A Sociolinguistic Profile of the Pupils in the Bilingual Program at Martin Luther King, Jr. School #9

Silvia Billerio Mannino

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A SOCIO LINGUISTIC PROFILE OF THE PUPILS
IN THE BILINGUAL PROGRAM,
AT MARTIN LUTHER KING, JR. SCHOOL #9
ROCHESTER, NEW YORK

THESIS

Submitted to the Graduate Committee of the
Department of Curriculum and Instruction
Faculty of Education
State University College at Brockport
in Partial Fulfillment of the
Requirements for the Degree of
Master of Science in Elementary Education
Concentration - Bilingual Education

by
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May, 1983
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Dedication

This thesis is dedicated to my family.
A most sincere appreciation to my thesis advisor, Dr. Benita Jorkasky, for all her guidance and advice throughout the various stages of the research. I wish to acknowledge the assistance of Dr. Robert Ribble in planning the statistical analysis. I greatly appreciate all the cooperation that I received from Manuel Rivera, Director, Rafaela O'Hara, Principal, and all the teachers at School #9 during the administering of the questionnaire. My deepest thanks to my husband, Giulio, for his constant encouragement and many suggestions, and to our daughter, Clelia Anna, for giving me the time to do my work.
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I. INTRODUCTION

One of the goals of bilingual multicultural education is to enable the child to develop his capacity for creative use of language within the community. Bilingual multicultural education is dependent on the forces and factors in community and society. It exists within society and because of society. "Bilingual education comes into being as a result of societal-communal pressures and counter-pressures, and its entire course thereafter is determined by these forces" (Fishman, 1970, p. 124). As a result, the curriculum of a bilingual multicultural program "has certain societal implications, makes certain societal assumptions and requires societal data for its implementation and evaluation" (Fishman and Lovas, 1970, p. 221).

In order to establish the bilingual multicultural program most appropriate for a community, data must be gathered which would indicate the existing language situation, the direction in which it is headed, whether there is maintenance or shift, and the extent of any recent change or possibility of any future change (Fishman and Lovas, 1970; Fishman, 1976).
A complete awareness of the language situations in a community is essential in order to set realistic goals for the program.

The following information seems minimal if the school and community are going to make conscious, explicit decisions about an appropriate bilingual program:

1. A survey that would establish the languages and varieties employed by both parents and children, by societal domain or function.

2. Some rough estimate of their relative performance level in each language, by societal domain.

3. Some indication of community (and school staff) attitudes toward the existing languages and varieties, and toward their present allocation to domains.

4. Some indication of community (and school staff) attitudes toward changing the existing language situation. (Fishman and Lovas, 1970, p. 220)

This awareness should be an on-going process since the social factors involved are in constant change. Any bilingual program in existence today needs to be evaluating and reevaluating itself to see what progress is being made and if it is meeting its goals and the needs of
the children involved.

One facet of a total awareness of the language situation must then focus on the child and his own language situation. What language does he use in specific domains? How does he feel about using these languages? What does he think about bilingual multicultural education and about the bilingual program he is in? These are questions that the sociology of language deals with. The pupil is the focal point of any bilingual program and as such, his language situation should be carefully studied not only at the preprogram-assessment level but also in the process evaluation of any interim assessment.

Purpose

The purpose of this study is two-fold:

1) to present a questionnaire that can be used to evaluate a child's language situation during an interim assessment of a bilingual program.

Questions deal with language use in the domains of home, school and neighborhood and with attitudes toward Spanish and English, and toward bilingual education in general and a specific bilingual program. A self-report by the pupil is involved.

2) to present, via this instrument, a sociolinguistic profile of the
pupils in the bilingual program, grades 4 - 6, at Martin Luther King, Jr. School #9 in Rochester, New York.

The survey will be the result of the pupils' assessment of their language situation. In addition to the descriptive profile of language use, an analysis of relationships that exist between the types of attitudinal responses and the factors of sex (male - female), birthplace (Puerto Rico - Mainland USA) and number of years in the bilingual program (1 - 7 years of a K - 6 program possibility) will be made.

Limitations

This study will present the pupils' own assessments of their language use and attitudes. This is one small element of the total picture, but a very essential first step in any evaluation. After all, it is the needs of the children themselves which the bilingual program is striving to meet. A more accurate and complete evaluation of each pupil's language situation would also necessarily entail observation and interviewing of the pupil by a second party and a parents' report of their child's language use and attitudes as well as the results of any formal language testing program.
II. REVIEW OF LITERATURE

The literature reviewed comes from two ERIC searches covering the period 1966 to the present. The searches were done by the Educational Programs and Studies Information Service of the New York State Education Department and by the National Clearinghouse for Bilingual Education, Rosslyn, Virginia. The Current Index to Journals in Education from 1969 to 1982 was reviewed as well as dissertation abstracts from 1970 to the present.

Fishman and Lovas (1970) emphasize the need for sociolinguistic research in bilingual education: "realistic societal information is needed for realistic educational goals" (p. 215). It is necessary to select a bilingual program most appropriate for the community in question, by taking into consideration the community's existing language situation and the direction and extent of change in that situation.

The questionnaire has become a popular and quite adequate instrument for gathering such data about a community's language situation. "The questionnaire, as a data-gathering instrument, has attained a high level of so-
phistication and formal development mainly as a result of its extensive use by social scientists" (Agheyisi and Fishman, 1970, p. 147).

A review of literature from the sources identified above provided three studies dealing with Spanish/English in terms of attitudes toward language and use and domains of use of these languages.

Redlinger (1977) prepared a Language Background Questionnaire, "designed to investigate a series of demographic and environmental variables which define a bilingual child's linguistic and sociolinguistic milieu" (p. 1). The questionnaire, which is directed to the parents or guardians of pre-school or school-aged children, makes use of dyad analysis to obtain a description of home and background language use. There is calculation of the mean language input (language spoken to child), the mean language output (language spoken by child) and background noise (language spoken among family members in which child not directly involved). Redlinger notes that knowledge of a child's home language background - an awareness of the linguistic environment experienced at home - can enable the teachers to provide better guidance for overall development.

Fishman, Cooper, Ma, et al. (1971), in an extensive study, test a series of linguistic, psychological and
sociological measures for better description of bilingualism in order to determine interrelationships and the effectiveness of these measures. The target population was a Puerto Rican bilingual neighborhood in Jersey City, New Jersey. To better understand this sample population, several contrast populations were used: a group of Puerto Rican intellectuals in the greater New York area and a group of college-oriented high school students of Puerto Rican birth or parentage, all who were members of Aspira, a Puerto Rican youth group in New York City.

A sociolinguistic census was taken in the bilingual neighborhood in Jersey City. The demographic description included the factors of sex, age, birthplace, occupation, education, years in the USA, years in Jersey City and years at the present address. The four language skills were viewed developmentally, as to current usage and in terms of relative frequency. Language usage and proficiency were viewed in the domains of home, work and religion.

The results indicated that oral Spanish was the first language learned and the predominant language in face-to-face interaction at home, at work and in church. English was the language associated with current literacy in the home and at school.

Among the minors questioned, Spanish was claimed
less in oral use, at work and at church. English was claimed more, indicating a group of "youngsters who are increasing their interaction with the general American speech network (and behavior/value networks) (p. 166). However, there was a tendency for them to use more Spanish with younger children (less than 13 years of age) who are probably less proficient in English. "The young people, in speaking among themselves, use English more often than Spanish in all domains, including the family" (p. 283). Among another group of school children, 6 - 12 years of age, who were all born on the mainland, Spanish was indicated as used more often in the domains of family and neighborhood and less often in the domains of education and religion.

Results of the census also indicated that for the factors of oral Spanish and Spanish literacy, age, the interaction between age and generational range of the household and birthplace were the best predictors. For the factor of English, age and education were clearly effective, but birthplace only marginally so.

A self-report instrument which included items dealing with background, attitudes, usage and commitment was given to 500 members of Aspira. The variables of birthplace and sex were significant in correlation with the commitment factor of maintaining and strengthening Span-
ish in self and community, but had no significance in the factor of frequent use of Spanish in common culture, mass media and everyday pursuits. Girls and Puerto Rican-born respondents showed a greater commitment readiness.

One goal of this study was to create and revise a number of self-report measures. The validity of this type of measure was upheld. "The adequacy and frequently the superiority of self-report measures of bilingual proficiency and bilingual usage, when summary or global criteria ... are acceptable, is well documented in the studies we have presented" (p. 513).

Populations lacking any specialized ideologized awareness of their proficiency and usage are ... able to reply to sociolinguistically significant queries in substantially reliable and valid ways. ... The validity of their responses probably depends as much on their desire to describe their self-image as bilinguals accurately as upon their self-monitoring insight (p. 513).

Domain analysis was also found to be useful and reliable in connection with self-report measures and usage data.

Cohen (1975) provides a comprehensive evaluation of the bilingual program in the Mexican-American community of Redwood City, California. He saw the need to describe
an existing language situation as an essential part of program planning. Cohen's research methods include field experiment, sociological survey (interview) and ethnographic study. Through the use of questionnaires, the socioeconomic level, educational environment in the home and a series of demographic factors were obtained. Testing provided the data for language proficiency, math achievement and academic aptitude. Observation, self-report, parental report and report by others were the instruments used to provide data on language use and attitudes.

Cohen (1975) asked the question: "Does the bilingual program promote greater use of Spanish among its Mexican-American participants than is found among comparable non-project participants" (p. 219)? The instruments used to gather the information were a) observation in and out of school, b) student self-report of language use and family language use by domain, and c) home interview questionnaire: parent report of student language use. The results showed that the bilingual project in Redwood City does contribute to the maintenance of the Spanish language; students continue to use Spanish regularly in a variety of social interactions.

What effects does bilingual schooling have on attitudes toward language, culture and school? Cohen (1975) provided a Cross-Cultural Attitude Survey which sought to
answer this question. In addition, a language orientation questionnaire asked the parents why they felt their children should learn Spanish and English. These were the results:

1. The students who were in the bilingual program the longest had a more positive attitude toward the Mexican culture, but there was no loss of esteem for the Anglo culture.

2. There was no significant difference at any group level of the students' ratings of Spanish and English. However, the parents of bilingual students noted a continued preference for Spanish over a 2-year period while comparison parents reported an increased preference for English.

