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ABSTRACT

Seven articles are contained in this publication. "Bilingual Education vs. Segregation" and "Lau Remedies Outlined" are by Jose A. Cardenas. The former discusses the bilingual education paradox in situations where children are forced to forego the benefits of bilingual education because all instruction is in English, or are segregated in order to participate in a bilingual education program. Methodologies are outlined which would allow Spanish-speaking children to be taught in heterogeneous settings. In the latter, the four phases of the development of a compliance plan are outlined, and bilingual education at the secondary level is briefly discussed. "A Perspective of Oral Language Development in Federal Programs," by Kay Jagoda Caragonne, contrasts ESL language development, oral language development in general, and oral language development in bilingual education. "PAL Measures Language Dominance" and "BSM Assesses Linguistic Proficiency in English/Spanish," by Sylvia Gil, discuss the goals, construction, administration, and scoring of the Primary Acquisition of Languages Oral Language Dominance Measure and the Bilingual Syntax Measure. "Appreciating Linguistic Varieties," by Nancy Flores, discusses socially stigmatized language varieties in terms of bilingual education. "Implementation of Innovations in Multicultural Education," by Blandina Cardenas, deals with the organizational and human-relations needs of educational institutions implementing bilingual/multicultural education. (CLK)

BILINGUAL EDUCATION

IDRA

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These articles appeared in IDRA's monthly newsletter.

BILINGUAL EDUCATION VS. SEGREGATION

by Dr. Jose A. Cardenas

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Implementation of successful bilingual programs with a culturally and linguistically heterogenous population has yet to occur, and its failure is most often attributed to organizational obstacles. Educators and school districts faced with the demand for implementation of bilingual programs still complain of difficulties in offering bilingual education to heterogeneous groupings of children having varying language dominance characteristics.

Two equally dysfunctional alternatives are often used by school districts. Spanish-speaking children are either asked to forego the benefits of bilingual instruction or to allow themselves to be segregated in order to participate in a bilingual program. What has been created is a paradox. Teaching all children in English denies the non-English-speaker equality of educational opportunity, but reversing the common methodology and teaching all children in Spanish creates a handicap for the non-English-speakers and denies them equality of educational opportunity.

This problem has been raised in the Del Rio intervention in U.S. v Texas, Keyes v Denver and others. With new legislative trends making bilingual education mandatory, the paradoxical situation might be cited by school districts as a rationale for failure to implement bilingual programs. However, methodologies to resolve the problem do exist and Spanish-speaking children can be taught in heterogenous settings.

Before outlining specific metholodogies, let us examine the prevailing educational dogma that has led to the often cited bilingual education paradox.

This dogma projects a classroom situation in which thirty children are marched in lockstep through identical instructional activities. Yet obviously neglected is the fact that all children, regardless of ethnicity or language, have different learning abilities, varying past achievement rates, different interests, aspirations, motivations, pressures and learning styles. In spite of their differences, children are subject to common instructional activities directed at the mythical average or typical child. It is this methodology, based on an outmoded dogma, that cannot fail to produce the mediocrity for which our schools are becoming famous.

Coping with varying types and degrees of language dominance is no different than coping with other varying characteristics of children. Learning activities must be differentiated in keeping with children's varying characteristics. The ultimate goal is an individualized instructional program in which each activity is compatible with each individual child's characteristics, not only as they pertain to economic status, culture and language, but also to include learning ability, achievement level, motivation, interests, etc.

In order to accomplish individualization of instruction, our perception of the teacher must change. A teacher is a director of learning activities, utilizing diagnostic, prescriptive and instructional resources in carrying out learning activities for individual, small groups and large groups of children.

The following methodologies have been successfully applied as responses to the need for providing unique learning situations in keeping with the varying characteristics of children.

Groups: Progressive teachers have learned to utilize the technique of forming flexible and interchangeable groups for implementing some instructional activities. Children can conduct self-directed activities which are neither wasteful nor disruptive as the teacher works with another part of the class. There is no reason why similar intra-classroom groups cannot be formed for bilingual instruction on the basis of language dominance.

Exchange: Another response is to regroup among different classrooms in the same school for varying periods of time during the day. Thus non-English-speaking children can be regrouped for bilingual instruction during the school day and regrouped heterogeneously for activities in which language dominance is not a critical problem.

Staff differentiation: This response to the problem of heterogeneous grouping was found very effective in the Edgewood Independent School District, one of the poorest of 1100 school districts in Texas. Staff resources were provided for teachers in order to give each child a highly individualized instructional program. Personnel utilized for individual and small group instructions were assistant teachers, aides, student teachers, interns, practicum college students, volunteer parents and other school children.

The teacher was given sufficient time to devote to training and planning activities and most of the actual interaction with children was carried out by trained paraprofessionals, recruited from the community and who reflected the child's economic, cultural and language characteristics.

Assistant teachers and teacher aides were paid paraprofessionals employed with funds made available by the State Foundation Program, Title VII, Title I, Model Cities, Career Opportunities Program (COP), employment and training programs, veteran's programs, Teacher Corps and a variety of other sources. Colleges placed a large number of bilingual interns, student teachers and practicum students. Many of the students came to San Antonio for this purpose from other cities and from as far away as Michigan and Oregon. This type of staff resource was acquired at little cost to the district.

