Teacher Training Bibliography: An Annotated Listing of Materials for Bilingual Bicultural Teacher Education.

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ABSTRACT
Seven major categories of training materials comprise this annotated listing: Bilingual Education (general information), Teacher Training, Cultural Awareness, the Student, Language Acquisition and Second Language, Methods and Materials, and Evaluation. These nearly two hundred books and programs were those suggested by directors of classroom and university programs as being of most use for pre-service, in-service and self-directed training for teachers in bilingual and multicultural education. Administrators', teachers' and evaluators' contributions are included for a full view of skills necessary in the field. Numerous cultural groups are taken into consideration, as are a variety of viewpoints on pedagogical, linguistic, evaluative and attitudinal topics. The publishers and their addresses are listed, in addition to author and title indexes. The bibliography is accompanied by the listing "Guide to Teacher Education Programs for Bilingual Bicultural Education in U.S. Colleges and Universities." (Author/AM)
TEACHER TRAINING BIBLIOGRAPHY:
AN ANNOTATED LISTING OF MATERIALS FOR BILINGUAL BICULTURAL TEACHER EDUCATION
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Teacher Training Bibliography:

An Annotated Listing of Materials for Bilingual Bicultural Teacher Education

January 1975
FOREWORD

During the past eight years American educators throughout the United States have witnessed that bilingual bicultural education is indeed slowly but surely coming of age. The inception of Title VII of the Elementary and Secondary Education Act of 1965 as amended brought about an immediate clamor among bilingual educators for culturally and linguistically relevant instructional materials for the classroom and the formulation of a sound philosophical base for the effective implementation of this most important concept in contemporary American education. Such has been the impetus of bilingual bicultural education in the United States that today some thirteen to fourteen states have enacted legislation calling for statewide implementation of programs designed to promote linguistic and intellectual growth, positive self-identity, sustained school enrollment and sound intercultural relations among the various ethnic groups represented in American public school education.

Today, because of the rapid proliferation of bilingual legislation among the various states and the more global nature of recent federal legislation, the quest for meaningful teacher training materials and the implementation of effective bilingual-bicultural teacher education programs are added elements of high priority need in the field of bilingual-bicultural education.

In its effort to provide educators throughout the country with assistance relative to the above needs, the Dissemination Center for Bilingual Bicultural Education has developed the Teacher Training Bibliography: An Annotated Listing of Materials for Bilingual Bicultural Teacher Education and a companion document entitled Guide to Teacher Education Programs for Bilingual Bicultural Education in U.S. Colleges and Universities.

It is hoped that by the time these documents are published, many new or expanded programs will be in progress and that a new listing will be made available during the next program year.

Juan D. Solís, Director
Dissemination Center for Bilingual Bicultural Education
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INTRODUCTION

This annotated listing of materials of potential use in training teachers and administrators for service in bilingual bicultural education programs has been compiled by the research staff of the Dissemination Center for Bilingual Bicultural Education during 1974. Directors of bilingual bicultural programs operating under Title VII ESEA funds were solicited for the titles they had found most useful in training the teachers on their staffs, as were various educators at institutions of higher learning, other educational agencies and the Texas Information Service at the Education Service Center, Region XIII, in Austin, Texas.

Entries in this annotated bibliography are arranged topically; areas of concern appear as subtopics of broader classifications. Titles within the subtopics appear alphabetically with the author, place and date of publication, number of pages, ED number where applicable, and price. Addresses of the publishers and distributors are found in the Publishers Index. Entries have been numbered for the reader's convenience in using the author and publisher indexes.

Any questions regarding materials listed herein should be directed to the publisher of those materials. Questions regarding inclusions, suggestions for additions as well as for improvement of this listing should be directed to Joanna F. Chambers, Research Librarian of the Dissemination Center. We will be happy to receive your comments on this or any other publication of the Center.
Teacher Training Bibliography:

An Annotated Listing of Materials for Bilingual Bicultural Teacher Education
Background Information


   Reprint of article which appeared in *Revista/Review Interamericana* Vol. II, No. 1, Spring 1972. A brief summary of Elret programs already in existence and an appeal for concerted efforts to increase the programs and materials and to stress Elret. Footnoted with major references.


   Describes the formation of BASTA, a secondary bilingual consortium in the San Francisco Bay Area.


   Gives program guidelines, procedures for program initiation, and an annotated bibliography. Stresses cultural, social and psychological concepts in sections on (1) objectives of bilingual education program, (2) program description, (3) teacher role, (4) material, (5) evaluation, (6) counseling, and (7) program initiation and implementation.


   A description of the John F. Kennedy School in Berlin, a school serving a community using two languages, German and English. Describes the objectives and curriculum, the manner of teacher training, and the selection and preparation of materials.


   Traces the development of bilingual education in the Bureau of Indian Affairs schools from the 1930's to the present.

   Seven-year study of two classes of Canadian children from kindergarten on in a French-English setting. A detailed research study.


   Description of Michigan state migrant program and materials.

8. **Bilingual Schooling in the U.S.** Theodore Andersson and Mildred Boyer. (Out of print; available in libraries and other professional collections.) 1970, 2 volumes, $6.00.

