

DOCUMENT RESUME

ED 102 155

SP 008 941

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TITLE Methods and Materials for Bilingual Education.
Student Guide for Education 193.
INSTITUTION Kuskokwim Community Coll., Bethel, Alaska.
NOTE 16p.
EDRS PRICE MF-\$0.76 HC-\$1.58 PLUS POSTAGE
DESCRIPTORS *Bilingual Education; Curriculum Planning; Home
Visits; *Preservice Education; *Teaching Methods;
Team Teaching

ABSTRACT

This document outlines the objectives of a course in bilingual education. It first deals with curriculum planning, scheduling, and classroom management. It discusses teaching methods, and suggests home visits as a potentially valuable method. General considerations for a bilingual program are then examined. The document sets forth the objective of a bilingual program as: to give all children the opportunity to become fully articulate, literate, and broadly educated in two languages and sensitive to two cultures. Five main areas are considered which are deemed necessary to attain this objective. They are: (a) content or subject matter, (b) time, (c) methods and materials, (d) teachers, and (e) evaluation. Lastly, the question of one teacher or two for a bilingual class is considered. In this document, the concept of two teachers is preferred for the following reasons: (a) it gives greater assurance that the children will learn an authentic native accent in both languages and will acquire more authentic understanding of both cultures; (b) it holds the promise of a more interesting and varied program of learning activities; and (c) it is in its very format an example of cross-cultural education. (PB)

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**Student Guide
For
Education 193**

Methods and Materials for Bilingual education

Instructor: Margo J. Zuelow

**University of Alaska
KUSKOKWIM COMMUNITY COLLEGE
Box 368
Bethel, Alaska 99559**

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General Guidelines

Education 293 Methods and Materials in Bilingual Education is a 3 Credit course. It has been divided, however, into 3 modules, 1 credit per module. You can earn credits as follows:

Module 1 Introduction to Bilingual Methods and Materials
1 Credit Attend each session of the workshop/seminar and do each of the assignments marked with a * in your study guide. [This may be a combination of video tapes and written materials]

Module 2 Practicum in Bilingual Methods
1 Credit Do 6 of the practicum assignments marked with a # in your study guide.

Module 3 Practicum in Bilingual Materials: Production and Adaptation.
1 Credit Do 6 of the practicum assignments marked with a % in study guide.

You may receive one credit at the end of the workshop/ seminar. You may receive one or two credits at the end of the semester depending upon the amount of work you complete, and mail to me. You should complete all of your practicum assignments by _____, to give me time to grade them and send them back to you before the end of the semester.

Textbooks for the course are:

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As soon as you finish a practicum assignment, mail the things in the part of the assignment called evaluation to me:

Kuskokwim Community College
Box 368
Bethel, Alaska 99559
Attention: Margo J. Zuelow, Ed. 193, Bilingual M.M.

I will go over your completed assignments. If there is anything wrong I will send it back and tell you how to fix it up. If it is okay I will mark the grade on it and file it until the end of the semester. At that time I will make out a grade slip for you and send all of your work back to you.

Remember, you can get help with your practicum assignments from your cooperating teacher or the traveling member of the Kuskokwim Community College staff or Education Specialist who will be visiting your village twice each semester. Do not wait to be visited; however, go ahead and start! Please read through the study guide and ask questions during the workshop.

Please pay attention to the dates the assignments are due. This should avoid a rush at the end for both of us. You will probably receive your grade slips in _____.

Feel free to call me (543-2676) or write me if you have any questions that are still unanswered.

Due dates for assignments:

- Assignment #1 MODULE 2
Nov. 8
- Assignment #2 Nov. 22
- Assignment #3 Dec. 5
- Assignment #4 Dec. 19
- Assignment #5 Jan. 2
- Assignment #6 Jan. 16
- Assignment #7 MODULE 3
Nov. 8
- Assignment #8 Nov. 22
- Assignment #9 Dec. 6
- Assignment #10 Dec. 19
- Assignment #11 Jan. 2

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Note: The above is a suggested order of assignments. You may do your assignments in any order and you can do them faster than this schedule shows if you want to. You might use this as a check list to help you keep track of how much work you have done.

