asiatics have a more difficult time than other nationalities in merging into the American culture. The Puerto Ricans in New York, and the recent influx of Cubans into Florida, are further proof that bilingual education is not a temporary problem. Effective means to solve the problem

must be faced by educators. The solutions have mostly confined themselves to the debating stage. Empirical research is a necessity. This paper is such an effort.

Bilingual instruction seems essential in this country. In Texas alone the total population of Spanish speakers in 1960 was 3.8 million and the percentage continues upward.<sup>1</sup> Such figures indicate the necessity for adapting the school curriculum to fit the changes occurring in our population. Bilingual education seems to be a useful approach to the education of the increasing number of Mexican-American children. We need much more research, however, to examine the effect of instruction in Spanish on performance in English before we commit ourselves to bilingual education. The purpose of this study is to examine the effect of performance in Spanish on the subsequent production of English speech.

#### Statement of the Problem

The education of bilingual children in America is replete with controversy. Educators are uncertain of the value of teaching such children only in English, as now commonly occurs. Some educators have held that it would be better to teach these children first in the language they usually speak at home, and in play, such as Spanish in the Southwest for many Mexican-Americans.

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<sup>1</sup>Herschel T. Manuel, Spanish-Speaking Children of the Southwest (Austin: University of Texas Press, 1965), p. 17.

From this instruction, English would later, at some point take over, and the English training would have the value of being based on the earlier Spanish learning experiences the bilingual already had. The long and short-run effects of such an education still needs much research before it is practically begun in the schools. This paper is an attempt to answer at least one question arising from this approach to bilingual education.

Evidence from scholarly research already completed on aspects of this problem indicates that there is some evidence to suggest that language instruction in Spanish transfers to English performance. Working with bilingual pupils who were retarded in English reading ability, Kaufman found evidence that reading instruction first in Spanish, and then in English resulted in improved English performance.<sup>2</sup>

Since instruction in their prime tongue can help bilingual students learn the reading of an adopted language, would not the same procedure affect performance on various achievement tests administered to bilingual children? This paper will attempt an answer to this question based on one test, the Language Facility Test, commonly referred to as the LFT. The specific problem this paper intends investigating is whether, for bilingual

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<sup>2</sup>Maurice Kaufman, "Will Instruction in Reading Spanish Affect Ability in Reading English?," Journal of Reading, XI (April, 1968), 521-527.

children, responding to the LFT initially in Spanish leads to better subsequent English performance on the test than if the administration of this test was done only in English. It is generally agreed that most people learning a second language think in their native language first and then transfer their thoughts into the adopted language. This seems true not only of soundless thoughts, but of spoken English. Thus this investigation intends to study the effect of initial Spanish verbal performance on spontaneous English verbal performance.

The researcher expects the spontaneous production of English stories to be better after the bilingual children are first allowed to perform in Spanish. If this expectation proves accurate then this would be further evidence that bilingual instruction is more appropriate for Mexican-American children than instruction in English.

#### Definition of Terms

The terms bilingual, Spanish-speaking, Latin American, Mexican-American, English-speaking and Anglo will be used throughout this study. Bilingual will refer to a person who uses two different languages to communicate. The languages in question are Spanish and English. It is also essential to note that there are different stages of bilingualism. Hernandez makes a distinction on the different degrees of bilingualism.

The four types are:

1. Students who are more Anglo than Mexican and who speak more English than Spanish.
2. Students who are more Mexican than Anglo; they speak more Spanish than English.
3. Students who are about half Mexican and half Anglo; they speak a hodge-podge which is known in Mexican communities as 'pocho'.
4. Students who speak absolutely no English and are Mexican in all characteristics.<sup>3</sup>

The terms Spanish-speaking, Latin American and Mexican-American will be used in this paper interchangeably.

The terms will be used to mean Mexican-Americans who possess in some degree the Mexican culture, tradition, custom, philosophy, attitudes and language. These people are American citizens and of Mexican extraction. Anglo and English-speaking will be the term used to refer to American citizens who speak only the English language.

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<sup>3</sup>Luis F. Hernandez, "Teaching English to the Culturally Disadvantaged Mexican-American Student," English Journal, LVII (January, 1968), 89.

## CHAPTER II

### RELATED RESEARCH

In recent years educators have done much research and published various books on bilingualism. Still, they seem uncertain of the value of bilingual instruction. Much of the research effort on bilingualism compares the language achievement of bilingual and monolingual students. There are also studies offering the idea that English should be taught as a second language to children who already have a knowledge of another language before entering school. Still others believe in the bizarre idea that having a knowledge of two languages is detrimental to the mind and to the emotional stability of a child. A more meaningful belief is one which suggests a bilingual instructor for the bilingual instruction of Mexican-American children.