   Planned as a study to serve as a guideline for the planning of bilingual programs. Gives history of bilingual schooling both in the U.S. and some other countries, sample curriculum models, alternative concepts of bilingual schooling, implications for education and society, outlines of needs in action and research, and brief articles on the state of education of various ethnic minorities in the U.S. The bibliography contains 870 annotated entries.


   Articles to encourage the interdisciplinary (anthropology, linguistics, sociology, Spanish, education, etc.) exchange of ideas in the study of bilingualism in the Southwest. Part I: Mexican Americans; Part II: American Indians; Part III: Suggestions for Further Research.


    The chapter on "Ethnicity and the Schools" contains articles on ethnic groups per se and their education. Includes an article on "Cultural Pluralism: Its Implications for Education."
Overview of Puerto Rican situation in Hartford; comparison of one-way and two-way bilingual programs and staffing patterns.

Includes program descriptions, teacher recruitment, testing and evaluation procedures, research and models in bilingual education.

A directory listing English language programs, and orientation programs with English language instruction.

Abstracts of over 100 topics discussed at the Conference. Also provides information about the National Association for Bilingual Education. Cassette recordings of 48 presentations (all general sessions and dinner speeches, as well as keynote address and other presentations) are available from Minut-Tape Co., 3640 S. Sepulveda Blvd., Suite 123, West Los Angeles, California 90034. (Complete list available from Minut-Tape.)

Stresses the need for administrative and pedagogical decisions and procedures in bilingual education to be based on an understanding of linguistic, social, psychological and cultural factors affecting students, and discusses these factors. The section on design gives a step-by-step plan for developing bilingual education programs. "Languages of Instruction" discusses differences to watch for; pedagogical considerations include curriculum and practical teaching suggestions. Various tests and testing hints are discussed.

The aim is to bring together writings on the language education problems of minority children and to provide insights into areas of concern to teachers, administrators and students. Articles are divided into three sections: (1) Multilingualism in the U.S., (2) Bilingualism and Bilingual Education, and (3) Language Education in Practice.


Conference held in April, 1968, in Austin sponsored by the SEDL and the U.S. Office of Education. Abstracts of major addresses by Harold Howe II, Armando Rodriguez, John Hughes, James A. Turman, Nolan Estes, and Ralph Yarbrough, as well as descriptions of demonstrations on bilingual education, migrant education, and urban education are included, as are abstracts of various discussion groups.


Anthology of 32 symposia presentations; topics include: Teaching Spanish to English Speaking Children; Teaching Spanish Reading to the Spanish Dominant Child; Administration, Supervision and Implementation of a Bilingual School Curriculum; Techniques of Measuring Language Development in Bilingual Programs; Psychological Features Teachers Must Realize in the Bilingual Child; General Descriptions of Bilingual Programs that Meet Students' Needs; The Implications of Early Childhood Education; Two Sides of the Coin for the Navajo Child: Curriculum Development in Terms of Tasks and Individual Criteria Assessment of the Tasks.


Contents include a definition of bilingualism, types of bilinguals, research related to intelligence of bilinguals vs. monolinguals, bilingualism and biculturalism, levels involved in acquiring bilingual proficiency, research into possible factors related to language learning, phonological problems, prediction of success in language learning, teaching...
Rationale and methods for establishing Chicano studies curriculum in colleges and universities. Outlines existing programs.

Gives the five areas in an educational program that are essential if Mexican Americans are to experience a good education: (1) language needs which include ESL in elementary and secondary schools, (2) cognitive development, (3) affective development, (4) inter-group relations, and (5) occupational education at the secondary level.

Includes (1) information about federal funds available for training educational personnel to work in areas with high concentrations of bilingual students, (2) programs available for bilingual students, and (3) program for research.

A compilation of descriptions of bilingual programs written by the staff of each one, and grouped in areas according to approach and focus of programs: Readiness and Orientation Programs, Language Development Programs, Migrant Programs.

Reports of research and ideas of several noted linguists. Topics include: goals of bilingual education programs, reasons for becoming bilingual, definition of bilingualism, bilingual dominance and balance, types of bilingualism, bilingual barriers, second language study, two kinds of language learning theories, the effective teacher, and test validity.

26. Teaching the Bilingual: New Methods and Old Traditions. Frank P. Pialorsi, editor. Tucson: University of Arizona Press, 1974, 274 pp., $7.60. Readings by various authors in three sections: (1) bilingual understanding, (2) theories and experiments in multilingual communication and language learning, and (3) practical application of theories and techniques in actual school programs.


Bibliographies


An annotated bibliography of 80 entries of materials written from 1965 through 1971 and available from ERIC. Project sponsored by ERIC Clearinghouse on Early Childhood Education.


412 entries, selected for thoroughness of coverage of topic.


A monthly annotated listing of information needed by bilingual, bicultural project personnel for the acquisition of relevant materials for their programs--handbooks, lesson plans, bibliographies, textbooks, papers, evaluation materials, novels, audiovisual materials, children's books, periodicals, etc. Ethnic and national cultures on which materials are presented include those represented by known bilingual programs--Spanish-speaking, Portuguese, American Indian, Chinese, French and Russian, among others. The publishing project is funded by DHEW/OE through the Elementary and Secondary Education Act. The cumulative issues, appearing each December, provide title, author, subject and publisher indexes.