3. The bilingual group rated significantly higher on attitude toward school and had better school attendance.

Although this study deals with Spanish/English, there is much to be learned from studies using French/English.

Gardner and Lambert (1972) repeated an investigation regarding French; the original study was conducted in Canada in 1959. This time the settings were Louisiana, Maine and Connecticut. There were over 50 separate tests including motivation - attitudinal measures, language ap-
titude measures and French language achievement measures. They used a factor analytic approach in order to isolate two independent factors related to language achievement: intelligence - aptitude and attitude - motivation.

Another study by Clement (1977) investigated the relationships among the measures of attitude, motivation and achievement in French/English acquisition and the relationships of language acquisition contexts (home - school - friends) to language achievement attitudes. A questionnaire which was developed by Clement, Smythe, Gardner, et al. was used with some modifications. The items included Likert scales, semantic differential, multiple choice, self-rating scales and teacher ratings. The results indicated that an integrative motive and self-confidence motivation appear to be important in the acquisition of English by francophones and that a definite relationship does exist between self-confidence and language achievement. It was also found that the language acquisition context does seem to have some influence on self-confidence and achievement.

Genesee (1978) conducted his study in the French immersion program of Montreal. His questionnaire deals with five issues: (1) feelings about using French, (2) actual use of French outside school, (3) motivations for learning French, (4) perceptions of own competence in French, and (5) attitudes toward French immersion program. These were
the results:

1. The immersion experience seems to have given the students a sense of confidence and comfort about French that the students in the regular program do not have.

2. With the exception of one group, there was no actual greater self-initiated use of French outside school on the part of the immersion students.

3. There were no significant differences between the immersion and control groups' ratings of reasons for learning French.

4. In terms of competence perception, the immersion students rated themselves higher in each language skill.

5. A vast majority of immersion students were generally very happy to be in the immersion program and would recommend the program to younger brothers and sisters.

6. There was no significant association between any of the attitudinal predictors and student performance on language proficiency tests.

Summary of Findings Relevant to School #9 Study

There is a need for sociolinguistic research in bilingual education; this study attempts to meet one small facet of that need.

The validity and adequacy of the questionnaire as a self-report measure was upheld and widely used in all the
indicated studies. This type of instrument was considered appropriate for the School #9 study.

Domain analysis of linguistic use if helpful and essential for a more complete awareness of the linguistic environment; such an awareness provides for better developmental guidance. The analysis of the domains of home, school and neighborhood in this study will provide a more complete sociolinguistic view of the sample population.

Data analysis of the studies reviewed indicated the following:

a) Spanish is the predominant language of the home.

b) English is the language associated with school.

c) There is a tendency for young people to speak more English among themselves than Spanish.

d) For a group of school children, ages 6 - 12, born on the mainland, Spanish was indicated as used more often in the domains of family and neighborhood and less often in school.

e) For the factor of oral Spanish, birthplace was a good predictor.

f) The variables of birthplace and sex were significant in correlation with the commitment factor of maintaining and strengthening Spanish in self and in the community, but had no significance in Spanish usage. Female and Puerto Rican - born respondents showed a greater commitment.
g) Students who were in the bilingual program the longest had a more positive attitude toward Mexican culture; however, there was no subsequent loss of esteem for the Anglo culture.

h) The bilingually schooled group had a more positive attitude toward school.

An analysis of the data from the School #9 study will indicate if these tendencies are followed.
III. RESEARCH DESIGN AND PROCEDURE

This study will present a questionnaire designed to give one facet of an evaluation of a child's language situation during an interim assessment of a bilingual program. The child will answer questions dealing with his language use in the domains of home, school and neighborhood, and with his attitudes toward Spanish and English, toward bilingual education in general and toward the bilingual program he is in.

In addition, this study will present, via this instrument, a sociolinguistic profile of the pupils in the bilingual program, grades 4 - 6, at Martin Luther King, Jr. School #9, Rochester, New York. The results will be the totaling of all the pupils' own assessments of their individual language situation. In addition to the descriptive profile of language use, correlations that exist between the kinds of attitudinal responses and the independent variables of sex (male - female), birthplace (Puerto Rico - Mainland USA) and number of years in the bilingual program (1 - 7 years of a K - 6 program possibility) will be noted.
A. Development of the Instrument

The instrument was created as a result of a desire to listen to what the children who are involved in a bilingual program have to say about their own language situation. There is a need to have the pupils describe and evaluate their own language situations and bilingual program. This instrument asks for the pupils' self-report of their language use and attitudes toward both Spanish and English.

The questionnaire has a Spanish version and an English version (see Appendix A). The child chooses the language version he wants to work in and answers the questions which he will either read himself or have read to him, if necessary.

The questions fall into the following categories:

Part A. Background Questions

1. Name
2. Birthplace
3. Teacher's name
4. Grade
5. Grade in which the student began bilingual program

Part B. Language Use Inventory

The questions regarding the use of Spanish and/or English are in terms of dyads (the
child with various members of his family and with friends) and in terms of domains (home, school, neighborhood).

Part C. Attitudes toward ...

1. Language (Spanish - English)
   a. Likes and dislikes about using the language in various domains
   b. Opinion of how others view him when he uses Spanish or English
   c. Importance of learning, knowing and using Spanish and/or English

2. Bilingual Education
   a. Likes and dislikes about studying in two languages
   b. Opinion of how his parents feel

3. Bilingual Program
   a. Assessment of own progress in the program
   b. Opinion about continuing in the program

Part A of the questionnaire contains the background questions. Part B has 16 open-ended questions with the response choices: "Spanish", "English", "Both" or "Not applicable." Part C provides 27 statements to which the child must react by indicating "True", "False", "It depends"
and "Not applicable."

After a pilot testing by members of Dr. Benita Jorkasky's Bilingual Child class, SUNY - Brockport, with Spanish/English bilingual students at an elementary school in Brockport, New York and by several pupils at School #9 in Rochester, New York, the original questionnaire was revised to eliminate repetitions and to simplify some of the terms and questions which posed comprehension problems.

B. Identification of Group to be Studied

In May, 1981, an initial meeting was held with Manuel Rivera, then Director of the Bilingual Education Department of the City School District, Rochester, New York. I discussed with him the composition of the bilingual program in Rochester and presented my idea for a questionnaire. My ideas were favorably received.

In accordance with its policy, the Rochester City School District offers bilingual education to both non-native English students as well as native English students (see policy statement - Appendix C). The city has bilingual programs on the elementary level at Schools #9 and #28 and on the high school level at Franklin and Monroe Junior-Senior High Schools.

After the questionnaire was prepared, a second meeting was held with Mr. Rivera in January, 1982. At that
time I asked permission to present my research project to the Principal of School #9. Mr. Rivera reviewed the questionnaire, approved the project and indicated that he would contact Rafaela O'Hara, Principal of School #9 and would ask her cooperation on this project.

On March 1, 1982, I met with Mrs. O'Hara who favorably received my research project. We established a day and time when the questionnaire was to be given. Mrs. O'Hara indicated that she would contact the teachers to be involved in the study.

I was interested in working with children on the elementary level and created a questionnaire that could be read by the pupils. School #9 provided the sample population that would fulfill these two requirements.

School #9 was built in 1976 and had a 1981-82 enrollment of 805. The school has defined bilingual education as "the concurrent teaching of two languages, one of which is English and the other, the group's dominant language and/or intensive instruction in English as a Second Language" (Petrone, 1981, p. 13). It is the goal of the transitional program at the school to maintain and expand the child's dominant language and to develop the second language. (see Appendix D for details of program design and goals.) Students are placed into the bilingual program according to their achievement scores on Metropolitan Tests in reading.
and math (see Appendix E).

A week after the administration of the questionnaire, letters of appreciation were sent to Manuel Rivera, Rafaela O'Hara and the teachers at School #9.

C. Description of Sample

The sample for this study consists of 103 pupils at the Martin Luther King, Jr. School #9 in Rochester, New York. Six classes were originally slated to be part of the survey. Four of the classes are a combination of self-contained maintenance with some team teaching; one class is enrichment. However, teachers in two of the classes in the RAP Mini-School (NYS Resource Allocation Plan - Bilingual) felt that they could not administer the questionnaire because some of their students did not speak either English or Spanish, thus slanting the results. It was the opinion of these teachers that their classes were not truly representative of bilingual education. The questionnaire was given instead to another RAP class with Spanish reading and language arts, Estudios Sociales and math bilingually, and ESOL with another teacher. Each of the five classes participating in the survey has a mixture of at least two grade levels.

The composition of the total sample of 103 pupils, according to grade, is as follows: Grade 4 - 24 pupils,
Grade 5 - 49 pupils, Grade 6 - 30 pupils. There are 52 boys and 51 girls. The questionnaire administered to the total sample was specifically designed for this intermediate level.

D. Procedure in Administering Questionnaire

With the assistance of Rafaela O'Hara, Principal of Martin Luther King, Jr. School #9, a day and time were indicated when all classes involved would answer the questionnaire. The questionnaire was reviewed with Mrs. O'Hara who in turn introduced it to the teachers in the designated classes. On the day of administration, I talked with each teacher and was available to answer any questions throughout the period of administration.

The questionnaire was given by each teacher on Wednesday, March 10, 1982 at 11 a.m. The students had about 20-30 minutes to answer the questionnaire, but were given no time limit. The questionnaires were then collected at the end of the session.

Each teacher was given a set of general directions and a specific procedure to follow in administering the questionnaire to insure conformity among the classes (see Appendix A). The procedure included a set of bilingual directions to be read aloud to the class before actually beginning to answer. There was a brief explanation of the
questionnaire. Pupils were then asked to indicate which language version they wanted to work with. Finally there was an explanation of the symbols to be used in answering and how they were to be marked.

E. Statistical Analysis Used

The data for this descriptive study of Spanish/English usage by domains (home, school, neighborhood) and of attitudes toward Spanish and English and bilingual education is analyzed and presented in percentage form. Correlations between the attitudinal responses and the independent variables of sex (male - female), birthplace (Puerto Rico - Mainland USA) and number of years in the bilingual program (1 - 7 years of a K - 6 program possibility) are analyzed using the chi-square ($\chi^2$) at the .05 level of significance.
IV. RESULTS

It is important to carefully study the language situation of the pupils in a bilingual program. This study presents a questionnaire which can be used for this evaluation. The use of this type of self-report instrument has been documented and its validity upheld.

