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ABSTRACT

This state of the art review and research strategy paper identifies some of the educational, political and social issues involved in bilingual-bicultural (bl/bc) education for Spanish speaking/surnamed (ss/s) children and makes recommendations for more refined research. Aspects of bl/bc education for ss/s children included in the paper are: (1) presentation of the history of the major evolutionary trends leading to the development of bl/bc education for 3-5 year old ss/s children; (2) discussion of the socialization practices among ss/s parents, changes that may occur in child rearing practices and related family dynamics as a consequence of school entry, and parental and community attitudes towards bl/bc education; (3) identification of the major research issues in child language acquisition and bilingualism, such as language learning, language input variables, discourse patterns, language processing strategies, personality formation and cognitive development; (4) examination of preschool bl/bc programs for ss/s children, including program objectives, curricula, teacher training programs, and program evaluation. A total of 43 recommendations to OCD for the implementation of research and service programs in the area of bl/bc education are summarized in the final section. Also included is an appendix (in chart form) which lists detailed information about bl/bc Title VII programs with preschools. (Author/ED)

PRESCHOOL BILINGUAL/BICULTURAL EDUCATION FOR SPANISH-SPEAKING/SURNAMED CHILDREN: A RESEARCH REVIEW AND STRATEGY PAPER

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I.

Introduction

The concept of bilingual education for the Spanish speaking/surnamed (SS/S)* child is rooted in a history of tangled political, social, and educational issues. In this state-of-the-art review and research strategy paper we will first identify and clarify some of these issues and make recommendations for more refined research. The intent is to improve bilingual/bicultural (BL/BC) education for the 3 - 5 year old SS/S child. We will first present an historical overview of the major evolutionary trends leading to the development of BL/BC education. In this section we will articulate the responsibility of the Office of Child Development (OCD) for openly supporting preschool BL/BC educational programs. This is followed by a discussion of socialization practices among SS/S parents. Our central concern is with possible changes that may occur in child rearing practices and other related family dynamics as a consequence of the child's entry into school. Included in this section is a discussion of parental and community attitudes towards BL/BC education. Our objective here

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* By SS/S we are referring to the more than nine million residents of the United States who have been identified by the U.S. Bureau of the Census (1971a, 1971b) as people of "Spanish origin." The three largest groups of U.S. residents include more than five million Mexican Americans, approximately one and one-half million Puerto Ricans, and more than 600,000 Cubans. The remaining two million SS/S members include Central or South Americans and "other" people of Spanish origin. In all, the SS/S represent the second largest minority group in the United States. Further, in spite of geographic, historic, and in some cases racial differences between the SS/S subgroups, all share cultural and educational similarities which allow us to speak with relative ease of the entire SS/S population.

is to examine the relationship between attitudes towards BL/BCism and maintenance of BL/BCism. We will, next, examine current research in language acquisition and bilingualism. In this section, we will highlight the major issues in child bilingualism that preschool BL/BC education specialists should be aware of. We will provide a framework for what educators should expect in the way of language development from children enrolled in preschool BL/BC education programs. In the fifth section, we will examine preschool BL/BC programs specifically designed for the SS/S child. We will summarize their objectives, curriculum, teacher training programs and their impact on children and parents. We will discuss the strategies and limitations of program evaluation procedures in their present form as well as offer suggestions for improving the state of program assessment. In the final section, we will list all of the recommendations that are made in the earlier sections. Recommendations will be numbered and the page where they can be located in the text will be included.

All of the information gathered in the preparation of this state-of-the-art paper has given us insight into what is known, but mostly not known, about the SS/S preschool child, his family, community, and BL/BC education. On the basis of these findings, we offer a series of recommendations to the Office of Child Development (OCD) for the implementation of research and service programs in the area of preschool BL/BC education. Each recommendation is underscored for easy identification and reference. These recommendations will be summarized in the final section of this paper.

II.

Why Preschool Bilingual/Bicultural Education?

Historical Background

For many years the educational literature has carried studies which purport to document that a number of factors contribute to the educational underachievement of SS/S children. (For a summary see Carter, 1970). Together this literature has resulted in two explanations for the academic failure of these children: deficiency and difference.

The deficiency argument of underachievement as summarized by Carter (1970) claimed that the child is deficient in language abilities intelligence and motivation. It was further argued that something must be added to the educational process and the child's cultural orientations to make him achieve. This theory had its origin in a series of studies beginning in the thirties which stated that the lower educational achievement of SS/S children was directly related to such factors as BL/BCism and parents who were poor educational role models. More specifically, it was argued that these parents showed little concern for the academic performance and efficiency of their children (Saunders, 1954; Zintz, 1963; Manuel, 1965). Further, it was assumed that SS/S parents placed little value on education, which explained why children were not motivated to achieve in the school. As the argument became more refined, it was assumed that parents did not know how to teach their children, did not speak much to them and when they did speak to them, used simple, ungrammatical language. Therefore, children from these deprived environments it was argued, lacked

stimulating models and activities which would maximize their potential for language development and intellectual growth.

What had to be added to the children's environment, educators argued, was a preschool intervention program to develop motivated, verbally intelligent children who would enter kindergarten prepared to acquire social skills on a par with their more "advantaged" classmates. This could be accomplished in the preschool years by playing verbal games with the children, singing songs, taking trips, learning the alphabet and making good teachers out of parents. More than this, programs were conducted in English because it was thought that a child would need to develop verbal skills in the medium of instruction used by the schools. Early and continued use of English would help bridge the linguistic and cultural gap between what the deprived SS/S child did not know and what the advantaged non-minority child did know when they entered kindergarten together.

For good measure a health plan and nutrition program were added to make up for other deficiencies, but as Hatch (1970) has pointed out, no one suggested adding better paying jobs for the parents of these children. Presumably the deficiencies were unrelated to socio-economic status, but were cultural in nature.

The difference argument maintains that schools reflect a middle class value system which rewards behavior only reflective of particular cultural groups (Glidewell, et. al., 1966). The SS/S children acquire a "language code" and a "value code" in the family which are not always similar to those of the school. These children are faced with the problems of dealing with inconsistencies in values and with language (Getzels, 1974). In short, the proponents of the difference argument maintained that the SS/S child enters kindergarten

with his own developed rule-based culture and language which is not deficient, but merely different from that of the school. This theory evolved from the work of Labov (1969) on the use of nonstandard English by Black children and by the research conducted by sociolinguistics such as Hymes (1967), and Fishman (1965; 1972a; 1972b) on patterns of language use and values in the community. Further studies showed that not only had the schools failed to incorporate these differences in their curriculum; but that they had penalized the children for their differences. Anderson and Johnson (1968) for example, found that SS/S children did not differ from their Anglo counterparts in academic achievement motivation, but that their performance was inhibited in school. Teachers favored Anglo students over their Spanish-speaking peers by calling on them more freguently and giving them more positive reinforcement (Jackson and Cosa, 1974). This behavioral pattern on the part of the teacher inhibits the classroom participation of the SS/S child thereby causing him to become less and less motivated to perform in school.

More recently Ramirez and Castañeda (1974) have added an important new cultural and psychological dimension to the difference argument. Their contention is that Mexican American children differ from Anglo children in a culturally based cognitive learning style. We can infer that other SS/S subgroup children also differ in cognitive learning style from Anglo children. Building on the earlier work of Witkin, et al., (1962), Ramirez and Castañeda argue that SS/S children are field sensitive while Anglo children and teachers are field insensitive. This difference in learning and teaching style conflicts and as long as teachers remain insensitive to the different learning style of their students, the SS/S population will do poorly

academically. Ramirez and Casteneda do offer some suggestions for how teachers can be trained to match the learning style of their students.

Studies have also shown that current and former evaluation instruments used by the schools penalize the SS/S child. For instance, Mercer (1972) reported how children were being tracked into slow and fast groups on the basis of screening tests developed for the majority culture and language. Mexican American children were channeled into slow groups, and once labeled slow learners, that is what they became in the classrooms. Mercer has studied this labeling process and has presented data which indicate that the majority of Mexican American children labeled "slow learners" or "retarded" assume this role for the six hours that they are in school. Out of school there is little difference in how these children (and later adults) function in society. According to Mercer, the traditional instruments used in schools to assess intellectual potential and academic achievement are Anglocentric and the only way that a Mexican American child can compete successfully on these instruments is to become highly acculturated. For a detailed review of the effect of intelligence testing on SS/S children, the reader is referred to Padilla and Ruiz (1973).

When the language differences of the SS/S child were addressed, a number of studies relating language use to classroom learning were cited. Macnamara (1967) had found that when English-speaking children in Ireland were instructed in Gaelic, their overall school performance deteriorated. In a similar study, Macnamara (1966) found that when students were given math instruction in their weaker language, their math scores deteriorated. From these studies and similar research comparing language to school achievement, conclusions were drawn that

instruction in a weaker language, English, may interfere with the SS/S child's ability to learn new concepts. Educators began to argue for instruction in the mother tongue (Andersson and Boyer, 1970).

Recently, a new line of discourse has begun to surface openly in educational circles. This new educational philosophy posits that schools, rather than children, should change. Following this line of reasoning, schools should adopt a BL/BC curriculum so that SS/S children may receive school instruction in their mother tongue with culturally relevant materials. In addition, schools should generate positive attitudes among SS/S children and their families towards the acquisition and development of BL/BC skills. This will be accomplished, it is argued, by hiring teachers knowledgeable in the language and values of both the SS/S subgroup culture and the non-SS/S dominant culture. More than this, parents of SS/S children should be encouraged to actively participate in the educational processes.

The advocates of this new philosophy of cultural pluralism in education argue that the familiar practice of forbidding SS/S children to speak Spanish in school is culturally undemocratic. Further, these advocates argue that schools should not only respect languages other than English, but should enrich their curriculum by introducing material relevant to cultural groups other than the majority. Accordingly, a culturally democratic learning environment would be a setting in which the child would acquire knowledge about his own and the dominant culture. The teaching techniques would, furthermore, be based on culturally appropriate modes of learning for the child in question. It is this new approach to BL/BC education that has given impetus to the social and political involvement of the SS/S

subgroup population demonstrated in their lobbying for passage of the Bilingual Education Act of 1968 and subsequent legislation.

Present State of Bilingual/Bicultural Education

While the number of BL/BC programs is growing due to federal legislation, the topic of BL/BC education is by no means free of controversy. Part of the controversy stems from confusion over what Spolsky (1972) summarizes as educational, social, and political aims which produce seemingly contradictory results. It is true that BL/BC education has been marketed as a means to maximize the social competencies of the SS/S child--the umbrella term for everything good. However, when reviewing the literature, it is apparent that the terms BL/BC, and certainly BL/BC education, are used to express many different things. The inconsistent use of these terms will be documented in later sections of this paper.

Jakobovits (1970) asserts that there is no particular advantage in setting arbitrary limits for the definition of bilingualism. He further asserts that emphasis should be placed on assessing the individual's knowledge and use of her/his two languages. However, there has been minimal sociolinguistic research conducted on SS/S subgroup preschool children and their families (as will be demonstrated in later chapters). For example, we have little information pertaining to the process of language development in SS/S children. Nor do we have much longitudinal data on language learning in BL/BC programs that could be used to define guidelines for a BL/BC curriculum. Because of the gaps in our information about the cultural and linguistic development of the BL/BC child, researchers such as Tarone, Swain and

Fathman (1975) have suggested educators take a more cautious approach to the implementation of BL/BC programs, and wait for more definitive research results before committing themselves to a course of action. The other position, however, is to learn from the successes and shortcomings of programs that have been in operation and to incorporate these, as well as new information from researchers, into guidelines for future programs. We support the latter position for several obvious reasons. First, the impetus necessary for lobbying for BL/BC education was too long in coming to now step back and wait for the researchers' guidelines for programs. Second, whatever is attempted in BL/BC programs could not be any less successful than what has preceded under the guise of education. Finally, in setting a course for cultural democracy in education the mere use of a language other than English in the classroom, coupled with the inclusion of material about Mexico or Puerto Rico, for example, is as important as any research findings.

We have no doubt that BL/BC skills are an asset in today's shrinking world. Most countries, with the obvious exception of the United States, have long recognized this fact and have consequently supported BL/BC programs. It is interesting to observe how the belief in the value of BL/BC education gave impetus to the Culver City Project, which was created without funding by enthusiastic parents and teachers who wanted to provide instruction in both Spanish and English for non-SS/S children. Yet a similar belief by some Mexican Americans (e.g., Sanchez, 1932) was unrecognized by educators, thus causing Mexican American children to undergo more than four decades of being labeled "deficient" or "different." The obvious implication of this is that educational innovation, reform, or change requires that the advocates

of such reform possess a political base from which to speak. The SS/S community has not until recently had a political base--the necessary elected officials, political lobbyists, and voter awareness--from which to call for education reform for their children. We recommend that OCD institute a policy of openly supporting preschool bilingual/bicultural education for the SS/S population. It is our belief that with the support of OCD the many recommendations to follow will be more easily implemented. We urge that OCD demonstrate its commitment to preschool bilingual/bicultural education by adequately funding program developments and research activities. The specific program developments and research activities follow in later sections of this paper.

It is interesting to note that while BL/BC education was originally created as a remedial program for SS/S children, it may well become the mode of education for all children. Current trends in research (see Section IV) support Leopold's (1939) notion that bilingualism may be intellectually beneficial. Recognizing both the intellectual and social value in speaking two languages, researchers and educators alike (Bowen, undated; John and Horner, 1971; Peña, 1975) have suggested that in the future, it may well be the monolingual, monocultural child who is deprived.