Focuses mainly on the black child, with some stress on Mexican American, Puerto Rican, and Indian American children; some attention is given to children from Oriental, poor white, Jewish and European backgrounds. Great bulk of entries are from the last 70 years, but some go back to the colonial period. Section on Spanish-Americans includes studies on bilingualism. Also includes a 15-page section of bibliographies.

TEACHER TRAINING

Description and Evaluation of Existing Programs


35. Basic Concerns of TESL in New Jersey. Elaine F. Adler. Arlington: ERIC, ED 034194, 1968, 10 pp., $0.93 microfiche, $1.68 papercopy. Emphasis is on in-service and pre-service training for teachers in an ESI program.

36. Building Bridges to Better Bilingual Education. New York City Board of Education. Arlington: ERIC, ED 081273, 1973, 15 pp., $0.93 microfiche, $1.68 papercopy. Description of program whose aim is to promote linguistic and academic achievement in Spanish-speaking children whose achievement levels are below those of the district and city as a whole.


37a. Guide to Teacher Education Programs for Bilingual Bicultural Education in U.S. Colleges and Universities. Austin: DCCBE, 1975, 44 pp. A listing by state of institutions of higher education, providing courses, programs, degrees or certification plans for teachers in bilingual bicultural education. Information from the various states' departments of education relates to the academic year 1974-1975, and may be used as a guide for probable offerings during 1975-1976. The institution's address and a contact name are given, in addition to a capsule description of courses offered at the institution.

39. *To Train or Not to Train Teachers for Spanish Speaking Communities.* Horacio D. Lewis. Arlington: ERIC, ED 081043, 1973, 30 pp., $0.93 microfiche, $3.53 papercopy. Recommends that teacher training programs include courses in Latino culture and the Spanish language.


**Methods**


42. *Career Lattice Program.* Julia Nieto. Berkeley: BABEL, 1972, $0.49. Describes career opportunity program of BABEL, teachers to aides, operated through nine institutions of higher education in the Bay Area. Requirements of each position in bilingual education and outlines of courses are given for elementary and intern programs.

Readings include some views on the training and retraining of teachers and administrators, and instructional styles for the classroom and the barrio from the perspective of la raza.

Defines role of the ESL teacher in American schools, describes personal qualities and professional competencies, and states the objectives and characterizes important features of ESL teacher education programs.

Microteaching techniques for adult educators.

Manuals supplemented (optional) with videotapes providing 10-15 minute programs, with accompanying quizzes for self-assessment. Titles include: A New Philosophy of Education, 24 pp., $0.60, contrasts melting pot and enforced acculturation with cultural democracy or acculturation assistance; Mexican American Values and Culturally Democratic Educational Environments, 28 pp., $0.65, discusses conflicts children may experience when cultural loyalties are undermined, specific strategies for teaching curriculum development, extracurricular activities, family involvement and classroom arrangement; Introduction to Cognitive Styles, 24 pp., $0.60; Field Sensitivity and Field Independence in Children, 24 pp., $0.60; Field Sensitive and Field Independent Teacher Strategies, 28 pp., $0.65; Developing Cognitive Flexibility, 20 pp., $0.60; Concepts and Strategies for Teaching the Mexican American Experience, 20 pp., $0.60; Self-Assessment Units, 52 pp., $0.90.

49. **Preparing Teachers for Mexican American Children.**
   Thomas P. Carter. Arlington: ERIC, ED 025367, 1969, 16 pp., $0.93 microfiche, $1.68 papercopy.
   Calls for changes in teacher preparation, teachers, and schools to meet needs of Mexican American children.

**Materials**

   Emphasizes practical Spanish skills to teach functional communication between educators and their Spanish-speaking students.

   Explanation of the liaison position and reasons for it, guide to resources in community, community assignment sheet, sample parent questionnaire, and calendar of activities in the community.

   Five-year master's level teacher-preparation program. Handbook discusses what teachers need to know about language and lists materials for in-service training.

   Contains six lessons in a slide-tape and workbook format. Designed to train teachers and aides to apply behavioral objectives to their teaching. May require minimal instruction from SWCEL in use of materials.

   Developed for the Bilingual Education Program SWTSU, Harlandale, San Marcos Consortium. In-service training unit for teachers in bilingual education programs aimed at developing understanding of theory and techniques of teaching ESL. Materials covered include structure of English and contrastive analyses. Additional materials needed are listed in the bibliography.

CULTURAL AWARENESS

Rationale

57. Cultural Challenges to Education; the Influence of Cultural Factors in School Learning. Cole Brembeck and Walker H. Hill. Lexington: D. C. Heath and Company, 178 pp., $14.00. Authors explore cultural characteristics and differences in order to apply them to educational planning. Divided into three parts: (1) cultural pluralism and the schools, (2) the challenge of diversity and conflict, and (3) can the school respond?

