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ABSTRACT

This handbook, designed for classroom teachers, administrators, and parents of limited-English-proficient (LEP) children, describes aspects of successful bilingual education program design. In general, the handbook's focus is on school settings with large numbers of LEP students. Chapter 1 reviews research findings on effective program design and provides illustrations from California schools which use content-based curriculum in the home language. The second chapter examines bilingual program content by subject area, and describes how the requirements of the core curriculum interact with the special needs of the LEP student. Chapter 3 details one possible organizing scheme for large-scale bilingual programs, i.e., the transitional bilingual education program, and focuses on key questions in classroom-level planning. In the fourth chapter, essential elements for effective program support are discussed, including a staff of trained professionals who believe in and act on the assumption that every student can do well in school, and appropriate instructional materials, parental involvement, and periodic program evaluation. The final chapter reviews the key elements of program design and provides a checklist for planners. (MSE)

BILINGUAL EDUCATION HANDBOOK

Designing Instruction for LEP Students

CALIFORNIA DEPARTMENT OF EDUCATION
Bill Honig—State Superintendent of Public Instruction
Sacramento, 1990

BILINGUAL EDUCATION HANDBOOK

Designing Instruction for LEP Students

Prepared by the

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Foreword

Bilingual education and the mainstream public school experience are by far more alike than different. At least, that *should* be the case. In both programs the ultimate goal is to instill in students the intellectual, social, and ethical insights they need to become fully actualized human beings: productive contributors to the economy, responsible citizens of our democracy, and morally alert and fulfilled individuals. The essential means for encouraging this growth consists of an exploration of the core curriculum as it has been defined in California—through the study of the English–language arts, history–social science, mathematics, science, a second language, the visual and performing arts, and health and physical education.

In terms of what is taught, the only absolute difference between a bilingual education classroom and a conventional classroom is the language in which instruction takes place. For most students English is relied on (except during foreign language class) as the medium of instruction. In effective bilingual programs, however, the language the child is familiar with from his or her upbringing is used to expand the student's general knowledge of the world and higher-order thinking skills until a command of English is developed sufficiently to allow a transition to the mainstream program.

Bilingual education is not an end in itself but an efficient means to impart the *whole* curriculum to a special category of students, the limited-English proficient. Many of these students are newly arrived in the United States, speak little or no English, have varying degrees of formal education, and may be unfamiliar with prevailing expectations about American schools and society. Because these students come from a broad spectrum of social backgrounds, the importance of adjusting the teaching of the core curriculum to account for cultural differences is one of the themes of this handbook. A second

Limited-English-proficient students should have access to the same socially enabling body of knowledge, skills, and ways of thinking about the world available from the academic core as English-speaking students receive.

theme concerns how modern research in language acquisition and cognitive development bears on the issue of designing the bilingual program. The main responsibility of a bilingual program, as defined by the California Legislature, is to help limited-English-proficient students become fluent in English and strive toward academic parity (*Education Code* sections 60002–62005.5). Modern research has found that the fastest and most effective way for most students to retain both fluency and parity is through developmental instruction in the home language supplemented by English-as-a-second-language classes.

The principal thrust of this handbook is to underscore the *content-based* nature of exemplary bilingual education, whatever the language used to communicate it. Limited-English-proficient students should have access to the same socially enabling body of knowledge, skills, and ways of thinking about the world available from the academic core as English-speaking students receive. Perhaps the most significant gauge of the success or failure of a bilingual program is its ability to deliver on that ambitious promise.

In large part, then, this handbook acts as a signpost, constantly pointing to the main ideas and learning objectives from the various academic disciplines as the golden intellectual standard to which model bilingual programs should also aspire. Readers seeking additional guidance in a specific subject area are encouraged to consult the related California curriculum frameworks and subject-matter handbooks.

The *Bilingual Education Handbook* is meant as an aid for the teacher working directly with language-minority students, for the administrator responsible for the conduct of the program, and for the parents of limited-English-proficient children and other interested parties. I hope that each of these vital players in the bilingual education mission find here the information and inspiration needed to provide a rigorous and empowering education to students who have a primary language other than English.

Bill Honig

Bill Honig
State Superintendent of Public Instruction

Introduction and Overview

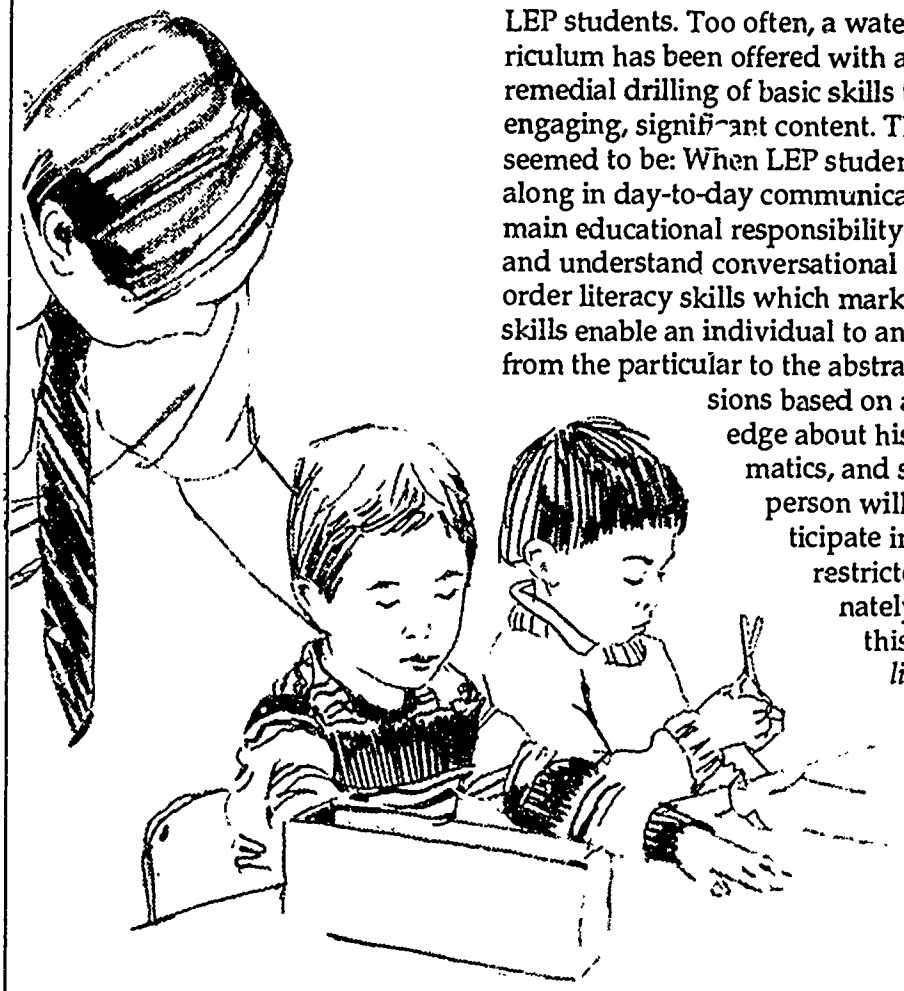
Most handbooks prepared by the California Department of Education focus on a single subject area (e.g., foreign languages, mathematics, or literature). They answer questions like the following: What constitutes excellence in a science program? What does recent research tell us about how to design an effective health and physical education program? The *Bilingual Education Handbook* departs from this pattern for a simple reason. The topic of interest is not how to improve a single part of the curriculum but how to deliver the *whole* curriculum to a special group of students, those who arrive at school speaking a language other than English.

Limited-English-proficient (LEP) students stand out in California because of their remarkable cultural diversity and their rapidly increasing numbers. There are presently more than 742,000 LEP students in California's public schools, a full 14 percent of the kindergarten through grade twelve enrollment. That figure has risen from 375,000 in 1980 and may understate the dimensions of the challenge. For example, looking into the problem of chronically underachieving high schools, the Assembly Office of Research found that one explanation for this poor performance was that "there were many students not identified as limited-English-proficient who had difficulty with English."

The dramatic growth in the LEP student population in California over the last decade has many causes. Political turmoil is part of the story. The number of Vietnamese LEP students, for example, quadrupled in the 1980s in California. At 30,000, they make up the second largest non-English-language group in the state's public schools. California's economic vigor

is another important factor. One in four immigrants who come to the United States each year settles in California. In 1987–88 over 40 language groups were represented in significant numbers in classrooms across the state, ranging from Armenian, Portuguese, and Chinese to Hmong and Spanish.

The record of the public schools in educating this unique subpopulation of students could probably be best described as mixed. Although some individuals and ethnic groups have flourished in the education system, others have languished because schools have limited their academic expectations of LEP students. Too often, a watered-down version of the curriculum has been offered with a heavy dependence on the remedial drilling of basic skills to the virtual exclusion of more engaging, significant content. The unspoken assumption has seemed to be: When LEP students learn enough English to get along in day-to-day communication, the schools discharge their main educational responsibility. Not so. A student may speak and understand conversational English but lack the higher-order literacy skills which mark the educated person. These skills enable an individual to analyze problems, generalize from the particular to the abstract, and make informed decisions based on a solid foundation of knowledge about history, science, literature, mathematics, and so on. Without these abilities, a person will find his or her capacity to participate in the larger society severely restricted throughout life. Unfortunately, it is precisely in cultivating this broader sense of the term *literacy* that California's public school system too often is failing to adequately educate its LEP students.



Consider, for example, LEP students of Hispanic descent. Numbering 450,000, Spanish-speaking youngsters compose by far the largest single LEP language

group in California, 70 percent of the total LEP school population. Many of these students face extraordinary barriers to achieving the high levels of literacy that would allow them to become fully enfranchised members of our society. For example, approximately one-third are children of migrant laborers who, because of the nature of their parents' work, must try to earn a diploma while attending an average of three schools each year.

Results of standardized tests document a persistent lag in the achievement scores of Hispanic students. English-fluent Hispanics consistently score the lowest on the California Assessment Program's assessment test of all language minority groups at the elementary school level. In high school 45 percent of Hispanic youth who enter grade nine do not graduate. Most Hispanic LEP students who have been placed back in the regular curriculum never catch up with their age-group peers in academic achievement. And, even for those who do complete high school, college entrance rates remain distressingly low.

Where a content-based, culturally sensitive program in the home language has been instituted in school districts in California, impressive gains have been registered by students.

Many forces create the disappointing record of achievement of Hispanic youth, and no panaceas exist to turn the situation around. On the bright side, however, a substantial body of research regarding the nature of language acquisition and cognitive development has shown how to improve instructional strategies. Where a content-based, culturally sensitive program in the home language has been instituted in school districts in California, impressive gains have been registered by students. Perhaps the most notable of these is a demonstrable improvement in the full range of literacy and communication skills, as measured in English.

The purpose of this handbook is to describe what works in bilingual education. In general, its focus is on school settings in which large numbers of LEP students are enrolled. Planners faced with accommodating the needs of fewer LEP students may consult the publication, *Individual Learning Programs for Limited-English-Proficient Students: A Handbook for School Personnel*. Chapter One of this handbook briefly recapitulates the research findings that affect the design of an effective bilingual program and provides some examples of success stories in

California. Content-based curriculum in the home language is the vehicle for this success. Chapter Two examines the content of the bilingual program, subject area by subject area, and describes how the requirements of the core curriculum interact with the special needs of the LEP student. Chapter Three presents one possible organizing scheme for large-scale bilingual programs in greater detail, the Transitional Bilingual Education Program, and focuses on key questions in planning the program at the classroom level. Chapter Four discusses the essential elements for supporting an effective bilingual program: a staff of trained professionals who believe and act on the assumption that *every* student can do well in school; appropriate materials; parental involvement; and periodic program evaluation. Finally, Chapter Five reviews the key findings of this document and provides a checklist for planners who want to compare their bilingual program's features with the criteria presented here.

CHAPTER

1

The Case for Content-Based Primary Language Instruction

Since the 1880s the United States has absorbed and benefited from the energy and drive of succeeding waves of immigrant peoples who came to this country determined to pursue their specific versions of the American dream. Very often the first stop for the children of these new arrivals was the local public school, where their lessons in English began for them the process of social engagement. Indeed, one of the common criticisms of the concept of bilingual education draws on this historical experience to ask the question: If previous immigrants—our grandparents, in many cases—prospered in this country without bilingual education, why are recently arrived groups unable to do as well?

The short answer to the question is that the world has changed, and a different level of educational attainment is required today to succeed in the United States. Since the turn of the century, America has shifted from a smokestack economy that ran mainly on the sweat and muscle of blue-collar and agricultural workers to, increasingly, an information- and technology-driven order. In today's society a person's ability to learn quickly, use creative intelligence, and adapt to change are premium commodities. Accordingly, expectations about the educational levels of prospective employees have also changed dramatically. During the period of heavy immigration before 1920, for instance, fewer than 15 percent of all Americans completed high school; today, a high school diploma is considered a prerequisite for an entry-level service job; and a college degree is the entree to most professional careers.

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What might be called *bi-illiteracy*—a rudimentary knowledge of how to read and speak in two languages but confident mastery of a broad array of knowledge and sophisticated thinking skills in neither—is clearly an unsatisfactory outcome in the current economic climate. The individual who is *bi-illiterate* must look ahead to a lifetime of low-paying, menial work, if and when even that can be secured. For California and the United States, the failure to develop human talent to its fullest is a squandering of assets in an increasingly threatened position in world trade.

But the failure to develop human talent is not simply an economic problem. The overarching goal of the public schools

in California is to foster the growth of students in several key capacities. That goal includes preparing students to assume the following roles in society: as productive contributors to our material well-being; as citizens of our democracy with an awareness of our nation's collective past and a commitment to participation in its future; as ethically responsible individuals seeking to lead a fulfilling and meaningful life in the context of the great scientific, moral, and philosophical insights available from our intellectual traditions. For our civilization to flourish in the future and for every child to have access to the opportunities offered, society must help each succeeding generation attain these high levels of knowledge, judgment, and personal growth in their roles as tomorrow's workers, citizens, and mature adults.

