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## An Investigation Of The Attitudes Which Prospective Teachers Hold Toward Bilingual Education

Berta Gonzalez  
*University of the Pacific*

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AN INVESTIGATION OF THE ATTITUDES  
WHICH PROSPECTIVE TEACHERS HOLD  
TOWARD BILINGUAL EDUCATION

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A Dissertation  
Presented to the Faculty  
of the Graduate School  
University of the Pacific

In Partial Fulfillment  
of the Requirement for the Degree  
Doctor of Education

by  
Berta González

Spring 1980

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Dated April 8, 1980

AN INVESTIGATION OF THE ATTITUDES WHICH PROSPECTIVE TEACHERS HOLD  
TOWARD BILINGUAL EDUCATION

Abstract of Dissertation

**PURPOSE:** The purpose of this study was to investigate the prospective bilingual teachers' attitude toward bilingual education. The study sought to determine if there was an influence on prospective teachers' attitudes by: (a) number of courses they had taken in bilingual education, (b) type of college they attended, and (c) number of years of teacher aide experience. In addition, the investigation reviewed the major curriculum areas in the Bilingual Emphasis credential programs among California institutions and sought to determine the degree of influence relative to the prospective teachers' attitude.

**PROCEDURES:** The survey questionnaire method was used to obtain the relevant data from the prospective teachers. The responses to the questionnaire statements were analyzed through the use of an F test, mean scores, standard deviations, and percentages. Significance was established at the .05 level. In addition, Bilingual Emphasis program documents were reviewed and analyzed in relation to basic requirements and course offerings.

**FINDINGS:** The data revealed that thirty-one of the forty statements elicited agreeable responses toward various aspects of bilingual education. Nine of the forty statements elicited disagreement with various aspects of bilingual education. The findings were summarized in relation to: (a) philosophy of bilingual education, students, professional preparation, and parents, (b) number of years of teacher aide experience, (c) type of college attended by prospective teachers, (d) number of courses taken in language, culture, curriculum, and ethnic studies, and (e) analysis of bilingual emphasis programs as related to the general trend of attitudes of the prospective teachers.

The data revealed that, as a group, seventy percent of the sample responded favorably to the set of ten statements that dealt with philosophy of bilingual education. Further, the data revealed that sixty percent of the population sample ranged in agreement with statements relating to non-English, limited English, and bilingual children. Relative to professional preparation, one hundred percent agreed to some extent with the statements. Eighty percent of the sample agreed with statements relating to parents.

The investigation also revealed that the sample was in disagreement or undecided about what bilingual education should be providing for students and various aspects that related to students and parents. Based on the analysis and review of the Bilingual Emphasis program, this might have been due to the inconsistency in the course offerings related to Chicano or Mexican American community. The course offerings were minimal among all institutions of higher learning (IHE's) as related to the parents and community. Therefore, the conclusions had a degree of implications for IHE programs and for further research.

**RECOMMENDATIONS:** The recommendations evolved from both the advantages and disadvantages based on the nature of this investigation. The investigation recommended that : (a) IHE's should establish early field work experiences for the prospective bilingual teacher, (b) IHE's should require all candidates, regardless of background, to take a course in bilingual education, (c) IHE's should make provisions for bilingual candidates to take a course in the

philosophy of bilingual education, and (d) IHE's should establish opportunities for prospective teachers to help develop competencies which demonstrate knowledge of the needs and aspirations of the Mexican American community. The investigation further suggests that a field study should be conducted to review IHE programs in terms of what the program documents portray. A comparative study should be conducted assessing the attitudes among bilingual candidates who have acquired a bilingual emphasis credential and compare them with the attitudinal findings reflected in this study.

## ACKNOWLEDGMENTS

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## Chapter I

### INTRODUCTION

There are thousands of children in California whose primary language is not English. The failure of schools in the United States to educate non-English speaking students has prompted federal and state educational agencies to take affirmative steps to alleviate the educational problems associated with Chicano students.<sup>1</sup> In the last decade legislators have recognized the need for bilingual teachers to help meet these children's educational needs. The Education Code, Section 10100-10107, points out:

the legislative intent to establish programs designed to rapidly produce teachers who are bilingual, who are sensitive to cultural differences and knowledgeable about the origins of such differences. The sections indicate the need for these teachers to serve as models for children to emulate, and who qualify for credentials in bilingual crosscultural education.<sup>2</sup>

Current status reports further indicate the critical shortage of competent bilingual teachers. According to the current Comprehensive Report on Bilingual Crosscultural Teacher Education, there is a need for about 20,000 bilingual teachers

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<sup>1</sup>United States Commission on Civil Rights, "Toward Quality Education for Mexican Americans," Report VI Mexican American Education Study (Washington, D.C.: Government Printing Office, 1974), p. 3.

<sup>2</sup>California Education Code, Section 10100-10107 (1978).

in California.<sup>3</sup> It is obvious that the lack of competent bilingual teachers is not a recent concern. Advocates in the early thirties were concerned about addressing the needs of non-English speaking students.

A study in 1933 recommended that teachers should have special training to instruct Chicano students if they were going to teach in the Southwest.<sup>4</sup> However, it was not until the 1960's and 1970's that a response was made by educational agencies in the area of bilingual teacher training. Title VII Bilingual Education Act of 1968 stimulated the development and implementation of bilingual education programs throughout the nation. This Act specified the need for training bilingual education teachers. Subsequent legislation addressing bilingual teacher preparation gave further impetus to the expansion and improvement of bilingual teacher education at institutions of higher education (IHE's).<sup>5</sup>

According to the 1975 Guide to Teacher Education Programs for Bilingual Bicultural Education, twenty-one programs were located in the Southwest with five programs for

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<sup>3</sup> California State Department of Education, Comprehensive Report on Bilingual Crosscultural Teacher Education (Sacramento, Ca., 1978), p. 1.

<sup>4</sup> Annie Reynolds, The Education of Spanish Speaking Children in Five Southwestern States (U.S. Department of the Interior, Bulletin No. 11, Washington, D.C.: 1933).

<sup>5</sup> California State Department of Education, p. 1.

California.<sup>6</sup> This was a direct result of federal and state legislation. Since then, California teacher training institutions have developed more programs for bilingual education. The 1979 Commission of Teacher Preparation and Licensing Status Report indicated that:

There are approximately thirty-five Commission approved programs in training bilingual teachers. In addition, the total number of persons currently enrolled in programs of bilingual nature in IHE's is 3,904. This figure represents a twenty-two percent (22%) increase from the previous year (1978).

Since training programs are expanding in number, it is the focus of this investigation to examine the prospective teachers' attitude toward various aspects of the populations they will reach and the professional preparation programs that provide the training. Rodriguez recommends that prospective teachers should have their attitudes and prejudices toward minorities assessed before entering a training program.<sup>8</sup> It is imperative to assess attitudes early in the training program. An awareness of prospective teachers' attitudes allows for training programs to modify and enrich their specific coursework. Modifications are a step toward a

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<sup>6</sup>Guide to the Teacher Training Programs for Bilingual Bicultural Education in United States Colleges and Universities, Dissemination Center for Bilingual Bicultural Education (Austin, Texas: 1975).

<sup>7</sup>Commission of Teacher Preparation and Licensing, "Status Report on Bilingual Crosscultural Teacher Preparation, in Accordance with California Education Code, Section 10100" (Sacramento, CA: February, 1979), p. 1.

<sup>8</sup>Louis P. Rodriguez, "Preparing Teachers for the Spanish Speaking," The National Elementary Principal (Palo Alto, CA: November, 1970), p. 52.



continual evaluation for programs that focus and train competent and sensitive bilingual teachers.

### Statement of the Problem

Research studies dealing with prospective teachers' attitudes toward education in general seem to indicate that attitudes have an effect on pupils' learning. Authorities in the field of bilingual education suggest that prospective teachers from Mexican American backgrounds will usually teach in areas where their own group predominates. To date, no in-depth investigation has been undertaken to determine the attitudes that these prospective teachers hold toward bilingual education.

Before we can determine the impact that bilingual teachers have on pupils' learning, we must investigate their existing attitudes prior to the teaching experience. If there are differences in attitudes, it is important to identify the areas and the degrees of difference. In addition, it is imperative to investigate the degree of influence that might have been fostered by the institutional preparation programs.

### Purpose of the Study

The purpose of this study was to investigate the prospective bilingual teachers' attitude toward bilingual education. This study will seek to:

1. Determine if there was an influence on prospective teachers' attitudes by: (a) number of courses they have taken in bilingual education, (b) type of college they were

enrolled in, and (c) number of years of teacher aide experience.

2. Investigate the major curriculum areas of bilingual/crosscultural emphasis programs in California colleges and determine how they influenced the prospective teachers' attitudes.

3. Determine in what areas differences lie and to what degree.

### Significance of the Study

In California the training of bilingual teachers is a legislative mandate. Although the Commission of Teacher Preparation and Licensing has provided guidelines for IHE's to develop plans for bilingual teacher training, the programs vary and training seems minimal. No studies have been done since the implementation of such guidelines for bilingual emphasis programs. The prospective teachers have never been examined in terms of their attitudes toward various aspects of bilingual education and the professional preparation programs.

California aims to meet the educational needs of the bilingual child who is a non-English speaker (NES) or limited English speaker (LES) through competent bilingual educators. This study investigated the professional preparation patterns in existence and the current attitudinal trends of prospective bilingual teachers.

### Definition of Terms

This study required the use of specific technical terms. Therefore, the following operational definitions are provided.

Bilingual Education: The instruction in two languages and the use of those two languages as mediums of instruction for any part of or all of the school curriculum.<sup>9</sup>

Mini-Corps Person: A non-certificated person, usually an undergraduate college student who is bilingual/bicultural and is enrolled in a college program pursuing a teaching credential.<sup>10</sup> As used in this study, the Mini-Corp person was a participant of the group surveyed. They were participants in the 1979 Summer Institute workshop designed to prepare them to work with migrant children in summer school programs throughout California.

Prospective Teacher: As used in this study, it refers to undergraduate students currently enrolled in programs of bilingual nature in institutions of higher education.<sup>11</sup>

Attitude: An individual's predisposition to react specifically towards an object, situation, or value. The reactions are based upon and reflect evaluative concepts or beliefs which have been learned.<sup>12</sup>

Bilingual: The ability to function in both the dominant language (English) and one other language with

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<sup>9</sup> Francesco Cordasco, Bilingual Schooling in the United States (New York: McGraw-Hill Book Company, 1976), p. 70.

<sup>10</sup> Fresno County Department of Education, "Mini-Corp Manual" (Fresno County Schools Office, 1968).

<sup>11</sup> Commission of Teacher Preparation and Licensing, op. cit., p. 1.

<sup>12</sup> Jack Wright and Marvin E. Shaw, Scales for the Measurement of Attitudes (San Francisco: McGraw-Hill Book Company, 1967), p. 3.

facility in oral, aural comprehension, and reading and writing.<sup>13</sup>

Institution of Higher Education (IHE): This refers to any college or university that has a state-approved teacher education program for the training of bilingual teachers.

Professional Preparation: The total program of collegiate experience leading to the bachelors degree and professional certification.<sup>14</sup>

Bilingual/Crosscultural: Refers to persons who speak English and who also speak a language other than English and are knowledgeable of the culture and heritage associated with the language other than English which they speak.<sup>15</sup>

Bilingual/Cross-Cultural Emphasis Program: A separately designed component of the regular basic teaching credential program. The emphasis consists of an approved group of courses which preservice teaching credential candidates can complete on their way to a multiple or single subject credential program and thus be prepared for entry level service in a bilingual classroom.<sup>16</sup>

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<sup>13</sup>Ibid., p. 2.

<sup>14</sup>Peter Chacon, Assembly Bill 1679, Legislative Counsel Digest, Sacramento, Ca., April 1977, p. 4.

<sup>15</sup>Commission of Teacher Preparation and Licensing, Manual for Developing, Evaluating and Approving Plans for Multiple/Single Subject Credentials with Bilingual Cross-Cultural Emphasis (Sacramento, Ca., 1976), p. 1.

<sup>16</sup>Commission of Teacher Preparation and Licensing, op. cit., Appendix C, p. 1.

### Delimitations

1. This study was limited only to those IHE's with state-approved Bilingual/Cross-Cultural Emphasis Credential programs.
2. This study was further limited to prospective bilingual teachers who had had less than five years of teacher assistant (aide) experiences and were presently pursuing a Bilingual/Cross-Cultural Emphasis credential.
3. The group sample were all participants of the 1979 Summer Institute of the California Mini-Corps Program.

### Procedures

The questionnaire method was used to obtain the relevant data from the prospective teachers. The questionnaire was developed by modifying items of a survey questionnaire used by Mike Garcia.<sup>17</sup> Other items were selected and modified for the purpose of this study from a survey questionnaire developed by Robert Cervantes.<sup>18</sup> The Likert scale technique was used.

### Population

The sample consisted of 118 Mini-Corps participants in the 1979 Summer Institute. Permission by letter form to

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<sup>17</sup> Mike Garcia, "Perceptions and Attitudes of School Board Members toward Bilingual Education," School Board Member Survey Questionnaire (Incomplete manuscript, University of the Pacific, Stockton, California, 1979).

<sup>18</sup> Robert Cervantes and Edward Avila, "Teacher Cognitive Styles Observation Questionnaire" (paper presented at the National Association of Bilingual Education, San Juan, P.R., 1978).

utilize this population sample was granted by the associate director of the California Mini-Corps Program. The characteristics of this group were as follows:

1. They were bilingual/bicultural.
2. They were prospective teacher candidates.
3. They were enrolled in Bilingual/Cross-Cultural Emphasis or regular credential programs in various California IHE's.

In addition to the questionnaire, an analysis of approved Bilingual/Cross-Cultural Emphasis program plans of colleges and universities was made by the researcher.

#### Research Methodology

To establish reliability, the preliminary questionnaire was judged by five faculty members prior to the first field testing. The first field run was made with twenty California State University, Fresno, undergraduate students enrolled in Education 110, Teaching the Minority Child. The second trial run was made three weeks later with modifications and deletion of irrelevant questions. Further questions and recommendations were made by the doctoral committee members prior to final administration of the questionnaire to the sample population.

After administration to the sample population, compilations and comparisons were made. Included were descriptive program charts on Bilingual/Cross-Cultural Emphasis programs of colleges where the prospective teachers were currently enrolled. The chart descriptions utilized

are included in Appendix G of this study.

An F test was used to determine the effect of the independent variables upon the attitudes of the respondents relative to the forty-statement questionnaire. Significance was established at the .05 level. Frequency, percentage distributions and standard deviations of the attitudes held by the prospective bilingual teachers toward philosophy of education, students, professional preparation, and parents were determined. The findings are presented in tables and charts in Chapter IV of this study.

## Chapter II

### REVIEW OF RELATED LITERATURE

#### Background

A research of the related literature reveals that a substantial number of studies have been done on teacher attitudes toward children, minorities, innovative programs, parents and job-related activities. However, research regarding attitudes of prospective teachers in the area of bilingual education is less conspicuous. In reference to minority education, James Banks states that teacher attitudes and expectations have a profound impact on students' perceptions, academic behavior, self-concept, and beliefs.<sup>1</sup>

Asa Hilliard suggests that

teachers as well as those in teacher preparation must be open to continuing self examination. Teachers must honor and value cultural alternatives such as language, beliefs, values and behaviors. Attitudes and values do not develop instantaneously. It is necessary that teacher education programs provide for early guided crosscultural contacts beginning in the first years of college and extending throughout the program. Teachers from racial or ethnic minorities require crosscultural training just as all other teachers.<sup>2</sup>

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<sup>1</sup>James A. Banks, "Imperatives in Ethnic Minority Education," Phi Delta Kappan, 53:5:267, 1973.