High school students in psychology, child care and homemaking classes participated in Youth-Tutoring-Youth (YTY) programs in the district. The Youth Tutors made substantial gains in the subject matter areas in which they taught. Truancy and disciplinary problems among the secondary students before the participation disappeared as they found respect and self-fulfillment in helping other children.

The most unexpected payoff in utilizing differentiated staffing was from parents who participated as teaching volunteers. Either the skills needed for conducting simple and routine instructional activities (in English or Spanish) have been grossly overrated or skills possessed by laymen have been grossly underrated, since the parents experienced success in working with the children. Parents who had never had much to do with the school proved that they did care for their children when the relationship with the school became positive, successful and rewarding.

This amount of successful experience in implementing staff differentiation patterns demonstrates that such staffing is practical and that the facilitating of a bilingual program need not be constrained by a lack of local wealth or the absence of certified bilingual staff.

Resource Materials: Individualization of instruction can be achieved by the utilization of a wealth of instructional media which is readily available. Motion pictures, television, slides and filmstrips can be utilized individually or in small groups. Language laboratories provide for a variety of instructional activities, as well as an endless variety of programmed instruction, self-pacing materials, books, games, workbooks and other materials.

The enrollment of small numbers of non-English-speaking children, time-space constraints or the lack of a large certified bilingual staff need not be obstacles to providing quality instruction for all children in a bilingual education program. The self-described helplessness of some school districts in coping with heterogeneous language groupings of children is more of an admission of general educational inadequacies than a problem of bilingual education.

With minimal effort and a minimum of cost, school districts can offer a third option to the two dysfunctional alternatives, segregation with bilingual education or integration without, which perpetuate the denial of educational opportunities to non-English-speaking children.

LAU REMEDIES OUTLINED

by Dr. Jose A. Cardenas

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Research Association

In 1975 the Department of HEW issued a memorandum specifying remedies available to school districts for the elimination of past educational practices ruled unlawful under Lau v Nichols.

The effect of this memorandum is that a large number of school districts are in the process of developing plans to submit to HEW on approaches the districts will take in meeting the educational needs of children of limited English-speaking ability (LESA).

Since the Lau remedies were developed for a variety of school situations affecting some 15 million children in most of the 50 states, for ethnic groups speaking a variety of languages, and for school district enrollments ranging in size from dozens to thousands and constituting from 1 to 99 per cent of the student population, it is understandable that there exists some confusion in the interpretation and implementation of the guidelines.

The understanding of two principles is important if school districts are to develop comprehensive plans responsive to the Lau remedies in ways which both adhere to the spirit of the Lau decision and allow the school district to develop coherent educational programs for all students.

First, it should be understood that the remedies are minimal and that they have been drawn to adhere to the narrowest legal interpretation of Lau v Nichols on the basis of the most promising current knowledge and thought relating to the education of children of limited English-speaking ability. Thus while a bilingual multicultural program for all children in a particular area may be best from a pedagogical perspective and most efficient from an administrative perspective, these cannot be required from a legal perspective given the Court's most current ruling on the education of LESA children.

Second, it is important to bear in mind that comprehensive planning to remove past inequities between groups of students is a major effort that requires a realistic assessment of available resources including time, staff, money, space, and curriculum, and the systematic acquisition, redirection, adaptation and utilization of these to meet the new objectives. Thus a comprehensive educational plan may be unacceptable to HEW-OCR when it projects unrealistic time-outcome expectations which may in fact be little more than lip service to the requirements of Lau. By the same token a school district can establish realistic projections for time-outcome expectations relative to Lau giving an indication of an intent to aggressively and systematically pursue the appropriate resources. The Lau remedies require a plan, not a magic trick.

The HEW Office of Civil Rights has scheduled an extensive number of meetings with school personnel for Lau remedy interpretation, and Office of Education sponsored technical assistance centers (GAC-Type B) have been established to provide assistance to school districts in the implementation of remedies which respond to the Lau decision.

In spite of efforts to facilitate the implementation of Lau remedies, some amount of confusion still exists as to the minimum requirements of school districts.

The following diagrams present the basic requirements of the Lau remedies. Though not an official HEW interpretation, this simplified version based on educational administrative experience is practical, readily understood, and dispels the alarm, confusion and myths surrounding Lau remedies. Furthermore, a plan which provides for meeting the basic requirements outlined should be readily acceptable to HEW as meeting the guidelines stipulated in the Lau remedies.

The development of a compliance plan calls for four phases: student identification, student language assessment, analysis of achievement data and program offerings. Additional requirements center on secondary education, staffing, student placement, parent communication, curricular and co-curricular offerings and reporting and evaluation requirements.

Although adherence to a narrow legal interpretation of Lau v Nichols has led to the formulation of what appear to be a complex conglomerate of requirements, the remedies simply require:

a) That schools systematically and validly ascertain which of their clients are linguistically different;

b) that schools systematically and validly ascertain the language characteristics of their clients;

c) that schools systematically ascertain the achievement characteristics of their clients; and

d) that schools match an instructional program to the characteristics as ascertained.

Phase I -- Potential Student Identification

The screening process is initiated by the identification of a potential student population. These are students who may be target students as recipients of Lau remedies, though the vast majority may not be affected.

Lau remedies require three criteria for potential student identification: 1) first language acquired by the student, 2) the language most often spoken in the student's home, and 3) the language most often spoken by the student.