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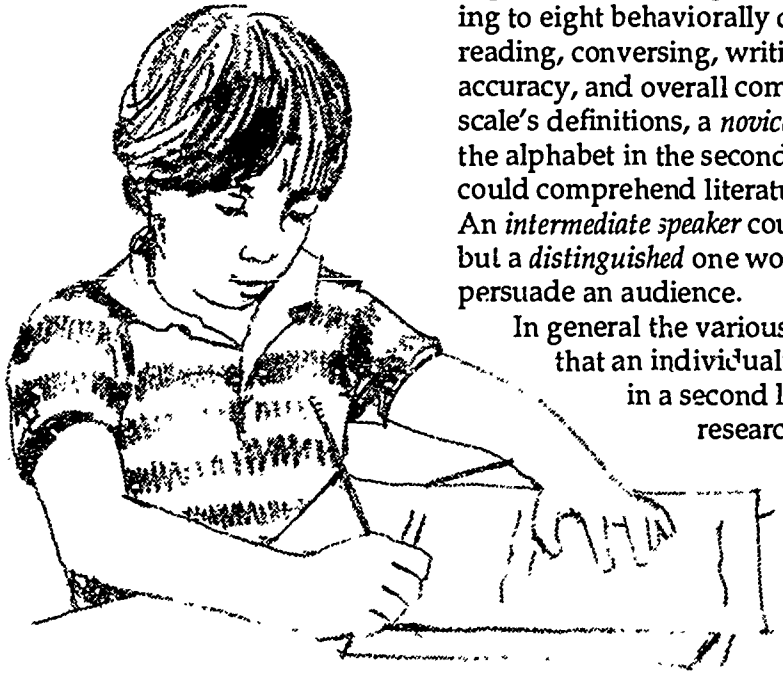
To meet their share of societal responsibility, schools must provide *all* students with a rigorous and challenging education. The key question, of course, is how best to do that for limited-English-proficient students in a program design that promotes English acquisition and that challenges students to develop abilities to think abstractly, generalize, make logical connections, interpret, organize, and judge. Students who have developed such abilities are the hallmarks of a successful academic program, whatever the language used to inculcate them. The answer to the key question is couched in the substantial body of research on the nature of language acquisition and cognitive development which has been amassed over the last 20 years. A look at that research, together with a brief discussion of its main implications for building an exemplary bilingual education program, provides the necessary background for the practical advice presented in the remainder of this handbook.

The first area that needs examining concerns the whole issue of how language and higher-order literacy skills are developed. The consensus of research in this area has undergone a dramatic shift in recent times. Previously, the dominant model held that language is acquired in a series of discrete steps. Just as a baby must learn to move his or her limbs before crawling, crawl before standing, and stand before walking, it was thought that the various language skills required for listening, speaking, reading, and writing were learned in a linear, se-

quential fashion. Naturally enough, this understanding led to the practice of teaching language by concentrating on its parts—one at a time. The results of recent research, however, present a much more organic and interactive picture. We know, for example, that very young children are aware of abstract concep long before they have the language ability to articulate them. Indeed, modern scholarship suggests that it is the intense human urge to communicate about matters of direct importance to the individual which lies at the heart of the language acquisition process. Translated back to the classroom, this meaning-centered model of how language learning occurs calls for an integrated approach to teaching listening, speaking, reading, and writing.

Even though primary language learning takes place in a seamless, organic fashion, an individual's command of a second language can be evaluated according to any one of several objective scales. For example, the California system of higher education rates a student's competency in a second language on a five-tier scale—novice, intermediate, advanced, superior, and distinguished. The ranking is determined according to eight behaviorally defined components—listening, reading, conversing, writing, culture, content/vocabulary, accuracy, and overall competency. Thus, according to this scale's definitions, a *novice reader* would be able to recognize the alphabet in the second language; whereas a *superior reader* could comprehend literature while reading at normal speeds. An *intermediate speaker* could take part in basic conversations, but a *distinguished* one would be able to use the language to persuade an audience.



In general the various competency level scales recognize that an individual's ability to express himself or herself in a second language grows over time. Thus, researchers have noted, children go through an extended silent period of listening to a new language before they begin speaking it. Once they do begin, their initial statements are typically telegraphic and context-embedded—short comments about

the who, what, or where of their immediate surroundings. As they continue using language to express their thoughts about matters of significance to them, their fluency gradually increases, and their syntax gains complexity. In their sentence structures, children begin to demonstrate causal, sequential, comparative, or other organizational relationships. They begin to attempt to explain how and why things occur, make judgments, interpret facts, voice opinions, and provide justifications. Later, increasingly abstract, context-reduced, or refined use of language occurs; at this point the student can employ language at its most exquisite—to conjecture, hypothesize, or create new poetic or philosophical understandings.

Functional language is used for everyday transactions, and empowering language is the language of sophisticated discourse—more nuanced, analytical, and precise.

In looking at these gradations of language mastery, researchers have found it useful to draw a rough distinction between two types of language. These have been assigned various labels: informal and formal, conversational and academic, or functional and empowering. Functional language is used for everyday transactions, and empowering language is the language of sophisticated discourse—more nuanced, analytical, and precise. Functional language lies at the beginning of the developmental process in second-language acquisition; it tends to be context-embedded and acquired relatively quickly. For example, through their day-to-day immersion in the English language milieu, limited-English-proficient children usually acquire an impressive functional language facility within two years after coming to the United States. On the other hand, it takes much longer to acquire peer-level proficiency in the language of learning and empowerment—at least five to seven years for most students.

The implication of this research is worth considering. Obviously, it means that the teaching of functional language is *not* the pressing problem for public schools to overcome in educating LEP students. Indeed, the overwhelming evidence is that most students will achieve this basic level of English with or without formal assistance. Rather, the focus should be on moving students up the language, and thinking, scale. The school reform movement has gone beyond basic skills as the proper measuring stick of academic success. Educators of limited-English-proficient students should raise their goals, as

well. Instead of teaching merely functional English, they should lead students to a much more demanding and rewarding control of empowering English.

How is this more sophisticated command of English to be cultivated? For the mainstream student a study of the core academic curriculum provides the substance and context for developing language mastery. For the LEP student an exposure to the academic core curriculum is equally critical—and for exactly the same reason. A library of empirical research points to the surprising correlation of content-based instruction in the home language with the development of bilingual students' command of English.

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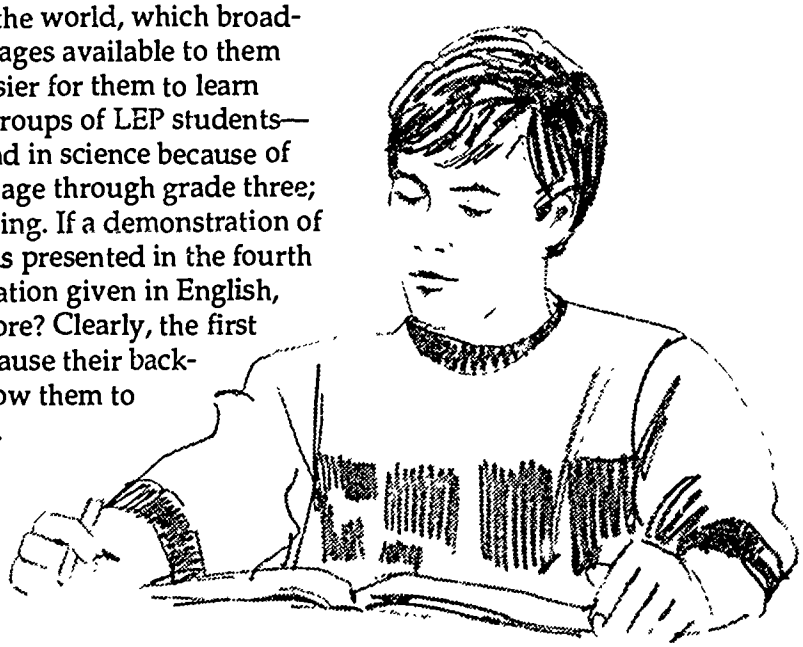
Vital language skills and thinking processes can be most efficiently acquired in the home language, then applied to English, because language learning occurs holistically and builds on previous cognitive gains. In his landmark work in this area, Professor James Cummins introduced the term *common underlying proficiency* to describe the large body of literacy skills and thinking strategies which, once mastered in the primary language, provide a sound basis for rapid acquisition of similar skills in a second, third, or any number of other languages. This cross-pollination of literacy skills from one language to the next takes place automatically and unconsciously. It helps explain why, for example, an educated English-speaking person may be able to read and understand a French newspaper even if he or she cannot speak French.

An important corollary of this principle—that language acquisition in the home and second language is a mutually beneficial two-way street—is that schools should acknowledge the students' already learned competencies in one language as they work to impart the second one. English proficiency and academic ability are distinct aspects of a student's learning profile. Just because he or she cannot speak English does not mean a student belongs in a deficit or remedial program. To the contrary, restricting an individual's learning opportunities to a low-level, skills-based curriculum devoid of challenging con-

tent virtually guarantees that an empowering command of English will not be achieved.

Home language instruction also promotes sophisticated English acquisition in a second way. What matters in learning any language, researchers have found, is that the student be presented with understandable messages, interesting ideas pitched at a level just beyond his or her present level of language attainment. This meaning-centered vision of language acquisition is embedded throughout California's curriculum frameworks. For example, as the *English–Language Arts Framework* puts it, "The fundamental principle governing all growth in language is: language learners need to understand the meaning of the message." But the information a learner can absorb is not just a function of the difficulty of the language used. It also depends heavily on how much the learner already knows about the topic under discussion. Quite simply, the more relevant prior knowledge an individual brings to a given subject, the easier it is for him or her to comprehend what is being read or discussed.

It is here that home language instruction becomes significant. When students learn subject matter in the primary language, they gain an increased knowledge of the world, which broadens the range of understandable messages available to them and which, consequently, makes it easier for them to learn English. Consider, for example, two groups of LEP students—one group has an excellent background in science because of previous schooling in the home language through grade three; the other group has had no such training. If a demonstration of the formation of convection currents is presented in the fourth grade with the accompanying explanation given in English, which group of children will learn more? Clearly, the first group of children will learn more because their background knowledge in science will allow them to understand more of what is going on. And because they understand the context of the lesson, they will also learn more English as they listen. The enriched get richer. The children from the second group, on the



other hand, will lose two ways—in science content and language acquisition.

The main ideas presented so far are (1) that vital underlying language skills can be obtained in one language and then put to good use in another; and (2) that a general fund of knowledge broadens the range of messages a student can understand and, consequently, makes second language acquisition easier. These are not just scholarly speculations. They explain why adults learn a language faster than children in the early stages of learning. They also explain how youngsters educated in Mexico who move to California as late as the junior high school years can catch up and surpass the record of native speakers of Spanish who have been educated in California's public school system since kindergarten. Why? Because the academic skills and general knowledge of the world that the students from Mexico obtained through content-based Spanish instruction (as opposed to a curriculum devoid of content) provided a strong foundation for continued learning in a *foreign* language—English.

Better adjusted LEP students are better motivated to study English and, not surprisingly, enjoy more success in every facet of the school curriculum.

Content-based home language instruction can foster the learning of English by LEP students in a third and significant way by promoting a healthy sense of biculturalism. Many language-minority students labor under a deep sense of ambivalence about what it means to succeed in school. Members of some groups perceive school as the province of the majority. Doing well there amounts to identifying with the dominant culture and sacrificing one's own group and personal identity. Good bilingual education can lessen this conflict by raising the prestige of the home language (both when it is used as an instrument of subject matter instruction and when its literature and tradition are studied in their own right). Rather than feeling shame toward their first culture and hostility toward the second, bilingual students conclude, quite properly, that they are products of both and take pride in their new-found ability to function effectively in a pluralistic society. Better adjusted LEP students are better motivated to study English and, not surprisingly, enjoy more success in every facet of the school curriculum.

Three arguments presented thus far support content-based home language instruction together with a regular program of English language development. They are buttressed by a fourth and eminently practical one: Where such an approach has been tried in California, improved test scores have demonstrated impressive results. Rockwood Elementary School in Calexico, for example, is situated in a low socioeconomic neighborhood where 85 percent of the school's students are classified as limited-English proficient when they enter school. A transitional bilingual program was implemented there in 1981. At the time, Rockwood's English reading scores put it in the bottom tenth percentile of all California elementary schools. Today, its sixth grade students' English reading scores are vastly improved—in the fortieth percentile on the *California Test of Basic Skills*. Their English language and mathematic scores, as tested in English, are close to or above national norms. Compared with students from surrounding elementary schools with similar linguistic and socioeconomic profiles, Rockwood's students have consistently outperformed similar groups of students—and by large margins. Observers attribute the dramatic improvement in Rockwood's educational performance to the improved bilingual education program.

At Eastman Avenue School in Los Angeles, with nearly 100 percent Hispanic enrollment and in a low-income neighborhood, California Assessment Program test scores in reading, writing, and mathematics shot up in 1984 after a home-language bilingual program was put in place. Subsequently, Eastman's CAP test scores have consistently exceeded both local and citywide norms. At the Fremont Unified School District in the East Bay, LEP students enrolled in the full bilingual program performed at or above national norms in English reading tests and easily outperformed comparison LEP students who were provided only English-as-a-second-language lessons. The San Diego City Unified School District's two-way bilingual program (in which some children who speak English as a first language are also taught in Spanish) has produced similarly enviable test scores.

The programs mentioned above represent a diversity of educational practices; they are not put forward here as paradigms

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of exemplary bilingual education. Rather, their various successes underline the importance of the educational feature they have in common—the use of home language instruction in building a solid foundation for learning among the limited-English-proficient students. Home language instruction by itself, however, is not enough. A narrow, skills-based curriculum taught in the home language will fall as far short of the challenging educational goals California's school reform movement has set as a similarly inadequate curriculum taught in English. Accordingly, in Chapter Two the subject matter of an exemplary bilingual program is examined.