<sup>2</sup>Asa C. Hilliard, Restructuring Teacher Education for Multicultural Imperatives, U.S., Educational Resources Information Center, ERIC Document Ed 091 380, 1974, p. 11.



The need for attitudinal examinations of prospective teachers is essential in teacher preparation programs. Before the enactment of laws for teacher training in bilingual education, few teacher preparation programs had stated requirements that prospective teachers be culturally aware and take courses to prepare them to work effectively with non-English and limited English speaking students. The preparation of prospective teachers placed limited emphasis on the needs of Chicano pupils.

Thomas Carter points out that the average teacher preparation program is as adequate for teachers in upstate New York in 1940 as it was for teachers of Mexican Americans in the lower Rio Grande Valley of Texas in 1969. The facts suggested by Carter are that faculties are well aware that:

- 1) the vast majority of their teachers will teach some Mexican Americans; 2) a large percentage will teach in classes or schools with a majority of Mexican Americans; 3) most future teachers of Mexican descent will teach in schools where their own group predominates; 5) both minority group spokesmen and public school educators advocate special programs for teachers; and 6) the Federal government promotes and could in numerous ways support such programs.<sup>3</sup>

Based on these assumptions, teacher preparation programs must shape the perceptions, attitudes and behaviors of prospective candidates. In recent years, the bilingual emphasis programs at IHE's have attempted a special type of training for prospective bilingual teachers. The focus has been in

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<sup>3</sup>Thomas P. Carter, Preparing Teachers for Mexican American Children, U.S., Educational Resources Information Center, ERIC Document ED 091 380, 1974, p. 11.

cultural awareness, language competence and methodology. A prospective teacher's security and competence in these areas would naturally lead to a more positive attitude toward those he/she would teach. Research indicates that positive feelings toward Mexican American children must be reflected by those who will teach them.

In 1970 Cordova recommended the need for further research in the area of student teachers' attitudes toward Mexican American children. Cordova proposed that with selection of student teachers

whose attitudes toward Mexican American children reflect a positive feeling for them and a commitment toward developing the potential within them, great strides toward securing effective teachers for Mexican American children would be made.

Much of a teacher's effectiveness relates to the attitudes held toward the children they teach. One aim of this study will be to investigate the prospective teachers' attitudes toward various aspects in bilingual education.

In order to make the review of the literature more meaningful in regard to bilingual teacher training, this study attempted to follow one of Cordova's recommendations. Professional preparation at IHE's tends to follow a pattern within the bilingual emphasis program. To provide a clear understanding of this pattern, the following areas were examined in each of the state-approved bilingual emphasis

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<sup>4</sup>Rudy Cordova, "Assessing Attitudes and Performance of Student Teachers in Mexican American Schools" (Ph.D. dissertation, University of California at Los Angeles, 1970), p. 53

programs in California: course work in language, culture, curriculum, and ethnic studies. These areas were reflective of target language proficiency, cultural awareness, methodology and teaching strategies, and relationships with parents and community.

The review was divided into the following attitudinal sections: the prospective teachers' attitude toward

Philosophy of bilingual education  
Students  
Professional preparation  
Parents.

### Philosophy

The attitudes that prospective teachers have toward bilingual education become a relevant concern in terms of their effect and impact with children in the classroom.

According to James Banks, teachers need to clarify their

philosophical positions regarding the education of ethnic minorities and to endorse an ideology which is consistent with the structural pluralism which characterizes American society. In addition, teacher education students should be encouraged to embrace a philosophical position that will facilitate their effectiveness in multiethnic environments.<sup>5</sup>

The relevance that such statements have toward bilingual education is that the ethnic minorities often reflect the non-English speaking children.

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<sup>5</sup>James Banks, "The Implications of Multicultural Education for Teacher Education," Pluralism and the American Teacher (Ethnic Heritage Center for Teacher Education, American Association of Colleges for Teacher Education, U.S. Office of Education, 1977), p. 10.

Mazon and Manuel are among those who agree that one of the important aspects in the training of teachers of Spanish speaking children is the problem of policies and philosophy. Manuel states that trained teachers should have a clear concept of the goals toward which Mexican Americans are striving.<sup>6</sup> Training in the philosophy of bilingual education would provide teachers with this understanding. Carter argues that teachers need training in the philosophy of bilingual education because they need an understanding of the society and the role of education for minority groups.<sup>7</sup> Bilingual education is a solidarity part of the larger movement by Spanish speaking people toward justice and equality in education. Mazon states that

Bilingual Education is not simply the translation of traditional material to Spanish, but rather the acceptance of the Chicano culture and the acceptance of the culturally pluralistic nature of American society and the role of this training, because without a clear understanding of interrelated causes and possible solutions of Mexican Americans, low achievement and attainment of educators in the field and college, there is little hope of establishing realistic programs to prepare teachers.

To further substantiate the above statements, Ramirez and Castañeda have also researched the area of the philosophical thought of bilingual education.

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<sup>6</sup>Herschel T. Manuel, "Recruiting and Training Teachers for Spanish Speaking Children in the Southwest," Educating the Mexican Americans, Henry Johnson and William Hernandez (Valley Forge, PA., Judson Press, 1970), pp. 183-192.

<sup>7</sup>Carter, op. cit., p. 21.

<sup>8</sup>Reyes Mazon, A Design for Bilingual/Bicultural Education: A Process for Cultural Pluralism, U.S., Educational Resources Information Center, ERIC Document ED 100-161, 1972, p. 10.

Ramirez and Castañeda offer a critical review of traditional philosophies and present a new philosophy, cultural democracy, which emphasizes the right of every American child to preserve ties with his/her home and community.<sup>9</sup> Because our society is pluralistic in nature, the philosophical views held by teachers must be assessed. Teacher education programs must help foster this type of assessment. Karr and McGuire suggest that the impact of attitude has been demonstrated

in many recent studies. What kind of training is given to teachers to determine their real feelings, values and prejudices? Some explorations into feelings must be considered in the education of teachers for it is in this area that many decisions are formulated. Teacher training for understanding feelings rather than words has been neglected by most institutions.<sup>10</sup>

Philosophical views encompass attitudes and values.

Prospective teachers must be aware of those attitudes and value systems that they possess. Johnson points out that our schools must be staffed with educators who have some sense of self-awareness and understanding of their personal feelings, attitudes and needs and how these factors affect their interactions with others.<sup>11</sup>

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<sup>9</sup>Manuel Ramirez and others, New Approaches to Bilingual Bicultural Education (Austin, Texas: Dissemination and Assessment Center for Bilingual Education, 1975).

<sup>10</sup>Ken Karr and Esther McGuire, Mexican Americans on the Move--Are Teacher Preparation Programs in Higher Education Ready? U.S., Educational Resources Information Center, ERIC Document ED 031 348, 1969, pp. 13-14.

<sup>11</sup>Jacqueline W. Johnson, "Human Relations Preparation in Teacher Education: The Wisconsin Experience," Pluralism and the American Teacher, Ethnic Heritage Center for Teacher Education, American Association of Colleges for Teacher Education, U.S. Office of Education, 1977, p. 198.

Along with the philosophy toward bilingual education, the children being taught are the crucial element. Thus, how prospective teachers feel toward children and their educational needs must be investigated.

### Students

Beginning in the early fifties and sixties, researchers such as Becker, McKennon, Clark, Katz, Bibson, Rosenthal and Jacobson presented data that clearly indicated that children tend to exhibit those classroom behaviors which they believe their teachers expect. This phenomenon has significant implications for ethnic minority children.<sup>12</sup>

Allport further verified that prejudice is a learned behavior and hypothesized that prospective teachers should be able to learn to be less biased toward various culturally different groups.<sup>13</sup>

The importance of the teachers' attitude toward the students cannot be minimized. The heart of the educational process is the interaction between teacher and student. The Commission on Civil Rights suggested that it is through this interaction that the school system makes its major impact upon the child.<sup>14</sup>

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<sup>12</sup>Eudora L. Pettigrew, Competency Based Teacher Education: Teacher Training for Multicultural Education, U.S., Educational Resources Information Center, ERIC Document 092 486, 1973, p. 9.

<sup>13</sup>G. Allport, The Nature of Prejudice (Cambridge: Addison Wesley, 1954), pp. 308-309.

<sup>14</sup>United States Commission on Civil Rights, Toward Quality Education for Mexican Americans, Report VI, Mexican American Education Study (Washington D.C.: Government Printing Office, 1974), p. 88.

In hundreds of interviews with teachers, Carter observed that very few teachers had the comprehensive insights necessary to cope with culturally diverse students. Carter added that most of the teachers had "shallow and biased appraisals of the situation"<sup>15</sup> in which Chicano students find themselves. Thus, prospective teachers must be guided to evaluate their perceptions of children. Davidson and Lang have shown that children's perceptions of their teachers' attitude toward them is related to their self image, academic achievement and classroom behavior.<sup>16</sup> This certainly has implications in bilingual education. The implications are reflected in socio-economics within the diversity of our population. Roger Rutten suggests that

teacher education institutions be challenged to change their traditional teaching programs to meet the needs of children from the full spectrum of the American population and especially of children from families that are socio-economically different.<sup>17</sup>

Closely associated with socio-economics is the cultural orientation of Chicano children. The importance of culture to the schooling process cannot be minimized. A Chicano student

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<sup>15</sup>Carter, op. cit., p. 7.

<sup>16</sup>Helen Davidson and Gerhard Lang, "Children's Perceptions of their Teachers' Feelings toward Them Related to Self-perception, School Achievement and Behavior," Teaching Social Studies to Culturally Different Children, ed. James Banks (Menlo Park, CA.: Addison Wesley Publishing Company, 1971).

<sup>17</sup>Roger C. Rutten, "Preparing Teachers in Economics for the Culturally Diverse," Educational Leadership, XXXI, No. 7 (1974), 618-620.

is born into and socialized by a culture that teaches a world view that is different from that of the Anglo culture. Thus, in the professional preparation that prospective teachers receive, cultural awareness and language must be an integral segment in addition to teaching strategies. According to Xavier del Buono, a teacher's ability to understand the unique abilities of bilingual students will enable him/her to avoid socio-cultural conflicts and the failure syndrome often prevalent in such children.<sup>18</sup> Thus, prospective teachers must develop cultural awareness in their training program.

#### Professional Preparation

In view of the bilingual emphasis programs at colleges and universities, language proficiency, cultural awareness and teaching strategies are obvious segments in the training. The United States Commission on Civil Rights stated that one of the major obstacles to learning for Chicano students was the difference between the culture of the school and that of the home.<sup>19</sup> The report states that the overwhelming majority of teacher trainees enrolled in teacher preparation programs lacked the understanding or appreciation of the Chicano culture that is necessary to teach Chicano

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<sup>18</sup>Xavier del Buono, "The Relationship of Bilingual/Bicultural Instruction to the Achievement and Self-concept of Seventh Grade Mexican American Students" (Ph.D. dissertation, Michigan State University, 1971), p. 46.

<sup>19</sup>United States Commission on Civil Rights, Teachers and Students, Differences in Teacher Interaction with Mexican American and Anglo Students, Report V, Mexican American Education Study (Washington D.C.: Government Printing Office, 1974), p. 43.



children effectively. Teacher training is the only opportunity for working with Chicano children; however, most of them enter the schools of education ignorant of basic problems and issues regarding Chicano culture and they emerge from these programs as ignorant as when they entered.<sup>20</sup>

Carter emphasizes that this type of inadequate training continues even though the majority of teachers in the Southwest will teach some Chicanos, and large percentages will teach in classes or schools with a majority of Chicanos.<sup>21</sup> The professional preparation programs must begin with language proficiency. The unifying element of Chicano culture is the language. Adequacy in language is vital in teacher preparation. In a recent article in the Albuquerque Journal, Albert Shanker, president of the American Federation of Teachers and critic of bilingual education, stated that bilingual teachers must be truly bilingual and know both languages thoroughly.<sup>22</sup> The IHE's must then address themselves to specific areas of coursework and training for bilingual teachers. A report from the Council of Foreign Language suggested that

a minimum of twelve and preferably eighteen semester hours of college credit in the areas of language and culture is recommended for the prospective teacher. Courses in Mexican, Southwest and/or Latin American History would be invaluable to a teacher of the disadvantaged Spanish

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<sup>20</sup>U.S. Commission on Civil Rights, Report VI, p. 103.

<sup>21</sup>Carter, op. cit., p. 108.

<sup>22</sup>Keith J. Henderson, "Bilingual Education Programs Spawning Flood of Questions" (Christian Science Monitor News Service), Albuquerque Journal, June 11, 1978.

speaking youth as would be the study of the language itself.<sup>23</sup>

The teacher needs a facility in the Spanish language in order to instruct the non-English and limited English students. The teacher also needs language facility to communicate effectively with parents and community members.

Research in teacher education acknowledges that teacher education is designed to develop certain knowledge, attitudes and skills in prospective teachers.<sup>24</sup> For the prospective bilingual teacher, acquiring cultural knowledge, attitudes and skills becomes survival for the children they will teach.

Similarly, Wynn suggests that one of the objectives of teacher education programs should be

to assist prospective teachers in developing competencies needed to intervene successfully in the development of youth from diverse cultural backgrounds. Institutions must implement training components that provide for competencies needed in crosscultural and minority teaching learning situations.<sup>25</sup>

The U.S. Commission on Civil Rights recognizes the need to train teachers in cultural sensitivity and cultural awareness.

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<sup>23</sup>"Summary," Reports on Bilingualism, ed. Charles Stubing (El Paso, Texas: Southwest Council of Foreign Language, Hilton Inn, November 4-5, 1977), p. 46.

<sup>24</sup>B. Othanel Smith, ed., Research in Teacher Education (Englewood Cliffs, New Jersey: Prentice-Hall, 1971), p. 3.

<sup>25</sup>Cordell Wynn, A Position Paper on Teacher Competencies for Cultural Diversity in Connection with the AACTE Multicultural Education Competency Based Teacher Education Project. U.S., Education Resources Information Center, ERIC Document 091 389, 1974, p. 14.

The Commission recommends that training institutions give in-depth instruction in focusing on the values, attitudes, expectations and common life experiences of Chicanos.<sup>26</sup>

Estupinian recommends that student teachers receive comprehensive technical training in cultural pluralism and cultural awareness as part of their professional preparation.<sup>27</sup>

Geneva Gay further suggests that curriculum in IHE's must include experiences which will help teachers examine their existing attitudes and feelings toward ethnic, racial, and cultural differences and develop ones that are compatible with cultural pluralism.<sup>28</sup> Studies with undergraduate Chicano students indicate that the knowledge and attitudes of teachers are important, because they provide a basis for instructional skills, and these skills determine the teacher's impact on students.<sup>29</sup> According to Ulibarri, teachers need to have, over and beyond professional qualifications, personal qualifications by which they understand and are empathetic to

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<sup>26</sup>U.S. Commission on Civil Rights, Report VI, op. cit., p. 103.

<sup>27</sup>Rafael Estupinian, "The Traditional School of Education and Why It Fails to Provide Teachers for Chicanos," Ghosts in the Barrio: Issues in Bilingual Bicultural Education, ed. Ralph Poblano (San Rafael, CA., Leswing Press, 1973), pp. 295-301.

<sup>28</sup>Geneva Gay, Curriculum for Multicultural Education, Pluralism and the American Teacher (U.S. Office of Education, 1977), p. 43.