If the answer to all three is "English," the student is not a target student and requires no further Lau treatment.

If the answer to any of these three questions is a language other than English, the student is identified as a potential target student, though whether Lau treatment is required or the type of treatment to be offered is dependent on further analysis.

School personnel have expressed concern over the method to be used for the identification of potential target students. Lau remedy guidelines are not specific on this question other than insisting on the obviously imperative condition that the assessor have competency in the language or languages to be assessed, and that judgements which are to determine placement be validated through subsequent observation.

In very large school districts with large percentages of minority children this student identification phase may require extensive resources from the district, but a need for such resources may be kept to a minimum by utilizing parental assistance.

IDRA has developed a Community Language Survey which may be utilized. In this form, intended to be sent home with the children, parents are asked to indicate the responses to the three questions dealing with first acquired language, language most often spoken in the home and language most often spoken by the child.

Responses given by parents can be expected to be fairly valid, though as stated previously some validation should be conducted since some parents have been known to fear school reprisals for allowing their children to speak a language other than English and project their concern in their responses.

Parental fears may be assuaged through the utilization of professional and/or paraprofessional personnel who (a) speak the predominant language of the community, (b) reside in the community and/or are known to parents in the community and (c) can effectively communicate with parents the district's objectives in securing the information.

Phase II -- Student Language Assessment

It follows that regardless of a student's first acquired language, language spoken at home or in a social setting, the type of program best suited for the student is one which is compatible with his language characteristics. Though a student may have spoken Spanish before learning English, if he no longer speaks Spanish placing him in an educational program in which basic skills are taught exclusively in Spanish is obviously questionable, although placing him a linguistically heterogenous bilingual program where the child's dominant language is used for the teaching of basic skills while a second language is developed may have highly positive affective and cognitive outcomes. Therefore, it is necessary to assess the language characteristics of potential target students.

Such an assessment must be done utilizing a measure of language competence in English and other languages spoken by the student (See "PAL Measures Language Dominance," Sylvia Gil, IDRA Newsletter, Nov. 1975).

Following such an assessment the student can be classified into one of five categories:

a) monolingual in a language other than English
b) predominant speaker of a language other than English, though he knows some English
c) bilingual, i.e., has equal facility in English and some other language

d) predominant speaker of English, though he knows some other language

e) monolingual in English, speaks no other language

Contrary to a concern expressed by some school personnel, Lau remedies require that only elementary school students who are monolingual or are predominant speakers of a language other than English be placed in a bilingual education program (see diagram).

Students who are bilingual, predominant English-speaking, or monolingual English-speaking need not be placed in a bilingual education program, though other treatment may be required if the student is underachieving.

Phase III -- Achievement Data

If a potential target student is not required to be placed in a bilingual program because he is in any of the three categories: bilingual, predominant English speaker, or monolingual English speaker, further treatment is dependent on the performance in school. If the student is performing at grade level expectancy no further Lau remedies treatment is required, and he is dropped from the Lau target student population.

If a potential target student is underachieving it is required that the school system conduct a diagnosis of the learning problem and develop an individually prescribed educational plan to remedy the existing problem and assure improved performance.

Underachievement is defined in the Lau remedies as performing at or below one standard deviation below the mean score for non-minority (Anglo) children.

This definition of underachievement implies that school districts must determine achievement norms for non-ethnic/racial minority students. The standard deviation for these scores must be determined, and scores of potential target students must be compared with this criterion.

Phase IV -- Program Offering

d previously, the school distric' ust provide two educational s students under the Lau remedies. ents who are monolingual or predominant speakers of a language other than English must be placed in a bilingual education program, defined by OCR in three ways (see diagram).

Students who are bilingual, predominant or monolingual English-speaking must be diagnosed and individually prescribed compatible program must be afforded.

Secondary Level

At the intermediate and high school levels the phases for the identification of the target population are the same as at the elementary level though the fourth phase, Program Offerings, allows for a wider array of options.

Students who are monolingual in a language other than English may be placed in any of four options available to the district:

1. A bilingual education program,
2. a program in which the native language is used exclusively while English is being taught as a second language,
3. a program in which subject matter is taught in the native language and then bridged into English as English is acquired in the subject matter courses and
4. Total immersion in an English as a Second Language (ESL) program or High Intensity Language Training (HILT) program until sufficient mastery of the English language allows the student to be placed in regular subject matter courses.

As in the case of elementary level students, secondary students who are not monolingual in a language other than English and underachieving must be diagnosed and given an individually prescribed program which assures improved performance.

