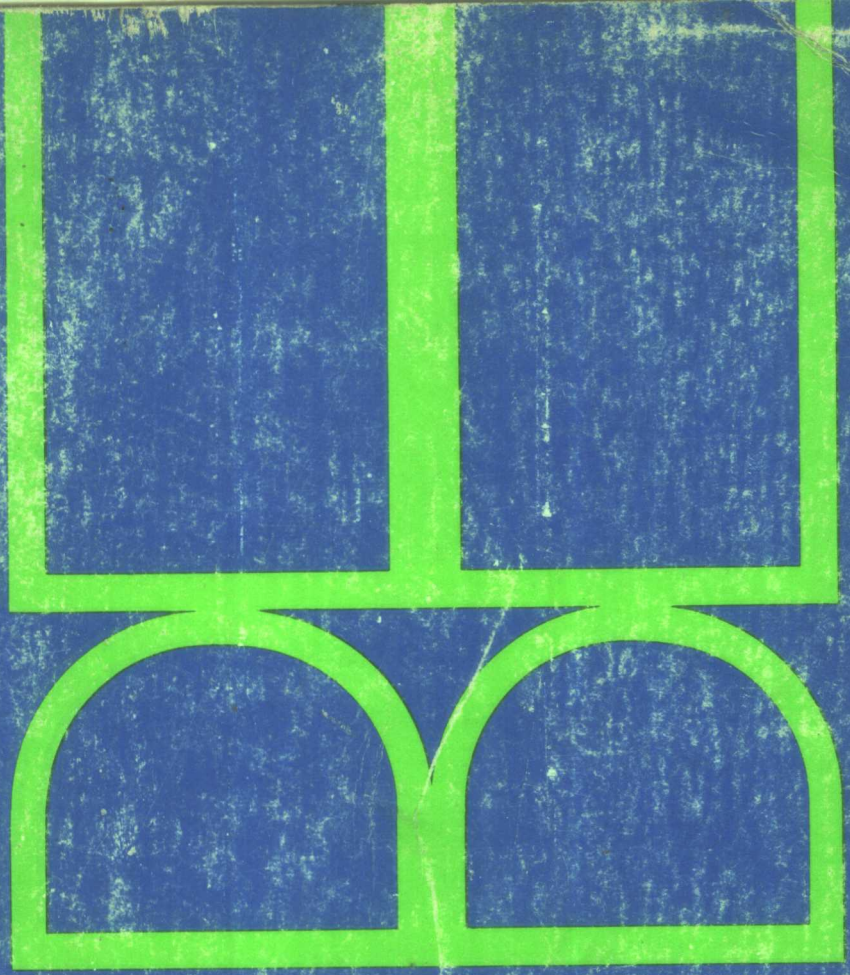

BILINGUAL MULTICULTURAL EDUCATION AND THE PROFESSIONAL

From Theory to Practice

TRUEBA • BARNETT-MIZRAHI

EDITORS

BILINGUAL MULTICULTURAL EDUCATION AND THE PROFESSIONAL

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Carol Barnett-Mizrahi

Editors

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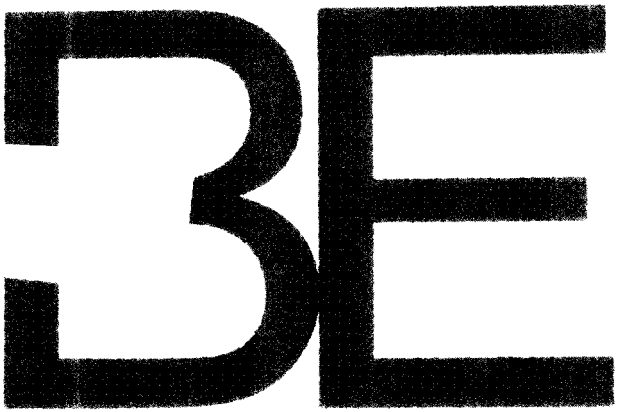

A Series on

BILINGUAL MULTICULTURAL EDUCATION

Because bilingual education is a relatively young field, there is, still, a paucity of materials available for the training of professionals. Most of the materials developed to date have concentrated at the basic classroom level to the exclusion of materials for institutions of higher education. The Midwest Organization for Materials Development at the University of Illinois, Urbana-Champaign, concerned with this void in the field, has developed a series of curricular texts for practicing and future professionals in the field. This series, written for teachers, teacher trainers, administrators, supervisors, faculties in institutions of higher education, government officers, legislators and others who are concerned with the quality of education for linguistic minorities, presents a compendium of knowledge about bilingual education, both theoretical and applied, from what has been – to what is – to futuristic projections of what may be.

