


1972

Proposal: MATL Program 1971-72 , Double Degree (Part II)

Susan Stuckey

School for International Training

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INDEPENDENT STUDY PROJECT

PART TWO

Susan Stuckey
February 18, 1972

According to the United States Department of Health, Education and Welfare, there are some three million children in the United States who speak a first language other than English. These children, and the culturally different groups to which they belong, are confronted with two very special problems which have become a major concern to both the government and an increasing number of educators. They need to "participate in the mainstream of US society and learn English as a means to that participation" and, at the same time, maintain and strengthen their native linguistic competencies and cultural identities.¹

In 1967, Congress made an attempt to recognize these problems with the passage of the Bilingual Education Act. Designed with the preservation of the country's linguistic and cultural resources in mind, the Act provides federal funding for the establishment of Bilingual Education programs and programs for the training of teachers in the field of Bilingual Education. Most of the programs serve children of elementary school age and are located in areas where the concentration of culturally different groups is high. Ideally, a skillfully conducted Bilingual program can help these children develop into fluent and literate bilingual adults, and provide them with a positive attitude toward their first language and culture. By giving them this opportunity for development, a Bilingual program can also make

it possible for these children to share their knowledge and understanding of another culture with their American counterparts.

In the Southwest, northern New England, Florida, and the metropolitan areas of the East and West, there is an immediate and increasing need for carefully planned Bilingual Education programs staffed with well-trained teachers. Current statistics published by the Department of Health, Education and Welfare indicate, however, that the federal government now supports fewer than 200 Bilingual Education programs and that the number of teachers involved is only about 3000. Considering the fact that about 3,000,000 children could benefit from such programs, some 50,000 trained teachers are needed for the non-English side of the task alone.²

~~Already deeply involved in the areas of language and culture, the staff of the Masters of Arts in Teaching Program at The School for International Training is among those educators who are not only interested in Bilingual Education, but are also concerned with the present shortage of both Bilingual Education programs and programs specifically designed for the adequate preparation of teachers in the field.~~ At present, "MAT is a twelve-month program designed to prepare graduate students for a successful teaching career. It offers the participants the opportunity to specialize in either French, Spanish or English as a Second Language (ESL),

or, in some cases, elect a 'double major' earning the MAT in two of the three languages."³ However, due to the growing need for well-qualified teachers in the area of Bilingual Education and considering SIT's proximity to already existing Bilingual programs in New England, the MAT staff is interested in expanding MAT to include a teacher training program in Bilingual Education. The addition of such a program to MAT would not only provide some of the Bilingual teachers so much in demand, but would also increase the scope of the program as a whole in yet another direction worthy of the uniqueness that now characterizes MAT and EIL. The information that follows is not designed for immediate use in setting up a Bilingual teacher training program. Rather, it constitutes stage one in the planning process and should provide the MAT staff with a more than adequate basis on which to build.

PART ONE

The effectiveness and, therefore, the ultimate value of any teacher training program depends largely upon the educational objectives of the program, the philosophy behind these objectives, and the means by which they are attained. In the following section, based primarily on suggestions from the Department of Health, Education and Welfare, I have applied these three points to a teacher training program in Bilingual Education. (For comments concerning how such a program might be conducted at SIT, see PARTS TWO and THREE of this proposal.)

1. Competencies to be developed (i.e. educational objectives and supportive philosophy)

Due to the dual yet inter-dependent nature of a well-constructed program in Bilingual Education, the educational and philosophical objectives should be considered from two viewpoints: 1) training for teachers who will be involved in the non-English segment of the program and 2) training for teachers of English as a Second Language.

- a. Competencies to be developed: non-English language

Teachers who will be preparing to work through the non-English language should have native fluency of that language. If qualified candidates are available who are also members of the target population, they ought to be given preference. Their linguistic

and cultural background can be of great value both during the training program and in the classroom. It is also desirable for these candidates to have had at least part of their own education through the medium of the non-English language.

The program should aim to develop skill in the teaching of the non-English language as a first language. And, although ESL is an important part of Bilingual Education, the children also need to do part of their learning through the medium of their native language if they are to develop a strong, healthy self-concept and pride in their native language and culture. Candidates who have had this kind of training in their native country and, ideally, some teaching experience there, should be given preference.

The third, and one of the most important competencies to be developed is the ability to use the non-English language as a medium of instruction. Training toward this end should exist concurrently with preparation for teaching the non-English language as both a first language and a second language (to native English speakers), and should concentrate on the methodology of language teaching with special emphasis on the teaching of specific subjects required at the elementary level. Preparation in the areas of linguistics and educational psychology should also be included here.

An effective Bilingual Education program deals as much with culture as it does with language. Therefore, a well-qualified Bilingual teacher should have a masterful knowledge of the cultural, historical, social, and economic characteristics of the target population. "This knowledge should include a sympathetic understanding of the aspirations, problems, and life-style of the group, gained from direct sharing. . . ."5

b. Competencies to be developed: ESL

Those candidates who will be teaching only in the ESL part of Bilingual programs need not attain a high level of competency in the language of the target group. However, because a Bilingual program is of little value unless mutual understanding and cooperation between the two groups involved is achieved, ESL teachers should receive enough training in the non-English language to enable them to understand the problems related to language learning and to greet members of the target population in their own language.

The major area of concentration for ESL candidates should involve training in the methodology of teaching English as a Second Language and of teaching specific subject areas at the elementary level. The linguistic and morphological elements of English should be closely examined, and the psychology of second language learning as it affects the target group should be

emphasized.

A Bilingual program is not merely a TESL program, and the ESL teachers involved need to be sensitive to more than just the linguistic problems of their students. It is important for both prospective teachers of ESL and for teachers of the non-English language to be well-acquainted with the cultural, historical, social, and economic background of the target population.

