The Journal of the Texas Association for Bilingual Education

Information About TABE

The Texas Association for Bilingual Education (TABE), founded in 1972, is a state advocacy organization for the rights of language-minority children. The TABE network is comprised of local school district and university affiliate groups representing all major geographical regions of Texas. TABE members include parents, early childhood education personnel, elementary and secondary school teachers and administrators, college students, professors, and university researchers. TABE is affiliated with the National Association for Bilingual Education.

Through a balanced program of research, professional development, and public education, TABE pursues the implementation of educational policies and effective bilingual-bicultural programs which promote equal educational opportunity and academic excellence for language-minority students. In keeping with this fundamental goal, TABE promotes consultations with the Texas Legislature, the State Board of Education, and the Texas Education Agency.

TABE has been organized to serve the following purposes:
- To serve as a professional association for persons interested in bilingual education;
- To review and analyze the state of bilingual-bicultural education in Texas schools and exchange ideas and practices for more effective implementation of programs;
- To study legislation at the state and national level affecting the educational needs of linguistically and culturally diverse learners;
- To exchange educational data, studies, ideas, practices and information with policy-making bodies, such as the Texas Legislature, the State Board of Education, the Texas Education Agency, and the United States Department of Education;
- To advocate for instruction which enables all students to master instruction in their native language so that they can succeed academically while learning the English language;
- To ensure that Texas public schools provide language-minority students with a program of instruction and cultural development that enhances the student's sense of identity and fosters a positive self concept;
- To ensure that Texas public schools develop, through academic instruction, the native language skills of non-English background students, and afford all students with a meaningful opportunity to become proficient in English plus one or more languages;
- To ensure that language-minority parents are involved in the educational development of their children and included in decision-making processes affecting their children's education;
- To collaborate with institutions of higher education, the State Board for Educator Certification and the Texas Higher Education Coordinating Board to ensure the development and implementation of quality educator preparation programs.

Advertising is accepted in full, half or quarter pages. The rate schedule for advertisements follows:

Full Page	$500.00
Half Page	$300.00
Quarter Page	$200.00

CONTENTS

Issues and Practices

Voices from the Field

Resources

President's Commentary

Lupita Hinojosa

Houston Independent School District

Proposition 227, not in Texas! This is the cry heard across the state. Almost since its inception, bilingual education has been the target of many non-educators across the country. The legacy of underfunding of programs for language minority children has steadily eroded the support and sometimes the quality of primary language programs. Researchers working around the country agree that first language development of children is crucial for further language and cognitive development. Yet the trends in policy are towards restricting the use of primary language for instruction. The well-groomed campaigns such as Proposition 227 in California are designed to include English as the only medium for instruction. Thus funding is immediately cut from bilingual education programs where the primary language is used and funding priority is given to English Only programs. Policy makers across the country, especially in Washington D.C., continue to push for shorter eligibility periods for students in bilingual programs. School boards in cities across Texas are limiting bilingual education programs to 3 years or less; completely ignoring the most recent research of Ramirez, Collier and Thomas. If research overwhelmingly states that language development cannot be rushed, why do policy makers continue to press for English Only programs?

Research findings in bilingual education continue to support primary language instruction and sufficient time for English language development. It is the desire of TABE to provide a medium to publish both qualitative and quantitative research in hopes that not only bilingual educators and supporters, but also policy makers and critics, have a resource to review when deciding the fate of the second language learner. This journal includes teacher practices as well as published research. It is TABE's goal to enhance the resources available to its membership.

This volume of The Journal of the Texas Association for Bilingual Education is the first of a bi-annual publication for 1998-1999. With this issue, the editorship for the Journal has been transferred from Texas Woman's University to Southwest Texas State University. Dr. Carlos Rodriguez will serve as the editor with a new editorial board which is representative of the state. TABE wishes to thank the entire Editorial Board for their long hours of thorough reviews of manuscripts to put this journal together. Special thanks to the authors contributing to this volume. Their work is reflective of quality programs which critics can find enlightening and instructive in their learning about bilingual education programs. ¡Muchísimas gracias!

Editor's Commentary

Carlos G. Rodriguez

Southwest Texas State University

This is the fifth issue of <u>The Journal of the Texas Association for Bilingual Education.</u> Previous issues were published in 1979, 1980, 1996 and 1997. This Fall 1998 issue represents the first volume of a new vision for TABE. The 1997-1998 Executive Board established the foundation and structure for a biannual publication, a three-year tenure for the journal editor, two co-editors, and a 15 member Editorial Board that represents the Regional Education Service Centers of Texas. For all of us involved in this leap forward, the process of formal and regular publication of a professional publication is still evolving. With your help, we will achieve that vision.

In assembling this volume, we attempt to meet not only the challenge that Rodolfo Rodriguez, the previous <u>Journal</u> editor, made of producing a high quality professional publication but also the challenge that TABE President Lupita Hinojosa has issued to all of us of meeting the challenge of the future. We are, indeed, severely challenged by the current sociopolitical attitudes and movements that pervade the country.

Nicole A. Ventrone and Alfredo H. Benavides research and analyze the debate over Official English and bilingual education. Their findings reveal that the English-Only movement threatens not only bilingual education but also encourages prejudices towards minorities. The opposing viewpoints result in a country divided by their mixed messages. Despite the obvious pluralism of our society, the theory of assimilation is pervasive.

The perennial challenge of identifying and defining first and second language acquisition processes is researched by Nancy Ramos Machail. Her study of Steve Krashen's theories of language development assists the practitioners in their efforts to provide effective learning practices in the bilingual classroom. Quincy Spurlin combines second language acquisition theory and literature with a constructionist view of knowledge and learning that results in an instructional model that supports science teaching for second language learners. Georgianna Duarte explores cultural sensitivity and practice for teacher trainees in the border town of Brownsville. The assessment of this need led to the collaboration of educational institutions on both sides of the border of the states of Texas and Tamaulipas and the development of two graduate courses in an effort to improve bilingual teacher training practices at that level.

From the practitioner's perspective, Maria Santellana describes the success that she attained when she utilized the multiple intelligences concept in her bilingual classroom. In the Resources section, Robert Milk adds excellent sources of materials that complement the Ventrone and Benavides study of the language issue in this country.

It is with great pleasure that Judy Leavell and I relate to you the increased efforts to recognize and encourage authors, illustrators, and publishers to produce

Editor's Commentary, cont.

more books that "authentically reflect the Mexican American culture in the United States". The recognition is exemplified by an annual national award given to the winners of the Tomás Rivera Mexican American Children's Book Award. Finally, Laura Mani, BESO student at Southwest Texas State University describes a memorable journey from Mexico to the United States and the editor discusses a change in teacher preparation programs at the university level.

I am honored to have been given the opportunity to serve as editor of this journal. My thanks to TABE President Lupita Hinojosa and the members of the Executive Board for their confidence and support. My sincerest gratitude to each of the fifteen members of the Editorial Board whose expertise and assistance were responsible for the professional makeup of this journal. Thanks also to Nancy Ramos Machail and Kathy Fite, co-editors, for their invaluable assistance and to Diana Cadena for her untiring secretarial efforts to keep me organized. My thanks also to you, the TABE membership, for your support and continued input in the form of suggestions, comments, and manuscripts. I sincerely invite your input to insure a journal of which we can all be proud. Each volume of our journal will correspond to the calendar year. The Spring 1999 journal will be identified as Volume 5, Number 1.

ISSUES
AND
PRACTICES

*Bilingual Education and the
English-Only Movement:
Public Attitudes Through Mass Media*

*A Binational Project in
Ciudad Victoria, Mexico:
Issues of Cultural Sensitivity and Practice*

*Purposeful Science Instruction for
Bilingual Learners*

*Language Development Theory From a
Practitioner's Perspective: Implications for the
Bilingual/ESL Classroom*

*A Systematic Change in Bilingual Teacher
Preparation and Student Learning:
Field-based Teaching Blocks*

Bilingual Education and
The English-Only Movement:
Public Attitudes Through Mass Media

Nicole A. Ventrone
Mesa Community College
and
Alfredo H. Benavides
Arizona State University

Nicole Ventrone received her Masters degree in sociology from Arizona State University in May 1995. Her masters thesis focused on Bilingual Education and the English-only Movement. She is currently working as a research analyst in Phoenix, Arizona where she also teaches Sociology and Cultural Diversity at local community colleges.

Alfredo H. Benavides is currently Associate Professor of Bilingual and Multicultural Education at Arizona State University. A native Texan (Texas A&I Univeristy-1970), he earned both his M.A. and Ph.D. from Michigan State University. Prior to his tenure at Arizona State he was director of Bilingual and Multicultural Education at the University of Iowa. He is currently Co-Editor of the Bilingual Research Journal.

Abstract: This article summarizes a study of newspaper articles in an analysis of the debate over official English and bilingual education. One-hundred newspaper articles spanning a seven-year period and from five national newspapers were examined. The findings reveal that supporters of the English-only movement subscribe to an assimilationist idea of American identity and perceive bilingual education to be contrary to that idea. The findings also reveal that opponents of the English-only movement support a pluralist conception of American identity with which the goals of bilingual education concur.

Introduction

The English-only movement poses a unique threat to bilingual education in the United States. Creating the illusion that bilingual education programs endanger the sovereignty of the English language, English-only supporters are rallying for drastic restructuring of the way we teach immigrant children. Where support previously existed for native-language instruction of immigrant children, English-only forces are working, and succeeding in many ways, to reestablish English immersion programs. Many educators would view this as a return to an anachronistic system which failed linguistically different children for many years.

The threat of the English-only movement toward bilingual education has become even more dangerous as of late with the recent passage of Proposition 227, also known as the Unz Initiative, in California. Sixty-one percent of voters of the state of California passed this proposition, which would eliminate bilingual education in the entire state. (Pringle, Dallas Morning News, 6/4/98)

The English-only movement threatens more than just the status of bilingual education, it also encourages prejudice towards limited-English proficient students. The primary objective of the English-only movement is to make English the official language of the United States. In so doing, supporters of the movement attach a value to the English language as superior to other languages. In turn, a negative value becomes attached to native speakers of languages other than English. English-only supporters also work to eliminate governmental usage of any languages other than English. This includes the elimination of ballots, driver's exams, and other non-emergency government materials in any non-English language. (Ventrone, 1995)

The English-only movement has gained momentum in the United States in the past two decades. Before 1980, only three states held English as their only official language. Today, twenty-two states[1] officially recognize the primacy of English through either a state constitutional amendment or a statute. While the goal of recognizing English as the official language of the United States has not yet succeeded at the Federal level, English-only forces are making gains. Well over forty states have considered official English at least once, if they have not already adopted such a policy (MacKaye, 1990).

Opponents of English-only did not begin organized opposition until 1987, with the founding of the English Plus Information Clearinghouse (EPIC). EPIC was formed with the goal of supporting bilingualism and counteracting English-only philosophy (Tatalovich, 1995). The English Plus philosophy supports the idea that it is important for all Americans to learn English, but it also supports the

---

[1] Hawaii recognizes English and Hawaiian as official languages. If Hawaii were counted, the total would be twenty-three states.

maintenance of native languages. Advocates of English Plus believe that their approach answers the concerns of the English-only movement in a more practical way (Ventrone, 1995).

This article summarizes elements of a study which attempts to show that the debate surrounding the English-only movement deals with contrasting conceptions of American identity. The debate over official English involves a politicized struggle over power and national goals between proponents of two opposing notions of national identity, assimilationist versus pluralist. The prospect of making English the official language of the United States and supporting this policy in the education of limited-English proficient children appeals to a traditional assimilationist notion of an American "melting pot."

Myths associated with the "melting pot" ideal suggest that immigrants who come to the United States should quickly assimilate into the American mainstream and drop their ties to their native culture and language, particularly through English language immersion programs instead of bilingual education programs (Gordon, 1975; Feagin and Booher Feagin, 1996; Kitano, 1997).

Opponents of the English-only movement instead advocate a more contemporary ideal of cultural pluralism. According to the pluralist vision of American society, the country is composed of many different people from many different places. This diversity is viewed as a strength and individuals are valued for their differences rather than expected to conform to "Anglo" or Euro-American ideas and ideals. Bilingualism is perceived as an asset. (Santiago, 1986; Crawford, 1992a; Halcon and Reyes, 1992)

Methodology

In the original study on which this paper is based, one-hundred newspaper articles were analyzed as evidence of the discourse of the English-only debate. These newspaper articles spanned a seven year period, 1990-1996, and originated in five national newspapers, The Los Angeles Times, The New York Times, The Atlanta Constitution, The Washington Post, and The Chicago Tribune. These data were supplemented with (a) articles from news magazines, (b) older articles from newspapers that were often referenced by other students of the English-only movement, and (c) internet resources for major political groups involved in the debate (e.g., U.S. English, English First, National Clearinghouse for Bilingual Education, etc.).

Using the methods of ethnographic content analysis as described by Altheide (1987, 1996), a protocol for analysis of the newspaper articles was developed. Due to the descriptive nature of the study, individual thoughts and attitudes were used as the unit of analysis rather than entire articles. The purpose of analysis of the newspaper articles was to discover attitudes and assumptions expressed by participants in the debate over official English.

Of the one-hundred articles in the core theoretical sample, twenty-one dealt

specifically with bilingual education. Other elements found within the articles in the sample, which are not discussed here, represented attitudes toward language, diversity, immigration, citizenship, bilingualism, and perceptions of American identity.

Findings and Analysis

Pro-English Only

One of the most common arguments against bilingual education presented by the English-only movement is that bilingual education is a waste of taxpayers' money. As illustrated in the quotes below, English-only proponents frequently present assumptions indicating that billions of federal and state dollars go into bilingual education alongside statistics on transition to English-only programs, as though that were the measure by which to judge the efficacy and purpose of bilingual education.

> Teaching children in Spanish or other non-English languages has been under assault for almost two years—by California voters who passed the anti-illegal immigrant Proposition 187... and by the perennial critics, those cultural conservatives who view bilingual education as a near treasonous waste of money. (Colvin, The Los Angeles Times, 4/8/96)

> There are those (plenty of those) who bristle at the notion of our tax dollars funding foreigners who can't be bothered to learn the language of the land. (Abcarian, The Los Angeles Times, 5/5/96)

> This debate is about more than just declaring English "official." It is about spending billions of taxpayer dollars on printing government documents in several languages and on failed bilingual education programs. (King, The New York Times, 12/5/95)

Connected to this argument is the idea that since taxes pay for bilingual education, the desires of the taxpayers should influence the programs. The following excerpt shows that English-only supporters often believe that it is the role of public education to protect the English language and its "sovereignty" in the United States.