Currently BL/BC education has begun to receive widespread attention at all levels--federal, state and local. This attention coupled with some federal and state funds has given a face lift to many schools with large enrollments of SS/S children being educated in BL/BC programs. Many of these programs have been identified as model programs in our study of project reports and evaluations (please refer to Section V). It is apparent that there is a great deal of hope and enthusiasm invested in these programs. However,

Bowen cautions us that the true test for BL/BC education will be when

> . . . bilingual education is so thoroughly accepted that politicians can no longer attract headlines by publicly offering their support, having done their bit and redirected their attention to some new issue of public concern. That will be the real test of bilingual education: whether it can survive the effects of acceptance and neglect. (p. 5)

The second test will be whether policy makers and administrators will be able to separate and clarify the critical issues in preschool bilingual education. We recognize the initiative that OCD has taken in commissioning this state-of-the-art review and research strategy paper. In accordance with the process begun by OCD, we recommend that OCD in conjunction with experts in preschool bilingual/bicultural education take a leadership role in articulating a national policy pertaining to the objectives of preschool bilingual/bicultural education, teacher training, curriculum development, and evaluative techniques. Only after these important components of preschool BL/BC education are crystalized will we be on a sound base to begin implementing the type of program so necessary for so many children between the critical ages of 3 to 5 years. Since the SS/S population is culturally heterogeneous, we recommend that OCD in articulating this national policy recognize the intra- and intercultural diversity in their sponsorship of bilingual/bicultural educational programs. This diversity should be reflected in the program design so that it complements the specific cultural, economic, and social circumstances of each SS/S subgroup.

III.

Impact of Bilingual/Bicultural Education on the Family and Community

There are a series of questions concerning the impact of preschooling on the child rearing practices of parents that must be addressed. These questions have mostly to do with the way SS/S children are socialized and how these socialization practices possibly undergo change when the child enters preschool. Equally important are questions concerning attitudes of parents toward BL/BC education. Here we are especially concerned with whether there are differences in child rearing practices between parents who actively seek to enroll their children in preschool programs and parents who do not. To provide some background to these questions we will first review some of the literature on the SS/S family and how certain family variables relate to academic achievement. From this, we will then pose a series of questions for teachers, administrators, and researchers interested in preschool BL/BC programs.

Family Patterns

Traditionally, the SS/S family structure has been described as paternalistic, authoritarian, and extended-family oriented. It is typically viewed as having clear separation (if not rigidness) of sex roles, strong loyalities and respect for parents and older adult figures in the extended family and community, and as abiding by strict child rearing practices. Moreover, SS/S parents have been viewed by educators as fatalistic and present-time oriented, with lower educational

aspirations for their children (e.g., Saunders, 1954; Zintz, 1963; Manuel, 1965).

Mexican American social scientists have taken issue with these views of the Mexican American family and have argued that there is no basis in empirical data to support the cultural based reasons used to explain low achievement of Mexican American students in the public schools (Padilla, 1972; Montiel, 1973). For instance, it is not unusual to read that the Mexican American student is not competitive, ambitious, or achievement oriented because these qualities have not been rewarded during his early childhood. Presumably what have been rewarded are dependence, obedience, compliance, and silence. The child is not active, mobile, curious, or talkative. It is further assumed that because of this early childhood training, the child is forever expecting to have his dependency need fulfilled by the environment.

In addition, little concern is given to the cultural and ecological variability that exists among SS/S when attempting to describe SS/S families and their child rearing practices. The SS/S are composed of different mixtures of values and language use patterns, of different socio-economic levels, and of life styles that vary along the continuum of rural to urban and from migratory to settled (Amaro-Plotkin, 1975). There are also generational differences as well as differences in cultural awareness that must all be taken into account when studying the family.

Family Roles in Educational Achievement

The importance of the role of the family in the educational

achievement of children must be underscored. There is good evidence (Rosen, 1956, 1959) of a long standing nature that parents play a significant role in instilling academic achievement motivation in their children. According to Rosen, academic achievement motivation is the result of two types of family socialization practices: achievement training and independence training. Achievement training involves the parents setting high goals for their children and communicating to them that they expect evidence of high achievement. Independence training involves the parents encouraging self-reliance by granting their children enough autonomy to make their own decisions and to accept responsibility for success or failure.

There is little research that bears on these two types of family socialization practices when considering SS/S. There are at least several studies which clearly indicate that the first type of socialization practice is to be found in Mexican American homes (Anderson and Johnson, 1971; Evans and Anderson, 1973; Henderson and Merritt, 1968). There is little research of a similar nature with other SS/S subpopulations (Padilla and Ruiz, 1973). On the basis of available research, for instance, Anderson and Johnson reject the myth that Mexican American parents discourage, or even de-emphasize, advanced education for their children. What Anderson and Johnson conclude is that

> Mexican American children on the whole experience as much pressure to achieve good grades in school, complete high school, and attend college from their parents as their contemporaries. These findings strongly contradict the stereotype of the Mexican American family as placing little

> emphasis on education. Furthermore, this interpretation is also borne out when one examines the factor that indicates the degree to which children report parental assistance with their school work. On the whole there appears to be little or no difference between Mexican American children and other children with respect to this factor (P.300).

Anderson and Johnson suggest that the problems Mexican American children have in schools may be more related to the fact that parental education and family socioeconomic status remain quite low even after three generations of residence in the United States. The authors say that one of the "most significant findings" (p. 306) to emerge is that Mexican American children have relatively less personal confidence in their ability to achieve academically despite parental encouragement and high educational expectations. An obvious implication is that the academic performance of Mexican American children may be improved by BL/BC educational programs beginning at the preschool level which are directed towards increasing the confidence of these children.

With respect to the second socialization variable (i.e., independence training) there is some evidence which suggests that Mexican American parents are less likely to grant autonomy to their children than are Anglo American parents (Evans and Anderson, 1973).

Moreover, Evans and Anderson showed that independence training served as a greater predictor variable of academic achievement for Mexican American students than for Anglo students. Evans and Anderson suggest that this finding may reflect a basic incompatibility between the Mexican American family structure and the structure of the classroom. That is, in most elementary and secondary schools, the norm of independence is reinforced by confronting children with a sequence of classroom tasks and experiences designed to encourage independent behavior on the part of the student. Accordingly, for students who have been socialized to be somewhat independent in their actions, achievement is greatly amplified in the classroom where the student is expected to assume a great deal of initiative in interacting with the teacher and other students. Finally, Evans and Anderson report data which indicates that middle class Mexican Americans provide independence training for their children in a manner similar to Anglo parents.

In the absence of large scale investigations of SS/S child-rearing practices, we recommend that OCD encourage research into specific child rearing practices of SS/S parents and how these practices affect the social and emotional competencies of the child. These studies should be longitudinal in nature and should control for length of residence of parents in the United States, family and kinship ties to Mexico, social class, rural versus urban backgrounds and educational level of parents. We further recommend that research be conducted to determine how schooling of children alters child rearing practices and family relationships. That is, the research should focus on these processes before, during, and after exposure to BL/BC schooling. The

research should include children and parents not exposed to BL/BC education. No information is known about the impact of schooling on socialization practices in the SS/S family. For example, it is not known whether the process of acculturation (e.g., shift in the preference of Spanish to English) which occurs when children enter school serves to alter the child-parent, parent-parent, and child-child interactions in the home, thereby, creating some degree of acculturation in the entire family. Padilla and Lindholm (in press) for instance, in a study of child bilingualism gathered some data which indicate that in homes where Spanish is the primary mode of communication of the parents, school aged children prefer English when addressing younger siblings and they become the language models for their monolingual Spanish-speaking younger siblings. However, no one has investigated this process systematically.

In line with this same discussion is the need to study the expectations that SS/S parents have toward the school in the socialization of their children. For instance, Steward and Steward (1973; 1974) in informal data collected about the mothers perceptions of themselves as teachers report that Mexican American mothers perceived their roles as mothers, not teachers, and that teachers were to be found in the school. Further, Steward and Steward report that Mexican mothers were more concerned about their child's behavior in school than Chinese or Anglo mothers who were more preoccupied with what their children learned. Thus, we recommend research that examines the role parents expect themselves and their children to assume toward teachers and schooling. It seems essential that the expectations of parents and teachers mesh with each other if the child is to succeed in the school. In the absence of formal empirical evidence, there is some indication

that parents and teachers have different, and possibly incompatible, role expectations which conflict and interfere with the academic success of children (Getzels, 1974). These data seem particularly important to us in the planning of preschool programs which will meet the bilingual and bicultural needs of SS/S children.

Family and Community Attitudes Toward Bilingual/Bicultural Education

As important as the socialization practices of SS/S parents is the attitude that parents have toward the BL/BC education of their children. The logic of this obviously is that if parents view BL/BC education positively then this attitude will be communicated to their children, who in turn will adopt a similar attitudinal disposition. There is some basis for belief that if BL/BC educational program personnel encourage parental involvement in the planning and teaching activities of the programs then parents and children alike come to view these programs positively. (This point is more fully discussed in the section on language differences in section four).

Attitude measurements obtained in the St. Lambert project (Lambert and Tucker, 1972) indicate a more liberal, acceptant outlook among the experimental children toward both English and French. Moreover, the experimental subjects persistently described themselves in positive self concept terms at all grade levels. Parents of the experimental children expressed enthusiasm and a strong preference for continuing the experiment and providing a regular home-school language switch opportunity for successive groups of children. Likewise, the teachers were in strong agreement with the goals of the French/English program.

In a study by Riestra and Johnson (1964) there was a positive change in attitudes after students had been involved in studying Spanish. The interesting finding in this study pertained to the influence that television and audio-tapes had on the increase in positive attitudes. It would appear that multi-media could be used as a very effective tool in the creation of sensitivity and understanding of other cultures.

In Cohen's (in press) description of the Redwood City bilingual program for MA children there were definite attitude changes among the children involved in the project. The children viewed their own culture more positively, and their school attendance and attitudes toward school were both greatly improved.

Cohen also surveyed the parents of the children and found that the parents were very positive in their feelings toward the BL/BC program. They stressed their desires for Spanish instruction in order to preserve their language and their culture. They also felt that if their children were bilingual, it would be easier for them to obtain jobs and those jobs would be of a more professional nature. Spanish language maintenance was also believed to influence the thought and behaviors of their children who would consequently remain true Mexican Americans.

Trasure-Smith, Lambert and Taylor (1975) looked at parental attitudes toward bilingualism and found that Canadian parents valued the learning experience for their children because they felt it increased the occupational and educational avenues that would be available for their children. The study also pointed to the intricacies of learning a second language which involves more than the development of a linguistic skill, but instead encompasses a complex social

commitment. There is a great need according to the authors for the development of a more comprehensive social-psychological model to look at attitudes toward BL/BC education.

Attitudes of SS/S parents whose children are enrolled in the Santa Barbara BL/BC program seem to bear out many of the studies reviewed above. In discussions with a group of the parents the same attitudes noted by Cohen and Lambert and his associates were expressed by the parents. These parents were enthusiastic about the project and felt that they were contributing to their child's intellectual growth and development as well as receiving educational opportunities themselves.

On the basis of the above review of parental attitudes toward BL/BC education, we recommend continued study of parental attitudes and expectations prior to, during, and following their children's exposure to BL/BC schooling. In our estimation not enough is yet known of how attitudes interact with parental expectations of BL/BC schooling or how parental attitudes can be made more favorable by program personnel. Further, we recommend that parents be assessed for their attitudes of what constitutes the critical aspects of culture that they would like strengthened in the bicultural component of programs and that these cultural aspects be incorporated into the curriculum. As we will discuss in a later section of this paper, the bicultural component is in need of much greater specification and it would be of extreme importance to know how parents viewed biculturality and what they thought had to be communicated to children in order to preserve the culture of the home.

Along this same line, it seems to us important to know how

the community perceives preschool BL/BC education. Since most of the preschool BL/BC programs other than Head Start have only recently arrived on the educational scene, it is difficult to determine what the community attitudes are towards these programs. It is possible, however, to look at research on Head Start programs and to infer what impact these programs may have on the parents and community.

Certainly one of the greatest contributions of Head Start has been to increase parental involvement by including parents as aides, teachers, advisory members, and program directors. With this involvement parents have come to realize that they can influence and affect those educational institutions which directly shape their children's social competence, intellectual development, and occupational future. Accordingly, we recommend that research be directed at determining the range of community attitudes and expectations toward bilingual/bicultural education as well as increasing the community's role in setting educational policy. Further, attitudes need to be surveyed on a continuous basis, especially in those communities where there is upward mobility and in-migration. Special care should be taken to assess language patterns in the home and community at large as well as determine whether families are recent arrivals in the United States. We further recommend that on the basis of information gathered that OCD promote the development of mechanisms for facilitating parental and community policy-making involvement so as to guarantee the active educational advocacy and impact of parents and other community members. It is our belief that only when such advocacy appears, will true BL/BC education at all levels and for all children become a reality. The long range impact of these programs should also be assessed for their effectiveness on the academic and social success

of SS/S children in public schools. Further, the leadership role that parents play in school related affairs should be included in this research.