Boyd in her article, "Bilingualism as an Educational Objective," has stated that bilingualism is not a small problem. It is a growing concern not only in large metropolitan areas but rural areas as well. It is a problem in Southwestern states and middlewestern states. In attempting to find a solution, Boyd gives two suggestions. Her first proposal is that of teaching



English at home, but she admits is unrealistic to think that parents and grandparents would (if they could) change their language habits. Her more reasonable solution is "to include bilingualism in the list of educational objectives for elementary schools in which a large percentage of the children come from Spanish-speaking homes."<sup>4</sup>

Since the other key person outside the home is the teacher, Boyd amplifies her suggestion by further deciding that "the teacher of Spanish-speaking children should be bilingual." The teacher should have a thorough knowledge and understanding of the development of the self-concept.<sup>5</sup> Abraham agrees with Boyd's findings, and adds that the teacher should also understand the culture of the Spanish-speaking people.<sup>6</sup>

There are differing opinions about the time bilingual education should begin. Irwin and Marks claim that the best time to learn a language is before ten years of age. These authors believe that with few exceptions, children are, at the earliest age, ready to study literature. In order to obtain a speaking ac-

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<sup>4</sup>Dorothy L. Boyd, "Bilingualism as an Educational Objective," Education Forum, XXXII (March, 1968), 309-310.

<sup>5</sup>Ibid., p. 310.

<sup>6</sup>Williard Abraham, "The Bilingual Child and His Teacher," Elementary English, XXXIV (November, 1957), 474-478.

quaintance with the language, the children should be allowed to discuss freely those things of interest to them.<sup>7</sup> Tireman and Zintz are of the opinion that a person who speaks his native language is able to speak another with equal facility. The success of some children exposed to two languages at an early age, who successfully mastered them both, indicates that there is hope for others. If at the ages four and five, Spanish-speaking children in the United States were given systematic instruction in Spanish and English, the authors believe Spanish-speakers probably would begin first grade with enough understanding in English to fully participate in the curriculum.<sup>8</sup>

Maurice Kaufman in writing his dissertation made an extensive study on bilingualism. He worked with 39 Spanish-speaking seventh grade pupils in two New York City junior high schools (designated A and B) who were retarded in English reading ability. The students were taught reading skills in Spanish to determine the effects upon their performance in reading English. The purpose of the study was to determine if instruction in the native language would tend to interfere with, or to

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<sup>7</sup>Elizabeth Irwin and Louis Marks, Fitting the School to the Child (New York: MacMillan Co., 1924), p. 150ff.

<sup>8</sup>Lloyd S. Tireman and Miles V. Zintz, "Factors Influencing Learning a Second Language," Education, LXXXI (January, 1961), 310-313.

facilitate, or to have no effect on reading ability in English.

He had two groups: an experimental and control group, and all members of both groups were retarded in English reading ability. Even though both groups received equivalent instruction in English, the experimental treatment used standard Spanish with an emphasis on specific reading skills in Spanish. Spanish was spoken in the home of each subject. In School A, 48 subjects were in the experimental group, and 37 in the control group. At School B, 27 subjects were in the experimental group and 27 in the control group.

The experimental group received Spanish instruction four times a week, for 45 minutes per session at School A, and three times a week for 45 minutes per session at School B; while the control group of School A was scheduled for four additional periods of art, music, and health education. The control group of School B was scheduled for three additional periods of art and health education. The number of sessions for the remainder of each week was equivalent for each group at School A and likewise true for each group at School B. Both the control and experimental group at each school received equivalent instruction in English. At School A the experiment was conducted for two academic years (1963-65), and at School B for one academic year.

A test - retest method was used, with initial tests

administered in September, 1963, and Retest I administered in February, 1964, Retest II in May, 1964, and Retest III in March, 1965. Tests administered were the Co-operative Inter-American Test, Pruebas de Lectura, Nivel Intermedio (CIA), the Durrell-Sullivan Reading Capacity and Achievement Tests Intermediate (D-S), the Hoffman Bilingual Schedule, and the California Test of Mental Maturity, Elementary.

