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Bilingual/Bicultural Education: A Perspective Model in Multicultural America.

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Bilingual/bicultural education, with its focus on the linguistic and cultural needs of America's multicultural population, is emerging as a potential type of educational curriculum. Difficulties encountered by the non-English-speaking child, with instruction presented in a language essentially foreign to him, point to the value of bilingual and cross-cultural education in the instructional program. However, demographic data and careful examination of the educational needs of the children are necessary in ascertaining the type of bilingual program for a geographical area. In this volume, 19 models (some operative, some theoretical) and 9 bilingual programs for Spanish-speaking children are presented to illustrate differences, similarities, and potentialities of the models for implementation elsewhere. (SW)

BILINGUAL/BICULTURAL EDUCATION: A PERSPECTIVE

MODEL IN MULTICULTURAL AMERICA

by

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BILINGUAL/BICULTURAL EDUCATION: A PROSPECTIVE MODEL IN MULTICULTURAL AMERICA

Bilingual, bilcultural education, with its focus on the linguistic and cultural needs of America's multicultural population, is emerging as a potential type of educational curriculum. Since advocates present different perspectives on the educational needs of American children from cultures other than the middle-class Anglo-American culture, the underlying objective of this scheme must be examined.

Many psychological theories provide the basic rationale for developing and instituting bilingual programs. Learning theorists have long accepted the principle that I.Q. is not a constant factor.[1] Psychological literature reveals that positive or regression effects can occur as a result of cognitive activity or inactivity in the environment. Most importantly, psychologists have found that most dramatic changes in I.Q. can and do occur in early childhood.

The practice of postponing exposure to cognitive learning processes until some predetermined age level is being challenged. Early exposure to psychomotor and cognitive development is being realized through Head Start programs. Other types of formal and informal experiences that prepare the child for involvement in more advanced cognitive and psychomotor development in the early elementary grades are being identified and explored in some Head Start programs.

Because of the difficulty encountered by a non-English speaking child in his exposure to cognitive and psychomotor learning processes in the early Anglo-American elementary grades, with instruction essentially presented in a language foreign to him, bilingual education is emerging

as an important feature in the instructional program. In this sense, it is not thought necessary to delay concept formation and reading development because this can be achieved in the child's native language, thus making possible the concurrent presentation of English as a second language as part of his total curriculum.

The affective aspects in early childhood growth and development also can be given attention. To achieve this, teachers must be aware of the culture the child brings to the classroom. Where the child's home-cultural experiences differ from that of the middle-class majority, instructional strategies with more relevancy to his own learning style must be envisioned. But where the home environment (e.g., the culture of poverty) is failing to effect much cognitive and psychomotor growth and development, a Head Start program, coupled with a lunch program will provide these basic needs.

The assumption that a bilingual/bicultural approach, in itself, will result in dramatic gains in subject-matter achievement is erroneous. The basic questions that must be answered before undertaking a bilingual program are: bilingual/bicultural education for whom and based on what objectives? It is folly to conceive that every Mexican American child's early childhood instruction should be in Spanish merely because he is Mexican American, for it can be noted that the middle-class Mexican American child often speaks English as fluently as his Anglo-American counterpart. On the other hand, the Mexican American child from a low income family, who comes to school with little or no knowledge of English and with minimal exposure to middle-class American experiences, poses a different problem.

The concept of perpetuating the Spanish language and other elements of the Mexican or Hispanic culture is yet another question. If this is an objective, a different type of bilingual/bicultural model must be envisioned. A similar rationale is applicable to the Anglo child, who might experience noted advantages by becoming bilingual or bicultural.

It is conceivable that no one particular bilingual model is applicable for every geographical area. The Spanish-surnamed child in Albuquerque is unique from the Spanish-surnamed child in Laredo. In fact, his cultural experience differs from that of the Pecos, New Mexico, child. It may be possible to identify similarities between urban and rural Mexican American children with relationship to poverty, but it also must be remembered that rural and urban settings present different stimuli to the growing child. Pictures of a city bus are foreign to the rural child; on the other hand, pictures of farm machinery are equally foreign to the city child. Yet, if there is a commonality, i.e., language, a bilingual model, with cultural relevant materials for urban and rural children, can be a valid proposition.