Finally, there is no available information which relates directly to the effects that attitudes of peers and siblings have on the 3 - 5 year old child involved in a preschool BL/BC program. There is research that indicates that preschool children depend more on their parents and siblings as role models and that this becomes weaker with entry into school, while a value on peer opinion becomes increasingly stronger. The extent to which this same pattern develops in SS/S children is not known. We can speculate that the influence of the family may be greater than that of peers for a longer period of time because of this stronger family effect. On the basis of this we can further speculate that familial ties are more important variables shaping the attitudes of children toward BL/BCism, especially with children from 3 to 5 years of age. What is needed, however, is confirmatory data which bears on the importance of parents and siblings as role models in the language and cultural development of young children. Accordingly, we further recommend that OCD encourage research on those socialization variables which affect, promote and maintain the cultural and self-attributed ethnic identity of children.

In sum, patterns of parent-child and child-child interactions in SS/S families are in need of study, especially on how these pattern change with school contact. This research needs to be conducted on attitudes toward BL/BCism and BL/BC education for children, their siblings and parents, peers, and the community at large. Only when such studies are conducted will we be able to specify the conditions that

facilitate BL/BC development. Furthermore, such studies should provide information on the total social and emotional development of children.

IV.

Language Development in the Bilingual Child

Researchers have debated at length the issue of what constitutes bilingualism. We are not concerned with the issue of defining bilingualism per se in this paper, but rather with recognizing the development of BL potential in SS/S preschool children. By BL potential we mean the potential for developing skills in two languages. We may identify this potenital in the child who speaks only Spanish yet enters a BL/BC preschool. BL potential may likewise describe the SS/S child who speaks Spanish at home and English at school. Similarly, a child who speaks predominantly English, but understands some Spanish, also has BL potential. In sum, a child has BL potential if s/he is within an environment where there is an opportunity to develop productive or receptive skills in two languages. In this section we will explore the language development of children with BL potential, paying particular attention to generalizable similarities and differences in the process of acquiring BL skills, and highlighting needs for further research in BLism that has application to BL education. We will further examine the relationship between BLism and BCism.

Similarities in Language Learning

We know from experimental and observational studies that children can and do learn languages under a variety of conditions. We also know that language acquisition proceeds in a similar manner for learners, whether they are acquiring skills in two languages simultaneously or sequentially. We know that the linguistic process

is rule-governed, so that at any particular stage in the child's development, we should be able to roughly describe the rules the child uses to organize his speech.

These statements are supported by evidence from researchers who have looked at bilingual development. Hatch (1974), for example, studied the language development of over 40 children acquiring English as one of their two languages. These children were at various stages in their acquisition of BL skills, and represented a wide range of language backgrounds and cultures. Some were Japanese-American, some were SS/S and others were Chinese-American. What is most intriguing is that all of these children developed English language skills in a similar manner, that is, similar developmental sequences occurred in their acquisition of English regardless of the child's language preference or language background. Data collected by Padilla and Liebman (1975) and Padilla and Lindholm (in press) on the simultaneous development of Spanish and English among preschool Mexican American child generally concur with Hatch's findings where comparisons can be made.

Padilla and his associates extend the similarities argument by suggesting that children with BL potential learn to differentiate between their two language systems at a very early age. Children acquire rules and vocabulary items in their two languages almost simultaneously and when they mix languages, word order is preserved while forms do not overlap in meaning. They also found that children usually start to favor one language over the other, and suggest that this preference may reflect language input variables. In general, the Padilla and Liebman and the Padilla and Lindholm studies demonstrate

that the acquisition of BLism proceeds in much the same manner as the acquisition of a single language. Their conclusions draw support from similar findings by Swain (1972), Leopold (1939; 1947; 1949a; 1949b), Ronjat (1913) and Fantini (1974), all of whom have conducted longitudinal studies on bilingual children.

Further evidence of similarities among learners comes from experimental studies conducted by Larson-Freeman (1975), Fathman (1975) and Dulay and Burt (1974). These researchers ranked the order of acquisition of grammatical markers in the speech of second language learners coming from a variety of language backgrounds. Similar developmental orders across all learners for many grammatical markers were found. If language learning proceeds in a similar developmental pattern, we need to know what this general sequence looks like for the Sp/S child between the ages of 3 and 5.

While we know that similarities exist in language learning, we do not know the specifics of Spanish-English BLism in children from 3 to 5 years old. As of yet, no longitudinal studies have been conducted with this age group, although dissertation research by Linda Tweed (personal communication) appears promising for the future. The need for long-term observational studies can not be overemphasized, as research findings should provide guidelines for the development of a BL/BC curriculum as well as realistic long and short term goals for BL/BC education in general. We recommend that OCD fund both longitudinal and experimental research for the purpose of gathering comprehensive data on the language development of the preschool SS/S child.

Researchers have attempted to explain why there are notable similarities-differences in language development by analyzing various

linguistic, semantic, cognitive and affective variables. They have analyzed the effects of input to the learner--that is, the language addressed to him in conversation. They have analyzed the relationship between language form and language function in the developmental process. They have considered individual differences in learning style, and finally, they have examined the importance of affective variables in language learning. We will report the major findings in all of these areas as they contribute to our overall understanding of the language learning process. When appropriate, we will make recommendations for further research.

Language Input Variables

Hatch (1974) found that she could account for the child's acquisition of some language patterns on the basis of the frequency with which the pattern occurred in the language input to the child. Wagner-Gough (1975), Larson-Freeman (1975) and Boyd (1975) also suggest that language input to the child is important to consider when trying to explain language rule formation. Padilla and Liebman (1975) further noted the significance of language input and its relationship to language selection in the SS/S BL/BC children they studied. They found for example, that they were able to increase the amount of Spanish used (relative to English) in the children's speech samples simply by having the child's mother speak only Spanish to her/him one hour prior to the recording session. Well-documented research by Hymes (1967), and Fishman (1965) show how the practice of language switching and mixing is a response to language input from the community.

Boyd (1975) has analyzed the effects of language input

in classroom speech. In her study of The Culver City Spanish Immersion Program (Los Angeles, California) for English-speaking children, Boyd found that the teacher's language was characterized by present tense verbs, commands, routine expressions and repetition of the materials being taught. The students likewise, used many present tense and command forms in their speech. The teacher used relatively few past tense forms, and produced almost no utterances in the future, past perfect or subjunctive forms. Boyd found that the infrequent use of these forms in the teacher's language resulted in the absence of many of these same forms in the learner's speech.

Boyd concluded that classroom language alone may not be sufficient to provide varied conditions for the acquisition of native-like BL/BC skills. [For supporting evidence, see Lambert (1972).] These findings are particularly relevant to BL children whose primary model for one of their languages is the classroom teacher. While we have discussed similarities in strategy and language product, we need to know how BL/BC programs may hinder or facilitate language growth in the development of BL skills, especially when it is the case that the teacher is the primary model for one of the languages. We need to know whether the language environment of the classroom can be manipulated in any way to facilitate language learning. We need information on classroom language and its effects on the language development of preschool children in BL/BC programs. <u>We recommend that OCD fund language research conducted within existing bilingual/bicultural preschool programs, examining the effects of bilingual education on language growth and maintenance.</u>

Discourse in Language Learning

The logical extension of an input-output analysis pertains to the discourse between the SS/S child and his mother, his teacher and his peers. The field of discourse analysis is wide open for research. Sinclair and Coulthard (1975) have asserted that the basic unit of interaction is not the single utterance, but rather the exchange. The child learns from her/his conversations with their mother, teacher or peers when to remain silent, when to initiate conversations and when to switch language codes. Futhermore, s/he learns how to draw inferences, what topic to address in the speech of others, how to summarize and how to present her/his own ideas. Some of our knowledge about communication patterns have particular relevance to BL/BC education. For example, Sinclair and Coulthard (1975), Pearce (1973) and Coulthard and Ashby (forthcoming) have made the interesting observation that discourse progresses mainly by question-answer sequences in the classroom. However, other researchers [Sacks, Sacks, Schegloff, and Jackson (1974)] demonstrate that this is not what actually happens in ordinary conversation. These findings lend support to claims that classroom language may provide the child with limited language experiences if the teacher does not use varied language patterns in her/his speech. Once again, BLism and language use in the classroom needs further research.

Where researchers have looked at the discourse between children and adults, they have found that adults use a number of various teaching strategies. Some of these strategies appear in the form of routine questions and language patterns. As Keenan (personal communication) has suggested, the child is often guided through the

communication process by the adult who helps the child develop her/his thoughts. Hatch and Wagner-Gough (1975) have found that the adult's speech to the child may form its own developmental sequence as the adult consciously or unconsciously filters her/his speech to the child. In addition, adult-child conversations usually refer to environmental stimuli that can be seen or manipulated by the young child. We need to continue the research in the field of discourse strategies, especially as it pertains to adult-child conversations in a natural environment. The knowledge of these strategies may be of value to the teacher in a BL/BC preschool program. (See Section III on socialization and attitudes). In addition, we must analyze conversations between peers to determine the nature of child-child discourse and to find the various strategies children may use to teach and learn from one another. (Refer to Section III). We recommend that OCD fund projects which will examine adult-child and child-child discourse patterns to determine if conversational patterns may differ in each of these dyad situations and how the child learns linguistic and semantic concepts in the art of discourse.

Besides examining teaching-learning strategies in a discourse analysis, one must also examine how language structures function in the child's speech. For example, Hatch and Wagner-Gough (1975) found that language learners may acquire and use -ing (a progressive marker) early, although they do not learn the full function of this form until much later in their language development. The reason for this may be that the young learner only understands limited semantic relationships. It may also be due to the fact that this form does ha several semantic functions in adult speech which may be too subtle for the young learner

to perceive. We need to explore in much greater detail the relationship between language function and language form: which functions appear first for certain forms and which are acquired later? In addition, we need to analyze linguistic and semantic complexity for the SS/S preschool child to determine which tasks will generally be semantically easier or more difficult for her/him to perform. This study should be longitudinal. Ultimately, such findings should be applied to a BL/BC curriculum. We recommend that OCD release funds for language research designed to explore the relationship between form and function in language learning in children of bilingual potential.

Language - Processing Strategies

How does a child sift through language data and select those forms that are linguistically easy and most useful to him in speech? It has been suggested that the learner uses a set of cognitive and perceptual strategies to attend to certain features of linguistic and semantic markers. These strategies are in turn checked by his own linguistic and cognitive maturity. Hatch (1974) in second language research and Slobin (1973) in first language research have outlined some of the ways these strategies operate. In brief they are

1. Perceptual saliency of a form--forms which are easiest to perceive in the stream of speech because they receive stress, come at the ends of words or have salient phonological properties will be learned first.
2. Number of forms--the learner will begin with one form and use it to mark one function. Then s/he will add

others in correct ways (generalization), will overgeneralize, and then use the forms in variation. Finally s/he will sort out the correct use of each of the forms.

3. Number of functions--if a form has only one function, it should be easy to learn; if it has many and if forms overlap in function, it will be more difficult.
4. Importance to communication--if a form is not crucial for communication it will not appear in the initial stages of acquisition.
5. Any combination of the variables 1 through 4 will make the task more or less easy.

While it is true that not all children use all of these strategies all of the time, these operating principles are useful in explaining why some forms emerge early and why some appear late. However, at this stage of language research we are not able to predict which forms will usually appear first or why. This is largely due to our lack of information about the relationship between cognitive strategies and language growth. We need to continue researching the relationship between linguistic and cognitive processing strategies and in the language development of the preschool SS/S child. We recommend that OCD release funds for research in language processing strategies in the SS/S preschool child. This research should ultimately tie in with curriculum development and teaching strategy.

Applied Research in Bilingual/Bicultural Education

At this point any teacher may well be protesting "How

should I relate all of this information to a BL/BC preschool program?" Her/his question is important. We can not make many definitive statements without further research, but we can offer some suggestions for using some of the research findings that we have in a BL/BC program.

For example, a preschool teacher will want to include a variety of language activities in the class that will provide occasion for her/him and the students to use varied speech patterns. S/he may want to increase the frequency of past tense forms by telling stories to the children in the past tense, or s/he may try to incorporate less question-answer sequences into her teaching to encourage more student initiated speech in the class. S/he may also want to take the children on field trips where they may experience more language forms and language models.

By becoming acquainted with the general developmental language sequences and language learning strategies, the teacher will at least be aware of what to anticipate in the langauge development of the child. The teacher will, for example, anticipate questions with rising intonation prior to questions with subject-verb inversions. S/he will anticipate what/que and where/donde questions before why/porque and how/como questions. [Refer to Padilla and Lindholm (in press)]. In addition, s/he will want to attend to the function of these forms in the child's speech. The teacher will understand that children usually require time to sort out the pronoun system of each language as well as the forms of to be and estar/ser. In sum, s/he will have a better understanding of the manner in which language is learned. With this awareness the teacher should be able to develop and evaluate materials which are compatible with the child's level of language

proficiency.

While the language learner seems to attend to and acquire certain linguistic patterns before others in her/his speech, this does not necessarily mean that the teacher should try to simplify her/his speech in order to match it with the learner's own production. Maybe it is important for the learner to be exposed to some of the potential of language while simultaneously being given the chance to listen, ignore, test rules, sort through data, delete, learn, overgeneralize and relearn language forms. This it seems, is certainly one major advantage of preschool BL/BC programs. They can serve as testing grounds for the learner's speech.

