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MAT-SEA-CAL Oral Language Packets

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MAT-SEA-CAL ORAL LANGUAGE PACKETS

An Educational Development Project
Presented to
the Graduate Faculty
Central Washington University

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Jan Esquivel
July, 1978

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This project is the development of a curriculum of language packets in Spanish dealing with the communication concepts which are tested in the MAT-SEA-CAL Oral Language Proficiency Test. The packets develop one specific skill in each of the communication concepts: numerality, temporality, spatial relations, identification, classification, case relationships, interrogation, and negation. The packets are designed for native Spanish speakers, grades K-3, who have certain structural problems in oral Spanish.

TABLE OF CONTENTS

Chapter	Page
1. INTRODUCTION	1
STATEMENT OF THE PROBLEM	2
PURPOSE	4
BACKGROUND	5
SIGNIFICANCE OF THE PROBLEM	7
DEFINITION OF TERMS	7
LIMITATIONS OF THIS PROJECT	9
2. REVIEW OF THE LITERATURE	10
BILINGUALISM--DEFINITION	10
BILINGUAL EDUCATION--WHY?	12
LANGUAGE LEARNING	17
LANGUAGE ASSESSMENT	21
CURRICULUM DEVELOPMENT	25
3. PROCEDURES OF DEVELOPMENT	28
ORGANIZATION OF THE LANGUAGE PACKETS	28
IDENTIFICATION	29
DEVELOPMENT	31
IMPLEMENTATION	34
4. SUMMARY AND RECOMMENDATIONS	35
BIBLIOGRAPHY	38
APPENDICES	
A. CURRICULUM MATERIALS: SAMPLE	45
B. COMMUNICATION CONCEPTS (SEMANTIC CATEGORIES)	54

Chapter 1

INTRODUCTION

Every generation has had its foreign-speaking immigrants. Throughout the years many of these immigrants melted into the larger society and lost their uniqueness. However, for many reasons certain ethnic groups did not or could not dissolve into the whole and therefore they maintained their language and their culture. It is these groups which often show poor educational successes. The consistent lack of success has finally forced educators to ask themselves how the system can better meet these students' needs. Many feel that bilingual education is one way in which the system can reverse the tendency to failure for the culturally different students.

During the past ten to fifteen years, particularly since the Bilingual Education Act of 1967, educators have tried with renewed effort to unlock the potential of the culturally different student, "to give each child in America a better chance to touch his outermost limits" (1:1). Specifically, bilingual education was designed to meet the educational needs of children who come from a culture where the dominant language is other than English.

However, even though great strides have been taken in dealing with the bilingual child, one area crucial to the success of bilingual education, but seemingly avoided, was the assessment of the child's home language usage followed by the development of a curriculum to strengthen the conceptual, communicative skills where deficiencies are indicated.

STATEMENT OF THE PROBLEM

Teachers dealing with bilingual classrooms have never had an adequate way to assess the Spanish language abilities of their students. Typically the assessment pattern was one in which an achievement or intelligence test was administered to determine the child's language level. The teacher computed the test results and placed the child in either an IQ rating or a mental age/grade equivalency rating. Even with this information the teacher could not identify the specific language skills which the child could not understand or utilize.

Unable to identify these skills, the teacher felt compelled to begin some instruction in the child's language. Therefore, some teachers adopted a beginning language instruction curriculum and placed the child in it at some level. A mere continuance of the sequence would be repetitive to the student who had extensive language ability, but merely needed a few skills corrected or developed. Other teachers

implemented conversational programs which systematically avoided syntax. Still other teachers assumed that because the student understood and responded appropriately and even conversed occasionally, he was ready for a reading program. If a child with an incomplete structural foundation in his language's communicative concepts or syntax were placed in a reading program, then he would soon be decoding without comprehending.

Eventually the teachers came to the realization that their efforts and the child's efforts had not produced the best possible results. In effect this type of almost haphazard assumption about language may have temporarily detoured some students down a dead end street.

Recent evaluations by the federal government indicate that, indeed, too many assumptions have been made regarding a student's need for bilingual education and the student's ability to handle either his native or his second language. New regulations in the 1974 guidelines for grants to bilingual programs require that all federally funded programs would formally assess the language abilities of its students.

The problem, stemming from the new Federal regulations is what can teachers do to develop instructional materials designed to facilitate pupil growth and achievement in the syntax of his native (Spanish) language. This project, an undertaking to develop learning packages based upon eight specific semantic categories, is an attempt to

contribute to the overall national effort of improving Spanish language instruction for Spanish speaking pupils.

PURPOSE

The purpose of this project was to develop oral language curriculum packets which correlate with the concepts tested in the MAT-SEA-CAL.

The author developed eight language packets, representative of eight semantic categories. Listed below are the semantic categories and the specific skill around which the packets were developed:

Numerality - singular and plural formation of nouns; plural nouns formed by adding the suffixes -s and -es.

Temporality - conjugation and usage of verbs in the present progressive tense.

Spatial Relationship - placement of an object in space as indicated by the adverbs acá, allá, and the prepositions por encima de and por debajo de.

Identification - use of the prepositions por and para.

Case Relationship - use of the object pronouns (accusative and dative) according to their noun referent; placement of object pronouns in a sentence.

Classification - the inclusion or the omission of the definite article as opposed to the English structure.

Interrogation - use of the interrogative words quién, qué, adónde, cuándo, and en qué.

Negation - Placement of the negative no before the verb, indirect and direct objects.

BACKGROUND

The Yakima Valley Title VII Bilingual Project (Spanish-English) was initiated in 1970 to (1) improve the general educational development of Spanish-speaking students and (2) to maintain and enhance the child's Spanish language abilities. As a result of the 1974 guidelines and of their own evaluations of test data on project students, the program directors realized that their efforts in directing change in the classroom management, cultural awareness, learning styles, etc. had successfully dealt with the first objective, but that greater emphasis needed to be placed on language assessment and language curriculum in order to meet the second objective.