CHAPTER

2

The Content of the Program

Every child deserves access to a rigorous and challenging education, one that will develop his or her talents to their fullest and swing open the doors of opportunity. Limited-English-proficient students, no less than English–dominant ones, need an exposure to the wealth of ideas, insights, and powerful ways of knowing the world embodied in the academic core curriculum if they are to participate fully in our society. In bilingual education, the specific language used for subject-matter instruction involves a crucial tactical decision, but it is subordinate to the larger strategic goal—the teaching of content. The bilingual education program should be held to the same high standards as the mainstream program in terms of what students are expected to know and do in the various subject and study skill areas.

In California the essential content schools must offer to students as they move toward becoming literate has been identified in a series of curriculum frameworks. In this context, the term *literate* connotes more than the ability to read and write. In the vocabulary of the modern school reform movement, it means a description of the orienting body of knowledge and skills which are essential for economic, civic, and personal advancement in our society. Each subject area contributes to the shaping of a literate individual from a different perspective: language arts uses literature to explore the range of human possibilities, transmit significant cultural and ethical ideas, and build language mastery; history–social science examines human behavior and interactions in time and place; science acquaints students with the natural order of the physical world; mathematics helps students approach problems logically and apply number processes; the visual and performing arts expose students to the human capacity for nonverbal expressions on matters of profound human significance; health and physical education establish a knowledge base and habits to promote good health for a lifetime; and the study of a second language shows students the intimate relationship between culture and language and equips them with a valuable new skill. Taken together, study in these disciplines represents the best possible academic preparation for *all* students.

The bilingual education program should be held to the same high standards as the mainstream program in terms of what students are expected to know and do in the various subject and study skill areas.

The California Department of Education's frameworks are not a set of minimum competencies or course outlines. Rather,

they are models intended to inspire and provoke discussion as districts review their curricula. The bilingual curriculum of a district must be aligned with the mainstream curriculum in each subject area. This parallel structure guarantees that LEP students will receive the steady diet of subject-matter content they need to succeed in society. Students who are unable to perform at an expected grade level should receive help, but the teacher should not withhold curricular content to accommodate perceived deficiencies. Instead, he or she should provide access to grade-level content by using meaning-centered strategies. For example, in history–social science, students who are reading substantially below grade level should not simply be given a history–social science curriculum for lower grade students. Instead, they should be introduced to books from the history–social science literature list that have been selected for their appropriate content, and the literature should be presented with appropriate teaching strategies. An example of a strategy in history would be for the teacher to use simulations or improvisational problem-solving techniques. An important advantage of aligning the bilingual and regular curriculum is that such an arrangement eases the transition into the mainstream.

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In general the Department of Education's frameworks support curricular programs that emphasize thinking, communication, and problem-solving skills. They present rich content in all subject areas—including history, science, and literature—and help connect students to important political, social, and ethical values. They stress studying for depth and understanding in critical areas rather than skimming enormous amounts of material. The frameworks support programs that are:

1. *Content-based*: Central concepts, patterns, and relationships from each discipline are emphasized.
2. *Integrated:* Connections are made among content areas, and students are provided a holistic view of learning.
3. *Sequentially (spirally) organized:* Important concepts, skills, and topics are introduced at a level appropriate to the students' maturity. Once essential concepts have been acquired, increasingly complex, finely shaded or nuanced versions of them are presented.

4. *Varied teaching strategies:* A wide range of problem-solving approaches is explained and practiced in the context of subject-matter content.
5. *Relevant:* Skills and information acquired are related to the challenges encountered in real-life situations by students.

To a large degree, the process of education is the building of a student's command of language in all its facets—listening, speaking, reading, and writing—and the frameworks call for reading and writing practice across the curriculum.

The frameworks identify the central role that language plays in subject-matter instruction. Language itself promotes clear thinking, makes learning possible, and becomes the medium of the mind. Students use it to store information, discern relationships, interpret and generalize from experiences, and solve problems. To a large degree, the process of education is the building of a student's command of language in all its facets—listening, speaking, reading, and writing—and the frameworks call for reading and writing practice across the curriculum. Of course, these language skills cannot exist in a vacuum devoid of content; they must be taught in a manner that helps students learn to communicate information, ideas, and attitudes.

Finally, the frameworks explicitly recognize the importance of culture in the learning process. Though it may be either a conscious or unconscious process, students draw on their background, interpreting the information presented in subject-matter lessons. Somehow, they must be able to reconcile what they learn at school with what they know from experience. The frameworks see subject-matter instruction as the proper forum for exploring both differences and commonalities in our pluralistic society.

With language as the vehicle and culture as the context, subject matter from the core academic disciplines becomes the content of bilingual education. The remainder of this chapter reviews the essential content to be covered and identifies points of specific concern in a bilingual program for each subject area.

Language Arts Instruction

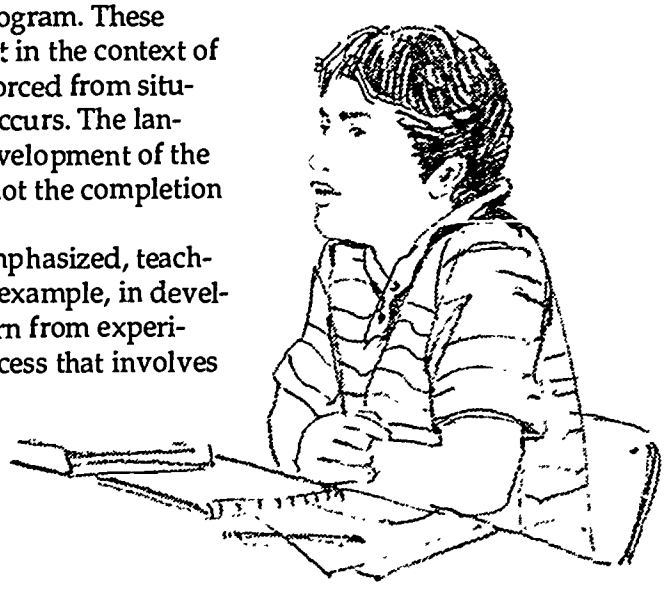
The *English–Language Arts Framework for California Public Schools* calls for a kindergarten through grade twelve curriculum organized around a list of compelling literary works—prose and poetry, fiction and nonfiction, old favorites, and contemporary offerings. Literature entertains by drawing

students into the world of books. It also exemplifies excellent language use and stimulates thinking about and discussions of universal human values and matters of moral complexity. As such, it provides the significant content through which the various language skills—listening, speaking, reading, and writing—can be developed in an integrated and meaning-centered fashion.

Students should be exposed to literature in several ways. First, selections from the core list should be offered. These are central works which all children in a school district study and which serve as the basis for classroom discussion, writing, and reading assignments. Second, an extended program should be available. In such a program, teachers recommend reading works of literature to supplement classwork, based on the preferences and interests displayed by individual students. Third, a recreational-motivational program should be accessible. Here, quality literature for independent exploration can attract the student's innate curiosity

According to the *English–Language Arts Framework*, the conventions of language use—spelling, grammar, syntax, usage, punctuation, and so on—are first experienced implicitly and taught in context. They should be seen as supporting tools that allow people to communicate with one another, rather than as the central focus of a language arts program. These conventions are acquired and understood best in the context of real-life language use, not as abstractions divorced from situations in which meaningful communication occurs. The language arts program should emphasize the development of the student's active language to make meaning, not the completion of skill sheets and rote exercises.

To ensure that language development is emphasized, teachers must make their instruction strategic. For example, in developing composition skills, students should learn from experience that writing is a multistep, recursive process that involves the gathering of thoughts and supporting materials, preparing an initial draft of their manuscript, revising, editing for form, polishing the revised draft, and evaluating the finished document.



In reading instruction, teachers need to demonstrate explicitly the strategies for eliciting meaning from a text. What is stated? What can be inferred? How do you interpret a selection? In other words, the process of thinking needs to be made public so that students are not left to guess at how to work with ideas or, worse yet, not put to sleep with an endless barrage of low-level, isolated skill sheets.

Points of Concern for the Language Arts Program in Bilingual Education

Core Reading List. Although the framework is titled *English–Language Arts Framework,* a systematic study of literature can bestow to students a wealth of key cognitive benefits, regardless of the original language of the source material. Students unable to comprehend English still need the tremendous advantages of an exposure to high quality literature. The means must be found to provide it—whether by studying the literature of the home language or by studying home language versions of English language classics which have been widely translated. When copies of home language literature prove impossible to obtain in adequate numbers, discussions of selected oral readings can serve as a useful classroom strategy.

A literature-based language arts program starts by reaching consensus about the core reading list for kindergarten through grade twelve. The *English–Language Arts Framework* explicitly recognizes the importance of offering a literature program that reflects the full diversity of American society and human experience contributing to it. Beyond that, the suggested criteria for works to be included are that they stimulate the intellect, address the appropriate level of maturity, and model a prose style worthy of study. (For a list of suggested works, see the Department of Education's *Recommended Readings in Literature, Kindergarten Through Grade Eight* and *Recommended Literature, Grades Nine Through Twelve.)*

The English–Language Arts Framework *explicitly recognizes the importance of offering a literature program that reflects the full diversity of American society and human experience contributing to it.*

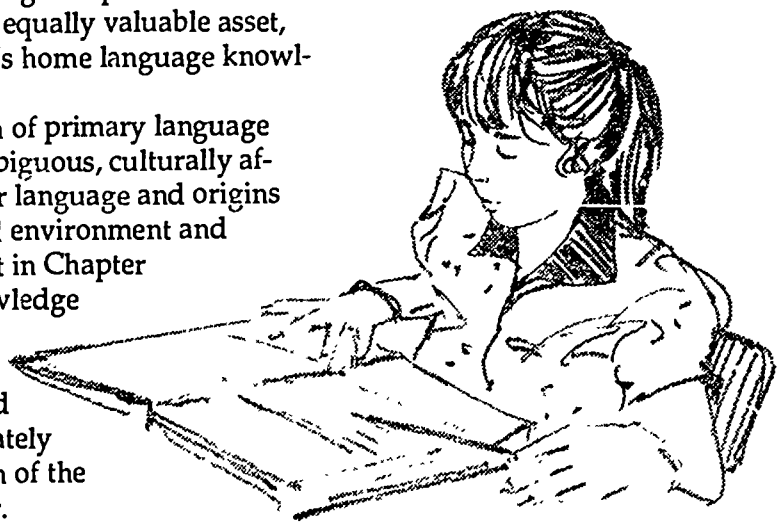
One way that school districts can support extended and recreational reading programs is by ensuring that the kind of

reading materials and the languages in which they are written reflect the makeup and language competencies of their student populations. They can also foster a positive attitude toward reading by providing easy access to books. According to the National Commission on Reading, "In one study with non-native English speakers, ample classroom libraries were associated with dramatic improvements in reading achievement that were still evident when the children were tested a few years later" (*Becoming a Nation of Readers*, pp. 78–79).

Primary Language Enhancement. An overall goal of language arts instruction in bilingual education should be the continued elaboration of the student's capabilities and confidence in his or her native language. Even after an individual has become fully competent in English and joined the mainstream classroom, he or she should be able to continue to study in the primary language for at least three reasons: economic advantages, respect for the native language, and transferability of skills.

A person's bilingual capability offers concrete economic advantages both to the individual fortunate enough to have cultivated this skill and to the society that needs it. The ability to communicate in Spanish and English is the language combination most in demand in today's job market. Thus, it makes little sense to spend large sums of money to build a basic second-language capability in native English speakers and discourage further development of an equally valuable asset, the limited-English-proficient student's home language knowledge.

A second justification for a program of primary language enhancement is that it sends an unambiguous, culturally affirming message to LEP students: their language and origins are valued and respected in the school environment and society at large. Finally, as pointed out in Chapter One, the cognitive strategies and knowledge base developed in the home language are quickly transferrable to a second language. Therefore, continued home language development is ultimately a form of English-language instruction of the most sophisticated and effective order.



Once a student has acquired the various subsets of literacy skills which compose the skill of reading, he or she will be able to transfer those skills to English quickly.

The Special Case of Initial Literacy. Beginning reading involves an active search for meaning. In order to extract meaning from a text, a novice reader needs to connect what is written with what he or she already understands. Making that connection requires a degree of competence in decoding skills. True decoding is more than a fast and accurate identification of symbolic representations; it includes comprehension, fix-it strategies, questioning behaviors for getting meaning from text, and ways of relating new content to existing knowledge. Phonics, the correspondence between letters and the speech sounds they connote, can help some students in word identification. Practice in this area should be provided early, kept simple, and completed quickly.

According to the latest research findings (*Becoming a Nation of Readers*, 1984), novice readers find it easiest to make the connection between the written word and their knowledge of the world when the following conditions are satisfied: (1) the passage is interesting; (2) the topic is familiar; and (3) the language is easily understood. Therefore, initial reading practice should take place in the native language. Once a student has acquired the various subsets of literacy skills which compose the skill of reading, he or she will be able to transfer those skills to English quickly.

LEP students can benefit from comprehensible experiences with printed English from the beginning of their language experiences. However, at least two criteria should be satisfied before LEP students are formally placed in an English reading program. First, students should possess an understanding of and ability to use spoken English. Conversational competency in this regard can be assessed most accurately by the teacher's judgment and observations. Second, students should be able to demonstrate reading skills in their primary language.