Teachers, however, should not make the mistake of judging what a learner knows solely on the basis of her/his own speech production. Studies have shown that it is important to know about the child's comprehension of language in the assessment of her/his language abilities. Clearly, we need to inform the educators in preschool BL/BC programs of the important gains made in language research and of the possible ways language research can be applied to BL/BC education. We recommend that OCD create a liason between researchers and educators by disseminating information in language research to preschools in a usable form. We further recommend that OCD provide technical assistance based on results to implement more operative goals for preschool bilingual/bicultural education.

Differences in Language Learning

Although we have discussed the similarities between children in their language development it is equally important that we attend

to the differences in this development. The teacher in the BL/BC classroom will also need to be aware of these differences in order to be more sensitive to the speech patterns and learning strategies of her individual students. For example, there is a noticeable difference in children's language learning styles. Some learners, according to Hatch (1974), acquire language in what appears to be a very systematic rule-governed process. They form language rules and consistently apply them when organizing their production data. At any point in their development, it is relatively easy for the researcher to describe these rules. Hatch calls such learners rule formers.

There are children, however, who are more eclectic in their approach to language learning. They seem to sweep everything they hear into their speech with no apparent order and sort the rules out later. They defy researchers' attempts to describe their own rules in any terms other than "free variation." These learners are referred to by Hatch as data gatherers.

While their strategies radically differ, both data gatherers and rule formers do learn the rules of language. It may be that the data gatherer is prone to try out new forms verbally in order to hear them and to establish semantic parameters for their use in his speech. It is also possible that many patterns the learner uses in free variation serve as fillers until s/he learns the appropriate linguistic form for the concept. There are other explanations that could be offered. It is quite possible, too, that language learning style is just another way we have of talking about cognitive style.

Krashen (personal communication) claims that learning strategies may change with age. He has suggested that children acquire language by trying to match their speech with the language in their environment

and learn best when allowed to use their own individual cognitive devices and strategies in a new language environment. Past the age of puberty, Krashen suggests, language is objectified. Therefore, the older learner relies more heavily on formal rules to organize her/his language. Thus, we may infer that attempts to teach the young child a language will not be met with much success. We need to determine if language teaching produces any significant effects on the language learning process. To date the relationship between language teaching and language learning has not been adequately researched.

Besides differences in learning strategies, there exists differences in the rate in which children learn languages. Children vary tremendously in the rate they acquire language. Therefore, it is impossible to talk about what a BL/BC child should know by the age of five in either Spanish or English. Norm setting is made even more difficult by the fact that we have no longitudinal studies on the SS/S preschool child. However, we do have sufficient data (Brown, 1973; Hatch, 1970) on English-speaking children which show that by the age of 4 or 5, the monolingual child has not mastered many of the complex structures of the English language and is unable to make some of the finer discriminations between language patterns. This research bears directly on BL/BC education for the SS/S child. We can infer from the research on monolingual children that SS/S children with BL/BC potential will have accumulated an impressive amount of language skills by the end of their BL/BC preschooling. However, they still will not have mastered either of their two languages. If we strongly believe in the value and importance of BL/BCism, we need to establish greater comtinuity between BL/BC preschool programs and elementary

schools. We recommend that OCD ensure bilingual/bicultural development by insisting on bilingual/bicultural educational continuity between preschool and elementary school.

One additional topic relevant to our discussion of language learning is that of affective variables. Schumann (in press) has suggested that these may play a greater role in determining overall success in language development than variables associated with language aptitude. For example, the learner's attitude towards speakers of the target language can either enhance or inhibit language development. These attitudes are shaped and modified by the disposition of her/his parents, siblings and peers towards the target language. (See Section III). The learner's attitudes may also be influenced by the teacher's attitudes towards both the learner and the target language. (See Section II). Thus, an analysis of the learner's attitudes toward the target language and her/his motivation for learning that language may be crucial to our understanding of the complexities of language development. This research should include a control where SS/S children and parents are not in contact with non-SS/S children and parents.

Gardner and Lambert (1972) have suggested that we can expect to find differences in learning proficiency among learners based on their motivation to learn the language. They assert that proficiency in a second language is dependent on the learner's desire to become a member of that ethnolinguistic group. It is an integrative motivation (desire to learn more about the culture) rather than an instrumental motivation (desire to learn the language for practical reasons) that results in better success in acquiring BL/BC skills. If this is true, we must find out whether children and parents in

BL/BC preschools develop integrative motivation. We also need to know whether preschool personnel encourage both BL and BC integrative motivation. Studies should be conducted to compare the attitude and motivation of the preschool child who enters a monolingual (English-speaking) elementary school and the child who attends a BL/BC elementary school. A further question might be whether attitudes and motivation change in the SS/S child and parents by increased contact with either monolingual Spanish or English children and adults. We recommend that OCO engage in research with children, parents, siblings, peers, and teachers on attitudes toward BL/BC education and how these attitudes shape the motivational style of the preschool child with BL potential. This research should be conducted with populations that are composed of both SS/S and non-SS/S children and parents. Research on attitudes and motivation in BL is important because of the conflicting argument presented by Macnamara (1973) who states that the importance of integrative motivation for language learning may be overemphasized in the literature.

We have made the claim that language is learned in much the same manner by all children. We have suggested that frequency of a form, combined with its semantic function, its saliency and linguistic complexity are important determinants of acquisition. A form that is relatively easy to produce will be learned faster than one which is more difficult. A form whose semantic function is clear to the child will be learned faster than the form whose meaning is ambiguous. All of these linguistic and semantic features are subject to the personality of the learner and her/his learning style, be s/he a data gatherer or a rule former, a verbal learner or a silent learner. They are further modified by environmental factors which shape

attitude and motivation for learning any language.

There are two additional points especially relevant to the SS/S child. As Lambert (1968) asserts, if two languages are available in the home, it would be unfortunate not to capitalize on the possibility that both languages can be stabilized early, that is, the young child can comfortably learn both languages in childhood. While Ervin-Tripp (1968) agrees with Lambert, she adds that part of the issue of bilingualism is how much societal maintenance there will be for the two languages. We believe that not all children learn two languages easily. The reasons for this, we believe, relate more directly to affective variables--social support or non-support, peer attitudes, teacher attitudes, community attitudes, parental attitudes and motivation--than to any inherent difficulty in learning the linguistic and conversational rules of two langauge systems. Since educational institutions are dynamic socializing forces, it is important that BL/BC programs be developed within communities which want to maintain bilingual skills. In accordance with this, BL/BC communities must have access to information about bilingualism, how it develops and how it is maintained. Information presented through the media may lead to wiser decisions in regards to BL/BC education. Awareness of what BLism is, how it develops and what it can do for a child may spur communities to request BL/BC programs for their schools and to support those which have been developed. Therein lies the hope for the continuation of such programs and therein lies the responsibility of OCD. We recommend that OCD assume the responsibility of disseminating information on bilingual/bicultural education to interested parents and educators.

Bilingualism and Personality Formation

Little is known about the social-emotional adjustment of BL/BC people. The popular consensus about the effects of early BLism on personality integration and emotional adjustment is that the BL experience is detrimental. The literature suggests that the young BL does not function well as an older child or adult, and that s/he is especially subject to failures in conflict resolution characterized by a symptomatology for what is loosely called "alienation" or "anomie," but as Diebold (1968) has pointed out when this literature is examined one common etiological theme emerges:

> This is basically a crisis in social and personal identity engendered by antagonistic acculturative pressures directed on a bicultural community by a sociologically dominant monolingual society within which the bicultural community is stigmatized as socially inferior, and to which its bilingualism (historically viewed) is itself an assimilative response. (P. 239).

There is much that would justify the claim that the etiological theme described by Diebold is especially appropriate for the SS/S in the United States (see Padilla and Ruiz, 1973).

We have in other sections of this paper discussed the lack of a clear definition of what constitutes BCism and the development of BC skills. We have also indicated the near absence of BL/BC educational objectives and curriculum materials for enhancing BCism in preschool aged children. All of this, coupled with a lack of clear research findings on the personality formation of BL/BC preschool children, suggests to us that researchers and educators alike must

devote more of their attention to the BC component in the preschool program if we are to ensure the social-emotional competency of SS/S children enrolled in BL/BC educational programs. Accordingly, we recommend that OCD solicit and support research pertaining to the social-emotional effects of biculturalism on preschool aged children. This research should be longitudinal in nature and should seek to establish the correlates between biculturalism and healthy social-emotional personality formation. We also recommend that OCD coordinate efforts between researchers and educators in the design and implementation of more refined bicultural curriculum materials which will enhance the total social development of the bilingual/bicultural preschool child. The emphasis here should be on the inclusion of those values in the curriculum that will enable the BL/BC child to more easily mediate events and experiences in the two cultural environments of the child.

Bilingualism and Cognitive Development

There has been almost no research into the development of correlated language-based cognitive behavior such as concept formation with preschool BL children. What literature is available suggests that cognitive development may be facilitated in BL children. For instance, in a study by Feldman and Shen (1971) a group of Spanish surnamed Head Start children were tested on a series of Piagetian cognitive tasks. One half of the children were BL and the other half were monolingual English-speaking. The tasks involved object constancy (the ability to recognize an object after its shape had been altered partially), naming (assigning nonsense labels, "wug" to the object "cup"

and observing the child's facility in using both the proper label as well as the nonsense label), and ability to construct sentences incorporating the names of three objects. The finding reported by Feldman and Shen indicate that the BL children were superior to the monolinguals on all three tasks. Of even greater relevance perhaps is the fact that the BL children outperformed the monolinguals on cognitive tasks which involved both language comprehension and production. Similar findings were also reported by Ianaco-Worrall (1972) who studied Afrikaans/English speaking preschool children.

Although there is a glaring omission of research on the relationship between BLism and higher cognitive behavior, there is the suggestion that when we consider individual BLs or groups of BLs in sociolinguistic contexts where their BL behavior (and/or BC background) does not ascribe them lower status or cultural marginality within a larger monolingual community, they outperform their monolingual peers. In one of the best controlled studies in the literature, Peal and Lambert (1962) found in their contrastive comparison of carefully matched monolingual and BL groups that BLism is associated with and may in fact facilitate significantly superior performances on both verbal and nonverbal intelligence tests. Peal and Lambert conclude that:

> The picture that emerges of the French-English bilingual in Montreal is that of a youngster whose wider experiences in two cultures have given him advantages which a monolingual does not enjoy... Intellectually his experience with two language systems seems to have left him with a mental flexibility, a superiority in concept formation, and a more diversified set of mental abilities, in the sense that

> the patterns of abilities developed by bilinguals were more heterogeneous. . . In contrast, the monolingual appears to have a more unitary structure of intelligence which he must use for all types of intellectual tasks.

On the basis of this scant, but extremely important, literature on the relationship between BLism and cognitive development, we recommend that OCD sponsor a thorough investigation into the correlates between early child bilingualism and cognitive development. This research should ensure that BLism is operationally defined and that children be matched on all sociolinguistic variables in order to avoid any confounding or misinterpretation. The importance of this research is that if it demonstrates a positive relationship between BLism and cognition, then many of the older hesitations and fears expressed by educators toward BL/BC education will be cleared away. We further recommend that OCD encourage the designing and implementation of curricular materials which emphasize the cognitive domain of preschool bilingual/bicultural children. The designing of such materials should be conducted in conjunction with research on the relationship between language and cognitive development. The implementation of such materials should be done with evaluative measures built into the preschool BL/BC program.

V.

Preschool Education for the Bilingual

In order to gather information concerning the specific nature of preschool BL/BC education in the United States, we analyzed project reports and summaries from programs throughout the nation. (The interested reader is invited to refer to Appendix A where these reports are summarized in table form.) In conjunction with our research efforts we met with local preschool project coordinators, teachers and program consultants and observed BL/BC preschool programs in Los Angeles and Santa Barbara. What we found were schools with conscientious dedicated personnel, SS/S parents who spoke favorably about the programs and children who seemed happy in their BL/BC preschool classes. Bilingual/bicultural program personnel should be commended for their efforts and their contributions to the SS/S community.

We also discovered through our research that BL/BC education in practice means many different things. While the objectives for most programs may be similarly stated, there is a notable disparity between these objectives and the means by which program personnel set out to achieve them. Programs differ in their treatment of the language and cultural component of BL/BC education, in their services to SS/S parents, in their curriculum design, training programs, and evaluation procedures.

Program Objectives

Bilingual education, we found, ranges in practice from fifteen minutes of Spanish per day to balanced instruction in both Spanish and

English (please refer to Appendix A). There are such a variety of extremes and in-betweens that it is impossible to summarize all of the possible combinations. Because of such wide-ranging inconsistencies in the treatment of the language component in BL/BC preschool programs, we believe that the term "bilingual education" is one that is little understood. Support for this claim is to be found in the notable absence of a definition of bilingualism and bilingual education in the programs we analyzed. This lack of a clear statement of purpose on the part of program personnel has led to irregularity in program design and program evaluation procedures.

Another important aspect of these programs that appears to be little understood concerns the cultural component. By and large most of the programs studied do not have a clear conceptualization of what direction the cultural training should take. Is singing songs in two languages reinforcing biculturality in the children? Or should culture be defined by the introduction of history and the observance of holidays and other special events? More important perhaps, is the question of defining culture in terms of value systems and asking whether preschool children can be taught values. Ultimately, educators will have to better specify the bicultural component of their programs.

The amount and nature of parental involvement in BL/BC preschool programs also varies along a continuum. In some programs parents participate in the design and implementation of a curriculum. In some programs, parents are required to attend classes with their children so that they may learn strategies for teaching the youngster. In other programs parents are invited to participate on a daily basis

but regular participation is not mandatory.