ESTUDIO DE IDIOMA LOCAL

Nombre de los Padres: Padre ______________________

Madre ______________________

Otro ______________________
(Si no es el Padre o la Madre)

____

____

Teléphono: ______________________

Idioma que se habla en casa: ______________________

Niños:

Nombre	Escuela que asiste	Año	Primer idioma que aprendió el niño	Idioma que se habla en casa más frecuentemente	Idioma que usa el niño para comunicarse con otros niños

COMMUNITY LANGUAGE SURVEY

Parent's Name: Father ______________________

Mother ______________________

Legal Guardian ______________________
(if other than above)

Address: ______________________

____

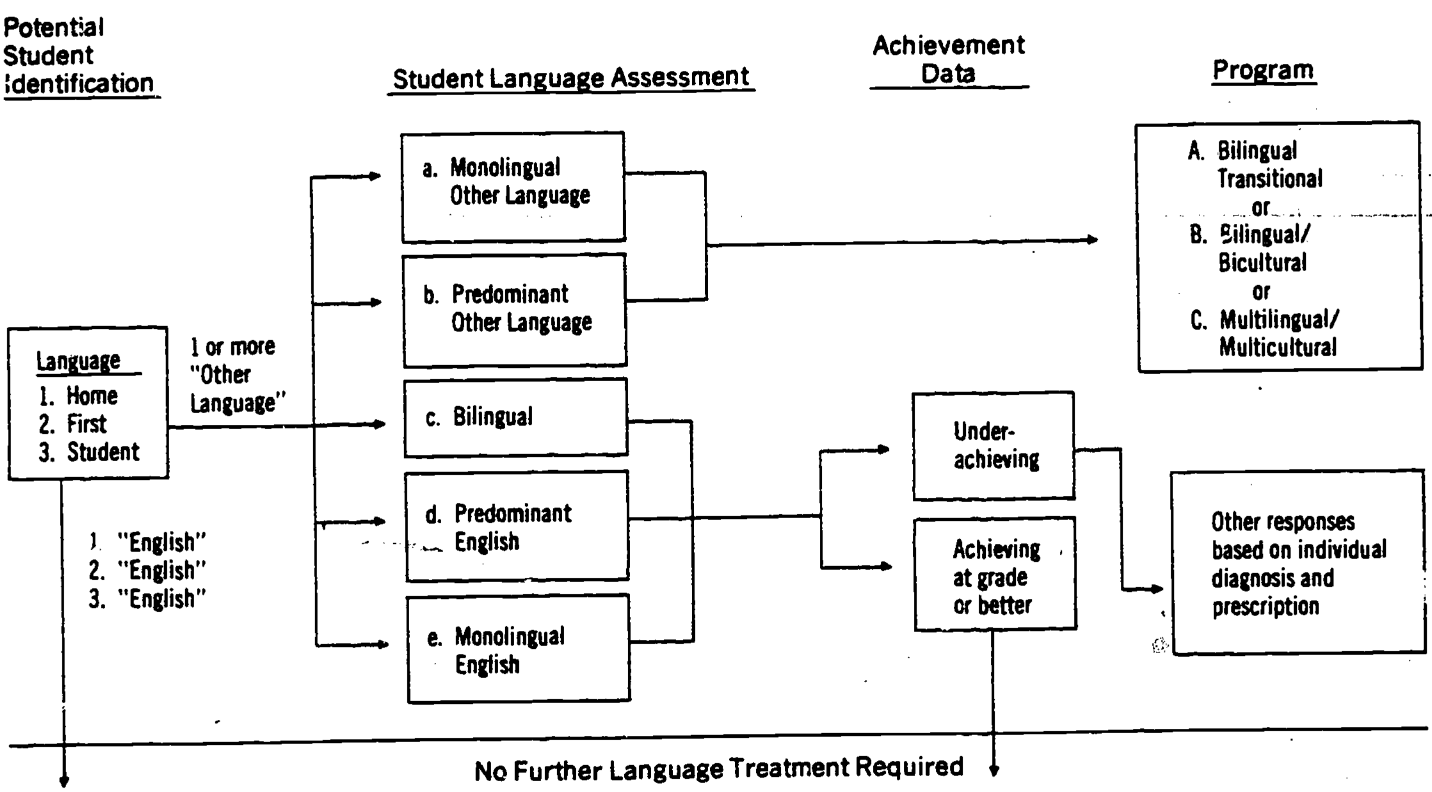
Telephone: ______________________

Home Language: ______________________

Children:

Name	School Attending	Grade	First Language Learned by Child	Language Used Most Often at Home	Language Child Uses Most Often With Other Children

MINIMAL LAU REMEDIES ELEMENTARY GRADES



A PERSPECTIVE OF ORAL LANGUAGE DEVELOPMENT IN FEDERAL PROGRAMS

By Kay Jagoda Caragonne
Intercultural Development Research Association

In recent years several programs have been established which include activities for oral language development as one of the requirements for funding: ESEA Title I, Title I Migrant, Title III, Title VII, ESAA and Senate Bill 121 of the State of Texas. Some of these requirements are explicit, as in Title I Migrant, others are implied, as in the bilingual programs.

Incorporation of oral language into these programs generally fall into three major areas: English-as-a-Second-Language, oral language development and oral language development as a part of bilingual education.

Rationale for Oral Language Development

There are two basic reasons for including Oral Language Development in the instructional program: preparation for reading and effective communication in real life situations. Most first grade reading texts include somewhere in their introduction the statement that children come to school knowing the basic structures of their language and using a vocabulary of several thousand words. This is the assumption upon which text writers base their materials; educators who write textbooks know that well-developed oral language is a prerequisite for learning to read.

A child is expected to have had 5 or 6 years oral practice before learning to read in a language. When children have developed their linguistic skills in Spanish, they should first learn to read in that language and/or spend much additional time in developing oral language skills in English before attempting to read English. Fortunately, the proponents of Title I Migrant and ESAA recognize this disparity and have emphasized oral language development in programmatic guidelines. The bilinbual programs, both under Title VII and the State Senate Bill 121, propose that a student whose oral language development has been in Spanish should also begin his reading instruction in that language.