> Bilingual maintenance could still turn out to be politically dangerous. Critics will charge that the program's goal of maintaining a student's native language undermines the sovereignty of English in tax-supported schools... As such, bilingual maintenance will be an especially difficult sell to Americans who believe not only in facilitating students' proficiency in English but also in clearly defining, once and for all, the role of our

public schools in promoting a common language. (Navarette, The Los Angeles Times, 3/3/96)

Rather than draw on the research and knowledge of educators, English-only proponents question any program that challenges the "common-sense" notion that the primary purpose of bilingual education is to teach immigrant children English as quickly as possible. The following quotes illustrate these perceptions of common-sense applications in the classroom.

> "I cannot think of one good reason for sustaining the current system [of bilingual education policy which supports native-language maintenance] but I can come up with a dozen reasons for suspending it, not the least of which are common sense and fiscal responsibility" a Carpinteria constituent wrote. (Colvin, The Los Angeles Times, 4/8/96)

> The report proved what any common-sense observer would conclude: teaching students subjects in their native language makes it more difficult for them to learn English. (King, The New York Times, 12/5/95)

English-only supporters also assume that the longer children are kept in native-language classes, the more they are damaged by the lack of exposure to English. The success of a bilingual education program is measured by English proficiency only. Academic success is not considered in this perspective. If children have not learned English in an expedient manner, English-only supporters perceive the program to be unsuccessful. (Ventrone, 1995)

> The ultimate goal was to help these children learn English quickly so that they could become full participants in the American way of life. (Dole, The Washington Post, 12/19/95)

A final perception of bilingual education supported by English-only proponents is that it is a self-interested discipline. Arguments coming from persons even remotely associated with bilingual education are denied credibility. Rather than seeing this association as providing credibility due to extensive knowledge of the subject, to English-only supporters, any attachment to bilingual education necessarily removes credibility because the position is perceived to be motivated by self-interest.

> Those who support bilingualism do not care about exorbitant costs or erroneous translations because the profits often end up in their own pockets. Most proponents of bilingual education usually make a living either directly or indirectly from the program. While qualified teachers are being laid off, bilingual speakers are in high demand in order to meet federal quotas. Textbook publishers, translators and bilingual teachers all benefit from bilingual education; students do not. (Mark, The Chicago Tribune, 9/28/95)

Perhaps what is most disturbing is the apparent corruption of bilingual education by those seeking to advance their own political agenda. (Dole, The Washington Post, 12/19/95)

Anti-English-Only

Opponents of the English-only movement contend that bilingual education benefits everyone and would be even more beneficial if more people, including native-English-speakers, would participate in bilingual programs. The ability to speak more than one language in addition to English, is seen as a key to success in the modern era. English-only opponents, as illustrated in the selections below, say that the product of bilingual education, bilingualism, benefits the entire country.

Multilingualism, or the ability to speak languages in addition to English, is the real ticket to the American dream. It is a tremendous resource to the United States because it permits improved communication and cross-cultural understanding. English-only measures jeopardize vital national interests because they undermine American economic competitiveness as well as represent an unwarranted governmental restriction on self-expression. (Velazquez, The Washington Post, 12/31/95)

When they do get a fair chance, bilingual programs... not only help minority language students to learn English, but they help English - speaking students learn foreign languages far more easily than traditional language instruction. (Del Olmo, The Los Angeles Times, 8/23/92)

Opponents to English-only counter arguments for English immersion programs with evidence of student success as a result of truly bilingual programs. They highlight the benefit of additive instruction and contend that maintaining the student's native language and using that knowledge is the best means possible for academic success. For opponents of English-only, the learning of English is a major goal, as well as the academic success of the students that participate in these programs. This perspective is supported by research on the effectiveness and duration of bilingual education programs (Cummins and Swain, 1986; Collier, 1988; Fishman, 1988; Krashen and Biber, 1988; Krashen, 1996). This research is often cited in articles and editorials which support bilingual education, as illustrated in the following excerpts.

"Well, we believe that knowing and respecting a first language helps one with the second language," countered Joy Reid, English professor at the University of Wyoming and this year's president of TESOL [Teachers of English to Speakers of Other Languages]. The group's members, she said, believe that students should add English rather than being forced to abandon their language of origin. (Anderson, The Chicago Tribune, 3/

28/96)

> If you can give kids the academic foundation in the language they know, acquiring a second language—English—will be easy. If you force them to learn a new language at the same time they are acquiring basic skills, you may be overloading them and setting them up for failure. (Abcarian, <u>The Los Angeles Times</u>, 5/5/96)

> "I think bilingual education is about the only educational program where there's a perception that it's best to get the child out as quickly as you can," he said, adding that such an approach ignored how much the child is learning or how the child is learning. (Lyons as quoted in <u>The New York Times</u>, 6/19/96)

This perception differs from the assimilationist view of bilingual education supported by English-only advocates. Pluralist conceptions of bilingual education do not take exception to the importance of native-language maintenance and academic success. Bilingual education supporters connect the diversity of abilities and importance of knowing more than one language to the modern global economy. They see bilingualism as an important skill for today's world and something that the American educational system should not deny its children. As illustrated in the following selection, English-only opponents think the problem with the programs in place today may not necessarily be poor pedagogy; it is more likely the lack of resources and the apathy of the American public to the success of these programs.

> Sadly, the current bilingual educational system that helps students receive instruction while learning English sometimes lacks the commitment and resources needed to make many of its programs successful. In a world of increased decentralization and shrinking international borders, now is the time to reform and reinforce the value of bilingual education, not repudiate it. (Velazquez, <u>The Washington Post</u>, 12/31/95)

Conclusions

The future of bilingual education in the United States is inherently tied to the English-only movement. English-only proponents oppose bilingual education programs and call for their removal or restructuring. The recent passage of Proposition 227, the "English for the Children" Initiative, in California provides convincing evidence of the powerful effect the ideology of the English-only movement is having upon educational policy. By adhering to an assimilationist notion of American identity, English-only supporters perceive bilingual education to be contrary to their goals of Americanization. English is esteemed as a primary method of assimilation and the acquisition of English is expected at the loss of other languages.

For proponents of the assimilationist conception of American identity, there is a double standard inherent in the notion of bilingualism (Fallows, 1986; Zelasko, 1991). Traditionally, bilingualism for native-English speakers is esteemed while bilingualism for non-native-English speakers is perceived as evidence of a lack of attachment to the United States (Fallows, 1986). Immigrants for whom English is not their first language are expected to lose their fluency in their original language in order to prove their loyalty to the United States.

This double standard for bilingualism transfers to bilingual education. Bilingual education is perceived by English-only supporters as a threat to the process of Americanization. By encouraging the retainment of a native language other than English, bilingual education is thought to be divisive and threatening to the ideal of the "melting pot." English-only proponents instead advocate methods of teaching immigrant children which involve English immersion so that children can learn English in what they view to be the most expedient manner possible. This is a giant step backward to the days of sink or swim—a system that helped to launch efforts in bilingual education precisely because the traditional approach failed language minority children so terribly.

The English-only movement is achieving some of these goals. A number of states have questioned the success and purpose of their bilingual education programs, particularly California, going so far as to pass a ballot initiative attempting to eliminate these programs. English-only supporters are succeeding in convincing the general American public that bilingual education is not concurrent with assimilationist notions of American identity. They are working to convince Americans that bilingual education is a waste of money and divisive to society. The ideas which English-only supporters discussed in the articles that were analyzed for this study are becoming more prevalent in the discourse of American society, not only in the English-only debate (Salins, 1997).

Programmatic solutions to combat the English-only movement involve a stronger voice for educators, organized opposition to English-only, and public support for bilingual education programs. Assimilationist conceptions of American identity are not necessarily more common than pluralist ideals, but they are tied to folklore and myths of the United States (Kitano, 1997). Most Americans learned of the great American "melting pot" in grammar school and have come to take this as fact (Feagin and Booher Feagin, 1996). The American public needs to be educated to the realities of American history and the potential problems inherent in official English in order for supporters of bilingual education to counter the English-only movement.

The English-only movement and policy debates over bilingual education may be surface manifestations of deeper conflicts over resources and power. Assimilationists view bilingualism as separatism and cite linguistically divided countries such as Canada and Belgium as examples of the "results" of bilingualism. This may reflect a deeper fear of a loss of power and potential secession of part of the United States (Crawford, 1992b). Assimilationist ideology purports

an integration to the level of conformity which would prevent such a loss of power and supposedly guarantee that the United States would remain intact.

The debate over language policy in the United States is not likely to end in the near future. The perceived threat to English, as presented by English-only supporters, may be a clue to other national problems. Studies of the English-only movement continually support the idea that the movement is just a thin veil for discrimination and xenophobia (Marshall, 1986; Fishman, 1988; Tatalovich, 1995). The English-only movement is argued to be a vehicle for anti-immigration policy and a means for quelling fears of an "ethnic invasion."

Califa (1989) argues that, not only are the motivations behind the English-only movement rooted in fear and prejudice, but also, the goal of the English-only movement would produce divisiveness instead of national unity. Official English policies have not been proven constitutionally sound, either. Despite problems plagued by challenges to English-only amendments, they will soon face their day in court.[2] The likelihood that official English laws will withstand constitutional scrutiny is slim, unless the political ideology of those involved in the decision interferes with ideals of unbiased interpretations of the U.S. Constitution (Savage, 1996).

Finally, the English-only movement may reflect further concerns for the future of the United States. It has been hypothesized that the move to make English official represents not only a decline in the faith in American institutions but also a decline in American democracy (Crawford, 1992a). Scholars have argued that legal policies of this sort restrict freedom and fail to promote democratic ideals.

Immigrants will assimilate whether or not bilingual education programs are encouraged or ended. Studies have consistently shown that by the third generation, immigrant families have transferred to monolingual English speakers like other Americans (Crawford, 1989). The issue at hand is not the assimilation of immigrants, it is the protection of freedom afforded all Americans. The Constitution of the United States protects our right to freedom of speech. Included in this right is the ability to choose which language in which to speak. Lau v. Nichols ensured a child's right to "understandable instruction" (Krashen, 1996). Children should also be guaranteed the right to academic success and bilingual education is the only way to guarantee not only that limited-English proficient children are given the chance to develop bilingual skills but also the chance to succeed academically and truly fulfill the "American dream."

---

[2] The most recent challenge to an English-only ammendment, Yñiguez v. Arizona, was declared moot on technicalities, specifically that the plaintiff no longer was employed by the state of Arizona.

That many immigrants came to these shores and were forced to give up their native languages is a lamentable history. How much more civilized would we be if we were able to understand each other better, not necessarily because we speak each others' language, but because we respect each others' right to be ourselves? What is truly lacking in the debate over official English is the understanding that people should respect each others' points of view. At no time have bilingual professionals ever championed the exclusive use of languages other than English. As educators, bilingual teachers have always promoted the learning of English. The English-only movement has never recognized this fact nor shown respect toward people who speak another language. If they did, they would discover many people who in many ways are very much like them. Perhaps that is the greatest fear.

References

Crawford, J. (1989). Bilingual education: history, politics, theory, and practice. Trenton, N.J.: Crane Publishing.

Abcarian, R. (1996, May 5). A foot in two worlds-and a language for both. The Los Angeles Times, pp. E1, E3.

Altheide, D.L. (1987, Spring). Ethnographic content analysis. Qualitative sociology, 10 (1), 65-77.

Altheide, D.L. (1996). Qualitative media analysis. Thousand Oaks: Sage Publications.

Anderson, J. (1996, March 28). English spoken here—but not exclusively. The Chicago Tribune, p. Il1.

Califa, A.J. (1989). Declaring English the official language: Prejudice spoken here. Harvard Civil Rights—Civil Liberties Law Review, 24, 293-348.

Collier, V.P. (1988). The effect of age on acquisition of a second language for school. Wheaton, MO: National Clearinghouse for Bilingual Education.

Colvin, R.L. (1996, April 8). Battle heats up over bilingual education. The Los Angeles Times, pp. A1, A17.

Crawford, J. (1992a). Hold your tongue: bilingualism and the politics of "English only". Reading, MA: Addison Wesley Publishing.

Crawford, J. (1992b). Language loyalties: A source book on the official English controversy. Chicago: The University of Chicago Press.

Cummins, J. & Swain, M. (1986). Bilingualism in education: Aspects of theory, research, and practice. New York: Longman.

Del Olmo, F. (1992, August 23). English only, por favor. The Los Angeles Times, pp. BR4, BR12.

Dole, B. (1995, December 19). Ticket to the American dream. The Washington

Post, p. A15.

Fallows, J. (1986, November 24). Viva bilingualism: English has nothing to fear. The New Republic, 18-19.

Feagin, J.R. & Booher Feagin, C. (1996). Racial and ethnic relations. Upper Saddle River, NJ: Prentice Hall.

Fishman, J.A. (1988). 'English-only': its ghosts, myths, and dangers. International Journal of the Sociology of Language, 74, 125-140.

Gordon, M. (1975). Assimilation in America: Theory and reality. In N.R. Yetman & C.H. Steele (Eds.). Majority and Minority: The Dynamics of Racial and Ethnic Relations (pp. 237-251). Boston: Allyn and Bacon.

Halcon, J.J., & Reyes, M.L. (1992). Bilingual education, public policy, and the trickle-down reform agenda. In R.V. Padilla & A.H. Benavides (Eds.). Critical Perspectives on Bilingual Education Research (pp. 303-323). Tempe, AZ: Bilingual Press.

King, P.T. (1995, December 5). Bilingual education is linguistic welfare. The New York Times, p. A24.

Kitano, H.H.L. (1997). Race relations. Upper Saddle River, NJ: Prentice Hall.

Krashen, S.D. & Biber, D. (1988). On course: Bilingual education's success in California. Culver City, CA: Language Education Associates.

Krashen, S.D. (1996). Under attack: The case against bilingual education. Culver City, CA: Language Education Associates.

Los Angeles acts to spur bilingual students. (1996, June 19). The New York Times, p. B6.

MacKaye, S.D.A. (1990, March). California proposition 63: Language attitudes reflected in the public debate. The Annals of the American Academy of Political and Social Science, 508, 135-146.

Mark, C. (1995, September 28). Keep momentum for official English. The Chicago Tribune, p. I16.

Marshall, D.F. (1986). The question of an official language: language rights and the English language amendment. International Journal of the Sociology of Language, 60, 7-75.

Navarette, R.Jr. (1996, March 3). A bilingual program that threatens to be self-defeating. The Los Angeles Times, p. M6.

Pringle, P. (1998, June 4). California bilingual vote reverberates: Latino group sues to overturn rejection of education program. The Dallas Morning News.

Salins, P.D. (1997). Assimilation, American style. New York: Basic Books.

Santiago, I.S. (1986). The education of Hispanics in the United States: inadequacies of the American melting-pot theory. In D. Rothermund & J. Simon (Eds.).

Education and the Integration of Ethnic Minorities (pp. 150-184). London: Frances Pinter Publishers.