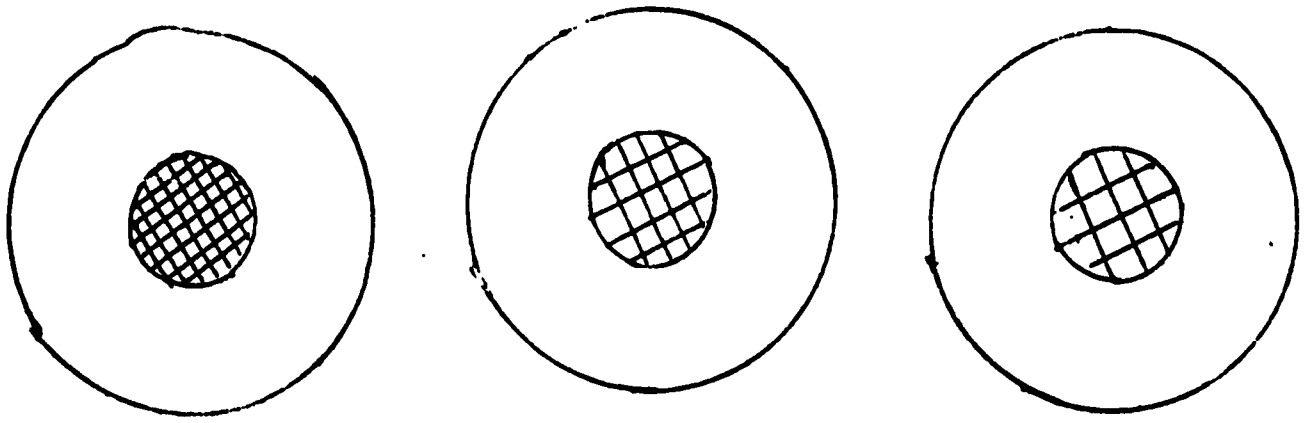
There is another significant factor in selecting a type of bilingual model. The type of bilingual program, the instructional strategies in the instructioned scheme, and the types of materials to use must be relevant to the level of Spanish or English comprehension and usage. It is conceivable that thinking, reasoning, recalling and other cognitive processes can be developed through the media of one or both languages.

It follows that learning effectiveness must be ascertained on whether the child can readily be involved in particular cognitive and psychomotor processes in the native or foreign language. If Spanish-

speaking children are restricted from a multiplicity of processes in the learning scheme because of a language handicap, then the school must provide the media of communication that corresponds to the children.

This does not imply that instruction in Spanish for these children must continue indefinitely. English as a second language can be introduced as an integral part of the curriculum, and as the children attain a level of language usage and comprehension that will make them academically functional in the second language, this language can then play an increasing role in the subject matter content.

This analogy takes into account the language that children bring to the school setting and the dominant language of the total society in which they must function. Figure 1 provides an illustration of three types of language relationships among Spanish surnamed children in three geographical areas of the Southwest.



Laredo, Texas Pecos, New Mexico Albuquerque, N.M.

Figure 1

The outer circle denotes that English is the dominant language in the total society -- the nation; the inner circle indicates the intensity and usage of the child's native language as compared to English. Without presenting precise statistics, it is noted that the Laredo child is exposed to and uses a great deal more Spanish than the child in Pecos. The extent of Spanish usage among Spanish-surnamed children in Albuquerque

