

UNIVERSITY OF THE VIRGIN ISLANDS

AN ATTITUDINAL STUDY OF BILINGUAL EDUCATION ON ST. CROIX

A THESIS SUBMITTED TO

THE GRADUATE STUDIES COUNCIL

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE

OF

MASTER OF ARTS IN EDUCATION

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January 1991

Acknowledgements

This research effort would not have been possible without the following contributions:

Mrs. Maria Sanes and Ms. Nidia Tolentino of the State Office of Bilingual Education were instrumental in helping to construct a research design related to existing conditions on St. Croix. With Mrs. Carmen Milligan of the Bilingual Education Curriculum Office, they participated in all stages of the research and made contact with participating schools.

Dr. Anita Gordon Plaskett of the University of the Virgin Islands provided a foundation in the principles of educational research, assisted in selecting a research design and wrote necessary letters of recommendation. Dr. Gary Harold also gave input toward the format for writing the results of the survey.

Dr. Sharon Moya, of the Evaluation Assistance Center, provided guidance in constructing a Likert scale survey and commented on preliminary statements of attitude.

John A. Joseph installed and maintained the computer, printer and copy machine, and collected surveys from the schools.

Dr. Luis Esquilin, Director of the Office of Planning, Research and Evaluation, explained the Dbase program and Randall Thomas assisted in the initial entry of survey data.

Mr. Jay Crow of Computer Solutions gave advise regarding Dbase and Wordperfect programs, and Mr. Art Francis created the Dbase computer program to interpret the data.

These St. Thomas principals and administrators cooperated by distributing the survey in their schools: Mrs. Rosemary Olive, Principal of Joseph Sibilly School, Mr. Joseph Trunk, Principal of Addelita Cancryn Junior High School, Mr. Lamont Thomas, Assistant Principal of Kirwan Terrace School, Mr. Carver Farrow, Principal of Bertha B. Boschulte Junior High School, and Mr. Ted O'Day, Assistant Principal of Charlotte Amalie High School.

These St. Croix principals and administrators cooperated by distributing the survey in their schools: Mrs. Rehina Rodriguez, Principal and Mrs. Bass, Assistant Principal of Charles Emanuel School, Mrs. Maria C. Grigg, Principal of Ricardo Richards School, Mr. Hampson, Principal of Pearl B. Larsen School, Mr. Walcott, Assistant Principal of Eulalie Rivera School, Mr. Antonio Steele, Principal of Evelyn Williams School, Mr. Sofronio Navarrete, Principal of Alfredo Andrews School, Mr. Kent Moorhead, Principal of Central High Annex, Mr. Willie King, Principal of Central High School, Mr. James Rodgers, Principal of John H. Woodson Junior High School, Mr. Terrence T. Joseph, Principal and Mr. Carlos Rodriguez, Assistant Principal of Arthur A. Richards Junior High School, Mrs. Isabel B. James, Principal of Alexander Henderson School, Mrs. Ilma Christian, Assistant Principal of Elena Christian Junior High School, Mrs. Jewel Ross-Sage, Assistant Principal of Juanita Gardine School, Mrs. Yvonne Christopher, Principal of Theodora Dunbavin School, Mrs. Sandra Howell, Assistant Principal of Claude O. Markoe School and Mrs. Charlotte Morgan, Assistant Principal of Lew Muckle School.

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Abstract

This study describes attitudes of St. Croix teachers and administrators toward the Bilingual Education Program. Ninety-one teachers and administrators in fourteen St. Croix public schools responded to a survey which measured attitudes toward three aspects of Bilingual Education: parents of students in the program, personnel and the function and value of the program.

Responses to the eighty-eight attitude statements on this survey indicate support for the existence of the Bilingual Education Program, a need for further in-service training, parent involvement and clarification of program methods and goals. Participants recognized the need for Bilingual Education and the value of the program. They understood the program's function and accepted it as having positive value. Participants disagreed that parents are sufficiently involved, that local personnel can manage funds, that Bilingual Education teachers work to help others understand the program and that native language training is essential.

These results show the need for a parent involvement program, greater awareness of how funds are spent, an increase in personnel and more in-service training for non-program teachers which includes an explanation in the importance of native language maintenance.