The questionnaire (see Appendix A) presented in this study was administered on March 10, 1982, to 103 pupils in the bilingual program at Martin Luther King, Jr. School #9 in Rochester, New York. The questionnaire, specifically designed for the 4th to the 6th grade level, deals with language use in the domains of home, neighborhood and school, and with attitudes toward Spanish and English and toward bilingual education.

An analysis of the language usage data indicated in percentage form, along with a chi-square correlation study (significant at the .05 level) of attitudinal responses and the factors of sex, birthplace and number of years in the bilingual program will provide a sociolinguistic profile of the pupils at School #9.
A. Nature of Sample

Tables 1 - 6 (pp. 26 - 28) contain the background data, as indicated in Part A of the questionnaire, for the total sample.

The total sample population was evenly divided between males and females (see Table 1). Two out of every three students were born on Mainland USA (see Table 2). Almost half of the sample were 5th graders and the other portion was almost equally divided between the 4th and 6th grades (see Table 3). The Spanish version of the questionnaire was selected by over half of the students, the rest choosing the English version (see Table 4).

Approximately two-fifths of all students began the bilingual program in kindergarten. Almost one-fifth began in the 4th grade, with the other two-fifths beginning throughout the other grades (see Table 5). Roughly one-third of the pupils have been in the bilingual program 6 years and almost one-fifth have had 5 years in the program. Another two-fifths have had 1 to 3 years of the bilingual program (see Table 6).
Background Data of
Total Sample

Table 1
Distribution by Sex

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>(N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>50</td>
<td>(52)</td>
</tr>
<tr>
<td>Female</td>
<td>50</td>
<td>(51)</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>(103)</td>
</tr>
</tbody>
</table>

Table 2
Distribution by Birthplace

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>(N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Puerto Rico</td>
<td>29</td>
<td>(30)</td>
</tr>
<tr>
<td>Mainland USA</td>
<td>67</td>
<td>(69)</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>(4)</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>(103)</td>
</tr>
</tbody>
</table>
Table 3
Present Grade in School

<table>
<thead>
<tr>
<th>Grade</th>
<th>%</th>
<th>(N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>23</td>
<td>(24)</td>
</tr>
<tr>
<td>5</td>
<td>48</td>
<td>(49)</td>
</tr>
<tr>
<td>6</td>
<td>29</td>
<td>(30)</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>(103)</td>
</tr>
</tbody>
</table>

Table 4
Chosen Language of Questionnaire

<table>
<thead>
<tr>
<th>Language</th>
<th>%</th>
<th>(N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>59</td>
<td>(61)</td>
</tr>
<tr>
<td>English</td>
<td>41</td>
<td>(42)</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>(103)</td>
</tr>
</tbody>
</table>
Table 5
Grade in which Child entered
Bilingual Program

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>(N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>41</td>
<td>(42)</td>
</tr>
<tr>
<td>First</td>
<td>14</td>
<td>(14)</td>
</tr>
<tr>
<td>Second</td>
<td>5</td>
<td>(6)</td>
</tr>
<tr>
<td>Third</td>
<td>11</td>
<td>(11)</td>
</tr>
<tr>
<td>Fourth</td>
<td>18</td>
<td>(19)</td>
</tr>
<tr>
<td>Fifth</td>
<td>8</td>
<td>(8)</td>
</tr>
<tr>
<td>Sixth</td>
<td>3</td>
<td>(3)</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>(103)</td>
</tr>
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</table>

Table 6
Number of Years Child has been
in Bilingual Program

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>(N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>14</td>
<td>(14)</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
<td>(13)</td>
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<td>6</td>
<td>28</td>
<td>(29)</td>
</tr>
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<td>7</td>
<td>9</td>
<td>(9)</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>(103)</td>
</tr>
</tbody>
</table>
B.1 Language Usage in Domain of Family

Table 7 (p. 31) shows the language use in the family according to the nine indicated dyads. The term bilingual refers to the use of both Spanish and English.

Spanish tends to be used more frequently than English or a combination of Spanish and English in the dyads involving child - parent, parent - child and parent - parent. Nearly half of the children speak Spanish with their mother and their father. A majority of the parents speak Spanish with their child. An overwhelming majority (70%) of the parents speak Spanish to each other. The children tend to speak English and bilingually to their mothers with about the same frequency; they use slightly more English than a combination of Spanish and English with their fathers. Whereas the mothers speak to the children bilingually with more frequency than they speak English, the fathers use English and a combination of Spanish and English with almost equal frequency.

English and a combination of Spanish and English tend to be used more predominately than Spanish in the dyads involving child - older siblings. The children use more English when speaking with older siblings while older siblings tend to speak bilingually with the children.

In speaking to younger siblings, the children seem to use Spanish, English and a combination of both languages
with nearly the same frequency. However, the younger siblings tend to use more Spanish when speaking to the children.

B.2 Language Usage in Domain of Neighborhood

Table 7 (p. 31) also indicates language usage in the neighborhood according to the dyad: child to friends.

Two-thirds of the children use English when speaking with friends in their neighborhood. A little more than one-quarter speak bilingually. Spanish is hardly used.

B.3 Language Usage in Domain of School

In addition, Table 7 (p. 31) shows language usage in school according to the dyad: child to friends.

In school, the children tend to use English or a combination of Spanish and English with almost the same frequency. Bilingual usage predominates very slightly. A little more than one-tenth of the pupils use Spanish alone in speaking with friends at school.
<table>
<thead>
<tr>
<th>DYADS:</th>
<th>SPANISH</th>
<th>ENGLISH</th>
<th>BILINGUAL</th>
<th>TOTAL NUMBER OF RESPONDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% (N)</td>
<td>% (N)</td>
<td>% (N)</td>
<td></td>
</tr>
<tr>
<td><strong>DOMAIN--FAMILY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child to Mother</td>
<td>45 (46)</td>
<td>26 (26)</td>
<td>29 (30)</td>
<td>100 (102)</td>
</tr>
<tr>
<td>Child to Father</td>
<td>46 (43)</td>
<td>31 (29)</td>
<td>23 (22)</td>
<td>100 (93)</td>
</tr>
<tr>
<td>Mother to Child</td>
<td>57 (59)</td>
<td>12 (12)</td>
<td>31 (32)</td>
<td>100 (103)</td>
</tr>
<tr>
<td>Father to Child</td>
<td>54 (50)</td>
<td>20 (19)</td>
<td>26 (24)</td>
<td>100 (93)</td>
</tr>
<tr>
<td>Parents to Each Other</td>
<td>70 (72)</td>
<td>13 (13)</td>
<td>17 (17)</td>
<td>100 (102)</td>
</tr>
<tr>
<td>Child to Older Siblings</td>
<td>21 (16)</td>
<td>47 (37)</td>
<td>32 (25)</td>
<td>100 (78)</td>
</tr>
<tr>
<td>Child to Younger Siblings</td>
<td>33 (26)</td>
<td>35 (27)</td>
<td>32 (25)</td>
<td>100 (78)</td>
</tr>
<tr>
<td>Older Siblings to Child</td>
<td>20 (15)</td>
<td>33 (24)</td>
<td>47 (35)</td>
<td>100 (74)</td>
</tr>
<tr>
<td>Younger Siblings to Child</td>
<td>40 (30)</td>
<td>29 (22)</td>
<td>31 (23)</td>
<td>100 (75)</td>
</tr>
<tr>
<td><strong>DOMAIN--NEIGHBORHOOD</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child to Friends</td>
<td>7 (7)</td>
<td>66 (66)</td>
<td>27 (27)</td>
<td>100 (100)</td>
</tr>
<tr>
<td><strong>DOMAIN--SCHOOL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child to Friends</td>
<td>12 (12)</td>
<td>43 (43)</td>
<td>45 (45)</td>
<td>100 (100)</td>
</tr>
</tbody>
</table>
B.4 Summary of Responses Pertaining to Language Preference and Feelings about the Bilingual Program

Table 8
Percentage of Respondents and their Choice of Language when Speaking with a Friend who Speaks both Languages

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>(N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>10</td>
<td>(10)</td>
</tr>
<tr>
<td>English</td>
<td>33</td>
<td>(34)</td>
</tr>
<tr>
<td>Bilingual</td>
<td>57</td>
<td>(58)</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>(102)</td>
</tr>
</tbody>
</table>

The data in Table 8 shows that more than half of the pupils speak both languages to a friend who is bilingual. One-third tend to prefer using only English and only one-tenth prefer using Spanish.
Table 9
Percentage of Respondents with their Preference of Language in which to Study

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>(N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>11</td>
<td>(11)</td>
</tr>
<tr>
<td>English</td>
<td>36</td>
<td>(37)</td>
</tr>
<tr>
<td>Bilingual</td>
<td>53</td>
<td>(55)</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>(102)</td>
</tr>
</tbody>
</table>

The data in Table 9 shows that slightly more than half of the pupils prefer to study in both languages. Roughly one-third prefer to study only in English and one-tenth only in Spanish.

Table 10
Percentage of Respondents showing the Language that they Wish Teachers to Use

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>(N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>9</td>
<td>(9)</td>
</tr>
<tr>
<td>English</td>
<td>27</td>
<td>(27)</td>
</tr>
<tr>
<td>Bilingual</td>
<td>64</td>
<td>(63)</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>(99)</td>
</tr>
</tbody>
</table>

The data in Table 10 indicates that nearly two-thirds
of the pupils wish their teachers to use both languages when speaking to them. A little more than one-quarter chose English and about one-tenth, Spanish.

Table 11
Percentage of Respondents showing their Parents' Preference of Language in which their Child should Study

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>(N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>14</td>
<td>(14)</td>
</tr>
<tr>
<td>English</td>
<td>16</td>
<td>(16)</td>
</tr>
<tr>
<td>Bilingual</td>
<td>70</td>
<td>(70)</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>(100)</td>
</tr>
</tbody>
</table>

The data in Table 11 shows that an overwhelming majority of pupils believe that their parents prefer them to study bilingually. There were nearly equal percentages of Spanish and of English responses.
Table 12
Percentage of Respondents showing Language they Prefer to Speak with Family and with Friends

<table>
<thead>
<tr>
<th>Language</th>
<th>Family %</th>
<th>(N)</th>
<th>Friends %</th>
<th>(N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>47</td>
<td>(47)</td>
<td>26</td>
<td>(27)</td>
</tr>
<tr>
<td>English</td>
<td>37</td>
<td>(38)</td>
<td>65</td>
<td>(67)</td>
</tr>
</tbody>
</table>

The data in Table 11 indicates that nearly half of the respondents prefer to speak Spanish with their family although a little more than one-third prefer English. Two-thirds of the pupils prefer to speak English with their friends.