Another important reason to spend time helping students develop their oral language is the fact that effective communication is essential whether we are students, salesmen, or supervisors; in short, no matter what our occupation, we can accomplish our goals more easily if we communicate effectively. We use oral language skills daily to persuade, convince, explain, report, express our feelings, etc. (Each of us spend approximately 75% of our time listening and speaking to one another and only 25% reading and writing.) Students need help in developing these skills effectively.

Many teachers will say that getting kids to talk is no problem at all; their problem is making them be quiet. However, encouraging, modeling, and expanding children's language so they can express more and more complicated ideas is a valid goal, as is teaching them to listen to appreciate or analyze and make judgements about what they hear (not to mention following directions.) A good language development program looks at language primarily from a functional point of view: why one needs language, rather than its linguistic elements. It also sets realistic objectives to help children develop and use their language more effectively.

Although guidelines for the various State and Federal Programs may allow for establishing English-as-a-Second-Language, Oral Language Development, or Bilingual/Multicultural Education programs, each of these has a different focus, and they should be examined carefully in light of a district's own goals. These three programs, however, are not mutually exclusive; a district may successfully carry out one or more approaches at the same time. A chart on the opposite page describes the different elements of each program.

A Review of Elements of Oral Language Development, English as a Second Language, and Bilingual Education Programs

English as a Second Language	Oral Language Development	Bilingual Education
Traditionally taught as a separate subject with techniques based on the audio-lingual method, originally developed for secondary students and adult learners. Most programs are highly structured.	Oral language may be developed in one or more languages. Activities are based on the natural process of language learning: imitating, expanding, creating.	Instruction in two languages Oral language development in two languages Specific activities and drills for the learning of English may be included.
	Oral language may be a separate subject or the methods and techniques can be incorporated into regular classes throughout the day.	English and Spanish language arts are taught Oral language development in English preceeds reading instruction in English Emphasis is also placed on respect for cultural differences.

Program Implementation

A project which has been funded to provide an oral language program must identify students who will benefit most from the program. This is done under Title I and ESAA Guidelines on the basis of parent income, and in the case of Title I Migrant, whether or not parents are seasonally employed in agriculture. For the bilingual programs, however, a language assessment is made, either subjectively by the teacher and/or principal, or more objectively with one of the many language assessment instruments (information on available instruments may be obtained from the Texas Education Agency or Center for the Management of Innovation in Multi-cultural Education). A project also needs to select its administrator and teachers with care; these people must feel their job is an important one.

The effective implementation of an oral language program calls for several things: a sensitive teacher, thorough planning, support of administrators and fellow teachers, materials and resources, an assistant (if possible), and staff development based on teacher requests.

A sensitive teacher will be able to estimate where her students need help and she can incorporate students' real life experiences into her lesson plans. She has an idea of basic vocabulary and sentence patterns her students should master, and she sets up meaningful situations in which to introduce, practice, and improvise with new language forms.

Thorough planning allows her to set some realistic goals for her students based on where they are, and it allows her to use the materials and resources she has available more effectively.

If hers is a pull-out program, administrative support is essential. Some teachers may feel that all the kids do in oral language class is talk and play. If the principal, project director and/or teacher can take the time to inform other teachers of the specific goals, objectives and activities of the program, her job will be easier.

Oral language development usually consists of a 30-45 minute segment of a student's school day; however, listening and speaking skills are developed throughout the day, and in fact, throughout one's life. The more effective communicators we are, the more control we have over our lives.

Materials and resources may take any form. If the program is based on communicating in real life situations, materials may be almost anything. The book, The Yellow Pages of Learning Resources, includes many excellent suggestion. Other materials which are particularly useful are Lexikits and Lexilogs, developed by the Riverside, California, ESEA Title III project. The MIME Center and consultants from local regional service centers can recommend and demonstrate many others. Community members as well as school personnel can be excellent resources.

Including oral language development in bilingual programs requires a different focus and a different perspective. Oral language in this instance refers to two languages, not one, although the objectives are much the same: preparation for reading in each language, and acquisition of effective communication skills, also in each language. The bilingual program includes many other elements as well, and a good program incorporates the development of effective speaking and listening skills into all its activities.

PAL MEASURES LANGUAGE DOMINANCE

By Sylvia Gil

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Research Association

School districts with a large population of students of limited English-speaking ability are in need of assessment instruments to measure language dominance as an early step in implementing a bilingual-bicultural curriculum.

One instrument used extensively by school districts in Texas at grades K-3 is the PAL (Primary Acquisition of Languages) Oral Language Dominance Measure, developed by the El Paso Independent School District. PAL determines a child's structural proficiency in English and Spanish and measures language dominance for placing pupils in bilingual programs. It can also be used as a placement tool for grouping children in curriculum areas and for diagnosing competency and weakness in the basic structures of the Spanish and English languages.

El Paso's Dual Language Program is presently utilizing the PAL to assess the dominant language of all students enrolled in the EPISD grades K-3 for grouping and placing pupils in the following El Paso bilingual program instructional areas:

- Language Arts (English and Spanish),
- Spanish as a Second Language (SSL),
- English as a Second Language (ESL) and
- Spanish for Spanish Speakers (SSS). In addition, it is used for diagnostic/prescriptive purposes.