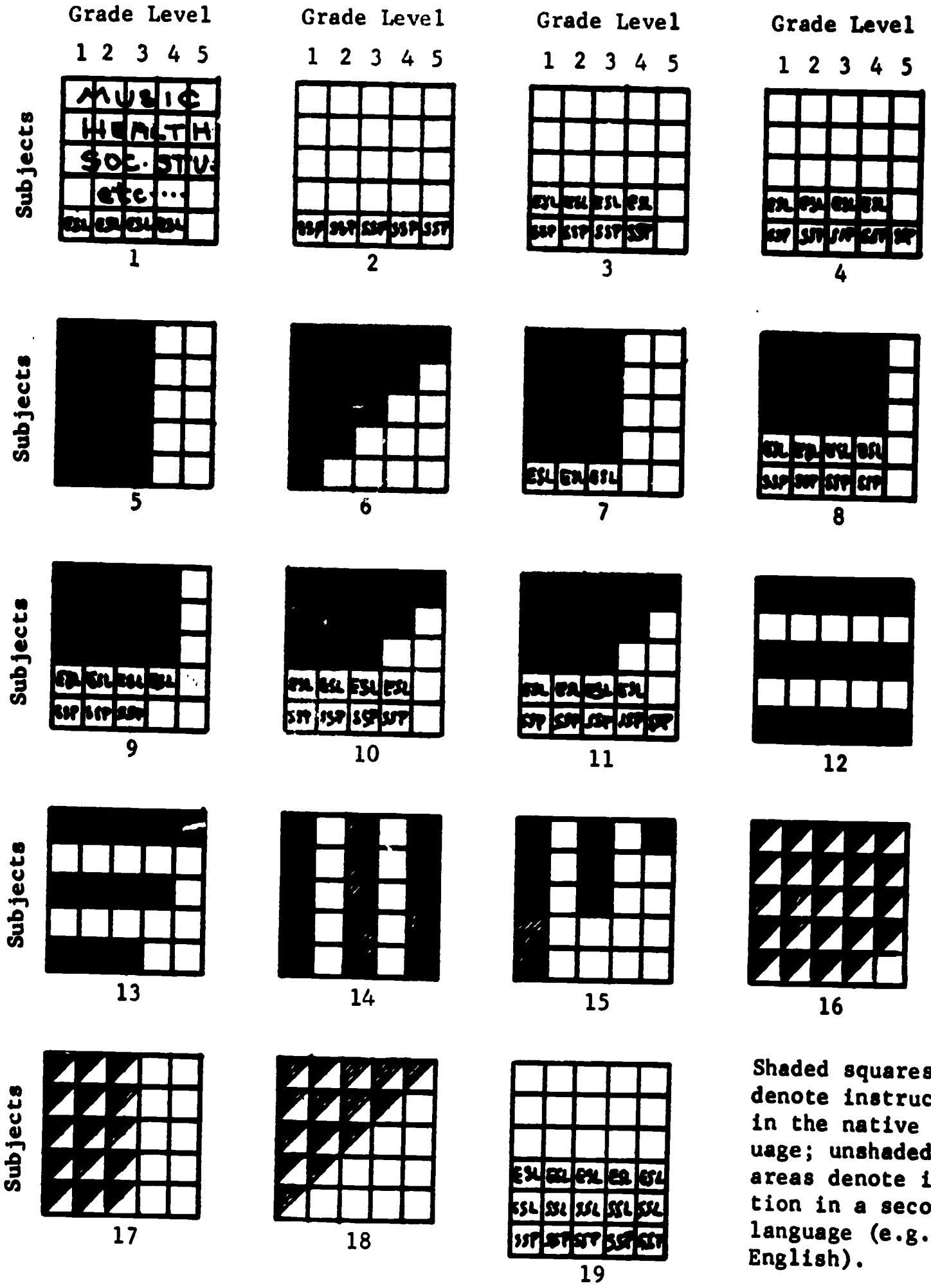
is almost nil as compared to children in the other two areas. The preciseness of the foregoing is not as important as the suggestion that demographic data must be available for the selection and consideration of a bilingual model. Even within metropolitan areas such as Los Angeles, San Diego, New York, or Miami, differences in English and Spanish usage and comprehension exist among Spanish-surnamed children. Based on this type of an analysis, a school system can more realistically select a type or types of bilingual programs to institute.

Bilingual education is not a novelty. Many types of bilingual curricula are found throughout the world. Among the nations that have accepted this educational practice are Belgium, Canada, France, and the Soviet Union. Yet, the American school system, with children from various and different cultures, has virtually ignored the potentiality of bilingual education. And perhaps, as a consequence, segments of our nation's population have suffered the economic and social inequities which result from a substandard educational preparation. Figure 2 depicts some basic bilingual models, some are now operating in different parts of the nation and others are simple theoretical paradigns.[2]

Model 1 refers to a plan in which all of the subject matter in the curriculum is introduced in English with English as a second language offered as a special program. This model might be adaptable where children speak a nonstandard English and need a special English oral language program.

Model 2 refers to a plan in which all subject matter is introduced in English, while another language (e.g., Spanish) is offered as a second language. Apart from the early introduction of Spanish, this program may

BILINGUAL EDUCATION MODELS



Shaded squares denote instruction in the native language; unshaded areas denote instruction in a second language (e.g., English).

ESL: English as a Second Language
SSL: Spanish as a Second Language
SSP: Spanish for Spanish-Speaking Children

Figure 2

not differ from the regular program. The ultimate objective of its bilingual aspect is to develop children equally functional in two languages. This particular model might have application in a city like Albuquerque with a large percentage of Spanish-surnamed children who are as fluent in English as compared to their Anglo-American counterpart, and who speak little or no Spanish. In a geographical area where children with a lower percentage of English facility are identified, Model 1 also might be incorporated in the curriculum in conjunction with Model 2.