Kaufman found that there was some evidence of positive transfer of learning from instruction in reading Spanish to reading ability in English in School B. There was no reliable evidence of interference at either school. He also found that greater reading ability in Spanish resulted from direct instruction in reading Spanish than from unplanned transfer from English, alone.<sup>9</sup>

It is with this in mind that Project Head Start and other programs like Head Start, may be used to meet the needs of children who are economically disadvantaged and also bilingual. Many projects have been devised by educators and specialists and today there is a new addition to the curriculum program of most school systems. This addition is Project Head Start, a pre-school program for poor children which provides learning and health care

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<sup>9</sup>Maurice Kaufman, "Will Instruction in Reading Spanish Affect Ability in Reading English?", Journal of Reading, XI (April, 1968), 521-27.

to more than two million children.<sup>10</sup> Today Head Start reaches three out of every four counties where poverty is heavily concentrated, and into each one of the fifty states.<sup>11</sup> In the United States, Head Start is under the direction of the Office of Economic Opportunity. Today Sargent Shriver, who inaugurated Head Start, President Johnson, and other national leaders are joining forces to help provide for each child's needs by improving his educational opportunities.

Children eligible for Head Start are those who will be in the first grade in the incoming year. They must be six years of age on or before September first of that year, and must meet certain income requirements. For example, a family that has one child cannot have an income of more than \$1,500 to be eligible.

In Project Head Start there are many Spanish-speaking children who are hearing English for the first time. The main objective here is to familiarize Spanish speakers with English. To make this easier and worthwhile, bilingual instruction is being used--making it possible for four and five year olds to be better prepared when they enter first grade. Another asset to the program, where a large enrollment consists of Mexicans, has been

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<sup>10</sup>"President Johnson's Special Message to Congress," PTA Magazine, LXI, No. 7 (March, 1967), pp. 20-22.

<sup>11</sup>W. D. Boutwell, "Help for Head Start," PTA Magazine, Vol. LXI, No. 8 (April, 1967), p. 16.

the placement of Spanish-speaking persons as instructors. Some educators feel that they know and understand the culture, and are better able to understand the wants of these little Spanish-speakers. When a bilingual instructor is not available, Spanish-speaking teacher-aids are hired and Spanish-speaking volunteers are welcome.<sup>12</sup>

In Phoenix, Arizona, in 1967, a Head Start type of project was revised to orient the Mexican-American children. Eight hundred preschoolers started in Phoenix' Elementary School District No. 1. The neighborhood language radio program explained the new educational program which was sponsored by the Neighborhood Council of The Community Action Project. The series lasted eight weeks. The children engaged in songs, games, stories, outdoor activities, science, and field trips. There was no fee, and the children received snacks and a hot lunch. The only thing the parents had to do was to bring the children at 8:30, and pick them up at 11:30. Parents were at first hesitant but later learned that the attitudes of school personnel were positive, and the project was a success.<sup>13</sup> Projects like these are developing elsewhere and one has developed in the Fort Worth Public School System where the testing for this study was done.

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<sup>12</sup>This was the observation of this researcher in the Denton Public Schools, the Frisco Public Schools, and Fort Worth Public Schools, June, 1968.

<sup>13</sup>Louis P. Rodriguez, "Head Start," Arizona Teacher, LV (May, 1967), pp. 23-24.

Educators are generally favorable concerning the basic principles which underlie the government program. If Boyd is correct in her opinion that bilingual children should learn English before six, it follows that five year olds must enter the public schools.<sup>14</sup> Rivera, in his speech to the Texas Conference for the Mexican-American, is also of the opinion that in order to achieve true bilingualism, the younger the child begins his instruction in a second language, the more effective is his acquisition of native fluency and understanding in that language.<sup>15</sup>

There is evidence that American educators are becoming convinced by these theories. Federal and State funds have made it possible for some school districts to start experimental programs in which Spanish-speaking children receive instructions in their mother tongue.<sup>16</sup> Boyd points out in her study that several groups organized to develop programs which will produce a bilingual society.<sup>17</sup> The Texas Education Agency has announced that teachers who are native speakers of Spanish from Mexico

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<sup>14</sup>Boyd, op. cit., p. 312.

<sup>15</sup>Carlos Rivera, "The Meaning and Implication of Bilingualism for Texas Schools," Texas Conference for the Mexican-American (San Antonio: Southwest Educational Development Laboratory, April 13-15, 1967), p. 69.

<sup>16</sup>Thomas D. Horn, "Three Methods of Developing Reading Readiness in Spanish-speaking Children in First Grade," Reading Teacher, XX (October, 1966), 38-42.

<sup>17</sup>Boyd, op. cit., p. 310.

are available to local schools on a one-year basis. These teachers will help in developing bilingual students in Texas.<sup>18</sup> Recently, teachers from five southwestern states met in El Paso, and agreed to fight efforts which threaten to cut the new Bilingual Education Act down to \$5 million from the \$30 million authorized by the Congress.<sup>19</sup> It is with the aid of these organizations that bilingual education will in the near future be available to aid the Mexican-American population.