When a child's response to a test item lacks certain grammatical constructions necessary to express a cohesive thought, specific objectives which will focus on the oral development of the structure are prescribed for the pupil in a given curriculum area (i.e. Spanish as a Second Language/English as a Second Language).

PAL consists of two language versions: English and Spanish, and four components:

- Examiner's Manual: details the use and directions for administration and scoring,
- Picture Book: contains three cartoon-type pictures used in the administration of the measure in both languages,
- Scoring Booklet: contains the questions to be asked and spaces for recording and scoring the child's responses in English and
- Folleto de Respuestas: contains the questions to be asked and spaces for recording and scoring the child's responses in Spanish.

The measure is structured to elicit a wide range of responses in English and Spanish from children, ages 4 to 9. The responses will contain a comprehensive range of syntactical items. Some elements of language measured by the test items are function words, idiomatic expressions, inflections and sentence patterns. The test items are arranged in a hierarchy for scoring purposes, and the hierarchies are different for both languages. The test items range in point value from 1 to 6, with 6 being the highest value assigned to any one item.

Approximately seven minutes of testing time should be alloted for each language. The PAL must be given by a bilingual person who has undergone special training for its administration. PAL is administered to one child at a time and should be used in a quiet area away from the classroom. The examiner must ask the test questions exactly as they are written and write the child's exact response. Both versions of the instrument are to be administered, but it is essential to test only one language at a time.

The measure is not scored until all testing in a language is complete. The same person who administers the measure should score it. When scoring the PAL, each response must be scored individually using a standard set of criteria. One point is deducted for most grammatical errors made in a response. The test items are scored on the basis of the appropriateness to the child's response with relation to the question being asked, taking into account usage and manipulation of grammatical constructions needed to perform in natural language situations.

When the scoring process is completed for all children, language dominance is established by taking the scores in English and Spanish and converting them into language levels.

The following is an example of a test item on PAL and how it is scored.

Test item:	What happened to this little girl?	Point value 5
Response:	-1 She f(a)ll down.	Assigned Points 4

The response as given in the example above has an error in tense: fall for fell, therefore 1 point is taken off and the response is assigned 4 points.

PAL classifies children in 3 categories: Spanish dominant, Bilingual and English dominant. These categories are essential to school districts for implementing bilingual programs and designing curriculum structures based on language classifications.

In summary, the PAL is an economical instrument which provides valuable information for determining levels of language proficiency, grouping, placement, diagnosing and prescribing. It does, however, require specialized training, particularly for the scoring process. Overall, the PAL should be considered for use by school districts seeking a language assessment instrument.

BSM ASSESSES LINGUISTIC PROFICIENCY IN ENGLISH/SPANISH

by Sylvia Gil

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Research Association

School districts implementing educational programs are focusing on utilizing language assessment instruments for effective instructional placement in bilingual bicultural curricula. The Bilingual Syntax Measure, published by Harcourt Brace Javonovich, Inc., is one instrument being used by districts.

The BSM stresses using the child's existing syntaxtic structures for assessing linguistic proficiency in English and/or Spanish.

What does BSM measure?

It measures language dominance and/or proficiency and is designed to elicit children's daily language patterns. Based on the child's response an analysis of his/her structural proficiency is made in order to determine the language level.

Who is the BSM designed for?

The instrument is for children four to nine years of age.

What does the BSM consist of?

There are six components and two language versions.

. English Manual: contains directions for administering and scoring the measure and a general description of the language levels.

. Child's Response Booklet: contains the questions to be asked and the space for recording and scoring the responses.

. Spanish Manual: details directions for administering and scoring the measure and an overview of the language levels.

. Folleto de respuestas del nino: contains the questions to be asked and the space for recording and scoring the responses.

. Picture Booklet: consists of seven color cartoon-type pictures used in administering both versions of the measure.

. Class Record Sheet: useful for recording data on each pupil's age, score, and level.

How long does it take to administer?

Fifteen minutes of testing time should be allotted for both versions.

Who should administer it?

An individual proficient in the two languages should conduct the assessment.

Where should the BSM be given?

Select a quiet corner in the classroom or an area away from the classroom setting.

How do you conduct the assessment?

An informal atmosphere is appropriate. Ask the test questions as they are written and write down the response exactly as the child says it.

It is recommended that if both versions are to be administered to one child, that this be done several hours apart.

How is the BSM scored?

The scorer must determine whether a child's response to a given question is grammatical or ungrammatical. In scoring the measure always consider the context of the question. Although the child has complete freedom in his choice of vocabulary and the manner in which he perceives the picture stimuli, a response is scored either totally grammatically correct and receives 1 point or it is scored completely ungrammatically and receives no points.

The following is an example of a test question found in the BSM and how it is scored.

Test item:	(Point to doors)	
	What are these?	
Response:	doors	1 (grammatical)
	two door	0 (ungrammatical)

The scoring procedure includes the minimal criteria for assigning children to the appropriate oral language proficiency level:

1-No English/Spanish

2-Receptive English/Spanish only

3-Survival English/Spanish

4-Intermediate English/Spanish

5-Proficient English/Spanish

A comparison of the pupil's English and Spanish linguistic ability is then made to determine language dominance and the degree of structural proficiency.

