

A STUDY OF CERTAIN ASPECTS OF THE ACHIEVEMENT
OF CORAL WAY ELEMENTARY PUPILS IN
THE BILINGUAL PROGRAM

An Ed.D Project Proposal

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Introduction and History

Since before our nation began thousands of oppressed persons sought refuge on these shores and this trend has continued through the years. The spotlight of world publicity has dramatized the most recent influx of political refugees to this country. About one hundred fifty thousand Spanish speaking Cubans have been granted asylum in the United States during the past five or six years. Most of these have come to Miami and a large majority have remained in our city. In 1961 the writer predicted that the impact of this tremendous mass of humanity would change the complexion of all facets of life in Miami and Dade County.

The rapidly expanding Dade County School System has had to absorb the children of this latest group of people who have sought sanctuary on our shores. Adding to the complexities of the physical problems in absorbing the sheer numbers of students was the language difficulties involved in caring for the needs of these children. Various methods of coping with this massive enrollment of non-English speaking pupils have been tried. Cuban aides have been, and are being used, in many schools to assist the regular teacher.

In the fall of 1962 the Dade County Public Schools received a grant of \$278,000 from the Ford Foundation to be used in the development of four projects relating to the bilingual education. One of the four projects approved by the foundation was the establishment of a bilingual school.

In the spring of 1963 plans were made by the Dade County

School Board to convert Coral Way Elementary into a bilingual school. The stated purpose of this school was two-fold: to assist English speaking pupils to speak, read and write both in English and Spanish; and to assist the Spanish speaking pupils to speak, read and write in both languages.

Teachers selected for this program agreed to attend a six weeks workshop during the summer of 1963. This instruction was designed to help the teacher teach his own native language as a second language. During this workshop programs of study were planned, materials were constructed, and illustrative materials were collected.

A team of two teachers, one whose native tongue is English and one whose native tongue is Spanish, is responsible for two groups of pupils at each grade level. The English speaking teacher teaches in English to one group of English speaking children in the morning and she teaches in English to a group of Spanish speaking children in the afternoon. A Spanish speaking teacher teaches in Spanish a group of Spanish pupils in the morning and she teaches, in Spanish, a group of English speaking children in the afternoon. There are two groups of English speaking children and two groups of Spanish speaking children in each of the three grade groups. There is an aide for each grade level. The aide takes the children to lunch, supervises physical education activities, teaches art and music on certain days; she also does certain clerical work for the teachers in the three grade groups.

Another planned feature of this program includes mixing the Spanish speaking and English speaking children during the lunch period and during the supervised physical education. At such times directions are given sometimes in one language and then at other times in the second language. This gives each group a chance to use the second language in a meaningful situation or at least gives the children a chance to hear the second language spoken in normal everyday activities.

During the school year 1964-1965 the bilingual training will be given to all children in grades one through four; during the year 1965-1966 this training will be extended to include the fifth grade and then to the sixth grade in the ensuing year.

THE PROBLEM

PURPOSES:

One: To compare the academic progress of the English speaking pupils in the bilingual program, grades one through three, with the academic progress of pupils, grades one through three, who attend a regular Dade County School. Pupils in the bilingual program are taught one-half day in English and one-half day in Spanish. The control group will be taught the full day's activities in English.

Two: To compare the academic achievement of the present English speaking pupils in grades one, two, and three with the academic achievement of the English speaking pupils in the same grade levels in the Coral Way School in 1962.

Three: To compare the academic progress of the Spanish speaking pupils, grades one through three, who are in the bilingual program with the academic progress of Spanish speaking pupils, in grades one through three, who attend a regular school in Dade County. All instruction for this control group will be in English.

Four: To compare the academic achievement of the present Spanish speaking pupils in grades one, two and three with the academic achievement of the Spanish speaking pupils in the same grade levels in the Coral Way School in 1962.

The assumption for the above four purposes is that there will be no significant differences in the academic progress of the pupils in the control groups and the progress of the pupils in the bilingual program in the comparable grade levels.

Five: To determine if, and at what point, the students in the study become bilingual.. Will the English speaking pupils in the study have learned Spanish? Will the Spanish speaking pupils have learned English?

The assumption is that the pupils will be able to operate in either culture easily and comfortably in ordinary daily situations.

Terms defined:

Academic progress is defined as progress in the Language arts, Arithmetic, Social Studies and Science.

Bilingual...A student is said to be bilingual when he can speak, read and write both languages with equal facility.

Criteria to be used: The expected outcomes of the program in bilingual instruction initiated in the Coral Way Elementary School are as follows and these will be used in judging the effectiveness of the bilingual program.

1. The participating pupil will have achieved as much in the way of skills, abilities, and understandings as he would have had he attended a monolingual school. National norms on the various tests used will be used as the criteria for achievement in the academic areas. School norms in previous years will also be used.

2. He will be approximately as proficient in his second language (within his educational level) as he is in his first language. If he is a skilled reader in his first language, he will be a skilled reader in his second language. If he has mastered the fundamental processes and concepts in arithmetic in one language, he will handle them equally well in the second language. If he can express himself clearly and adequately in his first language he will be able to do likewise in the other language. If he understands and uses concepts in science and social studies he will handle these concepts equally well in both languages. The series of InterAmerican tests will be used to test these outcomes.