Models 3 and 4 represent a combination of the first two models. The basic difference between Models 3 and 4 is that the native language program is continued through the entire length of the curriculum; whereas Model 3 discontinues the native language course at a predetermined point.

Model 5 shows a bilingual program which commences instruction in the native language up to a certain grade level and continues thereafter with the child's second language. The disadvantage is that unless some English instruction is provided in the subject matter, the child will, in effect, remain unprepared to cope with subject matter given in the second language.

Model 6 is similar to 5 except that a gradual phasing out of instruction in the native language continues until all of the subject matter in the curriculum is introduced in the second language.

Model 7 is essentially similar to Model 5 except that a special program in English as a second language is included until the subject matter in the entire curriculum is presented in English. Models 8 and 10 represent an extension of Model 7, with the native language of the child added as a special enrichment program.

Models 10 and 11 illustrate different types of phasing out processes of native language usage in the subject matter coupled with a program in English as a second language and an enrichment course in Spanish.

Models 12 and 13 represent curricular programs in which some of the subjects are conducted in the native language and some in English, with the latter model gradually phasing out the native language as an instructional medium.

Models 14 and 15 illustrate programs which use two languages alternatively, year to year, to cover the subject matter. Model 15, of course, represents a program which eventually phases out the native language from the subject matter content and instruction. Models 16, 17 and 18 show two languages in use to conduct instruction in the curriculum. For example, concepts can be introduced in Spanish and immediately repeated in English; or, all of the concepts can be introduced first in one language and then reintroduced in the second language. The obvious shortcoming in Models 16, 17, and 18 is the possibility of monotony and boredom occurring as content is repeated. This has been detected in some bilingual programs in Texas.

Model 19 has a unique possibility for implementation in geographical areas where children with substandard English, substandard Spanish, or no knowledge of Spanish reside. It is noted that English as a second language (ESL) and Spanish for Spanish-speaking children can be applied to Spanish surname children with varying deficiencies in both languages. But because these Spanish-speaking children already possess a phonology and basic structure in Spanish, a Spanish language arts program for them can begin at a different level as compared to the non-Spanish-speaking

child. Thus, Spanish as a second language can be envisaged for the latter type of child.

The ESL feature in this Model coupled with Spanish as a second language (SSL) also can be advantageously applied to children from other cultural and ethnic groups, i.e., Indians, Blacks, and Anglo Americans using a substandard English.

In this paper ESL can be conceived as an integral part of a bilingual/bicultural approach. It takes into account the vernacular and cultural elements that a child from a cultural setting different than the middle-class Anglo-American brings to the school setting. In this respect, English can be envisioned as a second language to this child. Here, the approach is not to forcibly remove the vernacular from the child's repertoire, but to introduce and develop in him the capability of functioning in a language that, in the beginning, is basically new to him. Further, the introduction of language programs other than English, for example, can develop the child's ability to function in two or more languages that are applicable in a larger society. In essence, a child might develop into a trilingual person with an ability to use standard English and Spanish, or some other languages, while also maintaining a vernacular style appropriate to his immediate home environment.

A survey of ongoing educational programs for Spanish-speaking people was conducted by the author in February, 1969.[3] Nine childhood

bilingual programs were visited and assessed with consideration for possible dissemination as models. These are briefly discussed in this paper to illustrate differences and similarities, and potentialities for implementation elsewhere.

The Good Samaritan Center's Bilingual Program supports the notion that where the school curriculum and expectations for the first grade children are developed primarily on middle-class, Anglo-American values, the child from a different culture will be at a disadvantage. It is recognized that as compared to middle-class children, disadvantaged children are more restricted in language skills and lack the capacity for abstract language, i.e., words for categories, class names and abstract ideas. In this perspective, the program suggests that the net efforts of language deficiency produce a consistent pattern in the typical urban school characterized by initially low I.Q. scores on tests of academic aptitude, labeling the child as a retarded or slow learner, and limited intellectual stimulation and curriculum development based on his classification as a "slower learner".