History–Social Science Instruction

The *History–Social Science Framework for California Public Schools* is possibly the most detailed and powerfully rendered subject-matter document published recently by the California State Department of Education. It proposes a sequential curriculum centered on the chronological study of history, one in

which increasing knowledge and understanding are carefully and systematically nurtured from kindergarten through grade twelve. In the early years, the focus is on gradually expanding the child's sense of space, time, and people. This emphasis moves toward a study of the story of California in grade four and the making of a new nation—United States history and geography—in grade five. Beginning in grade six, the framework calls for a coordinated series of courses designed to promote a comprehensive sense of historical chronology over the seven years preceding high school graduation. World history takes three years of study (ancient civilization in grade six, medieval times to the Enlightenment in grade seven, 1789 to the present in grade ten) and another two years are devoted to U.S. history (from 1783 to 1914 in grade eight and World War I to the present in grade eleven). In grade nine the students may choose among a number of electives—physical geography, comparative world religions, ethnic studies, anthropology, psychology, area studies of particular cultures, sociology, and so on. In grade twelve the students study a semester each of principles of American democracy and basic economics.

The framework emphasizes the importance of history as a story well told. As students learn about other times and places, they should feel the drama of events and the struggles and triumphs of real people. They should recognize that ideas and actions have consequences; that history is not just the impersonal ebb and flow of events but rather is shaped and changed by the will of individuals and decisions of governments.

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The goals of the *History–Social Science Framework* fall into three broad categories whose supporting strands are a constant to be deepened, enriched, and extended from year to year as the student moves through the curriculum. The goals are as follows:

1. To build a broad base of knowledge and cultural understanding through the development of several forms of literacy: historical, ethical, cultural, geographic, economic, and sociopolitical. The object here is not only to acquaint students with these various bodies of information and ways of analyzing reality but also to get them to make the emotional commitment to the truths they

The goals and strands identified in the History–Social Science Framework *should be incorporated in the bilingual education program because they are a vital part of the educational background of every literate person.*

reveal—the sanctity of life and dignity of the individual that are a fundamental part of our ethical legacy.

2. To cultivate an understanding of our democratic system and the civic values required to perpetuate it. This goal is promoted by a study of our nation's pluralistic and multicultural identity; its constitutional heritage, including the origins of representative government, the separation of powers, and trial by jury; and the rights and responsibilities of citizenship.
3. To foster certain intellectual and social habits in students. These include the willingness to participate in governance, to think critically about issues, and to work through democratic processes to achieve our society's highest ideals. In addition, the study of history should develop an array of useful intellectual skills, including techniques for acquiring information, judging its value, and reaching conclusions based on the evidence.

Points of Concern for the History–Social Science Program in Bilingual Education

The goals and strands identified in the *History–Social Science Framework* should be incorporated in the bilingual education program because they are a vital part of the educational background of every literate person. The framework supports a multicultural perspective throughout the history–social science curriculum. The document itself states, "The framework embodies the understanding that the national identity, the national heritage, and the national creed are pluralistic and that our national history is the complex story of many peoples and one nation, of *e pluribus unum*, and of an unfinished struggle to realize the ideals of the Declaration of Independence and the Constitution."

In presenting the curriculum outlined in the *History–Social Science Framework* to limited-English-proficient students, teachers will be called on to strike a balance. On the one hand, they must teach the core of knowledge, ideals, practices, and beliefs that allow our democracy to survive and flourish from generation to generation. On the other, they should tailor the course content so that students feel that they not only belong but also

that they have a stake in the great American experiment. Particular care should be given to promoting an understanding of the historical, cultural, economic, and political relationships between the United States and the countries and peoples represented by LEP students in a given class.

The *History–Social Science Framework* provides ample suggestions for teachers to relate the curriculum to a multiethnic student population. For example, a Turkish-American seventh-grade student might want to know more about the accomplishments of the Ottoman Empire; young Chinese-Americans might be fascinated to learn that the Ming dynasty undertook a series of great maritime expeditions a century before the European "Age of Discovery," then turned its back on the outside world in deference to traditional Confucian values. Where the story of the United States and the paths of various immigrant groups intersect, particularly in the contributions of outstanding individuals, content adjustments should be made in the bilingual program. The framework supports close-up investigations by recommending that major historical events and periods be studied in depth rather than having endless reams of information skimmed superficially.

Any objective recounting of the history and status of minority groups in the United States will involve the retelling of controversial episodes. The framework encourages teachers to present these issues honestly and accurately within their historical and contemporary context. Students should come to realize that any political system can ride roughshod over the legitimate rights of a minority group. At the same time, they can evaluate social and economic changes in the United States over the last century and recognize that our democratic system has made significant progress toward self-correction and reform.

Students from lands where political freedom does not exist should be helped to appreciate that political rights and freedoms are available in this country only because they are guaranteed by the carefully defined set of principles embodied in the Constitution. Our ability to debate current and historical problems and to freely criticize our government is but one of the hallmarks of a free society.

Bilingual students should come to see that the history of the United States has special significance to the rest of the world, both because of its free political system and its pluralistic nature. In a world torn by ethnic, racial, and religious hatred, the United States has demonstrated the strength and dynamism of a society that is diverse in race, culture, and religion, united under a democratic political system.

Science Instruction

Scientific literacy for all students in California by the year 2000 is the goal set forth in the 1990 *Science Framework for California Public Schools*. To achieve this objective, we must provide students with opportunities to be active learners, rather than passive recipients of scientific facts, and we must involve students in learning science every year throughout the elementary, middle, and high school years.

The major thrust of the new framework is the need for a depth of understanding of the big issues of science and the connections between them, rather than on memorization of isolated facts, concepts, and definitions.

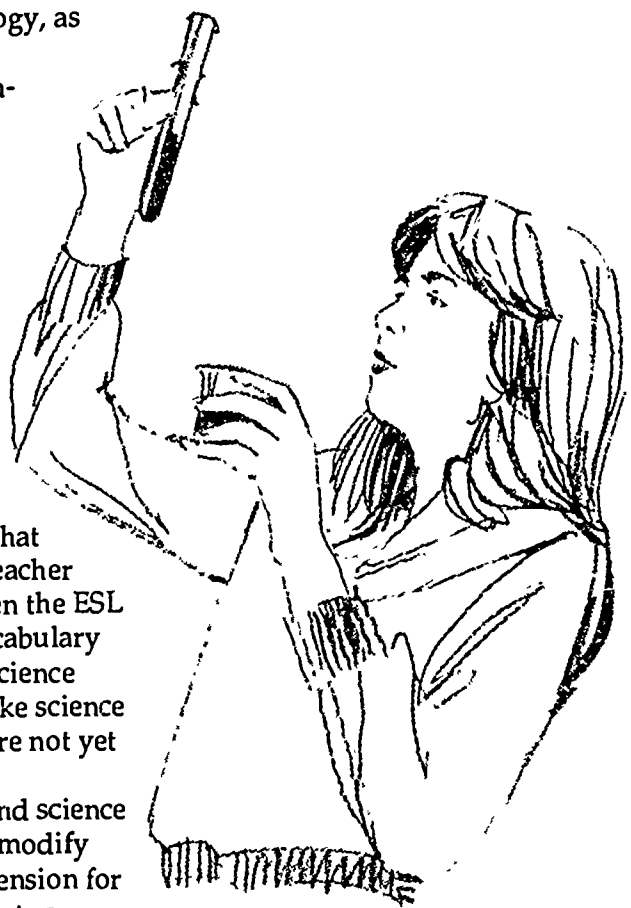
The major thrust of the new framework is the need for a depth of understanding of the big issues of science and the connections between them, rather than on memorization of isolated facts, concepts, and definitions. Covering fewer topics and covering them well is preferable to touching briefly on many subjects. The thematic approach is the proposed means for achieving this objective. The framework presents six possible themes, or overarching ideas of science, as examples of ideas around which curricula can be built. These include energy, evolution, patterns of change, scale and structure, stability, and systems and interactions. The content portion of the framework, with chapters on physical, earth, and life sciences, presents organizing questions central to each topic. Descriptive narratives, each appropriate for a specific grade span, respond to each question; sidebars highlight the biographical, technical, and social dimensions of science. The selected themes are integrated in the text, and the connections among the three fields of study, as well as with other disciplines, are emphasized throughout.

Among the recommendations in the 200-page manuscript are the following:

- Science teachers should help students make associations between the perceptions they already have about how the

world works and the new ideas presented to them. Students should also understand the connection between science and our technologically advanced society and the impact this technology has on society and social issues.

- The nature of science—its openness to inquiry and controversy and its freedom from dogmatism—is the subject of the framework's opening chapter and a recurring theme throughout. That science promotes understanding, not belief, is stressed.
- The curriculum should promote student understanding of how we come to know what we know in science and how we test and revise our thinking.
- Science is enjoyable, and interest in science can lead to a wide variety of careers in science and technology, as well as to avocations and lifelong enrichment.
- An imaginative science program with an abundance of hands-on activities can capture the natural curiosity of young children.



Points of Concern for the Science Program in Bilingual Education

In a chapter entitled "Science Processes and the Teaching of Science," the new *Science Framework* devotes a section to "Teaching All Students." This section addresses the needs of the historically underrepresented (females, minority groups, and persons with disabilities) and the limited-English-proficient (LEP) students.

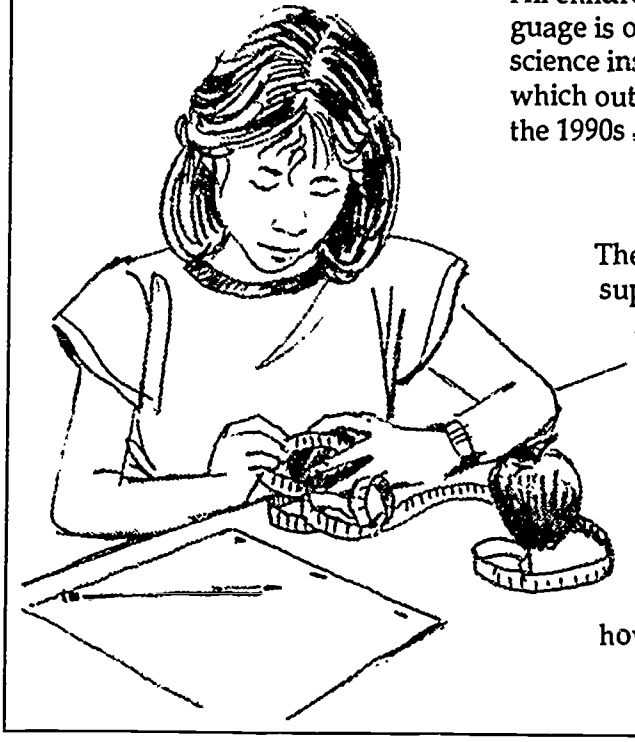
Recognizing the wide range of prior schooling that LEP students bring to the science classroom, the teacher will need to rely on a strong ESL component. When the ESL and science teachers work together to develop vocabulary and assign readings in science, students come to science classes with enough English language skills to make science instruction successful, even though the students are not yet fluent in English.

The science teacher's task is not to create a second science curriculum to accommodate LEP students, but to modify science instruction to remove barriers to comprehension for these students. With the expectation that all students can

and will succeed, teachers can adopt specific teaching techniques to help ensure this success for LEP students:

1. Simplify the input. Use a slower but natural speech rate with clear enunciation.
2. Provide context clues. Be animated; act out meanings; use gestures, props, and graphs.
3. Draw on prior background. Have students brainstorm and list what they already know about the topic.
4. Work to ensure understanding. Repeat ideas or concepts; expand, restate, and reinforce important points.
5. Make sure instruction is content-driven. Identify key concepts and attempt to ensure understanding of a few concepts rather than covering many ideas superficially.
6. Ensure that instruction is student-centered. Strive for 40 percent of instructional time devoted to direct experiences by students.
7. Use science textbooks effectively. Begin a chapter with an activity and establish students' prior background, adding background material when necessary.

All children in California, including those whose primary language is other than English, should have access to high-level science instruction, according to the new *Science Framework*, which outlines the science education program for California in the 1990s and beyond.



Mathematics Instruction

The central goal of the *Mathematics Framework* and the supporting *Mathematics Model Curriculum Guide* and *Model Curriculum Standards* is that students should develop a sense of *mathematical power;* that is, the ability to discern mathematical relationships in the world around them and use their knowledge and experience to solve problems. Instruction should emphasize instilling an understanding of mathematical concepts, rather than the rote mastery of mechanical operations. Students must learn the why of mathematics, not just the how. This means, for example, that calculators can be

used pervasively in the program because of their efficiency in computation. On the other hand, the process of problem solving is experienced as a multistep affair in which students function as the active agents of discovery. They learn to identify the problem in a puzzling or complex situation, select strategies to analyze it, find a solution, and verify and interpret it. Situational lessons of immediate significance to students—circumstances or instances drawn from their lives, families, or communities—cast new mathematical concepts in real-world terms and help students see the broad range of applications of mathematics.

The framework describes seven strands of mathematics. Students should acquire competence in working with:

1. *Number*—The study of the whole number system, including the basic arithmetic operations. Students should understand that numbers can be used to define quantities and relationships, make comparisons, interpret information, and help make decisions.
2. *Measurement*—The use of mathematics to quantify our physical environment.
3. *Geometry*—The mathematics of size, shapes, and position that helps students link their perceptions of the real world with the skills they need to solve certain problems they face.
4. *Patterns and Functions*—The use of mathematics to bring order, coherence, and predictability to seemingly unstructured situations.
5. *Statistics and Probability*—The use of mathematics to summarize what we know about the world and how much confidence to put in predictions based on available information.
6. *Logic*—The mathematical foundations of logical reasoning and their relationship to logical reasoning through language.
7. *Algebra*—The generalized form of arithmetic that is concerned not only with the symbols for the elements of a system and their manipulation but also with the structure of a system defined by the basic properties of its operations.