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KUSKOKWIM COMMUNITY COLLEGE

University of Alaska

P.O. Box 368

907-543-2047

BetHEL, Alaska 99559

To: Students taking Ed. 193, Methods and Materials in Bilingual Education.

From: Margo J. Zuelow, Instructor.

Subject: Objectives of this course.

Please remember that the following methods and materials ideas are a very few of those available for use with children. It would be impossible to include, in one course, any where near all of the methods or materials ideas you will want to know about as you continue your teacher training. The methods and materials ideas included in this course are some chosen from those that have worked, for me and others, in bilingual situations. I hope that you will become interested in learning more and developing ideas of your own. If you develop or find a method that works well for you, please record it on paper so that your colleagues in other parts of the state can profit from your experience. These ideas can be included in future courses and/or distributed to other bilingual teachers by mail.

Sincerely,



Margo J. Zuelow

Topic 1: Registration and Introduction

Objectives: To prepare registration materials
To recognize the goals of and processes involved in the assignments for this course

Activity: Properly fill out and turn in at the end of the session:

1. All registration materials
2. KCC Education Department student profile sheet one (goldenrod)

Participate in discussion of goals and processes involved in the assignments for this course

Evaluation: Properly filled out registration materials

Topic 2: Scheduling and classroom management

Objectives: To increase proficiency in making educational schedules, in cooperation with other adults working in the classroom, which will include the following:

1. Posts schedule where all adults concerned can find it
2. Alternates quiet and active periods.
3. Active outdoor play, weather permitting. Alternatives for bad weather
4. Provides time for caring for routine physical needs
5. Plans and provides time for transitions in activity
6. Sets adequate time aside for meals.
7. Allows time for children to rest
8. Provides opportunity for the child to consider, choose complete and evaluate his independent activity or project
9. Changes schedule to allow for special needs of children
10. Is undisturbed if schedule is interrupted
11. Schedules break for staff and self

Activity: (If this is an ongoing program):
Examine presently used schedule with above ideas in mind
Staff decides, as a group, whether or not they wish to make any changes

(If this is a beginning program):
Staff as a group, discusses the ideas set forth above and each contribute to a decision on if and how they

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should be included in the schedule.

Evaluation: Participate in discussion and decision making process

Activity 2: As a group do one of the following and turn it in to the instructor:

1. Adopt the schedule presently being used. Copy it on the evaluation page
2. Change the schedule presently being used. Copy new one on the evaluation page.
3. Make a schedule. Copy it on the evaluation page

Some things to think about.

Once the bilingual coordinator has secured a complete staff of bilingual teachers, he and they, working as a close-knit team, face their main task: defining objectives, planning the curriculum, and deciding on evaluation procedures.

Staff members may have inherited from the administration and advisory committee a list of objectives, but they cannot be expected to implement these objectives without scrutinizing them critically. The selected goals must be acceptable not only to the school board, the administration, and the advisory committee—representing the community—but also must be ones that the staff can believe in and will find possible to attain.

A statement of objectives should include the following features, in addition to the usual academic achievements:

1. Expected outcomes for the non-English-speaking child in his native language, in English, and in his attitudes toward both cultures.
2. Expected outcomes for the English-speaking child in English, in the non-English language, and in his attitudes toward both cultures.

The great difficulty is to state objectives clearly and in measurable terms. Language objectives, for example, may be subdivided into listening, comprehension, speaking, reading, and writing. For each of these a concrete level of achievement might be indicated at each grade level.

The concrete measurement of cultural attitudes presents a much greater problem, but some work has been done on attitude scales. These scales can serve as guides in defining attitude objectives and in testing attitudes.