<sup>29</sup>Gloria Chacon and James Bowman, eds., The Recruitment, Channeling, and Placement of Chicano Teachers (Hayward, CA., Southwest Network Study Commission on Undergraduate Education and Education of Teachers, 1974), p. 3.

the socio-cultural conditions--a keen awareness of these socio-cultural factors in the education of their students.<sup>30</sup>

Another factor besides cultural awareness in the training process is the element of language training. The most obvious identifying characteristic of Chicanos is their language. It is the language factor which currently is given more attention than any other factor affecting the achievement of Chicano students. Thomas Carter lists the inability to communicate in Spanish as one of the major inadequacies of teachers of bilingual children.<sup>31</sup> In descriptions of bilingual education, professional preparation programs for teachers, many scholars include instruction in the Spanish language.<sup>32</sup> Rodriguez states that a teacher should be trained in Spanish to be able to continue the education in a student's native tongue.<sup>33</sup> Estupinian and Valencia also list Spanish as a major qualification for teaching Chicano students.<sup>34</sup> The prospective teacher need not only be competent in language and culture, but also in methodology and instruction of bilingual children in both the native language and second language.

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<sup>30</sup>Horacio Ulibarri, Educational Needs of the Mexican American, U.S., Educational Resources Information Center, ERIC Document ED 016 538, 1968, p. 16.

<sup>31</sup>Carter, op. cit., p. 201.

<sup>32</sup>Manuel, op. cit., p. 184.

<sup>33</sup>Rodriguez, op. cit., p. 52

<sup>34</sup>Estupinian, op. cit., pp. 295-301.

Carter states that it can strongly be argued that speaking two or more languages enhances achievement and learning.<sup>35</sup> He further points out that one of the weakness of teachers currently in bilingual classrooms is their inability to use effective approaches to teaching English as a second language.<sup>36</sup> González states that linguistic knowledge by a language teacher will enhance the ability of that teacher to adapt curriculum for the language different child.<sup>37</sup> Benitez argues that the curriculum and strategies used in teaching Chicano children should be planned with the Chicano in mind. He argues that these students have particular linguistic needs which should be recognized in the classroom.<sup>38</sup>

Studies by Castañeda and Ramirez indicate that Chicanos have a unique learning style. They recommend that school curriculum and teaching strategies should be revised so that they are more consistent with the cognitive styles of Chicano students.<sup>39</sup> Lesser and Stodolsky conducted studies which show

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<sup>35</sup> Carter, op. cit., p. 53.

<sup>36</sup> Carter, op. cit., p. 201.

<sup>37</sup> Gustavo Gonzalez, Issues in Bilingual Education: The Acquisition of First Language, U.S., Educational Resources Information Center, ERIC Document ED 094 566, 1973, p. 2.

<sup>38</sup> Mario Benitez, A Blueprint for the Education of the Mexican American, U.S., Educational Resources Information Center, ERIC Document ED 076 294, 1973, p. 5.

<sup>39</sup> Alfredo Castañeda and Manuel Ramirez, Cultural Democracy, Bicognitive Development in Education (San Francisco: Academic Press, 1974), p. 143.

that intellectual abilities follow definite patterns for different ethnic groups.<sup>40</sup> Teachers need to be trained to make adjustments in the curriculum. Many educators make the mistake of assuming that curriculum is neutral and impartial. However, as Carter states: "Curriculum is culture, arranged and presented to the young by the schools."<sup>41</sup> It is in this aspect of professional preparation that bilingual emphasis programs develop their support. Within the realms of professional preparation is the development of school community relationships with regard to parents.

### Parents

Teachers in preparation programs need training in working with parents and the community of Chicanos. According to Cordova, Mexican American parents are concerned with the attitudes that teachers have toward their cultural group and the effects these attitudes have in the teacher's ability to understand the problems faced by Mexican American children.<sup>42</sup> Training institutions must begin to address the demands of the cultural community where future teachers will teach. The training must relate to the target population which the bilingual teacher will address. The development of a

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<sup>40</sup>Gerald Lasser and Susan S. Stodolsky, "Learning Patterns in the Disadvantages," Challenging the Myths: The Schools, the Blacks and Poor (Cambridge, Massachusetts: Harvard University, 1971), p. 143.

<sup>41</sup>Carter, op. cit., p. 106.

<sup>42</sup>Cordova, op. cit., p. 5.

relationship between the training program and the community is essential for communication between prospective teachers and parents. Rodriguez suggests that the teachers in bilingual education must be dedicated to establishing a sound community relations program.<sup>43</sup> The family and the community are strong controlling factors in the education of the Mexican American, and teachers must know how to work with both of them.

Teachers must adapt their ways to meet the demands of the culture with which they are dealing.<sup>44</sup> Teachers and those in preparation need skills that will allow them to facilitate the parents' role in the bilingual classroom and to identify community resources that will benefit the bilingual program.<sup>45</sup> According to Grant, prospective teachers must be provided with opportunities for real learning experiences with children both inside and outside the classroom.<sup>46</sup> The outside experiences must include the community and working together with parents.

Thus far, the review of the literature has dealt with specific training needs in the area of philosophy, language,

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<sup>43</sup> Rodriguez, op. cit., p. 51.

<sup>44</sup> Ken Karr and Esther McGuire, Mexican Americans on the Move--Are Teacher Preparation Programs in Higher Education Ready? U.S., Educational Resources Information Center, ERIC Document ED 031 348, 1969, p. 22.

<sup>45</sup> Center for Applied Linguistics, Guidelines for the Preparation and Certification of Teachers of Bilingual Bicultural Education in the United States of America (Arlington, Virginia: 1976), p. 8.

<sup>46</sup> Carl Grant, "Education That Is Multicultural and P/CBTE: Discussion and Recommendations for Teacher Education," Pluralism and the American Teacher, Ethnic Heritage Center for Teacher Education (U.S. Office of Education, 1977), p. 74.

culture, professional preparation and the relationships with parents. The literature has revealed that the teacher holds a key role in the classroom. This is substantiated in a recent article in the El Paso Times. Dr. Acosta states that we need

to produce well trained personnel. The Office of Education is very concerned as to how best we can help IHE's do the job they have to do in teacher training and save time, avoiding any past mistakes. Acosta seems optimistic and emphasizes that he is eager for these institutions to understand why it is important to look at the very special set of skills a bilingual education teacher needs to muster. "I know we'll get there," Acosta comments. "I don't know how long it will take, but we'll see teachers with skills we have never seen before. The teacher is the key to it all."<sup>47</sup>

To develop support for such training, a view of the college and university bilingual emphasis program was investigated. The findings are reported in Chapter IV of this study. It is clear that training institutions must understand the feelings and thoughts of the people they serve. Palomares advocates that this type of understanding requires communication and thus attitude is the key.<sup>48</sup> There are many research studies that substantiate this concept. The studies of Cabrerias, Corey, Demas, Diaz-Guerrero, Guzman, and Leon point in the direction of the need for a new attitude among teachers of Mexican American students.<sup>49</sup> This investigator was hard

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<sup>47</sup> "Bilingual Educators Need Special Skills" (Interview with Dr. Robert [Kelly] Acosta), El Paso Times, February 19, 1979.

<sup>48</sup> Uvaldo H. Palomares, "Communication Begins with Attitude," The National Elementary Principal, Vol. L, No. 2, (November, 1970), 48.

<sup>49</sup> Cordova, op. cit., p. 15.



pressed for literature relating specifically with prospective bilingual teachers. The literature reflected generalized statements of teachers working with Mexican American students. This is a clear indication for the need of further research among prospective and existing bilingual educators, not only in California, but in the entire nation.

## Chapter III

### PROCEDURES OF THE STUDY

This chapter will describe the population samples of the study and the methods utilized to obtain the relevant data. This section is divided as follows: (1) methodology, (2) permission requests from participating agencies, (3) sources of data, (4) development of the instrument, (5) selection of the pilot sample, (6) modification of the instrument, (7) distribution of the final questionnaire, and (8) treatment of the data.

#### Methodology

The intent of the study was to investigate the existing attitudes of prospective teachers toward bilingual education. Van Dalen suggested that the appropriate techniques to obtain information from people would be to interview them or survey them through a questionnaire.<sup>1</sup> Due to scheduling of the population and the element of time, the questionnaire method was the most feasible to obtain the relevant attitudinal data from the prospective teachers. The technique utilized to obtain a response from prospective teachers was to address the entire sample population at one

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<sup>1</sup>D. B. Van Dalen, Understanding Educational Research (New York: McGraw Hill Book Company, 1966).

time. For those prospective teachers who were absent, the coordinators from various college sites were responsible for giving the questionnaire to the candidate and returning it to the investigator.

Another aspect of the study was to examine the existing bilingual emphasis programs of IHE's in California. This was conducted by reviewing the contents of Program Approval Review Documents submitted to the California Commission of Teacher Preparation and Licensing by the participating California institutions. The documents were carefully screened in course content within the bilingual emphasis program that reflected the following professional preparation:

- Philosophy of bilingual education
- Target population's language and culture
- Teaching techniques and curriculum
- Relationship with parents and community.

The documents were reviewed in a precise fashion in order to determine if IHE's that were preparing bilingual teachers were essentially preparing them in the above mentioned areas. The review of the literature supported the above mentioned areas as the basic elements in bilingual teacher preparation. A cross reference was also made by reviewing the college and university catalogs for the course offerings and course descriptions.

Permission Requests from  
Participating Agencies

Prior to conducting this study, discussions, telephone conversations, and follow up letters were exchanged with the two agencies that would be prime sources of information for this study. These were the California Mini-Corps Program and the California Commission of Teacher Preparation and Licensing.

Their interest in the study prompted this investigator to establish the necessary logistical plans. Thus, permission to utilize the input of the Mini-Corps student population for this study was requested. In like fashion, the California Commission of Teacher Preparation and Licensing was contacted to review the IHE program documents. Aspects of the communication that transpired between these two agencies are found in Appendix A and B of this study.

Sources of Data

The population surveyed in this study included participants of the California Mini-Corps. These were students who were participating in a summer institute and would be working in migrant education programs throughout California. The students reflected the type of sample necessary for this study. The characteristics of this group were as follows:

They were bilingual/bicultural to varying degrees.

They were prospective teacher candidates.

They were enrolled in Bilingual/Cross-Cultural Emphasis or regular credential programs in various California IHE's.

As mentioned earlier in the review of the literature, Carter suggested that the majority of future teachers of Mexican descent will teach in schools where their own group predominates.<sup>2</sup> This further substantiates the choice for this unique group of individuals as a target group to survey prior to their summer institute training. The professional preparation they have received in bilingual education takes place at the institution where they are enrolled. The various colleges and universities are presented in Appendix C of this study.

Another source of data was the Commission of Teacher Preparation and Licensing Program Approval Review Documents. Being unable to take these documents out of the Commission office, all reviews were done on site. This included a preliminary review and analysis and various follow-ups for a more in-depth screening of the bilingual emphasis professional preparation programs.

#### Selection of the Pilot Sample

An authority in educational research at University of the Pacific, Dr. Bobby Hopkins, advised that pilot testing of the questionnaire would be effective in eliminating

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<sup>2</sup>Carter, op. cit., p. 7.

unnecessary or irrelevant questions. A fair sample was to obtain a group of undergraduate students who would be representative of the participants who would be involved in the study.

California State University, Fresno, had an on-going Mini-Corps program on a year-round basis. The coordinator of that program was contacted to assist this researcher with the pilot test. Correspondence pertaining to this is found in Appendix D. A sample of twenty-five students participated in the first trial run. The same group of students participated in the second trial run where their previous suggestions were implemented and other comments were discussed.

#### Modification of the Instrument

With the suggestions received from the pilot sample at California State University, Fresno, modifications of various items were made. In the process of developing and finalizing the instrument, the researcher eliminated sections and specific items as advised by the pilot sample group and dissertation committee members. Additional advice was acquired from the research authority at the University of the Pacific, Dr. Hopkins. Five faculty members were also consulted to review the questionnaire and make additional changes prior to the second trial run. These faculty members were Drs. Roger Reimer, Oscar Jarvis, Elmer Clawson, and Cecilio Orozco.

### Development of the Instrument

The development of the questionnaire with which the data was gathered for this study followed suggestions of several authors who have written questionnaires which focus on attitudes toward bilingual education. Modifications to specific items were developed from "School Board Member" questionnaire.<sup>3</sup> Various other items were modified from "Teacher Cognitive Styles Observation Questionnaire."<sup>4</sup> Additional items were developed, based on suggested literature and readings from the guidelines for developing the bilingual emphasis programs set forth by the Commission of Teacher Preparation and Licensing.

The questionnaire included four specific categories dealing with prospective teachers' attitudes toward bilingual education. These categories were divided into questions relating to philosophy, students, curriculum, and parents. The questions within each of the categories were developed in a manner which would (1) elicit a definite response, (2) be short enough not to be rejected, (3) not provide too obvious an answer, (4) have appeal and interest in content, and (5) not be time-consuming. The responses were set on a Likert scale. The scale ranged from strongly agree, agree, undecided, disagree, to strongly disagree.

In addition to the four specific categories, eight

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<sup>3</sup>Garcia, op. cit.

<sup>4</sup>Cervantes and Avila, op. cit.

independent variables were reflected in the questionnaire. These include sex, year in college, school type, ethnicity, teacher assistant experience, credential sought, number of courses taken in bilingual education, type of courses taken such as language, culture, curriculum or ethnic studies.

To insure that the questionnaire would adequately reflect attitudinal responses, various drafts were written and field tested. In the process, modifications to the questionnaire were made upon suggestions from pilot sample participants, faculty, and committee members.

The committee members of this study provided additional suggestions prior to the implementation of the final questionnaire. Thus, the final questionnaire went through a series of revisions prior to its final administration. The final questionnaire consisted of five parts. Part one provided information relative to the respondents' year in college, type of college attending, sex, ethnicity, teacher aide experience, type of credential being sought, year expected to complete the program, and the number of courses taken in bilingual education. Part two related to the prospective teachers' attitude toward specific philosophical statements about bilingual education. Part three related to the respondents' attitudes toward specific statements about the students they will teach. Part four related to the respondents' attitudes toward specific statements about their professional training. The final part of the questionnaire related to the respondents' attitudes



toward specific statements about parents.

### Distribution of the Final Questionnaire

In June, 1979, the Mini-Corp Program participants met at California State University, Fresno, for a week of orientation involving their summer work with migrant children in California. Prior to their summer in-service training, the supervisors were given prepared questionnaire packets to administer to their assigned group of prospective teachers. Within the first week, they were to submit the data to the Mini-Corp Program Office in Sacramento. The majority of the questionnaires were returned immediately. A month was allotted for any late questionnaires to be submitted.

Generally, the distribution of the final questionnaire was well proportioned throughout California teacher preparation institutions. Representation reflected junior colleges, state universities, University of California campuses and private colleges.

### Treatment of the Data

The treatment of the data was three-fold. One was analyzing by the descriptive method the responses in the questionnaire to the specific items reflected in the respondents' existing attitudes toward philosophy of bilingual education, students, professional preparation, and parents. After one hundred eighteen responses were received, they

were subjected to a statistical analysis by the computer at Fresno Pacific College. Frequency, percentage distributions, and standard deviations of the attitudes held by the prospective bilingual teachers toward philosophy of bilingual education, students, professional preparation, and parents were determined. An F test was used to determine the effect of each of the independent variables upon the attitudes of the respondents to each statement. Significance was established at the .05 level.