From this analysis of program reports and first hand observation of programs, one overriding question emerges: What is BL/BC preschool education for? Is it to instruct parents in techniques for verbally and cognitively stimulating their children? Is it to prepare the child in the social and linguistic skills necessary for entering elementary school? Is it to create cultural awareness and pride among children and their parents? Is it to help the child truly develop and maintain both languages? The objectives for all of the programs studied suggest that BL/BC preschool education encompasses all of these goals in varying degrees, but no one has yet attempted to determine whether or not this set of objectives is the same for parents, teachers, and the community. Until we arrive at an explicit set of program objectives, we will continue to drift with BL/BC education along an uncharted course. However, whose responsibility is it to articulate these program objectives?

Because of the tremendous variation between SS/S communities, the personnel within each BL/BC preschool should have the responsibility of designing objectives suited to their own programs. These objectives should be based on the specific needs of the SS/S community, parents, and children served by the BL/BC preschool. In the design of these explicit program objectives preschool personnel should be assisted by a regional team of experts, who collectively have expertise in the areas of BL/BC education, child development, sociolinguistics, evaluation research and BL/BC curriculum development. This team of experts would assist in the design of an explicit set of objectives specifically tailored to the needs of each preschool program. In

addition, this team of regional experts would serve as consultants on a continuous basis to the BL/BC preschool programs assigned to their region and would assist with all facets of these programs. Accordingly, we recommend that OCD provide to SS/S communities a regional team of experts with collective expertise in bilingual/bicultural education, child development, sociolinguistics, evaluation research and bilingual/bicultural curricula development to assist preschool personnel with all facets of their bilingual/bicultural preschool program. They would assist in the design of explicit program objectives, the development of curriculum to implement these objectives and the design of a methodology for program evaluation and research. In order to perform these tasks, this team of experts would have at their disposal a mobile materials library equipped with the necessary materials for assisting the BL/BC preschools assigned to their region. We therefore extend the previous recommendation by recommending that OCD provide the necessary support to ensure that each team of regional experts be supplied with a mobile materials library equipped with the materials needed, to effectively serve their assigned preschool programs.

Curriculum

Presently, the majority of preschool teachers and personnel develop their own materials or find it necessary to modify commercial preschool curriculum materials (refer to Appendix A). Moreover, it is generally acknowledged that there is a lack of expertise in curriculum planning at the preschool level (Cireno Rodriguez, personal communication). In addition, the immediate demands of each day limit the amount of

time available for the planning and development of a curriculum (Evi McClintock, personal communication). In accordance with the preceeding set of recommendations, we recommend that OCD provide expertise and technical assistance to bilingual/bicultural preschool program personnel for the development of curriculum materials suited to the specific needs of their program. This technical assistance would be provided by the members of the regional team of experts assigned to each preschool.

There is also a recognized need for preschool BL/BC materials designed specifically for SS/S subgroup children. Addressing this need, we recommend that OCD support the development of bilingual/bicultural curriculum materials for the SS/S subgroup children in preschool programs. Samples of all materials for use with SS/S subgroup children should be found in all mobile material libraries referred to in an earlier recommendation.

Training Programs

Teachers and program directors are likely to have a fundamental effect on the success or failure of a BL/BC preschool. To the extent possible teacher selection should give priority to the training and employment of teachers from the SS/S community. Training programs should be designed to sensitize all SS/S and non-SS/S preschool personnel to the cultural values and language use patterns in the community served by their preschool. This may be accomplished by using techniques such as those proposed by Ramirez and Castaneda (1974) for sensitizing teachers to their students. Another technique especially for non-SS/S personnel would be to place teachers and program

directors with families in the community served by the preschool. This method has been successfully used by the University of Massachusetts in its teacher training program (Scott, 1974). Training programs must also be designed to familiarize teachers and program personnel with educational theory, research methodology, and curriculum design. Just as important, program personnel should be given instruction in specific teaching techniques to use with SS/S preschool children.

The application of research findings to the classroom through effective teaching techniques is a prime area for research. We need to know more about what can and can not be taught at the preschool level and what techniques are effective for teaching SS/S parents and children. Therefore, we recommend that OCD support research to develop effective teaching strategies for use with bilingual/bicultural preschool children and parents.

At present most preschools are provided with inservice training programs (refer to Appendix A). Such training programs are valuable since they maximize the possibility of tailoring the training to specific preschool programs. We support and encourage the continuation of inservice training programs. In addition, we recommend that inservice training programs be one of the services provided by the regional team of experts. In this manner inservice training programs may be controlled for quality. More importantly, they will become part of the coordinated effort to provide assistance to preschools in all aspects of their programs.

Teacher Credentials

For many SS/S children and parents their first contact with the educational system will be within a BL/BC preschool program. This

initial contact will most likely shape the attitudes and expectations of these parents and children toward subsequent educational programs. Because of the important role accorded the teacher in a BL/BC preschool, it is necessary that s/he be credentialed. Accordingly, there should be several options available to the teacher who needs to obtain credentials. Credentials should be awarded to those teachers who have successfully completed an approved BL/BC preschool training program at a university or college. Credentials should also be awarded to those BL/BC preschool teachers who have demonstrated the necessary competencies within the preschool setting as judged by qualified in-service training personnel. So that teachers may be awarded BL/BC preschool credentials, we recommend that OCD support efforts to credential bilingual/bicultural preschool teachers.

Evaluation

Why evaluate? Evaluations serve to guide funding agencies and program personnel in their decisions regarding program objectives and the design of a curriculum to implement those objectives. Evaluations also help to ensure that participants in BL/BC preschool programs are receiving quality instruction. John and Horner (1971) have described program evaluation in the following manner:

> In all educational programs, testing has two purposes: individual pupil assessment and overall program evaluation. Of necessity these two objectives coincide. In order to determine whether specific educational practices have effected changes in group performance, it is necessary to ascertain what modifications in individual performance have occurred. Assessment models used

in evaluating educational programs include experimental and control groups, student pre- and post-intervention performance and comparison of records in an entire school during an innovative approach with similar student records of a previous year. Effective evaluation procedures require the selection of a population to evaluate the articulation of a specific set of measurable objectives and the choice of techniques to be used in the assessment of these program objectives. (P. 142)

In this section we will provide the reader with an overview of the types of evaluation conducted in BL/BC preschool programs. During this discussion the reader will be referred to Appendix A where various program evaluation procedures are summarized in table form.

The most systematic evaluation efforts among preschool programs have been carried out by means of compliance measures, using performance standards established by OCD in 1973. This reporting device consists of a series of questions asking whether or not preschool programs include activities in their curriculum relating to the total development of the preschool child and his parents. In the areas of language and culture, for example, programs are asked if they have a written plan for BL/BC education, or if parents and community members are involved in the classroom. Questions are asked in a similar manner about programs within the school that pertain to health, nutrition, children, parents and the community.

While a compliance report may serve to monitor programs in a limited fashion, it is not an instrument designed for either individual pupil assessment or overall program evaluation. Therefore,

it cannot provide us with information on the effect specific educational practices have had on the performance (or behavior) of preschool participants. Furthermore, it does not permit us to compare programs in order to determine which are more or less effective. In sum, a compliance measure is not a substitute for an effective evaluation program. Accordingly, we recommend that OCD fund bilingual/bicultural preschool programs that have an evaluation and testing component built into their curriculum.

Many preschool program personnel have included some form of evaluation in their curriculum (refer to Appendix A). By and large these evaluation efforts have only been directed toward the assessment of student performance. Evaluation techniques have included informal observations, questionnaires, pre- and post-testing with criterion reference instruments, and the administration of standardized tests. The changes in performance, as measured by these evaluation instruments and techniques, are discussed in the annual program reports submitted to funding agencies.

Despite the availability of program reports, we know very little about the effects of BL/BC preschooling on the child and his parents. Our knowledge is limited by the lack of evaluative research in preschool programs conducted in accordance with educational research methodology. This lack of a scientifically based research methodology is reflected at all levels of program evaluation procedures. We have already discussed the fact that most preschool programs do not have a curriculum based on a set of clearly articulated measurable objectives (refer to Appendix A). A program objective such as "to develop bilingual/bicultural skills," for example, is not an objective that can be measured without an

operational definition of what constitutes bilingualsim and biculturalism. However, this objective is not atypical of the objectives for BL/BC preschool programs. The majority of preschool personnel do not articulate operational objectives in their goals for SS/S parents and children in their programs. Accordingly, we recommend that OCD only fund bilingual/bicultural programs that have clearly articulated and measurable program objectives.

Once the program objectives have been defined, instruments may be developed or selected to assess the specific components of the desired behavior. In the case of preschool BL/BC programs, the problems of conducting meaningful evaluative studies are compounded by the lack of adequate assessment instruments for SS/S children and parents. For example, while there are a number of instruments that purport to measure language performance in preschool children, there are few cultural measures. Therefore, we recommend that OCD support the development of innovative techniques for assessing cultural knowledge and the extent of biculturalism in children and their parents.

While we were able to find descriptions of a few cultural instruments and many more language evaluation instruments, we found it difficult to locate critical reviews of these instruments. The most thorough critical reviews we did locate were in a manuscript prepared by consultants for the Bilingual Education Unit in Albany (see Multilingual Assessment Program, 1975). However, this manuscript does not include critical evaluations of all instruments currently used with preschool children. Therefore, we recommend that OCD support efforts to critically evaluate all instruments and measures used to assess the SS/S preschool child. These critical reviews should be made

available to all preschool personnel through the mobile unit proposed in an earlier recommendation.

Because testing provides just one more avenue for labeling or mislabeling a child at an early age, the need for readily available critical reviews of all tests and instruments is unquestionable. The need becomes more apparent when discussing some of the evaluation instruments themselves. There are problems in the design of these measures that apply to all preschool children. In the area of language assessment, for instance, there are two types of instruments used at the preschool level. One type, the Carrow Auditory Test for Language Comprehension, for example, measures language comprehension. Another type of instrument, such as that developed by the Southwest Cooperative Educational Laboratory (SWCEL), measures language production skills. In and of itself, neither instrument is an adequate measure of language ability. To elaborate, comprehension tests do not measure the child's ability to produce the target language. Grammar vocabulary and pronunciation tests, on the other hand, do not adequately assess the child's overall ability to communicate. In fact, only one language measure, the Bilingual Syntax Measure, elicits natural speech from the child. Other instruments require that the child, in her/his response to test questions use complete sentences, ignoring the fact that this does not reflect language form in natural communication. Researchers such as Cohen (in press) have called for more varied language tests--multidimensional instruments that integrate a variety of skills related to language use and the child's ability to both encode and decode information in free speech. Therefore, we recommend that OCD support efforts to develop innovative techniques to develop instruments

to measure the language and communication skills of the preschool SS/S child.

Another set of problems associated with testing instruments for the SS/S child is related to the common practice of adapting a test to an SS/S population that was originally designed for and standardized on a non-SS/S population. For example, the two most commonly used instruments in the preschool program summarized in Appendix A (The Peabody Picture Vocabulary Test, and the Metropolitan Readiness Test) have not been standardized on SS/S subgroup children. That is, a representative sample of these SS/S children has not been included in the population on which the test was standardized. Thus, norms for these tests are not appropriate for assessing the performance of the SS/S child. Translating tests from English to Spanish is another common technique for adapting tests to the SS/S population. However, as Padilla and Ruiz (1973) claim, too little attention has been given to the subtleties involved in translating from one language to another. Translations, for example, may obscure meaning especially if the translator fails to select colloquialisms which communicate more effectively than standard Spanish translations. Platt and Diaz (1975) who analyzed the Spanish translated versions of the PPVT (Peabody Picture Vocabulary Test) found that translation had altered the levels of test item difficulty. An additional problem not to be overlooked in the standardized tests currently used with SS/S children is that of cultural bias. More specifically, this bias may be seen in the inclusion of information items that may be unfamiliar to some SS/S children. Because of the problems of adapting commonly used evaluation instruments for the SS/S child, we recommend that OCD support efforts to develop and standardize evaluation instruments

for the SS/S preschool child.

In addition to the need for experimental research in preschool programs, there is a recognized need for basic research to be conducted within BL/BC preschools. For example, in some project reports there are indications that SS/S children enter the BL/BC preschool as Spanish-speakers, but after two years, these same children prefer to use English at school. We need basic sociolinguistic research to examine the variables contributing to this possible shift in language use by some SS/S children. Until such research is systematically conducted, we can only speculate on the possible explanations for this shift. One explanation may be that the shift is due to the program curriculum. Children will not continue to use Spanish at school when it is built into the curriculum for only a few minutes a day. The shift may likewise reflect parental attitudes towards bilingual education. Parents may, in fact, see bilingual training as a means of developing English skills and proficiency in their children. This is documented by the evaluation report from Santa Barbara where one of the teachers who always spoke Spanish to the children met with resistance from parents who insisted that their children needed to learn English. The shift may reflect changing language patterns in the home as well. Politzer and Ramirez (1975) have found that if Spanish is not maintained in the home, the child will begin to favor English, even though enrolled in a BL/BC program. We have little information on what parents expect from BL/BC programs, how these expectations may influence language shift or language maintenance in preschool and how these expectations vary with the time spent in the program. Such information is crucial to the effective implementation of BL/BC education.