2. Curricular model

The suggestions that follow constitute a possible response to the needs stated in Section 1. It would be quite difficult and also unrealistic to include here a specific curriculum for any Bilingual teacher training program, since the goals and means of attaining them should be based directly on the needs of the particular target area and population. What I have included, therefore, is a number of general suggestions which can be viewed as a sample curriculum⁶, a general statement of how the 'competencies to be developed' might best be developed within the time and situational limits of a university training center. This information is applicable to intensive summer institutes, graduate level academic year programs, or inservice training programs. To avoid becoming too abstract, I have limited all suggestions to one target group: French Canadians.

a. Suggestions for curriculum: non-English language

- 1) Bilingual methods and materials: theoretical and practical treatment of the methodology and instructional materials in a Bilingual program designed for French Canadian children; emphasis on Canadian French as the medium of instruction in all subject areas; taught in French.
- 2) Early childhood language learning: psychology of second language acquisition; examination of language learning problems specific to French Canadian children; taught in French.
- 3) Sociolinguistics: study of language as a social phenomenon; the nature of bilingualism; the function of language in society.
- 4) Applied linguistics: examination of the structure of English and Canadian French.
- 5) History and culture of French Canada; taught in French.
- 6) The French Canadian child in US schools; taught in French.
- 7) Peer teaching and observations at Bilingual schools where French Canadian children constitute the non-English language group.
- 8) Student teaching
- 9) Cross-cultural experience: homestay with a French Canadian family prior to student teaching.

b. Suggestions for curriculum: ESL

- 1) Bilingual methods and materials: theoretical and practical treatment of the methodology and instructional materials in a Bilingual program designed for French Canadian children; emphasis on English as a Second Language and English as a medium of instruction in all subject areas.
- 2) Early childhood language learning: psychology of second language acquisition; examination of language learning problems specific to French Canadian children.
- 3) Sociolinguistics: study of language as a social phenomenon; the nature of bilingualism; the function of language in society.
- 4) Applied linguistics: examination of the structure of English and Canadian French.
- 5) History and culture of French Canada.
- 6) The French Canadian child in US schools.
- 7) Peer teaching and observations at Bilingual schools where French Canadian children constitute the non-English language group.
- 8) Student teaching
- 9) Cross-cultural experience: homestay with a French Canadian family prior to student teaching.
- 10) Foreign language training: intensive instruction in Canadian French, with an emphasis on all four language skills.

PART TWO

In the Introduction and in Part One of this proposal, the urgent need for teacher training projects in Bilingual Education has been explained and the basic goals and possible means of attaining those goals have been presented. The information included is primarily based on already existing Bilingual teacher training programs and on the ideas of various educators in the field. Given SIT's interest in expanding the MAT Program to include a teacher training program in Bilingual Education, what is the most effective and feasible way for the MAT staff to design and implement such a program? The comments that follow constitute my personal attempt to provide MAT with some specific answers to this question.

The MAT Program is still relatively young and, although a great amount of progress has been made toward strengthening the underlying goals of the program and developing the staff, curriculum, and resources necessary for the effective attainment of these goals, the MAT staff should seriously consider any plans for major expansion into the field of Bilingual Education.

The establishment of a full-scale Bilingual teacher training program, including training for TESL and teachers of the non-English language, is a tremendous undertaking and would, at present, put a strain on SIT. Of the thirteen teacher education projects in Bilingual Education

supported by the US Office of Education for FY-72, none of them dealt with training both ESL and non-English language teachers. In fact, all thirteen programs were directed toward some aspect of teacher training for teachers of the non-English language?

In view of this, and because MAT already offers a strong TESL program, I believe it would be wise, at least for the first couple of years, for SIT to limit itself to the TESL side of a Bilingual teacher training program. Although this undertaking would require some major additions in curriculum (and probably staff and budget), the scope of the changes is realistic, and the resulting program would be manageable from all points of view. Considering what is necessary for the implementation of a teacher training program for teachers of the non-English language (see Part One, 1a and 2a), I don't feel that MAT is ready to undertake both aspects of such a program or even the non-English side alone. Rather, it would be to SIT's advantage to approach the idea gradually, beginning with the establishment of a strong program in TESL specifically designed for teachers in Bilingual Education.

At this juncture, assuming that only a program for the training of ESL teachers in Bilingual Education will be established, there is still another important limitation to be considered: the target group. Meeting not only the linguistic, but also the cultural needs of a specific

group of non-English speakers constitutes the major difference in the responsibilities of an ESL teacher in Bilingual Education and an ESL teacher. Each of the federally funded programs mentioned earlier is directed toward one language group, most of which are Spanish-speaking. The very nature of Bilingual Education makes this a necessary limitation.

In order for MAT to provide fully effective training for teachers in Bilingual Education, this limitation should be self-imposed. Because there are no current Bilingual teacher training programs directed toward French Canadians as a target group and because SIT is already in close contact with Bilingual programs for French Canadians in northern New England, it seems only natural that MAT should design its program around the needs of that particular language group. Many of the resources (i.e. textual materials, bibliographies, outside consultants, etc.) are readily available, and arrangements for the necessary observations, student teaching positions, and homestays could be made with minimum difficulty. Both SIT and the Bilingual programs would benefit from an active, mutual contact of this sort.

Direct contact between the Bilingual teacher training program at SIT and an existing Bilingual Education program, such as that in northern Vermont, is also advisable from another point of view. According to the US Department of Education⁸, an institution of higher education is eligible

for Title VII or Title I funds only if it applies jointly with a local educational agency involved in Bilingual Education. SIT, therefore, could not receive federal funds for a Bilingual teacher training program unless that program fulfilled an essential need for a particular local agency's program.