After two years of working with testing instruments which determined language dominance and general language facility, the staff still felt inadequate in assessing the specific skills of the child's language. It was at this point that the Yakima Valley Bilingual Program turned to Dr. Joseph Matluck and Dr. Betty Mace Matluck, two linguists who had been field testing the Spanish portion of their test, the MAT-SEA-CAL, in the school districts of Granger, Washington and Caldwell, Idaho.

The MAT-SEA-CAL (MAT for Matluck; SEA for Seattle, the original field test site; and CAL for the Center for Applied Linguistics) was originally designed to test oral English. Later five other tests were developed duplicating

the basic language concepts in the languages of Cantonese, Mandarin, Tagalog, Ilocano, and Spanish. The purpose of each test, in whatever language it is given, is:

1) to determine the child's ability a) to understand and produce the distinctive characteristics of spoken English (Spanish, Tagalog, etc.), b) to express known cognitive concepts, c) to handle learning tasks in English; and 2) to provide placement and instructional recommendations with respect to alternate programs, such as special English instruction and bilingual education (33:2).

The test, given on an individual basis, is broken into three modes of assessment: Listening Comprehension, Sentence Repetition, and Structured Response. Each item in these divisions is analyzed for phonology and morphological, syntactical, and lexical structures. In addition the test identifies communicative concepts which the child needs in order to function in the school setting, i.e. identifying, classifying, quantifying, interrogating, and showing syntactical relationships of space, case, and time. The differences of these eight communicative concepts were identified in each language. Therefore, with the test data on a particular child it is easy to assess not only which basic communicating concepts he does not implement, but also which particular element of that concept. For example, a child may be weak in quantification, but the test data would also indicate if his difficulty was in quantifying nouns, pronouns, demonstratives, or subject-verb agreement. With this kind of assessment the teacher will no longer have to guess as to the child's ability in

Spanish, and it will allow the teacher the opportunity to be very specific in developing each child's instructional objectives.

SIGNIFICANCE OF THE PROJECT

The immediate importance of this project is that it provides a curriculum that correlates directly with an assessment tool. With the data from the MAT-SEA-CAL the teacher will have a curriculum to better meet the language needs of the bilingual child.

These packets will not be used exclusively by this author. Rather they have been developed for the Yakima Bilingual Project which intends to reproduce them for their thirty-six bilingual classrooms throughout the Yakima Valley.

In addition, because there is some cooperation between the Caldwell, Idaho Bilingual Program and Yakima Program, it is possible that some of the packets will be used in Idaho. Also, as the MAT-SEA-CAL is given to other bilingual students across the nation (Texas, California, Oregon) it is possible that the packets could eventually be made available nationwide.

DEFINITION OF TERMS

Bilingual child. Any child who demonstrates the ability to function in two languages with nearly equal facility in listening and speaking.

Monolingual child. Any child who demonstrates the ability to function either solely or predominately in one language.

Communication concepts. Sometimes known as semantic categories. Included are:

Number - grammatical quantification

Temporality - time relationships and the interrelated elements of tense, mood, and aspect, primarily expressed through the verb structure

Spatial relationship - the concept of space and relationship of objects in space

Identification - naming or labeling

Classification - categorizing and/or assigning attributes

Case relationship - the relationship of one sentence element to other sentence elements, designated generally through its form or its position in the sentence

Interrogation - seeking information through the selection and/or arrangement of sentence elements

Negation - denying the existence or truth of that which is expressed by a verb phrase.

Oral language. Specific reference to listening and speaking skills, as opposed to the reading and writing skills of language.

LIMITATIONS OF THIS PROJECT

The writer has been very enthused about the potential benefit that a concentrated and specific language program would have in maintaining the Spanish language of native Spanish speakers. Even though there is great potential in these packets, there are some foreseeable limitations. Oral language instruction requires skills different from other forms of teaching. The skills are specific, and depending on the instructional in-service training provided for the bilingual staff, the packets will either be marginally effective or sufficiently stimulating in meeting the students' needs.

A second limitation involves the expense of reproducing such things as tapes and language master cards, puppets, and other manipulative items. These materials have been provided within the packets, but have been kept at a minimum. Hopefully, the teachers can incorporate some similar instructional materials to make the language learning process more exciting and stimulating.

Chapter 2

REVIEW OF THE LITERATURE

BILINGUALISM--DEFINITION

Although bilingual education has existed for centuries throughout the world and has enjoyed varying degrees of success in the United States for over one hundred years, its definition and value cause confusion and controversy.

Bilingualism, the ultimate goal of bilingual education, is also a part of the controversy. In the 1930's Bloomfield defined bilingualism as "native-like control of two languages" (5:56). Again in the 1950's a flurry of definitions arose. Haugen labeled it "knowledge of two languages" and "the potential of performing in two distinct languages" (22:309-10). Weinrich identified it as the "practice of alternately using two languages" (44:1).

Even in the 1970's following extensive funding for bilingual education, bilingualism is still clearly undefined. There is no accepted definition of what language skills bilingualism includes (listening, speaking, reading, or writing) or what level of formality one must attain (10:16). Macnamara said bilinguals were "persons who

possess at least one of the language skills even to a minimum degree" (30:49-60). Another scholar on bilingualism, Andrew Cohen, said a bilingual is a "person who possesses at least one language skill in one variety of each of two languages" (8:218).

Perhaps the reason bilingualism remains difficult to describe is that it extends into many areas of study. William Mackey provided an admirable explanation for its nebulous nature.