In essence, the underlying rationale for this program is based on the contention that the child's language deprivation is his central educational handicap from which most of his other handicaps derive. Thus, the primary purpose of the Good Samaritan Program is to remedy these language deficiencies by developing a preschool curriculum that focuses on increasing the language and communication skills of the Spanish-speaking child -- with special attention to the prerequisites necessary for successful academic achievement at the elementary level. New methods are being developed for teaching English as a second language

to Spanish speaking children between the ages of three and six, while at the same time attempting to preserve and reinforce the use of their native languages.

The specific objective of training the children to become bilingual so they will be able to cope with their environment in Spanish as well as English has been a prime concern in curriculum planning. A multisensory approach to language learning is stressed to develop every channel of communication available to the child. Appropriate learning experience for each child include planned exposure to a variety of pre-verbal and verbal sensory motor activities which are prerequisites for meaningful language learning (visual, auditory, and tactile discrimination). The assumption is that these children will very likely not have the opportunity to develop these skills in their home environment.

Materials and objects are used to illustrate concretely and verbally the lesson concept. These concepts are introduced in order of difficulty, and emphasis is placed on correct solutions and independent completion of tasks leading to verbal reinforcement. Thus, in addition to enriching the experiential background of the child, attention is given to the acquisition and use of concepts in thinking and reasoning processes -- not just mere word building.

The Good Samaritan Program, apart from its bilingual ingredients, presents a unique Head Start curriculum for implementation in any school district in the nation. The program, with its bilingual features, has immediate possibilities for implementation where non-English speaking, Spanish-surnamed children reside.

A bilingual program extending from the early elementary grades to the high school level has been promoted in the Dade County schools in Miami. The primary objective was to construct a bilingual program that would develop the child's English competency without ignoring the instructional advantages of incorporating Spanish. Such a program also would serve to enable him to participate fully in the regular school program.

Specifically, three basic approaches are used in the Coral Way Bilingual Program:

1. One phase is offered to pupils who communicate in English as well or almost as well as native speakers, although they still have some traces of difficulties. It is expected that these pupils might read somewhat slower than English-speaking pupils and may function in regular classes with other American children. However, English as a second language is given so their special language needs can be met more adequately.

2. Another phase applies to pupils who understand a great deal of English, but who still need special attention. They are offered English as a second language for approximately two hours a day. The first hour is devoted to oral drill and the second to reading and writing of material which has been practiced orally.

3. A third phase is offered for pupils who are seriously handicapped in their command of English. These pupils are given three hours of English as a second language. One period is devoted to oral drill, one to reading and writing of the material practiced orally, and one to receptive reading.

The pupils in phases two and three are not scheduled in regular classes. English as a second language is used for language arts in the elementary grades, and for English in the secondary schools. In addition to English as a second language, phase two and three pupils are scheduled into regular classes or subjects where they can achieve a reasonable measure of success. Other subjects normally include mathematics, physical education, art, music, home economics, industrial arts, typing, and Spanish-S (Spanish language instruction for Spanish-speaking pupils, with emphasis in reading and writing).

Evaluation is based on performance objectives; i.e., it is possible for pupils in phases two or three to be reclassified and placed into another phase as he attains sufficient mastery of English. This is accomplished even though he will not have covered the content area. However, continuation of content is then possible in English. This scheme identifies closely with one of the phasing out models presented in Figure 2.

The Coral Way Bilingual Program has formulated clearly defined objectives for the population included in its curriculum. It uniquely provides language instruction for the non-Spanish speaking, and for the Spanish-speaking pupil at various levels of English comprehension and verbal facility. Learning materials have been selected to offer instruction appropriate to different levels of English usage and comprehension while, at the same time, commensurate with the type of Spanish language instructions needed for the non-Spanish speaking child and Spanish-speaking child.

This model is highly recommended for dissemination to areas where children have various levels of English-speaking facility. The model's adaptability to other Spanish-speaking children (e.g., Mexican Americans and Puerto Ricans) should present little or no problem because the cultural aspects in the material can easily be changed from the original Cuban model to reflect that of another Spanish-speaking ethnic group.

A bilingual program designed for Spanish-speaking pupils who have completed a nine-month Head Start program is undergoing development in Corpus Christi. Its major objectives are to extend aural-oral English proficiency, to boost social-emotional adjustment, to extend muscular coordination activities, to supply service necessary for the physical well-being of children, and to reinforce academic readiness. To determine the most effective means of reaching these goals, six follow-through groups, involving approximately 150 children, have been established in four elementary schools.