The independent variables that were noted to be significant were (a) number of courses taken, (b) type of college attending, and (c) number of years of teacher aide experience. It was these three variables that were computed to determine their effect on the forty-statement questionnaire. Ethnicity is described in this study only for the purpose of analysis of the population investigated. Standard deviations were computed for each of the statements in the questionnaire.

Secondly, the variable involved in relation to the type of college programs where they were enrolled was examined. The respondents of the questionnaire reflected a representative selection of the various colleges where they were enrolled in programs of a bilingual nature. The respondents represented the state colleges included in Appendix C. Other respondents represented the University of California system. The Universities of California are included in Appendix C. The respondents from the private and independent institutions were reflected from the colleges

also included in Appendix C. In addition, there were forty-two respondents from junior college programs. From a general examination of the data, these respondents indicated intention of pursuing a bilingual emphasis credential.

A third aspect in the treatment of the data was the in-depth investigation of the specific IHE's curriculum within the bilingual emphasis program. The analysis of such findings is discussed in Chapter IV of this study.

## Chapter IV

### ANALYSIS OF THE DATA

This chapter reflects the treatment and analysis of the data which was obtained from the questionnaire developed as part of this study. Other related findings reflect the analysis of bilingual emphasis programs throughout California IHE's.

The questionnaires were distributed among a sample of one hundred fifty prospective bilingual teachers. There were one hundred eighteen respondents. This figure represents seventy-nine percent response to the sample population. Each of the returned questionnaires was amenable to treatment by the computer at Fresno Pacific College Data Processing Center.

For the purpose of this study, the analysis of the data was designed to determine the degree of influence on prospective bilingual teachers' attitude as reflected by (a) number of courses they had taken in bilingual education, (b) type of college they were enrolled in, and (c) number of years of teacher aide experience. The analysis further determined the differences in prospective bilingual teachers' attitudes toward philosophy of bilingual education, the students they would teach, the professional preparation they were receiving, and the parents of the children. The

detailed results of such analysis are presented in this chapter.

### Analysis of the Sample Population

The ethnic background distribution of respondents is shown in the following table.

Table 1  
Population Distribution by Ethnicity

	Mexican- American	Asian	Black	Anglo	Self Description
Percentages	97.4	0	0	.9	1.7

Total population sample: 118

The above data indicates that the sample population was largely composed of Mexican American prospective bilingual teachers. Other data relative to the population sample were the type of colleges they were attending. The following table reflects such data.

Table 2  
Population Distribution by Type of College Attending

	Junior Colleges	State	University of Calif.	Private
Percentages	35.6	52.5	8.6	4.2

A large percentage of the prospective bilingual teachers who responded to the questionnaire were attending junior colleges, and fifty-two percent of the sample population were enrolled in the State college system. This information led the investigator to determine the percentage of respondents who had teacher aide experience. The following table reflects that analysis.

Table 3  
Population Distribution by Teacher Aide Experience

Number of years of experience	0-1	1-2	3-4	5-8	9+
Percentages	31.4	27.1	27.1	10.2	4.2

A large percentage of the prospective bilingual teachers attending colleges and universities have had from zero to four years of teacher aide experience. In summation, eighty-six percent of the respondents had less than five years teacher aide experience.

Another interesting aspect about the sample population was the percentage of respondents who were seeking a Multiple Subject Bilingual Emphasis credential.

The following data reflect the distribution.

Table 4  
Population Distribution by Credential Goal

Credential Sought	Percentages
Multiple Subject Credential	16.8
Single Subject Credential	16.8
Multiple Subject Bilingual Emphasis Credential	55.1
Single Subject Bilingual Emphasis Credential	11.2

These data indicated that over fifty percent of the population respondents were pursuing a teacher preparation program that would lead to the acquisition of a Multiple Subject Bilingual Emphasis credential. From this information it can be stated that the sample of prospective bilingual teachers sought to teach at the elementary school level. To further determine when these prospective teachers planned to be credentialed, the following table analyzed the trend within the next five years.

Table 5  
Population Distribution by Year of Completion

Year to complete credential program	1980	1981	1982	1983	1984
Percentage	19.8	32.4	22.5	14.4	10.8

The percentage between 1980 and 1982 indicated that fifty-seven percent of the population sample would complete the credential program by 1982.

Another aspect about the population sample was the

percentage who had taken coursework in bilingual education. Specifically, the number of courses would determine the level of interest and commitment held by the prospective bilingual teachers. The data is reflected in the following table.

Table 6

## Population Distribution by Amount of Coursework

Number of courses	None	1-3	4-6	7-9	10+
Percentage	6.1	57.4	24.3	8.7	2.6

This table clearly indicated that fifty-seven percent of the population sample had at least taken from one to three courses related to bilingual education, the minority child, Mexican American culture or language.

A final aspect about the population sample was to determine the percentage of respondents who specifically had professional preparation in specific curricular areas. The following table reflects those areas with the corresponding percentages.

N 118

Table 7

## Population Distribution by Coursework in Language, Culture, Curriculum, and Ethnic Studies

Areas of coursework	Language	Culture	Curriculum	Ethnic studies
Percentage	72.5	63.7	39.2	56.9



The data indicated that over fifty percent of the population sample had taken coursework in Spanish language, Mexican American culture, and ethnic studies. The smallest percent was reflected in the area of curriculum. This was due to the fact that curriculum coursework in any basic credential program was usually addressed in the candidates' senior or fifth year.

Based on the analysis of the data, over fifty percent of the sample were attending State colleges and were enrolled in bilingual emphasis credential programs. Fifty percent indicated completion of their credential programs prior to 1982. In addition, fifty percent had less than five years of teacher aide experience and had taken at least one to three courses in language, culture, and ethnic studies.

#### Analysis of the Likert-Type Statements as Related to Prospective Bilingual Teachers' Attitudes

The questionnaire was designed with Likert-type statements. This meant that the statements were scaled from "strongly agree" to "strongly disagree." In this study, marking "a" indicated "strongly agree;" marking "b" indicated "agree;" marking "c" indicated "undecided;" marking "d" indicated "disagree;" and marking "e" indicated "strongly disagree." There was a series of forty statements. These statements were further divided into four sections. These sections related to statements about philosophy, students, professional preparation, and parents. The data from each section were related to the independent variables

which included: (a) number of courses taken, (b) type of college attending, and (c) number of years of teacher aide experience.

Since a standard deviation means the amount of variance from the mean in a given set of scores, then the lower the standard deviation, the lower the variance from the mean. In the calculated group means, the smaller the average mean score, standard deviation, and variance, the more the respondents tended to agree with the statement. The higher the mean score, standard deviation, and variance, the more the respondents tended to disagree with the statement. Table 8 represents the calculated group means and standard deviations in the statements relating to philosophy of bilingual education.

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Table 8

Means and Standard Deviations from Likert-Type Statements  
Related to Philosophy of Bilingual Education

Statements	Mean	S.D.
1. Bilingual education should be an extension of the learning process from home to the school.	1.4	0.6
2. Bilingual education provides non-English, limited and bilingual students with an equal educational opportunity.	1.6	0.8
3. Every school should make provisions for bilingual education.	1.5	0.8
4. Bilingual education should hold a top priority as an educational program in school districts.	1.6	0.8
5. Bilingual education tends to be just another educational movement.	3.7	1.2
6. Bilingual education should be considered as a remedial type of program.	3.7	1.2
7. Bilingual education should be provided only when parents request it.	3.7	1.1
8. Chicanos generally support the concept of bilingual education.	2.2	0.9
9. Most future teachers are committed to providing equal educational opportunities for all children.	2.3	1.1
10. I am committed to teaching in bilingual programs when I become credentialed.	1.6	0.9

Based on the analysis about the group's attitude toward the Likert-type philosophical statements relating to bilingual education, the data indicated fairly strong agreement with statements 1, 2, 3, and 4. These statements mainly reflected what school programs should do for children. In addition,

statement 10 indicated that the group strongly agreed on being committed to teaching in bilingual programs after becoming credentialed.

The group tended to disagree with statements 5, 6, and 7. These statements related to bilingual education being a movement, a remedial program, and implementing bilingual education at parental request. The group indicated agreement with statements 8 and 9. These statements reflected the concept that Chicanos support bilingual education and that future teachers are committed to providing equal educational opportunities for all children.

In the calculated group means relating to the prospective bilingual teachers' attitudes towards students, the cluster pattern seemed to indicate more agreement than disagreement. Table 9 includes this analysis.

Table 9

Means and Standard Deviations from Likert-Type Statements  
Related to Students

Statements	Mean	S.D.
1. Students alone should determine whether they want to be in a bilingual program.	2.9	1.1
2. Students should be encouraged to preserve their language and culture.	1.3	0.7
3. Students tend to be competitive in most school situations.	2.4	1.1
4. Students are usually socially mature for their age.	2.6	1.0
5. Students prefer group or team games over individual competition.	2.1	0.8
6. Students will rather work for a hug than a grade or other reward.	2.4	1.0
7. Students like to take school work home.	3.1	1.1
8. Students have difficulty paying attention to school work for very long.	2.6	1.1
9. Students tend to be "formal" in interactions with teachers.	2.5	1.0
10. Students tend to be creative when alone.	2.2	0.9

The statements reflected in Table 9 related to non-English, limited or bilingual children. The respondents were asked to keep the Mexican or Mexican American child in mind as they responded to the statements. As a group, there was strong agreement to a statement related to the preservation of language and culture. The prospective bilingual teachers generally agreed with statements 3, 4, 5, 6, 8, 9, and 10. These statements reflected concepts of children

being competitive, socially mature, preferring teams and group games, working for a hug, short attention spans, formal interaction with teachers, and being creative when alone. There was no disagreement among the group in general in any of the statements in this category. The prospective bilingual teachers tended to be undecided about these children taking school work home.

Based on the prospective bilingual teachers' attitude toward professional preparation, there was a pattern of strong agreement in addition to general agreement with the ten statements in this section. Table 10 reflects this analysis.

Table 10

Means and Standard Deviation from Likert-Type Statements  
Related to Professional Preparation

Statements	Mean	S.D.
1. Bilingual professional preparation programs should include courses in language and culture of the target populations.	1.5	0.7
2. Bilingual education courses should be an important part of teacher preparation.	1.4	0.6
3. All bilingual candidates entering the field of teaching in bilingual programs should be assessed for language proficiency.	1.6	0.7
4. The majority of bilingual college students generally support the preparation they are receiving in bilingual education.	2.2	0.9
5. There tends to be teaching about bilingual education at the college I attend.	2.5	1.2
6. Bilingual teacher preparation in its present form provides useful skills.	2.2	0.9
7. The skills and competencies gained will tend to increase my chances for a teaching position in the future.	1.8	0.9
8. All candidates regardless of ethnic background should take a course in bilingual education.	1.7	0.7
9. Teacher preparation tends to be changing my views about education.	2.5	1.1
10. Field work experiences with target populations should be established early in the professional preparation rather than wait until student teaching practicum.	1.6	0.7

The data indicated that the group strongly agreed with statements 1, 2, 3, 7, 8, and 10. These statements reflected what prospective teachers in this sample felt institutions of higher education should be doing in the professional preparation program.

The group strongly agreed that professional preparation programs should include courses in language and culture. The sample population strongly agreed that bilingual education was an important part of teacher education, and felt all bilingual candidates must be assessed for language proficiency. There was strong agreement relative to acknowledgment that the skills and competencies gained increased chances in teacher placement. In addition, there was strong agreement about all candidates in teacher education taking coursework in bilingual education. Another aspect was that field experiences with the target population should be established early in professional preparation. This section also reflected agreement with statements 4, 5, 6, and 9.

As a group, they generally supported the preparation they were receiving at IHE's. The group felt bilingual education was evident at the institutions they were attending and that programs were providing useful skills. The sample felt that generally teacher preparation had a tendency to change their views about education.

The final analysis of the group's attitudinal data reflected statements relating to parents. The statements specifically related to Mexican and Mexican American parents'



relationship with teachers, their children, and bilingual education. Table 11 reflects the trend in attitudes held by prospective bilingual teachers toward the statements about parents.

Table 11  
Means and Standard Deviations from Likert-Type Statements  
Related to Parents

Statements	Mean	S.D.
1. Parents support bilingual education.	2.1	0.9
2. Parents have sufficient information about bilingual education.	3.8	0.9
3. Mexican American parents want their children to speak English and do not value their learning Spanish.	3.4	1.2
4. Parents tend to have great interest in the education of their children.	2.2	1.0
5. Parents tend to have tremendous respect for the teachers of their children.	1.8	0.8
6. Parents should be involved in the planning of bilingual programs at the school site level.	1.7	0.7
7. Bilingual education programs have caused parents to become more involved in school activities and functions.	2.0	0.8
8. Parents usually enjoy having teachers visit their homes.	2.1	0.8
9. Generally, parents keep their cultural values and pass them on to their children.	1.7	0.7
10. For the child, loyalty to his family and parents usually comes above everything else.	1.6	0.8

The data reflected a trend towards general agreement with statements 1, 4, 5, 6, 7, 8, 9, and 10. These statements indicated that prospective bilingual teachers agreed that Mexican and Mexican American parents supported bilingual education, had great interest in their children's education, held tremendous respect for teachers, and should be involved in planning bilingual programs. In addition, bilingual education has caused parents to become involved in school activities, to enjoy having teachers visit their homes, to keep the cultural values and pass them to their children. The group agreed that loyalty to the family and parents came above all else for children. It was in these areas where the group seemed to agree moderately.

The disagreement seemed to be focused on statements 2 and 3. The prospective teachers disagreed that parents had sufficient information about bilingual education. They also disagreed with the statement that Mexican American parents wanted their children to speak English and did not value their learning Spanish.

In the sections relating to philosophy, students, professional preparation, and parents, it was evident that the group moderately tended to be in agreement with the statements. It was when the statements were related to other independent variables that significance was reported. These relationships and findings are reported in the following sections of this study.

Analysis of Prospective Bilingual Teachers' Attitudes  
As Influenced by Number of Years  
of Teacher Aide Experience

Teacher aide experience was determined by dividing the sample population into those with less than five years and those with more than five years of experience.

An F value of 3.9 or above indicated significant difference at the .05 level in the mean scores. The analysis of the data relative to the statements relating to philosophy of bilingual education reflected that, as a group, teacher aide experience was not statistically significant but indicated differences in mean scores when the sample population was divided into the two groups. These differences were evident in statements 5, 6, and 8. Table 12 reflects the findings.

Table 12

Distribution of Levels of Significance in Mean Scores Based  
on Years of Teacher Aide Experience for Attitudes  
towards Philosophy of Bilingual Education

Philosophy statements	F value (3.9)	Less than 5 years experience		More than 5 years experience	
		Mean	S.D.	Mean	S.D.
5. Bilingual education tends to be another educational movement.	4.72	3.61	1.2	4.29	1.16
6. Bilingual education should be considered as a remedial type of program.	6.84	3.53	1.21	4.35	1.06
8. Chicanos generally support the concept of bilingual education.	4.61	2.15	.82	2.64	1.11

The prospective bilingual teachers' attitudes toward students were also analyzed based on the less than five years of teacher aide experience group and the more than five years experienced group. The findings indicated a difference in agreement with statements 1, 8, and 10. Table 13 reflects the findings.

Table 13

Distributions of Levels of Significance in Mean Scores  
Based on Teacher Aide Experience  
for Attitudes towards Students

Statements	F value 3.9	5 years experience		5 years experience	
		Mean	S.D.	Mean	S.D.
1. Students alone should determine they want to be in a bilingual program	5.96	2.81	1.11	3.52	1.18
8. Students have difficulty paying attention to school work for very long.	8.32	2.48	1.05	3.29	1.16
10. Students tend to be creative when alone.	6.09	2.07	.82	2.64	1.17

The difference between the two groups was that those with more experience were less agreeable with statements 1, 8, and 10.