Bilingualism can not be described within the science of linguistics; we must go beyond. Linguistics has been interested in bilingualism only insofar as it could be used as an explanation for changes in a language, since language, not the individual, is the proper concern of this science. Psychology has regarded bilingualism as an influence on mental processes. Sociology has treated bilingualism as an element in culture conflict. Pedagogy has been concerned with bilingualism in connection with school organization and media of instruction. For each of these disciplines bilingualism is incidental; it is treated as a special case or as an exception to the norm. Each discipline--pursuing its own particular interests in its own special way, will add from time to time to the growing literature on bilingualism . . . But it seems to add little to our understanding of bilingualism as such, with its complex psychological, linguistic, and social interrelationships (1:11).

Bilingual education, with its myriad of program types is succinctly defined in the Draft Guidelines to the Bilingual Education Program as the instruction in two languages and the use of those two languages as mediums of instruction for any part or all of the school curriculum. A study of the history and culture associated with the other language is also an integral part (2:8).

BILINGUAL EDUCATION--WHY?

Many have asked "Why is there so much concern for bilingual education?" Others have responded, "For many reasons!" First of all, it provides an equal chance to learn for children with a mother tongue other than English. Secondly, it is a natural resource to be tapped and developed. And thirdly, it has supplemental educational benefits.

For years the special needs of children from non-English speaking communities have been ignored by the educational system. In 1968 in a Puerto Rican community in Boston a survey showed that of 350 school age children 65 percent had never enrolled in school. Many others had poor attendance or had dropped out. In New York City of 250,000 Puerto Rican students the expected dropout rate by eighth grade is 85 percent. Of those who survive to eighth grade, 60 percent are three to five years behind in reading levels. In the Southwest the average of school years completed is 7.1 for Spanish surname students (23:90). And the statistics go on.

Kobrick (23:92) continued to point out that one reason schools fail to meet these children's needs is that they offer only one curriculum, an English curriculum, designed for one segment of society. If a child has not fit into the mold, he has been forced to change, not the system.

Often failure to change, failure to learn English, meant punishment and chastisement. But beyond the immediate results, the effects go deep. In the school system's failure to recognize that child's language and culture, or in its severe criticism, however subtly, of that language and culture, it has damaged the child's self image, every aspect of his being. As Theodore Andersson and Mildred Boyer pointed out, language

. . . carries all the meanings and overtones of home, family and love; it is the instrument of his thinking and feeling, his gateway to the world (1:8).

Bilingual education is a great educational opportunity for these students. It does not aim at "compensation" or "remediation"; it views the child as "advantaged" and aims to develop their resource, making them a more valuable element of the society.

The education system has long considered knowledge of two languages a resource. It has spent billions of dollars in financing foreign language instruction in high schools, but until recently had done nothing to preserve the resource that millions of American children developed in their homes as they learned Chinese, Spanish, Greek, Italian, Navaho, etc. Bilingual education in elementary schools also offers the opportunity to learn another language to English speaking children, but at an age more conducive to language learning.

. . . the five year old likes to name objects and define words; he is also interested in learning new words whether these are in his mother tongue or in another language. The six year old enjoys role playing, and so his language learning is developed through simple dramatic play; . . . (15:234).

However, in spite of the child's innate ability to parody and imitate, there are limitations as John Carroll pointed out.

One of the most popular ideas is that young children learn a foreign language more readily and easily than older children or adults . . . What is often ignored is that the conditions are rather specialized and not always easily arranged or duplicated in schools (44:57-58).

Developing bilingualism in English speaking children, another product of a bilingual program, is more difficult because of social factors. If the language learning process does not have a visible function, it will remain remote to the learner.

. . . the closer the identification with the culture of the second language, the easier will be the learning process. The second language must be given functional significance in the child's world before it can truly function as a language . . . In order to give it functional significance a reward mechanism directly related to language must be built in. Entertainment, reading, TV programming and other forms of play activity must be viable in the child's world if a language is to function for the child as a language (44:52-53).

For decades educators in this country considered bilingualism a handicap and detriment, and bilingual education merely a means of perpetuating the disadvantage. This notion was reinforced by a Welsh study in 1923 by Saer which suggested that bilinguals functioned at lower levels intellectually. However, the Saer study failed to consider

socioeconomic factors in the comparison of monolingual and bilingual control groups. Socioeconomic factors have since been related to intelligence and linguistic development and is an important variable for educational studies.

The first extensive evaluation to produce different data was the Lambert study in Canada. Whereas his hypothesis was that monolinguals would not differ significantly from the bilingual on non-verbal intelligence, they might differ in verbal intelligence. After many batteries of standardized tests in both French and English, Lambert published his results.

Contrary to previous findings this study found that bilinguals performed significantly better than monolinguals on both verbal and nonverbal intelligence tests. Several explanations are suggested as to why bilinguals have this general intellectual advantage. It is argued that they have a language asset, are more facile at concept formation, and have a greater mental flexibility . . . The bilinguals appear to have a more diversified set of mental abilities than the monolinguals (24:145).

From this study on, studies began showing bilingualism as a possible advantage. Studies "indicate that under certain learning conditions access to two languages can positively influence the development of some cognitive processes" (13:3). Some said learning a second language in elementary school might increase divergent thinking. Lambert and Peal, 1962, concluded that the "balanced bilingual has an advantage in cognitive flexibility, conceptualization, and diversification of cognitive abilities" (26:143). Some studies even indicated better academic

results. The Reich study (1974) in Chicago said the bilingual student taught in a bilingual atmosphere by bilingual teachers did better in every subject area (38).

Recently linguistic theorists have attempted to relate the importance of language acquisition systems to the above claims. Bilingualism can be acquired through either "compound" or "coordinate" language systems. The compound bilingual is one who learns both languages in the same environment interchangeably (fused context) whereas the coordinate bilingual is one whose use of the two languages is separated by two distinct environments (separated contexts) (18:40). Lambert hypothesized that the coordinate or separated language acquisition contexts enhance, while the fused contexts in compound language systems reduce the functional separation. His hypothesis was upheld.