The central goal of the Mathematics Framework *and the supporting* Mathematics Model Curriculum Guide *and* Model Curriculum Standards *is that students should develop a sense of mathematical power; that is, the ability to discern mathematical relationships in the world around them and use their knowledge and experience to solve problems.*

As with the other subject areas, each of the seven strands in mathematics should be studied and developed continually throughout the curriculum, kindergarten through grade twelve. (For a detailed description of specific competencies by age and grade level, see the *Mathematics Model Curriculum Guide, Kindergarten Through Grade Eight,* and the *Model Curriculum Standards, Grades Nine Through Twelve.*)

Points of Concern for the Mathematics Program in Bilingual Education

One of the most pervasive misunderstandings about mathematics is that because of its universal symbolic nature it is "culture-free" and, therefore, an ideal class for students who have recently immigrated to the United States. However, the only mathematic operations that could be considered culture-free are the narrow computational exercises that empower no students. Furthermore, the computational procedures used in the United States are often "foreign" to immigrant students who have used different procedures in their native countries. The relationship between language and mathematics is close and complex.

Too many students are not successful in mathematics. As the National Research Council observed in its 1989 report to the nation on mathematics education, *Everybody Counts*, "Non-Asian minorities . . . are significantly underrepresented in all scientific, engineering, and professional fields. The extent of underrepresentation is in direct proportion to the amount of mathematics employed in the field. For lack of a proper foundation in mathematics, Blacks, Hispanics, and Native Americans are shut out of many scientific and business careers." Rather than a filter in the professional pipeline, the level of performance in mathematics needs to become a pump promoting opportunity for a wider cross-section of people in our society.

Rather than a filter in the professional pipeline, the level of performance in mathematics needs to become a pump promoting opportunity for a wider cross-section of people in our society.

For mathematics to become that *pump*, all students must have the chance to develop "mathematical power" through exposure to the fundamental concepts of each strand of mathe-

matics described in the *Mathematics Framework*. A scaled-down, remedial approach will not suffice. As the framework states, "No student should be limited to the computational aspects of the number strand. New concepts should be presented in such a way that all students can grasp the basic ideas. From this point of common understanding, the concepts and their interrelationships can then be developed in increasing depth."

Instead of tracking students by curricular objectives, school mathematics should provide a core of mainstream mathematics for all students that is distinguished not by whether the student wants to go to college or not, but by the speed and depth of approach. In addition, high school mathematics programs should encourage students to keep their options open. For example, students who lack either preparation or motivation to begin a college preparatory sequence in the ninth grade should have the opportunity to do so in the tenth or eleventh grade. High school mathematics programs should provide worthwhile options for students to take mathematics during all four years, and counselors should encourage students to do so.

Visual and Performing Arts Instruction

The *Visual and Performing Arts Framework* is organized around the major forms of artistic expression: dance, drama/theater, music, and the visual arts. In each area, the arts program should accomplish four basic objectives:

1. Arts heritage—Transmit the artistic tradition by teaching students a common core of knowledge about the evolution of and greatest achievements in the various art forms through history.
2. Aesthetic perception—Connect students to their cultural heritage by developing their aesthetic appreciation for specific arts statements.
3. Aesthetic valuing—Teach students how to listen to, look at, and think about art by training their analytical faculties and critical acumen.
4. Creative expression—Offer students opportunities to express their own creativity by providing direct, hands-on experiences in the various art forms.

Points of Concern for the Visual and Performing Arts Program in Bilingual Education

Schools should resist the temptation to excuse limited-English-proficient students from arts classes in order to provide them supplementary basic skills instruction. Besides being a *bona fide* part of the core curriculum, the arts often serve as a critical, even creative, outlet for the LEP student. They provide a means of self-expression and a sense of accomplishment that more language-dependent areas of the curriculum simply cannot offer.

Although the arts tend to be less language-dependent than, for example, the study of literature, there still are many areas in the arts curriculum that do rely on the use of language. LEP students will not have access to the entire curriculum unless their primary language can be used as a medium of instruction for discussing what artists are trying to communicate, interpreting what a work means, or considering the aesthetic, moral, cultural, and historical contexts of a work.

LEP students are valuable resources who can offer opportunities for all students to see the world from outside the context of the European cultural heritage.

As the *Visual and Performing Arts Framework* points out, it is in the interest of everyone in class to see the arts through as many different personal or cultural lenses as possible. LEP students are valuable resources who can offer opportunities for all students to see the world from outside the context of the European cultural heritage. Teachers should openly validate such variations in perspective, and the curriculum should include a formal study of the ethnic roots and multiplicity of sources from which American culture has derived its tremendous vigor.

Physical Education and Health Instruction

The physical education curriculum should provide each student learning experiences in a variety of content areas: basic movement skills, rhythm and dance, physical fitness, games and sports, gymnastics, aquatics, and combatives. The program should expose students to sports and activities which they can enjoy and pursue throughout their lives. Activities should include exercise of sufficient intensity and duration to produce a training effect—that is, to improve the student's cardiopulmonary efficiency.

In addition to providing regular opportunities for students to exercise, the schools should offer a sequential curriculum in health education from kindergarten through grade twelve. Classroom instruction should focus on health promotion, disease prevention, and risk reduction, with an emphasis on encouraging self-esteem and guiding students to appropriate decision making. Key topics—including proper nutrition, mental and emotional well-being, physical growth and development, consumer health, family life, substance use and abuse, diseases and disorders, and health-related physical fitness—should be examined at each grade level with age-appropriate materials.

As the *Health Instruction Framework for California Public Schools* points out, "Healthy individuals are essential for an effective society. To achieve optimal health, an individual needs a breadth of knowledge about health and, more important, the motivation necessary to apply that knowledge to daily living. The individual needs to understand that information related to health is changing rapidly and must be validated continuously."

Therefore, according to the framework, "The mission of the health instruction program is to enable students to become health-educated individuals. As informed individuals take the responsibility for incorporating scientific knowledge into their daily health practices, they may assume a responsible role in society, promoting community health and practicing the conservation of human resources."

The physical education side of this curriculum offers excellent opportunities for LEP students to engage in activities with English-speaking classmates where the level of language mastery is not a factor.

Points of Concern for the Physical Education and Health Programs in Bilingual Education

The issues in health and physical education for the limited-English-proficient student resemble those in the visual and performing arts because health and physical education are vital parts of the core curriculum, which bears directly on the LEP student's physical and mental well-being. Teaching students how to avoid getting sick is one of the few health resources available to the uninsured, a category in which many LEP students fall. Health classes should not be viewed as "windows of opportunity" for pulling out LEP students for remedial coaching in basic academic skills.

The physical education side of this curriculum offers excellent opportunities for LEP students to engage in activities with English-speaking classmates where the level of language mastery is not a factor. Experiences on the playing field can and do break down social barriers and provide a base for the friendships that ultimately create a sense of belonging. For LEP students to assimilate the full curriculum in health education, however, teachers must try to match the level of language complexity used in the classroom with the students' language abilities.

Foreign Language and English-as-a-Second-Language Instruction

The goal of the foreign language program in California is to develop students who can communicate effectively and with appropriate cultural sensitivity in at least one language in addition to their native language. For English-speaking students in this state, that usually means the study of Spanish, although an effort is under way to increase the selection of languages being offered at the elementary and secondary levels. For limited-English-proficient students, the "language in addition to their native language" to be acquired is English. This is true as a practical necessity as well as a legislative mandate. In its discussion of bilingual education, the Legislature repeatedly affirms in the *Education Code* that "the primary goal of all such programs shall be to teach the pupil English."

Over the years, how best to teach languages has been hotly debated. One camp has favored the study of various constituent elements—lists of vocabulary, grammar, drills on common sentence structures, memorization, and translation of basic texts. Another group has maintained that the best way to teach a second language is to present the whole skill at once, much the way a child picks up the mother tongue, by appealing to the natural human impulse to understand and be understood.

California's *Foreign Language Framework* firmly supports the latter position. Its central precept is that the foreign language program should be communication-based, one that constantly relies on the target language as the medium for the exchange of meaningful information in the classroom. This approach helps

students to develop proficiency in another language by having them use it to hear, speak, read, and write about ideas that matter to them.

Students are encouraged to express themselves in the target language even though they may make mistakes during initial attempts. Correction should be minimal, especially when the mistakes do not interfere with getting the point across. The teacher acts as a patient coach, modeling and guiding positively as necessary. He or she urges students to use the language and provides a nonthreatening, supportive classroom atmosphere.

Development of receptive skills (listening and reading) should precede language production practice (speaking and writing) in an alternating or cyclical pattern. Students must be asked to constantly extend themselves beyond their most effective proficiency range to higher levels of expression and language use.

The framework also states that the target language should be taught as an expression of the culture in which the language is spoken. Part of learning a new language is becoming aware of differences in world views, customs, belief systems, and social conventions. If a speaker wants to express a certain register of emotion in a target language—a sense of urgency, anger, impatience, deference, authority—in what manner can it be done? Which voice modulations, facial expressions, and gestures are culturally appropriate? Students need to learn that cultures are often quite different from one another in externalities but that they all uphold a surprisingly consistent set of underlying human values.

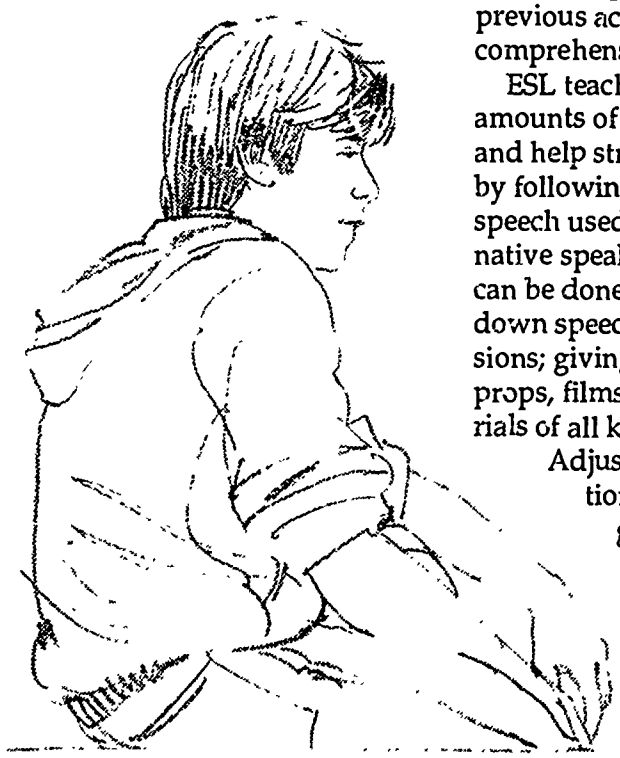
Part of learning a new language is becoming aware of differences in world views, customs, belief systems, and social conventions.

Points of Concern for the English-as-a-Second-Language Program in Bilingual Education

English as a second language (ESL) differs from the foreign language program in two important respects. First, English is not an elective that limited-English-proficient (LEP) students may choose to pursue; it is a required part of the curriculum from their first day in school. And, second, LEP students studying English are surrounded by the target language and culture in contrast to the usual foreign language classroom which must strive to create a real-world ambience in the target language.

As pointed out in Chapter One, the pervasiveness of English in our society means that LEP students will be constantly prompted and reinforced in their conversational command of the language outside the classroom. The early stages of ESL instruction can speed this process along and help ease the shock of life in a new society. To do this, it should focus strongly on life skills of immediate concern, teaching students how to ask and follow directions, exchange common greetings, name objects and describe them, or buy food in a grocery store. As quickly as possible, however, the ESL program should move on to the real challenge it faces: developing in students a more sophisiticated command of empowering English.

One of the most effective ways to empower students is through content instruction in English, which is specifically adjusted so that it is understandable to the learner. Successfully teaching LEP students new subject-matter concepts or skills in English depends on (1) matching the content of the lesson to the previous academic development of the student; and (2) using comprehensible levels of language in low-anxiety situations.



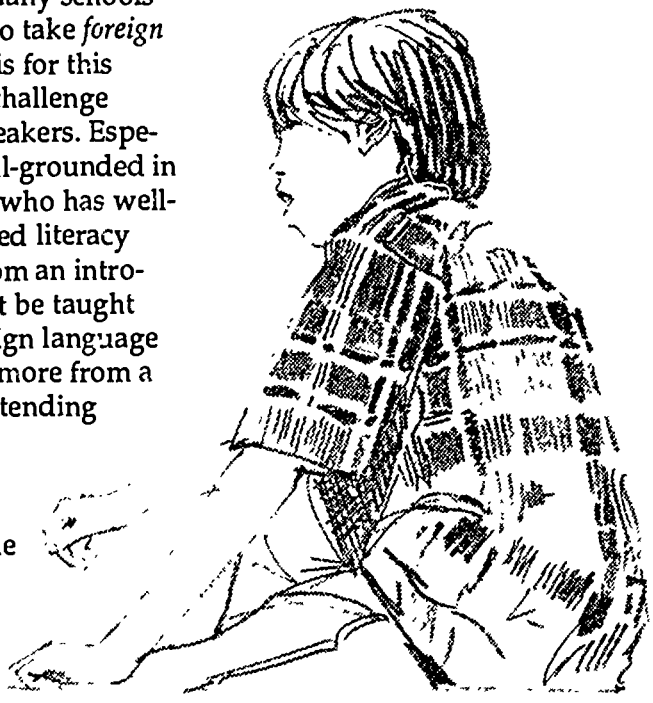
ESL teachers can simultaneously communicate large amounts of subject-matter content from the core curriculum and help stretch the English language abilities of their students by following a few basic rules. They should adjust the level of speech used in the classroom from the customary native-to-native speaker register to a native-to-nonnative register. This can be done by repeating key words and phrases; slowing down speech; controlling vocabulary and idiomatic expressions; giving concrete examples; and using body language, props, films, computer software, and technology-related materials of all kinds.