Similarly, for the rest of the curriculum, whether taught unilingually or bilingually, specific objectives should be stated in concrete terms. A statement of objectives presumably already exists for those parts of the program which are taught in English only, but it will have to be changed because of the bilingual situation. For subjects taught in the non-English language it will be necessary to state

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both objectives and proposed methods of evaluating a achievement. These objectives and methods will be different for English speakers and non-English speakers at various grade levels.

The main criteria to be observed in planning the curriculum are the stated objectives, the cultures and sub-cultures of the community, the needs and aspirations of the community, the age of the children, their socioeconomic background, their stage of educational advancement, the balance between their two languages, the differences between the two languages, the best order of learning, and motivation. These factors are so complex that they call for a real curriculum specialist or, better, close collaboration among various specialists. For this reason, each school district that undertakes a bilingual program should realize it is working in a relatively new field. It is not enough to solve the local curricular problem and then throw away the key to the solution. The way problems are solved is important, not only locally but for others pursuing the same goals. A careful record should be kept of the procedure—the questions posed and tentative answers given, as well as the final solution and the rationale used. If we are to have a minimum of wasted effort and duplication in this new educational venture, program designers engaged in developing similar curricula must maintain close communication.

Among the factors listed above under curriculum one of the most important is motivation. A child who is interested is more likely to learn than one who is not. Interest depends on the teacher and his success in making his teaching relevant, on the materials he uses, and on the value the child places on education. All three are related and almost inseparable. In the planning and production of materials, special action is needed. One of the most important criteria for selecting, adapting, or creating materials is their potential for catching and holding the interest of children. This is more fundamental than such factors as vocabulary range and grammatical difficulty, although these too should receive attention, secondarily. Children may learn from fascinating but inefficiently constructed materials; they will probably not learn much, in spite of superb engineering, if their interest is not held captive.

Special action is needed in the area of early childhood learning. Since very young children are known to be avid learners, the bilingual staff should consider the appropriateness of a readiness program for non-English-speaking children from birth to school age. One model would be the Carnegie sponsored program in Ypsilanti, Michigan, which provides teachers who go to the homes to tutor mothers and infants. Even if teachers cannot be made available to teach in the homes, materials and instructions prepared for non-English-speaking parents to use in the home promises to be of great benefit. These materials could be designed for

and make the letters of the alphabet, and, if so inclined, to read and write. Suggestions to parents about what to watch for in the growth and development of children or even concerning health and nutrition can have a direct educational benefit.

A HOME VISIT - A TEACHING METHOD

I. The Decision: A Choice of Method

A well-planned and executed home visit is a satisfying and effectual teaching method. It is a helping relationship between the family and the Teacher in a "give-and-listen" situation. Home visitation is a teaching technique that can be improved through practice and appraisal.

The Teacher's decision to personally contact a family or family members by a home visit should be based on one or more of the following reasons:

- A. To introduce ideas or to teach a skill.
- B. To encourage cooperation and participation.
- C. To stimulate thinking.
- D. To give the family information necessary for decision-making.
- E. To accomplish a specific purpose.

II. Conditions to Consider

The Home Visit is popular with most families, but costly in terms of time expended per family by the Teacher. Careful thought should be given to the following questions in making the decision:

- A. Will the needs of the family be served best by a Home Visit? Home Visits are the core of educational efforts by Bilingual Teachers. Face to face communication is a most effective teaching method.
- B. Have you thought through the visit so you can make good use of the time?
- C. Do you know the homemaker's schedule? Will she be at home? Busy? Willing to invite you in?

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SOME THINGS TO CONSIDER ABOUT A BILINGUAL PROGRAM

The terminal objectives of a bilingual program are the same as any other school:

To plan and prepare the program in such a way as to gain the understanding and active support of all segments of the community.
To create in both school and community a situation which will enable all children to "touch their outermost limits" of learning.

Specifically,

To plan and conduct the program in such a way that either language, or both, is used for most effective learning in any part of the curriculum.

To encourage all children, each at his own best rate, to cultivate their first language fully: to develop skill in all the language arts-listening comprehension, speaking, memorizing, reading, and writing.