Furthermore, beginning in 1972, a new program for the distribution of federal funds will be established. This program, after the expiration of programs currently funded, will limit the eligible programs to a specific number of "educational renewal sites" in each state. The sites will be selected by the Office of Education and probably only public school districts will be eligible. In order for a Bilingual teacher training program at SIT to be federally supported, a near-by school district would have to be selected as a renewal site and that district would have to decide that SIT's services were also worthy of support.⁹

In view of the situation, then, the possibility of federal funding for a Bilingual teacher training program at SIT is dependent on several uncontrollable factors and, therefore, should not be considered too strongly for the 1972-73 academic year. It appears that any undertaking of this sort will be completely dependant upon the available budget and a possible increase in tuition for Bilingual/ TESL participants. I see this reality as yet another reason for the limitations described above. For SIT, the addition

of a Bilingual teacher training program restricted to TESL would require the fewest adjustments in curriculum, staff, and budget.

PART THREE

The following sample curriculum is a suggested means by which a Bilingual teacher training program, directed toward the training of ESL teachers, might be conducted at SIT as part of the MAT Program. The format is based on the structure of the 1972-73 MAT Program, but only those segments of the program which require additions or changes are dealt with in detail here.¹⁰

PHASE ONE - Preparation for Practice Teaching

Orientation

Shock Language

Cross-Cultural Communication

This course will usually meet once a week during on-campus periods. While it will deal with several areas involving cross-cultural communications, its focus will be on how cultural differences affect relationships between teacher and students, and within this context, the whole area of culture and language will be explored. For Bilingual Education majors, special emphasis will be given to the French Canadian child in US schools, the specific cultural problems he might encounter, and how the ESL teacher might help him in adjusting to his new cultural environment while at the same time developing his own cultural identity.

Workshop in Foreign Language Education

Early in the year a number of outstanding teachers with varying and often conflicting ideas about language teaching will speak to the class. Dr. Caleb Gattegno (Schools for the Future), Dr. John Rassias (Dartmouth), Dr. Earl Stevick (Foreign Service Institute) and Dr. Seymour Simches (Tufts) are examples of speakers who have been invited to present seminars in this workshop.

Several special seminars dealing with various aspects of Bilingual Education will also be held for all parti-

cipants. Examples of speakers who may be invited are Dr. Richard Light (State University of New York at Albany), Joyce de Laricheliere (Bilingual Project Director, Derby, Vermont), Dr. William Mackey (Laval University, Canada), Dr. Ralph Robinett (Director, Spanish Curriculum Center, Miami, Florida) and A.B. Gaarder (Office of Education, Washington, D.C.). Bilingual/TESL participants will be given opportunities to visit various Bilingual programs in the New England area, observe classes, and meet with the teachers and administrators.

Workshop in General Education

History and Culture of French Canada

Bilingual/TESL participants will do an in depth study of French Canadian history and culture, with an emphasis on twentieth century Canada.

Modern English Grammar

Language Study

Although the primary purpose of this course is to prepare the participant for his homestay abroad, it will also provide him with an extensive experience as a student of language. Bilingual/TESL participants will receive intensive training in Canadian French throughout the program.

Independent Study

Learning Laboratory

Evaluation and Research

Linguistics

Following a general introduction to the history and development of the field and an investigation of how linguistics relates to language teaching, participants will study descriptive phonology and morphology. They will be required to present a phonological contrastive analysis of English and another language, and drills based on the analysis. For Bilingual/TESL participants, the non-English language will be Canadian French.

Participants in Bilingual Education will be introduced to those aspects of sociolinguistics which are particularly relevant to bilingualism: language as a social phenomenon, the nature of bilingualism, the function of

language in society and its relationship to an individual's self-concept (with special reference to minority groups).

Methods of Teaching Languages

Throughout this course a number of very specific teaching practices will be demonstrated live or by video tape. The participants and staff will observe and analyze the presentations and participants will then prepare and present -- usually by peer teaching -- a lesson similar to the model demonstration. Evaluation of the peer teaching will follow. No attempt will be made to "sell" any one method or technique. Participants will be expected to develop their own styles and beliefs, and will test and evaluate their assumptions and practices during the practice-teaching phase. For Bilingual/TESL participants special attention will be given to the methodology and materials used for ESL in elementary schools and to English as a medium of instruction in all subject areas.

Evaluation and Preparation

PHASE TWO - Practice Teaching

The Homestay

The homestays for Bilingual/TESL majors will be in French Canada, and will average three weeks in length.

Practice Teaching, Bilingual/TESL Majors

Bilingual/TESL majors will teach in schools which offer a Bilingual program for French Canadians. Many of these schools are located in northern New England. They will be encouraged to live with a French Canadian family while they are teaching. They will teach 15-25 hours per week, observe three hours of teaching by other participants or other teachers, and will hold a weekly conference with a supervisor. Several seminars will be held during the teaching period involving participants and local teachers.

PHASE THREE - Follow-up

Psychology of Language Teaching

The French Canadian Family

Bilingual/TESL participants will, through a series of readings, seminars, observations, and interviews, do a socio-cultural/political study of the French Canadian family in two contexts, Canada and the United States.

Administration and SupervisionFinal Evaluation and SynthesisIndependent Professional Project

PART FOUR

There is an increasing amount of available material on bilingualism and Bilingual Education, including research studies, instructional materials, and information useful for the training of teachers in the field. Should SIT implement their thoughts regarding a Bilingual teacher training program, it will have to provide as much of this material as possible for use by the staff and participants in such a program.

Due to my absence from the States, collecting material of this nature has been a problem. Included here, however, are two excellent bibliographies on bilingualism and Bilingual Education. (Regrettably, annotation was impossible as many of the materials listed were not available in Japan.) A comprehensive bibliography compiled by The International Center for Research on Bilingualism has been requested and will be forwarded upon its arrival.