Savage, D.G. (1996, March 26). English-only appeal goes to the supreme court. The Los Angeles Times, pp. A1, A12.

Tatalovich, R. (1995). Nativism reborn? The official English language movement and the American states. Lexington, KY: The University Press of Kentucky.

Ventrone, N.A. (1995). Language and American identity: The English-only movement and bilingual education in the United States. Unpublished master's thesis, Arizona State University, Tempe, Arizona.

Velazquez, N.M. (1995, December 31). Why create language limits?. The Washington Post, p. C6.

Zelasko, N.F. (1991). The bilingual double standard: Mainstream Americans' attitudes toward bilingualism. Washington, DC: Georgetown University.

A Binational Project in
Ciudad Victoria, Mexico:
Issues of Cultural Sensitivity and Practice

Georgianna Duarte

University of Texas-Brownsville, Texas

Dr. Georgianna Duarte *is an Associate Professor of Early Childhood Education, and Coordinator of the Undergraduate and Graduate Programs in Early Childhood Education at the University of Texas at Brownsville. She co-directs a binational project in Ciudad Victoria, and co-sponsors an affiliate organization of NAEYC, called Brownsville Association for Linguistic and Cultural Diversity. She is a national reviewer of Migrant and Indian Start Programs.*

Abstract: This article describes an international project in teacher training. The project is a continuing educational effort between the University of Texas in Brownsville, Texas and Universidad Autonoma de Tamaulipas in Ciudad Victoria.

Introduction

The preparation of Early Childhood Educators is a complex process if we are truly concerned with providing developmentally appropriate opportunities and a conceptual framework of relevant instructional tasks about learning style and ethnicity. Consequently, we need to develop a variety of ways for creating developmentally and culturally appropriate practices, assignments, and experiences in early childhood teacher preparation programs. Equally important, we need to carefully reflect what is meant by developmentally appropriate practices, and how we process the behavior of children and teachers in different contexts.

A number of researchers (Carlson, 1996; Hyun, 1996; Cannella, & Reiff,1994) have explored the importance of employing a variety of approaches, and their work clearly supports the importance of teacher trainers to reflect, and critically analyze their own background, and the backgrounds of their students. In designing and preparing for this binational project, self-analysis and reflection were key cornerstones in my thinking, as well as in the planning of courses that will eventually take place in Mexico.

For many teacher trainers, it is a continuous challenge to provide relevant opportunities for students to experience international and culturally significant field-based projects. This bilingual early-childhood project consisted of team collaboration, and an understanding of the integrated nature of the two disciplines. Specifically, a bilingual professor and an early childhood education professor from the School of Education shared concerns regarding the perceptions and attitudes of Hispanic teachers who work predominately with Mexican national children, immigrant children, or Hispanic children.

Specifically, the educational decisions for children in the border tend not to draw upon their early childhood experiences in Mexico, or experiences with Hispanic populations. Based on observations, interviews, and in class participation in the University, it was noted by both professors, that a lack of understanding of culture and linguistic uniqueness existed in the region. Many of our graduate students expressed concern and commitment as early childhood educators, but had stereotypic impressions of the children from Mexico, which in turn biased their perception of how these children learn. Others lacked an understanding of how children are educated in our neighboring country. Another compounding factor was that our adult learners had lost their first language of Spanish, or did not feel comfortable in using their first language in more formal and academic settings. Many students reported that they did not completely understand their cultural background. And for still other university students, some were not able to write or read in Spanish and felt they were not effective teachers and role models with their Spanish fluent population of children.

In response to the needs of our adult learners, and our observations in the schools, the critical need for concrete experiences in Mexico became clear. The

departments of Early Childhood Education and Bilingual Education offered gradu-
ate course work that could be redeveloped to include an immersion visit to Mexico.
What resulted were two distinct courses that examined different aspects of the
schools in Mexico. However, through the team planning of the two university
professors, it became evident that team planning, sharing of ideas, research, and
literature became an exciting and rewarding venture. As a result, the courses were
redesigned to incorporate the research of first and second language, as well as the
early childhood curriculum objectives of developmentally appropriate practice.
Team teaching became a reality through careful analysis of sharing, planning and
teaching together.

Purpose

The purpose of the article is to describe an international project in teacher
training. This project is a continuing educational effort between the University
of Texas in Brownsville, Texas and Universidad Autonoma de Tamaulipas in
Ciudad Victoria. In efforts to provide opportunities for students to explore their
own cultural background, and to examine the culture of many of their children,
two graduate courses were designed to incorporate such an experience.   The
project began in January, 1996 with a group of 36 graduate students visiting a
variety of educational sites over a ten-day period in the capital of Tamaulipas,
Mexico. The ten days included other objectives that involved reflection and per-
sonal growth. University students were provided numerous opportunities to re-
flect and share ideas of how to be more culturally responsive, and to reexplore
their own sensitivity to their own cultural background and their understanding of
diversity.

Planning Process

The major objective was to provide students with diverse opportunities to
better understand the cultural and linguistic needs of the children in the border
regions. (NAEYC Position Statement on Cultural And Linguistic Diversity, 1995).
The partnership project involved two Colleges of Education on either side of the
Border. The University of Texas at Brownsville is located in South Texas on the
border of Mexico. Universidad Autonoma de Tamaulipas, in Ciudad Victoria, the
capital of Tamaulipas, is four hours south of Brownsville, Texas. Specifically,
thirty eight university students participated in an international observational trip
to examine the early childhood system (pre-escolar) in the State of Tamaulipas in
Mexico.

Educational Adventure

For many students enrolled in the class, the majority had not traveled inde-
pendently in Mexico for any educational purpose. A chartered bus provided their
transportation from Brownsville, Texas to Ciudad Victoria and a local school bus

was used for the school visits. The procedures and regulations of entering another country, immigration issues, visas, and the transport of fruit were very valuable life lessons. The visual experience of rural and urban areas complete with cattle, horses, burros, and chickens enriched their understanding of the importance of ranching, and the subsistence of many families. The continuous vision of small villages, different architecture, and transportation strengthened the understanding of this rural country.

The sample of graduate students included: a) eleven early childhood students, b) ten elementary students, c) four bilingual students, d) five counseling students, e) two English as a second language students, and f) six administration students.

Project Activities

The students participated through a variety of projects, activities, seminars, and observations at 15 early childhood environments in the city of Victoria. In summary, the group included administrators, early childhood teachers, ESL teachers, and counselors. All participants were interested in expanding their knowledge base of the culture and educational system of Mexico. The total time of the visit to Ciudad Victoria was 10 days. Activities included school visits, lectures, and presentations. This experience is an ongoing collaborative effort offered each year at the university.

School/Center Visits

Developmentally, issues of appropriate practices were assessed with regard to the environments, for example, child/teacher ratio, physical environments, instructional behaviors, culturally and linguistically relevant practices, materials, and books, as well as safe and nurturing environments. Students completed journals, observation reports, and debriefed daily regarding their observations, feelings, and reactions to the visits.

Environments were selected by the professors and teachers to best represent a variety of settings for the university students. For example, urban, rural, private, public, pre-escolar, primaria, and federal programs were the major categories of the sites. For each school observation, six students were left at each participating school and advised to respect ongoing schedules. At each school, brief presentations were provided by the directors or the principals. The university students were escorted to a variety of classrooms, and small groups were rotated around the school site. Instructional plans, resources, and lessons were shared by the teachers throughout the school visits.

Seminar Discussions

University students met in a seminar each afternoon for reflection, and discussion. Students were encouraged to share impressions of instruction, child activities, and physical environments. Discussions were focused, and students were to write their own perspectives regarding the events of the day. Linkages be-

tween culture, language and region were strongly encouraged as cornerstones of many discussions. It was encouraged in all seminars to discuss impressions on an emotional level as well in the context of the learning situation.

Reflective journals were to be maintained by the students each day. Frequently, students would share their observations and journal entries, but were not required to in the seminar. Interestingly, as we moved through the week, more and more students were eager to read and share total passages of their observation and read them in Spanish to the other students.

Cultural Activities

Students had a variety of cultural activities that were available during the class trip. These included informal excursions to the local zoo, mercado, museum, radio station, and local churches. The City Plaza frequently had live music and regional foods for the public, and the students stayed in a hotel that was in front of the community plaza and church. Other cultural activities included *pachangas* (parties) given by teachers, special dance presentations by the children and teachers, and musical events. As the group increased their understanding of the area, exploration increased regarding selection of restaurants and meeting places.

What Did The Students Learn?

Certainly, it is difficult to measure and ascertain in a brief visit all that a student has gleaned from a binational educational opportunity. It would be very valuable to carefully examine over time, the kinds of changes in attitude and practice that a teacher might initiate based on the earlier experiences. Through the numerous reflective seminars, informal dinner conversations, and the multiple comments made even a year after the student returned illustrates the importance of reflection and serious reflection necessary for internalizing their new experiences.

Clearly, stereotyped and biased attitudes were discussed with specific attention to issues of ratio and style of teaching. Frequently, students would be quite surprised at the number of students per teacher, and needed to carefully reflect on how that impacts learning without preconceived ideas. What seemed very clear in seminars was that teachers were rethinking their perceptions of developmentally appropriate practices, the importance of values of a society and how these are reflected in schools, and the empathetic element of being the second language learner in this environment.

Students were describing their own frustration and challenges of learning the economic nature of few materials, and the emphasis on recycling in Mexico helped students better understand the importance of budgets, materials, and environmental respect. Also, many teachers took copious notes on the science and environmental centers of the pre-escolares in Mexico where even two-year olds were observed sorting out paper from metal trash. Art centers were also a favorite focus of many university students. Upon their return, students duplicated the

idea of using numerous jars of regional natural materials such as bean pods, sticks, etc.

Another important area of growth for the students was their observations of how parents can be involved in very rural areas. Photographs, interviews, and reflection papers showed an increased attention to the areas of how parents can be involved in the schools even when they are employed laborers. For example, at some schools equipment was built or maintained by the parents. At other schools, parents came at the lunch hour with paper, recycled goods, and tissue. Still at other schools, parents volunteered to cook one lunch per month, while parents assisted on outside play areas in the morning or late afternoon.

How Did We Change?

There were a number of ways in which the group changed after they returned to their own classrooms in the Rio Grande Valley. One very obvious change was their appreciation for their very lucrative budgets as compared to their new colleagues in Mexico. The university students and local teachers expressed a renewed attitude towards being more frugal, more environmentally conscious, and more inclined to use recycled materials for art and science.

Another significant difference was the attitudes expressed in seminars regarding how they view their immigrant children, and their more thorough understanding of the educational experiences that they might bring to the classroom. All students reported that they were interested in working with more diverse populations and considered working in Mexico in the next two years. Four university students applied for international work in Mexico, and eleven of the group joined an international organization after returning from trip. Sixteen of the total group are presenting at national conferences on an aspect of the experience, and two manuscripts are in preparation. Some of these conferences included National Association for the Education of Young Children, National Association for Bilingual Education, and Texas Association for Bilingual Education Conferences. Nine of the total group have independently returned to Ciudad Victoria and visited with teachers.

Clearly, the experience in Mexico inspired more thoughtful planning of the teachers once they returned back to their classrooms in Brownsville, Texas. For example, the extensive use of music, poetry, and reflective questions seem to be reoccurring practices even after one year.

What About Our Colleagues in Mexico?

Certainly, it was important to engage our colleagues in Mexico in a reciprocal visit to the Brownsville, Texas region. Thirty-five teachers from Ciudad Victoria visited the region in March 1997, visiting one university and three elementary schools in two days. The visit was quite brief and limited in comparison

to the length of time the University of Texas-Brownsville students spent in Mexico. In response to this critical need for more lengthy educational visits, both universities are carefully planning together to respond to that important need for a five day visit. Two additional visits have been planned and scheduled. During these visits, more schools and levels will be visited, as well as cultural events planned for our Mexican friends and colleagues.

Summary

What began as an effort to address quality experiences in the Early Childhood and Bilingual Masters Programs has evolved as a comprehensive collaborative binational project of tremendous potential. The exchange of teachers between Brownsville, Texas and Ciudad Victoria, Mexico has developed into meaningful friendships, collaborative sharing, and tremendous personal and professional growth for all those involved in the project. Linguistically and culturally, teachers came away from the experience with new ideas, increased appreciation for collaboration, and a more sensitive feeling towards what works with children, and that there are multiple ways to examine what is developmentally appropriate for young children. Certainly, the experiences and results of this project have implications for others who want to stretch past their borders into new neighborhoods, cultures, and countries.

References

Bredekamp, S. (Ed.). (1996). Developmentally appropriate practice in early childhood programs serving children from birth through age 8. (rev.ed.) Washington, DC: National Association for the Education of Young Children.

Cardenas, J. (1986) The role of native-language instruction in bilingual education. Phi Delta Kappan 67, 359-363.

Cannella, C., & Reiff, J. (1994) Preparing teachers for cultural diversity: Constructivist orientations. Action in Teacher Education, 16(3), 37-45.

Carlson, H. (1996) An international teacher education collaborative project Journal of Early Childhood Teacher Education, 17(3).

Fuller, M. (1992) Teacher education programs and increasing minority school populations: An educational mismatch? In C. Grant (Ed.) Research and multicultural education: From the margins to the mainstream (184-200) Bristol, PA; Falmer

Freeman, C. & H. Sokoloff (1996) Children learning to make a better world: exploring themes, Childhood Education 73, (1) p. 17-21

Garcia, E. (1997) The education of Hispanics in early childhood: Of roots and wings, Young Children 52, (3), 5-14.

Garcia, E. (1983) Bilingualism in early childhood. Albuquerque; University of

New Mexico Press.

Hyun, E. (1996) New directions in early childhood teacher preparation: Developmentally and culturally appropriate practice (DCAP), <u>Journal of Early Childhood Education, 17</u>, (3).

Kagan, S. & E. Garcia (1991) Educating culturally and linguistically diverse preschoolers: Moving the agenda. <u>Early Childhood Research Quarterly 6:</u> 427-443.

NAEYC (1996) NAEYC position statement: Responding to linguistic and cultural diversity-recommendations for effective early childhood education. <u>Young Children 51</u> (2): 4-12 National Association for the Education of Young Children, Washington DC.

Rodd, J. (1996), Children, culture, and education, <u>Childhood Education, 72</u> (6) p. 325-29.

Wong-Fillmore, L. (1991), When learning a second language means losing a first. <u>Early Childhood Research Quarterly 6</u> (3).

Purposeful Science Instruction
for Bilingual Learners

Quincy Spurlin
The University of New Mexico

Dr. Spurlin is an Assistant Professor in the College of Education at the University of New Mexico, Albuquerque, New Mexico. She was a Title VII Fellow at the University of Texas in Austin where she received her Ph.D. degree. She taught science in south Texas public schools.