Table 13
Percentage of Respondents indicating Feelings about the Bilingual Program

87% - feel they are doing well in program
72% - would like to continue program next year

The data in Table 13 indicates that a large majority of the pupils feel they are doing well in the bilingual program and would like to continue in the program next year.
C.1 Index of Attitude

In order to analyze the data from the attitude questions in Part C of the questionnaire, an Index of Attitude was established for the categories of Spanish, English and Bilingual.

The Indices of Attitude for Spanish and for English comprise the questions (Spanish - Nos. 1, 3, 5, 8, 12, 13, 15; English - Nos. 2, 4, 6, 7, 14, 16) that deal with a) likes and dislikes about using the language in various domains, b) child's opinion of how others view him when he uses Spanish or English and c) importance of learning, knowing and using Spanish or English.

The Index of Attitude - Bilingual comprises the questions (Nos. 9, 17, 18, 23) which deal with a) importance of learning, knowing and using both Spanish and English, b) child's opinion of how others view him when he uses both Spanish and English and c) child's opinion of how his parents feel about bilingual education.

The number of questions which received positive responses determines a low or high Index of Attitude; i.e., if 5 out of the 7 questions which comprise the Spanish grouping were positive, the Index of Attitude was deemed high. Conversely, if only 2 out of the 7 question responses were positive, the Index of Attitude was deemed low.
### C.2 Index of Attitude - Spanish

Tables 14 and 15 (pp. 38-39) indicate the data for the Index of Attitude - Spanish and the results of the chi-square analysis.

The total sample is equally divided between a low and a high Index of Attitude.

Birthplace is a very significant factor of the Index of Attitude - Spanish. The Puerto Rican born have a higher attitude value toward Spanish than those born on the Mainland USA.

Sex and the number of years in the bilingual program are not significant factors.
Table 14

Index of Attitude - Spanish

<table>
<thead>
<tr>
<th></th>
<th>Low (0-3)</th>
<th>High (4-7)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% (N)</td>
<td>% (N)</td>
<td>% (N)</td>
</tr>
<tr>
<td>Total Sample</td>
<td>50 (52)</td>
<td>50 (51)</td>
<td>100 (103)</td>
</tr>
<tr>
<td>Male</td>
<td>58 (30)</td>
<td>42 (22)</td>
<td>100 (52)</td>
</tr>
<tr>
<td>Female</td>
<td>43 (22)</td>
<td>57 (29)</td>
<td>100 (51)</td>
</tr>
</tbody>
</table>

χ² = 2.18, df = 1, P < .20

<table>
<thead>
<tr>
<th>Birthplace</th>
<th>Low (0-3)</th>
<th>High (4-7)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Puerto Rico</td>
<td>23 (7)</td>
<td>77 (23)</td>
<td>100 (30)</td>
</tr>
<tr>
<td>Mainland USA</td>
<td>62 (43)</td>
<td>38 (26)</td>
<td>100 (69)</td>
</tr>
</tbody>
</table>

χ² = 12.70, df = 1, P < .001*

Number of Years in Bilingual Program

<table>
<thead>
<tr>
<th>Years</th>
<th>Low (0-3)</th>
<th>High (4-7)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>21 (3)</td>
<td>79 (11)</td>
<td>100 (14)</td>
</tr>
<tr>
<td>2</td>
<td>62 (8)</td>
<td>38 (5)</td>
<td>100 (13)</td>
</tr>
<tr>
<td>3</td>
<td>79 (11)</td>
<td>21 (3)</td>
<td>100 (14)</td>
</tr>
<tr>
<td>4</td>
<td>29 (2)</td>
<td>71 (5)</td>
<td>100 (7)</td>
</tr>
<tr>
<td>5</td>
<td>35 (6)</td>
<td>65 (11)</td>
<td>100 (17)</td>
</tr>
<tr>
<td>6</td>
<td>55 (16)</td>
<td>45 (13)</td>
<td>100 (29)</td>
</tr>
<tr>
<td>7</td>
<td>89 (8)</td>
<td>11 (1)</td>
<td>100 (9)</td>
</tr>
</tbody>
</table>
Table 15
Relationship between Index of Attitude - Spanish and Number of Years in Bilingual Program with expected values

<table>
<thead>
<tr>
<th>Years</th>
<th>Low</th>
<th>High</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 2</td>
<td>11</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>(14.2)</td>
<td>(12.8)</td>
<td></td>
</tr>
<tr>
<td>3 - 4</td>
<td>13</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>(11.0)</td>
<td>(10.0)</td>
<td></td>
</tr>
<tr>
<td>5 - 7</td>
<td>30</td>
<td>25</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>(28.8)</td>
<td>(26.2)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>49</td>
<td>103</td>
</tr>
</tbody>
</table>

\[ x^2 = 2.39, \text{ df } = 2, P < .50 \]

N.B.

Due to the low number of pupils in any one year of the program, the years were combined, as shown above, in order to calculate the chi-square value.
C.3 Index of Attitude - English

Tables 16 and 17 (pp. 41 - 42) show the data for the Index of Attitude - English and the results of the chi-square analysis.

Two-thirds of the total sample have a high value for the Index of Attitude - English, with one-third having a low attitude value.

Sex is a significant factor of the Index of Attitude - English. Males have a higher attitude value toward English whereas females are more evenly divided between low and high values.

Birthplace and the number of years in the bilingual program are not significant factors.

C.4 Index of Attitude - Bilingual

Tables 18 and 19 (pp. 43 - 44) show the data for the Index of Attitude - Bilingual and the results of the chi-square analysis.

Four-fifths of the total sample have a high value for the Index of Attitude - Bilingual while one-fifth has a low attitude value.

Neither sex, birthplace nor number of years in the bilingual program are significant factors of the Index of Attitude - Bilingual.
Table 16
Index of Attitude - English

<table>
<thead>
<tr>
<th></th>
<th>Low (0-3)</th>
<th>High (4-6)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% (N)</td>
<td>% (N)</td>
<td>% (N)</td>
</tr>
<tr>
<td>Total Sample</td>
<td>33 (34)</td>
<td>67 (69)</td>
<td>100 (100)</td>
</tr>
<tr>
<td>Male</td>
<td>21 (11)</td>
<td>79 (41)</td>
<td>100 (52)</td>
</tr>
<tr>
<td>Female</td>
<td>45 (23)</td>
<td>55 (28)</td>
<td>100 (51)</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 6.68, \ df = 1, \ p < .01 \]

<table>
<thead>
<tr>
<th>Birthplace</th>
<th>% (N)</th>
<th>% (N)</th>
<th>% (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Puerto Rico</td>
<td>37 (11)</td>
<td>63 (19)</td>
<td>100 (30)</td>
</tr>
<tr>
<td>Mainland USA</td>
<td>29 (20)</td>
<td>71 (49)</td>
<td>100 (69)</td>
</tr>
</tbody>
</table>

\[ \chi^2 = .57, \ df = 1, \ p < .50 \]

<table>
<thead>
<tr>
<th>Number of Years in Bilingual Program</th>
<th>% (N)</th>
<th>% (N)</th>
<th>% (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>43 (6)</td>
<td>57 (8)</td>
<td>100 (14)</td>
</tr>
<tr>
<td>2</td>
<td>38 (5)</td>
<td>62 (8)</td>
<td>100 (13)</td>
</tr>
<tr>
<td>3</td>
<td>14 (2)</td>
<td>86 (12)</td>
<td>100 (14)</td>
</tr>
<tr>
<td>4</td>
<td>57 (4)</td>
<td>43 (3)</td>
<td>100 (7)</td>
</tr>
<tr>
<td>5</td>
<td>41 (7)</td>
<td>59 (10)</td>
<td>100 (17)</td>
</tr>
<tr>
<td>6</td>
<td>24 (7)</td>
<td>76 (22)</td>
<td>100 (29)</td>
</tr>
<tr>
<td>7</td>
<td>33 (3)</td>
<td>67 (6)</td>
<td>100 (9)</td>
</tr>
</tbody>
</table>
Table 17

Relationship between Index of Attitude - English and Number of Years in Bilingual Program with expected values

<table>
<thead>
<tr>
<th>Years</th>
<th>Low</th>
<th>High</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 2</td>
<td>11</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>(8.9)</td>
<td>(18.1)</td>
<td></td>
</tr>
<tr>
<td>3 - 4</td>
<td>6</td>
<td>15</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>(6.9)</td>
<td>(14.1)</td>
<td></td>
</tr>
<tr>
<td>5 - 7</td>
<td>17</td>
<td>38</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>(18.2)</td>
<td>(36.8)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>69</td>
<td>103</td>
</tr>
</tbody>
</table>

χ² = 1.03, df = 2, P < .70

N.B.