As predicted, those bilinguals who acquired their languages in separated contexts showed a significantly greater difference in meanings of translated equivalents than did those who acquired their two languages in fused contexts (25:57).

The results of the recent studies seemed to unanimously praise the ideals of bilingual education. However, this writer would like to see more studies evaluating the effects of bilingual education on students from lower socioeconomic classes and on students who migrate in and out of bilingual and monolingual classrooms.

LANGUAGE LEARNING

The process of language acquisition in a compound context will have certain educational and psychological implications. There will be varying degrees of interference and language substitution as well as emotional reactions to the languages. Studies specifically dealing with language learning of Chicanos indicated significant variance from studies dealing with students of middle or upper class. The middle and upper class students who have a dominant first language with strong reinforcement from home have no fear of degeneration of that language as he learns a second. He is merely adding another language to his repertory of skills (13:6). However, as is too often the case with Chicanos, the first language (Spanish) gradually being replaced by the second language (English) may have "subtractive" effects

in that the bilingual's competence in his two languages at any point in time is likely to reflect some stage in the subtraction of L_1 and its replacement by L_2 (13:4-5).

The subtraction effect of language has been caused by several factors. The home language, whether Spanish, English, or a combination, is different from standard school dialect. As a child learns the standard dialect, it should not be at the expense of his home language (19:91). However, even though teachers recognize the urgency of

accepting the "different" not "deficit" child there seldom is a change. (An atypical child is either "different" which means the schools must change to deal with the differences or "deficit" which means the child must change and give up its background to meet the school.) Teachers recognize the benefits of accepting the "different" child but these recognitions

. . . so seldom result in change in classroom teacher behavior. Thus, although there appears to be a growing acceptance of the difference position among linguists and psychologists, and although classroom teachers may be aware of this trend, they are ill-equipped to bring about innovations in their teaching strategies which would reflect this orientation (36:122).

Other studies indicated there is a "threshold level of linguistic competence which a bilingual child must attain . . . in order to avoid cognitive deficits" (36:122).

The Chicano child may not have developed the threshold level because as Lance pointed out, there are anxieties in relation to language learning.

. . . these formal and semantic distinctions are not fully mastered until after the age of twelve, but this mastery may normally take place at an earlier age in speakers who have not experienced the anxieties of living in a bicultural area when the use of the family language stigmatizes them socially (21:64).

To avoid amplification of these anxieties the teacher needs to give, express, or manifest the recognition and acceptance of the child's home language and culture.

However, teachers must do more than recognize, accept, and give value to the culture from which the child

comes. Educators must not only recognize deviations and interferences that occur in second language acquisition, they must learn to deal with them.

The speech of the Mexican-American child has numerous deviations from the standards in both Spanish and English. Aside from developmental deviations that occur in native speakers at similar ages, there are lexical and syntactical interferences from English to Spanish. Some lexical phonetic changes are such words as Crismes (Christmas), daime (dime), nicle (nickle), suera (sweater) and bos (bus). Words which have more morphological changes are cachar (catch), suimiar (swim), and wáchalo (watch, see). To say that the syntax of Spanish has been unaffected by English is debatable. Some authors such as Cardenas, Lance, Gonzalez, and Lastra/Cornejo (7: 28; 21) listed several examples of some grammatical transfer. But others with years of observation and investigation contended the Spanish of the Southwest has many patterns which "1) do not correspond to usage in other Hispanic areas and 2) coincide exactly with English structure" (32:368).

Code switching, the constant alternation of two languages, is another deviation common to Mexican-American children. Whereas code switching causes no problems within their dialect, difficulties occur speaking to a monolingual in which they must speak entirely in one language. A young child after having been raised constantly with internal code

switching may not be capable of separating his languages. Some examples of code switching are: El boy se cayó, se cayó de la fence, se ponen inside, van a ir swimming, etc. (28).

Even though many studies have shown the deviations in Spanish and English usage of Mexican-Americans, a pattern seems to be emerging from studies of Spanish-English bilingual children: that Mexican-American children seem to be English dominant except when their parents are newly migrated (32:372).

If then, they control the same English structures normally controlled by monolingual English speakers, why do the educational difficulties appear so quickly? The structures are developed but the strength of control is the variable, and probably is linked to his poor control of the phonological system of English (32:372). Many educators concentrate on the child's production difficulties and overlook the perception problems. If the child has not heard the proper signals within a language the sentence meaning is lost. Liken it to our comprehension of a speech when the acoustics or intercom system is failing. The loss of a syllable or two may weaken the meaning of what was spoken. Then, while our mind is intellectualizing on what the missing syllable may be, we lose more of the speaker's ideas. Why should it be any different for the Mexican-American child? He misses one phonological signal and it,

in turn, causes him to miss a grammatical signal, and then while he is thinking about what it might have been, he misses six or eight subsequent signals. An adult who misses signals in a speech will eventually tune out with little loss in his life. A child who misses signals in the educational process is permanently handicapped.

LANGUAGE ASSESSMENT

The writer has presented some of the arguments regarding bilingual education, its social implications, the intellectual benefits, and the complex nature of language learning. Because of the socioeconomic variables, the dialectical differences within the Spanish and English of Mexican-Americans, and the phonological and syntactical interferences of Spanish and English, assumptions or stereotypic evaluations of the language of the Mexican-American child can have permanently detrimental effects on his process of education. For this reason the General Accounting Office in its report to the Congress on the United States Office of Education's bilingual education program recommended that the U.S.O.E. "examine the appropriateness of available testing instruments for assessing English language proficiency . . ." (46:67).