FOOTNOTES

1. Richard Light, Proposal: Bilingual Education Project, 1971-72, p. 2.
2. A. Bruce Gaarder, "A University Training Center for English-Spanish Bilingual Education," 27 August, 1971, p.1.
3. The School for International Training, Masters of Arts in Teaching Brochure, 1971, p. 1.
4. Department of Education, Programs under the Bilingual Education Act, Manual for Project Applicants and Grantees, 20 March, 1970, pp. 74-80.
5. Op. Cit., Gaarder, p. 3.
6. Op. Cit., Light, pp. 15-19.
7. P.W. Bell, "Bilingual Education- A Second Look," TESOL Newsletter, September/December 1971, pp. 9-11.
8. Op. Cit., Department of Education, pp. 76-77.
9. A. Bruce Gaarder, Letter to S. Stuckey, 23 December, 1971. (See Appendix)
10. Op. Cit., The School for International Training, pp. 2-7.

BIBLIOGRAPHY

1. Bell, P.W., "Bilingual Education- A Second Look." TESOL Newsletter, Vol. V, No. 3 and 4, September/December 1971, 7, 9-11, 29-30.
2. Education, Department of. Programs under the Bilingual Education Act (Title VII, ESEA). Manual for Project Applicants and Grantees. 20 March 1970.
3. Gaarder, A.B. "A University Training Center for English-Spanish Bilingual Education." 27 August 1971.
4. Gaarder, A.B. Letter to S. Stuckey. 23 December 1971. (See Appendix).
5. Light, Richard. Proposal: Bilingual Education Project. 1971-72.
6. School for International Training, The. Masters of Arts in Teaching Brochure. Brattleboro, Vermont. 1971.

APPENDIX

November 11, 1971

Spanish Curricula Development Center
Mr. Leroy D. Fienberg, Elementary
1420 Washington Avenue
Miami Beach, Florida 33139

Dear Mr. Fienberg,

I am writing on behalf of the Masters of Arts in Teaching Languages Program at the School for International Training in Brattleboro, Vermont. This program, in which I participated during the 1970-71 academic year, currently offers an MAT in English as a Foreign Language, French, and Spanish. However, due to the growing need for well qualified teachers in the area of Bilingual Education, the School for International Training is strongly considering expanding the MATL Program to include the field of Bilingual Education. I have been asked by the MATL staff to do some of the background research necessary for the establishment of a Teacher Training Program in Bilingual Education.

Our primary concerns lie in the areas of curriculum development and administration. We are very interested in information regarding the specific curriculum you have designed for your teacher training program and how this program is administered, staffed, and financed. And, as we feel that the implementation of Bilingual Education projects at the elementary level is crucial, we are eager to know what resources (i.e., bibliographies, speakers, etc.) and methodological techniques you employ to prepare your teachers for work in primary schools.

Those of us at SIT who are involved in the development of this program are quite concerned about the shortage of adequately trained teachers in the Bilingual field, and your assistance will be instrumental in enabling the MATL Program to fully prepare teachers for a career in Bilingual Education. Could you please send any information and suggestions as soon as possible to the following address:

Susan Stuckey
TEFL Instructor
ARAI HIROSEI
2434-56 Hanazono-cho
Chiba-shi, Chiba-ken, JAPAN

Thank you very much for your time and cooperation. I look forward to hearing from you soon.

Most sincerely,

Susan Stuckey



Spanish Curricula Development Center

1420 WASHINGTON AVENUE / MIAMI BEACH, FLORIDA 33139 / PHONE (305) 531-4821

DR. E. L. WHIGHAM
Superintendent
Dade County Public Schools

RALPH F. ROBINETT
Project Manager

YVETTE D. ARMAND
Administrative Coordinator

November 29, 1971

Miss Susan Stuckey
TEFL Instructor
ARAI Hiroshi
2434-56 Hanazono-cho
Chiba-shi, Chiba-ken
Japan.

Dear Miss Stuckey:

The Spanish Curricula Development Center's primary goal is developing materials in Spanish, in the various curriculum areas. Our writers did receive instruction from the Staff Development Department, in the Dade County Schools, but only on the latest techniques of instruction in the Social Science area.

It is the Staff Development Division of the Dade County Schools, which would probably be in a better position to help you with the teacher training programs being implemented in our area, as part of an in-service program.

You may write to the address below:

Staff Development
Dade County Public Schools
1410 N.E. Second Ave.
Miami, Florida 33132

We are sorry that we cannot be of further help.

Sincerely,

(Mrs.) Yvette D. Armand
Administrative/Field Coordinator

YDA/ov

November 11, 1971

Coral Way Elementary School
Dade County Public School System
Bilingual Project Director
1410 N.E. Second Avenue
Miami, Florida 33132

Dear Sir,

I am writing on behalf of the Masters of Arts in Teaching Languages Program at the School for International Training in Brattleboro, Vermont. This program, in which I participated during the 1970-71 academic year, currently offers an MAT in English as a Foreign Language, French, and Spanish. However, due to the growing need for well qualified teachers in the area of Bilingual Education, the School for International Training is strongly considering expanding the MATL Program to include the field of Bilingual Education. I have been asked to do some of the background research necessary for the establishment of a Teacher Training Program in Bilingual Education.

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Susan Stuckey
TEFL Instructor
ARAI HIROSHI
2434-56 Hanazono-cho
Chiba-shi, Chiba-ken, JAPAN

Thank you very much for your time and cooperation. I look forward to hearing from you soon.

Most sincerely,

Susan Stuckey

**DADE COUNTY PUBLIC SCHOOLS
ADMINISTRATION OFFICES**

DR. E. L. WHIGHAM
SUPERINTENDENT OF SCHOOLS

LINDSEY HOPKINS BUILDING
1410 N. E. 2ND AVENUE MIAMI, FLORIDA 33132

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MR. WILLIAM H. TURNER

November 29, 1971

Susan Stuckey
TEFL Instructor
ARAI HIROSHI
2434-56 Hanazono-cho
Chiba-shi, Chiba-ken, Japan

Dear Miss Stuckey,

My particular project, Teacher Training Coordinating capability at Coral Way for Dade County is an EPDA (Education Professions Development Act) federally funded program. The person to contact in Washington regarding funding for Bilingual Teacher Training Program is:

Dr. William Smith,
Assoc. Commissioner of Education
Bureau of Educational Personnel Development
Washington, D. C.