Due to the low number of pupils in any one year of the program, the years were combined, as shown above, in order to calculate the chi-square value.
Table 18

Index of Attitude - Bilingual

<table>
<thead>
<tr>
<th></th>
<th>Low (0-2)</th>
<th>High (3-4)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% (N)</td>
<td>% (N)</td>
<td>% (N)</td>
</tr>
<tr>
<td>Total Sample</td>
<td>20 (21)</td>
<td>80 (82)</td>
<td>100 (103)</td>
</tr>
<tr>
<td>Male</td>
<td>27 (14)</td>
<td>73 (38)</td>
<td>100 (52)</td>
</tr>
<tr>
<td>Female</td>
<td>14 (7)</td>
<td>86 (44)</td>
<td>100 (51)</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 2.01, \text{df} = 1, P < .20 \]

<table>
<thead>
<tr>
<th>Birthplace</th>
<th>Low (0-2)</th>
<th>High (3-4)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Puerto Rico</td>
<td>17 (5)</td>
<td>83 (25)</td>
<td>100 (30)</td>
</tr>
<tr>
<td>Mainland USA</td>
<td>22 (15)</td>
<td>78 (54)</td>
<td>100 (69)</td>
</tr>
</tbody>
</table>

\[ \chi^2 = .09, \text{df} = 1, P < .80 \]

Number of Years in Bilingual Program

<table>
<thead>
<tr>
<th></th>
<th>Low (0-2)</th>
<th>High (3-4)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7 (1)</td>
<td>93 (13)</td>
<td>100 (14)</td>
</tr>
<tr>
<td>2</td>
<td>31 (4)</td>
<td>69 (9)</td>
<td>100 (13)</td>
</tr>
<tr>
<td>3</td>
<td>29 (4)</td>
<td>71 (10)</td>
<td>100 (14)</td>
</tr>
<tr>
<td>4</td>
<td>0 (0)</td>
<td>100 (7)</td>
<td>100 (7)</td>
</tr>
<tr>
<td>5</td>
<td>12 (2)</td>
<td>88 (15)</td>
<td>100 (17)</td>
</tr>
<tr>
<td>6</td>
<td>14 (4)</td>
<td>86 (25)</td>
<td>100 (29)</td>
</tr>
<tr>
<td>7</td>
<td>67 (6)</td>
<td>33 (3)</td>
<td>100 (9)</td>
</tr>
</tbody>
</table>
Table 19

Relationship between Index of Attitude - Bilingual and Number of Years in Bilingual Program with expected values

<table>
<thead>
<tr>
<th>Years</th>
<th>Low</th>
<th>High</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 2</td>
<td>5</td>
<td>22</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>(5.5)</td>
<td>(21.5)</td>
<td></td>
</tr>
<tr>
<td>3 - 4</td>
<td>4</td>
<td>17</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>(4.3)</td>
<td>(16.7)</td>
<td></td>
</tr>
<tr>
<td>5 - 7</td>
<td>12</td>
<td>43</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>(11.2)</td>
<td>(43.8)</td>
<td></td>
</tr>
</tbody>
</table>

Total 21 82 103

\[ \chi^2 = .16, \text{ df} = 2, \text{ P}<.95 \]

N.B.

Due to the low number of pupils in any one year of the program, the years were combined, as shown above, in order to calculate the chi-square value.
C.5 Questions not analyzed

Questions 10 and 11 in Part C were used as controls and were not analyzed.

Questions 24 and 25 were not analyzed due to response conflicts which were felt to invalidate those answers. These conflicts could have possibly been the result of lack of clarity in wording. In the revised questionnaire, these questions would be reworded to attempt to eliminate confusion.
It is the purpose of this study to present a socio-linguistic profile of the pupils - Grades 4, 5, 6 - in the bilingual program at Martin Luther King, Jr. School #9, Rochester, New York, as of Spring 1982. A questionnaire, which was created for this purpose, was filled out by 103 pupils at School #9. Language usage in the domains of family, neighborhood and school was presented and discussed in terms of percentages. In order to analyze the various language attitude questions, an Index of Attitude was established for the categories: Spanish, English and Bilingual. Relationships between each of these Indices of Attitude and the independent variables of sex, birthplace and number of years in the bilingual program were analyzed using chi-square.
A. Summary and Discussion of Findings

Almost half of the pupils in the bilingual program at School #9, as shown in this study, prefer to speak Spanish with their family. Spanish is used predominantly with the parents. This preference for and the actual use of Spanish reflects the value given to Spanish as the language of family and tradition.

However, the tendency for young people to use more English than Spanish among themselves has entered the domain of the family, as the data shows: the pupils tend to use more English than Spanish or a combination of both languages with older siblings, although with younger siblings, Spanish, English and a combination of both languages are used with almost equal frequency. Perhaps the children are more likely to speak English with older siblings because these older siblings are more proficient in English.

The preference of slightly more than three-fourths of the pupils to speak English with friends further demonstrates the tendency for young people to use more English among themselves.

In comparing actual language use while speaking with friends in the domains of neighborhood and school, it is noted that English is used predominantly in the neighborhood. Perhaps this is due to a greater presence of the language and more English-speaking playmates in the neighbor-
hood. While only English and a combination of English and Spanish are used with almost equal frequency in school, the English usage is a decrease from that of the neighborhood and the use of both English and Spanish is an increase. Spanish use in school is slightly more than that used in the neighborhood. These increases could very well reflect the bilingual ambiance of the program where development in both languages is stressed.

In speaking with bilingual friends, the pupils tend to speak bilingually. It would seem that when the opportunity to use both languages exists, they are used.

The pupils tend to like to study bilingually and like their teachers to speak bilingually; these are positive feelings toward the bilingual program and a partial reflection on the progress being made to create a bilingual environment.

The majority of pupils indicate that their parents are happy their children are in the bilingual program. This would indicate parental support for the program and would be positive reinforcement for the pupils themselves.

The pupils' attitudes toward Spanish, English and a combination of both Spanish and English are analyzed in terms of an Index of Attitude. Spanish and English are not being compared with one another. What is being studied is how the child values each language. It is conceivable
that both languages are valued highly, thus giving equal status to both.

For the total sample, equal percentages of low and high values of the Index of Attitude are present for Spanish. Birthplace is the only significant factor, with the Puerto Rican born having a higher attitude value for Spanish than the Mainland USA born. In a research study (Fishman, Cooper, Ma, et al., 1971), birthplace was shown to be a good predictor of commitment to Spanish. The Puerto Rican born demonstrated more commitment to maintaining and strengthening Spanish in self and in the community, thus reflecting a high value given to Spanish.

Males tend to give a lower value to Spanish while females place a high value on Spanish. This high value given by females to Spanish reflects the findings of a study (Fishman, Cooper, Ma, et al., 1971) which indicated that females do tend to show a greater commitment toward maintaining and continuing Spanish in self and in the community.

There is a vacillation in predominance between low and high values for Spanish throughout the 7-year period of the bilingual program. The high value predominates with those who are in the 1st year of the program, possibly due to a still strong Spanish influence from the family and also because Spanish is the language of dominance at this point. A high value predominance is again shown by those
students who have had 4 and 5 years of the program. This is in contrast to the low value placed on Spanish by those children who have had 7 years in the program. The numbers of pupils who have had 4 and 7 years of the program are very small; thus reliable conclusions can not be drawn. A closer study of the nature of the history of the bilingual program might aid in analyzing such differences in attitude toward Spanish. The low value of those who have had 7 years of the program may be attributable to an increasing use and influence of English.

More than two-thirds of the total sample have a high value for the Index of Attitude - English. Sex in the only significant factor: a greater number of males have a high value toward English; females are more equally divided between low and high values. Perhaps the males, being somewhat more job-oriented, sense the importance of English in the working world.

Both a majority of Puerto Rican and Mainland USA born have a high attitude value for English. A high value also predominates with those who have been in the program 1 - 7 years, except for those who have had 4 years. The high attitude value attributed to English reflects the importance given to this language by the pupils. Perhaps it may be said that the bilingual program, in successfully developing proficiency in English, has communicated to the
pupils the importance of this language in society.

A clear majority of the pupils have given a high value to the Index of Attitude - Bilingual. There were no significant differences. However, both sex and birthplace groups tend to place a high value on both Spanish and English. A high bilingual attitude value predominates among those who have had 1 - 6 years of the program, reaching 100% with those having had 4 years. Two-thirds of the pupils who have been in the program 7 years have a low bilingual attitude. Due to the very small number of the sample of those having 7 years of the program, no reliable conclusions can be made. This change could possibly be influenced by an increased importance given to English. (Please note the high bilingual value of those who have had 4 years in the program and the lower value they give to English.) Or could this sudden change in trend be due to some type of frustration with the program on the part of the pupils? Could these have been pupils who were held back a year? Could this be the influence of a particular teacher?

The bilingual program seems to have been quite successful in creating and maintaining for a substantial period a positive attitude toward the use of both Spanish and English. This is further evidenced by the following data: a large majority of the pupils feel they are doing well
in the program and would like to continue in the program next year.

B. Conclusion

Since this study presents only one facet of a more complete sociolinguistic profile of the pupils at Martin Luther King, Jr. School #9, concrete conclusions can not be justifiably made. Only tendencies can be noted from the data gathered through the self-report instrument.

Based on the data from this study, it would thus seem that the bilingual program at School #9 has attained some degree of success in maintaining a fairly high attitude value toward Spanish for a period of time, while at the same time, developing proficiency in English, as reflected in usage and a positive attitude toward this second language. What has consequently developed is a strong tendency toward a high bilingual attitude value and a fairly consistent use of both languages throughout the domains of family, neighborhood and school. The pupils feel good about the bilingual program and receive positive reinforcement from their parents, both strong influencing factors in a successful program.

C. Revisions

Based on this study, several revisions to the ques-
tionnaire have been made in order to improve the scope of the instrument and the clarity of the questions.

Age was added as a background item, thus permitting a future correlation study of age and responses. A few items (Part C - 10, 11) were omitted because they appeared to serve as a source of confusion for many of the pupils. Several items (Part B - 14, 15, 16; Part C - 17, 18, 19, 20, 21, 22, 24, 25) were reworded and/or combined to provide greater clarity and eliminate repetitions. These changes can be noted in the revised questionnaire, Appendix B.

D. Recommendations

Despite the small numbers of the sample population groups who have been in the bilingual program 4 and 7 years, it would be interesting to more closely analyze the results of the Indices of Attitude for Spanish, English and Bilingual (4 years: high Spanish, low English, high Bilingual; 7 years: low Spanish, high English, low Bilingual) in order to discover factors that might contribute to such opposite results.

Further study should be carried out to analyze the relationships between language use in the domains of family, neighborhood and school and the independent variables of age, sex, birthplace and the number of years in the bilingual
Further analysis could also be done by investigating the type of class the pupil is in and the influence, if any, on his responses. The class should be studied as to academic levels, the amount of Spanish and English used in the classroom, and the language dominance of the teacher. "The teacher's language use or proficiency may affect the language choice or patterns used by the pupils" (Ramírez, 1980, p. 76).

Comparisons can also be done between stated language preference and actual usage.

Perhaps the most important recommendation to be made is that a more accurate and complete study of the pupil's language situation should be carried out. This would necessarily entail observation and interviewing by a second party, a parents' report of their child's language use and attitudes, and formal language testing. An analysis of this additional data, in combination with the child's self-report, will provide a more precise and complete evaluation of the bilingual program.
APPENDIX A

Bilingual Questionnaire

I. Description

A. This Bilingual Questionnaire is comprised of questions in the following categories:

1. Basic Questions
2. Language Use Inventory
3. Attitudes Toward Language
4. Attitudes Toward Bilingual Program

B. There is a Spanish version and an English version.

C. Purpose: To make a survey of the language use and attitudes toward languages and toward the Bilingual Program of the pupils at School #9 (grades 4 - 6) who are currently in the Bilingual Program.