An equally important question that apparently has not been addressed by program administrators is whether parental expectations differ between immigrant SS/S parents and first or later generation SS/S parents. We have some indication that parents do differ in expectations when this variable is considered. What is necessary is a refinement of this issue in the design of programs, especially when parents are encouraged to participate in policy making and program implementation. We recommend that OCD release funds for a survey of parental attitudes and expectations towards bilingual/bicultural preschool programs. Our concern is whether these attitudes change with the enrollment of their children in bilingual/bicultural preschool programs and whether there are generational differences in attitudes. Because teacher attitudes and expectations may likewise influence the effectiveness of a SL/BC program, we recommend that OCD fund projects for assessing teacher expectations with regards to bilingual/bicultural preschool programs. Without belaboring the point, a set of basic research questions can also be asked about cognitive development and changes in socialization among children as a function of exposure to preschool BL/BC programs. Research questions pertaining to the areas of language and cognitive growth as well as social and emotional development have been discussed at length in section III and IV of this paper. Because of the need for basic research in these areas. We recommend that OCD support research programs designed to measure the effects of bilingual/bicultural preschooling on the child and SS/S family in the areas of attitudes, socialization, cognitive growth, and language use. These and similar basic research programs within BL/BC preschools would be regulated for quality by the regional team of experts.

As we have demonstrated, it is important that BL/BC preschool programs be designed to complement the needs of the specific communities they serve. We have recommended that a regional team of experts work in conjunction with preschool program personnel to help them assess the needs of their community and to design a program specifically addressing those needs. This regional team would further assist program personnel in all facets of their program: defining explicit measureable objectives, planning and developing a curriculum, evaluating the program, and recommending areas for basic research within the program. This regional team of experts would be provided with a mobile library unit which would contain information on BL/BC education and materials specific to BL/BC education for the preschool child. In sum, this regional team would serve to implement effective BL/BC programs at the community level.

We also recognize the need for a more coordinated effort to provide quality BL/BC preschooling to SS/S communities. This need is definable in terms of efficiency, effectiveness and economics. To elaborate, program personnel and regional experts could operate with greater efficiency and effectiveness and less cost if they had access to a central source housing all information pertaining to BL/BC education. This central source, or clearinghouse, would enable those developing their own preschools to draw upon the collected efforts and findings of others. Accordingly, we recommend that OCD establish a central clearinghouse to collect and disseminate all information pertaining to bilingual/bicultural education. This clearinghouse would both serve and be served by the proposed regional team of experts, the BL/BC programs themselves and by researchers and scholars studying BL/BCism. In accordance with the

recommendation to provide coordinated and systematic guidance to SS/S communities and BL/BC preschool programs, we recommend that OCD establish a national policy task force to design and implement a national policy for bilingual/bicultural preschool education.

VI.

Recommendations

In this state-of-the-art review and strategy paper we have: (1) examined the literature pertaining to BL/BC preschool education for the SS/S child; (2) assessed existing BL/BC preschool programs; and (3) conferred with those persons interested in the education of the SS/S preschool child and her/his parents. On the basis of our findings we urge that OCD demonstrate its commitment to preschool bilingual/bicultural education by adequately funding programmatic development and research activities. The specific program and research recommendations follow. Each recommendation is listed as it appears in the text and included is the page number on which it can be found.

We recommend that:

1.) OCD institute a policy of openly supporting preschool bilingual/bicultural education for the SS/S population. (p.10)

2.) OCD in conjunction with experts in preschool bilingual/bicultural education take a leadership role in articulating a national policy pertaining to the objectives of preschool bilingual/bicultural education, teacher training, curriculum development, and evaluative techniques. (p.11)

3.) OCD in articulating this national policy recognize the intra- and intercultural diversity in their sponsorship of bilingual/bicultural educational programs. (p.11)

4.) OCD encourage research into specific child rearing practices of SS/S parents and how these practices affect the social and emotional competencies of the child. (p.16)

5.) Research be conducted to determine how schooling of children alters child rearing practices and family relationships. (p.16)

6.) Research that examines the role parents expect themselves and their children to assume toward teachers and schooling. (p.17)

7.) OCD support the study of parental attitudes and expectations prior to, during, and following their children's exposure to bilingual/bicultural schooling. (p.20)

8.) Parents be assessed for their attitudes of what constitutes the critical aspects of culture that they would like strengthened in the bicultural component of programs and that these cultural aspects be incorporated into the curriculum. (p.20)

9.) Research be directed at determining the range of community attitudes and expectations toward bilingual/bicultural education as well as increasing the community's role in setting educational policy. (p.21)

10.) On the basis of information gathered that OCD promote the development of mechanisms for facilitating parental and community policy making involvement so as to guarantee the active educational advocacy and impact of parents and other community members. (p.21)

11.) OCD encourage research on those socialization variables which affect, promote and maintain the cultural and self-attributed ethnic identity of children. (p.22)

12.) OCD fund both longitudinal and experimental research for the purpose of gathering comprehensive data on the language development of the preschool SS/S child. (p.26)

13.) OCD fund language research conducted within existing bilingual/bicultural preschool programs, examining the effects of bilingual education on language growth and maintenance. (p.28)

14.) OCD fund projects which will examine adult-child and child-child discourse patterns to determine if conversational patterns may differ in each of these dyad situations and how the child learns linguistic and semantic concepts in the art of discourse. (p.30)

15.) OCD release funds for language research designed to explore the relationship between form and function in language learning in children of bilingual potential. (p.31)

16.) OCD release funds for research in language processing strategies in the SS/S preschool child. (p.32)

17.) OCD create a liason between researchers and educators by disseminating information in language research to preschools in a usable form. (p.34)

18.) OCD provide technical assistance based on results to implement more operative goals for preschool bilingual/bicultural education. (p.34)

19.) OCD-insure bilingual/bicultural development by insisting on bilingual/bicultural educational continuity between preschool and elementary school. (p.37)

20.) OCD engage in research with children, parents, siblings, peers, and teachers on attitudes toward bilingual/bicultural education and how these attitudes shape the motivational style of the preschool child with bilingual potential. (p.38)

21.) OCD assume the responsibility of disseminating information on bilingual/bicultural education

to interested parents and educators. (p.39)

22.) OCD solicit and support research pertaining to the social-emotional effects of biculturalism on preschool aged children. (p.41)

23.) OCD coordinate efforts between researchers and educators in the design and implementation of more refined bicultural curriculum materials which will enhance the total social development of the bilingual/bicultural preschool child. (p.41)

24.) OCD sponsor a thorough investigation into the correlates between early child bilingualism and cognitive development. (p.43)

25.) OCD encourage the designing and implementation of curricular materials which emphasize the cognitive domain of preschool bilingual/bicultural children. (p.43)

26.) OCD provide to SS/S communities a regional team of experts with collective expertise in bilingual/bicultural education, child development, sociolinguistics, evaluation research and bilingual/bicultural curricula development to assist preschool personnel with all facets of their bilingual/bicultural preschool program. (p.47)

27.) OCD provide the necessary support to ensure that each team of regional experts be supplied with a mobile materials library equipped with the

materials needed, to effectively serve their assigned preschool programs. (p.47)

28.) OCD provide expertise and technical assistance to bilingual/bicultural preschool program personnel for the development of curriculum materials suited to the specific needs of their program. (p.48)

29.) OCD support the development of bilingual/bicultural curriculum materials for the SS/S subgroup children in preschool programs. (p.48)

30.) OCD support research to develop effective teaching strategies for use with bilingual/bicultural preschool children and parents. (p.49)

31) Inservice training programs be one of the services provided by the regional team of experts. (p.49)

32.) OCD support efforts to credential bilingual/bicultural preschool teachers. (p.50)

33.) OCD fund bilingual/bicultural preschool programs that have an evaluation and testing component built into their curriculum. (p.52)

34.) OCD only fund bilingual/bicultural programs that have clearly articulated and measurable program objectives. (p.53)

35.) OCD support the development of innovative techniques for assessing cultural knowledge and the extent of biculturalism in children and their parents. (p.53)

36.) OCD support efforts to critically evaluate all instruments and measures used to assess the SS/S preschool child. (p.53)

37.) OCD support efforts to develop innovative techniques to develop instruments to measure the language and communication skills of the preschool SS/S child. (p.55)

38.) OCD support efforts to develop and standardize evaluation instruments for the SS/S preschool child. (p.56)

39.) OCD release funds for a survey of parental attitudes and expectations towards bilingual/bicultural preschool programs. (p.57)

40.) OCD fund projects for assessing teacher expectations with regards to bilingual/bicultural preschool programs. (p.57)

41.) OCD support research programs designed to measure the effects of bilingual/bicultural preschooling on the child and SS/S family in the areas of attitudes, socialization, cognitive growth, and language use. (p.57)

42.) OCD establish a central clearinghouse to collect and disseminate all information

pertaining to bilingual/bicultural education. (p.58)

43.) OCD establish a national policy task force to design and implement a national policy for bilingual/bicultural preschool education. (p.59)

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PRESCHOOL BILINGUAL/BICULTURAL EDUCATION FOR SPANISH-SPEAKING/SURNAMED CHILDREN: A RESEARCH REVIEW AND STRATEGY PAPER

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Appendix A

PROJECT	DEF OF BL/BC ED and OBJECTIVES	TYPE RESEARCH	INSTRUMENTS	RECOMMENDATIONS and FINDINGS
Title VII Programs with preschools: <u>California</u> 1974 - 1975				
1)Upper Valley Inter-cultural Program Placer County, Office of Education		Student Achievement in 2nd language learning. Internal Evaluation and External contract auditor evaluated components. Project development and community instruction.	1)Bilingual Syntax Measure 2)Saber Español 3)Teacher observation	Gains in both languages by students of both cultures.
2)A BL/BC Model Early Childhood Education Program Fountain Valley High School District		Programs evaluated by Pre-Post. Internal evaluator & Educational Testing Service.	Field Tested & Modified: 1)Fountain Valley Bilingual Affect Test 2)Basic Skills Test	
3)Early Childhood Bilingual Education Sacramento City Unified School District		Evaluated by principal, teachers, teacher's assistants. Both oral and written. INTERNAL Evaluator. Pre, post, use of control group & criterion comparison.		

BL/BC COMPONENTS and % TIME & SUBJECT AREAS	MATERIALS and CURRICULUM	TEACHER & AIDE QUALITY	PARENTAL INVOLVEMENT	REFERENCE
%of Time: Instruct in dominant language, then in second language. Subject Areas: Reading, oral language development, social studies--Native language then Other. BICULTcomponent: History and culture.	Materials-project developed commercially produced. Developed Social Studies guide for Kindergarten and first grade; History & Culture of Mexico for 2nd grade. Will develop SSL, Kindergarten thru 3rd grade curriculum guide, ESL activity guide.	In-service training. Teachers and aides.	Parental Advisory groups organize meetings, fiestas, evaluation of progress.	*Title VII ESEA BL/BC Projects. 1973-1974 (*Refers to all the Title VII projects summarized below)
Subject areas: All content areas taught in both	Materials adopted commercially. Primary curriculum guide	In-service training. Teachers and aides.	Parental Advisory Groups, class visits, parent training, construction of teaching aids.	*
	Development of Teachers Manual.		Parental Advisory Group, Program planning, evaluation class demonstration.	*

PROJECT	DEF OF BL/BC ED and OBJECTIVES	TYPE RESEARCH	INSTRUMENTS	RECOMMENDATIONS and FINDINGS
4)Spanish Dame BL/BC Project Santa Clara County Office of Education (Preschool)		Evaluation: Pre - Post with project developed and commercial tests. By Center for Planning and Evaluation.		
5)BL/BC Education Program Santa Ana Unified School District		Develop own measure devices. Evaluation of 2nd language learning with criterion reference test. Self concept measure with own instrument. Ongoing evaluation by Internal Evaluator.		
6)Media Research & Evaluation Center San Ysidro School District		Evaluation: Pre - Post, External Auditor.	1)Otis-Lennon Test 2)Metropolitan Achievement Test 3)Cooperative Primary Test 4)Inter-American Series (Spanish & English)	

BL/BC COMPONENTS and % TIME & SUBJECT AREAS	MATERIALS and CURRICULUM	TEACHER & AIDE QUALITY	PARENTAL INVOLVEMENT	REFERENCE
Subject Areas: English and Spanish for social and emotional development, sensory skills, thinking skills and language development.	Develop 2 year daily Curriculum for pre-school and kindergarten in Spanish and ESL. Also commercially produced.	Pre and in-service training for teachers and paraprofessionals.	Parent Advisory Group specific programs, social events.	*Title VII ESEA BL/BC Projects 1973-1974 (*Refers to all the Title VII projects summarized below)
Subject Areas: All areas in Spanish and English.	Project developed and Commercial.	In-service training.	Parent Advisory, In-service training, proposal contributions, conferences and workshops.	*
	Project developed and produced. Working on: long-range research and evaluation design for bilingual programs.	In-service training, pre-service training.	Parent Advisory Board Meetings.	*