Overall the BSM can be useful for diagnosing strengths and weaknesses in the basic structures of a language, for placement and to measure the degree of maintenance or loss of certain basic structures. It also offers instructional suggestions for each level.

APPRECIATING LINGUISTIC VARIETIES

By Nancy Flores
Intercultural Development Research Association

One of the most widely accepted premises among linguists is that all varieties of a language are equally valid systems of communication, and that they are therefore equally deserving of respect. On the other hand, it is widely known that all languages and varieties of language do not receive the same respect. Social stereotypes are attached to varieties of language and to those who employ them.

Martin Joos has argued that a community's choice of what shall count as the norm and what shall be rated as "bad" (in general, even by those who use it) apparently is an arbitrary choice, so that "usage is never good nor bad, but thinking makes it so." The application of value or stigma to various styles of expression is totally arbitrary and socially defined.

The so-called "non-standard" varieties of a language are built on systematic grammatical rules which are internalized by the speakers of that variety in the same manner that speakers of the so-called "standard" variety internalize grammatical rules. However, there is little disagreement that it is desirable, if not necessary, to speak the "standard" variety of English in the United States for social and economic mobility. For this reason, educators have concerned themselves greatly with teaching "linguistically different" children to speak "correct English."

There has been much debate about the best approach for helping children learn to speak English "correctly." Basically, the arguments center around the degree of prescriptivism with which the non-standard speaker should be approached, i.e., (1) how much of his own language variety should be done away with or retained and (2) how much of the standard should be emphasized--grammar only or pronunciation as well?

The approach has been to diagnose student problems with the language and prescribe remedies or drills for improving the child's skills. Most educators have had the best intentions in mind, believing strongly that standard English is a prerequisite for "making it" in the American society. However, as James Sledd of the University of Texas at Austin and others have pointed out, this is not true. Many people who do not speak standard English have done well because a stigma was not attached to their language variety.

Various research studies in the social sciences have demonstrated that listeners evaluate a speaker's personality, ethnicity, education and intelligence on the basis of language behavior. In such studies, the language serves as the independent variable which is manipulated to elicit differences in attitudes toward the language stimuli. The aim is to isolate the language stimuli as the only variable affecting variation in attitudes.

Several of these studies have revealed that listeners react to the linguistic cues from speech samples in a stereotyped manner. Other studies have revealed that a speaker's race is more of a determining factor of reactions than are linguistic cues. In a study conducted by Frederick Williams and his associates, teachers rated videotaped speech samples of Black and Mexican American children as more non-standard and ethnic sounding than those of white children. The teachers did not know that the same speech sample was utilized to represent each child. It was the visual image of the child that elicited stereotyped reactions, regardless of the standard cues in the speech sample.

With this in mind, it seems almost absurd for educators to wring their hands and fret about a child not being able to "rid himself of this accent." The accent or non-standardnes. of one's speech is not inherently "bad," but is arbitrarily so. While a Mexican American child is made to feel pressure to enunciate carefully the differnece between "ch" and "sh," Henry Kissinger is lauded as a proficient spokesman for the American people despite his heavy German accent. These inequities reveal the arbitrary and unjust pressure placed on minority children to learn to "sound white."

More emphasis should be placed on appreciating individual differences and functional aspects of communication and less on diagnosing the "linguistic problems" of children of limited English-speaking ability. We need to evaluate our value systems and to what extent our reactions to others are triggered by what we know to be true. If we can teach our students to value their own language and each other's individuality, perhaps we can affect the enormous task of changing negative attitudes toward language variations.

IMPLEMENTATION OF INNOVATIONS IN MULTICULTURAL EDUCATION

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The advent of state supported bilingual education, the implementation of the Lau v Nichols decision, and the expansion of federally funded bilingual education programs all point to increased school district commitments to the implementation of multicultural education strategies. The Texas State Board of Education has adopted multicultural education goals for the State. The trend appears healthy and irreversible.

It is important therefore to examine the needs of educational institutions as they proceed to implement innovations in bilingual/multicultural education.

Since the inception of the Federal effort in bilingual education much research and development of alternative approaches to implementation have occurred. While many would suggest alternative approaches which focus on ascertaining which are the most appropriate strategies for the implementation of successful bilingual/multicultural education, it is fair to say that for the most part only those issues focusing on the innovation itself are currently under broad examination.

Organizational Needs

Behavioral scientists tell us that any particular innovation is deeply conditioned by the state of the system in which it takes place. Most teachers and parents involved in bilingual education programs would tend to agree on the relationship between the innovation and the system, although in many cases the argument would be verbalized through negative and blame-setting statements such as: "They don't really want bilingual education" or "all they are interested in is the federal money", and the even more destructive "this is a racist system".

While these statements may reflect differing degrees of truth, they often obscure the need for more comprehensive responses to the organizational needs which must be met if innovation in multicultural education is to have a fair chance to succeed.

Matthew B. Miles, a noted behavioral scientist, has identified ten dimensions of healthy organizations which appear particularly relevant for school districts bringing about change through multicultural education. These are:

1. Goals are reasonably clear to the members of an organization and reasonably well accepted by them. They are achievable and appropriate.

2. There is communication adequacy. The movement of information is relatively distortion-free "vertically", "horizontally", and outside and into the system.

3. The distribution of influence is relatively equitable, presumably based on competence, interest or commitment, and the amount of knowledge or data the individual has.