58. Ethno-Pedagogy: A Manual in Cultural Sensitivity, with Techniques for Improving Cross-Cultural Teaching by Fitting Ethnic Patterns. Henry Burger. Albuquerque: Southwestern Cooperative Educational Laboratory, 1971, third edition, 193 pp., $5.00. Publication No. 2-0768. Shows that educational methods, curricula and subject matter can be made flexible. Reveals the patterns of various Southwestern ethnic groups and shows how ethnic traditions can be utilized rather than subjugated by the majority school system.


60. Teaching Culture: Strategies for Foreign Language Educators. H. Ned Seelye. Skokie: National Textbook Company, 1974, 188 pp., $5.75. Designed as a teacher's resource or as a methods course; suggests means for (1) identifying cross-cultural communications skills, (2) writing goal-related performance objectives, and (3) planning cultural instruction. Learning activities, sensitivity techniques and testing techniques are discussed. Some 400 sources of cultural information are listed.
Works on Multiple Groups

61. Plural Society in the Southwest. Edward H. Spicer, Calexico Intercultural Design. Austin: DCBBE, 1970, 43 pp., $1.08 single copies, $0.65 10 copies or more.

Various ethnic groups in Southwest are described; interrelations of these groups are characterized and trends of change in these relations are delineated. Total of 42 ethnic groups listed, including 30 groups of Indians, five of Mexican heritage, five Anglo American and two Asian.


Annotated bibliography includes history, economy, sociological and anthropological aspects of Puerto Ricans, Cubans, Mexican American, American Indians, Jews and other minority groups.


Part II, "Minorities in the Social Structure," provides background materials on many minorities.

64. We're Not All Alike. Washington, D.C.: National Education Association, 1973, 13 pp., $1.00 (booklet); multimedia program, $13.45: five cassette tapes, discussion starter questions and human relations booklet.

Designed to help teachers, students and community members find out more about racial and ethnic groups in the U.S. Booklet is a collection of essays and an annotated bibliography of materials available from NEA. Tapes are discussions by Blacks, Asians, Chicanos, and American Indians and an exchange of ideas among these groups.
Mexican Americans

Contents include: background of Mexican Americans, acculturation of Mexican Americans, conflicts of values, the family, the Mexican American student, Chicano power, suggestions to teachers, recommend readings, survey of Mexican history, chronological outline of Mexican history, and a bibliography of Mexican history and culture.

A history of Mexican Americans which examines distortions and stereotyping, and looks to the future; includes bibliography, illustrations and profiles of leading Mexican Americans.

Maclovio Barraza traces the history of Mexican Americans from the Conquest to the present. Explores the development of economic and political movements playing a role in breaking the poverty cycle in the Southwest.

Ernesto Galarza defines cultural and economic patterns in rural and urban Mexican American communities in the Southwest, and discusses the surge of militancy with representatives from several Mexican American organizations.

Traces the history of Mexican Americans from the background of Southwest Indians through today. Texts of 19th Century treaties included in Spanish and English. Extensive bibliography.

Methods for teaching Hispanic culture, pre-school through high school. Contains concrete suggestions for activities, lists of materials, articles on suggestions for developing more positive attitudes toward native Spanish speakers, and testing understanding of the foreign culture.


Spanish vocabulary used in eight counties of south Texas with a predominantly Mexican American population.


Includes (1) professional materials of Mexican and Spanish history, Mexican American history and culture, education and vocabulary in the Southwest; (2) literature in Spanish (a few titles in English), aimed at elementary students; (3) textbooks (subject areas other than language). List of publishers is also included.

**Puerto Ricans**


74. **Island in America.** New York: Anti-Defamation League of B’Nai B’Rith, 16 mm., sound, color, 28 minutes. Rental $17.50, purchase $250.00.

Exploration of the cultural, social and economic life of Puerto Ricans in the U.S. set against background of the history of Puerto Rico. Compares conditions faced by people coming from the island today with those encountered by earlier immigrant groups from Europe.


American Indians


General Works on Minority Students

Gives background of Puerto Rican concerns, the experiment and results and a short discussion.

Study of the acquisition of syntax in 6-8 year-olds, bilingual in Italian and English. Covers problems in child bilingualism and implications for language study.

Study of students in San Ysidro, California, is the second in a series of research studies designed to assess the strengths and needs of the Mexican American students in California. Contents include descriptions of the tests used, results, and conclusions and recommendations in the perceptual-motor, academic-intellectual, social, emotional, and intellectual categories. Curricular and educational recommendations are given separately for each category.

Study of students in Wasco, California. Contents same as for study in San Ysidro, California (above).

Data necessary for personnel working with bilingual children to understand: (1) nature of language and its diversity, (2) how children learn their first and subsequent languages, and (3) cultural attitudes and practices which affect a child's socialization and cognitive development. Profiles of bilingual children (Mexican American, Puerto Rican and Indian) and implications for early childhood program development. Large bibliography.

Study to measure the effectiveness of a monolingual vs. bilingual approach to second-grade Spanish-speaking children in New York. Report includes review of procedures and results, discussion and interpretation of results, and a summary.