PROJECT	DEF OF BL/BC ED and OBJECTIVES	TYPE RESEARCH	INSTRUMENTS	RECOMMENDATIONS and FINDINGS
New Mexico				
1)Bilingual Early Childhood Program Clovis Municipal Schools and Portales Municipal Schools		2nd language learning evaluated by pre - post of Standard language test (Spanish & English). Scholastic Readiness Test. Self concept,peer group interaction. Evaluated by Adobe Educational Service.	1)PPVT(Spanish & English) 2)Bessell & Palomares Developmental Profiles 3)Wanda Walker Readiness Test for Disadvantaged Preschool children	
Texas				
1)Bilingual Education Program San Felipe Del Rio Consolidated School District		Achievement in 2nd language learning. Internal evaluator.	1)Pruebas de Fin de Año 2)Stanford Achievement 3)PPVT 4)Teacher evaluation & questions	
2)Programa En Dos Lenguas Fort Worth Independent School District		Achievement in 2nd language learning and academic progress measured. Pre - post tests. Internal evaluator.	1)Stanford Achievement 2)Iowa Test of Basic Skills 3)TOBE & Peabody Tests 4)Inter-american Series	

BL/BC COMPONENTS and % TIME & SUBJECT AREAS	MATERIALS and CURRICULUM	TEACHER & AIDE QUALITY	PARENTAL INVOLVEMENT	REFERENCE
Subject Areas: All in Spanish and English.	Parent/Child Toy Lending Library. Developed parental and language materials.	Pre- and In-service training.	Parent Advisory, Training in use of materials.	*Title VII ESEA BL/BC Projects 1973-1974 (*Refers to all the Title VII projects summarized below)
Subject Areas: All content areas taught in both.	Adapted commercial.		Parent Advisory Groups, class demonstration, teaching aids.	*
Subject Areas: Spanish-SSL, language, math, social studies, reading, writing. English-ESL, basal reading, English readiness, math, writing and spelling.	Project developed and produced. Developed own units for Pre-kindergarten, kindergarten, first, second and third grade and a readiness test in Spanish.		Parent Advisory Groups. Social events, class visits, suggestions.	*

PROJECT	DEF OF BL/BC ED and OBJECTIVES	TYPE RESEARCH	INSTRUMENTS	RECOMMENDATIONS and FINDINGS
3)Early Child Learning Center Bilingual Program Galveston Independent School District		Achievement measured in 2nd language learning in academic program.	1)Tests of Basic Experience (Spanish & English) 2)TOBE 3)Preschool Attainment Record 4)Minnesota IQ Test 5)Osereteky Tests of Motor Proficiency 6)Mastery Tests of SEDL Curriculum	
4)Bilingual Early Child Education Project Alamo Heights Independent School District		Achievement measured in 2nd language learning academic progress.	1)Carrow Language Tests (Spanish & English) 2)Stanford Achievement 3)Metropolitan Readiness Test 4)Inter-American Series Test of General Ability	
Arizona				
1)BL/BC Project Tucson School District #1		2nd language learning.	1)POE Kindergarten & Kindergarten Pre - Post Test (POE scholastic inventory) 2)Language assessment Test 3)Inter-American Series	

BL/BC COMPONENTS and % TIME & SUBJECT AREAS	MATERIALS and CURRICULUM	TEACHER & AIDE QUALITY	PARENTAL INVOLVEMENT	REFERENCE
Subject areas: Spanish and English in visual auditory, motor, language ideas. and concepts.	Commercial.		Parent Advisory Group Instructional demonstration, Scholarship program, projects.	*Title VII ESEA BL/BC Projects 1973-1974 (*Refers to all the Title VII projects summarized below)
Subject areas: Language arts and social science taught in both simultaneously, others taught in both.	Use commercial material. Developed home education materials, teacher reference manual.		Parent-Teacher Organization. Specific activities, room mothers.	*
Subject areas: Spanish-reading and reinforcement of all content areas. English-listening, speaking, math, and science.	Commercially produced. Developed material in Pre-kindergarten Area Home Task kits.		Parent Advisory Groups. Social events.	*

PROJECT	DEF OF BL/BC ED and OBJECTIVES	TYPE RESEARCH	INSTRUMENTS	RECOMMENDATIONS and FINDINGS
Title VII L.A. Schools Proposal	A)Bilingual Curriculum 1)Acquisition of concepts through use of home language. 2)Development of home language literacy. 3)Acquisition of 2nd language. 4)Literacy in 2nd language. 5)Development of positive self image. B)Community Involvement 1)Participation in Advisory Board. 2)Visit classrooms. 3)Participate in questionnaire.			
Others:				
California				
1)Bilingual education for Mexican American children Marysville Joint Unified School District, Marysville, California	1)Provide literacy in Spanish as background for achievement in other areas of the curriculum.	Comprehensive and ongoing.	1)Escala de intellegencia Wechsler para ninos 2)PPVT(English & Spanish) 3)Machover Draw-A-Person 4)Bender Gestalt Test for young children 5)Gessell Maturation Index 6)Teacher evaluation in Spanish, handwriting and arithmetic	1)Improved self concept. 2)Improved participation in class. 3)More verbal in both languages.
2)Community Play Center Preschool Redwood City,California	1)Provide supportive services; social welfare, medical, dental. 2)To prepare children for English speaking environment. 3)Mother educated, must	1)Just beginning. 2)Compare center to preschool kids. 3)Pre - Post.	1)PPVT(English & Spanish) 2)Caldwell Preschool Inventory	1)No results except reports from public school. Rate center children superior on performance & attribute to those who didn't attend preschool.

BL/BC COMPONENTS and % TIME & SUBJECT AREAS	MATERIALS and CURRICULUM	TEACHER & AIDE QUALITY	PARENTAL INVOLVEMENT	REFERENCE
				Title VII:L.A. School Proposal
%of Time: Most of day Spanish. Subject Areas: Spanish - most major subjects, English-ESL, music and PE.	Modified Van Allen's language techniques. Materials- teacher made and adapted for Spanish ESL-audio-linguistic principles H200 series of ESL used	Teachers bilingual, aides from community, with no training.		*John, V.P. and Horner, V.M. 1971 (*Refers to projects found in this book)
% of Time: 50% each Subject Areas: Songs, stories and books in both languages. BC component: Snack-me considered a "bicultural event".	Emphasis on concept formation and verbalization in both languages	Teachers all English speaking. Aides bilingual from community. High School training program during summer at state college. Volunteers, many trained.	1)Active role encouraged. 2)Board of Directors, participate in. 3)Parents Advisory Committee.	*

PROJECT	DEF OF BL/BC ED and OBJECTIVES	TYPE RESEARCH	INSTRUMENTS	RECOMMENDATIONS and FINDINGS
3)Redwood City Program Report	1)Build bilingual skills. 2)Attitude change about Mexican American culture by non-SS/S.			1)No difference in English oral comprehesion skill between bilingual and control 2)Improved Spanish abilities. 3)Need long term study.
4)Eng as a Second Language BL/BC Program San Diego, California	1)Develop methods for teaching ESL to Mexican American students. 2)Involve community and parents. 3)Serve as liason between the home and school. 4)Increase pride in own language and culture through use of Spanish in classes.	1)Student Achievement Measurement. 2)Student attitude. 3)Community attitude.	1)ESL Placement Test. 2)Wide range Achievement. 3)Barset Rapid Survey Intelligence Test. 4)Common concept listening. 5)Teacher evaluation of student attitudes. 6)Commercial Attitude Scale.	
5)A Demonstration Bilingual Education Project Stockton Unified School District Stockton, California	1)To provide a BL/BC education.		1)District Preschool Test Program. 2)MaCarta Machine Testing of bilingual students.	1)Increased rate of scholastic progress. 2)Participating with enthusiasm.

BL/BC COMPONENTS and % TIME & SUBJECT AREAS	MATERIALS and CURRICULUM	TEACHER & AIDE QUALITY	PARENTAL INVOLVEMENT	REFERENCE
% of Time: Partial bilingualism. Subject areas: First year Spanish and English in math, science and language.				*John, V.P. and Horner, V.M. 1971 (*Refers to projects found in this book)
% of Time: 50% each. Subject Areas: Spanish-basic concept learning, English-English language development.	San Diego School Curriculum Digest, Southwestern region laboratory research report on concept development. Teaching English Early (H200) by Muzzey-Breve Historia de los Estados Unidos. Kedger, Colorado, & Kulevzon, El Mundo y sus Pueblos.	Teachers bilingual with ESL experience. Aides liason between teachers and parents. Monthly in-service summer workshop Stress in language and culture aspects.	On Advisory Committee.	*
% of Time: 50% each. Subject Areas: Spanish language skills, developed first in. Taught in both languages in science, social studies and self concept.	Materials developed at Southwestern Educational Development Laboratory.	Summer workshop Spanish language study and methods strategy. In-service continuous training.	Advisory committee, PTA, Volunteers in class.	*

PROJECT	DEF OF BL/BC ED and OBJECTIVES	TYPE RESEARCH	INSTRUMENTS	RECOMMENDATIONS and FINDINGS
Florida				
1)Coral Way Elementary School Dade County 1963	1)To mix non-SS/S & Cuban. 2)Provide equal time to Spanish and English.	1)Use of control group.	1)Stanford Achievement 2)Otis Alpha 3)California Test of Mental Maturity 4)Cooperative Inter-American Reading Tests (English and Spanish)	1)Bilingual group same in English as the control group in regularclasses 2)Spanish same except Jr. High, control better. 3)Non-SS/S 6th graders well in Spanish. 4)Experimental group as well in math and language.
New Mexico				
1)Santa Fe Community School Santa Fe, New Mexico	1)Learn to read, write and speak two languages			
New York				
1)East Harlem Block School (Puerto Rican population)				

BL/BC COMPONENTS and % TIME & SUBJECT AREAS	MATERIALS and CURRICULUM	TEACHER & AIDE QUALITY	PARENTAL INVOLVEMENT	REFERENCE
% Of Time: Kindergarten thru 3rd grade instruct in own language/other language to reinforce concept. Classrooms separated non-SS/S and Cuban. Ages 4 - 6, mixed populations. 1 teacher speaks English 1 teacher speaks Spanish. Morning versus afternoon.	Spanish and English books in Science, health and math. Basically same books used in other schools. Teacher-made too.	Half of teachers bilingual. Aides bilingual. ESL training-teachers. Pre-service training.		*John, V.P. and Horner, V.M. 1971 (*Refers to projects found in this book)
% of Time: Both used in all classes.				*
Subject Areas: Both languages used. Learn basic concepts.	Ungraded. Materials Spanish - Somos Amigos beginner books in both languages.		Parents allowed to work at school in place of tuition. Elect members to Board of Trustees. Parents and educators started school.	
Subject Areas: Both English and Spanish activities. Children choose which they want to participate in.	Flexible, non-structured.	English speaking teachers bilingual aides, Orientation program every year.	All parents on Board of Directors. Decisions made by parents with staff. Work as paid assistants and volunteers.	*

PROJECT	DEF OF BL/BC ED and OBJECTIVES	TYPE RESEARCH	INSTRUMENTS	RECOMMENDATIONS and FINDINGS
2)Escuela Hispana Montessori New York, New York	1)Prepare for school by learning English. 2)English speaking learn Spanish.	No evaluation. Individual evaluation only.	1)PPVT	
Texas				
1)St. Paul's Episcopal School. St. Paul's Episcopal Church Brownsville, Texas	1)Improve Spanish and English.			
2)Dos Mundos School A Bilingual Early School Corpus Cristi, Texas	1)To develop "coordinate bilingualism". 2)Prepare for school by teaching math concepts and to read in two languages.		1)Metropolitan Readiness Test 2)Ginn & Co., Pre-reading Test 3)PPVT 4)Goodenough-Draw-A-Man 5)Winter-Haven Perception Formation 6)Columbia Mental Maturity Scale	

BL/BC COMPONENTS and % TIME & SUBJECT AREAS	MATERIALS and CURRICULUM	TEACHER & AIDE QUALITY	PARENTAL INVOLVEMENT	REFERENCE
	Montessori Curriculum and materials.	Teachers-Montessori In-service training for all staff.		*John, V.P. and Horner, V.M. 1971 (*Refers to projects found in this book)
% Of Time: Begin with full time in English. Later: English 2 hours and Spanish 15 minutes. Subject Areas: English beginning of year intensive instruction in English. Spanish after learn English. Begin instruction in Spanish vocabulary & grammar.	Developed by staff.	Not all teachers accredited. Pre- and In-service training.		*
% of Time: 50% in each.	Teacher-made materials and curriculum. Teach math, health, folklore, social science. Foreign language curriculum studies materials.	Teacher. Aide a High School graduate. Home-school coordinator, volunteers. In-service training.	Offered education classes.	*