In the analysis of the data relating to professional preparation, teacher aide experience was again viewed on the basis of those respondents with less than five years experience and those with more than five years experience.

It was evident that statements 6 and 10 were significant at the .05 level of significance. Table 14 reflects these findings.

Table 14

Distribution of Levels of Significance in Mean Scores  
Based on Teacher Aide Experience for Attitudes  
towards Professional Preparation

Statements	F value > 3.9	< 5 years experience		> 5 years experience	
		Mean	S.D.	Mean	S.D.
6. Bilingual teacher preparation in its present form provides useful skills.	8.48	2.05	.81	2.70	1.05
10. Field work experiences with target populations should be established early in the professional preparation rather than waiting until student teaching practicum.	4.91	1.63	.72	1.23	.44

The review of the literature had indicated that professional preparation was an important and vital element in bilingual education. This investigator was determined to further analyze the respondents' reactions to the programs that were making provisions for their training.

The population sample was then reviewed by specific years of experience rather than making the division among those with less than five years experience and those with more than five years experience. An F value of 2.5 or more

was established to be significant at the .05 level of significance. In this case, the group tended to have some disagreement with the type of preparation they were receiving in bilingual education. Table 15 reflects the findings.

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Table 15

Distribution of Levels of Significance in Mean Scores Based  
on Specific Years of Teacher Aide Experience for Attitudes  
toward Professional Preparation

Statements relating to professional preparation	F values 2.5 or >	Years of teacher aide experience									
		0-1 Mean S.D.		1-2 Mean S.D.		3-4 Mean S.D.		5-8 Mean S.D.		More Mean S.D.	
4. The majority of bilingual college students generally support the preparation they are receiving in bilingual education.	4.26	2.45	.84	1.78	.83	2.31	1.00	2.83	1.03	1.80	.84
5. There tends to be teaching about bilingual education at the college I attend.	2.95	2.91	1.19	2.03	1.15	2.34	1.18	2.91	1.38	2.40	.55
6. Bilingual teacher preparation in its present form provides useful skills.	2.81	2.10	.81	2.06	.95	2.00	.67	2.91	1.08	2.20	.84
10. Field work experiences with target populations should be established early in the professional preparation rather than wait until the student teaching practicum.	3.04	1.83	.69	1.59	.80	1.43	.62	1.33	.49	1.00	.00



It is interesting to note in Table 15 that statement 4 reflect the fact that those with five years or more of teacher aide experience seem to become increasingly undecided about supporting the preparation they were receiving in bilingual education. Statement 5 seems to indicate a parallel in mean scores between those respondents with zero to one year of experience and those with five to eight years of experience.

Both groups seem to be leaning toward being undecided about whether bilingual teaching was taking place at the institutions they were attending. Statement 6 indicated that the respondents with zero to four years of experience were in agreement about bilingual teacher preparation in its present form providing useful skills. Those people with five or more years of teacher aide experience seemed to be undecided. In reference to statement 10 which related to early field experience, the group at the various levels of experience seemed to be in moderate agreement that it was necessary to establish such experience early in the professional preparation.

In the analysis of the attitudinal data which related to parents, teacher aide experience had no statistically significant difference among the population sample with less than five years or more than five years of experience. The data was further analyzed by establishing the F value of 2.5 or more at the .05 level of significance for the five groups of experience. The data again indicated no statistically significant value as related to teacher aide experience.

The observations that merited reporting in attitudes towards parents were determined by the analysis of the responses of the group per individual statements. Statement 2 and 3 seemed significant to the degree that, based on specific years of experience, the respondents indicated varying degrees of disagreement. Table 16 displays the levels of disagreement among the respondents.

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Table 16

Distribution of Degrees of Differences in Disagreement of Mean Scores  
Based on Specific Years of Teacher Aide Experience  
for Attitudes towards Parents

Statements	Number of years of experience									
	0-1		1-3		3-4		5-8		More	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
2. Parents have sufficient information about bilingual education.	3.67	.94	3.53	1.65	3.93	.76	4.08	.90	4.20	.45
3. Mexican American parents want their children to speak English and do not value their learning Spanish.	3.56	1.28	3.09	1.17	3.04	1.29	2.91	1.16	4.40	.89

It was in statements 2 and 3 that the prospective bilingual teachers displayed disagreement.

In summary, teacher aide experience was significant in a negative sense as related to concepts of bilingual education being an education movement and being a remedial type of program. A tendency towards being undecided or disagreeable to the concepts that related to students which seemed significant were in reference to students determining whether they wanted to be in a bilingual program. Another concept was that students had short attention spans and that they tended to be creative when alone.

Teacher aide experience also seemed to be significant to the concepts which related that bilingual education provided useful skills, and that field work experience should be established early in the professional preparation.

In the statements that related to concepts about parents, the differences noted were in the means reported by those with varying degrees of experience. There was negative support reflected in the concept that parents had sufficient information about bilingual education and that Mexican American parents wanted their children to speak English and did not value their learning Spanish.

#### Analysis of Prospective Bilingual Teachers' Attitudes as Influenced by Type of College

In this section, the F value of 2.7 or more was established to be significant at the .05 level. In the

analysis of the data relative to statements relating to philosophy of bilingual education, the respondents indicated no significant difference. When the philosophical statements were treated individually, the data reflected a tendency toward disagreement with statements 5, 6, and 7. The respondents were attending state and private colleges, University of California systems, and junior colleges in California. Table 17 reports the varying degrees of disagreement with the statements relative to philosophy about bilingual education.

Table 17

Distribution of Respondents' Attitudinal Values toward Philosophy  
of Bilingual Education as Influenced  
by Type of College Attending

Statements	Mean Scores								Average mean
	State		Private		University of Calif.		Junior College		
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	
5. Bilingual education tends to be another educational movement.	3.69	1.30	4.20	.45	4.22	.83	3.57	1.19	3.71
6. Bilingual education should be considered a remedial type of program.	3.85	1.25	3.40	.89	4.11	.78	3.29	1.22	3.65
7. Bilingual education should be provided only when parents request it.	3.70	1.15	3.00	1.41	3.88	1.17	3.69	1.07	3.69

The tendency reflected in Table 17 indicated that private and University of California respondents disagreed more strongly with the fact that bilingual education was another educational movement. In statement 6, the stronger disagreement was reported by University of California respondents. They indicated that bilingual education should not be considered a remedial type of program. The state, private, and junior college respondents seem to have a tendency to be between undecided and total disagreement. Again in statement 7, the disagreement seemed to be fostered by University of California respondents. They felt bilingual education should not be provided only at parental request. It was assumed that perhaps respondents felt that bilingual education should be provided when a child needs it or be left to teacher discretion. The average mean for all three statements was generally reported to have a tendency toward disagreement.

In the analysis of the data related to attitudes towards students, it was found that as a group the type of college was significant only as related to statement 8. The F value was established to be significant at 2.7 or more at the .05 level of significance. Table 18 reflects the varying mean scores among the various college type attended by respondents.

Table 18

Distribution of Respondents' Attitudinal Values towards Students  
as Influenced by Type of College Attending

Statements related to students	F value 2.7 or >	College Type							
		State		Private		U. of Cal.		Junior college	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
8. Students have difficulty paying attention to school work for very long.	2.92	2.81	1.21	3.20	.84	2.00	.50	2.36	.96



There was moderate agreement among respondents from State colleges, University of California, and junior colleges as related to statement 8. A degree of indecision was reported by the private college respondents.

In the analysis of the data relating to the attitudes toward professional preparation, it was evident that the type of college attended by the sample population was significant as related to statements 3, 7, 8, and 10. The F value, mean scores, and standard deviations are displayed in Table 19.

Table 19

Distribution of Respondents' Attitudinal Values towards Professional Preparation  
as Influenced by Type of College Attending

Statements related to professional preparation	F value 2.7 or >	College Type							
		State		Private		University of Calif.		Junior college	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
1. All bilingual candidates entering the field of teaching in bilingual programs should be assessed for language proficiency.	3.29	1.53	.72	2.00	.71	1.11	.33	1.76	.62
7. The skills and competencies gained will tend to increase my chances for a teaching position in the future.	3.14	1.64	.81	1.40	.55	2.55	1.24	1.85	.95
8. All candidates regardless of ethnic background should take a course in bilingual education.	4.56	1.45	.62	1.60	.55	2.00	1.00	1.90	.69
10. Field work experience with the target population should be established early in the professional preparation rather than wait until student teaching practicum.	3.00	1.51	.70	1.40	.55	1.11	.33	1.78	.72

The data reflected that respondents at all types of colleges were in varying degrees of agreement with establishing assessment in language proficiency. They also agreed with the fact that the skills and competencies gained in their professional preparation would increase their chances for employment. Another area of agreement by all respondents was that teacher candidates should take coursework in bilingual education. Finally, the respondents for the various types of colleges felt that early field experiences with the target population must be established in their professional preparation.

In the analysis of the data relating to Mexican or Mexican American parents, the F value was established at 2.7 or more at .05 level of significance. The highest level of agreement was reflected with statements 5, 6, 9, and 10, as influenced by the type of college that the prospective bilingual teachers attended. Table 20 reflects the findings.

Table 20

Distribution of Respondents' Attitudinal Values towards Parents  
as Influenced by Type of College Attending

Statements related to parents	F. value 2.7 or >	College Type							
		State		Private		University of Calif.		Junior college	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
5. Parents tend to have tremendous respect for the teacher of their children.	5.47	1.56	.74	1.40	.55	2.33	.50	2.02	.78
6. Parents should be involved in the planning of bilingual programs at the school site level.	2.95	1.53	.62	1.60	.55	1.88	.93	1.95	.85
9. Generally, parents keep their cultural values and pass it on to their children.	3.22	1.58	.69	1.60	.55	2.22	.67	1.85	.65
10. For the child, loyalty to his family and parents usually comes above everything else.	4.21	1.43	.72	1.40	.55	2.22	.67	1.78	.78

The data indicated that all respondents were in fairly general agreement about parents having tremendous respect for the teachers of their children. The respondents were also in general agreement about parents becoming involved in planning bilingual programs. There was a steady degree of agreement which indicated that parents kept their cultural values and passed them on to their children. With regards to the child having loyalty to this family and parents, the respondents seemed to agree in varying degrees.

The overall results of this section seem to reflect that respondents attending private colleges or the University of California system held a stronger agreement or disagreement attitudinal value toward the significant statements reported in each section. When respondents disagreed, the private college or University of California respondent seemed to make a stronger commitment in the response. The junior college and State college respondents tended to be somewhere between agreeable or undecided about the statements in the various sections related to philosophy, students, professional preparation and parents.

Analysis of Prospective Bilingual Teachers' Attitudes  
as Influenced by Number of Courses Taken  
in Language, Culture, Curriculum,  
and Ethnic Studies

In this section the F value of 2.5 or more was established to be significant at the .05 level. In the analysis of the data relative to statements related to philosophy of bilingual education, statement 3 surfaced as

significant as influenced by the number of courses the respondents had taken in their professional preparation programs. Table 21 summarized the findings.

Table 21

Distribution of Respondents' Attitudinal Values  
toward Philosophy of Bilingual Education  
as Influenced by Number of Courses Taken  
in Language, Culture, Curriculum,  
or Ethnic Studies

Statement related to philosophy of bilingual education	F value 2.5 or >	Number of courses									
		None		1-3		4-6		7-9		More	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
3. Every school should make provision for bilingual educa- tion.	2.83	1.71	.76	1.59	.89	1.25	.65	1.20	.42	2.66	1.53

The data reflected in Table 21 seem to indicate the varying levels of agreement for making provision for bilingual education. A slight tendency toward indecision was evident among those respondents who had taken more than nine courses.

In the analysis of the data related to attitudes toward students, the number of courses taken seemed to have influenced statement 3. The findings are reported in Table 22.



Table 22

Distribution of Respondents' Attitudinal Values toward Students  
as Influenced by Number of Courses Taken  
in Language, Culture, Curriculum,  
or Ethnic Studies

Statement related to students	F value 2.5 or >	Number of Courses									
		None		1-3		4-6		7-9		More	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
3. Students tend to be competi- tive in most school situations.	3.84	3.14	1.21	2.13	.88	2.89	1.17	2.70	1.25	2.66	1.53

The data reflected in Table 22 seemed to indicate a degree of indecision related to statement 3 among the respondents who had no coursework that related to language, culture, curriculum, or ethnic studies. Those with varying degrees of coursework seemed to reflect varying degrees of agreement, although there was a tendency toward being undecided among those who had taken four or more courses.

When the data was analyzed as related to the attitudes towards professional preparation, number of courses taken was not statistically significant in this section.

The data was analyzed as related to parents. The number of courses taken by the respondents was significant as it related to statement 6. Table 23 reflects the F value, mean scores, and standard deviations as related to statement 6.

Table 23

Distribution of Respondents' Attitudinal Values toward Parents  
as Influenced by Number of Courses Taken  
in Language, Culture, Curriculum,  
or Ethnic Studies

Statements related to parents	F value 2.5 or>	Number of Courses									
		None		1-3		4-6		7-9		More	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
6. Parents should be involved in the planning of bilingual programs at the school site level.	3.46	2.57	.98	1.68	.71	1.64	.73	1.30	.48	1.66	.58

The data reflected on Table 23 clearly indicated that among those who had not taken coursework related to language, culture, curriculum, or ethnic studies, the tendency was to be undecided about whether parents should be involved in the planning of bilingual programs. The data also reflected that there was general agreement of parental involvement among those who had taken varying degrees of coursework.

In summary, coursework seemed to be significant with statements related to the concepts that school districts must make provision for bilingual education, to the existence of student competitiveness, and to parental involvement in bilingual programs. The sample population who had taken varying degrees of coursework in target language, culture, curriculum, and ethnic studies were in agreement with the above stated concepts.

#### Analysis of Multiple Subject Bilingual Emphasis Programs in California IHE's

Twenty-six commission-approved bilingual emphasis programs in California institutions were examined through the assistance of the California Commission of Teacher Preparation and Licensing office. The program plans have been used by the Commission to evaluate each IHE's ability to comply with the credential regulations. These program plans represent the best available descriptive data of each institution's bilingual teacher preparation program. The specific

documents examined were those designed for granting the Multiple Subjects Bilingual Emphasis credential. The program documents were examined in four major curriculum areas as related to the preparation of prospective bilingual teachers. Those areas are alluded to specifically in the following paragraph.

The rationale for examination of program plans was to determine the major curriculum areas of the bilingual emphasis programs in California colleges. The investigation focused on determining whether prospective bilingual teachers were exposed to coursework in (a) philosophy of bilingual education, (b) culture of target population, (c) methodology for teaching non-English, limited English, and bilingual students, and (d) ethnic studies as related to community and parents.

The findings were based on program plans and college catalogue findings as related to the preparation of bilingual teachers in bilingual emphasis programs. This section was divided by the diversity of coursework available in the preparation of bilingual teachers at State, private colleges, and University of California systems. Appendix E provides the diversity of coursework that was available in the areas of language, culture, curriculum, and ethnic studies. This part of the investigation was designed to assess the major curriculum areas and the degree to which the bilingual emphasis programs at IHE's offered prospective bilingual teachers the training necessary to develop bilingual cross-cultural teaching skills. The analysis

of the findings is described according to State colleges, University of California system, and private institutions.