A myriad of tests are available to evaluate some element of language proficiency. Some tests were designed for a specific research study and fail in general application

to be valid. Some measure written skills or vocabulary development rather than oral-aural competencies. Furthermore, and as the author expected, it was found that standardized intelligence and achievement testing presents linguistic, cultural, and psychological difficulties for the Spanish-speaking children (48).

Into this testing arena have come several oral language tests followed by evaluations and criticisms. Perhaps in an effort to comply with the G.A.O. the Northwest Regional Lab (N.W.R.L.) recently reviewed and evaluated twenty-four oral language tests. Critics of their evaluation say the authors showed unfamiliarity to language testing, were too simplistic in their definition of language dominance, and had difficulty labeling the components of language (43:211-12). All the reviewed tests were rated fair or poor in validity, an evaluation which is suspect since two of the tests had high validity scores. The "Bilingual Syntax Measure" was a highly valid measure according to its validity studies (43:212) and the MAT-SEA-CAL measured internal consistency and reliability at .944 for the English version and .914 for the Spanish (4:3). The N.W.R.L. evaluation tallied points for each test in (1) measurement validity, (2) examinee appropriateness, (3) technical excellence, and (4) administrative usability. Somehow, in the tallying of the points their evaluation lost its comparative nature (43:212).

In dealing with oral language assessment one must consider elements perhaps not so important in other tests such as ethnic backgrounds or the tester and testee, style and rapport of tester, style of test, and language subtleties. Mycue found that the Mexican-American children she tested did better when tested by a Mexican-American examiner than when tested by an Anglo-American (35:384). Sattler reported that often the race of the examiner, if different from a minority student, would cause fear, suspicion, and verbal constriction (41:31). Matluck and Mace also advised that to avoid potential deterrents to language assessment that the format, content, and supportive materials used in a test be carefully selected. Their considerations were:

Format

1. Effective test instruments will measure not only the child's receptive ability (listening comprehension), but his productive ability as well.
2. The method of testing must be appropriate for the young child.
3. The number of items included in the test and the time required to administer it must fall within the time block that a child can productively work at the task.

Content

1. All items selected for use should be examined carefully to determine that the linguistic complexity of the item does not exceed that which is normal and reasonable for the age level of the child.
2. When assessing the language skills of Mexican-American children, the test times should clearly isolate those particular areas of language deviation caused by the influence of one language on the other.
3. Each item should reflect the language usage that normally occurs in the dialect of the region.

Supporting Materials

1. Consider the appropriateness and perceptual requirements of both the media (line drawings vs. realia; live audio vs. electronic, etc.) and the content (urban vs. migrant experience; dialect of the region vs. "standard," etc.).
2. Scenes or objects that are within the background and experiences of the child will be more effectively interpreted and talked about.
3. The content of the audio support material must reflect the dialect of the language that is familiar to the child (32:381-383).

No matter how carefully all these elements are scrutinized, or how valid, reliable, or correct the data are, this author feels that unless the test provides useable information for curriculum development the data are not useful to a classroom teacher. For years in this author's experience tests were given which gave language dominance comparisons, achievement scores, or intelligence quotients, but these were not helpful in determining the linguistic skills the child needed to develop.

The MAT-SEA-CAL Oral Proficiency Tests were developed to identify for the teacher the basic communication concepts needed to function in the school setting. These concepts, or semantic categories, are skills of identifying, classifying, quantifying, interrogating, negating, and showing relationships of space, case, and time (34:1). The authors considered these skills so important that unless a child scores at the 70 percent level of the English MAT-SEA-CAL they predict he will not function in the classroom. Also, unless he scores at the 84 percent

level on the same test he will not experience success in a reading program (4:18).

The computer print-out of the MAT-SEA-CAL test results does give language dominance indicators, but more importantly, it lists the specific element of each communication concept for each child. From there a curriculum can be developed and utilized to specifically meet the needs of the child.

CURRICULUM DEVELOPMENT

In developing a curriculum for children ages 5 to 9 the nature of the child is paramount. A child's cognitive development, attention span, interests, and desires are so different from older students and adults that for this reason curriculums designed for older students will not adapt to young children.

Learning a second language is not the same as learning a first language. A first language is closely related to cognitive development. A second language is using new forms to express concepts previously learned (43:27). The school in developing a curriculum does not have four years to teach language like a mother with her pre-school child. A teacher has only a few hours a day to teach or correct a language to bring it to a competency level equal to the academic expectations of a grade level. This is one reason why "presentation of sounds, structures,

and vocabulary must be made in a way which efficiently short-cuts the time required . . ." (43:27).

The methods being used most currently are the audio-lingual method and the bilingual method. Audio-lingual techniques are based on repetitive drill. "Repetitive drill is the best device for teaching language habits" (15:23). Other elements in the audio-lingual method include: (1) grammar is taught inductively, (2) words are presented in meaningful context, (3) basic language patterns are overlearned, (4) cultural study is an essential part of language learning (15:Chapter 2).

The bilingual method teaches language as it teaches other curriculum content. However special attention must be given to linguistic sequences in order to incorporate the concepts of content areas (44:115). Often audio-lingual techniques are used in the bilingual method.

Language instruction for young children cannot be the listen-repeat-memorize syndrome it often is for older students. Children need an enjoyable experience with language to maintain interest and success.

Ericka Sipman, who taught German in an English primary school, developed a curriculum which had the following aims:

1. To form in the minds of the pupils a concept of foreign language as a medium of expression, and to

regard language as an instrument for expression of thoughts, feelings, and actions.

2. To teach mastery of sounds and intonation.
3. To understand and use correct common structure.
4. To use vocabulary pertaining to everyday child life situations.
5. To familiarize students with the knowledge of country, people, and customs.

But most of all she emphasized the importance of enjoying the learning process and that the students' initial enthusiasm should be kept alive (44:Chapter 11).