Presently, Dr. Smith's office is in the process of compiling a National Guide of all Bilingual BEPD projects and I would suggest asking his office for a copy.

My project is not funded for outside consultants and we are utilizing a great deal of our local staff resource personnel for our training program.

In the area of curriculum development may I recommend Mr. Ralph Robinett, Director of the Spanish Curricula Development Center located at 1410 Washington Ave. Miami Beach, Florida 33139. Mr. Robinett could inform you as to what his project is doing and could recommend consultants.

The following is a list of the titles of the training workshops we plan for this year:

- 1) Administrative Workshop:
The Administrative Role in a
Bilingual School
- 2) Orientation to Bilingual Education
- 3) Methods of Classifying Second
Language Students (in ESL and Spanish SL)
- 4) Reinforcement of The Content Areas in
Second Language (in ESL and Span.-SL)
- 5) Reading Methods for Second Language
Instruction
A) Palo Alto

Page 2 Cont'd

- 5) B) Miami Linguistic Readers
C) Language Experience
D) Bill Martin Series
- 6) Reading Methods for Instruction of
Native Spanish Speaking Non-Readers
- 7) Taba Strategies Workshop
- 8) Fine Arts Workshop
Conducted by Spanish Curricula
Development Center Staff
- 9) Methods of Teaching Readiness Skills
to Pre-School Second Language Students
- 10) Curriculum Content in Spanish
Development Workshop

The majority of these courses are either taught or planned and coordinated by me.

Our first training session begins December 6, 1971. As we receive reactions from each of the sessions a final yearly report will be compiled in August.

I would be happy to give you any further assistance, so please don't hesitate to call or write.

Sincerely,

Elizabeth D. Morin

Elizabeth D. Morin,
Teacher Trainer Coordinator
Coral Way Elementary School
1950 S. W. 13 Avenue, Room 112
Miami, Florida 33145

EDM/rk

January 11, 1972

Elizabeth D. Morin
Coral Way Elementary School
1950 S.W. 13 Avenue, Room 112
Miami, Florida 33145

Dear Miss Morin,

Thank you for your letter of November 29. It was kind of you to reply so promptly, particularly in the midst of the holiday season. Your suggestions were quite helpful, and I have written to Dr. Smith's office regarding the BEPD guide. I wrote to the Spanish Curricula Development Center the same time I wrote to you. In their reply, they advised me to contact your office and otherwise offered little help.

In your letter, you briefly discussed your proposed training workshops for this year. I'm very interested in the topics with which you'll be dealing, and would like to know more of the details involved, i.e., the rationale behind the selection of these particular topics, what resources you'll be using to plan and present the workshops, how the workshops themselves will be conducted and by whom. I would also like to know something about the teachers who will be participating. For example, have they received all their training for work in Bilingual projects through workshops? Are they American or native Spanish speakers? What are their major areas of strength and weakness regarding work in Bilingual programs and why?

I hope you won't think my bombardment of questions too presumptuous or demanding. Ideally, my research for this project should be done through first-hand observation and interviews, but being out of the country makes that an impossibility.

Thank you again for your assistance. The suggestions you've made have already given me a lot to work with. I'm looking forward to hearing from you soon.

Most sincerely,

Susan Stuckey

DADE COUNTY PUBLIC SCHOOLS
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SUPERINTENDENT OF SCHOOLS

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DR. BEN SHEPPARD
MR. WILLIAM H. TURNER

January 27, 1972

Susan Stuckey
2434-56 Hanazono-cho
Chiba-shi, Chiba-ken, Japan

Dear Miss Stuckey,

In reply to your letter of January 11, 1972 with reference to our workshops I am sorry that I cannot go into detail with reference to our workshops at the present time. However, at some future date I will try to answer all your questions with reference to these workshops, and the teachers who are involved.

Sorry that I cannot be of any assistance to you at the present time..

Sincerely,

Elizabeth D. Morin, per. R. Kaufman

Elizabeth D. Morin,
Teacher Trainer Coordinator
Coral Way Elementary School
1950 S. W. 13 Avenue, Room 112
Miami, Florida 33145

EDM/rk

November 11, 1971

Mr. Nick Bartell
Chinese Education Center
945 Washington Street
San Francisco, California

Dear Mr. Bartell,

I am writing on behalf of the Masters of Arts in Teaching Languages Program at the School for International Training in Brattleboro, Vermont. This program, in which I participated during the 1970-71 academic year, currently offers an MAT in English as a Foreign Language, French, and Spanish. However, due to the growing need for well qualified teachers in the area of Bilingual Education, the School for International Training is strongly considering expanding the MATL Program to include the field of Bilingual Education. I have been asked by the MATL staff to do some of the background research necessary for the establishment of a Teacher Training Program in Bilingual Education.

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Those of us at SIT who are involved in the development of this program are quite concerned about the shortage of adequately trained teachers in the Bilingual field, and your assistance will be instrumental in enabling the MATL Program to fully prepare teachers for a career in Bilingual Education. Could you please send any information and suggestions as soon as possible to the following address:

Susan Stuckey
TEFL Instructor
ARAI HIROSHI
2434-56 Hanazono-cho
Chiba-shi, Chiba-ken, JAPAN

Thank you very much for your time and cooperation. I look forward to hearing from you soon.