#### Language Training at State Colleges

Fifteen California State colleges were investigated in the area of Spanish language training; all provided varying degrees of language proficiency coursework.

This meant that there were such courses as Beginning Spanish as well as more advanced levels. An interesting aspect among the varying levels of language training was that only three State institutions provided Spanish for the bilingual person. Nine of the State institutions made provision for linguistics or historical perspectives of the language, Spanish phonemics, and phonetics. Based on the standards set forth by the Commission of Teacher Preparation and Licensing, this investigator found the data related to target language training for the prospective bilingual teacher to be minimal.

#### Language Training in the University of California System

As examined, the six Universities of California with bilingual emphasis programs offered similar levels of language coursework as did the State institutions. None offered Spanish for the bilingual person. Four of these institutions indicated coursework in linguistics and contrastive analysis of the language. Second language acquisition was reported by one institution as well as cross-cultural communication.

Language Training in  
Private Institutions

The five institutions that were examined also indicated offerings based on varying levels of language training. One private institution offered Spanish for the bilingual person. Four institutions offered linguistical coursework. Two institutions offered coursework in the history of the target language. One institution offered a cross-cultural communication type of course. Table 24 reflects the percentage breakdown in the area of language training among State, University of California, and private college systems.

Table 24

Distribution of Percentages Reflected in Language Training  
among Colleges with Bilingual Emphasis Programs

Classes offered	Calif. state colleges (15)	University of Cal. (6)	Private colleges (5)
Beginning to advanced levels of Spanish	100%	100%	100%
Spanish for bilinguals	20%	-	20%
Linguistics and phonetics	60%	66%	80%
Second language acquisition	-	17%	-

An important factor in the training of bilingual teachers is knowledge and the ability to teach through the target language. This is important for reasons of maintenance of bilingual facility of the students.

The prospective bilingual teacher needs a facility of the Spanish language in order to instruct the non-English or limited English speaking students and to communicate effectively with parents and community members.

Based on the findings and program plans, most of the institutions offered the varying levels of Spanish, but did not require the language to develop language training.

This was due to the fact that the IHE's assessed the prospective teachers' language proficiency via an oral examination, letter of recommendation from the Spanish department, or written examinations. The criteria varied and thus language training for the prospective bilingual teacher was not consistent among the IHE's.

Another aspect examined was the type of cultural awareness training the prospective bilingual teachers received. Valencia lists cultural awareness and understanding as a major skill for a bilingual teacher.<sup>1</sup> Estupinian recommends that student teachers receive comprehensive technical training in cultural pluralism and cultural awareness as part of their training.<sup>2</sup> Others like Rodriguez have suggested that prospective bilingual teachers take

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<sup>1</sup>Atilano Valencia, The Effects of a College Teacher Training Project with Emphasis on Mexican American Cultural Characteristics, An Evaluation Report, Sacramento State College, ERIC Document ED 045 267, 1970.

<sup>2</sup>Rafael Estupinian, "The Traditional School of Education and Why It Fails to Provide Teachers for Chicanos," Ghosts in the Barrio: Issues in Bilingual Bicultural Education, ed. Ralph Poblano (San Rafael, Ca., Leswing Press, 1973), pp. 295-301.



coursework in Mexican and Chicano culture.<sup>3</sup> The examination of the college course offerings was done to determine what state and private colleges and the University of California offered the prospective bilingual teachers. The following analysis relates to these findings.

#### Cultural Awareness Training at State Colleges

Fifteen California State college Multiple Subject Bilingual Emphasis program documents were examined in the area of course offerings related to culture of the target population. The program documents revealed that nine colleges made reference to offering coursework related to Chicano, Mexican American, or Spanish American culture. Twelve State colleges alluded to offering coursework related to historical perspectives about the culture of the Mexican Americans. There were eight State colleges that indicated offerings in music, art or dances of the target population.

#### Cultural Awareness Training at University of California and Private Institutions

The six universities examined reflected that five offered coursework which depicted knowledge about Mexican American culture. Three IHE's reflected coursework from a historical perspective about the target population's culture.

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<sup>3</sup>Louis Rodriguez, "Preparing Teachers for the Spanish Speaking," The National Elementary Principal (Palo Alto, Ca.,: November, 1970), p. 52.

Two institutions indicated that they offered coursework in Mexican American music, art or dance. Table 25 reflects the data based on percentages.

Table 25

Distribution of Percentages Reflected in Cultural Training among Colleges with Bilingual Emphasis Programs

Classes offered	Calif. state colleges (15)	University of Cal. (6)	Private colleges (5)
Chicano or Mexican American culture	60%	84%	60%
Historical Perspectives of Mexican culture	80%	50%	40%
Mexican American music, art, or dance	54%	34%	20%

As noted in Table 25, the state institutions seemed to offer a larger percentage of classes in the area of historical perspectives of Mexican American culture. The University of California system seemed to focus coursework on Mexican American culture while the private institutions tended to follow the University of California in offering coursework in Mexican American culture.

Another aspect examined was the various dimensions of bilingual curriculum and teaching methods course offering at the various type of IHE's. As the documents were reviewed in this area, two approaches were utilized within the bilingual emphasis programs. One was the inclusion of

bilingual methodology with the regular professional preparation coursework. Other bilingual emphasis programs provided separate coursework to train the prospective bilingual teachers. These two approaches had to be kept in mind in the examination of each of the program documents. The data reflected in this study reveals the findings based on the cluster of courses that merited significance. Table 26 records the findings based on percentages.

Table 26

Distribution of Percentages Reflected in Curriculum  
that Related to Methods for Teaching the Limited  
and Non-English Speaker among Colleges  
with Bilingual Emphasis Programs

Classes offered	Calif. state colleges (15)	University of Cal. (6)	Private colleges (5)
Bilingual teaching methods (ESL/SSL)	47%	50%	60%
Teaching reading in Spanish	60%	67%	40%
Bilingual materials in content areas	54%	50%	100%
Teaching the Chicano child	60%	50%	20%
Student teaching in bilingual setting	100%	84%	80%

#### Bilingual Teaching Curriculum at State Colleges

The data revealed that forty-seven percent of the State colleges made provisions for bilingual teaching methodology. The teaching of reading in Spanish was reported by sixty

percent of State colleges. Development of bilingual materials in the content areas took place in fifty-four percent of State colleges. Sixty percent of colleges reported they were making provision for the teaching of the Chicano child. One hundred percent of state institutions required student teaching to take place in a bilingual classroom.

#### Bilingual Teaching Curriculum at Universities of California

The data revealed that among the six universities examined, fifty percent indicated they offered coursework in bilingual teaching methods. Sixty-seven percent reported they offered coursework in the teaching of reading in Spanish. Fifty percent indicated the provision for the development of bilingual materials. Fifty percent revealed awareness with regards to the teaching of the Chicano child. Eighty-four percent revealed that student teaching took place in a bilingual classroom setting.

#### Bilingual Teaching Curriculum at Private Colleges

Of the five private institutions examined, sixty percent reported coursework in bilingual teaching methods. Forty percent indicated they offered coursework in the teaching of reading in Spanish. One hundred percent of private institutions reported they offered coursework in the development of bilingual materials in content areas. Twenty percent indicated that they offered awareness with reference to the teaching of the Chicano child. Eighty percent reported

that student teaching takes place in a bilingual classroom setting.

In summary, bilingual emphasis programs revealed most of their support in establishing the student teaching assignment in a bilingual setting. In all aspects, over fifty percent were making provisions in the area of methodology.

The last section in the IHE's bilingual emphasis programs that was examined dealt with coursework which related to parent and community relations. In the guidelines developed by the Center for Applied Linguistics, the authors stated that current trends in education have specifically identified the significant role of the community in the educational process. The authors further state that bilingual education offers distinct opportunities to bridge the structural and cultural gap between school and community.<sup>4</sup> Teachers must become aware and involved with the community in order to establish positive relationships with the parents and community members.

Two areas of course content were clustered to determine whether IHE's were providing prospective teachers with an awareness about Chicano communities and parents. These two clusters were related to issues in Chicano communities:

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<sup>4</sup>Center for Applied Linguistics, Guidelines for the Preparation and Certification of Teachers of Bilingual Bicultural Education in the United States of America, Arlington, Virginia, 1974, p. 8.

philosophy, psychology, politics, and family. Another cluster was the sociology of urban and rural Mexican American communities. The cluster of courses reflects those that merited significance or that were reported by the IHE's. Table 27 reflects the findings based on percentages.

Table 27

Distribution of Percentages Reflected in Ethnic Studies  
Coursework Related to Knowledge  
about the Chicano Community

<u>Classes offered</u>	<u>Calif. state colleges (15)</u>	<u>University of Cal. (6)</u>	<u>Private colleges (5)</u>
Chicano communities: philosophy, psychology, politics, and family	40%	84%	20%
Sociology of urban and rural Mexican American communities	14%	-	20%

Coursework Relating to  
Chicano Community  
at State Colleges

The data revealed forty percent of State colleges offered coursework related to issues dealing with the philosophical thoughts of Chicanos, psychology, politics, or family life styles. Fourteen percent indicated they had coursework dealing with the urban and rural setting of the Mexican American.

Coursework Relating to  
Chicano Community at  
University of California  
and Private Colleges

Of the six University of California programs examined, eighty-four percent indicated course offerings related to Chicano issues with reference to philosophy, psychology, politics, or family. None offered coursework in the sociological aspects and life styles of urban and rural Mexican Americans.

The private colleges revealed twenty percent of course offerings in both clusters.

The data revealed that IHE's need to enhance their training programs as related to awareness of responding to the community.

The various IHE's that were examined indicated inconsistency in the course offering related to Chicano or Mexican American community. In the review of the documents it was assumed that since the bilingual candidate would participate in a bilingual setting during his student teaching assignment, the community involvement would be part of the training. The course offerings were minimal among all IHE's as related to Chicano or Mexican American community relations.

The review of the data in this chapter revealed that thirty-one (seventy-eight percent) of the forty statements elicited agreeable responses toward various aspects of bilingual education. Nine (twenty-two percent) of the forty statements elicited disagreement with the various aspects of

bilingual education. The statements were further analyzed as influenced by the respondents' years of teacher aide experience, type of college attending, and number of courses taken related to bilingual education. The results of such findings were reported in the respective sections of this chapter.

To provide concrete recommendations and elicit conclusions, the analysis of the bilingual emphasis teacher preparation programs was conducted as part of this study. The analysis relating to all findings was reported in the respective sections of Chapter IV.

Chapter V contains a summary of this investigation, conclusions, and recommendations.



## Chapter V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to investigate the attitudes that prospective teachers held toward bilingual education. Specifically, the study attempted to assess the current attitudes towards philosophical statements about bilingual education: statements relating to non-English speaking students, statements relating to the professional preparation programs, and statements about parents and community. The study also attempted to show the professional preparation programs and investigate the content areas being fostered in the training of bilingual teachers in California.

The study investigated how these attitudes were influenced by years of teacher aide experience, type of college attending, and number of courses taken relative to bilingual education. To determine the degree of differences in attitudes, the study revealed that thirty-one of the forty statements elicited agreeable responses towards various aspects of bilingual education. Nine of the forty statements elicited disagreement to the various aspects of bilingual education analyzed in the previous chapter. The analysis of the forty statements showed the influence of number of years of teacher aide experience, type of college attending and number of courses taken which related to

bilingual education. In addition, the bilingual emphasis program documents were reviewed to determine a possible rationale for the attitudes fostered by the prospective bilingual teachers.

This investigator summarized the findings of this study in five categories. One category was conclusions relative to philosophy of bilingual education, students' professional preparation, and parents. The second was conclusions relative to attitudes toward philosophy of bilingual education, students' professional preparation and parents as influenced by number of years of teacher aide experience. The third category was conclusions relative to attitudes toward philosophy of bilingual education, students, professional preparation, and parents as influenced by type of college attending. Category four dealt with attitudes towards philosophy of bilingual education, students, professional preparation and parents as influenced by number of courses taken in language, culture, curriculum, and ethnic studies. The fifth category related to conclusions about the bilingual emphasis programs in California IHE's. Based on the conclusion of the five categories, recommendations and areas for further research were determined, based on this investigation.

Conclusions Relative to Philosophy of Bilingual Education,  
Students, Professional Preparation, and Parents

Various general conclusions were drawn from this investigation relative to how prospective bilingual teachers

responded to attitudinal statements about philosophy, students, professional preparation, and parents. Based on the analysis reflected in Chapter IV that corresponds to this section, the data revealed that as a group in general, seventy percent of the population responded favorably to the set of ten statements which dealt with the philosophy of bilingual education. In the ten statements that dealt with attitudes towards students, the data revealed that sixty percent of the sample population agreed to some degree. In the statements relative to professional preparation, the data revealed that one hundred percent of the population was in varying degrees of agreement with the statements presented. In the statements relative to parents, the population sample indicated that eighty percent were in agreement with the statements.

The sample population in general displayed disagreement or degrees of indecision with the following statements:

1. Bilingual education tends to be another educational movement.
2. Bilingual education should be considered as a remedial type of program.
3. Bilingual education should be provided only when parents request it.
4. Students alone should determine whether they want to be in a bilingual program.
5. Students are usually socially mature for their age.
6. Students like to take school work home.
7. Students have short attention spans.

8. Parents have sufficient information about bilingual education.
9. Mexican American parents want their children to speak English and do not value their children learning Spanish.

From this investigator's general observations based on the above stated findings, the population as a group were more positive than negative in their attitudes relative to statements about philosophy, students, professional preparation, and parents.

Conclusions Relative to Attitudes toward Philosophy  
of Bilingual Education, Students, Professional  
Preparation, and Parents as Influenced  
by Number of Years of Teacher Aide  
Experience

The general conclusions that were drawn, having used teacher aide experience as an independent variable, merit reporting to the extent that there were both agreement and disagreement, and indecision in mean scores relative to eight statements among respondents with less than five and more than five years of teacher aide experience. Those respondents with less than five years experience elicited degrees of agreement to the following statements:

1. Chicanos support the concept of bilingual education.
2. Students tend to be creative when alone.
3. Bilingual teacher preparation in its present form provides useful skills.
4. Field work experience with target populations should be established early in the professional preparation rather than wait until student teaching practicum.

The same population sample revealed disagreement in their mean scores relative to the following statements:

1. Bilingual education tends to be another educational movement.
2. Bilingual education should be considered as a remedial type of program.

The sample population displayed a degree of indecision regarding the following statements:

1. Students alone should determine they want to be in a bilingual program.
2. Students have short attention spans.

Among the respondents with more than five years of teacher aide experience, there was agreement only with the following statement:

1. Field work experiences with the target population should be established early in the professional preparation rather than wait until the student teaching practicum.

Like those with less than five years of experience, this population sample also disagreed with the following statements:

1. Bilingual education tends to be another educational movement.
2. Bilingual education should be considered as a remedial type of program.

However, those with less experience report being undecided.

This group was in disagreement with the following statement:

1. Students alone should determine they want to be in a bilingual program.

The population with more experience registered indecision regarding the following statements:

1. Chicanos generally support the concept of bilingual education.
2. Students tend to be creative when alone.
3. Students have short attention spans.
4. Bilingual teacher preparation in its present form provides useful skills.

It was interesting to observe that those individuals with less experience were in agreement about Chicanos generally supporting bilingual education, students tending to be creative when alone, and bilingual education in its present form providing useful skills. Those with more experience were undecided about the same concepts.