II. Directions

A. 1. Please give each pupil a reasonable amount of time to complete the questionnaire.

2. If there is anyone whose low reading level would make it difficult for him to read the questions on his own, you may read them to him at a time when you feel that you would not be disrupting the rest of the class.

3. If students have questions concerning the format or vocabulary used, you may clarify certain points. But please do not give any subjective answers which may influence the child's response.

4. If a student is having extreme difficulty with the language version he has chosen, he may be given the other version. Please staple both versions together before you collect them.

B. Please use the following procedure in administering the questionnaire to insure conformity among the classes:

1. Read this brief explanation to the pupils both in Spanish and in English:
Dentro de poco, les voy a dar un cuestionario. El cuestionario les va a preguntar a ustedes cuando hablan inglés y español, su opinión de estas lenguas y su opinión del programa bilingüe.

Éste no es un examen y ustedes no van a recibir una calificación. La información que ustedes dan es para el estudio de una estudiante de la universidad.

Eschuchen bien, por favor. Les voy a dar instrucciones.

****************************

In a little while, I am going to give you a questionnaire. The questionnaire will ask you some questions about when you use English and Spanish, how you feel about each of these languages and how you feel about the bilingual program.

This is not a test and you will not be given a grade. The information you give will be used in a study being done by a college student.

Please listen carefully now while I give you directions.

2. a) Read this to the pupils:

The questionnaire is written in Spanish and in English. If you would like to have a copy in Spanish, raise your hand. Please do not begin until I tell you to. (distribute Spanish version)

Now those who will be doing the questionnaire in English, please raise your hand. Please do not begin yet. (distribute English version)

(b - c: Read these directions in both languages only if both language versions are being used.)
b) Antes de empezar, les voy a decir como ustedes tienen que marcar las respuestas.

Before you begin, I will tell you how you will mark your answers.

(1) Vamos a ver la primera página. En las preguntas 1, 2, y 3, tienen que escribir la respuesta. En las preguntas 4 y 5, tienen que poner un círculo en la respuesta.

Let's look at page 1. For questions 1, 2 and 3, you must write the answer. For questions 4 and 5, you will circle the answer.

(2) Por favor, abran a la página 2. Contesten las preguntas, poniendo un círculo en una letra. Noten el cuadro en la cabeza de la página. Aquí hay el significado de las letras. Pongan un círculo en la E si se habla español el mayor parte del tiempo. Pongan un círculo en la I si se habla inglés el mayor parte del tiempo. Pongan un círculo en la A si se habla español e inglés. Pongan un círculo en la NA si no aplica.

Now please turn to page 2. You will be answering each question by circling one of the letters after the question. Notice the box at the top of the page; it gives the meaning of the letters. Circle S if Spanish is spoken most of the time. Circle E if English is spoken most of the time. Circle B if both Spanish and English are used. Circle NA if it doesn't apply to you.

(3) Por fin, abran a la página 4. Noten el cuadro en la cabeza de la página. Otra vez, en esta sección, ustedes van a poner
un círculo en una letra después de cada frase. Aquí hay el significado de las letras. Pongan un círculo en la V si la frase es verdadero por lo general. Pongan un círculo en la F si la frase es falso por lo general. Pongan un círculo en la D si la frase es a veces verdadero, a veces falso. Si la frase no aplica a ustedes, pongan un círculo en la NA.

************

Finally turn to page 4. Notice the box at the top of the page, which gives the meaning of the letters. Again, in this section, you will be circling one of the letters after each sentence. Circle T if the sentence is true for you most of the time. Circle F if the sentence is false for you most of the time. Circle D if the sentence is sometimes true, sometimes false. If the sentence does not apply to you, circle NA.

************

(4) Si quieren decir algo sobre este cuestionario, sobre las lenguas que hablan o sobre el programa bilingüe, pueden escribirlo en la última página.

************

If you would like to say something about this questionnaire, the languages you speak or the bilingual program, you may write it on the last page.

************

c) Trabajen individualmente. Si tienen preguntas, levantense la mano y vendré. Por favor, tomense tiempo; lean cada pregunta y frase cuidadosamente y marcen la respuesta claramente poniendo un círculo. Cuando ustedes terminan, levantense la mano y tomaré el cuestionario. Ahora pueden empezar.

************
You are to work individually on this questionnaire. If you should have any questions, please raise your hand and I will come to you. Please take your time; read each question and sentence carefully and mark your answer clearly by circling it. When you are finished, raise your hand and I will collect the questionnaire. You may now begin.

MUCHAS GRACIAS!

THANK YOU!
¿QUÉ
PIENSAS
DE ... ?

A.

1. ¿Cómo te llamas? ______________________________

2. ¿En qué país naciste? _________________________

3. ¿Cómo se llama tu maestro (tu maestra)? _______

4. ¿En qué grado estás? Grado: 4 5 6

5. ¿En qué año empezaste el Programa bilingüe? Año: K 1 2 3 4 5 6
### B.

<table>
<thead>
<tr>
<th></th>
<th>Por lo general en casa,</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>mi madre me habla en ...</td>
<td>E</td>
<td>A</td>
<td>I</td>
<td>NA</td>
</tr>
<tr>
<td>2</td>
<td>Por lo general, hablo con mi madre en ...</td>
<td>E</td>
<td>A</td>
<td>I</td>
<td>NA</td>
</tr>
<tr>
<td>3</td>
<td>Por lo general, mi padre habla conmigo en ...</td>
<td>E</td>
<td>A</td>
<td>I</td>
<td>NA</td>
</tr>
<tr>
<td>4</td>
<td>Por lo general, hablo con mi padre en ...</td>
<td>E</td>
<td>A</td>
<td>I</td>
<td>NA</td>
</tr>
<tr>
<td>5</td>
<td>Por lo general en casa, mis padres se hablan en ...</td>
<td>E</td>
<td>A</td>
<td>I</td>
<td>NA</td>
</tr>
<tr>
<td>6</td>
<td>En casa, mis hermanos mayores hablan conmigo en ...</td>
<td>E</td>
<td>A</td>
<td>I</td>
<td>NA</td>
</tr>
<tr>
<td>7</td>
<td>Por lo general, hablo con mis hermanos mayores en ...</td>
<td>E</td>
<td>A</td>
<td>I</td>
<td>NA</td>
</tr>
<tr>
<td>8</td>
<td>Por lo general, mis hermanos menores me hablan en ...</td>
<td>E</td>
<td>A</td>
<td>I</td>
<td>NA</td>
</tr>
<tr>
<td>9</td>
<td>Por lo general en casa, hablo con mis hermanos menores en ...</td>
<td>E</td>
<td>A</td>
<td>I</td>
<td>NA</td>
</tr>
</tbody>
</table>

(2)
E = español
I = inglés
A = español e inglés
NA = No aplica.

10. Por lo general, cerca de mi casa, hablo con mis amigos en ...

11. Por lo general, en la escuela, hablo con mis amigos en ...

12. Por lo general, si un amigo habla español e inglés, hablo con él en ...

13. Me gusta estudiar en ...

14. Me gustaría estudiar mis materias en ...

15. Me gustaría que mis maestros hablen ...

16. Mis padres prefieren que yo estudie en ...

******
V = Verdadero, por lo general
F = Falso, por lo general
D = Depende, a veces verdadero, a veces falso
NA = No aplica.

11. No me gusta hablar inglés.  V  D  F  NA  11.
V = Verdadero, por lo general
F = Falso, por lo general
D = Depende, a veces verdadero, a veces falso
NA = No aplica.


14. La mayor parte de la gente debe saber hablar inglés.  V D F NA 14.


17. Para mí es mejor saber el español y el inglés.  V D F NA 17.

18. Todos los chicos deben aprender el español y el inglés.  V D F NA 18.

19. Me gusta más hablar español que hablar inglés con mi familia.  V D F NA 19.

<table>
<thead>
<tr>
<th></th>
<th>V = Verdadero, por lo general</th>
<th>F = Falso, por lo general</th>
<th>D = Depende, a veces verdadero, a veces falso</th>
<th>NA = No aplica.</th>
</tr>
</thead>
</table>

21. Me gusta más hablar inglés que hablar español con mi familia.  

V   D   F   NA  21.

22. Me gusta más hablar inglés que hablar español con mis amigos.  

V   D   F   NA  22.

23. Mis padres están contentos que yo estudie en español y en inglés.  

V   D   F   NA  23.

24. Sólo los chicos que hablan español deben estudiar en español y en inglés.  

V   D   F   NA  24.

25. Todos los chicos deben estudiar en español y en inglés.  

V   D   F   NA  25.

26. Pienso que hago bien mi trabajo en el Programa bilingüe.  

V   D   F   NA  26.

27. Me gustaría continuar a estudiar en el Programa bilingüe el año que viene.  

V   D   F   NA  27.

¡MUCHAS GRACIAS!
WHAT
DO
YOU
THINK
ABOUT ... ?

A.

1. What is your name? ______________________________

2. In what country were you born? __________________

3. What is the name of your teacher? ________________

4. What grade are you in? Grade: 4 5 6

5. In what grade did you begin the Bilingual Program? Grade: K 1 2 3 

4 5 6

******************************************************************************

(1)
S = Spanish
E = English
B = Both Spanish and English
NA = It does not apply to me.

B.