PROJECT	DEF OF BL/BC ED and OBJECTIVES	TYPE RESEARCH	INSTRUMENTS	RECOMMENDATIONS and FINDINGS
3)Preschool Program for Spanish speaking children. Good Samaritan Center San Antonio, Texas	1)To create bilingual children by means of new methods of teaching ESL & use of first language.	1)Achievement tests based on curriculum development. 2)Pre-Post.	1)Developed own tests 2)PPVT (Spanish)	1)First year of testing scored high in Spanish at beginning of year and higher in English at end. 2)Last year of testing scored same in both.
1)Evaluation of the Bilingual center for Preschoolers in District #17 ESEA Title VII Program New York, 1973	1)Increase verbal skills in first language. 2)Develop 2nd language skills. 3)Positive self image. 4)Reading readiness. 5)Prepare teachers and aides. 6)Parental involvement, bilingual abilities.	A)First language 1)Oral language 2)Understanding and use of language 3)Complexity of verbal expression B)Second language 1)Oral language 2)Cultural Awareness C)Cultural Awareness D)Cognitive skills E)Reading Readiness F)Self image	1)Experimental Scale for Rating Pupil's Ability to Speak English 2)Cultural Awareness Measure Design 3)Informal observations (with Piagetian guidelines to assess cognitive skills) 4)Reading Readiness measured with Boehn Test of Basic Concepts 5)Self image measured by teachers observations	1)Increased ability of first language. 2)Increased ability in English (More in English speaking). 3)Positive self image development increased. 4)Most Kindergarteners ready to begin reading. 5)More emphasis on culture in materials. 6)University courses need more relevance for teachers.
2)Evaluation of Effects of the Clovis Portales Bilingual Early Childhood Program: Final Report. Title VII 1972-73	1)To demonstrate that bilingual education will facilitate learning of the 2 languages. 2)Increase cognitive, affective, psychomotor skills. 3)Positive self image. 4)Establish ties between community-home and school. 5)Staff development, materials development,		1)PPVT(English & Spanish) 2)Walker Readiness Test for Disadvantaged Preschool Children 3)Development Profiles (Bessell & Palomares) 4)Community and parent Inventory, observation and visitations	1)Improved language ability in English and Spanish. 2)Scholastic readiness development increased. 3)Positive self image. 4)Development of personal growth. 5)Attention span longer. 6)Evaluation extended to compare 1st and 2nd year students. 7)Quantitive measure to

BL/BC COMPONENTS and % TIME & SUBJECT AREAS	MATERIALS and CURRICULUM	TEACHER & AIDE QUALITY	PARENTAL INVOLVEMENT	REFERENCE
% of Time: 80% Spanish. Subject Areas: 3 year olds have 15 minutes daily lessons in English and Spanish. 4-5 year olds have 20 minutes Spanish and English lesson.	Bereiter Approach in language lessons. Sequential presentation of materials--detailed lesson plans. Visual, auditory, motor training. Toy library.	Teacher training. Teachers and staff bilingual.	1)Meetings with teachers. 2)Parent educational programs. 3)"Advisory groups".	John, V.P. and Horner, V.M. 1971
	Piagetian materials.	Goals for attitude change. Training.	1)Responded positively to program on questionnaire. 2)Meetings have 90% attending. 3)80% attend at language classes. 4)Cultural presentation *Questionnaire given to parents on school role bilingual education, etc. But no results reported.	An Evaluation of the Bilingual Center for Preschoolers in District #17. ESEA Title VII Program. 1973
% Of Time: 50% in each. Subject Areas: Mix to reinforce concepts taught.	Group activities and individual activities. Adapted REPSAC materials Responsive Environment Piaget and Child curriculum by Lavatelli used. Project Life, Peabody Language kits, Responsive Environment, Typing Booth.	In-service teacher training and parent training. Certified bilingual teachers, 2 Spanish speaking and 2 non-SS/S Aides met state requirement.	Parent training patterned after REPSAC program.	Askins, B.E. 1973

PROJECT	DEF OF BL/BC ED and OBJECTIVES	TYPE RESEARCH	INSTRUMENTS	RECOMMENDATIONS and FINDINGS
3)Final Evaluation Report of SW New Mexico Program 1971-72 Grades 1 - 3	1)Improve English and Spanish language skills 2)Improve self image.	Measures taken: 1)Academic growth in English and Spanish 2)Self image 3)Control groups matched on basic variables.	1)PPVT(English and Spanish) 2)Stanford Achievement Test 3)Goodenough Draw-A-Man 4)Self image Test 5)Otis Lennon Mental Abilities Test 6)California Test of Basic Skills	1)Bilingual group lower in achievement, began to show increase in higher grades. 2)Self image, no decline through year for bilingual group. Controlgroup decreased 3)Criticisms of evaluation instruments used.
4)Evaluation Report on the San Marcos Independent School District's Bilingual Education Programs 1973 (No data on kindergarten and first grade)	1)Reduce deficit. 2)Increase understanding and cognitive development in both languages. 3)Become literate in both 4)Pride, Knowledge about culture. 5)Non-SS/S to become BL. 6)Parent involvement; develop materials; Pre and in-service training.		1)PPVT(English and Spanish) 2)Metropolitan Readiness Test 3)Metropolitan Achievement Test 4)Prueba de Lectura	1)Some improvement in educational achievement.
5)The Effects of BL/BC Instruction among Spanish-speaking, English-speaking, Sioux-speaking kindergarten children. A Report of Statistical Findings and Recommendations for Educational Unit #18 Southwestern Cooperative Educational Laboratory 1970	1)Improve English of non-English speaking. 2)Positive attitude toward SS. 3)Improve Spanish. 4)Enhance cognitive, psychomotor development. 5)Improve self image. 6)Development of material. 7)Provide transition programs, for non-English immigrants.		1)SWCEL: Oral language Test English proficiency, Pre - Post Tests 2)Spanish oral Capacity Spanish proficiency, Pre - Post Tests 3)Valencia Cultural Sensitivity Tests (attitudes) 4)Parental Attitudes Questionnaire, Pre-Post	1)No signifcant difference in oral English achievement. But means suggest a trend. 2)Spanish oral development for non-SS/S speakers. 3)Attitude change, not signficant, but trend. 4)Parent questionnaire No great effect on attitude variables.

BL/BC COMPONENTS and % TIME & SUBJECT AREAS	MATERIALS and CURRICULUM	TEACHER & AIDE QUALITY	PARENTAL INVOLVEMENT	REFERENCE
			1)Increased school activities attendance. 2)Trip participation increased. 3)Community involvement increased. 4)Library popularity increased.	Young, L.R. 1972
				Harrison, H.W. 1973
	Curriculum: Kindergarten English oral language comprehension. Kindergarten Spanish oral language comprehension.			Valencia, A.A. 1970

PROJECT	DEF OF BL/BC ED and OBJECTIVES	TYPE RESEARCH	INSTRUMENTS	RECOMMENDATIONS and FINDINGS
6)An Evaluation of BL education for SS/S children 1971-1972 New York First and Second grade		Pre - Post.	1)Metropolitan Readiness Test	1)BL education facilitates learning; particularly in math.
7)Effect of an Intervention Program on "high risk" Spanish-American children. 1974	1)Tested effectiveness of early intervention program. 2)Of program evaluated Developed language abilities, developed intellectual abilities developed a positive self image and problem solving skills.	Subjects: 3,4,5 year old Spanish-American, New Mexico "high risk" criterion, 30 members in experimental group, 20 members in control group. Pre - Post Tests.	1)Hiskey-Nebraska Test of Language Aptitude (Mental ability) 2)PPVT(language development in Spanish and English) 3)Bessell and Palomares Development Profiles (Self Image)	1)Significant gains in mental ability. 2)Significant gains in English language. 3)Gains, but not significant in Spanish language. 4)Self image improvement in experimental subjects (not compared to control group).
8)Positive Effects of A BL Preschool Program on the Intellectual Performance of Mexican American children 1969 DHEW		Experimental Group: Disadvantaged Mexican American children integrated into classes with majority Non-SS/S advantaged. Control group matched population in Head Start, and matched population with no preschool.	1)Pre - Post 2)Wechsler Pre-Primary Scale of Intelligence	1)Experimental group greater gains than others. 2)Head Start children made no greater gains than non-preschool group. 3)Imitation in classroom.

BL/BC COMPONENTS and % TIME & SUBJECT AREAS	MATERIALS and CURRICULUM	TEACHER & AIDE QUALITY	PARENTAL INVOLVEMENT	REFERENCE
% Of Time: Instruction in both. 50% in each. Subject Areas: Classes split into English dominant and Spanish dominant.				Balinsky, W. & Peng, S. 1974.
	Treatment: Responsive Environment Concept. Materials by: Far West Laboratory for Educational Research and Development. Project Life and Piagetian Approach and materials.			Cornett, J.D., Ainsworth L. & Askins, B. 1974
% of Time: 3 year olds 80% in Spanish. 4-5 year olds	Experimental Program had five areas: Visual, auditory, motor, English language, problem solving. Materials: Many published and developed.	English-speaking teacher Bilingual aides		Henderson, R.W. 1969

PROJECT	DEF OF BL/BC ED and OBJECTIVES	TYPE RESEARCH	INSTRUMENTS	RECOMMENDATIONS and FINDINGS
9)Early Education for Spanish speaking Mexican American children: A comparison of Three Intervention Programs 1970 Texas	1)Build self concept. 2)Develop sensory-perceptual and motor skills. 3)Develop language skills in Spanish and English. 4)Develop thinking, language and reasoning skills.	3 groups: 16 subjects each, 3 year olds for 9 months. 1)Early 3 hour BL pre-school. 2)Parental- community involvement project. 3)Day care program 10 hours a day. 4)3 Pre - Post tests.	1)Leiter International Performance Scale (Nonverbal IQ) 2)PPVT child's receptive language function	A)Three Hypotheses Tested 1)"Deprived" will test below norm on standardized test requiring language ability. 2)If no language on test, will score above the norm 3)Experimental group significant IQ on standardized instruments.
10) La Escuelita. An Early Childhood Parent-Child centered BL/BC Program Utah. 1974-1975	1)Develop Spanish and English language skills in audial and oral levels. 2)Increase cultural pride. 3)Social skills increased. 4)Evaluate program.	A)Object of Research 1)Analyses of Spanish English acquisition. 2)Spanish-English transfer. 3)Describe Spanish-English usage by children and parent.	1)Auditory Comprehension Test 2)Behavioral Recordings of mother-child Interaction	1)Quality of reception of language ↑ with age for both languages. 2)Mothers use of Spanish in class, approximately 50%, children approximately, 25%. 3)During play Spanish use ↓ with both mother and child. 4)BL not interfere at phonemic level. 5)Imitation scores higher in Spanish and same in English for BL's. 6)BL's better in English than in Spanish.
11)BL Readiness in Earliest School Years: A Current Demonstration Project. BL Readiness in Primary grades: An Early childhood Demonstration Project, Final Report 1966 New York Kindergarten and first	1)Foster BL development in child ages 4 - 8. 2)Promote postive attitude toward other cultures. 3)Improve self concept.		Mostly observation. No instruments mentioned, except self designed instruments and sociograms.	1)Low SES achievement. 2)Increase in attention span. 3)Increase understanding of culture. 4)All learned some 2nd language. 5)Correlation between native language ability

BL/BC COMPONENTS and % TIME & SUBJECT AREAS	MATERIALS and CURRICULUM	TEACHER & AIDE QUALITY	PARENTAL INVOLVEMENT	REFERENCE
% of Time: 15-20 minutes/day. Bilingual specialist. Spanish 60. Subject Areas: Used both English and Spanish during these lessons. Language learning and speaking.	Developed materials by staff and parents. Curriculum planned by staff and parents.	Mothers primary teachers hired 8 hours/week. Trained in workshops.		Nedler, S. 1970
	Curriculum materials designed for this project.			Garcia, E.E. 1975
	Piagetian framework.	Certified teachers. Aides: mothers trained.		Finocchiaro, M. 1966

PROJECT	DEF OF BL/BC ED and OBJECTIVES	TYPE RESEARCH	INSTRUMENTS	RECOMMENDATIONS and FINDINGS
12)Santa Barbara Family Center: Final Report 1975.	1)Expand mother's socialization skills. 2)Provide nutritional, medical, community resource services. 3)Provide children program. 4)Foster social,cognitive physical growth. 5)Provide BL/BC emphasis. 6)Demonstrate to mother's what constitutes a healthy environment.	Comparison Group used. Pre - Post Tests.	1)Preliminary Interview Community Research Questionnaire 2)Social Reaction Inventory 3)Parent Attitude Research Inventory 4)Family Attitude Scale	1)Family's attitudes of work, Mother's attitude more positive. 2)Participation in school groups. 3)Mother self concept increased.)Problems reported decreased 5)Increased use of community resources
13)A Preschool Education Program with Puerto Rican children: Implications as a Community Intervention	Special Qualities: 1)Intervention in home, one hour/day, five days a week for seven months. 2)Foster affective and intellectual development. 3)Increase positive self image. 4)Develop positive attitude toward school. 5)Language development. 6)Increase cognitive development.	1)Pre - Post. 2)Experimental and control groups. 3)Measures of IQ, vocabulary skills, behavior change.	1)Stanford Binet 2)Bayley Scales of Infant Development, Mental Record Form 3)Bayley Behavior Record Form 4)PPVT (Spanish) 5)Merrill Palmer Subtests.	1)IQ: Experimental group no signficant trend in direction of greater improvement. 2)Behavior no significant difference. 3)PPVT Experimental Group significantly improved. 4)Merrill Palmer significant improvement. 5)Tutor and parent evaluation very favorable. 6)New assessment techniques needed, IQ tests mislead. 7)More specific family behavior changes. 8)More specific evaluaof impact of program on community. 9)Need to involve community in taking responsibility for programs. 10)Need more impact on schools.

BL/BC COMPONENTS and TIME & SUBJECT AREAS	MATERIALS and CURRICULUM	TEACHER & AIDE QUALITY	PARENTAL INVOLVEMENT	REFERENCE
				Santa Barbara Family Center. A Model for Low-Income and Chicano Parent Education. Final Report. 1975
Subject Areas: All tutoring in Spanish.	Piaget Theory curriculum based on operations of classification, conservation, correspondence to seriation. Bereiter-Engleman used for language development program.	College students and mental health workers. Spanish speaking college women tutors, and prior experience. Intensive in-service training.		Thomas, P.H., Chinsky, J.M., & Aronson, C.F. 1973.