Report of the U.S. Commission on Civil Rights. Examines the way the educational system deals with the linguistic and cultural background of the Mexican American student and looks at: (1) some of the linguistic and cultural problems faced by Mexican American children within the educational system, (2) programs used by some of the schools in attempting to adjust to these problems, (3) the school's relationship to the Mexican American community it serves.


Writings on the language education problems of minority children to provide insight into areas of concern for teachers, administrators and students. Articles are divided into three sections: (1) multilingualism in the U.S., (2) bilingualism and bilingual education, and (3) language education in practice.


Published in 1968 under title Puerto Rican Children in Mainland Schools. A collection of articles on the Puerto Rican experience in the U.S.; underscores the socio-political and educational needs of the Puerto Rican child. Part IV includes articles on materials on bilingual education, outlines for course content and staff training, and a related bibliography.

Some inventories of the thoughts and feelings of young children, brown and white, and some evidence concerning the background hows and whys.


Deals with problems of the Spanish-speaking child, adolescent and young adult. Areas of cultural, social and economic differences are discussed and the need for special instruction to overcome language and cultural deficiencies is cited.


Results of a questionnaire designed to investigate Puerto Rican students' attitudes toward learning English show a predominantly positive attitude. Information solicited in grades 5-8 concerning personal data, student's contact with English, amount of English used, parental attitudes, and student attitudes toward learning English.

**Bibliography**


Second half of book is a listing of selected titles from the literature of the 1960's dealing with the children of the poor and American schools. Categories include: role of schools, dropouts and delinquencies, characteristics of disadvantaged students, teachers and teacher education, programs and materials.
Study of the acquisition of syntax in 6-8 year-olds bilingual in Italian and English. Areas covered include: problems in child bilingualism, theoretical and research perspectives, design of investigation, contrasts in child bilingualism, and implications for language study.

Among questions posed are: What is skill in language learning? How important is intelligence, motivation, attitude, and society to foreign language learners? Do negative ideas of a culture affect American students' abilities to learn another language? Would knowledge of the social and psychological implications strengthen language teaching? These and other questions are answered through an examination of a wide range of foreign language students in the U.S. and Canada.

Data necessary for personnel working with bilingual children to understand: (1) nature of language and its diversity, (2) how children learn first and subsequent languages, (3) cultural attitudes and practices which affect child's socialization and cognitive development.

99. The Bilingual Review/La revista bilingüe. Gary D. Keller, editor. $6.00 per year, quarterly periodical.
Dedicated to study of linguistics and literature of Spanish/English bilingualism in the U.S. Articles on research, criticism, and pedagogy; book reviews; some original literature.
Study of language theory with practical classroom methods, with specific attention to problems of intermediate level. Includes chapters on reading and writing and vocabulary, pattern practice, tests and measurements.

Topical essays in psychological and social aspects of language. Three sections: (1) bilingualism, (2) language acquisition, (3) sociolinguistics.

Brief book is good general summary of Chomsky's theory. Serves as introduction to more advanced materials.

21 essays dealing with measurement of bilingual competence, motivations of language learners, relationship of thought and language, role of learning in language development, relationship of bilingualism to intelligence, psychology of language and bilingualism, and influence of children's language style on teacher's evaluation of them as pupils.

Uses non-technical vocabulary in demonstrating the role that descriptive linguistics can play in a language-teaching situation. Compares sound systems, grammatical structures, vocabulary systems and cultural patterns.

Basic linguistic characteristics of English are discussed, including the role of word order, grammar and inflection. Linguistic problems of the bilingual speaker, such as interference, carry-over of syntactic patterns, contrastive phonemes, etc., are covered and some practical applications to help alleviate these problems in the language classroom are suggested.

107. Southwest Areal Linguistics. Garland D. Bills, editor. San Diego: Institute for Cultural Pluralism, 1974, 315 pp., $5.00. Collection of papers presented at the Workshop on Research Problems in Southwest Areal Linguistics II at the University of New Mexico, 1973. 22 articles by experts such as J. Donald Bowen, Gustavo Gonzales, Muriel Saville-Troike, and Gary Underwood. Papers cover range of linguistic, sociolinguistic, and educational linguistic topics dealing with English, Spanish and American Indian language varieties in the Southwest. Five parts: (1) the linguistic situation, (2) theory and methodology, (3) linguistic descriptions, (4) child language, and (5) educational implications.

English as a Second Language (ESL)


Stresses the importance of careful diagnosis of each child, concluding that by working with such related skills as listening comprehension, spatial relations, and auditory association, the overall effectiveness of a reading program for Spanish-speaking children may be increased significantly.

Part I (Background), Diagnostic Reading Instruction, discusses some of the common explanations of reading failure and describes the reading program at a hypothetical school; Part II, What the Diagnostic Reading Teacher Knows, describes the skills needed for reading and teaching reading; Part III, What the Diagnostic Reading Teacher Determines, gives three basic questions teachers must answer about every child in class; Part IV, What the Diagnostic Reading Teacher Prescribes, details specific skill needs and their treatments, including pupil-managed learning tasks; Part V, What the Diagnostic Reading Teacher Organizes and Operates, gives "how-to's."