1. At home, my mother usually speaks to me in ...  S  B  E  NA  1.

2. I usually speak to my mother in ...             S  B  E  NA  2.

3. My father usually speaks to me in ...           S  B  E  NA  3.

4. I usually speak to my father in ...             S  B  E  NA  4.

5. At home, my parents usually speak to each other in ...  S  B  E  NA  5.

6. At home, my older brothers and sisters usually talk to me in ...  S  B  E  NA  6.

7. I usually talk to my older brothers and sisters in ...  S  B  E  NA  7.

8. At home, my younger brothers and sisters talk to me in ...  S  B  E  NA  8.

9. I usually talk to my younger brothers and sisters in ...  S  B  E  NA  9.
<table>
<thead>
<tr>
<th>Sentence</th>
<th>Code</th>
<th>Code</th>
<th>Code</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Around home, I usually speak to my friends in ...</td>
<td>S</td>
<td>B</td>
<td>E</td>
<td>NA</td>
</tr>
<tr>
<td>11. At school, I usually speak to my friends in ...</td>
<td>S</td>
<td>B</td>
<td>E</td>
<td>NA</td>
</tr>
<tr>
<td>12. If a friend speaks both Spanish and English, I usually speak with him in ...</td>
<td>S</td>
<td>B</td>
<td>E</td>
<td>NA</td>
</tr>
<tr>
<td>13. I like to study in ...</td>
<td>S</td>
<td>B</td>
<td>E</td>
<td>NA</td>
</tr>
<tr>
<td>14. I would like to study my subjects in ...</td>
<td>S</td>
<td>B</td>
<td>E</td>
<td>NA</td>
</tr>
<tr>
<td>15. I would like my teachers to speak ...</td>
<td>S</td>
<td>B</td>
<td>E</td>
<td>NA</td>
</tr>
<tr>
<td>16. My parents prefer that I study in ...</td>
<td>S</td>
<td>B</td>
<td>E</td>
<td>NA</td>
</tr>
</tbody>
</table>

S = Spanish  
E = English  
B = Both Spanish and English  
NA = It does not apply to me.
C.

1. I like to speak Spanish. T D F NA 1.

2. I like to speak English. T D F NA 2.

3. I like to speak Spanish with my family. T D F NA 3.

4. I like to speak English with my family. T D F NA 4.

5. I like to speak Spanish with my friends. T D F NA 5.

6. I like to speak English with my friends. T D F NA 6.


8. Kids make fun of me when I speak Spanish. T D F NA 8.

9. Kids think I'm smart because I can speak both English and Spanish. T D F NA 9.

10. I don't like to speak Spanish. T D F NA 10.
T = True, most of the time  
F = False, most of the time  
D = It depends, sometimes true, sometimes false.  
NA = It does not apply to me.

<p>| | | | | |</p>
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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>11. I don't like to speak English.</td>
<td>T</td>
<td></td>
<td>F</td>
<td>NA</td>
</tr>
<tr>
<td>12. If a kid knows Spanish, he should never stop using it.</td>
<td>T</td>
<td></td>
<td>F</td>
<td>NA</td>
</tr>
<tr>
<td>13. Most people should know how to speak Spanish.</td>
<td>T</td>
<td></td>
<td>F</td>
<td>NA</td>
</tr>
<tr>
<td>14. Most people should know how to speak English.</td>
<td>T</td>
<td>D</td>
<td>F</td>
<td>NA</td>
</tr>
<tr>
<td>15. Spanish is easy.</td>
<td>T</td>
<td></td>
<td>F</td>
<td>NA</td>
</tr>
<tr>
<td>16. English is easy.</td>
<td>T</td>
<td></td>
<td>F</td>
<td>NA</td>
</tr>
<tr>
<td>17. It is better for me to know both Spanish and English.</td>
<td>T</td>
<td>D</td>
<td>F</td>
<td>NA</td>
</tr>
<tr>
<td>18. All kids should learn Spanish and English.</td>
<td>T</td>
<td>D</td>
<td>F</td>
<td>NA</td>
</tr>
<tr>
<td>19. I would prefer to speak Spanish than English with my family.</td>
<td>T</td>
<td>D</td>
<td>F</td>
<td>NA</td>
</tr>
<tr>
<td>20. I would prefer to speak Spanish than English with my friends.</td>
<td>T</td>
<td>D</td>
<td>F</td>
<td>NA</td>
</tr>
</tbody>
</table>
T = True, most of the time
F = False, most of the time
D = It depends, sometimes true, sometimes false.
NA = It does not apply to me.

21. I would prefer to speak English than Spanish with my family. T D F NA 21.
22. I would prefer to speak English than Spanish with my friends. T D F NA 22.
23. My parents are happy I am learning in Spanish and English. T D F NA 23.
25. All kids should study in Spanish and English. T D F NA 25.
27. I would like to continue studying in the Bilingual Program next year. T D F NA 27.

THANK YOU!
APPENDIX B

Bilingual Questionnaire
(Revised Version)

I. Description

A. This Bilingual Questionnaire is comprised of questions in the following categories:

1. Basic Questions
2. Language Use Inventory
3. Attitudes Toward Language
4. Attitudes Toward Bilingual Program

B. There is a Spanish version and an English version.

C. Purpose: To make a survey of the language use and attitudes toward languages and toward the Bilingual Program of the pupils at School #9 (grades 4 - 6) who are currently in the Bilingual Program.

II. Directions

A. 1. Please give each pupil a reasonable amount of time to complete the questionnaire.

2. If there is anyone whose low reading level would make it difficult for him to read the questions on his own, you may read them to him at a time when you feel that you would not be disrupting the rest of the class.

3. If students have questions concerning the format or vocabulary used, you may clarify certain points. But please do not give any subjective answers which may influence the child's response.

4. If a student is having extreme difficulty with the language version he has chosen, he may be given the other version. Please staple both versions together before you collect them.

B. Please use the following procedure in administering the questionnaire to insure conformity among the classes:
1. Read this brief explanation to the pupils both in Spanish and in English:

Dentro de poco, les voy a dar un cuestionario. El cuestionario les va a preguntar a ustedes cuando hablan inglés y español, su opinión de estas lenguas y su opinión del Programa bilingüe.

Este no es un examen y ustedes no van a recibir una calificación. La información que ustedes dan es para el estudio de una estudiante de la universidad.

Eschuchen bien, por favor. Les voy a dar instrucciones.

**************************

In a little while, I am going to give you a questionnaire. The questionnaire will ask you some questions about when you use English and Spanish, how you feel about each of these languages, and how you feel about the Bilingual Program.

This is not a test and you will not be given a grade. The information you give will be used in a study being done by a college student.

Please listen carefully now while I give you directions.

2. a) Read this to the pupils:

This questionnaire is written in Spanish and in English. If you would like to have a copy in Spanish, raise your hand. Please do not begin until I tell you to. (distribute Spanish version)

Now those who will be doing the questionnaire in English, please raise your hand. Please do not begin yet. (distribute English version)

(b - c: Read these directions in both languages only if both language versions are being used.)
b) **Antes de empezar, les voy a decir como ustedes tienen que marcar las respuestas.**

Before you begin, I will tell you how you will mark your answers.

(1) **Vamos a ver la primera página. En las preguntas 1, 2, 3, 4 tienen que escribir la respuesta. En las preguntas 5 y 6, tienen que poner un círculo en la respuesta.**

Let's look at page 1. For questions 1, 2, 3, 4 you must write the answer. For questions 5 and 6, you will circle the answer.

(2) **Por favor, abran a la página 2. Con testen las preguntas, poniendo un círculo en una letra. Noten el cuadro en la cabeza de la página. Aquí hay el significado de las letras. Pongan un círculo en la E si se habla español el mayor parte del tiempo. Pongan un círculo en la I si se habla inglés el mayor parte del tiempo. Pongan un círculo en la A si se habla español e inglés. Pongan un círculo en la NA si no aplica.**

Now please turn to page 2. You will be answering each question by circling one of the letters after the question. Notice the box at the top of the page; it gives the meaning of the letters. Circle S if Spanish is spoken most of the time. Circle E if English is spoken most of the time. Circle B if both Spanish and English are used. Circle NA if it doesn't apply to you.
(3) Por fin, abran a la página 4. Noten el cuadro en la cabeza de la página. Otra vez, en esta sección, ustedes van a poner un círculo en una letra después de cada frase. Aquí hay el significado de las letras. Pongan un círculo en la V si la frase es verdadero por lo general. Pongan un círculo en la F si la frase es falso por lo general. Pongan un círculo en la D si la frase es a veces verdadero, a veces falso. Si la frase no aplica a ustedes, pongan un círculo en la NA.

***************

Finally, turn to page 4. Notice the box at the top of the page; it gives the meaning of the letters. Again, in this section, you will be circling one of the letters after each sentence. Circle T if the sentence is true for you most of the time. Circle F if the sentence is false for you most of the time. Circle D if the sentence is sometimes true, sometimes false. If the sentence does not apply to you, circle NA.

***************

(4) Si quieren decir algo sobre este cuestionario, sobre las lenguas que hablan o sobre el Programa bilingue, pueden escribirlo en la última página.

***************

If you would like to say something about this questionnaire, the languages you speak or the Bilingual Program, you may write it on the last page.

***************

c) Trabajen individualmente. Si tienen preguntas, levántense la mano y vendré. Por favor, tomense tiempo y contesten todas las preguntas y todas las frases; lean cada pregunta y frase cuidadosamente y marcen la respuesta claramente poniendo un círculo. Cuando ustedes terminan, levántense la mano y tomaré el cuestionario. Ahora pueden empezar.
You are to work individually on this questionnaire. If you should have any questions, please raise your hand and I will come to you. Please take your time and answer every question and sentence; read each question and sentence carefully and mark your answer clearly by circling it. When you are finished, raise your hand and I will collect the questionnaire. You may now begin.

MUCHAS GRACIAS!

THANK YOU!
¿QUÉ
PIENSAS
DE ... ?

A.

1. ¿Cómo te llamas? ____________________________

2. ¿En qué país naciste? ______________________

3. ¿Cuántos años tienes? ________________________

4. ¿Cómo se llama tu maestro (tu maestra)? ______

5. ¿En qué grado estás? Grado: 4 5 6

6. ¿En qué grado empezaste el Programa bilingüe? Grado: K 1 2 3 4 5 6

************************************************************************

(1)
E = español
I = inglés
A = español e inglés
NA = No aplica.

B.

1. Por lo general en casa, mi madre me habla ...

2. Por lo general, hablo con mi madre en ...

3. Por lo general, mi padre habla conmigo en ...

4. Por lo general, hablo con mi padre en ...

5. Por lo general en casa, mis padres se hablan ...

6. En casa, mis hermanos mayores hablan conmigo en ...

7. Por lo general, hablo con mis hermanos mayores en ...

8. Por lo general en casa, mis hermanos menores me hablan ...

9. Por lo general, hablo con mis hermanos menores en ...

(2)
E = español
I = inglés
A = español e inglés
NA = No aplica.