CHAPTER I

Introduction

St. Croix's public schools confront many challenges, and one of these is a rapidly growing population of children whose native language is not English. Forty-five per cent of the population is Spanish-speaking, with French Creole, Arabic, Papiamentu and Tagalog following as some of the non-English languages spoken on St. Croix.

Classroom teachers are asked to attend daily to the learning needs of the majority: English-speaking students, while at the same time assisting students who are a minority: limited English proficient (LEP) students. [Difficulties with basic communication can cause a non-English speaking child to be referred to a class for "slow learners," when the real problem is limited language proficiency.] The use of a local Creole English in the Virgin Islands also complicates the definition of "English proficiency" for many teachers.

Although Bilingual Education has been associated with Spanish-speaking students and Hispanic minorities in the United States, Bilingual Education programs in have been designed for native speakers of Haitian Creole, Chinese, Vietnamese, Khmer and Slavic languages. Bilingual Education is based on the

principle that language proficiency in a second language is improved by further mastery of the child's first language, and that development of the native language serves as a springboard for greater potential for achievement in English.

Throughout the United States, controversy has arisen regarding the ESL (English as a Second Language) and Bilingual Education programs which have been added to the curriculum at many schools. These programs are a response to the increased immigrant population, and many of them initiate language learning in the child's first language, or "mother tongue." Some American citizens remember how they weathered the adjustment of immigration in preceding decades without benefit of special educational help, and many of them resent governmental funding for what they interpret as a preferential program.

Aside from objections which may arise in the community, the Bilingual Education Program itself is prone to some difficulties: (1) Parents of the LEP students often feel reluctant to participate in their children's schooling because the school environment is unfamiliar to them; (2) Teachers who are already overburdened with work do not always welcome the task of administering yet another, "special" program. Teachers and administrators who interpret the trend

toward Bilingual Education as a tendency to pamper language minority children might not encourage development of the program in their own schools; and (3) LEP students who have the added burden of economic hardship can become alienated by the learning environment, if educational programs fail to address their needs.

The three components of parent involvement, efforts of school personnel and the Bilingual Education Program, then, have contributed toward an educational situation that can be influenced by the diversity of attitudes toward the Bilingual Education Program.

Background

ESL programs have been used at Elena Christian and Arthur Richards Junior High Schools on St. Croix, and John H. Woodson has offered Bilingual Education for six years. These programs came about through a process of experimentation and trial and error. Bilingual Education on St. Croix benefitted from a willingness on the part of educational staff to be aware of attitudes and perceptions toward Bilingual Education.

In 1982, Elena Christian had a semi-bilingual program, in which Spanish-speaking students with a high level of failure in their courses were referred to bilingual teachers. Mr. James Rodgers, Principal of Elena Christian at that time, commented that students

were placed in a section where they didn't mix and that they became isolated from other students. (personal communication, September 13, 1990)

In 1984, the Nuevos Comienzos Program began at John H. Woodson Junior High School, with federal funding. This Bilingual Education program had two teachers, two paraprofessionals, one supervisor and one secretary, working in conjunction with the Spanish Department of John H. Woodson.

Administrative and staff input toward its design made this program more effective in meeting the need for parent involvement and for students to interact with others outside the Bilingual Education Program. School representatives visited community homes as the Nuevos Comienzos program was initiated.

Mr. Rodgers, now Principal of John H. Woodson, commented that since the Bilingual Education program was looked upon as "special," it became more accepted after students in the program had accomplished their goals and were mainstreamed into the student body. (personal communication, September 13, 1990) The Bilingual Education program continues at John H. Woodson with a smaller staff, and Elena Christian and Arthur Richards Junior High Schools offer only English as a Second Language.

A view of the development of Bilingual Education programs on St. Croix clearly illustrates the importance of recognizing attitudes toward the Bilingual Education Program. The Nuevos Comienzos Program was designed after a careful evaluation of the original program at Elena Christian Junior High School. Since the administration and staff had an understanding of how attitudes were influencing the program, they structured the Nuevos Comienzos Program to better serve students while dispelling any counter-productive attitudes which existed.