Each book in the series, although highly readable for a number of different audiences, has been carefully directed toward specific professionals. The series, in total, makes a basic library for those in bilingual education and related fields.

Preface

The more bilingual education grows as a part of the total American public education scene (it already is and has long been a part of our non-public-education scene) the more need there will be for trained specialists in bilingual education. The more programs there are for training such specialists at American colleges and universities, the more there will be a need for superior selections from the literature on bilingual education. This volume is definitely classifiable as superior, not only in comparison to most of the others that have preceded it but on any absolute scale as well. The sheer number of papers it includes, the variety of topics it covers, the diversity of theoretical views that it represents and the continuum of methodological approaches that it subsumes, all serve to substantiate this judgment. We definitely have before us a selection that should be both of wide interest as well as of important assistance to administrators, supervisors, school board members, teachers, and the educated lay public itself.

The appearance of this selection is welcome also because it denotes the greater consolidation of the American public bilingual education field in terms of major subdivisions or concerns. Thus, the selection should not only be useful in already functioning training programs for teachers and others concerned with bilingual education but should, by implication, also assist in the very design (or in the improvement) of such programs in accord with the substantive sections and subsections into which the selections included in this volume have been categorized.

Although widespread public bilingual education is a relatively new phenomenon in the United States (particularly so if we continue to ignore its

1880-1916 phase in the history of American public education), it is a much older, more variegated, and more successful phenomenon in many other parts of the world. Thus, a more disciplined familiarity with American bilingual education, such as that provided by this selection, obviously leads to the next step: the search for greater familiarity with the total worldwide phenomenon of which the American development is a belated and somewhat restricted example. The one perspective (the recent American) informs the other (the diachronic international) and vice versa. Thus informed, they will doubtless both continue to grow and to improve, and that is no small accomplishment for this selection and its compilers to have contributed to.

Joshua A. Fishman

Yeshiva University, N.Y.C.
1978

Introduction

The 1970s has witnessed one of the most dramatic changes in policy and practice in educational institutions in this country. The schools, long held responsible for the assimilation of ethnic/linguistic minorities into mainstream Anglo-American education, have come under attack for failing to meet this challenge within the traditional framework of all-English-language classrooms. Under pressure from linguistic and ethnic minorities for equal educational opportunities, the courts demanded compliance with civil rights legislation, and Congress, in 1968, passed the Bilingual Education Act. This Act provided funds to support bilingual classroom programs—programs which were to use the children's native language and culture for instruction while they were learning English.

The Bilingual Education Act, amended in 1974, put forth a mandate to all school districts receiving federal funds that Limited-English-Speaking-Ability (LESA) children were to receive all courses or subject instruction in their native language until they could effectively progress through the educational system in English. Additionally, this instruction was to be delivered with sensitivity toward and appreciation of the children's cultural heritage. The schools at that time had an estimated number of between two and three million LESA children. This mandate, therefore, affected a large number of school districts.

In January 1974, the Supreme Court affirmed in *Lau v. Nichols* that school districts were compelled under Title VI of the Civil Rights Act of 1964 to provide children who spoke little or no English with special education programs in their native language, thereby giving them access to equal educational opportunities.

This ruling raised the nation's consciousness regarding the need for bilingual education and triggered additional legislation which produced general assistance centers to help school districts comply with civil rights legislation and a network of bilingual service centers for the development, assessment, and dissemination of materials as well as the training of bilingual professionals.