Some educators are of the opinion that both languages, English and Spanish, should be taught not only in secondary schools but elementary schools as well. To further state the necessity for fluency in both languages, Boyd points out that "the two cultures can exist for mutual betterment only when the English people and Spanish people speak each other's language well enough to understand one another."<sup>20</sup> Last year, the Texas Conference for the Mexican-American requested Governor John Connally to proclaim English and Spanish as the Official Languages of Texas.<sup>21</sup> Gomez in a statement to

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<sup>18</sup>The Texas Outlook, July, 1968, p. 7.

<sup>19</sup>Ibid., p. 7.

<sup>20</sup>Boyd., op. cit., p. 310.

<sup>21</sup>The Reverend Henry J. Casso, "Recommendations and Resolutions," Texas Conference for the Mexican-American (San Antonio: Southwest Educational Development Laboratory, April 13-15, 1967), p. 141.



the Texas Conference for the Mexican-American stated "I am in favor of having everyone literate in English, but also literate in Spanish."<sup>22</sup> Many educators agree with Gomez.<sup>23</sup> Gomez tells of an experience that Speaker of the House, Ben Barnes, had on a trip to Peru where he went with other Texans on the Texas Partners of the Alliance Conference with Peru. His greatest problem was communication and found inadequate translators diminished the effectiveness of the mission. Barnes hoped, as stated by Gomez, "someday soon there would be legislation that would mandate that all students in public school study the Spanish language."<sup>24</sup> It is not generally known, but it is true, that English is obligatory in most of the secondary schools in Latin America.<sup>25</sup>

Gomez believes in a different program than Operation Head Start. He believes that, after observing different types of programs, it seems educationally sound to take a young child in his first experience in formal education and teach him the reading and writing process in a language in which he already has verbal skills.

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<sup>22</sup>Severo Gomez, "The Meaning and Implications of Bilingualism for Texas Schools," Texas Conference for the Mexican-American (San Antonio: Southwest Educational Development Laboratory, April 13-15, 1967), p. 47-50, 62.

<sup>23</sup>Casso, op. cit., p. 141.

<sup>24</sup>Gomez, op. cit., p. 49.

<sup>25</sup>Ibid., p. 49.

Once he learns or conceptualizes what these processes are, he can make the transition to another language with greater ease. Remember when a child enters school for the first time, he has already learned to conceptualize ideas and to express those concepts in some language. It is not educationally sound to have him stop his conceptualization process, learn a new language, and then a year or two later go back and continue a normal conceptualization process which has been dormant. However, if he continues the development of his conceptualization processes, and expresses what he understands in the language which he already knows and, understands what reading and writing is all about, he can then be introduced to another language. The child can make the transition more easily and the process of reading and writing will have meaning for him in the new language. It is generally agreed that many children who come from Mexico into our schools, and who do not know English but can read and write in Spanish, experience greater success with the learning of English, and consequently other subject matter, than many of our native-born Texans.<sup>26</sup>

Agreeing with Gomez is Gaarder who feels that "a

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<sup>26</sup>Ibid., p. 48.

child can learn best through his mother tongue."<sup>27</sup>

Gaarder has made recommendations for the improvement of programs for Spanish-speaking children. These are:

(1) The child in first grade should receive instruction in two languages, in part or all of the curriculum.

(2) More time, and more special treatment, should be given to teaching the mother tongue of non-English

speaking children. (3) Instruction in the two languages

should be separated in time and content, and there should be a time for Spanish and a time for English. Preferably,

there should be a separate teacher for each language.

Gaarder adds that evidence is available to support the

statement that children who are taught to read first in

Spanish learn English much faster than children who do

not receive bilingual instruction.<sup>28</sup>

Supplementing these various theories is the opinion of West who advocates that emphasis in bilingual education should be placed on reading rather than on speaking. West believes a speaking knowledge of a foreign language is more difficult to acquire than a reading knowledge, and reading instruction produces a

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<sup>27</sup>A. Bruce Gaarder, "Development of Bilingualism," Minutes from Conference on Bilingualism in Children of Varying Linguistic and Cultural Heritages (Austin: Texas Education Agency, 1967), p. 1.

<sup>28</sup>Ibid., p. 10.

clearer understanding of grammatical forms.<sup>29</sup> This idea will probably find few adherents. Since the development, and proven effectiveness, of the United States Army's language program during World War II, based on hearing and oral practice, most schools have adopted the technique in the last decade.