Mrs. Maria Sanes, Director of the Virgin Islands Office of Bilingual Education, is aware of the need to restructure the program according to the changing needs of the community. Current projections emphasize a language maintenance program. She stated that, on St. Croix: "We don't have any language maintenance programs in which the native language is used throughout the student's academic life." (personal communication, May 18, 1990)

Bilingual Education Programs on St. Croix now vary in their use of ESL or native language instruction. Other schools aside from John H. Woodson adapt their methods according to the number of LEP students in the school, available teachers and other variables. Mrs. Sanes emphasized that her

office is: "working towards having Bilingual Education with the components that have been researched to be important or necessary for effective programs."

She explained that the program should be implemented uniformly in all St. Croix public schools, and that all school programs should have these components which preclude excellence:

1) native language instruction, with native language maintenance (where the instruction is maintained all years K-12), as opposed to transitional, with intensive content-area based ESL instruction, possibly with monolingual English speaking teachers prepared in the area of ESL.

2) cultural: We'd like to increase the cultural component in terms of instruction in all aspects of Bilingual Education, including ESL. There's no reason why ESL can't also include the cultural component.

3) We'd like a more active, incorporated parent involvement group.

That's what we're aiming for, what we're training teachers for: we'd like to have uniformity so that all schools in St. Croix would wind up with this one model.

We'd like less federal intervention. We'd like to head towards pure institutionalization, to decrease federal efforts and increase local efforts.

Finally, we'd like programs of excellence or enrichment as opposed to remedial. Gifted and talented children could be identified through the Bilingual Education Program.

Our mission is to eventually promote a program, an approach...a dream, for all public school children in the Virgin Islands to attain strong communicative proficiency in a foreign language, that they can speak it: kids who are English speakers taking Math in Spanish.

(Personal communication, May 18, 1990)

This projection for a Bilingual Education Program in the Virgin Islands would necessitate the addition of

personnel and materials to the existing program.

An overview of the history of Bilingual Education on St. Croix shows the obvious need for the program, as well as the diversity of its present application in the public schools.

Purpose of the Study

Many teachers and administrators have strong opinions regarding the place for Bilingual Education in the public education system, based on their experiences and observations. A greater understanding of their attitudes can contribute toward the decisions regarding the allocation of education funds, and the organization of future programs.

Many variations on the Bilingual Education program are currently offered: Project Upgrade on St. Thomas, the parent-as-teacher's aide experiments in the American Southwest, and the NOVA University of Florida program, in which gifted bilingual children are bussed to special classrooms. Along with these programs, the "U.S. English" movements in California and Florida are promoting legislation for "English only" instruction in the United States.

The multilingual community of St. Croix would be affected by legislation which limits the growth of Bilingual Education programs. Conclusions drawn from an attitudinal study of the Bilingual Education program

can help St. Croix staff to better understand how the education community perceives the program. With increased understanding, the Department of Bilingual Education will be better able to serve the needs of the children on St. Croix who have special language needs by adapting its planning to the needs expressed by teachers and administrators.

The purpose of this research is to describe the existing attitudes of St. Croix teachers and administrators toward the Bilingual Education Program. This descriptive information will be of value in making recommendations for planning decisions for the Bilingual Education Program in upcoming years.

Operational Definitions

Bilingual Education - a component of the school curriculum designed to teach English proficiency to non-native speakers by addressing them first in their native language, until proficiency is achieved.

ESL - the English as a Second Language method, in which English is taught as a foreign language to students who do not speak English, in much the same way Spanish and French are taught to English-speaking students.

LEP (Limited English Proficient) - a student who has not mastered the English language, regardless of what his/her first language may be.

First language, Native language, Mother tongue - the language a person learned from birth, and which is usually spoken with parents in the home.

Second Language - the language learned in addition to the mother tongue.

Bilingual - the capacity to speak and understand two languages fluently.

Monolingual - the capacity to speak and understand one language fluently.

Immersion - the type of program in which a student who does not speak English is placed in all-English speaking classes from the outset, without special language training.

Theoretical Rationale

Surveys of attitudes have become commonplace as part of the ongoing assessment and development of Bilingual Education Programs, foreign language programs and even perceptions of other cultural groups, throughout the United States and in Latin America.

A parent preference study surveying the parents of school aged Asian, Puerto Rican, Mexican American and Cuban students was funded by the U.S. Office of Planning, Budget and Evaluation in July 1988. Extensive research on parent involvement and literacy have been completed by the Trinity-Arlington, Teacher and Parent Training for School Success Project.