Adjusting subject-matter presentations in the ways mentioned above is known as content-based second language instruction or *sheltered* English instruction. In this technique teacher and student use frequent questions and answers to negotiate meaning. This approach allows the teacher to keep track of how well students are following a lesson and adjust the teaching style if necessary. To the degree possible, the questions should be of a referential rather than display nature. Referen-

tial questions are those to which the teacher does not know the answer, such as, "Have you ever seen a rice field from a plane?" or "What was the best poem you ever read?" Unlike the use of display questions when everyone knows that the teacher knows the answer ("Who was the first President of the United States?"), referential questioning establishes a relationship of informational equality between student and teacher. This relationship requires that the target language be used as a communication tool, a prime objective of the ESL program, which is essential to both effective content acquisition as well as oral language development.

To summarize—effective ESL instruction is characterized by high levels of comprehensibility; low-anxiety situations; content appropriate to the student's developmental level; a primary focus on meaning as opposed to grammatical correctness; lessons that reflect the student's needs, interests, and life experiences; and the negotiation of meaning in English between student and teacher.

One final note regarding a common foreign language practice with regard to language-minority students: Many schools do not allow limited-English-proficient students to take *foreign* language classes in their home language. The basis for this policy is that such classes would not adequately challenge them or that they might overpower nonnative speakers. Especially in the introductory stages, this policy is well-grounded in that an English-dominant Hispanic, for example, who has well-developed oral language skills but underdeveloped literacy skills in Spanish is not going to benefit greatly from an introductory Spanish course. Such students should not be taught their native language in the same way that a foreign language is taught to Anglos. These students would profit more from a native-language development course aimed at extending their range of language competencies, from a colloquial to more formal and empowering command of Spanish.



On the other hand, at more advanced levels, the differences between a foreign language and native-language development class tend to dissolve. At this stage, a common enrichment course for both native and nonnative speakers

is not only permissible but also desirable. As the *Foreign Language Framework* states, "... by building on skills that native language speakers bring to the classroom, native-language development courses have the potential for rapidly becoming prototypical advanced language classes—models for the high level of communication proficiency to which the entire foreign language program can aspire."

As described in this chapter, the best possible preparation for full participation in our society's many opportunities lies in a curriculum that acquaints students with an orienting core of knowledge and enabling skills through the study of literature-based language arts, history–social science, science, mathematics, health, physical education, the visual and performing arts, and a second language. Subject-matter content in the bilingual program should be as ambitious for the intellectual growth of the limited-English-proficient student as the mainstream program is for the English–dominant one. It is the best way to ensure that the language-minority student acquires an empowering command of English, rather than merely a functional one. How to present that content—planning the bilingual program—is the focus of the next chapter.

Subject-matter content in the bilingual program should be as ambitious for the intellectual growth of the limited-English-proficient student as the mainstream program is for the English–dominant one.

CHAPTER

3

Planning the Bilingual Program

Organizing a bilingual program that delivers the powerful subject-area content described in Chapter Two poses a unique set of challenges to school planners. Foremost among these is accommodating the diversity of language skills, academic knowledge, and cultural backgrounds that students who are classified as limited-English proficient bring to the classroom. A group of LEP students of roughly the same age in a given school may speak several different home languages. In primary language literacy, they may range from no proficiency at all to accomplished ability in reading and writing. Then again, they may display familiarity with English in varying degrees—from little or none to a passing conversational ability.

How do schools accommodate such a mix of needs, talents, and learning styles? In cases where there are too few LEP students to justify inaugurating a schoolwide bilingual program per se, the publication entitled *Individual Learning Programs for Limited-English-Proficient Students: A Handbook for School Personnel* (California State Department of Education) may be helpful as a guide for planning effective instruction. For schools which have relatively large numbers of LEP students, this handbook is pertinent.

The starting point for instituting an effective bilingual program is making sure that LEP students are placed in classroom settings where they can grow intellectually, socially, and morally—where their knowledge of the language of instruction and knowledge of the subject-area background are sufficiently developed that learning can take place. The key to arranging this combination of factors is a flexible and broad-based assessment procedure. Such a procedure must identify prospective LEP students, accurately diagnose their strengths and weaknesses, track student progress in the bilingual program, and indicate when exiting to the mainstream program (reclassification) appears feasible. At a minimum, the assessment procedure should define a student's relative language proficiency in English, in the primary language, and in his or her academic achievement levels in as many subject areas as possible.

Standardized tests are often used to evaluate the English and non-English language capabilities of students. Unfortunately, many of these instruments measure a knowledge of language

forms and structures rather than the ability to communicate. In assessing a student's language proficiency, planners should be careful to use a set of indicators that is as broad-based as possible. Teachers' observations, consultation with parents, the student's previous record of conduct and classroom performance, as well as scores on criterion- and norm-referenced tests, should all contribute to the diagnostic assessment by language and subject area.

The results of that assessment help determine where the student is placed. For students with little or no English proficiency, instruction in language arts and mathematics or other academic courses should be conducted in the student's primary language. Research has consistently shown that a student acquires common underlying literacy skills most efficiently in the primary language and that, once these skills are mastered, the student can transfer those skills quite easily to English.

In this early phase, LEP students should also develop their knowledge of English directly—through English-as-a-second-language instruction, friendships with English-speaking peers, and through sporting and social events. The focus of ESL instruction, especially in the first year or two, should be on communicative competence in English by using it as a vehicle for exchanging information about relevant issues in the lives of the students. The study of rules of grammar or syntax serves little constructive purpose at this stage in language acquisition. In the ESL class, students should be allowed a silent period to build their passive vocabularies before they are required to talk. Speech and other language skills in English will begin to blossom as a natural response to meaning-centered classroom activities.

There is a crucial point to keep in mind: A student's eventual proficiency in English depends largely on the degree of literacy he or she attains in the primary language.

There is a crucial point to keep in mind: A student's eventual proficiency in English depends largely on the degree of literacy he or she attains in the primary language. If there is little support for primary language development at home or school, the LEP student will probably never progress beyond rudimentary conversational skills in *any* language.

A basic planning objective of any bilingual program is the gradual reduction of reliance on the primary language for instructional purposes. As the LEP student becomes more

comfortable in English, he or she can effectively sustain normal academic achievement in that language. There are many ways to orchestrate a phased transition from native language learning to the mainstream program while continuing to deliver the core curriculum. One of the most successful of these recognizes that certain subject areas demand less from the student than others in the way of language proficiency. Using this concept, teachers present the heavily language-dependent subject areas in the primary language; other subject areas are taught first in sheltered English classes, then later in the mainstream setting.

Subjects such as mathematics or science are the first to be introduced in sheltered English because they require relatively less in the way of language proficiency.

How does such a program, called the Transitional Bilingual Education Program, look in concrete terms? As already mentioned, LEP students first study all or most of the core academic subjects in their home language so that they do not fall behind in acquiring study skills and subject-area knowledge. English-as-a-second-language instruction is offered on a daily basis. Other learning activities—hands-on art, music, or physical education—are taught in regular classes because large portions of these lessons are understandable to LEP students through watching and doing.

The second stage in the Transitional Bilingual Education Program involves the introduction of content-based second language instruction (as already defined in Chapter Two). Teachers of these classes should remember that the focus of sheltered instruction is curriculum content, even though research shows that a great deal of language acquisition occurs in the process. During these classes, students should not be reprimanded for using their primary language to seek clarification of an instructional issue or for making grammatical mistakes when they respond in English. Subjects such as mathematics or science are the first to be introduced in sheltered English because they require relatively less in the way of language proficiency. They also make effective use of classroom demonstrations and other visual aids to help students achieve understanding. At this stage, subjects such as history and language arts are still taught in the primary language so that students can develop a broader knowledge base and higher-order thinking skills.

At the third stage in the Transitional Program, LEP students begin studying mathematics and science in the mainstream; history–social science is offered in a sheltered English, subject-matter format; and literacy skills continue to be fostered in the primary language and, to the degree possible, through increasingly demanding ESL lessons.

Ultimately, of course, the LEP student exits the bilingual program and enters the school mainstream. Even after this step (called *reclassification*) occurs, however, the student should be encouraged to continue advanced enrichment study in the first language. Primary language enrichment usually replaces the foreign language option for the former LEP student and fulfills the college entrance requirement for knowledge of a second language. With proper instruction, students examine the literature, culture, and history of their primary language with the same seriousness and learning dividends that English speakers derive from a comparable level of English–language arts study. Enrichment classes raise the prestige of the home language by showing students that their first language and culture are worth cultivating in the eyes of the school. In enrichment classes, bilingual students develop a healthy sense of biculturalism and belonging to the broader society.

Whatever language mode is selected as the vehicle of instruction in the bilingual program—English, sheltered English, or the primary language—research suggests that sticking with that choice for sustained periods without translation or recourse to the alternative language appears to be superior to a mixed-language approach (Dulay and Burt 1979; Legaretta 1981). This principle of language separation specifically counsels against the all-too-common classroom practice called *concurrent translation*. In this method, the teacher speaks a little in one language, and then translates what has just been said into the

second. Quite naturally, LEP students hear the message in their native language and ignore what is said in the other. Abundant research confirms that concurrent translation does *not* aid in promoting the acquisition of English.

There are many ways to embed the principle of language separation in the bilingual planning process at the classroom level. For instance, an alternating approach might use the home language in the morning and English in the afternoon; the home language on Mondays, Wednesdays, and Fridays and English on Tuesdays and Thursdays; the home language to preview a lesson and English to actually deliver it; the home language to be used by one teacher and English by a second in a team-teaching approach. The possibilities are endless; the main point is to avoid the self-defeating aspects of the mixed-language approach.

In designing the bilingual program, planners must make decisions about how LEP students are to be grouped in the various subject-area classes. Homogeneous or heterogeneous arrangements by subject-matter knowledge or language proficiency could be considered. Various possibilities present themselves, depending on the subject being taught. In English-as-a-second-language classes, for example, LEP students can be grouped by English comprehension levels, even though they may speak several different home languages. On the other hand, grouping for content instruction in such subjects as language arts, mathematics, science, or history depends more on the academic achievement levels of the students. It would make little sense to assign someone to a class in algebra, for example, if he or she did not understand basic arithmetic operations yet.

*Abundant research confirms that concurrent translation does **not** aid in promoting the acquisition of English.*

In general, the decision to group LEP students homogeneously or heterogeneously by either language or academic proficiency involves apparently conflicting policy goals. Homogeneous grouping is usually thought to be the most effective setting in which to provide information about the subject matter which students can understand. When students with too wide a range of language abilities are placed in the same classroom, the teacher is faced with a difficult assignment, especially when he or she is the only source of information or language. In this type of arrangement, either the advanced students are bored or,

what is more often the tendency, the teacher speaks over the heads of the beginners.

Realistically, however, it is probably not possible to group students in a truly homogeneous fashion. Students have wide variances in background preparedness or the quantity and quality of previously acquired information, linguistic proficiency, interest or motivation, intelligence or critical thinking abilities, or culture. Consequently, even supposed homogeneous groups will be heterogeneous in nature.

Furthermore, in defense of heterogeneous grouping, desegregation and the promotion of cross-cultural understanding are important values for the school program to promote. LEP students, many of whom are members of ethnic minorities, are not well served by schedules that isolate them from the general student population or their English-speaking peers throughout the day. Although it is important for LEP students to have time in school during which they do not have to compete with native speakers of English, they must also have ample opportunities to mix with the mainstream at least part of every day. In terms of both academic and social results, the quantity of time they spend in either homogeneous or heterogeneous groups is undoubtedly overshadowed by the quality of that time.

Cooperative/collaborative learning techniques have proved themselves excellent ways to promote content and language learning as well as cross-cultural understanding in the heterogeneously grouped classroom.

Cooperative/collaborative learning techniques have proved themselves excellent ways to promote content and language learning as well as cross-cultural understanding in the heterogeneously grouped classroom. Cooperative/collaborative learning refers to the structuring of the classroom so that students work together in small teams toward common learning goals rather than as individual agents in unspoken competition with each other. Some of the strategies employed in these learning techniques are (1) peer-tutoring in which teammates drill or coach one another in a specific area of subject-matter proficiency; (2) jigsaw methods in which each team member is given responsibility for mastering a portion of a learning unit, then teaches it to the rest of the team; and (3) cooperative projects in which students collaborate to produce an end product, such as a written paper, oral presentation, or artwork.

There are at least three important advantages of cooperative/collaborative learning. First, these strategies take advantage of a natural talent young people seem to have for adjust-

ing their language to an appropriate level of complexity. As a result, peer-tutoring, to name one instance, very efficiently increases the amount of comprehensible input the LEP student receives in English and, therefore, directly helps increase his or her language mastery. Second, in the cooperative/collaborative learning approach, students can participate in learning experiences more often than in a conventional classroom. Students may work together to arrive at a collective interpretation of a poem, make decisions on how to portray a crucial event in history, or problem-solve a natural science puzzle.

Perhaps most important of all, however, cooperative/collaborative learning alters the dynamics of the classroom. Instead of the "me-first" philosophy, the prevailing ethic becomes one of mutual interdependence. Cooperative/collaborative learning tends to equalize the status of high and low academic achievers because each student can make a valuable contribution to the group's overall success. Research suggests that when the learning process and reward system emphasize group achievement, peer group values shift in favor of getting involved in school. Students from traditionally underachieving groups find it acceptable to do well in such a setting.

LEP students are known to be culturally diverse; it is not so widely recognized, however, that schools and classrooms have distinct cultures of their own that vary from one to the next. Experience with cooperative/collaborative learning techniques has demonstrated that instructional leaders should pay attention to what their school's culture is saying to LEP students because when individuals feel included in the school culture, they are more likely to participate in the learning process and succeed on the school's terms.

In a healthy classroom climate and culture, teachers should solicit the contributions of all students and use them as the basis for understanding new lessons; they should help students see the relevance of school tasks in their daily lives; they should encourage critical inquiry and thoughtful judgments about events; they should expect participation in the lessons; and they should welcome opposing viewpoints and perspectives. In sum, the atmosphere of the bilingual classroom should be conducive to learning—orderly without being rigid, warm and responsive without being patronizing or condescending. Students and teachers should respect one another and one another's language and culture. Students should feel free to express their individual values, beliefs, and perspectives—free, in fact, to learn.