To encourage all children to develop fully their second language, each at his own best rate of learning.

To enable all children to gain a sympathetic understanding of their own history and culture of the other ethnic group.

In summary,

To give all children the opportunity to become fully articulate and literate and broadly educated in two languages and sensitive to two cultures.

The purposes are plain enough. The question is: Are they attainable, and are they worth the trouble and expense? Assuming affirmative answers, five main areas need to be considered.

I. Content or Subject Matter

In which language should each subject be taught? Should some or all be taught in both? How should sectioning be handled? Does it make a difference what the "other" language and culture is? Should the content be affected by bilingual schooling? If so, in what way?

II. Time

Should the program ultimately aim toward half the school time in each language-half in English (E) and half in the other language spoken in the community (X)? Or in the long run should one language receive most or even all of the time in the school day? In either case, which language should carry the heavier load in the earliest stages, the child's dominant language or the language he stands in need of acquiring?

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How can the materials be made available and adequate in X, through the full range of subjects and levels, for children who speak this language? How can the materials be made available in English for children who speak another language, and how good is it? Are there suitable materials for native English-speakers seeking a bicultural education? What use can be made of current "foreign language" materials? What are the chances that "teacher-made" materials will justify the time and effort that go into them? What if the other language one is dealing with is unwritten?

IV. Teachers

What are the proper qualifications for teachers in a bilingual program? What are the advantages and disadvantages of using one bilingual as the teacher? Of using teams, on the "one teacher-one language" principle? How can local bilingual teachers who received all their formal education through English be used best to promote bilingual education? Looking to the future, how should teachers for bilingual programs be trained?

V. Evaluation

What instruments are there to evaluate a) candidates for teaching positions; b) children's linguistic, conceptual, and attitudinal status, both on entering and at various points along the way; c) achievement in each content area in the appropriate language or languages at each grade level; d) effectiveness—separately and together—of materials, teaching, and program design in moving toward the community's goals for its children's education? How can the means for revision be built into a program?

VI. Content or Subject Matter

In each separate curricular area, planners must decide not only which language or languages will be unicultural or bicultural in content.

Sectioning

Language is the bilingual program; there must be two languages involved.

Proficiency in language is at the core of a child's ability to learn through this medium, to use a specific language as a means of advancing his education. Whether one should sectionize on this basis, and, if he does, how long he should continue to give children special instructional treatment geared to the degree of their mastery of each language, depends on two things: one's philosophy of language learning, and one's conception of how the philosophy is to be applied in a real school. So far, American schools have put all their effort into fitting the child to the language of the school. We ask now

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whether a better way may not be to fit the language of the school, at least in part, to the child.

Two or More Teachers, Each Using One Language.

Perhaps the most obvious advantage of this "team" arrangement is that it makes possible the use of a native, unaccented speaker of English to teach in English and of a native, unaccented speaker of X to teach in X. In addition each teacher can presumably represent and interpret one culture better than two. Teachers serve as models to children, who learn more by imitation and analogy than by prescription. This is particularly applicable to the learning of pronunciation and of cultural values. Authenticity-in speech and in cultural representation-is of prime importance.

Team teaching recommends itself also because often "two heads are better than one." In planning complex daily programs two or more teachers who collaborate harmoniously can tap greater resources than one and should find stimulation in such collaboration. Teachers with different cultural and educational backgrounds can learn a great deal from one another, which they can then pass on to the children.

The phrase "two or more" requires a word of explanation. In addition to the common pattern, in which one teacher does all of the teaching in English and another teacher does all of the teaching in X, though not necessarily in the same subjects, it is possible to add to the team other specialists in certain curricular subjects, such as art, music, health, and physical education, who can teach in either language and help with the planning. We suggest that the school librarian would also make an invaluable addition to such an instructional team.

One Teacher or Two?