Quisenberry-Alvarado (1989) conducted a survey entitled: "F.L.E.S.: An Assessment of Parental Needs and Interest" at Sacred Heart Academy High School in Mt. Pleasant, Michigan. This survey determined attitudes toward implementing an elementary foreign language program at a small Catholic school.

Over a ten-year period, Austin (1989) conducted a series of surveys regarding bilingual teacher attitudes toward language use in a region of Paraguay where both Spanish and the native Indian language Guarani are spoken. Austin's findings determined a higher esteem and preference shown for Spanish language, as well as variation in the teachers' awareness of their own language use.

On St. Croix, no allowance has been made for evaluation of the Bilingual Education Program by the federal government for five years. The Office of the Territorial Department of Bilingual Education/ESL expressed interest and support for a survey of attitudes toward Bilingual Education in October, 1989. Results from this survey will be helpful to this office in completing the 548-10 form for requesting Bilingual Education funds from Washington, D.C. in June, 1990.

In addition, the survey will allow the Department of Bilingual Education to make a specific assessment of the perceptions held by the educational community of

St. Croix. With this information at hand, the Department of Bilingual Education will be better able to structure their local program and activities to accommodate community needs.

CHAPTER II

Review of the Literature

Recent educational research abstracts establish both a model and a rationale for a survey of attitudes toward Bilingual Education on St. Croix. Descriptive and historical research in the areas of attitudes toward Bilingual Education, language use, and attitudes toward other ethnic and minority groups indicate the great degree to which attitudes influence and even change the educational process.

In "Education for Language Minorities: Perspectives of Administrators, Parents and Youth," Howard (1988) examines the conflicting attitudes which can support or undermine Bilingual Education. Opponents may charge that the program is counter-productive because it delays English teaching, or that the program is not in keeping with the traditional functioning of schools. Controversy surrounding the program does publicize it, but may also promote misunderstandings of the program's intention.

In "Bilingual Education and Bilingual Curriculum: A Teacher's Perspective," Crane (1988) presents a survey of certified Bilingual Education teachers in the public school system of Southern California. Crane's survey findings indicate a misunderstanding by the teachers of the very terminology used to describe the

program, for Crane comments on a failure to distinguish the term "Bilingual Education" from the term "Bilingual Curriculum" (pp. 3-4.).

Cummins (1988) examines perceptions of language minority children which have their base in American history, and demonstrates how the prevalence of these beliefs hinders the growth of Bilingual Education programs in the United States. Cummins cites Lucas, who spoke of the "unmeltable" populations in American society (p. 14.).

Certain immigrant groups assimilated into the American "melting pot" with relative tranquillity, Lucas explains, but other racial or language minorities have not made the transition with ease. According to Lucas:

There is in America a profound, underground culture, that of the unmeltable population. Blacks have proven unmeltable over the years. The only place allowed them near the melting pot was underneath it--getting burned. Hispanics were also left out of the melting pot. Spanish has been historically preserved more among them than other languages in non-English speaking populations. It was a shelter, a defense. The days when Texas establishments would post a sign at the door, "No niggers, no dogs, no Mexicans," are not too far in the past.

(cited in Cummins, 1988, p. 14)

While such instances of racism may not be as glaringly evident today, the societal tradition of excluding minority groups can prevail in the classroom.

Classroom teachers can unwittingly convey their

attitudes toward minority students. Even though the stated school curriculum does not overtly promote conformity to the dominant culture, obvious assumptions made by the classroom teacher about culture, or failure on the teacher's part to recognize the diversity of culture, can prove to be a limiting influence for an already self-conscious language minority child. As Cummins (1988) explains:

...classroom teachers convey crucial messages in subtle ways to minority students about the validity (or lack of validity) of their language and cultural identity; they provide (or fail to provide) opportunities for student to express their identity through sharing their experiences of written and oral language; in addition, classroom teachers have a choice with respect to the extent to which they collaborate with minority parents' ways of promoting children's literacy at home or alternatively; they can ignore any potential contributions parents might make to their children's academic growth.

(pp. 10-11)

The unspoken messages communicated to language minority students affect the way they learn, for these messages represent distinct attitudes. While the stated content of teaching does not include these attitudes, they are still heard and felt clearly by students.