A conclusion was drawn to the effect that teacher aide experience had a degree of influence on the support system of bilingual education attitudes toward a child's creativeness and toward teacher preparation. The more experience the prospective teacher had, the more he tended to be undecided about whether Chicanos supported bilingual education, about students being creative alone, and about teacher preparation providing useful skills. This merited attention because it was possible to assume that those with more experience had opportunities to interact with the community, had classroom experience, and were presently in teacher education programs. It can be assumed that their experiences had provided a dimension of exposure that was non-existent or minimal with those having less teacher aide experience.

Conclusions Relative to Attitudes towards Philosophy  
of Bilingual Education, Students, Professional  
Preparation and Parents as Influenced  
by Type of College Attending

Having utilized the type of college where prospective teachers were enrolled, the investigator's conclusions merit significance to the extent that there were varying degrees of agreement and indecision to nine statements.

The State, private, and junior college and University of California respondents agreed in their mean scores to the following statements:

1. All bilingual candidates entering the field of teaching in bilingual programs should be assessed for language proficiency.
2. The skills and competencies gained will tend to increase my chances for a teaching position in the future.
3. All candidates regardless of ethnic background should take a course in bilingual education.
4. Field work.. experience with the target population should be established early in the professional preparation rather than wait until student teaching practicum.

The population sample seemed to hold degrees of agreement and indecision to the following statement:

Students have short attention spans.

The University of California and junior college people tended to agree with the statement. The State and private college students tended to be undecided with the statement.

In relationships to statements about parents, the

significant statements of agreement supported by respondents at all types of colleges were the following:

1. Parents tend to have tremendous respect for the teachers of their children.
2. Parents should be involved in the planning of bilingual programs at the school site level.
3. Generally, parents keep their cultural values and pass it on to their children.
4. For the child, loyalty to his family and parents usually comes above all else.

Based on the observations on this section, this investigator concluded that there were no significant differences held in the area of philosophy. The respondents at all types of colleges were more in agreement with the significant statements noted about students professional preparation, and parents.

Conclusions Relative to Attitudes toward Philosophy  
of Bilingual Education, Students, Professional  
Preparation and Parents as Influenced  
by the Number of Courses Taken  
in Language, Curriculum,  
Ethnic Studies  
and Culture

The conclusions that were drawn, having utilized number of courses taken as an independent variable, reflected significance in three statements. Based on the analysis of the data, the respondents were divided into five groups. These groups reflected respondents who had not taken coursework in language, culture, curriculum, or ethnic studies. The other groups were those who had taken one to three courses in the above-mentioned areas; another group



had taken four to six courses; another group had taken seven to nine courses, and the last group had taken more than nine courses.

The group that had not taken any coursework was in agreement with the following statement:

1. Every school should make provisions for bilingual education.

Those who had taken one or more courses were in agreement with the following statements:

1. Students tend to be competitive in most school situations.
2. Parents should be involved in the planning of bilingual programs at the school site level.

Indecision about the above statements was generally held by those who had not taken any coursework. It was observed that while those with no course background felt that every school should provide bilingual education, those with the highest degree of coursework tended to be undecided about the concept. Those with a degree of coursework also revealed indecision about the statement relating to students being competitive in most school situations.

The context of these conclusions was viewed in meaningful dimensions as it related to the findings reflected in the various IHE bilingual emphasis programs. This investigator concluded that because the population sample was Mexican American, a degree of language proficiency was established. The fact that all college programs provided for language training might have motivated the respondents to

determine that language assessment of all candidates was necessary.

In reviewing the program documents for the various IHE programs, it was evident that the strongest areas were language and culture. Less emphasis was placed on philosophy of bilingual education. Perhaps this was the rationale for no significant differences noted in this area.

The weak areas were reflected in terms of bilingual teaching strategies and in dealing with the Mexican American community. This investigator concluded that the respondents had tendencies of disagreement and indecision with the statements relating to students' competitiveness, students' attention spans, and student creativeness. The same held true for some of the statements related to parents. If IHE's required some coursework in these areas, the confidence level of dealing effectively with the non-English or limited English students and parents might have reflected a stronger support from prospective bilingual teachers. This investigation considered some of its findings to the extent that it established implications for IHE programs and further research.

#### Recommendations

This investigation was descriptive and sought to discover existing attitudes toward bilingual education among prospective teachers. In addition, the investigation reviewed the bilingual emphasis professional preparation programs where the prospective teachers were receiving their training to determine the degree of influence fostered by coursework,

teacher aide experience, and type of college. An investigation of this nature had the advantage of transposing a range of opinions into data which were amenable to statistical analysis. Descriptive investigations such as this have the limitation that the testing of hypotheses was not the central function. The recommendations which follow evolved from both the advantages and disadvantages based on the nature of this study.

The following recommendations resulted from this study and were reflective of the population investigated. It is hoped that this investigation may be utilized as a guide to assess the attitudes reflected among other language component groups in the bilingual emphasis credential program.

1. Institutions of higher education should establish early field work experiences for the prospective bilingual teacher.

2. Institutions of higher education should require all candidates regardless of background to take a course in bilingual education.

3. Institutions of higher education should make provisions for bilingual candidates to take a course in the philosophy of bilingual education.

4. Institutions of higher education should establish opportunities for prospective teachers to help develop competencies which demonstrate knowledge of the needs and aspirations of the Mexican American community.

5. A field study should be conducted to review IHE

programs in terms of what the program documents portray.

6. A comparative study should be conducted to assess the attitudes among bilingual candidates who have acquired a bilingual emphasis credential and compare them with the attitudinal findings of this study.

7. Institutions of higher education should make provisions for Spanish language coursework for bilinguals.

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Appendix A

CORRESPONDENCE WITH  
CALIFORNIA MINI-CORPS PROGRAM

June 3, 1979

Mr. Jess Camacho  
Associate Director  
California Mini-Corps  
1919 21st Street, Room 203  
Sacramento, CA.

Dear Mr. Camacho,

This letter is in response to our recent telephone conversation regarding my doctoral dissertation research. As I discussed with you, my study, titled "An Investigation of the Attitudes Prospective Teachers Hold toward Bilingual Education," will reflect the views held mainly by bilingual prospective teachers.

Because the California Mini-Corps Program participants are prospective teachers, they also form a representative group of prospective bilingual teachers throughout the California college system. As agreed per our phone conversation, I would appreciate a written confirmation from your office granting permission to administer the questionnaire to the Mini-Corp participants this summer.

I am in the process of preparing the final questionnaire and it will be available for distribution at your summer institute being held in Fresno. I look forward to seeing you.

Sincerely,

Berta Gonzalez  
Assistant Professor  
Fresno Pacific College  
1717 South Chestnut  
Fresno, CA. 93702



california mini-corps

June 12, 1979

HERBERT C. WHITE  
State Director

MAIN OFFICE  
1919 24th Street  
Sacramento, CA 95814  
Phone (916) 452-4112

BILLING ADDRESS  
1110 1/2 Center St.  
Orlando, FL 32805

Ms. Berta Gonzalez  
Assistant Professor  
Fresno Pacific College  
1717 S. Chestnut  
Fresno, California 93702

Dear Ms. Gonzalez:

In response to your letter dated June 3, 1979 regarding our telephone conversation dealing with your doctoral dissertation research, we have met and have approved your request to use our students as part of your sample.

It is our understanding that a copy of the results will be forwarded to our office to be utilized in any manner we deem necessary. All Team Leaders will distribute the forms and have them completed by our students and hopefully they will be in your office no later than July 27, 1979

Sincerely,

  
Jesse Camacho  
Associate Director

JC:sk

**Appendix B**

**CORRESPONDENCE WITH  
CALIFORNIA COMMISSION OF TEACHER  
PREPARATION AND LICENSING**

May 21. 1979

Dr. Peter LoPresti  
Commission of Teacher Preparation  
and Licensing  
1020 "O" Street  
Sacramento, CA.

Dear Dr. LoPresti:

The preparation of bilingual teachers is a vital factor in California. The Commission of Teacher Preparation and Licensing has been very effective in assisting institutions of higher education develop plans for the professional preparation of such individuals. I personally received such assistance in 1977-78 while writing the Bilingual Emphasis program for Fresno Pacific College where I am presently employed.

Because of my interest in Bilingual Teacher Preparation, I have also pursued doctoral work in this area for the last two years at the University of the Pacific, Stockton. Due to this interest, I appeal to your office for assistance. My study deals with An Investigation of Prospective Teachers' Attitudes toward Bilingual Education.

In order to make the review of the literature more meaningful to this particular study, I feel it is essential to look at the type of coursework that institutions are offering these future teachers. To do this, I must have access to the applications that various institutions have submitted to CTPL. I am only interested in reviewing the applications of those institutions who have applied for the Multiple Subject Professional Preparation Program with a Bilingual Emphasis.

Is it possible for me to come in and review those applications? I calculate that it will take me about two or three days to gather the necessary information from such applications. This is assuming that such documents cannot be taken out of the CTPL office or for me to duplicate only those sections necessary for review.

Dr. LoPresti, I appeal to you for permission to utilize the data at the Commission Office. Recognizing that often times an additional person in an office causes an intrusion in the work areas of the rest of the staff, please let me know what days would be more convenient. I would like to gather the information during the month of June. Should there be any specific dates, please let me know.

Dr. Peter LoPresti

May 21, 1979

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Hope to hear from you soon whereby you will grant your permission to use the data available. Should the findings of this study have relevance for CTPL, I will gladly share them.

Sincerely yours,

Berta Gonzalez  
Doctoral Student  
1489 Roberts  
Clovis, CA. 93612



STATE OF CALIFORNIA

EDMUND G. BROWN JR., Governor

## COMMISSION FOR TEACHER PREPARATION AND LICENSING

1020 O STREET  
SACRAMENTO 95814

(916) 445-6772

June 22, 1979

Ms. Berta Gonzalez  
1489 Roberts  
Clovis, CA 93613

Dear Berta:

Peter LoPresti has requested that I let you know that you are free to come by the Commission offices any time you wish, to review the program documents of those institutions with approved bilingual teacher preparation programs. He is aware that doctoral students need all the help they can get!

Let me know if I can be of help.

Sinceramente,

A handwritten signature in dark ink, appearing to read 'Gus' or 'Gustavo'.

Gustavo Getner

## Appendix C

### LIST OF COLLEGES AND UNIVERSITIES WITH BILINGUAL EMPHASIS PROGRAMS

STATE COLLEGES WITH MULTIPLE SUBJECT  
BILINGUAL EMPHASIS PROGRAMS

Cal State, Bakersfield

Cal State, Chico

Cal State, Dominguez Hills

Cal State, Fresno

Cal State, Hayward

Cal State, Los Angeles

Cal State, Long Beach

Cal State, Northridge

Cal State, Pomona

Cal State, Sacramento

Cal State, San Bernardino

Cal State, San Francisco

Cal State, San Jose

Cal State, Stanislaus

UNIVERSITIES OF CALIFORNIA WITH MULTIPLE SUBJECT  
WITH BILINGUAL EMPHASIS PROGRAMS

University of California, Berkeley

University of California, Davis

University of California, Los Angeles

University of California, Santa Barbara

University of California, Santa Cruz

University of California, San Diego

Commission of Teacher Preparation and Licensing Approval  
(Prior to August, 1979)

PRIVATE AND INDEPENDENT COLLEGES WITH MULTIPLE SUBJECT  
BILINGUAL EMPHASIS PROGRAMS

College of Notre Dame

Immaculate Heart

University of Southern California

University of San Francisco

Fresno Pacific College

Saint Mary's College

Commission of Teacher Preparation and Licensing Approval  
(Prior to August, 1979)

**Appendix D**

**CORRESPONDENCE WITH  
CALIFORNIA STATE UNIVERSITY, FRESNO  
FIELD TESTING OF QUESTIONNAIRE**

April 13, 1979

Mr. Andrew Rodarte, Coordinator  
Mini Corp Program  
Cal State University Fresno  
School of Education  
Maple and Shaw  
Fresno, CA. 93740

Dear Andrew:

As per our phone conversation earlier this year regarding my doctoral study, the time is approaching to do my first field run of the questionnaire that I will utilize. As agreed, I will do my first and second field run with your class to clarify and establish validity to items selected for this questionnaire.

Please inform me of the earliest possible date that I can come in and administer the questionnaire to students. As the semester is almost to a close, please keep in mind that I must wait at least three weeks before administering the second hopefully modified questionnaire. This provides ample time to discuss specific items with faculty members and review the results of first field run. Call me at 251-7194, ext. 34 to verify the earliest possible time to come to your class.

Sincerely,

Berta Gonzalez  
Doctoral Student,  
University of Pacific

## Appendix E

### DIVERSITY OF COLLEGE COURSEWORK RELATING TO SPANISH LANGUAGE, CURRICULUM, CULTURE, AND COMMUNITY



## COURSES RELATED TO LANGUAGE (SPANISH)

The Structure of Spanish  
Spanish English Language Contrast  
Spanish Phonology  
The Study of Language  
Beginning Spanish  
Conversational Spanish  
Intermediate Spanish  
Advanced Spanish  
Spanish for Bilinguals  
A Sociolinguistic Approach to Mexican American Dialect  
and Reading  
Language Construction  
Children's Literature in Spanish  
Development of Spanish Language in the Southwest  
Pre-Columbian Literature of Mexico  
Spanish Grammar Review  
Intensive Spanish Grammar  
Stylistic and Composition  
Masterpieces of Hispanic Literature  
Latin American Literature  
Dialectology  
Language of the Barrio  
Gramatica Cantada and Barrio Spanish for Teachers  
Spanish Phonemics and Phonetics  
Introduction to Bilingualism  
Introduction to Hispanic Linguistics  
Bilingualism of the Chicano  
Spanish English Contrastive Analysis  
Introduction to Sociolinguistics  
Social Psychology of Language  
Second Language Acquisition  
Introduction to Linguistics  
Language Development  
Minority Group Literature  
Spanish Literature  
Spanish of the Barrio  
Linguistics in Reading  
Practicum for Teaching English as a Second Language  
Spanish for the Bilingual Student  
Spanish Composition for Bilinguals  
Literatura Mexicana  
Chicano Literature and Culture  
Bilingualism and Biculturalism in Community  
Crosscultural Communication  
History of Spanish Language  
Social Phonology of Language  
Mexican American Dialect: Chicano Communication

COURSE OFFERINGS AT CALIFORNIA IHE'S RELATED  
TO BILINGUAL EMPHASIS PROGRAMS

Courses Related to Curriculum

Teaching School Subject Matter in Spanish  
 Techniques for English as a Second Language  
     in Bilingual Instruction  
 Teaching the Mexican American Child  
 Seminar in Bilingual Education  
 Pre-Seminar in Teaching Language Arts and Math  
 Bilingual/Student Teaching Practicum  
 Psychological Foundation of Education (Bilingual focus)  
 Pre-Seminar in Reading in Spanish  
 Children's Literature in Latin America  
 Teaching Foundations: The Chicano  
 Philosophical Foundations  
 Psychological Foundations  
 Foundations in Reading Instruction  
 Practices and Procedures for the Bilingual Classroom  
 Instructional Analysis for the Bilingual Classroom  
 Synthesis of Bilingual Education  
 Socio-Humanistic Factors in Education of the Mexican American  
     Child  
 Observation and Participation: Bilingual Setting  
 Teaching Science to the Culturally Different  
 The Mexican American in the School  
 Testing the Mexican American Student  
 Introduction to Bilingual Teaching  
 Bilingual Math  
 Foundations of Elementary Education (Bilingual)  
 Curriculum and Instruction: Bilingual Education  
 Reading in the Elementary School (Bilingual Focus)  
 Chicanos and the Schooling Process  
 Intellectual Approach to Reading  
 Instructional Materials for Language Arts  
     in the Bilingual Class  
 Applied Classroom Analysis and Methods  
 The Chicano Child  
 Spanish/English Language Arts  
 Social Studies  
 Spanish in the Bilingual School  
 Children's Literature in Spanish  
 Teaching the Linguistically Different  
 Instructional Bilingual Materials in Content Areas  
 Evaluation of the Bilingual Classroom  
 Bilingual/Crosscultural Curriculum  
 Teaching Science to the Culturally Different  
 Teaching English as a Second Language  
 Teaching Spanish as a Second Language  
 Field Work in Mexico  
 Survey of Patterns in Language for Bilingual Teaching  
 Philosophies, Theories, and Programs in Bilingual Education