3. He will be able to operate in either culture easily and comfortably.

4. He will have acquired consciously or unconsciously an understanding of the symbolic nature of language and as a result will be able to achieve greater objectivity in his thinking processes.

5. In general terms he will be more acceptive of strange people and cultures and will thus increase the range of his job opportunities.

6. He will have skills, abilities and understandings which will greatly extend his vocational potential and thus increase his usefulness to himself and the world in which he lives.

7. He will broaden his understanding of people and the world and be able to live a richer fuller and more satisfying personal life.¹

The last four outcomes will be harder to measure. The question is has the pupil learned to use the second language to the point he can use it in ordinary daily activities and will he attain a proficiency level to enable him to use his second language in finding a job at a later date.. These outcomes will be measured by the various Inter-American tests and also they will be measured by giving each pupil at each grade level an oral test in the form of a taped interview. The vocabulary, concepts^{used} will be those taught during the school year to that grade level.

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Pauline M. Rojas and Ralph F. Robinett, " A Report-- Progress on Ford Foundation Projects," October 29, 1963

SIGNIFICANCE OF THE STUDY AND REVIEW OF RELATED STUDIES

The bilingual school at Coral Way School represents a unique venture in American education. To our knowledge it is the only one of its kind to have been established so far," according to Rojas.²

Visitors, school administrators from many cities in the United States, and school men from a number of foreign countries are interested in the progress and outcome of this unusual project. Dr. Markwart, Princeton University, visited the bilingual school and said at the time he considered the program one of the two most outstanding experiments in American education today.

One of the critical issues in education today is whether a second language should be included in the elementary curriculum. Worth³ asks, "Should instruction in a second language be offered in the elementary school? What place should it have in the curriculum? What are the objectives of second language instruction? What language should be offered? Who should study the second language? How should instruction be articulated with that offered in the secondary level?"⁴

Van Til says that developing democratic human relationships among young people of varied races, religions, nationality backgrounds, and social classes is one of the most important

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Ibid

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W.H. Worth, "Critical Issues in Elementary Education," Canadian Educational Research Digest, 2: 185-94, Sept. 1962.

⁴

William Van Til, "The Genuine Educational Frontiers", Saturday Review, April 18, 1964, p.67.

educational frontiers of our time.

"From a sociological point of view, language is a means of social interaction. The use of the same language facilitates, and the use of different languages hinders, group processes."⁵

One of the outcomes expected as a result of the bilingual school has to do with helping the child accept other cultures and to better understand people and the world.

Many questions have been asked by parents, teachers and administrators concerned with this bilingual program in Coral Way school. Of primary concern to the parents of the English speaking children is the academic progress of the children who will get only a half-day's instruction in English. If the children are given a half-day's instruction in Spanish will the language become functional and, if so, at what stage will this be true?

In 1960 the Educational Policies Commission gave this as one of the six issues facing elementary education: Should foreign languages be taught in the elementary school? "A foreign language program is not justified in the elementary school if it encroaches on pupil progress in areas of the school's basic responsibilities.. The community must be willing to allocate, on a long term basis, staff and materials required for language instruction..."⁶

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Herschel T. Manuel, "Bilingualism", Encyclopedia of Educational Research, 1960, p. 148.

⁶
Educational Policies Commission- 1960 Report, "Some Issues Facing Elementary Schools", National Education Association Journal, 49: 65-66, September, 1960.

Many studies have been made of the various aspects of
bilingualism. The following are quotes from Manuel's article⁷
in the Encyclopedia of Educational research.

Holjer⁸ points out that the language spoken by peoples
affect both their sensory perceptions and their habitual modes
of thought.

" In the Philippines comparison of the achievement of
equated groups of children under different language policies led
to the conclusion that the use of the vernacular in the first
two grades resulted in greater achievement than the use of
English."⁹

According to Darcy¹⁰ the general findings of various studies
are that bilinguals are penalized by verbal test of intelligence
but that they are not inferior to monolinguals on nonverbal tests.

⁷ Manuel, op. cit. p. 146

⁸ Harry Holjer, "The Relation of Language to Culture", In
Kroeber's, Anthropology Today, Uni. Chicago, 1953, p. 554-73.

⁹ UNESCO, "The Use of Vernacular Languages in Education,"
Monographs on Fundamental Education, No. 8, UNESCO, N.D 1953, 156 p.

¹⁰ Darcy, Natalie T. "Review of the Literature on the Effects
of Bilingualism upon the Measurement of Intelligence." Ped Sem
82: 21-57, 1953

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 Carroll has presented a conceptual model of the learning process which applies with particular force to the learning of a foreign language. He proposes that the success of learning in an educational setting is a complex function of five kinds of elements. (1) The learner's aptitude; (2) The learner's general intelligence; (3) The learner's perseverance; (4) The quality of instruction; (5) The opportunity for learning afforded.