A study concerning first-year German made by Meriam in 1937 indicated that incidental learning of a language is more effective than the conventional grammar method. He worked with 67 students, divided into five sections. Conducting empirical research with two groups, one using the grammar method and the other using the reading method, Meriam demonstrated at the end of six weeks, that the reading group was better prepared in grammatical essentials than the group specializing in the grammar approach. The reading group also, at the close of the year, had read 230 pages of German story books, compared to 81 pages read by the grammar group. Meriam conclusively shows the value of incidental learning in a reading method, versus the grammatical method, in bilingual education.<sup>30</sup>

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<sup>29</sup>Michael West, Learning to Read a Foreign Language: An Experimental Study (New York: Longmans, Green, & Co., Ltd., 1926), p. 38.

<sup>30</sup>J. L. Meriam, Learning English Incidentally: A Study of Bilingual Children (Washington: U. S. Government Printing Office, 1938), p. 12-13.

Another problem in bilingual education arises from some educators' beliefs of the doubtful validity of intelligence tests for the bilingual. Meriam has pointed to the fact that intelligence tests were originally designed for English-speaking children and he questions the validity of the tests when applied to children for whom English is a "foreign tongue."<sup>31</sup> Commenting on the value of intelligence tests, Manuel states that "one does not know how well or how poorly adapted to Mexican children this test is, even when the directions are translated."<sup>32</sup>

Even though long ignored by educators, it is evident that the old methods, or lack of methods, for dealing with the bilingual pupil in the classroom have not worked. As a few educators have seen, it is time for a new approach to the education of bilingual children, and perhaps that approach to the solution of the problem should be instruction in Spanish. Validation of the necessity of bilingual instruction can easily be made by educators' observation of the number of overage bilingual students coming into junior high school; also from a study of the personnel records, superintendents, principals and teachers can confirm the correlation between Spanish surnames and overage students. This statistical fact

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<sup>31</sup>Ibid., p. 20.

<sup>32</sup>Herschel T. Manuel, The Education of Mexican and Spanish-speaking Children in Texas (Austin, Texas, 1930), p. 29.

should be enough to make administrators and teachers realize that there should be some other way of more adequately meeting the needs of these children whose native language is other than English. This was the view expressed by Brantley, Superintendent at United Consolidated School District in Laredo, Texas, where bilingual instruction is in "full swing" and where the main objective is to gain skill in understanding, speaking, writing and reading both English and Spanish. The teachers use both the mother tongue and the second language while teaching, and the bilingual program encompasses all subject areas.<sup>33</sup>

A further illustration of the value of bilingual teachers became evident in a conversation with two Cuban parents telling of the marvel of their happy seven year old son who came to this country knowing only Spanish and after having been in school the last three months learned to speak English well enough to understand his classmates and teacher, who promoted him to the second grade. The child's ability amazed the auditors, but it was not until further discussion and inquiry that mention of a Mexican student teacher was brought into the conversation. That made the picture clearer. Bilingual instruction had been made possible for the child and this showed him the path. Had the bilingual student teacher

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<sup>33</sup>Texas Conference, op. cit., p. 147.

not been there, this six-year-old beginner would probably have a different attitude toward school and would be a different person now.<sup>34</sup>

But not all people see the need for bilingual education and surprisingly enough these people, among them teachers, believe that the only language anybody should learn is English. "Now that they are here, they should forget their culture and language," is the belief of these people. Madsen in his book tells of the philosophy of a school teacher and unfortunately also of many native Americans.

Mrs. Lewis is a dedicated teacher who had a deep affection for the Mexican-Americans in the Magic Valley. "They are good people," she said. "Their only handicap is the bag full of superstitions and silly notions they inherited from Mexico. When they get rid of these superstitions they will be good Americans. The schools help more than anything else. In time, the Latins will think and act like Americans. A lot depends on whether we can get them to switch from Spanish to English. When they speak Spanish they think Mexican. When the day comes that they speak English at home like the rest of us they will be part of the American way of life. Mrs. Lewis paused with a worried look and added. "I just don't understand why they are so insistent about using Spanish. They should realize that it's not the American tongue."<sup>35</sup>

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<sup>34</sup>Resume of conversation on several occasions with Rafael and Ofelia Roig, parents of the seven year old bilingual child, 1500 West Oak, Apartment 4, Denton, Texas, 76201, July 21, 1968.

<sup>35</sup>William Madsen, The Mexican-Americans of South Texas, (New York: Holt, Rinehart and Winston, 1964), p. 106.