Nuffield emphasized the use of audio-visual materials to get the students talking and thinking. In his Stage 1 he recommended using tape recordings, flannel graphs, flashcards, wall charts, and games. In a second stage, when the child's cognitive level is developed, the written word is introduced with the visualization (44: Chapter 13).

The Modern Language Association of America has stated that the primary level is the ideal time to teach language (15:238). But for a curriculum to be effective it needs a balance of the drill, physical activity, games, audio-visuals, and culture. Seemingly the younger the child the heavier the emphasis on the latter four.

Chapter 3

PROCEDURES OF DEVELOPMENT

ORGANIZATION OF THE LANGUAGE PACKETS

The procedures used in development of the oral language curriculum were not solely designed by this author. These oral language packets developed for this master project are a portion of a larger group of packets which teach the thirty most frequently missed concepts as assessed by the MAT-SEA-CAL. The author was chairman of a committee of bilingual teachers and aides who were commissioned by the Yakima Bilingual Project to develop the packets. In addition, because the language packets work in conjunction with the MAT-SEA-CAL Oral Proficiency Test, the packets were designed under the guidance of Dr. Joseph and Betty Matluck, co-authors of the test.

The project began in 1977 when the committee was introduced to the MAT-SEA-CAL. Within a month Drs. Matluck gave in-service training to the committee on the intent of the test and the type of curriculum they prescribed to teach the linguistic skills identified by the test. The committee in conjunction with Drs. Matluck developed a format for all thirty packets. It was hoped that through this format a wide range of curriculum activities could be provided.

Each packet has three sections: Teacher-Directed Activities, Independent Activities, and Reinforcement Activities. The purpose of the Teacher-Directed section is to provide the teacher an opportunity to introduce the linguistic skill and to correct any adaptations of it. This is done through several somewhat rigid practice activities that allow the student both listening and speaking opportunities. The Independent Activities section, though it may require some teacher explanation initially, is designed to allow the students to informally and independently hear, practice, and hopefully internalize the linguistic skill. The teacher may elect to place some of these activities in a learning center. The Reinforcement Activities section was included to provide the teacher with a listing of songs, poems, etc. (from the native culture) which use the linguistic skill. These would give authentic cultural application to the language in the classroom. It is intended that these activities be used by the entire class, not just the students who need that skill developed or reinforced, in order that language learning be an enjoyable function outside the formal instruction.

IDENTIFICATION

The initial identification from the many linguistic skills designated by the field testing data of the MAT-SEA-CAL was done by linguist Dr. Joseph Matluck. Thirty "top

priority" linguistic skills covering all eight communication concepts were identified for the Yakima Bilingual Curriculum Committee. The committee immediately began development of twenty-two packets. The remaining eight of the "top priority" language concepts have been developed for this project.

The learning objective of each communication concept included in this project are listed:

1. Numeration: The student will be able to form the plural of known common nouns (noun + /-s/ /-es/) and their accompanying definite and indefinite articles.

2. Temporality: The student will be able to produce the correct present progressive verb endings of selected -ar, -er, and -ir verbs.

3. Spatial Relationship: The student will be able to recognize and use selected adverbs of place denoting relationship of an object in space (acá/allá; por debajo de/por encima de).

4. Identification: The student will be able to use the prepositions por and para.

5. Classification: the child will be able to use or omit the definite articles (el, la, los, las) or the indefinite articles (un, una, unos, unas).

6. Case Relationship: The student will be able to select the proper form of the object pronouns and will place it in the correct position within the sentence.

7. Interrogation: The student will be able to understand, respond to, and produce selected interrogative words that request information related to people, things, place, time, and mode of conveyance.

8. Negation: The student will be able to negate simple sentences using no within the appropriate word order (simple statement, with direct, indirect, and reflexive pronouns, and commands).

Further explanation of the communication concepts can be found in Appendix B.

DEVELOPMENT

Considering that the packets would be used by numerous teachers and aides of varying ability and understandings of linguistic skills, this author attempted to make each packet self-explanatory. The linguistic skill is identified with examples of its usage. Then the instructions are given of what the teacher is to say and do, and also of what the child is to say and do. (However, this author feels that some linguistic elements are confusing and difficult to differentiate from others without some linguistic training, and therefore it may be necessary for in-service training to explain each linguistic skill.)

The packets were designed to be used in small groups of four to six students to allow each child plenty of opportunity to respond without extended periods of waiting

for his turn. Also, small groups allow the teacher to better diagnose difficulties and assess the child's progress.

It should also be understood that these packets were not developed as a beginning course in Spanish for non-Spanish speakers. It is assumed that students with whom these packets will be used will already have mastered a sizeable Spanish vocabulary in listening and speaking and will have moderate control of the syntactical elements of the language. Just as the test data indicate, a child may have both a Spanish vocabulary and some syntactical control and still have weaknesses or interferences which prevent him from functioning completely in oral Spanish and certainly from functioning in a reading program. It is for these students that the materials were designed.

No effort was made to limit the vocabulary to a minimum number of words as one would do in a beginning language curriculum. Rather the intent was to integrate the dialectal vocabulary with the standard vocabulary to thereby expand vocabulary.

The most difficult and perhaps least successful element of the packets is the effort to make them adapt to all students in grades K to 3. The MAT-SEA-CAL is specifically designed to assess these ages and the Yakima Bilingual Project has the majority of its students in the primary grades. It seemed most feasible to develop one curriculum for the four grades. Whereas an effort was made

to include activities that would span the differences, some adaptations by the teacher will be necessary to make it successful for her grade level.

Here is a sample of the activities that may be included in the packets.