Abstract: This article brings together theoretical positions from bilingual and science education to illustrate how teachers can think about and analyze science instruction for second language learners. First, a constructivist view of knowledge and learning is explained. Second, a series of questions and the rationale behind them is offered. These questions, which emerge from a blend of constructivist and second language acquisition theory and literature, can be used to generate purposeful instruction to help students learn both science content and language. Finally, an instructional model that supports deliberate, purposeful science teaching for bilingual learners is presented.

*Science was always at the back of my mind and I never really put much
emphasis on its importance. But, now, I do it myself. I really feel that we're
cheating the bilingual kids by not doing science and social studies every day
along with everything else that we have to worry about. So, the past five years,
I've been really trying to make science a good part of our school day. I enjoy
doing it... and it's amazing how now I can see how it relates to math and reading
and everything else.* [1]

Alma Flores, fourth grade bilingual teacher[1]

Alma Flores, a veteran bilingual teacher, realized the importance of includ-
ing science in the everyday curriculum for her students. A case study which
focused on Alma's science teaching and the reasoning behind her instructional
decisions, showed that Alma Flores acts purposefully and deliberately in her at-
tempts to make science accessible to her bilingual students, both in terms of lan-
guage and content. She views science as a key to the educational futures of
bilingual children; if students do not have basic science understandings or if they
do not view science as an option open to them for study, they will not access
courses that lead to opportunities in science and technology.

The understanding which guides Alma's teaching reflects Jeannie Oakes'
(1990) assertions about minority students and their underparticipation in science.
For minority students to enter science careers, Oakes (1990) believes that they
must: (a) be given opportunities to learn science, (b) achieve in science, and (c)
make decisions to enter science. These conditions, that could open up life choices,
are not being provided for minorities, particularly those who are language minor-
ity students. The reality that minorities, particularly language minority students,
face in our schools is disgraceful. Research indicates that the longer minority
children remain in our schools, the farther they fall behind in achievement (NSF,
1990; Oakes, 1990) and 35% of language minority students are in classes below
grade level (The National Center for Educational Statistics, 1993).

With the prediction that within the next few years, 20% of the school popu-
lation will be language minority students (Ascher & Burnett, 1993), we must
equip ourselves to meet their academic needs. As a community dedicated to im-
proving education for language minority students, we will continue to construct

---

[1] This quote and all subsequent to it come from interviews with Alma Flores
(pseudonym) — a real fourth grade bilingual teacher from Texas. She was the
participant in a case study that focused on how her practice, and the narrative
about it, revealed the particular knowledge base used to guide her science teach-
ing (Spurlin, 1993). She taught me a great deal and her voice is important to all of
us.

those affirming and liberating interpersonal spaces where the interactions between teacher and students are collaborative, empowering, and supportive of academic success (Cummins, 1996). At the same time we are working to change the power relations in our classrooms and schools, we can also educate ourselves and our colleagues in specific ways to improve science instruction for these students — to make science accessible to bilingual students.

The purpose of this article is to present to bilingual, ESL, and mainstream classroom educators a way of analyzing their practice to better meet the instructional and linguistic needs of second language learners as they are asked to learn science through English. First, a constructivist view of knowledge and learning is explained. Second, a series of questions and the rational behind them is posed; the questions and rational are based on a blend of constructivist and second language acquisition theory and literature. Using these question to design and analyze lessons — to think deeply about teaching — educators can generate purposeful instruction that helps students learn both science content and language. Finally, a teaching model that supports deliberate, purposeful teaching is presented.

A Constructivist View of Knowledge and Learning

Most science educators embrace a constructivist perspective of knowledge and learning and what we do in practice is shaped by this (Hewson & Thorley, 1989). In terms of knowledge, constructivists contend that there is no independent, objective reality that exists "out there". Knowledge is actually the conceptual structures actively constructed by individuals to make sense out of the world; it is based on interpretations, influenced by cultural worldview and prior understandings, of what is received by the senses (Treagust, Druit, & Frazer, 1996; Wheatley, 1991). This construction of knowledge is an adaptive behavior and is useful to individuals as well as cultures in survival and in dealing with natural phenomena — in making sense out of the world. Scientific knowledge becomes not what exists, but what is feasible given the experience of a particular culture.

Learning depends on language as well as culture; learners construct personal meanings from text, dialogue, or physical experiences by generating cognitive links between their existing knowledge and the new phenomena (Driver & Bell, 1986; Yager, 1991). As we work with students to help them understand science concepts, it is necessary to realize the importance of language in the construction of knowledge. In order for the knowledge to be internalized, to be claimed by students, they must act on their experiences with language; they need to discuss or write about the meaningful, contextualized activities and explorations (Wheatley, 1991) that we ask them to do in science.

Guiding Questions and Rationale

In applying constructivist ideas to the teaching of science, Hewson and Thorley (1989) pose that to bring about conceptual understanding or change in

preexisting ideas, the first condition necessary is that the concept must be intelligible to the learner. For the concept to be intelligible, instruction must be comprehensible to the learner. More specifically, in thinking about second language learners, one must consider how to make the language of instruction comprehensible to the learner. Purposeful, deliberate teaching can accomplish this task. To achieve this kind of teaching, one must ask:

(a) Where are these learners in terms of their language proficiency?,

(b) What are the particular challenges of the language of science? and,

(c) What kind of instruction provides contextual support and a language rich environment for all learners?

Language Proficiency

Every day teachers across the country listen to second language learners' conversations on the playgrounds, in the halls, and around their lockers. Students are clearly talking to one another in English; they can communicate with and understand English in highly contextualized settings where conversations are rich with interpersonal cues to meaning and are not particularly cognitively demanding. However, the same students who have this surface fluency (Skutnabb-Kangus, 1981) or what Cummins (1980, 1996) calls basic interpersonal communicative skills (BICS) will find the language of a traditional science classroom to be a barrier to understanding — to their access to science learning.

The academic language of traditional science classrooms and instructional materials is largely decontextualized and cognitively demanding. There are few concrete or interpersonal cues to support meaning and this academic language itself (Cummins, 1996) must be used to construct understandings of science concepts. Language becomes an instrument of thought (Skutnabb-Kangus, 1981) and students must "stretch their linguistic resources to the limit to function successfully" (Cummins, 1996, p.58).

Teachers assume these kinds of science lessons are intelligible — that the academic language of the classroom and instructional materials are comprehensible to the second language learners. Teachers assume because they hear students conversing in English that they have what Cummins (1980, 1996) calls cognitive academic language proficiency (CALP). To make such assumptions can be damaging to the academic success of second language learners. Research shows (Collier, 1987; Cummins, 1980, 1981, 1996) that students acquire conversational English (BICS) in 1-2 years but that it takes students 5-7, sometimes longer, to build the academic language proficiency (CALP) that puts them at the same level as English speaking peers.

Teachers must recognize that there are these differences in language proficiency and provide instruction that both supports academic language development as well as the learning of science content. To not do so ignores one of the key elements in the constuctivist view — the centrality of language to the con-

struction of conceptual understanding (Bell & Freyberg, 1985; Yager, 1991).

Linguistic Challenges in Science

A lot of times, the vocabulary is new to them - it's the first time they've heard it. Like "fault" - it was hard to get them to realize that a fault is the crack that we are talking about and they would forget even after they had used it and used it. I guess it interferes with the other term, the other meaning, fault. You know, "It's not my fault". They can't seem to get those multiple meanings that the words have. It'll probably take a few years before they sink in. This year, we have been working real hard on multiple meanings; it's hard for them to remember all the different meanings that the term can have. It's a lot to acquire, I guess.

<div align="right">Alma Flores</div>

Many bilingual teachers are, like Alma, aware of the linguistic difficulties that the language of science causes for second language learners. During her science instruction, Alma points out words with multiple meanings and explains carefully new science vocabulary; she realizes the need for bringing specific aspects of the language of science to the attention of her students (Spurlin, 1993). Alma knows that her students understandings of science concepts depend on their abilities to make sense of language — the language teachers use in direct instruction, the language of testing, the language of texts and curricular materials, and the language of classroom interactions. Following Alma's example, teachers working with bilingual students need to become conscious of the particular aspects of academic science language that may challenge learners and adapt instruction accordingly.

What are the particular challenges inherent in the language of science? Studies in high school mathematics, physical science and biology classrooms have been used to identify specific areas of the English language that present difficulties to second language learners (Spanos, 1989; Spanos & Crandall, 1990; Spanos, Rhodes, Dale & Crandall, 1988). Their work combined with the work of Huckin and Olsen (1983) and Sutman, Sandstrom, and Shoemaker (1979) were used to construct Figure 1 which presents the semantic and syntactic challenges faced by second language learners in science classrooms where English is the language of instruction. It is important to review lessons and instructional materials for the particular language issues that need to be pointed out and clarified for all learners. Teaching the academic language of science helps make science comprehensible to our bilingual students.

In addition to the semantic and syntactic problems inherent in the language of western science, some second language learners come to our schools from cultural backgrounds in which ways of knowing and experiences differ considerably from those expected for success in our schools. Students from cultures whose primary ways of knowing are at odds with the western positivism of school science may experience conflicts that can be barriers to their understandings (Hewson, 1988). These students may interpret words or phrases very differently from the

SEMANTIC CHALLENGES	EXAMPLES
meanings of the words used in the academic discourse of science	a typical science text has more new technical terms than a beginning foreign language text - photosynthesis
• the many new Latin or Greek-based terms	
• terms not common in everyday language but important to the process of science	classify, predict, procedure
• words with multiple meanings	fault, core family
• complex string of words	net primary production, electromagnetic spectrum
	The monkey was given a banana.
SYNTACTIC CHALLENGES	less flammable than
complex tenses and structures	Ozone depletion may lead to higher rates of skin cancer.
• passive voice - used often in reports	
• comparatives	Pollutants travel in ground water very slowly.
• modal auxiliaries (may, can, must, could)	
• prepositional phrases, particularly after verbs	The plant gene that was spliced caused the disaster.
• relative clauses beginning with that, which, whom, and who	
• logical connectors	if/then, either/or

Figure 1.
*Semantic and syntactic challenges faced by
second language learners in science classrooms.*

expected. Hewson (1988) suggests that teachers learn about and respect the different world views of students and work with students in negotiating meaning.

Science Instruction

With careful consideration of the language proficiencies of students as well as the particular language required by the lesson, teachers can craft their instruction so that students experience science as a cognitively demanding, context-embedded task (Cummins, 1996). The question becomes: What kind of science instruction provides contextual support and a language rich environment for all learners? Hands-on, concrete experiences or inquiry, cooperative grouping, and drawing forth students' prior knowledge are elements that can support this kind of instruction.

Hands-on Activities and Inquiry.

The kids really need to get their hands on the experiments, doing stuff. It seems like it means more to them than just paper and pencil. Even if you are giving them good examples on the overhead, if they don't get their hands on some of the things that you are talking about, like actually using a thermometer, actually measuring something, they don't seem to retain it.

Alma Flores

Alma knows what her bilingual students need to learn in science; they need to have concrete experiences with materials. Not only do students need to engage in activity, they must also be asked to act on their experiences with language. During and after hands-on or problem-based activities, teachers must mindfully formulate the questions posed to students to guide them in their construction of science concepts (Butts & Hoffman, 1993; Yager, 1991). Purposefully selected and modified hands-on activities can provide the kind of instruction advocated by Cummins (1996) for second language learners — instruction that is cognitively challenging and that also has the contextual support needed to meet the challenge. In addition, hands-on activities which focus on conceptual understandings can increase students' motivation, reduce anxiety associated with learning, and improve attitudes towards science learning (Chamot & Arambul, 1985). Activities should encourage all students to make decisions and formulate their own methods to solve problems —to use language in authentic, meaningful ways.

Additionally, it would be helpful in our work with bilingual students to embrace the broad view of science teaching held by New Zealand educators Freyberg and Osborne (1985). Their idea of science teaching emphasizes inquiry, which is in keeping with the importance placed on inquiry by the National Research Council's National Science Education Standards (1996). Because children, in efforts to make sense out of the natural world are constantly constructing meanings both in and out of school, they are naturally engaged in scientific inquiry. Given this, teachers are teaching science whenever they structure learning so that students are investigating and exploring, asking productive questions, seeking

and developing explanations about the natural world that they experience daily, explaining the how and why of things, and having new experiences with nature and technology (Freyberg & Osborne, 1985). When students are participating in these kinds of activities, they are learning about things they are interested in and they are responsible for their own learning — constructing their own understandings through the use of natural language.

Cooperative Groups.

To provide a language-rich environment that enables students to actively make sense of their science experiences and to use their higher level thinking skills, teachers must allow for meaningful dialogue about the experience. This face-to-face interaction is possible when students are expected to work together to answer carefully crafted higher-level questions (Cummins, 1996; Yager, 1991). Cooperative grouping gives all students opportunities to construct and negotiate their science knowledge in a social context. Collaborative groups can also reduce anxiety levels for students by focusing on task completion rather than on language production. Furthermore, interactions with peers can mediate learning and provide the positive feedback and comprehensible input that second language learners need to develop science concepts and the academic language of science (McGroarty, 1992; Richard-Amato & Snow, 1992).

Prior Knowledge.

The rich and varied personal and cultural knowledge that second language learners bring to their learning becomes very important as they begin to negotiate the realm of Western science — the science that we teach in our schools. Knowledge and experiences from home cultures, worldviews that differ markedly from those of Anglo Americans, and motivations and attitudes influence the ways students from diverse backgrounds interact with science concepts and materials used in schools. Teachers can draw from students' backgrounds — using experiences, materials, expertise, and issues from students' homes to help them make connections to Western science. We can maximize student involvement and learning by connecting the science content being studied to the learners' experiences and prior knowledge (Treagust, Duit & Fraser, 1996). The teacher's role becomes that of inviting students to make connections; learning takes place not because of what we transmit, but rather because of what we orchestrate.

To assist second language learners in making connections, we need to know them — what their experiences of the world are, the kinds of knowledge they bring from their homes, communities, their cultures, and their view the world. These elements impact their learning of science (Cortés, 86; Hewson 1996; Ogawa, 86). As we assist students in uncovering their rich knowledge and experiences — the content of their lives — we teach more than science; we strengthen students' cultural identities and give them voice (Darder, 1997). There is evidence that when schools incorporate elements of minority students' lives and cultures into their programs, students begin to value themselves and their heritage as well as

Questions to ask throughout the lesson:

A S S E S S M E N T

- How can I make the language of the lesson intelligible to all?
- Is the lesson cognitively challenging with contextual support? What kinds of support have I provided?
- How can I help students make connections to their prior knowledge?
- Does every phrase of the lesson support the target concept?
- Are students understanding the science – what questions could I ask to assist them?
- What direct teaching is necessary after the students present their understandings?
- How can I link this lesson to the immediate lives of the students and their communities?
- How can I help students assess their own understanding?
- did the cooperative group structure effectively build interdependence and collaboration? Did it support language development and the learning of science?