A Texas State Senator, Joe Bernal, in his speech to the Texas Conference for Mexican-American tells of Carlos Conde, who, as guest editorial in a G. I. Forum publication, remarked:

When I was growing up in a small Texas town on the Mexican border, my teacher whipped me in school for speaking Spanish and my friends whipped me after school for speaking English. The first was to remind me that I was living in the United States and the second was to not let me forget that I was Mexican.<sup>36</sup>

We would like to believe that this is an experience that occurred a long time ago, but even now Spanish-speaking students have had educators who are not so understanding of Spanish speakers and not so progressive in the new trends of education.

The effect of bilingual instruction is so uncertain that even other Spanish-speakers feel it a disadvantage. Serna feels that the Spanish-speaking child should never be given the Spanish pronunciation of a word because he must be taught to think in English. She also reminds the teacher that giving the word in Spanish lessens the child's motivation to learn English. Serna further states that the child will from then on want his teacher to speak to him in his mother tongue.<sup>37</sup>

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<sup>36</sup>As quoted by Joe J. Bernal, "Introduction," Texas Conference for the Mexican-American (San Antonio: Southwest Educational Development Laboratory, April 13-15, 1967), p. 7.

<sup>37</sup>Maria del Socorro Serna, "Preparing Spanish-Speaking Children for First Grade Reading," (Unpublished Professional Paper, Department of Education, Texas Woman's University, 1962), p. 43-44.



Meriam is uncertain of bilingual instruction when he states in his book that children gifted with verbal facility are not harmed by learning a second language at a tender age, but that to others its introduction might be instrumental in impairing mental development.<sup>38</sup>

All the current answers, then, seem to be only partial explanations. Some focus too narrowly on the idea that English should be taught as a second language to children who have a knowledge of another language. Some concentrate too narrowly on the idea that having a knowledge of two languages is detrimental to the mind and to the emotional stability of a child. Others focus too narrowly on the idea that bilingualism is only for the child with verbal facility. And still others have a belief that a bilingual instructor is needed for bilingual education. It is evident that further research is still needed to find the values of bilingual instruction.

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<sup>38</sup>Meriam, op. cit., p. 16.

## CHAPTER III

### PROCEDURE

The study was conducted in two elementary schools in Ft. Worth, Texas and included 48 subjects from Head Start classes. The subjects, who are Mexican-American bilingual boys and girls, were divided into three groups, consisting of 16 subjects in each group. The groups were matched for age and grade level. All students had six weeks of pre-school education. All students would be six years of age on or before September first. The test used on all subjects was the Language Facility Test. This instrument consists of twelve pictures. Five pictures were presented to each child and the child was asked to tell a story about each picture. The subjects were scored according to the fluency of their responses.

Group	Group	Group
A	B	C
Anglo-Eng.	MA-Eng.	MA-Spa.

The experimental design above indicates that Group A was tested in English by an Anglo-American examiner, who did not have any knowledge of Spanish.

Group B was tested in English by a Mexican-American examiner, who established rapport by speaking Spanish to the pupil before the test. Group C was tested by a Mexican-American examiner. The children in Group C were given the instructions in Spanish and were asked to respond in Spanish to the first two pictures (one, two). For pictures three, four, and five, the instructions were repeated in English and the child was asked to respond in English only.

#### Instrument

The instrument used in this study, the Language Facility Test constructed by John T. Dailey in 1965, consists of twelve pictures. The pictures are divided into four groups consisting of three pictures each. Plates one, two, and three make one group; Plates four, five, and six make another group and so on. The last group of pictures consisting of plates ten, eleven, and twelve are used as alternate pictures. Only one group is needed to test each child. In this study the examiners used one Group of three plates and two alternate pictures to compose the five pictures described above. A picture at a time was shown to the child, and he was asked to tell a story about the picture. This is done for all three pictures (or five as in this study) and the child is rated according to the fluency of his responses.

Even though all twelve pictures of the test are

different, the four groups of three pictures each are equivalent to each other. The first picture in each group, similar to a snapshot, is that of a woman surrounded by children; the second picture is a reproduction of a painting by a Spanish artist; and the third picture in each group is an outlined drawing of a child and a small domestic animal.