Selections by 24 reading experts on the problems of teaching the disadvantaged to read. Combines specific information about the socio-economic backgrounds and the language characteristics of the major disadvantaged groups (whites, blacks, Spanish-speakers, American Indians) with specific recommendations for teachers at all grade levels from pre-school through high school.
METHODS AND MATERIALS

General Works


114. Art and Indian Children. Washington, D. C.: Department of the Interior, Bureau of Indian Affairs, Curriculum Bulletin No. 7., 1970, 33 pp. Hints and directions by asking teacher questions such as: "Do you show your students the creative work of other Indian people using nature as a source for art?" "Do you encourage the cultural connection between the Indian craftsman and the Indian student?" Profusely illustrated with resources for Indian cultural studies listed.


116. Bilingual Kindergarten Program. Southwest Educational Development Laboratory. Austin: National Educational Laboratory Publishers, Inc., 1973, multimedia program, $400.00. Learning system includes instructional materials, staff development materials, and parent activities. For additional information about the program and in-service training, contact Don Williams, Director, Division of Field Relations and Dissemination, Southwest Educational Development Laboratory, 211 East Seventh Street, Austin, Texas 78701.

118. Classroom Practices in ESL and Bilingual Education,
First in a series planned to acquaint teachers with successful methods and materials used in TESOL and bilingual education contexts. Articles written by teachers on "Teaching Spanish to Spanish Speakers," "Reading as Skill, Structure, and Communication," "Composition and Advanced ESL Students: Teaching Strategies and Illustrative Materials," "Navajo Language Development: Kinship Terms," and "Jeux." Some are followed by lists of additional readings.

Discusses Mexican American migrants' pressing educational needs, language lab for migrants, teacher workshop to teach conversational Spanish to teachers of migrant children.

Originally written for Latin American teachers of unskilled readers, this book discusses characteristics of poor readers, factors of reading ability, information sources, vocabulary, syntax and language use, organization of materials, and style and size of type faces for maximum legibility. Appendices include reading ability scales, recommended books, publishers of simple materials in Spanish, and lists of most frequently used words in Spanish.

Description of CAI programs being developed at Penn State in bilingual education.

122. Curriculum Guide for Kindergarten through Grade Three. Escondido Union School District. Austin: DCBBE, 1973, 94 pp., $2.35 @ up to ten copies, $1.41 @ ten or more copies.
Covers reading readiness, social studies, SSL, ESL, science and math; aimed at Mexican American students.

Teacher's guide for music instruction in a bilingual program. Adaptable to all levels, Spanish and English. Elements involved in forming an Estudiantina, music symbols, vocabulary, songs for beginners which include instrumentation, and costume sketches.

125. **Information and Materials to Teach the Cultural Heritage of the Mexican American Child.** Compiled by Minerva Gorena. Austin: DCBBE, 1972, 284 pp., $5.60.
Contains a variety of cultural materials which can be abstracted to teach any one of several subjects at different grade levels. Includes a bibliography of bilingual education materials and sources for these materials.

Teacher's guide and resource book (mostly in English) for the bilingual kindergarten teacher. Suggestions for curriculum schedules; activities for teacher's aides; classroom arrangements; and detailed strategies and activities for teaching oral language development, number concepts and skills, science, social studies, health and safety, physical education, art and music. Also contains a section on bilingual resource materials, instructions for constructing teaching aids, and a list of instructional materials.

Designed to help the elementary teacher of Mexican American children. Includes parent participation information and activities and detailed description and suggestions for learning activity centers in the classroom, as well as a bibliography of resources.
Compilation of traditional songs and dances, finger plays, nursery rhymes and tongue-twisters in English and Spanish for the kindergarten child.

Technical, but carefully explained book on language in culture.

Textbooks, educational materials, and audiovisuals used in New York City schools.

Methods for teaching Hispanic culture, pre-school through high school with concrete suggestions for activities, lists of materials, articles on suggestions for developing more positive attitudes toward native speakers of Spanish, etc.

Oriented to the needs of students who speak Spanish or Indian languages; papers collected here deal with testing, teaching materials, and the school as a societal force.

Teaching strategies and sample lessons for teaching language, social studies, art, mathematics, etc.

English-Spanish vocabulary games, songs, poems and reading selections relating to various topics—days, months, seasons, plants, animals, etc. Materials can be abstracted to teach different subjects at various grade levels.
135. *SCDC Spanish Curricula Units.* Spanish Curricula Development Center Staff. Austin: DCBBE, 1973, 16 page descriptive brochure available free. Multimedia units include readers, cassettes, puppets, teacher's guides, supplements and ditto packets. Three units for grade one in language arts (Spanish), social science, science and math, fine arts and SSL. Subsequent units for grades two and three are being developed.

136. *Suggested Curriculum Guidelines for an Effective Bilingual Program 1972-73.* Southeastern New Mexico Bilingual Project. Artesia: Artesia Public Schools, 1972, 77 pp. Available from DCBBE, $1.93 @ up to ten copies, $1.16 @ ten or more copies. Curriculum guide for Spanish Language Arts.