Austin (1989) further explained how unspoken attitudes can influence the learning of students in her paper: "Bilingual Teacher Attitudes and Language Use: A Comparison of Three Paraguayan Case Studies:"

...in bilingual settings, or second language educational settings, it is not widely known what teacher attitudes towards the use of the two

languages are present. Although these attitudes are transmitted to the learners in the way teachers present the lessons and interact with the students, there has been scant research into the nature of these attitudes' impact on L2 [second language] input for student learning.
(introduction)

Austin's extensive research into the attitudes of Paraguayan bilingual teachers enabled her to conclude that these attitudes have a specific effect on the way students are taught and the content of what they are taught. She quotes Fishman and other researchers, who have attempted to categorize aspects of "language attitudes" in this way:

Fishman (1975) offers the following broad definition of language attitudes: "evaluative reactions or feelings toward language use." DeStefano (1978) puts forth another compatible view focusing not only on the use, but the value of the language itself: "sets of judgement that place relative values on the "worth" of some languages or varieties." Gynan⁷ defines language attitude "as a learned predisposition to rate in a consistently favorable or unfavorable way a given speech sample," which suggests that attitude is an outcome of education.

(cited in Austin, p. 1.)

There is currently a greater awareness in the United States of the many subtle ways in which negative attitudes alienate minority groups. Similarly: "attitudes toward language, the second language, and the second language teacher are attributed more significance in second language learning than previously considered" (Austin, p. 1, 1989).

Despite a demonstrated preference by Paraguayan

bilingual teachers for the use of Spanish, Austin also notes that they continue to use their native language, Guarani. Her research regarding teacher attitudes toward language, then:

dispels several folk beliefs in education. First, those who blame mother tongue loyalties for endangering positive attitudes toward the second language are provided with evidence to the contrary...Second, those who claim that positive language attitudes translate into continued use of the mother tongue are not entirely correct either...Finally, in dispelling some of these beliefs, bilingual educators can recognize the possibility of incongruence between their own language attitudes and language use. Such mixed messages may have significant repercussions on levels of student bilingualism and/or achievement.
(p. 21, 1989)

By interviewing Paraguayan teachers using a closed-ended questionnaire, Austin is able to draw useful conclusions regarding the first and second language programs in Paraguay. Referring to the United States, she identifies many areas for further research:

For schooling purposes, it is important to determine how linguistic input provided to the students, shape their development as bilinguals. There are many questions that remain to be answered. In the U.S., what is our situation here? What teacher attitudes are expressed toward teacher use of the L1 [first language] and L2 in the class and are these affecting the actual teacher use of L1 and L2? Is bilingual education failing or progressing because of the language use patterns in the classroom? Who's minding the class? What attitudes do the teachers have toward the mother tongue, the L2? Do they model these? What kind of bilingualism are they promoting through their own language use?
(p. 25, 1989)

The many questions posed by Austin at the conclusion of

her research establish a clear rationale for a survey of attitudes toward Bilingual Education in a multicultural, multilingual community like St. Croix. Obviously convinced that attitudes toward language influence the entire educational process, Austin calls for further studies throughout the United States so that valuable conclusions can be drawn.

Herman's research (1983) also exemplifies the value of an attitude questionnaire to describe commonly held perceptions among a specific group. He arrives at conclusions regarding the attitudes of sixth grade students toward minority groups through the use of an interview/questionnaire conducted during recess time.

Since his findings indicate that racially mixed schools showed the highest degree of tolerance for children of other races, Herman states: "It appears the greater the mix of ethnic and racial groups at a school, the more tolerance and acceptance of different groups will be shown by its students (p. 10.)."

Herman's research displays how the closed-ended interview can elicit clear indications of attitude, even among large, diverse populations. He explains how word choice in describing the ethnic minority influenced participants' responses, noting that whites reacted negatively toward "Caucasian." They rejected

the "Latino" group, but had a positive reaction to groups called "Hispanic" and "Spanish" (p. 6.).

According to Herman (1983), research into the area of attitudes will be essential to the future of education:

If our nation is to survive as a "Nation of Nationalities" and as a pluralistic society, then we need more information in the areas of intergroup relations and interracial attitudes to effectively deal with the critical issues of the eighties. We also need to seek the means for our students to better confront the challenges that they will meet as the adults and parents of the nineties. (p. 10.)

While the survey of attitudes on St. Croix does not directly address interracial attitudes, it certainly will provide information about relations between diverse language groups on St. Croix.