As with any educational alternative which vies for federal funds, criticism is always forthcoming, and bilingual education has not been an exception. Challengers have come from the ranks of Congress, special interest groups, education, journalism, and the public. This criticism has been harsh, claiming that bilingual education has not made a difference; that such programs have not proved to be any more effective educationally for ethnic and linguistic minorities than all-English-language programs. Such criticism was and is premature, however; before any judicious evaluations of the effectiveness of bilingual education can be made, effectively trained bilingual professionals must first be brought into the field. Without such teachers, teacher trainers, curriculum developers, program supervisors, researchers, and other professionals (and the prerequisite materials with which to train them), any evaluation of program effectiveness is shortsighted. Appropriate curricular materials for the training of such individuals is urgently needed. Most of the materials developed for bilingual education to date have concentrated at the classroom level. This has made good sense, for it is the children who are the immediate and ultimate target of bilingual education; however, this emphasis on classroom level materials has led to the neglect of needed materials development for Institutions of Higher Education (IHEs). This lack of materials for IHEs has adversely affected the quality of professionals at all levels coming into the field. Because of this void, the University of Illinois, Urbana-Champaign, in addition to developing materials for basic classrooms, has capitalized on major university resources and targeted its efforts on the preparation of materials for training teachers, teacher trainers, administrators, supervisors, and other bilingual professionals. A primary goal of the Midwest Organization for Materials Development (MOMD) has been, therefore, to create quality curricular texts for training bilingual personnel. This objective has been met, and this volume, *Bilingual Multicultural Education and the Professional: From Theory to Practice*, is the first in a series of IHE level texts, Bilingual Multicultural Education: From Theory to Practice.

Bilingual Multicultural Education and the Professional is a general text, geared toward teachers, teacher trainers, supervisors, administrators, researchers, and other professionals in the field, at both the preservice and in-service levels. It contains nine sections. Section 1 is a historical, philosophical, and legal introduction to bilingual education. Sections 2 through 5 deal with substantial theoretical issues: language, culture, cognition, and the development of practical instructional designs as well as bilingual-education models. The articles presented are not only theoretically sound and well written but are intimately related to the actual practice of bilingual education. Section 6 deals with the teaching of science, mathematics, reading, and social sciences in bilingual programs. Section 7

discusses second-language teaching from its theoretical and applied aspects. Section 8 confronts the problems of evaluation; and the last section, Section 9, brings together current and controversial issues.

Other volumes in the series explore in greater depth significant issues of both a theoretical and practical nature (e.g., the interface between linguistics, psychology, anthropology and sociology, and bilingual education; projected interdisciplinary contributions to bilingual education in the future; sociocultural "rules" governing classroom interaction and its effect on minority student achievement; and the substance and strength of the theoretical foundations of bilingual education. This series of curricular texts is, optimistically, only the beginning of quality materials directed toward IHEs.

Despite the controversial nature of bilingual education, it continues to be supported by Congress, and the climate for quality research is being established with intensive and committed efforts in various disciplines, notably linguistics, anthropology, and psychology. The next decade will probably be characterized by the creation of selective, highly significant research projects. This research and development will scrutinize and refine the competing philosophies within bilingual education, and although the controversies and challenges will continue, they will ultimately serve to strengthen the growth of a sound theoretical foundation. Before such debate can be profitable, however, there must be a general understanding of the body of knowledge surrounding the arguments. It is toward that end that the editors present this volume of readings.

Henry T. Trueba
Carol Barnett-Mizrahi
The Editors

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Henry T. Trueba
Carol Barnett-Mizrahi

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SECTION 1

OVERVIEW OF BILINGUAL EDUCATION

*COMING OF AGE IN BILINGUAL/BICULTURAL EDUCATION: A HISTORICAL PERSPECTIVE**

Josué M. González

During the last decade personnel responsible for the schooling of linguistic minority children have been faced with increasingly complex demands and specifications for quality program design. Among the most radical of these has been the concept of bilingual/bicultural education, which was first promoted by Spanish speakers but has now been embraced also by speakers of French, Portuguese, Chinese, Polish, Greek, Japanese, and several Indian languages, among others.

Because the concept strikes at a fundamental basis of American schooling—the language of instruction—and because of its complex underpinnings in group psychology, linguistics, civil rights, politics, and education theory, it has given rise to both anxiety and expectations in many sectors of the education community.

There is little question that an unusually high amount of misunderstanding presently exists as to the concept's goals and its underlying philosophies even though administrative, judicial, and legislative mandates have gone far in institutionalizing the practice. Such responses have often been no less obfuscating than the polemics of minority advocates or the deliberations of academicians. An example of this is the strong governmental emphasis on "integration" which, to

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many school people, is incompatible with the need to "group" children according to their language development needs.

This article will attempt to outline the historical evolution of bilingual education in the United States through a review of changing educational language policy, and to present alternative applications in the direction of bilingual schooling. It is hoped that this will serve to lend a sharper focus to the issues extant in present practices and thus place in perspective the emerging trends which will no doubt guide the future development of the concept as a viable educational approach.