ENGAGE

Draw students into the lesson through discussions, brainstorming, writing, a reading, or any stimulating activity that serves to waken and make conscious prior experiences and knowledge.

EXPLORE

Provide an active, concrete experience centered around the target concept. Allow students to work in cooperative groups to construct their own understandings, using their own language. Guide students with questions and clarifications.

EXPLAIN

First allow students to act on their experience with language – Have them formulate and explain their ideas about the target concept in their groups and then with the whole class. Listen to and guide the discussions. After students have shared their ideas about the concept, present the scientific view of the concept or idea, building on and validating what the students communicate.
Make explicit connections to the students' lives and community.

EXTEND

Extend or apply the concepts that students have been working with through other activities, readings, writing assignments, or projects.

Figure 2.
A modified learning cycle that allows students to use their own language to build conceptual understandings in science.

gain in academic achievement (Lucas, Henze, & Donato, 1990).

Many teachers, like Alma, know and think about the importance of concrete, hands-on experiences, cooperative grouping, and using students' background knowledge. The challenge becomes how to further refine one's instructional practice to systematically and deliberately include what we know is important. Using a constructivist teaching model is one way to achieve this.

An Instructional Model

Cummins (1996) proposes that effective instruction must have certain components to give students opportunities to develop and use meaningful language as well as to develop academically. The components include active communication of meaning, cognitive challenge with contextual support, and the raising of students' self-esteem. He offers a framework for instruction that includes the following phases, which do not have to follow any particular sequence: (a) bringing into play students' prior knowledge or building background knowledge, (b) using cognitively engaging activities with contextual support, (c) connecting students' prior understanding and experiences with the instructional activity through active use of language, and (d) providing feedback to students (assessment) that will improve both language and learning strategies.

Science educators also have proposed that instruction be composed of phases. These models of teaching science, which can support a constructivist approach, are commonly referred to as learning cycles or frameworks (Cosgrove & Osborne, 1985). As students experience these types of learning cycles, they are actually doing science in a way that mirrors the work of scientists. Students, bringing what they already know to their learning, work with concrete objects and using higher level thinking skills, create explanations for what they experience and observe. Then students extend or apply the conceptual knowledge that they have constructed. Figure 2 presents a modified learning cycle that allows students to use their own language to build conceptual understandings in science. This instructional model is based on the frameworks from science education (Cosgrove & Osborne, 1985) and on the work of Jim Cummins (1996). The phases are engage, explore, explain, and extend with assessment embedded throughout the lesson. One assesses the lesson itself, the language of the lesson, the cooperative structure used in learning, one's teaching and questioning, as well as students' understandings. This instructional model is not necessarily linear; cycles such as explore- explain-explore-explain will naturally occur during responsive instruction. Using the model as a framework, one can design and implement purposeful and deliberate science lessons that allow students to construct their personal understandings and that emphasize the importance of using language to mediate learning.

Using this instructional model is about taking students on a journey and if we want to take students on a journey, we have to know in our minds where we want to take them. Therefore, the first step in creating purposeful instruction is to

establish learning goals. What concept do we want students to understand? After the target concept has been set, then an appropriate activity is identified. There is a wealth of science activities in teachers' magazines, textbooks, the internet, and science activity books. The key is to take that activity and make it one's own by modifying it to follow the learning cycle and at the same time meeting the academic and linguistic needs of students.

Conclusion

There are many teachers who realize the importance of science and technology to the lives of our bilingual students and these are the teachers who, often on their own initiative, take on the challenges and responsibilities of teaching science. Alma Flores, the fourth grade bilingual teacher who, in the face of inadequate support for bilingual education — in a world in which historically science has been closed to minorities and women — teaches science by choice. She expresses a resolve and a personal commitment that can inspire us all.

...but what has made me a better science teacher? I don't think I've had a workshop that I can honestly say that, "This has made me a better science teacher". I think I've had to do it on my own. And that's hard because, I think a lot of us, well at least I did, graduated not knowing much about science. So, I had to do it on my own and I had to take the initiative to say, "I want to become a better science teacher." And if you don't start doing it, and learning, and letting the kids try things, you don't really grow in becoming a better teacher. So, somebody can't just give you a book and say, "You're going to be great if you'd use this book". It won't work that way, so you really have to do it on your own.

<div align="right">Alma Flores</div>

As educators, part of what we are about is helping students construct understandings of science concepts as well as helping minority students gain access to opportunities in science and technology. We must take the initiative and, as Alma did, "start doing it". This begins by thinking about and analyzing our practice. We can become purposeful and deliberate by knowing our students' backgrounds and their linguistic needs. We can become purposeful and deliberate by using a learning cycle to guide our science instruction. We can become purposeful and deliberate by offering all students opportunities to use their language and personal knowledge to make sense out of the natural world.

References

Ascher, C. & Burnett, G. (1993). Current trends and issues in urban education. ERIC Clearinghouse on Urban Education: Trends and Issues No. 19. New York: Columbia University.

Bell, B. & Freyberg, P.(1985). Language in the science classroom. In R. Osborne & P. Freyberg (Eds.), Learning in science: The implications of children's

science (29-40). Auckland, NZ: Heinemann.

Butts, D. P. & Hoffman, H. (1993). Hands-on, brains-on. Science and Children, 30, 5, 15-16.

Chamot, A. U. & Arambul, B. G. (1985). Elementary school science for limited-English-proficient children. Focus: 17. Rosslyn, VA.: National Clearinghouse for Bilingual Education.

Cortés, C. E. (1986). The education of language minority students: A contextual interaction model. In Beyond language: Social and cultural factors in schooling language minority students. Los Angeles: Evaluation, Dissemination and Assessment Center, CA State. Dept. of Ed.

Cosgrove, M. & Osborne, R. (1985). Lesson frameworks for changing children's ideas. In R. Osborne & P. Freyberg (Eds.), Learning in science: The implications of children's science (101-111). Auckland, NZ: Heinemann.

Cummins, J. (1980). The cross-lingual dimensions of language proficiency: Implications for bilingual education and the optimal age issue. TESOL Quarterly, 14(2), 175-187.

Cummins, J. (1996). Negotiating identities: Education for empowerment in a diverse society. Ontario, CA: California Association for Bilingual Education.

Darder, A. (1997). Bicultural identity and development of voice: twin issues in the struggle for cultural and linguistic democracy. In J. Frederickson (Ed.), Reclaiming our voices: Bilingual education, critical pedagogy and practice (35-52). Los Angeles: California Association for Bilingual Education.

Driver, R. & Bell, B. (1986). Students' thinking and the learning of science: A constructivist view. School Science Review, 3, 47-63.

Freyberg, P. & Osborne, R. (1985). Assumptions about teaching and learning. In R. Osborne & P. Freyberg (Eds.), Learning in science: The implications of children's science (82-90). Auckland, NZ: Heinemann.

Hewson, M. G. A. (1988). The ecological context of knowledge: Implications for learning science in developing countries. Journal of Curriculum Studies, 20(4), 317-326.

Hewson, P. W. (1996). Teaching for conceptual change. In D. F. Treagust, R. Duit & B. J. Fraser (Eds.), Improving teaching and learning in science and mathematics (131-140). New York: Teachers College.

Hewson, P. W. & Thorley, N. R. (1989). The conditions of conceptual change in the classroom. International Journal of Science Education, 75, 541-553.

Huckin, T. N. & Olsen, L. A. (1983). English for science and technology: A handbook for non-native speakers. New York: McGraw Hill.

Lucas, T., Henze, R. & Donato, R. (1990). Promoting the success of Latino language-minority students: An exploratory study of six high schools. Harvard

Educational Review, 60(3), 315-340.

McGroarty, M. (1992). Cooperative learning: The benefits for content-area teaching. In Richard-Amato & Snow (Eds.), The multicultural classroom: Readings for content-area teachers (58-70). White Plains, NY: Longman.

National Center for Educational Statistics. (1993). Language characteristics and schooling in the United States, a changing picture: 1979-1989. (U.S Dept. of Ed. Publication No. NCES 93-699). Washington, DC: U.S. Government Printing Office.

National Research Council (1996). National science education standards. Washington, D.C.: National Academy Press.

National Science Foundation (1990). Women and minorities in science and engineering. Washington, D. C.: NSF.

Oakes, J. (1990). Lost talent: The underparticipation of women, minorities, and disabled persons in science. Santa Monica, CA: Rand.

Ogawa, M. (1986). Toward a new rationale of science education in a non-western society. European Journal of Science Education, 8(2), 113-119.

Richard-Amato, P.A. & Snow, M. A. (1992). Strategies for content-area teachers. In P. A. Richard-Amato & M. A. Snow (Eds.), The multicultural classroom: Readings for content-area teachers (145-163). White Plains, NY: Longman.

Skutnab-Kangus, T. (1981). Bilingualism or not: The education of minorities. Clevedon, Avon, England: Multilingual Matters, Ltd.

Spanos, G. (1989). On the integration of language and content instruction. Annual Review of Applied Linguistics, 10, 227-240.

Spanos, G. & Crandall, J. A. (1990). Language and problem solving: some examples from science and math. In A. Padilla, H. Fairchild & M. Valdez (Eds.), Bilingual education: Issues and strategies (32-45). Newberry Park: Sage.

Spanos, G., Rhodes, N., Dale, T., & Crandall, J. A. (1988). Linguistic features of mathematical problem solving: Insights and applications. In R. Cocking & J. Mestre (Eds.), Linguistic and cultural influences on learning mathematics (221- 240). Hillsdale, NJ: Lawrence Erlbaum.

Spurlin, Q. (1993). An elementary bilingual teacher's science instruction: Teacher knowledge and the influence of sociocultural context. Unpublished doctoral dissertation. The University of Texas at Austin.

Sutman, F. X., Sandstrom, E. L. & Shoemaker, F. (1979). Educating personnel for bilingual settings: Present and future. Washington, DC: American Association of Colleges for Teacher Education.

Treagust, D. F., Duit, R. & Fraser, B. J. (1996). Overview: Research on students' preinstructional conceptions- the driving force for improving teaching and

learning in science and mathematics In D. F. Treagust, R. Duit & B. J. Fraser (Eds.), Improving teaching and learning in science and mathematics (131-140). New York: Teachers College.

Wheatley, G. H. (1991). Constructivist perspectives in science and mathematics learning. Science Education, 75(1), 9-21.

Yager, R. E. (1991). The constructivist learning model: Towards real reform in science education. The Science Teacher, 58, 6, 52-57.

Language Development Theory
From a Practitioner's Perspective:
Implications for the
Bilingual/ESL Classroom

Nancy Ramos Machail

Southwest Texas State University

Dr. Nancy Ramos Machail is an assistant professor in the Department of Curriculum and Instruction at Southwest Texas State University. She received her Masters Degree at the University of Texas at San Antonio and completed her doctoral studies at Texas A&I University. Her research interests are in the areas of language and content instruction, dual language instruction, and community involvement in education.

Abstract: This paper summarizes major findings in the field of second language acquisition as well as implications for the bilingual/ESL classroom. The first part of the paper reviews the research conducted by Krashen (1996, 1993, 1985a, 1985b, 1982, 1981) which yielded the following hypotheses: (1) Acquisition/ Learning Hypothesis, (2) Natural Order Hypothesis, (3) Monitor Hypothesis, (4) Input Hypothesis, and (5) Affective Filter Hypothesis. Also reviewed in the second part of the paper are Faltis and Hudelson's (1998) five guiding principles for effective bilingual education classrooms.

Introduction

Linguistically and culturally diverse students in our public schools have educational needs which are of a special nature. If positive attitudes toward school are to be developed, teachers must find ways of letting every child experience success. According to Cummins (1989), teachers can "convey crucial messages in subtle ways to minority students about the validity (or lack of validity) of their language and cultural identity; they provide (or fail to provide) opportunities for students to express this identity through sharing their experiences with other students (p.4)." For this reason, and to assist the teachers of language minority students in meeting these needs, a compilation of findings based on research conducted by Krashen (1996, 1993, 1985a, 1985b, 1982, 1981) and Faltis and Hudelson (1998) in the area of language acquisition and cognitive development is presented. A summary of the significant findings from their research and the implications for the bilingual/ESL classroom are provided.

Krashen's Language Development Hypotheses

Krashen (1996, 1993, 1985a, 1985b, 1982, 1981) has formulated five hypotheses which emphasize a natural approach to second language acquisition. The following section summarizes the hypotheses formulated by Krashen and provides suggestions on how these may be applied to the bilingual/ESL classroom.

The Acquisition/Learning Hypothesis

Summary

The Acquisition/Learning Hypothesis emphasizes that there are two ways of developing ability in a second language. Krashen (1981) makes a clear distinction between language acquisition and language learning. His theory states that acquisition and learning are two separate processes with regard to language development. According to Krashen, language acquisition occurs subconsciously as a result of participating in natural communication where the focus is on meaning. A second language is, therefore, acquired through a process which is very similar to the way children develop competence in their first language. Children are merely exposed to their first language in natural situations, and they effortlessly "pick it up." The speaker who has acquired a language will be able to use it fluently, but may not be able to identify the rules and grammar of the language. On the other hand, language learning occurs consciously as a result of the formal study of the language with some attention paid to the formal properties of the language (i.e., rules and grammar). A speaker who has learned a language will be able to identify the rules and structure, but may not be fluent in its use. An emphasis on error correction and the unnatural use of language may contribute to this result. Research evidence (Krashen, 1981, 1982, 1985a, 1985b; Krashen & Terrell, 1983; Cummins, 1981; Garcia, 1992) indicates a need to emphasize the

acquisition, rather than the learning, of a second language, since the natural, meaningful development of language promotes the type of linguistic proficiency necessary to perform tasks which require higher order, cognitive abilities.

Classroom Implications

By using a more natural approach to the development of language, teachers can make communication more meaningful and easier to internalize. A positive classroom environment that allows students to feel safe about taking risks will allow them to use and develop their second language naturally. Second language teachers should strive to create a natural setting where students can freely communicate with one another and use the second language creatively. Lessons should be relevant to the students' life experiences and should incorporate cooperative group activities and peer tutoring. Second language teachers should also focus on meaning, not on the correctness of an utterance. Plenty of opportunities should be provided for the students to be exposed to the second language as it occurs in natural situations.

Natural Order Hypothesis

Summary

The Natural Order Hypothesis indicates that students follow an invariant order in the acquisition of formal grammatical features. Grammatical structures will be acquired in a predictable order. Krashen presents this as a partial explanation for the fact that often no matter how much teachers drill their students and correct them, the students continue to make the same errors. The reason for this is that students must be developmentally and linguistically ready to acquire grammatical structures. Overgeneralizations, however, should be seen as signs that rules are being attempted (Faltis & Hudelson, 1998).