The bilingual approach adopted by the Corpus Christi Follow Through Program differentiates instruction according to the following types of pupils:

Group 1 - Pupils functional in English only.

Group 2 - Pupils functional in English and Spanish.

Group 3 - Pupils functional in Spanish only.

Pupils in the first group receive basic instruction in English, with Spanish presented as a second language. Language arts are given both in Spanish and English. Games, stories, songs, and poems are utilized to develop cultural appreciation.

The second group receives instruction in English, but concepts are clarified and reinforced in Spanish. Language and reading are taught in Spanish and English. Games, stories, songs, and poems also are utilized to develop cultural appreciation.

The third group receives all instruction in Spanish. English is presented as a second language. Children learn to read in Spanish first, then in English.

Eventually all of the pupils receive the major part of the instruction in English, but Spanish is continued to a lesser degree. Since language arts are taught in both Spanish and English, all children eventually are expected to be literate in both languages.

Difficulty was encountered in the half day in Spanish, half day in English approach. Repetition of subject matter in English, for example, introduced a monotonous effect because the pupils already had been exposed to it in Spanish. To overcome this, teachers have used different types of examples and have presented the lesson units at different times. In this way, the delayed presentation tends to create a review rather than a meaningless redundant effect.

Nutritional supplement and health services are included as ancillary services. This has been viewed as highly important features of the total program.

The potentiality of this program as a bilingual model for other Spanish-surnamed children is very noteworthy. However, since the total program package is not yet complete only the basic model should be viewed for dissemination. Because the model gives attention to three categories of language facility, it offers more than one alternative for geographical areas with different types of bilingual needs.

An ESL/Bilingual Demonstration project has been instituted at the extreme Southwestern part of the nation. The San Diego Schools Inner City project has undertaken development of a bilingual/bicultural program to meet the needs of students with little or no facility in English. The target area has been essentially the children from low-income, non-English speaking Mexican American families.

Kindergarten instruction, i.e., concept formation, is conducted in Spanish. Student response to visual and verbal stimuli also is elicited in Spanish. English as a second language is presented later, using the level of concept formation previously given in the Spanish lesson content. The objective is to avoid retardation in content because of low English comprehension. However, as the pupil progresses to more advanced levels in the learning program, English becomes an increasing medium of communication until the child becomes educationally functional in both languages.

In a similar approach, a fourth grade social studies class is conducted in Spanish with pupils learning social science principles equivalent to those being covered in other fourth grade classes. Apart from this, the pupils are receiving instruction in English as a second language. As these pupils progress in English comprehension and usage, more and more English is used in the subject matter content.

This model includes bilingual instruction at all levels of the curriculum: preschool, kindergarten, intermediate ungraded, secondary, and an adult complementary program.

The San Diego program is recommended as a model for school districts with non-English speaking pupils with Spanish surnames. In its present form it does not cope with the educational problems of the English-

speaking Mexican American child who is still not functioning fully in the Anglo-American school setting. In this respect, it is proposed that the model be expanded to meet the needs of these children in San Diego, as well as in other areas where such problems are identified. For school districts with target populations similar to San Diego's, data provided by the project can offer a preparatory phase leading to the eventual implementation of the model.

A small school district nestled in one of the snow-capped mountains in northern New Mexico has introduced a bilingual program to a group of Spanish-speaking elementary grade children. The Western States Small Schools project has established the study of the Spanish language as an integral part of the total curriculum in one of the Pecos elementary schools. Primary goals are:

1. Development of reading skills which enable students to read easily materials designed for native speakers of Spanish at various levels (grades one through six).

2. Development of writing skills for self-expression.

3. Acquisition of an extended oral vocabulary to complement the basic home-acquired Spanish language.

4. Development of a positive attitude toward Spanish.

5. Effecting an awareness of the fine elements in the cultural heritage of the child.

The basic approach has been to continue the oral Spanish language development of these children, coupled with reading and writing instruction. Two noted advantages have been detected in teaching Spanish to these Spanish-speaking children: (1) the child already possesses the basic phonology of the language, and (2) he already has a basic structure and varying degrees of competence in the language.

The program stresses an important curricular feature which departs from the traditional conversational, audio-lingual approach. It is designed essentially as a language arts program in which correct speech, reading, and writing are developed. The children are given an opportunity to speak, such as in reporting news events and other similar accivities. New words and concepts are introduced daily and developed into sentences for further practice. Reading is introduced through experienced charts and other media. Writing is somewhat more difficult, but satisfactory progress is reported after the Spanish sounds are learned.