4. Resource utilization is effective. People may be working very hard indeed, but they feel that they are not working against themselves, or against the organization.

5. Cohesiveness exists. Members want to stay with the organization, be influenced by it, and exert their own influence in a spirit of collaboration.

6. Morale is healthy. The members of the organization share feelings of well-being, satisfaction and pleasure.

7. Innovativeness is on-going. The organization is growing, developing, and changing rather than remaining routinized, and standard.

8. Autonomy promotes responses to the outside environment which are neither passive nor destructive or rebellious.

9. Adaptation occurs in the organization when necessary because of environmental demands.

10. Finally, the organization has problem-solving adequacy. The organization has well-developed structures and procedures for sensing the existence of problems, for inventing possible solutions, for deciding on the solutions, for implementing them, and for evaluating their effectiveness.

Obviously, just as bilingual/multicultural education cannot be achieved overnight, creating these conditions in school districts requires a long-term commitment of resources including time and energy. Equally obvious is the fact that innovations in bilingual/multicultural education, no matter how strong and thorough in and of themselves, cannot achieve optimum success in school districts organizationally predisposed to have things "remain as they have always been".

The management of bilingual/multicultural education as an innovation requires the implementation of strategies which tend to create the appropriate organizational conditions as the educational innovation is introduced.

Human Relations Needs

Key to meeting the organizational needs of a school district undertaking bilingual/multicultural education is an understanding of the human relations needs created by an innovation in general and by innovations which touch on deep-rooted culturally-focused attitudes. Conversely, meeting the human relations needs of individuals involved in bilingual/multicultural education requires not only an understanding of those needs heightened by the content of the innovation (cultural awareness, self-awareness, examination of prejudices, etc.) but perhaps more importantly those needs which are heightened by the tension between the process of innovation bringing about change and organizational demands inherent in school districts.

Concealed misgivings about bilingual education are probably widespread among school personnel involved in bilingual/multicultural education, whether they be members of the dominant cultural group or minority group members. These are motivated as much by a concern for the needs of the students as they are by the promise of new demands on the professional.

The first concern is easily understood when viewed in the light of the history of repression of alternative cultural and linguistic expression through educational, economic, political, and social sanctions. It will be overcome only as institutions, including the schools, provide for the full participation of diverse members of the population in the decision-making, implementation, and maintenance of the institution's mission.

Minority group teachers will not be convinced that competence in more than one culture and language is an asset until they perceive themselves as not handicapped by virtue of their own cultural and linguistic difference. Likewise, school personnel of the dominant cultural group, must perceive bilingual/bicultural individuals as being of equal value to themsleves and to the institution before they can lessen their latent and extant fear of bilingual/multicultural education.

Fears about increased professional demands affect both bilingual and monolingual personnel. Because the funds which facilitate additional staff training, supervision, and evaluation often are funds intended to focus on the educationally disadvantaged (most often minority populations), there is a tendency to scapegoat the disadvantaged populations as school personnel perceive greater demands avalanching upon them. When those demands are placed in terms of linguistic or cultural competence, the fears of those who perceive themselves as culturally and linguistically limited are realistically heightened.

Responding to these fears requires more than appeasement. In fact, school personnel are due to experience greater (certainly different) professional demands regardless of the ethnicity or linguistic characteristics of the population. The technology of education is undergoing constant study, revision, and improvement. If these advances are to reach children, the educational practitioner, too, must undergo consistent growth, just as the school and an organization does.

The other side of the "fear of increased professional demands" need is the "fear of exclusion from professional growth". Minority and non-minority personnel involved in bilingual education customarily undergo extensive staff development.

At its best, the training empowers the trainee with feelings of self-assuredness, confidence and oftentimes a missionary zeal which finds its expression in the classroom, the teachers' lounge, and in social settings. The trainee also learns theory, methods, and a technology more effectively than that provided to teachers by the preservice learning experience. The trainee learns the verbiage of new educational approaches.

Often the trainee has more knowledge of a program than a supervisor, principal, or superintendent. He/she has acquired the new knowledge in training settings that stressed self-expression, openness, and self-evaluation.

Accurate Diagnosis

The provision of paraprofessional aides, increased staff training, and increased instructional materials also serve to increase the human relations problem within staffs when resources are not uniformally available. Staff that is not part of the "special project" may feel left out, less important, and deprived of resources. Again, often the <u>innovation itself</u> (i.e. bilingual education) becomes the scapegoat for the legitimate hostility of "excluded" teachers. Thus the "band-aid" innovation often serves to uncover other sore spots within the organization. The inaccurate assessment of this situation may result in a decision to:

(a) curtail the resources to the innovative program because of the human relations problem; or

(b) provide "human relations" training to "cure" the ill-feelings of the excluded teachers.

A more accurate assessment of the situation would assess the organizational need and perhaps set about to strengthen those dimensions of a healthy organization that would diminish the hostility and create a positive environment.

The organizational and human relations needs of school districts implementing bilingual/multicultural education are obviously much greater in number and complexity than can be examined in this brief article. What is intended is to acknowledge their existence, their critical relationship to the innovation itself, and the need for school districts to assess these accurately in relation to bilingual/bicultural education. Only when an accurate assessment of the need has occurred can the school district or project implement the appropriate problem solving strategies necessary to the successful management of innovation.