Classroom Implications

Although it is generally agreed that second language development is characterized by the orderly acquisition of stuctures, it is important to remember that the linguistic development of individual students will vary. Since linguistic errors are part of the natural progression of language development, second language teachers should allow these errors to occur. However, if a teacher feels she must correct an error, this should be done in a subtle manner. It is very important that students not be rushed into using linguistic structures they have not yet acquired. Engaging students in authentic communication will also facilitate the acquisition process.

The Monitor Hypothesis

Summary

Another hypothesis developed by Krashen is the Monitor Hypothesis

(Krashen & Terrell, 1983). This hypothesis identifies the relationship between acquisition and learning. Krashen emphasizes the function served by each. He maintains that acquisition facilitates the development of fluency in the language, while the only function of conscious learning is to serve as an editor or monitor. The monitor can, therefore, be viewed as the internal device that learners use to edit their linguistic performance in the second language.

Classroom Implications

There should be an emphasis on naturalness in the environment in which second language development is expected to take place. Since fluency is facilitated through the acquisition process, the amount of time actually spent teaching the language should be minimized. Furthermore, second language teachers should allow students enough time to use their monitor as a "self-check" before prompting, making suggestions, and correcting errors. They should also foster a classroom environment which encourages students to take risks.

The Input Hypothesis

Summary

The Input Hypothesis (Krashen, 1985b) maintains that a second language is acquired when the students are provided with input that contains structures that are somewhat beyond their current level. These structures are acquired not through any formal analysis of their form, but through an understanding of the message which is conveyed. If linguistic and academic growth is to occur, students must receive an abundance of comprehensible input as well as input that is at what Krashen calls the "i + 1" level.

Classroom Implications

Teachers can provide scaffolding and adjust assistance according to the students' needs. Students should also be allowed a "silent period" during which time they are allowed to build up linguistic competence through listening. Teachers may also use peers to provide meaningful input by pairing second language learners with native speakers for group work. This will create opportunities for second language learners to receive linguistic input from a variety of speakers. Other ideas include utilizing whole language instruction and integrating the curriculum. Teachers should have high expectations and continuously challenge students to achieve.

Affective Filter Hypothesis

Summary

The Affective Filter Hypothesis addresses second learner characteristics (Krashen, 1985a). This hypothesis states that feelings, personality, motivation,

fear of failure and other personal characteristics of the learner will determine how successful the learner is in developing a second language. Affect refers to the learner's feelings about the new language and its speakers. This can include such variables as motivation, confidence, and anxiety. The filter controls how much input the learner receives and converts into intake. According to Krashen, students with a low level of anxiety who are highly motivated and self-confident are likely to acquire a second language with greater ease than unmotivated students who are anxious and lack self-confidence. The latter possess a "filter" or mental block which prevents them from effectively acquiring the second language.

Classroom Implications

Teachers should promote the positive growth of students' self-confidence and self-esteem. They should strive to create a relaxed, positive classroom environment where students experience success. Nonverbal responses and responses in the student's native language should be accepted and valued. Jazz chants, music, storytelling, and instructional games can also be used to help lower the students' affective filter and facilitate the language acquisition process.

Faltis and Hudelson's Guiding Principles

Based on their research, Faltis and Hudelson (1998) have identified five guiding principles for effective bilingual education classrooms. Each principle will be briefly discussed and classroom implications will be provided in the following section.

Principle No. 1.
Language Is A Socially Shared Meaning System.

Summary

According to Faltis and Hudelson (1998, 1994), language is a system for creating and sharing meaning. Since language is social, meaning is dependent on what the community of users has experienced. This principle also implies that second language learners must be socialized on how to use the new language.

Classroom Implications

Second language teachers should celebrate the cultural and linguistic diversity of their students by providing opportunities for them to use their prior knowledge and personal experiences to meet social and academic needs. Efforts should be directed at creating natural settings students will likely encounter in real life as a basis for language development activities.

Principle No. 2.
Learning, Including Language Learning, Is Socially Constructed.

Summary

This principle emphasizes that the development of language is fundamentally social. The authors maintain that since learners construct their knowledge of the world through interaction with others, students also develop oral and written language through its use.

Classroom Implications

Teachers should create opportunities for students to interact with peers who have developed greater proficiency in the langauge. One way of doing this is through cooperative learning. Students work together to accomplish group goals, but are still held individually accountable for their contribution to the learning process. Students should be encouraged to learn from each other. Second language teachers should also demonstrate the variety of purposes of language, but they should do so within a meaningful context in the classroom.

Principle No. 3.
What Students Talk, Read, and Write About Matters.

Summary

This principle emphasizes that students must be given the opportunity to explore issues in their lives and examine topics and themes that are of personal interest. Their intellectual, cultural, and social needs must be validated.

Classroom Implications

Students should engage in activities that allow them to share their own stories and to relate their own personal experiences. Second language teachers should integrate students' interests and experiences in the curriculum. They should also challenge their students to develop and practice higher order thinking skills.

Principle No. 4.
Literacy Is Language; Language Is Literacy.

Summary

This principle states that language and literacy cannot be separated. Both are socially constructed as students subconsciously generate, test, and refine hypotheses about the new langauge.

Classroom Implications

Second language teachers should not teach listening, speaking, reading, and writing separately, since these processes are all interconnected. Therefore, thematic units should be utilized and efforts should be directed toward the natural

and authentic use of language.

Principle No. 5.

L1 Proficiency Contributes To Learning And To L2 Development; L1 Interaction Facilitates L2 Participation.

Summary

This principle supports Cummins' Interdependence Hypothesis (1981) which states that the development of a student's native langauge will facilitate the acquisition of a second language. This is due to the fact that literacy skills and concepts developed in the first language do not have to be relearned in the second language. In fact, native language literacy actually benefits second language learners as they apply primary language knowledge, skills, and abilities to the new language (Perez & Torres-Guzman, 1992; Hudelson, 1987; Cummins, 1981).

Classroom Implications

Students should be encouraged to express themselves in the language they feel most comfortable. Initially, the focus should be on meaning, not correctness of form. Basic cognitive concepts should be established in the first language, since these will readily transfer to the second language. Teachers should encourage and promote the development of linguistic proficiency in both languages. The goals of bilingualism and biliteracy should be supported.

Activities That Promote
First and Second Language Development

The research presented in this paper indicates that students develop language through a natural process in an environment that emphasizes the authentic use of the first and second language. The following section contains a description of literacy-based activities that can be used to promote language development. Since the activities can be implemented in either the first or second language, they can be effectively utilized in bilingual or English as a second language classrooms.

Puppet Plays

Many teachers have observed that shy students and those who have not yet reached a level where they feel comfortable using the second language seem to be able to lose their inhibitions when they are encouraged to use puppets. This makes the use of puppets a very valuable tool for language development. Students also enjoy demonstrating their creativity in making their own puppets.

Language Experience Aproach

The core of the language experience approach builds upon stories dictated by individual children, small groups, or the whole class. As a rule, the stories are written down verbatim, after which students read them back. Through this ap-

proach, students learn to see reading and writing as purposeful communication about their own interests and concerns.

Although language experience stories are usually based on real life and classroom experiences, this approach can also be used in conjunction with a story that has been read in class. After reading a story to the students, the teacher asks them to retell the major happenings. The story is written down and then read as a group (choral reading). Individual students can then be called upon to read specific phrases and sentences.

Shared Reading With Big Books

The large-book experience provides an interesting, non-threatening introduction to reading. Because the books are oversized, they can be shared with all the children in a more personal way than a smaller book would allow. As a result, all of the children become group participants in this literacy activity.

Patterned Books

Patterned books make use of repeated phrases and refrains. These books also often contain rhymes. The predictable patterns allow beginning second language readers to become immediately involved in a literacy event in their second language.

Illustrating Stories

Asking students to illustrate stories or poems they have read, or have listened to, provides another way to develop second langauge children's response to literature. Students can make a published book of a short story, folktale, or poem and create pictures that illustrate the literature.

Courtroom Drama

Many stories depict controversial characters that can be asked to stand trial for their bad deeds (i.e. the wolf in "The Three Little Pigs" or the main character in the leyenda, "La Llorona"). In order to portray the courtroom scene, the students will need to assign roles that include the judge, witnesses, the prosecutor, the defense attorney, and the accused criminal. Students should be given the opportunity to create their own props and prepare a simple script.

Reader's Theatre

Reader's Theatre is a dramatic presentation that is read by a group of students, with each student assuming the role of a story character. Beginning readers can read and dramatize a script from a story they have read. Intermediate readers can create their own scripts to read and dramatize. For beginning second langauge students, teachers should select stories that are somewhat brief and have a simple structure with a clear beginning, middle, and end.

Talk Show

Many students watch television talk shows such as <u>Oprah</u>, <u>Cristina</u>, and <u>El y</u>

Ella. Students can be asked to adapt stories they have read or heard in class to this familiar format. They will need to select a talk show host and assign character roles from the story to be the guests on the show. For example, Cristina may interview the characters from "Beauty and the Beast" or Oprah may have La Llorona as her guest. Other students can be members of the studio audience who ask questions. It may be a good idea to brainstorm with the students prior to this activity to develop a list of questions that the guests will be asked by the interviewer and the studio audience.

Literature Response Journals

Literature response journals are personal notebooks in which students write informal comments about the stories they are reading, including their feelings and reactions to characters, setting, plot, and other aspects of the story. After reading a *leyenda* or *cuento*, students can make an entry in their journal addressing these elements.

Dioramas

To complete this activity, the students must be provided with a small box, such as a shoebox. Students can work individually or in pairs to create a "shoebox art project" that depicts a scene from a favorite *cuento*.

Conclusion

Teachers who have made a commitment to working with students whose first language is not English have taken on the responsibility of doing their best to help each child reach his or her potential. This article was developed as an aid to assist practitioners in applying current second language research in their bilingual and ESL classrooms.

References

Baker, C. (1996). Foundations of bilingual education and bilingualism. (2nd ed.) Clevedon: Multilingual Matters.

Crawford, J. (1989). Bilingual education: History, politics, theory and practice. Trenton, NJ: Crane Publishing Company.

Cummins, J. (1989). Empowering minority students. Sacramento, California: California Association for Bilingual Education.

Cummins, J. (1981). The role of primary language development in promoting success for language minority students. In Schooling and language minority students: A theoretical framework. Sacramento: State Department of Education.

Faltis, C. (1997). Joinfostering: Adapting teaching for the multilingual classroom. New Jersey: Merrill.

Faltis, C. (1994). Doing the right thing: Developing a program for immigrant and bilingual secondary students. In R. Rodriguez & N. Ramos (Eds.), Compendium of readings on bilingual education (pp. 39-47). San Antonio,

TX: Texas Association for Bilingual Education.

Faltis, C. & Hudelson, S. (1998). Bilingual education in elementary and second-ary school communities. Boston: Allyn & Bacon.

Faltis, C. & Hudelson, S. (1994). Learners of English as an additional language in K - 12 schools. TESOL Quarterly, 28 (3), 457-468.

Garcia, E. (1992). Linguistically and culturally diverse children: Effective in-structional practices and related policy issues. In H. Waxman, J. Walker de Felix, J. Anderson, & H. Baptiste (Eds.). Students in at-risk schools: Improving environments for learning. Newbury Park, CA: Corwin Press.

Hudelson, S. (1987). The role of native language literacy in the education of language minority children. Language Arts, 64(8), 827-841.

Krashen, S. (1996). Under attack: The case against bilingual education. Culver City, CA: Language Education Associates.

Krashen, S. (1993). The power of reading. Englewood, CO: Libraries Unlimited.

Krashen, S. (1985a). Inquiries and insights: Essays on second language teaching, bilingual education and literacy. New York: Longman Publishers.

Krashen, S. (1985b). The input hypothesis: Issues and implications. New York: Longman Publishers.

Krashen, S. (1982). Principles and practices of second language acquisition. New York: Pergamon.

Krashen, S. (1981). Bilingual education and second language acquisition theory. In Schooling and language minority students: A theoretical framework. Sacramento: California State Deartment of Education.

Krashen, S. & Terrell, T. (1983). The natural approach: Language acquisition in the classroom. New York: Pergamon Press/Alemany Press.

Perez, B. & Torres-Guzman, M. (1992). Learning in two worlds: An integrated Spanish/English biliteracy approach. New York: Longman Publishers.

Quintero, E. and Huerta Macias, A. (December 1990). All in the family: Bilingualism and biliteracy. The Reading Teacher, pp. 306-312.

Ramos, N. & Santos, R. (Spring 1996). An overview of bilingual education: History, theory, and application. The Journal of the Texas Association for Bilingual Education. Vol. 3, No. 1, pp. 1-12.

Richard-Amato, P.A. (1996). Making it happen: Interaction in the second language classroom, from theory to practice. White Plains, NY: Longman Publishers.

Tinajero, J., Calderon, M. & Lazarowitz, R. (1992). Cooperative learning strategies: Bilingual classroom applications. In Tinajero, J. & Ada, A.F. (Eds.) The power of literacy and biliteracy for Spanish-speaking students. New York: MacMillan/McGraw Hill.

A Systematic Change in Bilingual Teacher Preparation and Student Learning: Field-based Teaching Blocks

Carlos G. Rodriguez
Southwest Texas State University

Dr. Carlos G. Rodriguez *is the Director of the Bilingual Education Deparment at Southwest Texas State University.*

Abstract: The teacher training program at colleges and universities in the United States have been increasingly criticized and blamed for the "negative" status of our educational system. This article looks at promising restructuring efforts in the way we prepare teachers for diverse classrooms. The restructuring efforts embrace the concepts of close collaboration between the universities, public schools and the community. The most visible change involves moving the university classroom to the field.

Introduction

In a response to the ongoing educational reform movement in the United States and the criticism of teacher preparation programs at the university level, some teacher training institutions have reorganized their programs into a collaborative, field-based setting, with computer, multi-media and distance-learning technology in place. The focus of this movement is a partnership between public schools, universities and communities that, in Texas, takes the form of a Center for Professional Development and Technology (CPDT). Restructuring is implemented by the cooperative efforts of the above mentioned educational entities and community activities that result in a Professional Development School Partnership (PDSP).

The collaboration is an ongoing process of jointly developing, implementing and evaluating this innovative field-based teacher preparation program. It provides preservice teachers with real life experiences with public school children two full semesters prior to student teaching. The partnership results in increased confidence, professional competence and enthusiasm for teaching. It is an opportunity to work with public school personnel in the areas of curriculum and instruction, program development and assessment and professional development. It also provides another teacher in the classroom, resulting in more one on one assistance to children and an opportunity for public school teachers to provide input into university course instruction and evaluation of preservice teachers.