Four characteristics of the contemporary method of teaching a second language are given by Carroll.¹²

1. Audio-lingual (aural-oral) Use an adequate model of speech.
2. Contemporary methods of teaching make use of scientific analysis of contrast between learner's language and structural differences of the second language.
3. Use of the language pattern drill.
4. In the teaching of second language there is a minimization of the use of students native language, and the insistence on the desirability or even the necessity of learning to make responses in situations which simulate "real-life" communication situations as closely as possible.

¹³
 Carroll states, "When the language milieu is favorable, children will readily learn second languages in school settings, particularly when they have an opportunity to converse with

¹¹ John B. Carroll, "Research on Teaching Foreign Languages," Handbook on Research on Teaching, Gage, Chicago: Rand McNally and Co., 1963, p. 1060-1061.

¹²

John B. Carroll, "The Prediction of Success in Intensive Language Training." In R. Glaser, Training Research and Education. Pittsburgh: University of Pittsburgh, 1962, p. 87-136

children who have already mastered the language... The evidence seems clear that the earlier the child is introduced to a foreign language, the better his pronunciation will be, other things being equal,...on the other hand, there is no good evidence that children other aspects of language any better or faster when account is taken of the amount of time they spend on learning.. Children do not, in short, learn foreign languages with miraculous ease in school settings."

The neurologist Kilder Penfield ¹³ feels that there is a "biological time table of 'cerebral hemispheres' which allows particularly rapid learning of second languages by the child up to age ten."

Lambert ¹⁴ identifies two types of bilingualism as coordinate and compound. He says that bilinguals who have learned their two languages within one context will develop a system wherein the symbols of both languages function as interchangeable alternates with essentially the same meanings. Lambert defines a coordinate system one which would be developed when the language acquisition contexts were culturally, temporally, or functionally segregated. He states, "Well established verbal habits can be modified under

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Kilder Penfield, Handbook on Research on Teaching, Chicago, Rand McNally Co., 1963. p 1087.

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W.E. Lambert, "Psychological Approaches to the Study of Language Learning and Bilingualism," Modern Language Journal, 47: 114-121, March 1963.

certain schedules of reinforcement, and man's abilities are not permanently fixed by hereditary background...Over and above its value (previous statement) as a general theory, it offers various practical guides: That the learning of languages should be shifted to early age levels, and that experimentation on such a shift should be undertaken with very careful consideration given to ability requirements and their sequencing."

He further states, "It may be that audio-lingual method is appropriate for second language learning at very early levels for certain children, but it may, for older subjects, run counter to ability patterns developed over many years... The theory also suggests next steps in language aptitude research might profit from a consideration of which abilities show themselves at specific age levels. The sequencing of training in different skills could capitalize on normal age-level emergences of particular ability patterns...those ability patterns that are considered basic to language aptitude could be isolated for children and adolescents at varied age levels."

¹⁵
Goodlad ¹⁵ pinpoints the issue when he says "Delaying teaching one language while another is studied may be more efficient than teaching both simultaneously. Perhaps certain languages are best taught together. Again we need research to answer these questions."

DESIGN OF THE STUDY

1. All English speaking pupils in grades 1,2,3, and all pupils in the English speaking control group will be given the Stanford Achievement tests in October 1964. The tests given will be reading, English, arithmetic for all grade levels. Social studies and science tests will be given in grade three.

The control group for this section will be chosen from a regular Dade County School. The two groups will be equated as to I.Q. and socio-economic background.

A map will be made of where these children live in order to find out whether the Spanish or English speaking pupils live in ethnic clusters within the school district or whether they live among families whose native speech is different from their own.

The same children will be tested as they progress through three grade levels. Their progress will be compared with pupils in the control group, with pupils of the same grade level who were in Coral Way in 1962, and when they have completed the three school terms their progress in the first three grades will be compared with the progress of the first three grades in 1966.

2. The above pattern of testing will be followed for the Spanish speaking pupils in the present grades 1,2,and 3.

3. All English and Spanish speaking pupils will be given parallel forms of the Inter-American Test which can measure, by comparison, their proficiency in the second language.

4. All bilingual pupils in the study will be given an oral interview which will be tape recorded.

INSTRUMENTS TO BE USED

A. The Stanford Achievement test in reading, English, arithmetic, science and social studies will be used to determine the progress of the English speaking pupils. The mean scores of the bilingual group are to be compared with mean scores of the control groups. National norms and county norms will be used in this comparison.

B. The Inter-American Tests in parallel English and Spanish editions will be used for all bilingual pupils in the study. The performance of the pupils on the second language test will be compared with the performance on the parallel test in his native language. In other words how well would he have done on the test if it had been given in his native language.

C. An individual, structured, oral interview for the second language will be given each bilingual child in the study. This interview will include the vocabulary which has been taught the pupils previously and the interview will be tape recorded. A score card will be devised to be used as a criteria for judging this instrument. This instrument will be worked out with help of the teachers involved at each grade level.

Appropriate statistical measures will be used to get the maximum information from the data. The data will be put on I.B.M. cards and useful statistical information extracted by using analysis of variance since it is doubtful that the groups can be properly equated.