Dailey developed the test on a nation-wide scale. The reliability and validity of this instrument has been tested through various studies undertaken by Dailey. Approximately 1,300 cases from ages three to twelve composed the normative group, representing the population of disadvantaged youth typical of Head Start programs and schools in low income areas. The norms are based on groups of students at San Marcos and Terrell, Texas, Philadelphia, Pennsylvania, Little Rock, Arkansas, Alexandria, Virginia, and Washington, D. C. The Washington, D. C. group was composed of nine year-old students, while the Philadelphia group was in the first grade. The Terrell and San Marcos groups were in the Head Start program. The manual of the test offers clear directions for administration and has several tables helpful in scoring results.<sup>39</sup>

#### Analysis of Data

A one way analysis of variance was computed

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<sup>39</sup>John T. Dailey, Manual: Language Facility Test, Alexandria, Virginia: The Allington, Corp., 1966, p. 13.

comparing the three groups to determine if the spontaneous production of English stories was better after the bilingual children were first allowed to perform in Spanish. To determine if the differences in this analysis were significant at or beyond the .05 level of confidence, "t" tests were used.

### Hypothesis

The hypotheses for this study were as follows.

1. There will be no difference in spontaneous production of English speech between bilingual children tested only in English and bilingual children tested in Spanish and then English.
2. There will be no differences in spontaneous production of English speech between bilingual children tested by a Mexican-American examiner and bilingual children tested by an Anglo-American examiner.

### Limitations

The limitations in this study included:

1. The sample for this study is restricted to a small group of Head Start pupils.
2. The sample is further limited to pupils in Ft. Worth, Texas.
3. The subjects are bilingual in Spanish and English and the results may not apply to bilinguals in other languages.
4. The study examines only one facet of language performance--spontaneous speech.

## CHAPTER IV

### RESULTS

It was hypothesized that (1) there would be no difference in spontaneous production of English speech between bilingual children tested only in English and bilingual children tested in Spanish and English, and that (2) there would be no difference in spontaneous production of English speech between bilingual children tested by a Mexican-American examiner and bilingual children tested by an Anglo-American examiner.

The statistical procedure used in this test included an analysis of variance and "t" tests to detect differences at or beyond the .05 level of confidence. The results of the one way analysis of variance to determine the effect of performance in Spanish on the subsequent production of English speech are shown on Table I. The results of the "t" tests are shown on Table II. The pupils were tested in two schools. The results were combined for the present analysis.

The analysis of variance yielded an F of 8.2 with 2 and 45 degrees of freedom indicating significant differences among the three groups: (1) those tested by an Anglo-American examiner in English (2) those tested

in English but by a Mexican-American examiner who provided casual conversation in Spanish before the test, and (3) those tested first in Spanish and then in English also by a Mexican-American examiner.

The data were further examined using "t" tests for independent means. The group tested in Spanish and then English achieved significantly higher scores on the Language Facility Test than the students tested in English. The mean score for those tested in Spanish and then English was 11.1. For those tested in English by a Mexican-American examiner, it was 8.7 and for those tested in English by an Anglo-American examiner, the mean on the Language Facility Test was 6.6. The differences among the three means were significant at or beyond the .05 or .01 level of confidence.

Bilingual children tested by a Mexican-American examiner performed better in English than children tested by an Anglo-American examiner. The bilingual children performed best in English when the examiner was Mexican-American and when a similar task in Spanish was completed first. Both null hypotheses for this study were rejected.

The comparisons among groups were made on the basis of raw scores. These scores converted to percentiles for each group are indicative of the value of testing bilingual children with a Mexican-American examiner and with previous experience in the task in Spanish. For each group the percentile conversions from the manual were:

English only -- Anglo-American examiner --  
5 percentile  
English only -- Mexican-American examiner --  
22 percentile  
Spanish, then English -- Mexican-American examiner --  
51 percentile

The results of the study indicate that the ethnic membership of the examiner and the previous experience in Spanish improve the production of spontaneous speech in English.



TABLE I

ANALYSIS OF VARIANCE: PERFORMANCE ON THE  
LANGUAGE FACILITY TEST--THREE  
EXPERIMENTAL GROUPS

SOURCE	SS	df	ms	F	p
Total	611.0	47	---	---	---
Language Performance Between Groups	162.5	2	81.2	8.2	.01
Language Performance Within Groups	448.5	45	9.9	---	---

TABLE II

"t" TEST AMONG LANGUAGE FACILITY TEST MEANS  
FOR THE THREE TREATMENT GROUPS

Group A vs B	Group A vs C	Group B vs C
Mean A -- 6.6	Mean A -- 6.6	Mean B -- 8.7
Mean B -- 8.7	Mean C -- 11.1	Mean C -- 11.1
"t" -- 2.10	"t" -- 3.91	"t" -- 2.27
p < .05	p < .01	p < .05
df -- 30.00	df -- 30.00	df -- 30.00

Table value --- 2.042 for .05

2.750 for .01

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

This study concerned itself with Mexican-American bilingual pre-school children of Ft. Worth, Texas, who the examiners tested for English language performance using the Language Facility Test. The purpose of the study was to determine if the spontaneous production of English speech would be better after the bilingual children were first allowed to perform in Spanish; and also the study aimed to find if the English language performance of Mexican-American bilingual children would be better when tested by a Mexican-American examiner, rather than an Anglo-American examiner. The study was divided into five chapters which are briefly summarized in the following paragraphs.