The content and skills presented in the bilingual program should match or parallel those being presented at the comparable age and grade level in the regular program.

Most of this chapter has been devoted to issues of special concern in planning a bilingual program; nevertheless, many of the basic principles that apply to the planning of any educational program are equally relevant. For instance, the bilingual program should have a clear set of goals and instructional objectives that are written down in the form of a kindergarten through grade twelve curriculum guide for each subject area. The content and skills presented in the bilingual program should match or parallel those being presented at the comparable age and grade level in the regular program. In the bilingual classroom, teachers should specify assignments and standards to be achieved. Students should clearly understand what is expected of them and know how to go about achieving the stated objectives. And testing and grading should reflect the full spectrum of instructional objectives, not rely heavily on the measurement of low-level basic skills.

This last point deserves amplification because it is a basic theme of the frameworks. Assessment techniques that have real value help educators and others measure the most important outcomes of an education—the ability to speak and write clearly, solve problems creatively, analyze complex situations, and think logically. However, they require a degree of inventiveness and investment in time and money to put into practice. The only thing more dismaying than having to come up with such new assessment approaches, however, is the folly of not

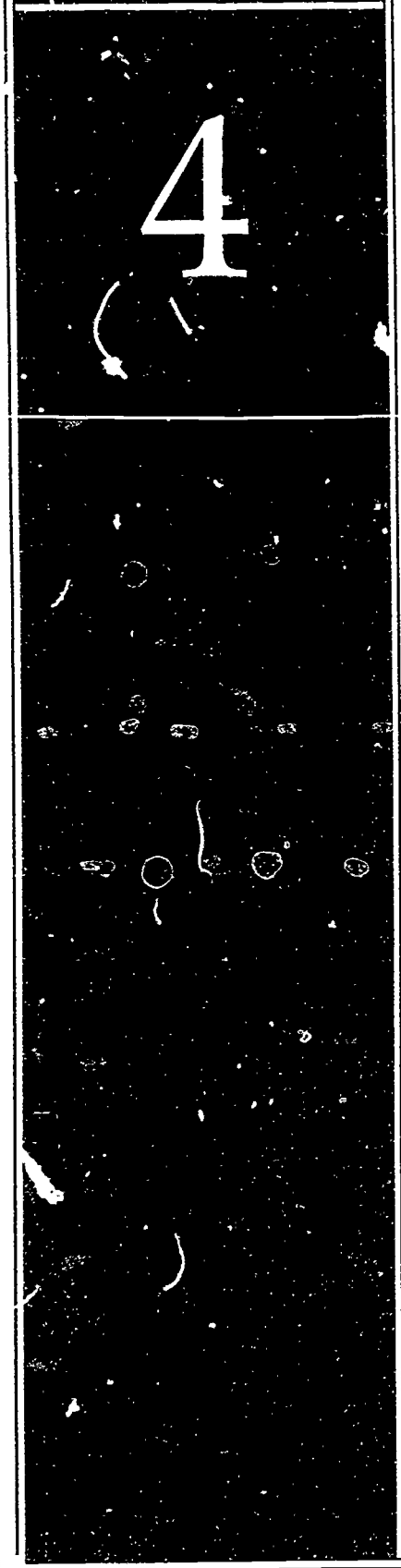
doing so. Declaring a series of grandiose performance objectives in the subject areas will have little effect on bilingual instruction if schools continue to test and assign grades on the basis of the student's knowledge of low-level basic skills. In such a circumstance both teachers and students quickly perceive the truth behind the rhetoric and continue to focus on mechanical skills.

On the other hand, good assessment programs stimulate and reinforce good instruction. When the monitoring program indicates a problem is developing, barriers to effective participation by LEP students in content-based instruction should be identified and overcome. Teachers should have a range of strategies for increasing their students' participation in instruction. Most of all, they should be flexible and pragmatic, replacing unsuccessful procedures quickly with others which would more likely help students acquire the core content. Teachers should be sensitive to both individual and group needs and adjust instruction to ensure that all students grasp the important concepts of a lesson. Constant negotiation of meaning between teacher and student and the monitoring of class discussions can help the teacher determine a student's level of access to content. He or she can then make appropriate adjustments in accordance with the student's responses to the lessons.

Teachers should have a range of strategies for increasing their students' participation in instruction.

A well-planned bilingual education program greatly improves the chances that LEP students will develop a general knowledge base, English language ability, and the higher-order literacy skills they need to play a participatory role in our American society. The next chapter discusses four elements that support the bilingual program: staff development, parental support, good classroom materials, and a strategically sound program evaluation policy.

CHAPTER



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Supporting the Bilingual Program

Implementing a high quality bilingual program requires a schoolwide and districtwide commitment to academic excellence on the part of all involved. School boards and district administrators must show strong leadership and a willingness to mobilize resources in pursuit of higher-order literacy and a challenging content-based curriculum for every student. The entire education staff, not just those assigned to the bilingual program, must be aware of the special needs and sensitivities of language-minority students. After all, language is acquired gradually, not instantaneously; the former LEP student is bound to feel a shock in the transition to the mainstream program and benefit from encouragement and personal help in the early period of the transition. Along with a broad base of school and community backing, four elements are also essential to setting up a successful bilingual program: staff development, parental involvement, the acquisition of appropriate classroom materials, and a strong program evaluation policy.

The entire education staff, not just those assigned to the bilingual program, must be aware of the special needs and sensitivities of language-minority students.

Staff Development for the Bilingual Program

An effective bilingual program provides instruction in basic skills and content in the student's primary language while English language skills are being developed. Before it can offer such a program, however, a school or district must find enough primary language-competent staff to implement it. Accomplishing this feat, particularly for some of the less common language groups, is very difficult. Communication with the language community in question can yield good contacts. Recruiters can speak with university departments, community colleges, churches, and clubs where the target language is spoken. They can also put notices in neighborhood post offices, markets, and target language newspapers.

Given the scarcity of teachers or aides able to speak certain languages, instructional leaders should use the individuals they do find to maximum effect. For instance, in most cases fully bilingual personnel probably should not be used to teach an English-as-a-second-language class. A team approach—assigning bilingual staff to primary language instruction in content areas and monolingual staff to English-as-a-second-

language and sheltered English classes—can be a very efficient way of stretching this limited resource.

Beyond the question of numbers is that of quality. A budgeted and systematic districtwide program of staff development can help keep bilingual teachers, aides, and support personnel up to date with current research and educational practice in the field. Because it covers the entire content of the mainstream curriculum, the bilingual program can benefit from staff development strategies that focus on a number of different areas.

Ensuring that the staff is completely familiar with the contents of California's subject-matter frameworks is one obvious necessity. Drawn from the advice of leading teachers in the field and consistent with the direction of the national education reform movement, every framework has been revised since 1980 or is being revised currently. Bilingual teachers need to study these documents and incorporate the ideas and content called for in their daily classroom practices (see Chapter Two for a discussion of the content). They would derive particular benefit by learning strategies for developing English language skills through the teaching of core curriculum content. Statewide, curriculum-specific staff development efforts such as the California writing, literature, mathematics, arts, and science projects are particularly valuable resources in this area.

Another potential area for professional growth concerns classroom instructional approaches—how to use cooperative/collaborative learning techniques in classroom activities and how to employ questions and answers to negotiate meaning and encourage the development of critical thinking skills. The honing of the teacher's own language abilities is yet another area where a teacher's study can yield significant learning dividends in the bilingual program. Research has linked teacher fluency in the student's first language with better student achievement across the curriculum.

Obviously, there are a myriad of possibilities. Different staff members are likely to have different teaching strengths and weaknesses and, accordingly, will benefit from development programs with different emphases. The important thing is for the district to make the commitment to an ongoing staff development program in bilingual education to encourage the process of renewal and growth in staff professionalism.

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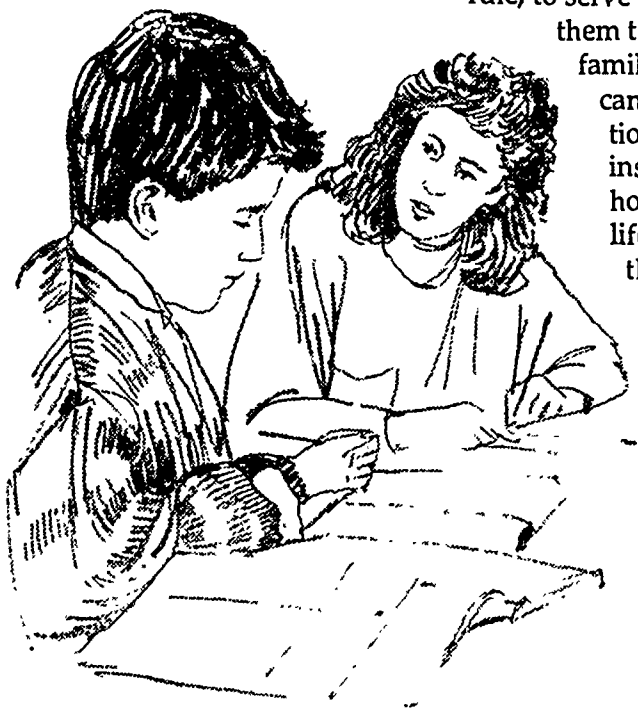
In the end, the most precious gift any staff member can bring to the bilingual education process is the absolute conviction that *every* student can learn the content of the core curriculum and that nothing less than that will suffice. Contagious enthusiasm for the subject matter and high expectations for the success of each student are the soul of inspired teaching of any kind. This is especially so in the bilingual program.

Involvement of Parents

Parents are the first and most influential teachers their children have. They instill values, model patterns of behavior, and demonstrate through example the place of education in their lives. Parents know the most about their children's out-of-school experiences and surroundings. They understand what motivates them. Moreover, parents can articulate what goals they hope the schools will help their children reach. Since parents have a vested interest in the successes of the school program, they must be included as logical partners with the schools in the education of their children.

Parents of LEP students do not know enough English, as a rule, to serve as adequate language models in English. Asking them to try to do so will only confuse and embarrass the family. Instead, parents should be reassured that they can contribute significantly to their children's educational progress through the home language. For instance, parents who read to their children in their home language are preparing them for school and life by helping them to acquire a rich knowledge of the world and a direct appreciation for the power and enchantment of words. Such a foundation eases the task of attaining higher-order thinking skills.



In a well-run bilingual program, parents should feel included in the education of their children. Messages sent home with students should be written in the home language of the parents. They should feel welcome to visit classrooms and school. There, they should be encouraged to act as volunteers for supplemental

instruction and as expert informants on the traditions, values, and beliefs of their culture. Parents should be consulted at regular intervals concerning their children's attitudes about and progress in school.

Acquisition of Appropriate Classroom Materials

Most of the time, commercially prepared instructional textbooks determine what goes on in the classroom. Clearly, then, textbooks and other teaching materials should be selected with great care if the goals for bilingual education outlined in the introduction to this handbook are to be attained. In particular, the textbooks which LEP students use in the various subject areas of the curriculum should conform to the criteria outlined in the California subject-matter frameworks. For example, in an English-as-a-second-language class, textbooks should support communication-based goals and objectives, and explanations of language structure or other grammatical components should be subordinated to meaning-centered activities. Similarly, in a history–social science class, textbooks should present historical epochs in chronological order as an exciting account of human endeavor. They should be written in vivid and dramatic language and should include primary sources and examine ethical values and controversies.

Whether instruction takes place in the LEP student's primary language or in sheltered English, the materials being used should align with and reinforce the full range of goals outlined in the various frameworks for that subject area.

Each curricular framework has an extensive section which defines in some detail the criteria for selecting teaching materials in that discipline. The *History–Social Science Framework*, for instance, lists 43 items of concern. The point is, whether instruction takes place in the LEP student's primary language or in sheltered English, the materials being used should align with and reinforce the full range of goals outlined in the various frameworks for that subject area.

Several general principles, specified as criteria for the acceptance of teaching materials in all the frameworks, have particular relevance in the bilingual program:

- Do the topics match those suggested by the curricular frameworks at the respective grade levels?
- Are the lessons appropriate for the ages, cultures, and ethnic backgrounds of the students?

- Do they attempt to connect what students already know or have experienced in their upbringing and what they are studying or practicing?
- Is there consistency between the communicative demands placed on students and their current level of linguistic competence?

Instructional materials, including a rich selection of visual and technological aids and realia, are especially valuable in bilingual classes because nonlinguistic clues of any kind—visuals, gestures, actions, props—help make a lesson more easily understood by LEP students. In terms of primary language instruction, the most important kinds of materials to have on hand are: (1) assessment instruments for diagnostic testing in language, reading, writing, and mathematics; (2) content-based instructional materials in the various subject areas and at the appropriate grade levels; (3) reference materials, such as dictionaries or encyclopedias; and (4) supplementary reading materials, including readers, tapes, and books on special topics. The latter could include biographies of outstanding individuals of the student's ethnicity, in-depth looks at particular periods in history, and so on. Easy access to a wide selection of well-written books encourages students to form the habit of reading. Librarians should aim toward the goal of having a proportionate number of volumes in their collections written in the primary languages of the LEP students enrolled at the school.

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Evaluation of the Program

To make sound decisions about improving the bilingual program, school planners and teachers need reliable information about how effective the program is in reaching its stated objectives. An ongoing evaluation system, aimed at collecting information bearing on that question and putting it in usable form, is a basic element in support of bilingual education. The primary consideration of those who are structuring the evaluation program should be that the data collected and cognitive gains assessed reflect the full range of learning objectives called for in the subject-matter frameworks. The evaluation program, in

other words, must be aligned with the goals of the instructional program.