10. Por lo general, cerca de mi casa, hablo con mis amigos en ... E I A NA 10.

11. Por lo general, en la escuela, hablo con mis amigos en ... E I A NA 11.

12. Por lo general, si un amigo habla español e inglés, hablo con él en ... E I A NA 12.


14. Me gusta que mis maestros me hablen ... E I A NA 14.

15. Mis padres quieren que yo estudie mis materias en ... E I A NA 15.

16. Con mi familia me gusta hablar ... E I A NA 16.

17. Con mis amigos en la escuela me gusta hablar ... E I A NA 17.

18. Con mis amigos cerca de mi casa, me gusta hablar ... E I A NA 18.
V = Veradero, por lo general
F = Falso, por lo general
D = Depende, a veces verdadero, a veces falso
NA = No aplica.

C.

5. Me gusta hablar español con mis amigos.  V  F  D  NA  5.
V = Verdadero, por lo general
F = Falso, por lo general
D = Depende, a veces verdadero, a veces falso
NA = No aplica.

11. La mayor parte de la gente debe saber hablar español. V F D NA 11.
12. La mayor parte de la gente debe saber hablar inglés. V F D NA 12.
16. Todos los chicos deben poder hablar español e inglés. V F D NA 16.
17. Mis padres están contentos que yo estudie en español y en inglés. V F D NA 17.
V = Verdadero, por lo general
F = Falso, por lo general
D = Depende, a veces verdadero, a veces falso
NA = No aplica.


¡MUCHAS GRACIAS!
A. 

1. What is your name? ____________________________

2. In what country were you born? ________________

3. How old are you? ______________________________

4. What is the name of your teacher? ______________

5. What grade are you in? Grade: 4 5 6

6. In what grade did you begin the Bilingual Program? Grade: K 1 2 3 4 5 6

************
B.

1. At home, my mother usually speaks to me in ...  
   S E B NA 1.

2. I usually speak to my mother in ...  
   S E B NA 2.

3. My father usually speaks to me in ...  
   S E B NA 3.

4. I usually speak to my father in ...  
   S E B NA 4.

5. At home, my parents usually speak to each other in ...  
   S E B NA 5.

6. At home, my older brothers and sisters usually talk to me in ...  
   S E B NA 6.

7. I usually talk to my older brothers and sisters in ...  
   S E B NA 7.

8. At home, my younger brothers and sisters talk to me in ...  
   S E B NA 8.

9. I usually talk to my younger brothers and sisters in ...  
   S E B NA 9.

(2)

S = Spanish  
E = English  
B = Both Spanish and English  
NA = It does not apply to me.
S = Spanish  
E = English  
B = Both Spanish and English  
NA = It does not apply to me.

10. Around my neighborhood, I usually speak to my friends in ... S E B NA 10.

11. At school, I usually speak to my friends in ... S E B NA 11.

12. If a friend speaks both Spanish and English, I usually speak with him in ... S E B NA 12.

13. I like to study my subjects in ... S E B NA 13.

14. I like my teachers to speak with me in ... S E B NA 14.

15. My parents want me to study my subjects in ... S E B NA 15.

16. With my family, I like to speak ... S E B NA 16.

17. With my friends at school, I like to speak ... S E B NA 17.

18. With my friends in the neighborhood, I like to speak ... S E B NA 18.
<table>
<thead>
<tr>
<th></th>
<th>T = True, most of the time</th>
<th>F = False, most of the time</th>
<th>D = It depends, sometimes true, sometimes false</th>
<th>NA = It does not apply to me.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>I like to speak Spanish.</td>
<td>T</td>
<td>F</td>
<td>D</td>
</tr>
<tr>
<td>2.</td>
<td>I like to speak English.</td>
<td>T</td>
<td>F</td>
<td>D</td>
</tr>
<tr>
<td>3.</td>
<td>I like to speak Spanish with my family.</td>
<td>T</td>
<td>F</td>
<td>D</td>
</tr>
<tr>
<td>4.</td>
<td>I like to speak English with my family.</td>
<td>T</td>
<td>F</td>
<td>D</td>
</tr>
<tr>
<td>5.</td>
<td>I like to speak Spanish with my friends.</td>
<td>T</td>
<td>F</td>
<td>D</td>
</tr>
<tr>
<td>6.</td>
<td>I like to speak English with my friends.</td>
<td>T</td>
<td>F</td>
<td>D</td>
</tr>
<tr>
<td>7.</td>
<td>Kids make fun of me when I speak English.</td>
<td>T</td>
<td>F</td>
<td>D</td>
</tr>
<tr>
<td>8.</td>
<td>Kids make fun of me when I speak Spanish.</td>
<td>T</td>
<td>F</td>
<td>D</td>
</tr>
<tr>
<td>9.</td>
<td>Kids think I'm intelligent because I can speak both English and Spanish.</td>
<td>T</td>
<td>F</td>
<td>D</td>
</tr>
</tbody>
</table>
T = True, most of the time
F = False, most of the time
D = It depends, sometimes true, sometimes false
NA = It does not apply to me.

10. If a kid knows Spanish, he should never stop using it. T F D NA 10.

11. Most people should know how to speak Spanish. T F D NA 11.

12. Most people should know how to speak English. T F D NA 12.


15. It is better for me to be able to talk in both Spanish and English. T F D NA 15.

16. All kids should be able to talk in both Spanish and English. T F D NA 16.

17. My parents are happy I am studying in Spanish and English. T F D NA 17.

18. The Bilingual Program should be only for kids who speak Spanish. T F D NA 18.
T = True, most of the time
F = False, most of the time
D = It depends, sometimes true, sometimes false
NA = It does not apply to me.

19. The Bilingual Program should be for all kids even if they don't speak Spanish.  T  F  D  NA  19.


21. I would like to continue studying in the Bilingual Program next year.  T  F  D  NA  21.

THANK YOU!
APPENDIX C

Bilingual - Bicultural Education

Policy Statement

I. General Policy Statement

It is the policy of the Rochester City School District to offer bilingual education to students who are not native speakers of English in accordance with the following constraints:

A. That students of limited English-speaking ability, of a given language group, are in need of bilingual instruction, English as a Second Language or both treatments.

B. That such treatments be provided at home school, to the extent possible, or students be bused to centers, but always integrated with the mainstream program.

C. That bilingual education indicates either intensive instruction in English as a Second Language and/or concurrent teaching of two languages, one of which being English and the other the group's dominant language.

D. That a given group's expressed language needs and interests will influence the Board's decision, and
further, that the group's representatives will participate in the formation and design of the bilingual program.

E. That the Bilingual Education Council serves as the vehicle to voice the above-described interests.

II. Definition

A. Bilingual education is the concurrent teaching of two languages, one of which is English and the other group's dominant language, and/or intensive instruction in English as a Second Language.

B. An axiom of bilingual education is that in the first stages, the most pragmatic medium of instruction is the native language of the student.

C. The Bilingual Program is not solely for the Spanish population, but is open to all students in the district. The inclusion of native English speakers allows the languages and cultures to be brought together in a healthy, active environment where a sharing atmosphere exists.

(from Department of Bilingual Education, City School District, Rochester, New York)
APPENDIX D

Program Design and Goals

Program Design and Goals - the general program design and goals of the Bilingual Program at School #9 are

a. The transitional program has as its goal the maintenance and expansion of the child's dominant language and the development of the acquired language. The use of the native language as the medium of instruction while the second language receives intensive, concurrent development permits the child normal development in academic areas and concept building rather than postponing such development until the new language has been acquired. Certain general patterns are as followed:

(1) Children receive initial reading instruction in only one language. This initial instruction is customarily in the child's native language. Children begin second language reading instruction when their reading skills are established in the first language and their second language expressive skills are sufficiently developed. To prepare the child to receive reading instruction in the second language, intensive oral skills in the second language are an integral component
of every student's daily instructional program.

(2) The amount of time devoted to instruction in the dominant language and/or the second language varies depending on the student's needs. The goal is balanced instruction in both languages. For children entering the Bilingual Program at kindergarten, this point is usually reached at the third grade level.

(3) To minimize the possibilities of language confusion and to ensure maximum oral development in both languages, as a general policy only one language is used for instruction during any specified instructional segment. Exceptions are made when instructional needs warrant it. The goal is the development of two separate language tracks without the necessity of continuous translation from one language to another. This will develop a bilingual student capable of thinking and speaking in two languages and operating effectively in two cultures.

b. Special Subjects: Instruction in special subject areas such as music, art and physical education is provided in English for informal language practice and exposure. This does not replace time allotted for English language instruction.
c. Mathematics: Children receive initial mathematics instruction in their dominant language. At the point at which they are judged to be sufficiently bilingual, they may receive mathematics instruction in either language depending on teacher discretion.

d. Content Areas - Instruction in the content areas follows City School District curriculum guidelines. The English and Spanish component teachers team to avoid duplication of instruction.

e. Culture - The Bilingual Program develops in its students an awareness of the value of cultural diversity and the ability to interact successfully in a cross-cultural setting. The inclusion in the curriculum of the students' cultural traditions serves as a vehicle for strengthening self-awareness. (Rochester City School District, 1978)

APPENDIX E

Placement for Bilingual Program

Results of Metropolitan Test

<table>
<thead>
<tr>
<th>100%ile</th>
<th>75%ile</th>
<th>50%ile</th>
<th>25%ile</th>
<th>0%ile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish Oral Language Development</td>
<td>Enrichment Classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>75%ile</td>
<td></td>
<td>Enrichment Classroom</td>
<td>Self-contained classroom</td>
<td>Self-contained classroom</td>
</tr>
<tr>
<td>50%ile</td>
<td></td>
<td></td>
<td>Self-contained classroom</td>
<td>Self-contained classroom</td>
</tr>
<tr>
<td>25%ile</td>
<td></td>
<td></td>
<td></td>
<td>RAP &amp; ESOL</td>
</tr>
<tr>
<td>0%ile</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Students who achieve below the 25th percentile in reading or math are eligible for Title I services. Students who are below the 25% in both reading and math are eligible for #9 School's unique RAP program which will be explained later in detail.

(from Petrone, 1981, p. 19)
Bibliography


Light, R. Children's linguistic attitudes: a study and some implications. 1977. (ERIC Document Reproduction Service No. ED 154 619)


Petrone, A. *A descriptive study of the bilingual education program at Dr. Martin Luther King, Jr. School #9.* Unpublished final project, SUNY at Brockport, 1981.