The Programs

The University of Texas, El Paso (UTEP), and Southwest Texas State University in San Marcos (SWT) are two institutions that have implemented these programs. At UTEP, fifteen (15) elementary and middle schools in three districts covering more than one hundred square miles and thirty-five university students are involved in the restructured program. At SWT, the Teacher Preparation Program, started in 1992, involves three high schools, two middle schools and thirteen elementary schools serving approximately 1,500 candidates seeking initial teacher certification.

The Elementary Teacher Training Program encompasses four semesters, including two semesters of field work prior to student teaching (see Exhibit 1). Bilingual students are team taught by two university bilingual professors and public school cooperating bilingual teachers. In the Field-based I Block, classroom instruction in bilingual theory and methodology is conducted at a CPDT classroom in one of the public school sites one day a week from 8:00 a.m. to 12:00 noon. In the second day of the week, classroom instruction is applied in the bilingual public school classroom in another four hour block of time. The nine-hour elementary block is also a two day instructional block, but involves approximately 80 hours of supervised field experience during two full days per week.

For students in the undergraduate bilingual program, student teaching placement is in a public school bilingual classroom with a bilingual teacher. The students have accumulated approximately 176 hours of structured field experience before arriving at this internship level.

<u>**Exhibit 1**</u>

Bilingual Elementary Teacher

Preparation Program-Professional

Student Teaching 6 Hrs. *	
Field-Based II - 15 Hr. Block* Bilingual Block - 6 Hrs. Elementary Block - 9 Hrs.	
Field-Based I - 15 Hr. Block* Bilingual Block - 6 Hrs. Elementary Block - 9 Hrs.	
Campus Based 9 Hr. Block (Field projects included in on campus course)	

*Delivered in Field

***The Campus-Based Core** focuses on building a knowledge base in human growth and development, learning theory, understanding special needs and diversity, and curriculum. Courses in the campus-based core are blocked and team taught in order to integrate content.

***Field-Based Blocks** are team taught in professional development school sites by university professors and public school cooperating teachers two full days per week and are each one semester in length. Students enroll for 15 semester hours in each of the field based blocks I and II and gain approximately 80 hours of supervised field experience per block during these two days per week. One semester focuses on science inquiry, the introduction to the nature of reading and readers, methods and materials for development reading, introduction to bilingual education and psychological foundations of bilingual education. The second semester focuses on humanities in the integrated elementary curriculum, integrating reading and writing and assessment in these areas and teaching the bilingual content areas. All blocks emphasize curriculum development, instructional strategies, assessment, diversity, classroom management, reflective practice and technology.

***Capstone Semester** requires that candidates student teach five full days

per week for the entire semester and meet for seminars as scheduled. The focus of this experience is in integrated, thematic instruction and the application of all exit proficiencies and outcomes.

Differences between the old educator preparation programs (prior to CPDT) and new programs are illustrated in Exhibit 2. These differences highlight the collaborative, field based aspects of the new programs.

Exhibit 2

Comparison of Old and New Programs

Old Program	New Program
developed by university	developed collaboratively by university and public schools
mostly campus-based courses	field-based blocks
isolated courses	integrated courses
theory separate from practice	theory and practice integrated
assessment through individual courses only	ongoing proficiency-based assessment
if students pass courses and ExCET, they get certified	students must demonstrate proficiency before they can be certified in addition to passing courses and ExCET

Positive Outcomes

In a dissertation study of three teacher training institutions in Texas, Charlene Fleener of Texas A & M University, Commerce, compared the retention rates of teachers who had been prepared through field-based CPDT programs and the traditional route (see Table 1). The study included 1,959 elementary teachers, about half of whom were prepared by the field-based CPDT program and about half prepared through the traditional University Campus-Based (UC-B) route. The teachers in the study graduated in the years 1993 to 1996 and began teaching in 1993-94 to 1996-97.

Table 1 shows the attrition and retention percentages for the total group of the three institutions (All Sites) and also by institutions (Sites A, B and C). Those

teachers who began teaching, left the profession, and had not returned to a teach-ing position by Fall 1996 are identified as Permanent leavers. Temporary leavers are those who had begun teaching, left the profession and had resumed teaching by Fall 1996.

In the All Sites group, 4.8% of teachers prepared through a CPDT program had left the profession compared to 12% of those prepared through a traditional program, a highly significant statistic. Although neither ethnicity nor academic performance correlated significantly with teacher retention, the study revealed that males left the profession in significantly higher numbers than females. For all groups, however, those prepared through CPDT programs stayed in the pro-fession in greater numbers than those prepared through the traditional way.

The data enforce the conclusions of many proponents of field-based teacher preparation programs that these programs better prepare teachers for the demands of teaching and that this better preparation results in greater numbers of them staying in the profession through the early years.

An independent third party evaluation of site B's CPDT program also in-cluded positive findings although the investigators included a disclaimer that the findings were not intended to imply that the CPDT field preparation was neces-sarily superior to the traditional preparation program. The survey of students participating in both CPDT and traditional teacher preparation courses did result in the following selected observations:

(1) Block students spent more time doing actual teaching (about 27%) than did traditional students (18%).

(2) Traditional students spent substantially more time (31%) in assisting the classroom teacher in correcting papers, making materials, etc. than did block stu-dents (about 10%).

(3) Block students reported greater gains in confidence than did traditional students.

(4) A substantially greater percent of block students cited enthusiasm/ex-citement as a factor that influenced their decision to enter teaching when com-pared to traditional students (63% vs. 26%).

During the period 1990-91 through 1996-97, Site B monitored the Adminis-tration of the Examination for the Certification of Educators in Texas (ExCET) to its minority students. The ExCET examination is a state mandated evaluation of skills and knowledge required of students seeking teacher certification.

Each year of the seven year period more minority students are completing the program and taking the ExCET. The increase ranges from 124 test takers in 1990-91 to a high of 265 in 1995-96 and 248 in 1996-97. Pass rates for these students are in the 75%-95% range.   Although the rates are, for the most part, lower than Anglo student pass rates, they are substantially higher than those of minority students statewide.

Table 1

Attrition and Retention Percentages within Programs for All Sites and Sites A, B, and C.

University participants	CPDT		UC-B		Totals	
	0	%	0	%	0	%
All Sites						
Leavers	42	4.8	131	12.0	173	8.8
Permanent	36	4.1	114	10.5	150	7.7
Temporary	7	0.7	16	1.5	23	1.2
Stayers	829	95.2	957	88.0	1786	91.2
Totals	871	100.0	1088	100.0	1959	100.0
Site A						
Leavers	23	6.3	52	12.2	75	9.5
Permanent	20	5.5	45	10.6	65	8.2
Temporary	3	0.8	7	1.6	10	1.3
Stayers	344	93.7	373	87.8	717	90.5
Totals	367	100.0	425	100.0	792	100.0
Site B						
Leavers	14	4.2	52	13.6	66	9.2
Permanent	12	3.6	45	11.8	57	7.9
Temporary	2	0.6	7	1.8	9	1.3
Stayers	323	95.8	330	86.4	653	90.8
Totals	337	100.0	382	100.0	719	100.0
Site C						
Leavers	5	3.0	27	9.6	32	7.1
Permanent	4	2.4	25	8.9	29	6.5
Temporary	1	0.6	2	0.7	3	0.7
Stayers	162	97.0	254	90.4	416	92.9
Totals	167	100.0	281	100.0	448	100.0

From: Fleener, C.E. (1998).

Summary

The institutions involved in these new teacher preparation programs strongly believe that educational reform in the way students are trained to be effective public school teachers lies in the collaborative efforts of the field based partnerships. In an overview of their CPDT program, SWT declares the following:

> The practitioners who are products of the new SWT educator preparation programs will enter their positions armed with the complex knowledge, skills and dispositions necessary to meet the diverse needs of students in the 21st Century. These novice teachers will have mastered the state proficiencies outlined in Learner Centered Schools of Texas, through multiple semesters of field-based experiences in the public schools. These educators are different from those exiting the programs prior to 1992 in that they have demonstrated their mastery of these proficiencies to their professors and public school educators who are partners in both design and delivery of the educator preparation programs. Graduates have had field-based opportunities to connect theory and practice and exit the program with a portfolio of authentic assessments of their competencies. **Program Approval** Overview of Product, p. 1 SWTCPDT, May 1995.

Indeed, sound educational principles undergird the programs. The integration of teacher education courses and theory and practice has been supported by research. That it takes place in a field setting makes it more promising in its effectiveness. In addition, the collaborative efforts of University and public school educators along with community resources is an educational reform component that currently receives widespread recognition and support. Finally, taking the preservice instructional process and installing it where the learners are should result in a better prepared teacher. The data are promising.

References

Adler, S., and Goodman, J. (1986). Critical theory as a foundation for methods courses. Journal of Teacher Education, 37 (4), 2-8.

Cochran-Smith, M. (1991). Learning to teach against the grain. Harvard Educational Review, 61 (3), 279-310.

Darling-Hammond, L. (1994). Professional development schools: Schools for developing a profession, New York: Teachers College Press.

Darling-Hammond, L., and Cobb, V.L. (1995). A comparative study of teacher training and professional development in APEC members. Washington, DC: U.S. Department of Education.

Feiman-Nemser, S. (1990). Teacher preparation: Structural and conceptual alternatives. In W.R. Houston (ed.), Handbook of research on teacher education (pp. 212-233). New York, Macmillan.

Fleener, C.F. (1998). <u>A comparison of attrition rates of elementary teachers prepared through traditional undergraduate campus-based programs, and elementary teachers prepared through Centers for Professional Development and Technology field-based programs by gender, ethnicity and academic performance.</u> Unpublished doctoral dissertation. Commerce, TX; Texas A&M University - Commerce.

Goodman, J. (1988). Constructing a practical philosophy of teaching: A study of preservice teachers' professional perspectives. <u>Teaching and Teacher Education: An International Journal of Research and Studies, 4</u> (2), 121-137.

Goodman, J. and Fish, D.R. (March-April 1997). Against-the-grain teacher education: A study of coursework, field experience, and perspectives. <u>Journal of Teacher Education 48</u> (2), 96-107.

Grant, C., and Seceda, W. (1990). Preparing teachers for diversity. In W.R. Houston (ed.), <u>Handbook of research on teacher education</u> (pp. 403-422). New York: Macmillan.

Hurley, Sandra Rollins and Blake, S. (1997). Making connections through reflective practices in a field-based teacher education program. <u>Texas Teacher Education Forum 22</u>, 35-40.

Southwest Texas Center for Professional Development and Technology, (1995). <u>Program Approval</u>, submitted to the Texas Education Agency, Austin, TX, San Marcos: Southwest Texas State University.

Sykes, G. (1985). Teacher education in the United States. In B.R. Clark (ed), <u>The School and the University,</u> (pp. 264-289). Los Angeles: University of California.

VOICES
FROM THE FIELD

*Multiple Intelligences in a
Bilingual Classroom*

Mis zapatitos nuevos

Multiple Intelligences in a Bilingual Classroom

Maria M. Santellana

Austin ISD

Maria M. Santellana *is a bilingual elementary teacher in the Austin ISD. She is also a candidate for a Masters Degree at Southwest Texas State University.*

I am always seeking new strategies and techniques to enhance the teaching of all students at our school, and especially of bilingual students, since I am a bilingual teacher. Two years ago I attended a workshop (The Portfolio Connection) and I have been implementing the techniques learned at the workshop in my classroom. It has been very beneficial for my students as well as for other students in our school.

The presenter for the workshop was Kay Burke, a very dynamic and enthusiastic person. It was a hands-on workshop and we had to perform similar tasks like the ones our students would perform for their projects. Even though this workshop was on Portfolios, it also included a section on Gardner's (1983) Multiple Intelligences, a theory to describe the mind. Some have called Gardner's Multiple Intelligences "learning styles," but Gardner says that the Multiple Intelligences are different kinds of concepts. According to Armstrong (1995), "Gardner propuso que la inteligencia tiene que ver más con la capacidad para (1) resolver problemas y (2) crear productos en un ambiente naturalista y rico en circunstancias" (pp. 1-2). Therefore, Gardner, facilitated the method to designate the wide spectrum of abilities that humans possess, grouping them into seven categories or intelligences (Logical/Mathematics, Visual/Spatial, Verbal/Linguistics, Intrapersonal, Interpersonal, Musical/Rhythmic, and Bodily/Kinesthetics).

Kay Burke had incorporated Gardner's Multiple Intelligences with Portfolios. It sounded wonderful, but it was all in English and I teach bilingual students. I knew the regular classroom teachers could implement and utilize this type of activity, but I wanted "all" students to benefit from this. I also wanted to make sure I knew what I was doing before I started explaining this to the rest of the teachers.

I used Kay Burke's format and developed a thematic unit using what I had learned at the workshop. I created the Multiple Intelligences grid in Spanish for the bilingual students. My second grade class would participate in this project first, before I shared it with the rest of the staff. I wanted to see if this type of project was going to work. I also wanted projects and other related items to share

with the teachers.

The process was easy once I created a master. I reviewed my curriculum; then I went to work on developing the unit. The first nine weeks that year, I would teach environments (e.g., desert, ocean, rainforest, etc.) integrating all subject areas. The first thematic unit would be the "The Desert." Once I did that, I started working on the grid and typed in the headings (Logical/Mathematics, Visual/Spatial, Verbal/Linguistics, Intrapersonal, Interpersonal, Musical/Rhythmic, and Bodily/Kinesthetics). Then, I came up with four or five activities for each intelligence.

The application for this project was explained to the students and examples were provided for them to see. The time frame for completion of these projects/products was two weeks. I allowed time each day for students to work and they could also do some of the activities at home (e.g., diorama, poems, puzzles, etc.). Parents were asked to help but not to do the work for their child. Students who wanted to would present their work to the class. A rubric was handed out to students and explained. Students were told this rubric would be used to score their work. Their work would also be evaluated by their peers (peer evaluation).

The procedure was explained to the students. The students would decorate the cover for their portfolio. Their work would be stored in their portfolio until all work was completed and handed in. They were then given the Multiple Intelligences grid. Students were to select one activity for each intelligence by drawing a rectangle around the one they were going to do. At the beginning, I supplied all the materials for the students to use.

The work that the students accomplished was outstanding! The creativity and the workmanship on some of the work was wonderful. I was so impressed. I invited my principal to come see the student's work and he was just as impressed. He asked me to present a workshop to our campus on Multiple Intelligences. I did, and we have been using Multiple Intelligences type activities ever since. We meet by grade levels, K-3, regular and bilingual teachers and help each other develop thematic units. The bilingual teachers then translate them into Spanish for the bilingual students who are not proficient in English.

These types of activities can be accomplished and modified for all students. At the end of that year, students' critical thinking skills had greatly improved. They asked more questions and had become more inquisitive in all subjects areas.

This past year my students had to incorporate technology into their work. I had one particular student who accomplished 90% of his work for his Multiple Intelligences Portfolio using the computer while the rest of the students did half or more of their work also on the computer.