Most current nationally normed tests in the various subject areas concentrate on lower-level skill items. These tests do *not* measure the most significant attributes an educational program attempts to instill: critical thinking skills, the ability to write and communicate persuasively, a commitment to the democratic experiment, and so on. In relying on narrow tests as the sole measure of the bilingual program's effectiveness, districts run the risk of permitting those tests to begin driving the curriculum. For example, in language arts, LEP students might be subjected to a remedial program of mechanical drills in spelling, grammar, and decoding. They would never be exposed to great literature, with its inherent power to spark interest, provoke thought, and engage the mind.

To avoid such a cycle of lessening expectations and diminishing returns, educators need to use the broadest possible array of strategies to evaluate the bilingual program. The California Assessment Program, for example, has been aligned with the state's frameworks to assess the higher-order thinking skills called for in the curriculum. In addition, student performance should be tracked by less conventional means—reviews of samples of written work, oral presentations, portfolios of student creations, science projects, and so on.

In addition to using less conventional means for assessing students' progress, schools should closely monitor the drop-out rate among LEP and former LEP students and check pupil attendance rates; determine whether expressions of student satisfaction or unhappine are valid; and keep tabulations of the number of former LEP students who graduate from high school, fulfill the entrance requirements of the University of California, or go to college. A common failing of evaluation programs is that schools frequently lose track of their former LEP students once they exit the bilingual program. If the focus is to be on ultimate outcomes, however, then schools need a sense of the big picture and how bilingual education fits into it. They must develop a scheme to monitor the program's success in holding the student's interest, graduating them from high school with a solid education, and sending them on to college

or the world of work. This scheme entails identifying and tracking on a continual basis the educational progress of children who came into the public school system not speaking English.

Accountability for improvement in the results of bilingual education rests first with those closest to the instructional process, the teachers and principal. If no improvement occurs, responsibility moves progressively outward to the district, county, regional, and state levels. The objective is clear: All students, whatever their native language, deserve access to a socially enabling education, one that includes an exposure to the core of empowering ideas embodied in the content-based curriculum. An evaluation program should assess whether that objective is being met in its fullest sense: Is the bilingual program delivering the higher-order thinking skills and ability to communicate called for in the state's frameworks? The specific answers to that question provide the basis for a rational approach to doing better in the immediate future.

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CHAPTER

5

Summary and Checklist

The characteristics of an effective bilingual program have been identified by several researchers, and their findings provide a useful set of guidelines for judging the quality of a bilingual program (Wong-Fillmore 1985; Tikunoff 1985). The following characterize effective bilingual classrooms and programs:

1. **Content-based instruction**—The prescribed curriculum in the bilingual program is aligned with that of the school in general. The same basic subject matter is covered at each grade level. The same processes, topics, and lesson strategies considered appropriate for the various levels of instruction are employed in bilingual classes. Maximum time is spent on content-based instruction. Transition time for movement of students from one classroom to another or one instructor to another is minimized.
2. **Primary language instruction**—The student's primary language is used for subject-matter instruction until his or her command of English allows a phased transition that leads through sheltered-English instruction into the mainstream program.
3. **Multicultural instruction**—Significant content representing all cultures in the district is integrated in the curriculum. The cultural heritage of each student, parent, and teacher is recognized, appreciated, and respected. Teachers use culturally relevant language and behaviors to motivate students and provide rewards. Information from the LEP student's culture is used as the background for introducing new content to be studied.
4. **Clear goals**—The goals of the bilingual program are clear to staff, students, and community. Teachers specify assignments and standards to be achieved. Students understand the expectations and know how to meet them.
5. **Dedicated staff**—The educational staff operates as a professional team that is enthusiastic about its work and dedicated to meeting the needs of ALL its students. The staff understands and accepts the program goals; LEP students are viewed as a responsibility shared by ALL staff. The principal is the instructional leader for the bilingual program. The teacher is the leader in the class-

room and guides students through lessons. Teachers teach students *how* to think without telling them *what* to think. They help students ask insightful questions about issues, generate and test their own hypotheses, create and communicate interpretations, and think critically.

6. High expectations—Teachers believe students can learn and must be urged toward optimum performance. Students have high expectations for themselves. Both the teacher and the students are convinced they can shape their world because they have taken control of their own learning and achievement. Students are taught how to learn, not unconnected lists of dates and facts. They are encouraged to apply analytical strategies independently.
7. Frequent monitoring—Student progress in relation to program and lesson objectives is closely monitored. Informal assessment is used to monitor students' success on projects and to provide feedback on their performance. Formal tests which match the intent of the program do not drive the curriculum; they reflect it. Students can get help from the teacher and fellow students when problems are met. Students know when and why they have been successful in a lesson.
8. Flexibility—Barriers to effective participation by students in content-based instruction are identified and overcome. Teachers are flexible, replacing unsuccessful approaches with alternatives that offer a greater possibility for helping students grasp content. The level of access to content is ascertained and adjusted according to the learners' response to lessons.

Criteria for moving students through the transitional bilingual program are flexibly interpreted. Results of normed tests (such as the Language Assessment Scales, the Bilingual Inventory of Natural Language, or the Language Assessment Battery) may be used as the initial criteria for assessing oral English proficiency, but they should be supplemented by evaluations of reading and writing proficiency and subject-matter preparedness. The ultimate arbiter for the *reclassification* decision should be how students function in English-only instruction. Pro-

Both the teacher and the students are convinced they can shape their world because they have taken control of their own learning and achievement.

grams should be designed to prevent academic deficits from developing so that teachers do not learn later that language-minority students cannot function in the mainstream program and be faced with the formidable task of remediating the problem. A flexible and pragmatic approach should be adopted, placing students where they can continue to learn subject-matter content as their English competence continues to develop.

9. Parent/community involvement—Parents are involved in the bilingual program in meaningful ways. Parents are welcome in the classroom and in the school office. Frequent meetings are held to involve parents in the decision-making process. Messages sent home with students are written in the home language.
10. Communication—The staff, students, community, and district are informed of the program's objectives and ongoing status. The district, by policy, is open and receptive to the concerns of teachers, students, and parents. Open channels of communication exist among administrators, teachers, parents, and students.

Checklist for an Effective Bilingual Program

The following checklist is based on the contents of this handbook. Questions focus on the key issues that should be considered in each of the major areas of a high quality bilingual program and are compiled here for easy reference. Readers should consider this checklist as a planning tool for developing and implementing new bilingual programs as well as reexamining existing ones. This handbook is designed to be used in concert with the other curriculum handbooks and frameworks published by the California State Department of Education.

Before using this checklist, readers are advised to read the preceding text and, where relevant, other Department documents. In answering the checklist questions, raters may indicate a range of responses from ineffective to very effective. At the conclusion of this self-assessment, the rater will have a good profile of the bilingual program and an indication of its strengths and weaknesses.

I. Provisions of the Bilingual Program

	Ineffective	Somewhat effective	Effective	Very effective
Regarding the district's documents, does the bilingual program provide the following?				
A. Program's Philosophy				
1. Clearly articulated philosophy?	____	____	____	____
a. Overall goal of education	____	____	____	____
b. Objectives of the program	____	____	____	____
2. Description of the program's views?	____	____	____	____
a. The child as learner	____	____	____	____
b. Role of the administrator	____	____	____	____
c. The nature of the curriculum	____	____	____	____
d. The subject-matter content	____	____	____	____
3. Instruction and assessment?				
a. Teaching methods	____	____	____	____
b. Evaluation procedures	____	____	____	____
4. Guidelines for classroom control?	____	____	____	____
B. Language Policy				
1. Coherent description of the program's philosophy regarding anticipated language outcomes?	____	____	____	____
2. Description of the approach to classroom language development appropriate for ages of students in the program?	____	____	____	____
3. Delineation of strategies for language development to be used by teachers?	____	____	____	____
C. Place for Subject-Matter Content				
1. Statement of commitment to subject-matter instruction, as suggested by the California curricular frameworks?	____	____	____	____
2. Listing of subject-matter instruction to be provided at each grade cluster?	____	____	____	____
3. Suggestions for teaching subject-matter content to LEP students?	____	____	____	____

	Ineffective	Somewhat effective	Effective	Very effective
D. Role of Culture				
1. Identification of the approach to culture?	____	____	____	____
2. Description of cultural traits expected in teachers?	____	____	____	____
3. Discussion of how student's background experiences, values, motivation, and learning styles as well as communicative abilities are to be accommodated by the program?	____	____	____	____
E. Development of Literacy				
1. Statement of the definition of literacy adopted by the district and followed in the program?	____	____	____	____
2. Discussion of how integration of the language arts will be accomplished in the program?	____	____	____	____
3. Description of the commitment to first language literacy?	____	____	____	____
4. Description of the decision-markers for initiation of second language literacy program?	____	____	____	____
5. Description of ESL program, methodology, and its interrelatedness with language arts?	____	____	____	____
F. Adequate Assessment and Evaluation				
1. Clear description of assessment policy?	____	____	____	____
a. Purposes for testing	____	____	____	____
b. Uses of test data	____	____	____	____
c. Recognition of the limits of tests	____	____	____	____
d. Reliance on many sources for educational decisions	____	____	____	____
2. Evaluation procedures?	____	____	____	____
a. Criteria for judging adequacy of instruction	____	____	____	____
b. Formal measures to be used	____	____	____	____
c. Informal measures and other indicators used along with formal tests in describing student progress	____	____	____	____

	Ineffective	Somewhat effective	Effective	Very effective
d. Intended use of evaluation results	____	____	____	____
e. Description of match between outcomes expected, instruction provided, and assessment employed	____	____	____	____
G. Materials Selection				
1. Guidelines for material selection?	____	____	____	____
a. Oral and written literacy materials				
b. Subject-matter instruction materials				
2. Criteria for judging the merit of materials?	____	____	____	____
a. Consistency with state frameworks and the district's curricula	____	____	____	____
b. Appropriateness of instruction for varied levels of student proficiency	____	____	____	____
c. Variety of linguistic, social, and academic experiences provided	____	____	____	____
d. Usefulness in meeting program goals	____	____	____	____
3. Placement of bilingual materials in each adoption cycle?	____	____	____	____
H. Classroom Management				
1. Statement of time allotments for primary language and English instruction in each year of the program?	____	____	____	____
2. Indication of the use of the primary language and English in teaching various subjects?	____	____	____	____
3. A description of grouping criteria?	____	____	____	____
4. Provision for flexibility in placement?	____	____	____	____
I. Parental Involvement				
1. Policy regarding the involvement of parents in educational decisions about their children?	____	____	____	____
2. Goals to be achieved through parental involvement?	____	____	____	____
3. Suggestions for involving parents?	____	____	____	____

II. Effectiveness of Bilingual Program

How effective is your bilingual program in providing students opportunities to:

	Ineffective	Somewhat effective	Effective	Very effective
A. Bilinguality				
1. Receive content-based literacy instruction in their primary language?	____	____	____	____
2. Receive instruction in sheltered English?	____	____	____	____
3. Receive instruction in the mainstream classroom?	____	____	____	____
B. Culture				
1. Develop a sense of self-worth?	____	____	____	____
2. Accept others and be accepted?	____	____	____	____
3. Allow and respect a variety of perspectives and interpretations?	____	____	____	____
4. Apply new lessons to personal experiences?	____	____	____	____
5. Separate cultural diversity from cultural stereotypes?	____	____	____	____
6. Work alongside students from different cultures?	____	____	____	____
C. Content				
1. Study the same content encountered by English-speaking students?	____	____	____	____
2. Read great works of literature?	____	____	____	____
3. Continue the study of the primary language in reading, writing, speaking, and listening after reclassification?	____	____	____	____
4. Explore the responsibilities of the citizen in sustaining a democracy in history–social science?	____	____	____	____
5. Have hands-on experiences demonstrating principles of the natural world in science?	____	____	____	____
6. Recognize the mathematical relationship in a complex situation and use that insight to come up with a solution in mathematics?	____	____	____	____

	Ineffective	Somewhat effective	Effective	Very effective
7. Encounter works of dance, drama, music, and art from their ov, n cultural heritage?	____	____	____	____
8. Run a mile or its aerobic equivalent?	____	____	____	____
9. Learn English in communication-based ESL classes?	____	____	____	____
D. Assessment/Evaluation				
1. Demonstrate language proficiency consistent with the program's goals?	____	____	____	____
2. Demonstrate content mastery consistent with frameworks' goals?	____	____	____	____
3. Exit the bilingual program?	____	____	____	____
4. Graduate from high school?	____	____	____	____
5. Satisfy the University of California entrance requirements?	____	____	____	____
6. Enter college?	____	____	____	____
E. Materials				
1. Use textbooks that are aligned with the content-area frameworks?	____	____	____	____
2. Find books written in their primary language in the classroom and school library?	____	____	____	____
3. Use films, video tapes, computer software, laser discs, and other technology-related materials to build subject-area concepts and language mastery?	____	____	____	____
F. Classroom Management				
1. Take part in cooperative/collaborative learning sessions?	____	____	____	____
2. Be placed in cross-age or cross-ability groupings?	____	____	____	____
3. Set their own educational agenda?	____	____	____	____
4. Take responsibility for learning?	____	____	____	____

III. Opportunities for Teachers

How effective is your bilingual program in giving teachers the opportunity to:

	Ineffective	Somewhat effective	Effective	Very effective
A. Hone their proficiency in the primary language?	____	____	____	____
B. Learn about the new subject-area frameworks?	____	____	____	____
C. Study effective classroom techniques for teaching cross-ability groupings?	____	____	____	____
D. Provide in-class support and follow-up?	____	____	____	____

IV. Opportunities for Parents

How effective is your bilingual program in giving parents the opportunity to:

A. Participate in the education of their children?	____	____	____	____
B. Collaborate in decisions regarding curriculum, testing, and classroom management?	____	____	____	____
C. Help out in the classroom?	____	____	____	____
D. Serve as resources in explaining cultural beliefs?	____	____	____	____

Selected References

The State Department of Education's publications that were cited in the text or that are pertinent resources for bilingual education programs are highlighted in the list beginning on page 69.

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