Most sincerely,

Susan Stuckey

November 11, 1971

Mr. Donald Dugas
Bilingual Project
Lewiston, Maine

Dear Mr. Dugas,

I am writing on behalf of the Masters of Arts in Teaching Languages Program at the School for International Training in Brattleboro, Vermont. This program, in which I participated during the 1970-71 academic year, currently offers an MAT in English as a Foreign Language, French, and Spanish. However, due to the growing need for well qualified teachers in the area of Bilingual Education, the School for International Training is strongly considering expanding the MATL Program to include the field of Bilingual Education. I have been asked by the MATL staff to do some of the background research necessary for the establishment of a Teacher Training Program in Bilingual Education.

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Susan Stuckey
TEFL Instructor
ARAI HIROSHI
2434-56 Hanazono-cho
Chiba-shi, Chiba-ken, JAPAN

Thank you very much for your time and cooperation. I look forward to hearing from you soon.

Most sincerely,

Susan Stuckey

November 16, 1971

Mr. Norman Robitaille
Project Director
Bilingual Program
Sacred Heart School
Greenville, New Hampshire

Dear Mr. Robitaille,

I am writing on behalf of the Masters of Arts in Teaching Languages Program at the School for International Training in Brattleboro, Vermont. This program, in which I participated during the 1970-71 academic year, currently offers an MAT in English as a Foreign Language, French, and Spanish. However, due to the growing need for well qualified teachers in the area of Bilingual Education, the School for International Training is strongly considering expanding the MATL Program to include the field of Bilingual Education. I have been asked by the MATL staff to do some of the background research necessary for the establishment of a Teacher Training Program in Bilingual Education.

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ARAI HIROSHI
2434-56 Hanazono-cho
Chiba-shi, Chiba-ken, JAPAN

Thank you very much for your time and cooperation. I look forward to hearing from you soon.

Most sincerely,

Susan Stuckey

November 16, 1971

Mrs. Martha Haas
Project Director
Boston School Department
120 Boylston Street Room 521
Boston, Massachusetts 02116

Dear Mrs. Haas,

I am writing on behalf of the Masters of Arts in Teaching Languages Program at the School for International Training in Brattleboro, Vermont. This program, in which I participated during the 1970-71 academic year, currently offers an MAT in English as a Foreign Language, French, and Spanish. However, due to the growing need for well qualified teachers in the area of Bilingual Education, the School for International Training is strongly considering expanding the MATL Program to include the field of Bilingual Education. I have been asked by the MATL staff to do some of the background research necessary for the establishment of a Teacher Training Program in Bilingual Education.

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Susan Stuckey
TEFL Instructor
ARAI HIROSHI
2434-56 Hanazono-cho
Chiba-shi, Chiba-ken, JAPAN

Thank you very much for your time and cooperation. I look forward to hearing from you soon.

Best sincerely,

Susan Stuckey

November 20, 1971

Mr. Toni R. Micotti
Bilingual Project Director
ESEA Title VII
Santa Clara County Office of Education
San Jose, California 95127

Dear Mr. Micotti,

I am writing on behalf of the Masters of Arts in Teaching Languages Program at the School for International Training in Brattleboro, Vermont. This program, in which I participated during the 1970-71 academic year, currently offers an MAT in English as a Foreign Language, French, and Spanish. However, due to the growing need for well qualified teachers in the area of Bilingual Education, the School for International Training is strongly considering expanding the MATL Program to include the field of Bilingual Education. I have been asked by the MATL staff to do some of the background research necessary for the establishment of a Teacher Training Program in Bilingual Education.

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Susan Stuckey
TEFL Instructor
ARAI HIROSHI
2434-56 Hanazono-cho
Chiba-shi, Chiba-ken, JAPAN

Thank you very much for your ~~time~~ and cooperation. I look forward to hearing from you soon.

Most sincerely,

Susan Stuckey

County of Santa Clara
California

Office of Education
45 Santa Teresa Street
San Jose, California 95110
299-2441 Area Code 408

December 3, 1971

Susan Stuckey
TEFL Instructor
ARAI HIROSHI
2434-56 Hanazono-cho
Chiba-shi, Chiba-ken, JAPAN

Dear Mr. Stuckey:

I am answering your letter of November 20, 1971, in which you are asking information regarding the Teacher Training Program which we have. Presently we are out of proposals which would have all the information you ask, but we are sending you one from last year, which may help you.

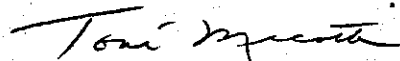
I am also sending a brief description of our project and a sample of our 1st year curriculum. We are now in the process of developing the 2nd year curriculum. These will be disseminated by the National Consortium in Fort Worth, Texas, c/o Mr. John Plakos.

Since we train paraprofessionals, our training is largely projected to them. May I suggest that you write to Mr. Steven Arrizu, Sacramento State College, Sacramento, who has a masters program in training bilingual teachers in Bilingual Education.

It is difficult to discuss the necessary qualifications needed for teachers in Bilingual Education, and if you are ever up this way, I would be more than happy to show you what we are doing, and talk with you about this matter.

Good luck in your program, as it is a step in the right direction and one which is greatly needed!

Sincerely,



Mrs. Toni Micotti, Manager
Bilingual Education Project

TM/mk

November 20, 1971

Mr. Duane Bay
Bilingual Project Director
ESEA Title VII
New Haven USD
Union City, California

Dear Mr. Bay,

I am writing on behalf of the Masters of Arts in Teaching Languages Program at the School for International Training in Brattleboro, Vermont. This program, in which I participated during the 1970-71 academic year, currently offers an MAT in English as a Foreign Language, French, and Spanish. However, due to the growing need for well qualified teachers in the area of Bilingual Education, the School for International Training is strongly considering expanding the MATL Program to include the field of Bilingual Education. I have been asked by the MATL staff to do some of the background research necessary for the establishment of a Teacher Training Program in Bilingual Education.