The single bilingual teacher pattern is perhaps easier and safer. It is clearly easier to translate ideas from one head into a unified and coherent lesson plan than to take the time necessary to reconcile varied points of view and to convert them into a mutually satisfactory plan of action. It is safer because dangers lurk in team teaching in the form of possible clashes of views and of personality.

Despite the advantages of the single bilingual teacher and the hazards of the teaching team, we see three significant advantages in the latter.

- (1) It gives greater assurance that the children will learn an authentic native accent in both languages and will acquire more authentic understanding of both cultures.
- (2) It holds the promise of a more interesting and varied program of learning activities.
- (3) It is in its very format an example of cross-cultural education.

Please go back to the first page of this section and reread the assignment. Work as a group to make your schedule. I have included an attendance reporting form that the children can use, for your consideration.

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EVALUATION SHEET

KUSKOKWIM COMMUNITY COLLEGE
University of Alaska
Margo J. Zuelow, Instructor

Ed. 193
Methods and Materials in Bilingual
Education
Module A Session 1

Scheduling and Classroom Management

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The teacher must be especially flexible in the presence of an X-speaking child. While respecting the child's native dialect, he must tactfully add or explain a standard form of X, and at the same time initiate the child into E. Also, while recognizing the value of the X culture, he must teach sufficient understanding of E cultural values to enable the child to feel at home in both the X stream and the E stream. This is very far from being an easy task.

We agree with Zintz, Ulibarri and Miller that "the child whose cultural heritage is different from the school culture is in need of special educational services that will bridge the cultural barriers and meet his language needs before he can take advantage of the course of study with which he is apt to be confronted." The authors spell out some of the values that the dominant culture teaches, values with which any child in an American school needs to become familiar:

1. He must climb the ladder of success, and in order to do this he must place a high value on competitive achievement.
2. He must learn time orientation that will be precise to the hour and minute, and he must also learn to place a high value on looking to the future.
3. He must accept the teachers' reiteration that there is a scientific explanation for all natural phenomena.
4. He must become accustomed to change and must anticipate change. (The dominant culture teaches that "change," in and of itself, is good and desirable!)
5. He must become able to act with socially approved aggressive, competitive behavior.
6. He must somehow be brought to understand that he can, with some independence, shape his own destiny.

These are new and in part alien concepts to some of the children in our schools, yet we wish to register serious doubts about a good bit of what passes for "concept development" among children with little or no English. On the whole, children come to school with their own culture's concepts already formed or forming in their minds. Too often teachers and materials writers think that they have no concepts, or proceed as if they had none. This can be quite damaging, for it fails to recognize that the child's mind is not simply a tabula rasa: he is being presented two different and sometimes positively conflicting value systems. As Sarah Gudschinsky comments,

...teachers inclined to expect as "concept development" in a non-English speaker the simple memorizing and parroting of words for which the child has in fact no meaning. (Without doubt we do this with the English-speaking child as well). An immediate illustration which comes to mind is a Sunday school class which I taught on Easter Sunday of this year. Asked: what is Easter for? the children answered readily "It is the day when Jesus rose from the dead."

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Proposal for an explanation of the phrase "rose from the dead" however, the phrase is a religious term and not of the words mean. It was a shocking surprise to them when we discussed the Easter event in terms of a modern setting in which a corpse pushes up the lid of his coffin and climbs out.)

It has been drawn to my attention that in Australia the Aborigines reach a ceiling in their education in English which is at least in part due to the fact that they have a great deal of English vocabulary that they can read and use in answering test questions but for which they actually have no real world meaning at all.

It seems to me that this is an important element in the notion of teaching a second language to children, and in the notion of concept development.

Another point...is that it is not easy to give a person a new concept if that new concept is in conflict with something he already knows. In this connection the cross-cultural studies are exceedingly important. Unless the teacher understands what the child has already learned from his own culture, he will find it very difficult to give him new ideas which match the second culture.

Please go back to the first page of this section and reread the assignment. Work as a group to make your lesson plans for one week. I have included a sample bilingual report card for your consideration. I have also included some ideas on a child centered room for your consideration.