Chapter I introduces the study, presents the critical need for bilingual instruction in school, and further presents some of the facts that led to the selection of this study. Here the terms bilingual, Spanish-speaking, Latin American, Mexican-American, English-speaking and Anglo-American were defined.

In Chapter II a survey of related studies was

attempted. It was found that bilingual education and teaching English as a second language to the Mexican-American could be one solution to better provide education to bilingual children. It was also found that more research is desirable in this particular field. A recent study, finding positive evidence, was done indicating the value of Spanish instruction in affecting reading ability in English. This was also reviewed in Chapter II.

In Chapter III the procedure was discussed. Forty-eight Mexican-American bilingual children, participating in Head Start program, were tested by the Language Facility Test. Three groups of sixteen children were tested in two Ft. Worth schools. Three examiners were needed for the study. An Anglo-American examiner tested the pupils in Group A. This examiner administered the test in English only and exhibited no knowledge of the Spanish language. A Mexican-American examiner tested the pupils in Group B. She administered the test in English only but established rapport by speaking Spanish to the pupils before the test. A Mexican-American examiner administered the test with a warm-up in Spanish and then in English to Group C.

The results in Chapter IV indicated that the pupils performed better in English with a Mexican-American examiner and best of all with a Mexican-American examiner and with initial performance in a similar task in Spanish.

### Conclusions

The following conclusions may be drawn from these findings:

1. There was some evidence for better performance of spontaneous English speech production after the bilingual children were first allowed to perform in Spanish.
2. Mexican-American children had better English language performance while in the presence of a Mexican-American examiner.

### Recommendations

The information obtained seems to justify the following recommendations:

1. Curriculum of schools should be altered so that bilingual education be made mandatory to meet the immediate needs of the Mexican-American child.
2. Experienced teachers should be provided with new material on the value and necessity of bilingual education.
3. English should be taught as a second language to bilingual children.
4. The teacher of bilingual children should also be fluent in both languages.
5. It is urged that Spanish-speaking children who experience academic failures be tested in Spanish as well as in English to determine more accurately their potential and specific needs.

A P P E N D I X

TRADUCCIÓN DEL  
EXAMEN DAILEY DE FACILIDAD DEL IDIOMA

Direcciones para Administración

Es muy importante que las siguientes direcciones se lean palabra por palabra. Cualesquiera cambios en los procedimientos propenderán a invalidar las normas. Si por alguna razón estas instrucciones no se han seguido, las diferencias se deben de reportar con los resultados del examen.

Para que lo diga el Examinador:

Observaciones:

- |                                              |                                                                                                                    |
|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| 1. ¿Como te llamas?                          | 1. Escriba o verifique el nombre en la forma.                                                                      |
| 2. ¿Cuántos años tienes?                     | 2. Escriba la edad.                                                                                                |
| 3. ¿Te gusta oír historias?                  | 3. Asegúrese de que el micrófono sea efectivo.                                                                     |
| 4. ¿Podrías decirme una historia?            | 4. Si la respuesta es "Sí" entregue el primer cuadro (o retrato) al individuo y diga:                              |
| 5. Bueno, dime una historia de este retrato. | 5. NOTA: Si la respuesta es "No," diga: "A ver si puedes hacer una historia de este cuadro," y presente el cuadro. |

NOTA: Si el que responde dice una historia completa, el resto de instrucciones no se necesitan.

Si no hay respuesta, después de unos 30 segundos diga:

6. Dime lo que tú veas en el cuadro.

6. Esto no debe decirse a menos que esté claro que el individuo no va a responder sin incitarlo ya que esta solicitud hace altamente improbable una respuesta de nivel 9, 8, ó 7.

Si la respuesta tarda y más incitación es necesaria, entonces diga:

7. ¿Qué están haciendo en el cuadro?

7. Si una mayor incitación es necesaria, diga:

8. ¿Qué más puedes contarme sobre el cuadro?

Al final de esta respuesta, presente los dos cuadros (o retratos) siguientes y repita las PALABRAS EXACTAS comenzando con el número 5 de arriba.

Si los que responden hacen preguntas acerca de los cuadros, repita la última pregunta hecha y diga, "Tú dime acerca del retrato."

Asegúrese de mantener esta hoja delante de Usted mientras esté haciendo el examen.



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