TEACHER DIRECTED

Listening - to follow directions with a physical response

- to a story
- to identify a picture

Speaking - to repeat a modeled sentence

- to finish a sentence
- to answer a question/to ask a question
- to identify a pantomime
- to play various games

INDEPENDENT

Listening/Speaking - Language Master cards

- tapes
- games
- puppets, flannel stories

Reading/Writing - worksheets

- language experience technique

REINFORCEMENT

Listen/Speak/Read/Write - stories

- songs, poems, fingerplays

- art activities

Because of the cost of duplication some of the more manipulative realia was held to a minimum. Also, it is suggested that when possible the teacher add color to the flashcards.

IMPLEMENTATION

The Yakima Bilingual Project is duplicating these eight packets plus the additional ones developed by the committee so that each teacher in the project will have a complete curriculum to teach the linguistic skills. The testing data are presently being compiled and it is projected that the curriculum will be implemented during the 1978-1979 school year in the thirty-six bilingual classrooms in the Yakima Valley. At that time the project directors will conduct an evaluation for comments, suggested corrections, and additions.

Chapter 4

SUMMARY AND RECOMMENDATIONS

Bilingual education has much to offer to the young Americans entering our schools today. For many, particularly those of different cultures, it offers a chance to learn, a chance to feel valued, a chance to grow. For many whose families had begun to "melt" into the dominant culture it brought forth pride in their heritage and a renewed interest in their diminishing language.

Through bilingual education the school systems have been able to augment their resources of native languages. Some children come to school completely monolingual in a language other than English, others come with varying degrees of their home language and English, one or both of which may be lacking in grammatical structures and vocabulary. With adequate testing the school can assess the abilities in both languages and prescribe the educational curriculums which will develop the students' cognitive concepts in both languages. Neither language or culture becomes despicable, is ridiculed, or is the cause of chastisement.

In order for bilingual education to succeed, great emphasis must be placed on evaluation and prescription of oral language abilities. Teachers need to be more cognizant

of a child's listening and speaking abilities in both languages before the child is moved into reading and writing in the languages. Assumptions and generalizations must be replaced by data.

In the application of the language (Spanish) educators need to select native literature appropriate to the child's level. Translations of English nursery rhymes, poems, clichés, etc. may teach vocabulary and syntax, but lack the rhythm and feeling of the language, and fail to enhance the culture. Also, native songs and poems which are appropriate for adults must be adapted for children's use or used for staff enrichment.

The project was a study to develop a Spanish curriculum which would strengthen communicative concepts as assessed by the MAT-SEA-CAL, enrich vocabulary, enhance grammatical structures, and provide teachers with some resources typical of the language culture. The intent and purpose of the curriculum are valid. The organization of the packets was accepted by a committee of bilingual teachers and linguists. But the final evaluation of the curriculum's success is yet unknown. A technique or style which produces enthusiasm and learning for one teacher may not be as successful for another teacher, another age group.

Following are recommendations to the Yakima Project administration that seem to be warranted in using the curriculum:

1. Provide in-service to teachers and aides in
 - a. The background and purpose of the MAT-SEA-CAL
 - b. The communicative concepts in both Spanish and English, and simple linguistics
 - c. The introduction of songs and dances used in the thirty packets
 - d. Methods to adapt more specifically the activities in the packets to grade levels.
2. Arrange for several mid-year mini-sessions to evaluate and discuss with the teachers and aides using the curriculum the successes and failure they have experienced.
3. Adapt the curriculum to better meet the entire staff's needs after first year of field testing.