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Susan Stuckey
TEFL Instructor
ARAI HIROSHI
2434-56 Hanazono-cho
Chiba-shi, Chiba-ken, JAPAN

Thank you very much for your time and cooperation. I look forward to hearing from you soon.

Most sincerely,

Susan Stuckey

November 20, 1971

Mr. Martin Daigle, Superintendent
Maine School Administration
District 3
Maine Street
Frenchville, Maine 04745

Dear Mr. Daigle,

I am writing on behalf of the Masters of Arts in Teaching Languages Program at the School for International Training in Brattleboro, Vermont. This program, in which I participated during the 1970-71 academic year, currently offers an MAT in English as a Foreign Language, French, and Spanish. However, due to the growing need for well qualified teachers in the area of Bilingual Education, the School for International Training is strongly considering expanding the MATL Program to include the field of Bilingual Education. I have been asked by the MATL staff to do some of the background research necessary for the establishment of a Teacher Training Program in Bilingual Education.

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Susan Stuckey
TEFL Instructor
ARAI HIROSHI
2434-56 Hanazono-cho
Chiba-shi, Chiba-ken, JAPAN

Thank you very much for your time and cooperation. I look forward to hearing from you soon.

Most sincerely,

Susan Stuckey

December 14, 1971

Dr. William Smith
Assoc. Commissioner of Education
Bureau of Educational Personnel Development
Washington, D.C.

Dear Dr. Smith,

I am writing on behalf of the Masters of Arts in Teaching Languages Program at the School for International Training in Brattleboro, Vermont. This program, in which I participated during the 1970-71 academic year, currently offers an MAT in English as a Foreign or Second Language, French, and Spanish. However, due to the growing need for well-qualified teachers in the area of Bilingual Education, the School for International Training is strongly considering expanding the MATL Program to include the field of Bilingual Education. Although I am now teaching in Japan, I have been asked by the MATL staff to do some of the background research necessary for the establishment of an MA in Bilingual Education.

I understand that your office has prepared a national guide of all BEPD projects. I would very much appreciate your sending me a copy as well as any information you have concerning federal funding available for teacher-training projects in Bilingual Education, the eligibility requirements and the procedure for applying. Please reply to the following address:

Susan Stuckey
ARAI HIROSHI
2434-56 Hanazono-cho
Chiba-shi, Chiba-ken, JAPAN

Those of us at SIT who are involved in the development of this program are very concerned about the shortage of adequately trained teachers in the Bilingual field, and your assistance will be instrumental in enabling the MATL Program to fully prepare teachers for a career in Bilingual Education.

Thank you very much for your time and cooperation. I look forward to hearing from you as soon as possible.

Most sincerely,

Susan Stuckey



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

December 23, 1971

Miss Susan Stuckey
School for International Training
Master of Arts in Teaching Program
Kipling Road
Brattleboro, Vermont 05301

Dear Miss Stuckey:

Dr. Smith has asked me to reply to your letter of December 14, 1971 seeking information about possible financial support for a masters degree program in bilingual education.

My reply has been somewhat delayed because I hoped there might be a possibility of getting favorable consideration of your proposal. It is now clear that under the portions of the Education Professions Development Act administered by this Bureau no new proposals will be invited or entertained this year apart from the "educational renewal strategy" described below. Therefore, I regret to say that such a proposal cannot be considered.

In cooperation with the States' departments of education a new program for the utilization of EPDA Parts B-2, C and D, and other discretionary monies is being formulated which--upon the expiration of projects to which there is a multi-year commitment--will take the place of almost all of the programs supported heretofore through this Bureau. The new "educational renewal strategy" will consolidate those funds in a limited number of "Educational Renewal Sites" in each State, together with an "Educational Renewal Center" operating in each State department of education.

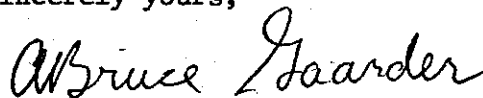
The Sites will, it appears, be selected by this Office from among places nominated by the State departments of education. It is expected that only local public school districts will be eligible to receive grants as Sites. The activities to be supported at each Site will be determined on the basis of an assessment of local need. Both this assessment and all other activities in the schools which comprise the Site will be controlled by a local "governing council." This council will have strong representation from the parents, other elements of the community, teachers, and associated institutions of higher education.

Page 2 - Miss Susan Stuckey

Therefore, the only way the activity you propose could be supported would be a) by having a school district near your college nominated as a renewal site, b) by having that district chosen as a grantee by this Office, and c) having that district decide that the services you wish to perform should be supported.

Your proposal is of great interest to me personally and I regret that it cannot be considered here. I enclose a paper on the kind of program you are interested in.

Sincerely yours,

A handwritten signature in cursive script that reads "A. Bruce Gaarder". The signature is written in dark ink and is positioned above the typed name.

A. Bruce Gaarder
Assistant Director
Division of College Programs

December 14, 1971

International Center for Research on
Bilingualism
Montreal
Quebec, Canada

Dear Gentlemen,

I am writing on behalf of the Masters of Arts in Teaching Languages at the School for International Training in Brattleboro, Vermont. This program, in which I participated during the 1970-71 academic year, currently offers an MAT in English as a Foreign or Second Language, French, and Spanish. However, due to the growing need for well-qualified teachers in the area of Bilingual Education, the School for International Training is strongly considering expanding the MATL Program to include the field of Bilingual Education. Although I am now teaching in Japan, I have been asked by the MATL staff to do some of the background research necessary for the establishment of an MA in Bilingual Education.

One of our primary concerns is curriculum development, and we are therefore quite interested in familiarizing ourselves further with research done in the area of Bilingual Education. I have been informed that your organization has compiled an inclusive bibliography which would be of help to us, and would appreciate your sending me a copy as soon as possible. My address is:

Susan Stuckey
ARAI EIROSHI
2434-56 Hanazono-cho
Chiba-shi, Chiba-ken, JAPAN

Thank you very much for your time and cooperation. I look forward to hearing from you soon.