Courses Related to Culture

Music and Dance of La Raza  
History of Mexican American Peoples  
Contemporary Hispanic Culture: Spanish Speaking America  
Contemporary Mexican American Culture and Its Antecedents  
Cultural Differences of Mexican Americans  
Mexican American Heritage  
Cultural Awareness  
Chicano History  
Chicano Art  
Chicano Music  
Introduction to Mexican American Culture  
Intercultural Communication  
Latin American Civilization  
Spanish Civilization  
Man's Origin and Culture  
Man and Society  
History of the Chicano  
Mexican Folk Dance  
Chicano Theater  
Hispano Folklore  
Mexican American Music  
Minorities in American History  
Mexican and Chicano Art  
Background of Mexican Civilization  
The Spanish Borderlands of the Southwest  
Contemporary Problems of the Barrio  
Chicano History: Experience in the Southwest  
Chicano Heritage and Art  
Mexican American Culture and Thought  
Race and Ethnic Relations  
Chicano Communication  
Modern Mexican Culture  
Social History of Indo-Americans  
Cultures in Contact  
People and Culture of Middle America  
History of Mexico  
Race and Class in Conflict  
Sociology of Culture  
Ethnography of Mexican American People  
Latin American Colonial Period  
Mexican Americans in the Southwest  
History of Mexico to 1821  
Chicano Arts and Crafts  
Cultural Change and the Chicano  
Pre-Hispanic Civilizations  
Chicano Philosophy  
La Raza: Past, Present and Future  
Cultural Profiles

Courses Related to Community: Ethnic Studies

Introduction to Chicano Studies  
Psychological Issues of the Chicano  
Issues in Bilingual Multicultural Education  
Discrimination: An Empirical Study  
The Chicano  
The Ethnic Experience  
History, Race, and Class in Modern America  
Urban Ethnic History  
Chicano Psychology  
Ethnic and Status Groups  
Sociology of the Mexican American Family  
Bicultural Education  
La Raza: Past, Present, and Future  
Chicano Community: Issues and Analysis  
Psychology of the Mexican American  
Sociology of Rural and Urban Mexican Americans  
Introduction to Mexican American Studies  
Research Methods in Chicano Community  
Chicano Philosophy  
Contemporary Problems of Mexican Americans  
Chicano Political Behavior  
History of Chicano People  
Educational Institutions in the Barrio  
Socialization of the Chicano  
The Chicano Family  
Advocacy Research for Community Problems  
Minority Group Children  
Comparative Latin American Politics  
Chicano Social Stratification  
Minority Political Thought  
Minority Group Relations  
Issues in the Chicano Community  
Chicano Schooling: A Chicano Perspective  
Discrimination  
American Ethnicity, Racism and Pluralism  
Urban Politics

## Appendix F

### DISTRIBUTION OF THE FINAL QUESTIONNAIRE



# fresno pacific college

1717 South Chestnut Ave., Fresno, California 93702 • (209) 251-7194

To: MINI-CORPS PARTICIPANTS  
SUMMER 1979

FROM: BERTA GONZALEZ  
FRESNO PACIFIC COLLEGE

JESS CAMACHO  
MINI CORPS, ASSOC. DIRECTOR

Berta is in the process of conducting a study among prospective bilingual teachers in California. As a participant of the Summer Mini-Corp Program you also are a representative of our future bilingual teachers.

Your sincere and honest opinion to the questions in this survey will be extremely helpful in analyzing the attitudes and training of bilingual teachers in Colleges and Universities throughout this state.

Please answer all questions.

We thank you for your assistance in this joint effort.

## PROSPECTIVE TEACHER SURVEY ON BILINGUAL EDUCATION

Please mark (X) all appropriate blanks.

Male \_\_\_\_\_ Female \_\_\_\_\_

Year in College: Freshman \_\_\_\_\_, Sophomore \_\_\_\_\_, Junior \_\_\_\_\_, Senior \_\_\_\_\_  
Fifth Year \_\_\_\_\_.

Type of College or University you are now attending:

Junior/Community College \_\_\_\_\_

California State University \_\_\_\_\_, Specify location \_\_\_\_\_

University of California \_\_\_\_\_, Specify location \_\_\_\_\_

Private College or University \_\_\_\_\_  
(specify)

Ethnic Background: Mexican American \_\_\_\_\_, Asian \_\_\_\_\_, Black \_\_\_\_\_,  
Anglo \_\_\_\_\_, Self description \_\_\_\_\_

Number of years with teacher assistant experience (aide):

0-1 years \_\_\_\_\_ 1-2 years \_\_\_\_\_ 3-4 years \_\_\_\_\_ 5-8 years \_\_\_\_\_  
more \_\_\_\_\_  
(specify)

Type of Professional Preparation Program undertaking and leading to:

Multiple Subject Credential \_\_\_\_\_  
Single Subject Credential \_\_\_\_\_  
Multiple Subject Bilingual Emphasis Credential \_\_\_\_\_  
Single Subject Bilingual Emphasis Credential \_\_\_\_\_

Year expected to complete credential program:

1980 \_\_\_\_\_ 1981 \_\_\_\_\_ 1982 \_\_\_\_\_ 1983 \_\_\_\_\_ 1984 \_\_\_\_\_

Number of courses taken relating to bilingual education, the minority child,  
Mexican American culture, language, Ethnic studies etc.

None \_\_\_\_\_, 1-3 courses \_\_\_\_\_, 4-6 courses \_\_\_\_\_, 7-9 courses \_\_\_\_\_,

More \_\_\_\_\_  
(specify)

Check (X) the areas where you have received professional (college) preparation.

Culture \_\_\_\_\_, Language \_\_\_\_\_, Curriculum \_\_\_\_\_, Ethnic Studies \_\_\_\_\_.  
Reading  
Language Arts  
Mathematics  
Social Sciences

page 2

PHILOSOPHY

Circle the letter that best describes your opinion or attitude regarding each of the following statements. Please mark all statements. There are no wrong or right answers.

STATEMENTS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Bilingual education should be an extension of the learning process from home to the school.	a	b	c	d	e
2. Bilingual education provides non-English, limited and bilingual students with an equal educational opportunity.	a	b	c	d	e
3. Every school should make provisions for bilingual education.	a	b	c	d	e
4. Bilingual education should hold a top priority as an educational program in school districts.	a	b	c	d	e
5. Bilingual education tends to be just another educational movement.	a	b	c	d	e
6. Bilingual education should be considered as a remedial type of program.	a	b	c	d	e
7. Bilingual education should be provided only when parents request it.	a	b	c	d	e
8. Chicanos generally support the concept of Bilingual education.	a	b	c	d	e
9. Most future teachers are committed to providing equal educational opportunities for all children.	a	b	c	d	e
10. I am committed to teaching in Bilingual programs when I become credentialed.	a	b	c	d	e

STUDENTS

The following statements relate to non-English limited or bilingual children. The specific group to keep in mind is the Mexican or Mexican American.

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Students alone should determine whether they want to be in a Bilingual program. | a | b | c | d | e |
| 2. Students should be encouraged to preserve their language and culture.           | a | b | c | d | e |



page 3

STATEMENTS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
3. Students tend to be competitive in most school situations.	a	b	c	d	e
4. Students are usually socially mature for their age.	a	b	c	d	e
5. Students prefer group or team games over individual competition.	a	b	c	d	e
6. Students will rather work for a hug than a grade or other reward.	a	b	c	d	e
7. Students like to take school work home.	a	b	c	d	e
8. Students have difficulty paying attention to school work for very long.	a	b	c	d	e
9. Students tend to be "formal" in interactions with teachers.	a	b	c	d	e
10. Students tend to be creative when alone.	a	b	c	d	e

#### PROFESSIONAL PREPARATION

The following statements relate to prospective bilingual teachers attending colleges and universities with the intent of completing a credentialed program. Please mark all statements.

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Bilingual Professional preparation programs should include courses in language and culture of the target populations.      | a | b | c | d | e |
| 2. Bilingual education courses should be an important part of teacher preparation.  | a | b | c | d | e |
| 3. All bilingual candidates entering the field of teaching in bilingual programs should be assessed for language proficiency. | a | b | c | d | e |
| 4. The majority of bilingual college students generally support the preparation they are receiving in Bilingual education.    | a | b | c | d | e |
| 5. There tends to be teaching about bilingual education at the college I attend.  | a | b | c | d | e |
| 6. Bilingual teacher preparation in its present form provides useful skills.  | a | b | c | d | e |

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STATEMENTS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
7. The skills and competencies gained will tend to increase my chances for a teaching position in the future.	a	b	c	d	e
8. All candidates regardless of ethnic background should take a course in Bilingual education.	a	b	c	d	e
9. Teacher preparation tends to be changing my views about education.	a	b	c	d	e
10. Field work experiences with target populations should be established early in the professional preparation rather than wait until student teaching practicum.	a	b	c	d	e

PARENTS

The following statements relate to Mexican and Mexican American parents' relationship with teachers, their children and Bilingual education.

1. Parent support Bilingual Education.	a	b	c	d	e
2. Parents have sufficient information about Bilingual Education.	a	b	c	d	e
3. Mexican American parents want their children to speak English and do not value their learning Spanish.	a	b	c	d	e
4. Parents tend to have great interest in the education of their children.	a	b	c	d	e
5. Parents tend to have tremendous respect for the teachers of their children.	a	b	c	d	e
6. Parents should be involved in the planning of bilingual programs at the school site level.	a	b	c	d	e
7. Bilingual Education programs have caused parents to become more involved in school activities and functions.	a	b	c	d	e
8. Parents usually enjoy having teachers visit their homes.	a	b	c	d	e
9. Generally parents keep their cultural values and pass it on to their children.	a	b	c	d	e
10. For the child, loyalty to his family and parents usually comes above everything else.	a	b	c	d	e

(C) Berta Gonzalez

Appendix G

PRELIMINARY ANALYSIS OF BILINGUAL COURSEWORK  
AT INSTITUTIONS OF HIGHER EDUCATION  
IN CALIFORNIA

Chart A

NAME OF INSTITUTION \_\_\_\_\_ TYPE: STATE UC Private

TYPE OF APPROVAL \_\_\_\_\_

Number of Biling Profs \_\_\_\_\_

Major Curriculum Areas in Bilingual Education

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

CULTURE COURSES:

_____	_____
_____	_____
_____	_____

LANGUAGE COURSES:

_____	_____
_____	_____
_____	_____
_____	_____

CURRICULUM COURSES:

_____	_____
_____	_____
_____	_____
_____	_____

ETHNIC STUDIES COURSES:

_____	_____
_____	_____
_____	_____

OTHER TYPE COURSES:

_____	_____
-------	-------

Appendix H

FINAL ANALYSIS OF BILINGUAL COURSEWORK  
AT INSTITUTIONS OF HIGHER EDUCATION  
IN CALIFORNIA

**CHART B**  
**Professional Preparation in Various Dimensions of Language**

**Bilingual Emphasis  
Teacher Preparation  
Institutions**

Types of Spanish Language Courses																
	Conversational	Beginning	Intermediate	Advanced Grammar	Structure of Spanish	Spanish Phonology	Language Construction	Barrio Spanish	Spanish of Southwest	Dialectology	Language Development	Linguistics	Contrastive Analysis	Sociolinguistics	Bilingualism	Spanish for Bilinguals
CSUC System	X	X	X	X												
CSU Bakersfield	X	X	X	X												
CSU Chico	X	X	X	X												
CSU Dominguez Hills		X	X	X	X						X	X				
CSU Fresno		X	X	X								X		X	X	X
CSU Hayward		X	X	X				X				X			X	
CSU Long Beach		X	X	X	X											
CSU Los Angeles		X	X	X	X						X					
CSU Northridge	X	X	X	X	X						X	X				
CSU Pomona	X	X	X	X		X										X
CSU Sacramento		X	X	X												
CSU San Bernardino		X	X						X		X					
CSU Sonoma		X	X					X								
CSU Stanislaus	X	X	X	X							X	X			X	
CSU San Diego		X	X	X			X				X		X			
CSU San Jose		X	X	X	X											
UC System																
UC Berkeley															X	
UC Davis		X	X	X							X	X				
UC Los Angeles		X	X								X					
UC San Diego		X	X	X												
UC Santa Cruz		X	X	X							X	X			X	X
UC Santa Barbara		X	X	X								X				
Private Colleges																
College of Notre Dame					X											
Fresno Pacific		X	X													
Immaculate Heart	X	X	X	X							X				X	X
Southern California		X	X													
University of San Francisco	X	X	X	X						X						

these do not include  
the Spanish Litera-  
ture courses that  
gave more indepth  
practice to candidates.

CHART C  
Professional Preparation in Various Dimensions of Chicano Culture

Bilingual Emphasis Teacher Preparation Institutions	Types of Culture Courses
CSUC System	Mans Origins
CSU Bakersfield	Intro. to Culture
CSU Chico	Chicano Culture
CSU Dominguez HTTIs	History of the Chicano
CSU Fresno	Modern Mex. Culture
CSU Hayward	Culture in Contact
CSU Long Beach	Culture of Middle America
CSU Los Angeles	History of Mexico
CSU Northridge	Mex.-Amer. History
CSU Pomona	Race, Class in California History
CSU Sacramento	Mex.-Amer. Music
CSU San Bernardino	Music of Mexico
CSU Sonoma	Sociology of Culture
CSU Stanislaus	Ethnography of Mex.- Amer. People
CSU San Diego	Latin America 1800's
CSU San Jose	Mex.-Amer. Southwest
UC System	Spanish Amer. Culture
UC Berkeley	Cultural Change
UC Davis	Pre-Hispanic Civilization
UC Los Angeles	Dance of La Raza
UC San Diego	Cultural Differences
UC Santa Cruz	Cultural Awareness
UC Santa Barbara	Chicano Art
Private Colleges	Hispanic Folklore
College of Notre Dame	Minorities in Amer. History
Fresno Pacific	Contemporary Problems of the Barrio
Immaculate Heart	Native People of Mexico
Southern California	Race-Ethnic Relations
University of San Francisco	Chicano Experience in Southwest
	Chicano Theater
	Latin American Civilization
	La Raza-Past, Present and Future
	Cultural Profiles





## Community and Parent Relations

**Bilingual Emphasis  
Teacher Preparation  
Institutions**

CSUC System
CSU Bakersfield
CSU Chico
CSU Dominguez Hills
CSU Fresno
CSU Hayward
CSU Long Beach
CSU Los Angeles
CSU Northridge
CSU Pomona
CSU Sacramento
CSU San Bernardino
CSU Sonoma
CSU Stanislaus
CSU San Diego
CSU San Jose
UC System
UC Berkeley
UC Davis
UC Los Angeles
UC San Diego
UC Santa Cruz
UC Santa Barbara
Private Colleges
College of Notre Dame
Fresno Pacific
Immaculate Heart
Southern California
University of San Francisco