137. *Suggestions for Planning a Curriculum on Puerto Rican Culture.* Robert J. Saunders. Hartford: Connecticut State Department of Education, 1971, 84 pp. Contains suggestions for curriculum, such as: developing tours of Puerto Rico, equipment, identifying and selecting subject matter, sources and agencies for information on Puerto Rican culture, a 40 page historical statement about Puerto Rican cultures, and a bibliography (fiction, bilingual materials, folk tales, and non-fiction) of children's literature about Puerto Rican children in the U. S. Recommended readings in each section.

138. *Systematic Reading Instruction.* Gerald G. Duffy and George B. Sherman. New York: Harper and Row, 1973, $4.95 (text edition). Behavioristic systems approach used to diagnose and teach basic reading skills. Techniques are given for determining whether the child has mastered a given skill. Specific instructional strategies and classroom management techniques, development of basic sight vocabulary, basic thinking skills and fundamental decoding skills used in spelling.

139. *Teacher and Teacher Aide Guide for Programs for the Education of Migrant Children.* Austin: Texas Education Agency, 1974. Suggested procedures, preparations and planning for teachers and aides; suggestions for utilization of the aide, parental involvement, and in-service training program; information on national migrant record transfer system, and an extensive (14 pp.) bibliography.

Presents a step-by-step approach to teaching reading through phonics in the first grade, teaching people to speak English, remedial reading and adult reading.


Readings by various authors in three sections: (1) bicultural understanding, (2) theories and experiences in multilingual communication and language learning, and (3) practical applications of theories and techniques in actual school programs.


Evaluations of over 300 textbooks by 32 Indian scholars, native historians and students. Books (in use at the time of the study) utilized in primary through high school. Subjects include American history and geography, state and regional history, government and citizenship, world history and geography, American Indians, and readers. A bibliography of recommended books by and about American Indians is included.


Manual for teachers planning a small group organization in bilingual bicultural programs. Several sample day schedules included with a series of activities appropriate for small groups of children. Activities organized around the content of several learning or interest centers.


Folk arts, dances, songs (in Spanish and English), costumes, legends, ceremonies; illustrated with photographs and line drawings.
English as a Second Language (ESL)

First in a series planned to acquaint teachers with successful methods and materials used in TESOL and bilingual education contexts. Articles written by teachers on "Teaching Spanish to Spanish Speakers," "Reading as Skill, Structure, and Communication," "Composition and Advanced ESL Students: Teaching Strategies and Illustrative Materials," "Navajo Language Development: Kinship Terms," and "Jeux." Some are followed by lists of additional readings.

Materials covered include information on the "disadvantaged child," historical background information on ESL, the audio-visual-lingual theory, object box picture games, action routines, instructional pictures, picture file, basic teaching materials, category word list, teaching materials by subject, approach to the child, language rating scale, pupil information form, evaluation of pupil program, etc.

Collection of 72 language-practice games: number games, spelling games, vocabulary games, rhyming games and miscellaneous games. All levels.

With emphasis on language as a revelation of self and as communication, the author suggests that just as students must be motivated to learn a second language (English), teachers must also be motivated to recognize and accept students' first language and culture.

cites the major trouble areas in pronunciation of Spanish and English, explains the problem and its correction, and gives easy-to-follow practice drills. Glossary contains words of Romance origin with identical meaning in English and Spanish.


Second language instruction should incorporate the results of ethnomethodology research, such as inclusion of materials which explicitly point out those implicit, underlying rules for interaction used by Americans, especially where they differ from the student's own.


Teaching strategies and sample lessons for teaching language, such as: Spanish as first and second language, English as a Second Language, social studies, art, mathematics, etc.


Areas covered include planning for language teaching and learning (with a course of study for beginning language students and examples of language-culture lesson plans), teaching English as a second language, general methods of teaching, the role of the supervisor, evaluating the program, materials and texts, and resources and texts.


Description of Manpower Development Training Program which combines vocational training and language instruction. Description of language teaching techniques found to be effective.


Suggestions on techniques and procedures in teaching a second language.

Urges use of variety in approaches to individual students, rather than adherence to a narrow pedagogical approach. Discusses differences among approach, method, and technique.

Spanish Language Arts and Spanish as a Second Language (SSL)


First in a series planned to acquaint teachers with successful methods and materials used in TESOL and bilingual education contexts. Articles written by teachers on "Teaching Spanish to Spanish Speakers," "Reading as Skill, Structure, and Communication," "Composition and Advanced ESL Students: Teaching Strategies and Illustrative Materials," "Navajo Language Development: Kinship Terms," and "Jeux." Some are followed by lists of additional readings.


High school and adult reading texts, activities and exercises.

158. **Puedo leer/I Can Read--Initial Reading in Spanish for Bilingual Children.** Charles H. Herbert, Jr., and Anthony R. Sancho. Austin: DCCBE, 1972 revised, 134 pp., $2.95.

Lesson outlines for teaching initial reading in Spanish to first-grade Spanish-speaking students. Sections on pre-reading and concept development. Suggestions for activities, games, and other devices for teaching reading skills. Development of an activities supplement is in progress and will include language experience approaches, diagnostic reading, readiness activities, and charts for use with lessons.