The first year, I developed eight thematic units and my students accomplished them all. Since then, we, as a grade level, have developed many more. This year we will use a revised rubric or assessment tool for the teachers to assess the Multiple Intelligences Portfolios and Self-Evaluation checklist for the students.

This article does not explain all there is to know about Multiple Intelligences. Further reading is recommended on the subject. I highly recommend attending a conference on Multiple Intelligences.

References

Armstrong, T. (1995). Intelligencias multiples en el salón de clases. Association for Supervision and Curriculum Development. Alexandria, VA.

Burke, K., Folgarty, R., and Belgrad, S. (1994). The portfolio connection. Arlington Heights, Illinois.

Gardner, H. (1995). How are kids smart? Multiple intelligences in the classroom. National Professional Resources, Inc. Port Chester, NY. (VHS, 41 minutes, Video) (ISBN#1-887943-03-X).

Gardner, H. (1993). Multiple intelligences. The theory in practice. New York: Basic Books.

Gardner, H. (1983). Frames of mind: The theory of multiple intelligences. New York: Basic Books.

Mis zapatitos nuevos

Laura Mani

Southwest Texas State University

Laura Mani *is an undergraduate student at Southwest Texas State University where she is pursuing a Bachelors in Interdisciplinary Studies with a specialization in Bilingual Education. She also serves as an officer in the Bilingual Education Student Organization.*

Recuerdo la vez que viajamos a los Estados Unidos por primera vez para reunirnos con mi papá. En aquel entonces, mis padres solo tenían pensado trabajar en los Estados Unidos por un poco tiempo y luego regresar a México. Solamente mi hermanito de un año y yo, de cinco años, viajamos con mi mamá. No fue un viaje placentero, pues duró poco mas de dos semanas. Mi papá había contratado a un *coyote* para que nos guiará y nos llevará con él, pero a medio camino, nos abandonó. Yo era muy chica y no recuerdo muy bien los detalles, pero lo que sí recuerdo es haber caminado varios días con muy poco descanso. Tanto caminamos que mis pies se ampollaron. Mis zapatitos se habían roto y sentía horrible, y varias veces le pedía a mi mamá que me llevara en brazos, pero era imposible que ella cargara a mi hermanito y a mí al mismo tiempo. Lo unico que podía hacer mi mamá era consolarme y pedirme que fuera valiente, que ya pronto llegaríamos. Tambien me animaba diciendome que tan pronto llegaramos, mi papá me curaría y unos zapatitos muy lindos me compraría. Al fin, despues de tantos percanses, logramos llegar con papá. Yo sabía que por ser "valiente", me curaría y mis zapatitos nuevos me compraría. A pesar de que llegamos de noche, yo insistía que mis zapatitos me compraran. Mis padres muy cariñosos, me arruyaron y prometieron que al día siguiente, iríamos por mis zapatitos nuevos.

A pesar de que este recuerdo no es muy agradable, me ayuda a ver la importancia de ser constante en mis esfuerzos por alcanzar mis metas. Estoy determinada a seguir adelante sin dejarme vencer por los obstáculos en mi camino, que al fin, de una forma o de otra, llegará mi recompensa.

RESOURCES

Resources for Bilingual Educators:
  Responding to the Unz Initiative

Adding Mexican American Children's
  Books to Your Collection

Resources for Bilingual Educators:
Responding to the Unz Initiative

Robert D. Milk

University of Texas at San Antonio

Dr. Robert D. Milk is Professor and Director of the Division of Bicultural-Bilingual Studies at the University of Texas at San Antonio.

Recent political developments in California have underscored the need for ready access by bilingual educators to reliable information on fast-breaking events that are potentially harmful to our profession and to our students. The tendency of national media to provide rapid, superficial coverage of wedge issues such as bilingual education only exacerbates the current state of widespread misinformation and poor understanding on these topics in our local communities. One potential antidote to this problem lies in selective use of the internet to obtain indepth, accurate information on matters that have been misreported or inadequately analyzed in the mainstream media.

The TABE web site (http://www.tabe.org) provides a number of links to valuable information sources for bilingual educators, among them: NABE, OBEMLA, TEA, National Clearinghouse for Bilingual Education (NCBE), Intercultural Development Research Association (IDRA), Southwest Education Development Laboratory (SEDL), Office for Civil Rights (OCR), ERIC, National Council of La Raza, and the Center for Applied Linguistics (CAL).

In addition to these TABE links, there exist numerous valuable resources accessible through the internet that can assist educators in becoming more effective advocates for bilingual learners. The most useful sources for advocacy purposes are those which provide direct access to up-to-date information on high-profile events, and which provide indepth coverage of core issues that are poorly reported or commonly misinterpreted. Developments related to Proposition 227 - the so-called "anti-bilingual education" initiative recently passed by California voters - need to be closely followed by Texas bilingual educators, if for no other reason than because of the inevitable comparisons drawn by media and anti-bilingual forces between the two states. In this specific instance, information is power - massive misreporting of the highly publicized California referendum has led to widespread confusion and doubts among many Texans of all political persuasions. A concrete example of the pernicious effect of poor coverage is the widespread impression created across the nation that "Latinos are against bilingual education" - an impression created through pre-election surveys and as a result of

endorsements by a few high-profile celebrities, such as Jaime Escalante. The actual election results tell a different story - according to the highly respected Los Angeles Times / CNN exit polls, 63% of Latinos voted against the initiative despite its confusing wording which stressed "English for the children" (Hispanic Link, June 15, 1998, p.1). Major newspapers across the nation, including The Washington Post, Chicago Tribune, Christian Science Monitor, and Dallas Morning News, reported that the initiative "had wide support among Hispanic voters". Whereas pro-Unz predictions drawn from pre-election polls were widely reported in these newspapers, the exit polls showing that Latinos voted by an almost 2-to-1 margin against the Unz initiative were not reported. Hence, the impression falsely created across the country is that Latinos in California are now against bilingual education.

Clearly, the only effective counter available to educators for combating widespread misreporting on bilingual education is reliable, accurate factual information. The internet is notorious as a repository of misinformation, shoddy reporting and superficial analysis. Therefore, it is somewhat ironic that it should emerge as an important information source as an antidote to misinformation, shoddy reporting and superficial analysis! Nevertheless, when events are rapidly changing and local coverage is either absent or flawed, information posted on the internet through dependable sources is the only effective means by which advocates can receive reliable, valid information on these events. In reference to the current struggle in California, two excellent web sites (there are others) which are particularly useful for Texans attempting to obtain useful updated information are: (1) the Center for Multilingual Multicultural Research home page, and (2) the Language Policy Web Site.

Center for Multilingual Multicultural Research-

University of Southern California:

http://www.usc.edu/dept/education/CMMR/

This web site provides valuable access to information on linguistic and cultural research, and includes sections dedicated to (a) Bilingual, ESL and Multicultural Resources, (b) Latino/Hispanic Resources, and (c) Language Policy and Language Rights. In addition, the site maintains a section called "In the News" which enables the reader to access primary news sources related to California language issues. This site was one of the first to report results from a Los Angeles Times / CNN exit poll of over 5,000 voters showing that 63% of Latinos voted no on the measure, enabling bilingual education advocates to disaggregate Latino voter results from the overall Unz outcomes reported in newspapers throughout the country. In addition, in a subsection titled, "The Aftermath of Unz", numerous articles are included that analyze the results of the referendum. For example, one article titled, "Bilingual Education: Do Hispanics Love it or Loathe it?", describes the widespread misreporting of the Hispanic vote on Proposition

227 on a national level which has contributed to the creation of one more myth regarding bilingual education - namely, that most Hispanics are against it!

Language Policy Web Site:

http://ourworld.compuserve.com/homepages/JWCRAWFORD/home.htm

One of the best sources of information on U.S. language issues is this web site maintained by noted bilingual education author James W. Crawford. Included in this site is a wealth of information related to topics such as language policy, language legislation, and anti-bilingual education initiatives. Crawford also includes in his site brief pieces on bilingualism and bilingual education research that can serve as highly useful reference tools for educators seeking quick access to talking points for dealing with skeptics and doubters regarding the merits of bilingual education.

Information available through the internet on any topic or issue is not necessarily reliable nor accurate - indeed, much of what is available is even less reliable than what is disseminated through the print media, which are at least subject to some measure of review. These two sites, however, provide valuable information for bilingual educators that is not readily available through print sources and should, therefore, be consulted by Texans needing to understand more fully the California debacle.

Adding Mexican American Children's Books to Your Collection

Judy A. Leavell

Carlos G. Rodriguez

Southwest Texas State University

Dr. Judy Leavell teaches in the department of Curriculum and Instruction at Southwest Texas State University. She serves as one of the co-chairpersons for the Regional Committee for the Tomás Rivera Mexican American Childrens Book Award.

As you add books to your personal, classroom, or school library collection, watch for the winners of the Tomás Rivera Mexican American Children's Book Award. This national award was established in 1995 by Southwest Texas State University to encourage authors, illustrators, and publishers to produce more books that authentically reflect the Mexican American culture in the United States. Recognition of these books is particularly important since the number of children's books specifically about the Mexican American culture, although increasing, is an extremely small proportion of the number of new children's books published each year.

The first year's award was a tie between Gary Soto's <u>Chato's Kitchen,</u> illustrated by Susan Guevara; and Rudolfo Anaya's <u>The Farolitos of Christmas,</u> illustrated by Edward Gonzales.

<u>Chato's Kitchen</u> tells of a mouse family, new to the neighborhood, who encounter Chato, a barrio cat who almost makes the mice his dinner. The setting of the book is eastern Los Angeles. The illustrations are rich with color and design. The dinner that Chato prepares with his friend Novio Boy is celebrated in detail. The text of the book is primarily in English but utilizes common Spanish terms and phrases as well.

The other winner, <u>The Farolitos of Christmas</u>, relays a heartwarming tale of a young girl, Luz, and her wait for her father to return from military assignment. Luz thinks of a plan that enables her grandfather to keep a promise he makes. <u>Farolitos</u> is a warm family story that weaves a plausible tale of how the first farolitos may have appeared in New Mexico.

In the second year, Carmen Lomas Garza's book, <u>In My Family, En mi familia</u> won the award. As a sequel to <u>Family Pictures, Cuadros de familia</u>, this book tells about Mexican American family and community life in the Kingsville,

Texas area. The folk art paintings contain elaborate detail that young students identify with and respond to readily. Both Spanish and English text accompany each picture which represents a significant event.

The winner this third year, <u>Tomás and the Library Lady</u>, was written by Pat Moro and illustrated by Raul Colón. The book is based on a true event in the life of Tomás Rivera, a Southwest Texas graduate and distinguished alumnus, who died an untimely death at the age of 49 while serving as Chancellor of the University of California at Riverside. Pat Mora, a distinguished author and poetess, wrote this book as a tribute to Tomás Rivera and all those who seek to learn more about the culture. The award winning book is written in English, but there is another version of the story available in Spanish, <u>Tomás y la señora de la biblioteca.</u>

All four of these books, the winners for the first three years of the award, celebrate the Mexican American culture, in all its diversity. More information about the award is available from http://tan.ci.swt.edu/Rivera/mainpage.html.

These books are treasures reflecting the Mexican American culture in authentic ways. They are valuable for students of Mexican American heritage so that they might see themselves reflected in books. The award winners are also of value for students and teachers not of the culture so they may learn about its richness and its values, such as that of family love and support.

Books published during 1998 are eligible to be considered for the next award which will be given in 1999. Send nominations to SWT College of Education, 601 University Drive, San Marcos, Texas 78666. Attention: Dr. Jennifer Battle. 512-245-2357 or 512-245-2157.

References

Anaya, R. (1995) <u>The farolitos of Christmas.</u> NY: Hyperion Books for Children.

Garza, C. L. (1996). <u>In my family: En mí familia.</u> San Francisco, CA: Children's Book Press.

Mora, P. (1997). <u>Tomás and the library lady.</u> NY: Alfred A. Knopf.

Mora, P. (1997). <u>Tomás y la señora de la biblioteca.</u> NY: Alfred A. Knopf.

Soto, G. (1995). <u>Chato's kitchen.</u> NY: G.P. Putnam's Sons.

The Texas Association for Bilingual Education

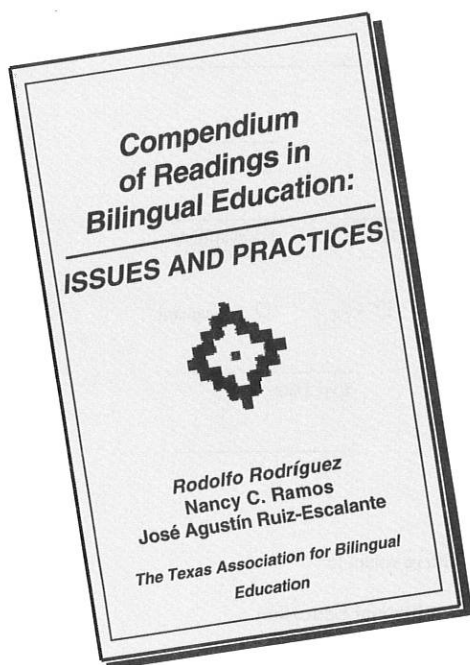## Proudly Announces the Reprint of the

Compendium of Readings
in Bilingual Education:
Issues and Practices

Released in the Summer 1998

To order, call the TABE office - 1-800-TABE-930

Compendium
of Readings in
Bilingual Education:

ISSUES AND PRACTICES

Rodolfo Rodríguez
Nancy C. Ramos
José Agustín Ruiz-Escalante
The Texas Association for Bilingual
Education

**Policy Perspectives
Program Content and Structures
Evaluation Processes
Theoretical Orientations
Strategies for the Classroom
Collaboration**

TABE Membership Form

Membership is open to anyone who supports bilingual education and promotes quality education for all students. All parents, educators and interested community persons are encouraged to join.

Types of Membership and Dues (including Local & TABE):

☐ $30 **Professional** for teachers, administrators, and other professionals.

☐ $20 **Associate or Student** for para-professionals, parents, students, and other non-professionals.

☐ $100 **Contributing Patron** for commercial, institutional, and organizations.

☐ $300 **Life-Time Membership**.

_____ _____ _____
Last name   First name   Middle initial

_____
Street address

_____ _____ _____
City   State   Zip

_____ _____ _____
Home phone no.   Work phone no.   Local affiliate:
                                                   (if known)

☐ Personal Check or Money Order   ☐ Visa   ☐ Mastercard

_____   _____
Credit card #   Exp. Date

_____   _____
Signature   Date

Return form with payment to:

Texas Association for Bilingual Education
6323 Sorvereign Dr., No. 178
San Antonio, Texas 78229
1-800-TABE-930
www.tabe.org