Bilingual Schooling in the United States— Antecedent Movements

In the past, non-English and bilingual instruction were more often than not the rule, rather than atypical rarities, in many parts of the United States. Faust (1969), Kloss (1970), Jorgensen (1956), Fishman (1956), and other researchers have delved deeply into the history of these movements. Leibowitz (1971) has summarized much of this in his own treatise on the subject as well as added judicial, administrative, and legislative backdrops to their eventual disappearance.

The following quotations from the latter serve to illustrate the extent of these practices:

> [During the 1700s] school instruction throughout Pennsylvania, Maryland, Virginia and the Carolinas was given in German, often to the exclusion of English. (p. 6) In one district in Wisconsin one-third of the textbook funds were specified to be spent for German textbooks; in others school boards could hire only German-speaking teachers; and frequently local school-district records were kept in German. (p. 9)
>
> At the time (that California became a state), 18% of all education in the state was private and Catholic. (Ferris 1962) These private schools were composed of pupils mainly of Spanish descent and the children were taught in the Spanish language under the direction of the padres. Initially, these schools were state-supported. (pp. 47-48)
>
> As late as 1884, a school law was passed in New Mexico which recognized the public Spanish-language elementary schools: "Each county shall be and constitute a school district in which shall be taught . . . reading, writing . . . in either English or Spanish or both, as the directors may determine." (pp. 51-52)
>
> In the 1800's the Cherokees had an educational system which produced a "population 90% literate in its native language and used bilingual materials to such an extent that Oklahoma Cherokees had a higher English literacy level than the white populations of either Texas or Arkansas." (p. 78)

English-Only Instruction: A Hiatus

The advent of mandatory attendance laws for public schools, the elimination of public funding for church-related schools, and the movement toward a nationalistic, isolationist policy in the United States led quickly to a nationwide imposition of English-only instructional policies. Many states went as far as to pass laws which formally outlawed the use of other languages for instruction except in foreign language classes.

Most educators—with the support of the adolescent science of psychology—who advocated English-only instruction were also supporters of the "melting pot" theory of acculturation. This assimilationist position was sanctioned at the highest levels of government by officials working to create a unitary Americanism both political and social. One of the best examples of such voices was that of Theodore Roosevelt. On more than one occasion Roosevelt issued *pronunciamientos* on the subject. Always the message was unequivocal:

> . . . any man who comes here . . . must adopt the institutions of the United States, and therefore he must adopt the language which is now the native tongue of our people, no matter what the several strains of blood in our veins may be. It would be not merely a misfortune but a crime to perpetuate differences of language in this country. . . . We should provide for every immigrant by day schools for the young and night schools for the adult, the chance to learn English; and if after say five years he has not learned English, he should be sent back to the land from whence he came. (Roosevelt 1917)

The need to consolidate the nation's territorial gains and solidify its political processes seems to have played an important role in this drive toward cultural and linguistic homogeneity. Leibowitz (1971) has hypothesized that:

> From a central government's standpoint, a common language forges a similarity of attitude and values which can have important unifying aspects, while different languages tend to divide and make direction from the center more difficult. (p. 1)

He also suggests that the reason for this restriction may have its roots far deeper in the foundation of the nation's sociopolitical ideology, far enough in fact, that it is possible to see it as a manifestation of the social and institutional racism which is now known to operate throughout the society.

> Further analysis of the record indicates that official acceptance or rejection of bilingualism in American schools is dependent upon whether the group involved is considered politically and socially acceptable. The decisions to impose English as the exclusive language of instruction in the schools have reflected the popular attitudes toward the particular ethnic group and the degree of hostility evidenced toward that group's natural development. If the group is in some way (usually because of race, color or religion) viewed as irreconcilably alien to the prevailing concept of American culture, the United States has imposed harsh restrictions on its language practices; if not so viewed, study in the native language has gone largely unquestioned or even encouraged. (Leibowitz 1971)

The nation's xenophobia was no doubt exacerbated by developments in international affairs. Germany and Japan were clearly threatening to the United States. Domestically, German-Americans and Japanese-Americans bore the brunt as targets of retaliation. In both these groups bilingual schooling had been practiced extensively. From the beginning of World War I and through World War II bilingual education was officially restricted almost to the point of extinction. (Leibowitz 1971)

The logic of the monoglots seemed ironclad at the time. If one assumes that all beauty, virtue, and merit resides with one language (and the culture(s) it reflects), then the operational strategies are likewise clear: ban the use of all other languages in education and soon all diversity will disappear, harmony will prevail, and the threat of Babelian discord will end.