It is suggested that a language arts test instrument be selected or developed by the project staff to measure achievement at various grade levels, as compared to a control group. A longitudinal study also might be conducted to determine gains in academic achievement in Spanish and in other curricular areas as well. The data from such a study would show more precisely the effects of the study. The possibility of implementing this type of program in Spanish-speaking rural New Mexico communities deserves attention.

A program to develop English oral and listening skills among non-English speaking preschool and early elementary grade children has been designed and developed by the SWCEL in Albuquerque, New Mexico. Instructional materials based on lessons originally prepared at UCLA under the direction of Dr. Robert Wilson[4] have been adapted by the Laboratory for application in multicultural settings.

The Laboratory is currently field testing the program in approximately 150 classrooms in Arizona, New Mexico, Oklahoma, and West Texas. The pupils come from a variety of cultural backgrounds, and include speakers of Spanish, Navajo, and other languages.

The OLP is directed at providing non-English speaking youngsters with a fluent, independent speaking ability in English, and with facility in understanding spoken English. The kinds of competence in English imparted by the program are considered prerequisite to formal instruction in reading.

The OLP is designed to be used daily by one teacher with groups of about 10 children, age 5-7. Lessons are about 25 minutes in length. The techniques are basically those of a second language approach, modified to meet the learning needs of young children.

The order in which selected sentence patterns are presented is carefully structured, proceeding in general from short, simple, very high frequency phrases and basic conversational conventions to longer, more intricate patterns. There is an emphasis on games involving questions and answers, handling of objects, and other motor activities. Throughout, the teacher models utterances, elicits responses, provides corrective feedback, and reinforces student participation.

Among the components of the Oral Language Program are (1) six notebooks containing about 25 lesson plans each, for a total of 147 lessons, with a summary checklist of sentence patterns at the end of each notebook, (2) a separate set of five "Pre-lessons" intended to introduce children by stages to the kinds of behavior that occur in the lessons, (3) a teachers' manual, (4) a set of drawings designed for use with the lessons, (5) a disc recording of sounds that play a part in the program (e.g., bells ringing), (6) six "content" tests to be given by the teacher at appropriate points in the program, and (7) sample "cultural heritage" lesson plans, designed to demonstrate the use of

language patterns in activities closely related to the ethnic or regional background of the pupils.

Included in the teachers' manual are sections on the history and scope of the program, the plan of the lessons, the teaching situation, and important teaching techniques. There is also a complete master list of materials and a summary of new vocabulary.

Teachers participating in Laboratory-supervised field trials have been provided with specialized training in the use of the Oral Language Program at demonstration centers run by the Laboratory and cooperating school districts.

Since the program is undergoing further refinement and development, the present model is referred to as the Model T version.[5] This model essentially includes a diagnostic test (the Michael Test) to assess the OLP needs of the target population, lessons designed to prepare non-English speakers to function in English in the Anglo-American school setting, and criterion tests to ascertain achievement based on behavioral objectives given in the lessons.

The Laboratory proposes to expand and modify the present model to represent a program, referred to as the Cadillac Model, that will contain a new diagnostic instrument (a mini-Michael Test) designed specifically for the features in the program; a training program to be used by school districts to train personnel in test administration and scoring procedures; a revised set of lessons to incorporate behavioral objectives in the affective domain, as well as in the psychomotor and cognitive domains; a set of films with puppets in a role situation, based on principles of correlated reinforcement; and other supplementary materials and aids.

The SWCEL program is basically an ESL approach. It does not provide instruction in the native language of the child; however, it gives special instructional consideration to unique cultural aspects that the child brings to the classroom. It does not propose to replace the native language of the child as an appropriate medium of communication in the child's own home environment; in this sense, the child, in developing an ability to communicate in standard English, becomes a bilingual person.

The aforementioned programs are among nine bilingual programs visited and assessed by the author, with recommendations for dissemination and possible implementation in other areas where children with a Spanish-surname reside. These are presented to illustrate the applicability of the models given in Figure 2. Examples of all of the models are, of course, beyond the scope of this paper.

Finally, it is again emphasized that demographic data, and a careful examination of the educational needs of the children with Spanish-surnames is necessary in ascertaining the type of bilingual program for a particular geographical area. It is in this sense that bilingual curricula can have relevancy and applicability in meeting the differentiated needs among the Spanish-surnamed population in our nation.

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