Teaching strategies and sample lessons for teaching language, Spanish as first and second language, English as a second language; social studies; art; mathematics; etc.
Bilingual teaching methodology, cultural self-determination, and teacher attitudes are discussed as background for bilingual programs. First half in English, second in Spanish.

Bibliographies


163. Bibliography of Material for Bilingual-Bicultural Instruction, Volume I. Henry W. Pascual, Jean Salas, Rina Swentzell. Santa Fe: New Mexico State Department of Education, 1973, 16 pp. Includes information on: (1) professional materials of Mexican and Spanish history, Mexican American history and culture, education and vocabulary in the Southwest; (2) literature in Spanish (a few titles in English) aimed at elementary students; (3) textbooks (subject areas other than languages). List of publishers is also included.

"Acquisition of books in other languages is still beset with many problems, such as aids to selection and reliable channels of supply, and this list, which was prepared for the 1973 Annual Conference of the Ontario Library Association, provides some suggestions."

166. Evaluation Instruments for Bilingual Education: A Bibliography. Austin: DCBBE, 1975, in progress. Over 200 testing instruments which have been used for assessment in U.S. bilingual programs; many are tests developed by Title VII ESEA-funded projects and are available only from projects.


168. Selected List of Instructional Materials for ESL. Rudolph C. Troike. Arlington: Center for Applied Linguistics, 1974, 9 four-page bibliographies, single copies free. Elementary level, secondary level, college level, and adult level reading for Spanish speaking students, as well as audio-visual aids, background resources, tests and testing.
EVALUATION

Students

109. Administering the POSR to Lower Class Children. Sheila Whitesides. Arlington: ERIC, ED 011608, 1965, 5 pp., $0.93 microfiche, $1.68 papercopy. Concludes that reading questions given in both English and Spanish to students of Mexican descent can help at all grade levels and that Spanish-speaking persons can elicit more cooperation from such pupils.


172. "Guidelines for Testing Minority Group Children." Joshua Fishman and others. Journal of Social Issues, Volume 20 (1964). Cites three main problems created by standardized tests: (1) may not provide reliable differentiation in range of scores, (2) predictive validity for minority group children may be different from predictive validity for standardization and validation groups, and (3) to a large extent, the validity of interpretation depends upon interpreter's understanding of social and cultural background of minority group in question. Also contains an appeal to the "conscientious educator" to reject the notion that test scores indicate fixed levels of performance or potential.

Abstract of previously presented (various sources) papers on ethnic minorities in special education, including evaluations of some testing instruments and their applications.

174. **Intelligence of Mexican American Children.** Edward A. de Avila and Barbara Havassy. Austin: DCBBE, 1974, 198 pp., $2.50.

Recent information concerning testing instruments and their relationship to the Mexican American child. Sample was tested using standard tests of school achievement, I.Q. and four Piagetian-derived measures.

175. **I.Q. Tests and Minority Students.** Edward A. de Avila and Barbara Havassy. Austin: DCBBE, 1974, 38 pp., $1.00.

Information about I.Q. tests based on translations, ethnic norms and other elements not equally familiar to minority children.


Report on development of tests in Del Rio, Texas, to measure (1) competency in English, (2) competency in Spanish, and (3) socialization. Results of their use included.


Analysis of California Achievement Tests using seven subgroups: northern white suburban, northern black urban, southern white suburban, southern black rural, southern white rural, southwestern Mexican urban, southwestern Anglo-American suburban.


Reports the internal consistency of two reading tests and one intelligence test administered to approximately 200 Mexican American children in grade three.
Study of the use by schools of educable mentally retarded label on minority children.

Copy and explanation of Students Hype Arranged for Teachers (SHAFT) test and resulting information, speeches of the conference, and statement by Bay Area Bilingual Education League.

Teachers


182. Teachers of Middle School Mexican American Children: Indicators of Effectiveness and Implications for Teacher Education. Joe Lars Klingstedt. Arlington: ERIC, ED 059828, 1972, 47 pp., $0.93 microfiche, $3.53 papercopy.
A summary of research and related literature on the problem of identifying indicators of teacher effectiveness and includes: (1) traditional indicators of teacher effectiveness, (2) new trends in identifying indicators of teacher effectiveness, and (3) implications for teacher education in the form of a teacher education model.
Programs and Materials

183. **Evaluation Guidelines for Multiracial/Multicultural Education.** Arlington: National Study of School Evaluation, 1973, 64 pp., $5.00. Reduced rate on two or more copies.
   Designed for voluntary optional use to evaluate the aspects of secondary school programs and operations which shape attitudes of students toward various cultures in the U.S.

   Explores the problems connected with the evaluation of the influence of educational programs by considering the objectives of formal school programs and the influence of informal education. A list of problems which are associated with successful evaluation practices is included.

   Includes an explanation of objectives and practicalities of SCDC/CANBBE's efforts to develop and field-test curriculum materials for cultural relevancy for Spanish-speaking Americans. Examples of reviews are included.
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