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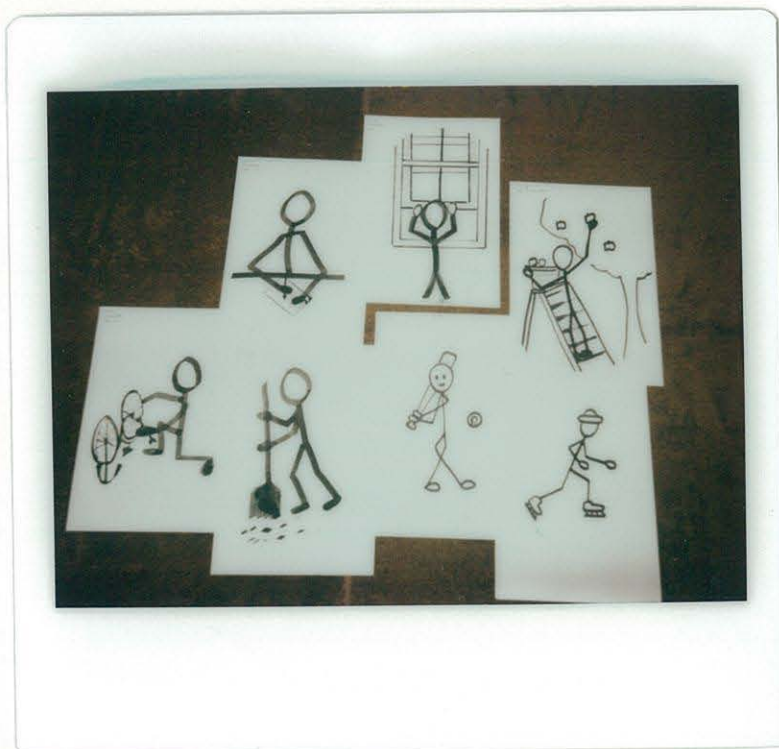
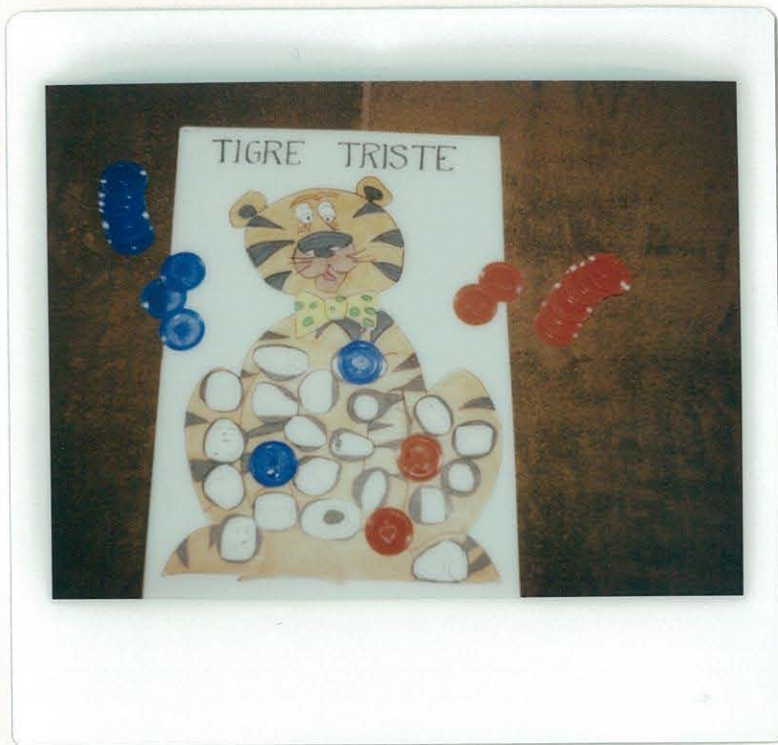
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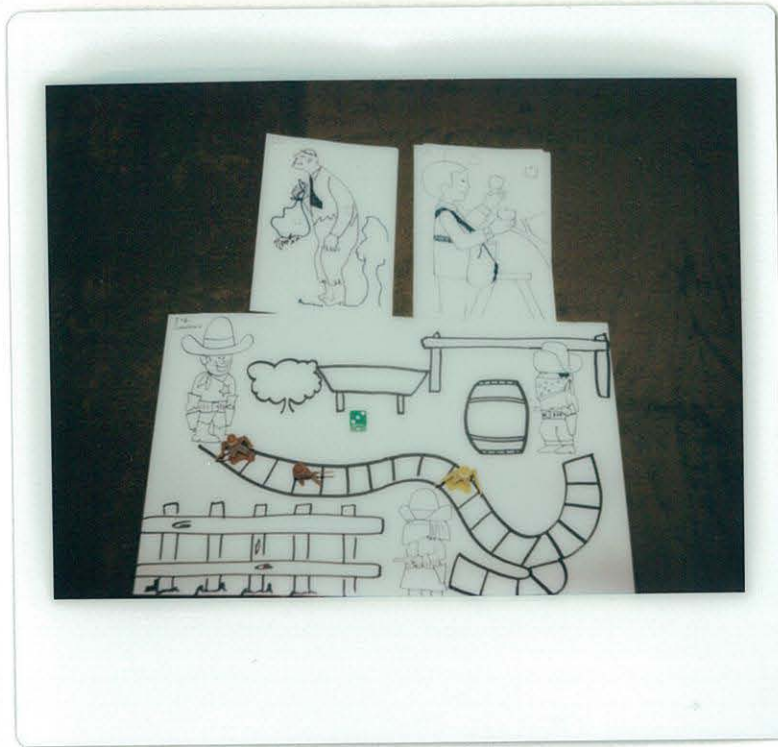
APPENDIX A

CURRICULUM MATERIALS: SAMPLE

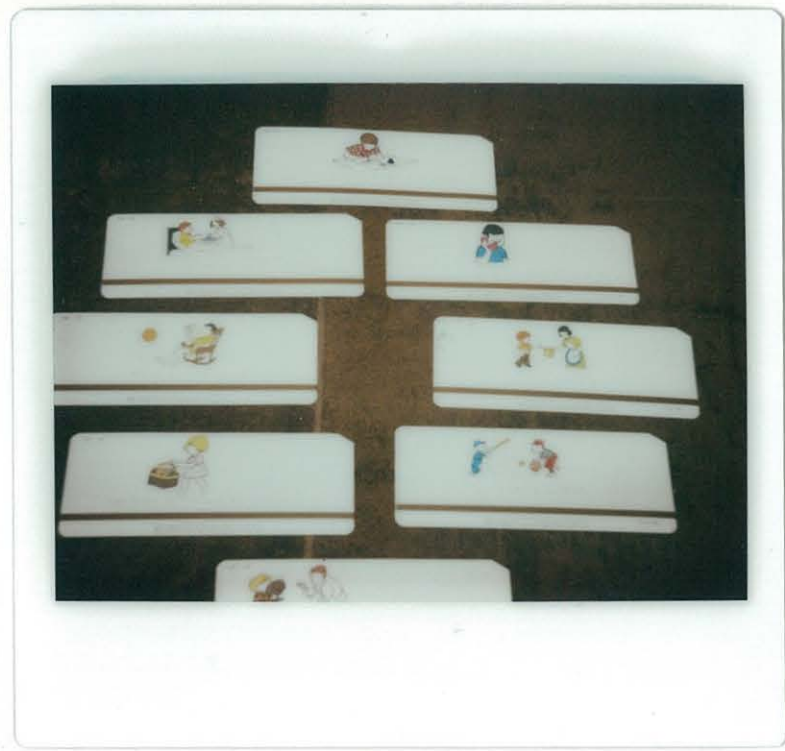
Samples of Activities



Samples of Activities



Samples of Activities



APPENDIX B

COMMUNICATION CONCEPTS (SEMANTIC CATEGORIES)

Communication Concepts (Semantic Categories)

Joseph H. Matluck

Betty J. Mace-Matluck

Published by:

Seattle Public Schools, Seattle, Washington
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THE MAT-SEA-CAL ORAL PROFICIENCY TESTS

Communication Concepts (Semantic Categories)

Joseph H. Matluck

Betty J. Macc-Matluck

MAT-SEA-CAL

FIELD TEST EDITION

59