Most sincerely,

Susan Stuckey

January 11, 1972

Basic Studies Program
Box 1600
City Post Office
Washington, D.C. 20013

Dear Gentlemen,

I am writing on behalf of the Masters of Arts in Teaching Languages Program at the School for International Training in Brattleboro, Vermont. This program, in which I participated during the 1970-71 academic year, currently offers an MAT in English as a Foreign and Second Language, French, and Spanish. However, due to the growing need for well-qualified teachers in the area of Bilingual Education, the School for International Training is strongly considering expanding the MATL Program to include the field of Bilingual Education. Although I am now teaching in Japan, I have been asked by the MATL staff to do some of the background research necessary for the establishment of an MA in Bilingual Education.

I understand that your office deals with existing Bilingual Programs across the nation, and would appreciate your sending me what information you have concerning graduate level Teacher Training Programs in Bilingual Education, their curricula, the average number of credit hours required for a Masters in this field, and any other pertinent data. Please reply to the following address:

Susan Stuckey
ARAI HIROSHI
2434-56 Hanazono-cho
Chiba-shi, Chiba-ken,
JAPAN

Thank you very much for your time and cooperation. I look forward to hearing from you as soon as possible.

Most sincerely,

Susan Stuckey

January 11, 1972

Dr. Richard Light
School of Education
State University of New York at Albany
Albany, New York

Dear Dr. Light,

I am writing on behalf of the Masters of Arts in Teaching Languages Program at the School for International Training in Brattleboro, Vermont. This program, in which I participated during the 1970-71 academic year, currently offers an MAT in English as a Foreign and Second Language, French, and Spanish. However, due to the growing need for well-qualified teachers in the area of Bilingual education, the School for International Training is strongly considering expanding the MATL Program to include the field of Bilingual education. Although I am now teaching in Japan, I have been asked by the MATL staff to do some of the background research necessary for the establishment of an MA in Bilingual Education.

I learned about your project at SUNYA from Joyce de Laricheliere, who is in charge of the Bilingual projects in northern Vermont, and am very interested to know how Phase I is working out, especially with regard to the curriculum you outlined in your original proposal sheet. Since SIT is not organized like a regular university, we do not have a special School of education from which to select various courses appropriate for a Bilingual Teacher Training Program. Rather, the curriculum will be an entirely new one, each course to be designed specifically to meet existing needs. Information concerning the curriculum you have established, i.e., a detailed description of each course, perhaps the rationale behind its selection, and any suggestions you might have regarding resources (references, texts, speakers, etc.), would certainly be a great help at this point in the planning of our program. Please reply to the following address:

Susan Stuckey
ARAI MIROSHI
2434-56 Hanazono-cho
Chiba-shi, Chiba-ken, JAPAN

Thank you very much for your time and cooperation. I look forward to hearing from you as soon as possible.

Most sincerely,

Susan Stuckey



STATE UNIVERSITY OF NEW YORK AT ALBANY
ALBANY, NEW YORK 12203

SCHOOL OF EDUCATION

Bilingual Education Project
January 25, 1972

Miss Susan Stuckey
ARAI HIROSHI
2434-56 Hanazono-cho
Chiba-shi, Chiba-Ken
JAPAN

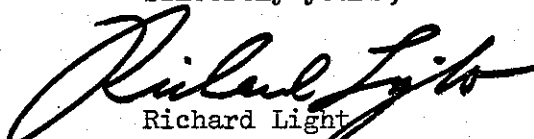
Dear Miss Stuckey:

Hajimete o me ni Kakarimas, doozo yoroshiku onegai itashimasu!
Which is to say I envy you being in Japan; I have to keep practicing my fast-disappearing Japanese.

To get to a reply to your letter of January 11: we do have here at SUNYA in addition to our MATESL and FL Education programs an EPDA-supported program to train bilingual (Spanish-English) teachers for work in the Spanish side of bilingual education programs in the schools. Probably the best way to get a feeling for the program is to read the enclosed "Plan of Operation," supplemented by the course outlines enclosed. These should answer most of your questions. Also enclosed is a copy of the latest TESOL Newsletter which describes other EPDA bilingual projects in which you might be interested.

I hope this helps.

Sincerely yours,


Richard Light
Project Director

RL/eb

Enclosures

BILINGUALISM -- A PRELIMINARY BIBLIOGRAPHY

Aaron Bar-Adon

The University of Texas

Department of Linguistics

Abbreviations of frequently mentioned periodicals:

- AL Anthropological Linguistics
IJAL International Journal of American Linguistics
IRAL International Review of Applied Linguistics in Language Teaching
JASP Journal of Abnormal and Social Psychology
JEP The Journal of Educational Psychology
JSI The Journal of Social Issues
JVLVB Journal of Verbal Learning and Verbal Behavior
MLJ Modern Language Journal

Bibliography of Bibliographies and Surveys of Bilingualism

Anderson and Boyer (1970), Vol. 1: 151-243 (870 entries, some annotated.)

Note: See also the (Subject) Index to that Bibliography,
pp. 245-76.

Darcy (1953). This is a review of studies on relevance of the bilingual child's background to intelligence tests.

Darcy (1963) Review of studies (1953-63) on the relation of bilingualism to intelligence.

Haugen (1956/1964):125-56. (Cf. bibliographical notes throughout the book.)

Haugen (To appear). (Currently available in mimeographed form.)

Leonold (1952). See Key in Index, p. 103.

Weinreich, Uriel (1953): 123-46 (658 entries)

Note: A very comprehensive bibliography is being prepared by the International Center for Research on Bilingualism in Quebec (around 12,000 items).

Consult also the ERIC bibliographies, the annual MLA International Bibliography, and the various readers' guides, digests, and abstracts.

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