The scope and volume of attitude surveys on language use and race relations within the past few years provide a clear precedent for a survey in the Virgin Islands. Howard (1988) explains the multitude of "pro" and "con" opinions surrounding the debate about funding for Bilingual Education Programs, so that such debates might be more easily mediated. Crane (1988) points out how even teachers within the Bilingual Education Program have become confused regarding the words used to describe the program. Her observations can be used as a reference point for

improved teacher orientation and training.

Cummins (1988) uses a historical background to show how commonly held societal perceptions strongly influence school programs and students, giving legitimacy to the grievances of many students who have been marginalized by the educational system. Austin (1989) dispels commonly held notions about native language and second language use by bilingual teachers, so that specialists in the field have the basis for forming a more realistic view. Showing the positive relationship between school integration and interracial tolerance, Herman (1983) validates efforts to promote improved communication between ethnic groups.

All five researchers demonstrate the necessity of clarifying the existing attitudes toward Bilingual Education, language use, and other ethnic minorities. Both practitioners and critics of Bilingual Education would be better able to understand the current mood regarding the program if they had the benefit of survey results in the area of attitudes. In this way, the Bilingual Education Program could be better implemented and understood.

Limited education funds on St. Croix can change advocates of diverse academic programs into competitors as they vie for available money. If a program is

perceived as unnecessary, it will certainly be overlooked when the time comes for funding decisions.

As in many other areas of the United States, an attitudinal study of teachers and administrators on St. Croix will allow for an analysis of how the Bilingual Education Program is considered by those who administer and supervise the Education Program. This analysis will yield valuable insights for those who plan the Bilingual Education Program.

CHAPTER III

Methodology

The researcher constructed a Likert scale-style survey as the research instrument for this attitudinal study. The simplicity of a closed-ended questionnaire offered the most time-effective and practical option.

The researcher selected statements on the survey based on three resources: 1. the recommendations of the St. Croix Office of Bilingual Education (Maria Sanes, Nidia Tolentino, Carmen Milligan, personal communication, November, 1989.), 2. statements of attitude toward Bilingual Education found in the current literature, 3. the recommendations of Dr. Sharon Moya, of the Evaluation Assistance Center in Washington, D.C. (personal communication, December 26, 1989). Statements which contained distinct attitudes toward aspects of Bilingual Education were selected, and categorized in three areas: Parents, Personnel and Program.

Pilot Study

The researcher conducted a pilot study on St. Thomas, Virgin Islands, from March 19-21. Since the island of St. Thomas is near St. Croix, and has a similar public education system and a fairly comparable population, the instrument was tested there to insure that statements contained were effective measures of

attitude. The research instrument used in St. Thomas was twelve pages in length and contained ninety-nine closed-ended questions and two open-ended questions regarding the strengths and weaknesses of the Bilingual Education Program.

A total of ninety-six surveys were distributed to administrators and teachers at these St. Thomas public schools: Kirwan Terrace Elementary School, Joseph Sibilly Elementary School, Addelita Cancryn Junior High School, Bertha B. Boschulte Junior High School and Charlotte Amalie High School. The researcher visited each school and explained the survey to the principals and some of the teachers.

The researcher entered the results of the twenty-six completed surveys on a Dbase file system with the assistance of Dr. Luis Esquilin of the Virgin Islands Education Department Division of Planning, Research and Evaluation. The researcher then amended the questionnaire, omitting those statements which proved invalid or unreliable as a result of the analysis.

St Croix Survey

The research instrument distributed on St. Croix from April 23-30 contained eighty-eight closed-ended questions, and two final open-ended questions about the strengths and weaknesses of the Bilingual Education Program. A total of two-hundred-eighty-six surveys

were distributed to administrators and language arts teachers at these 14 St. Croix public schools:

Elementary: Alexander Henderson, Charles Emanuel, Alfredo Andrews, Evelyn Williams, Eulalie Rivera, Ricardo Richards, Lew Muckle, Juanita Gardine, Pearl B. Larsen, Theodora Dunbavin, Junior High: Arthur A. Richards, John H. Woodson, Elena Christian, High school: Central High, Central High Annex.

The researcher spoke with all administrators in person or by telephone or communicated by letter, in order to explain the purpose of the survey. Completed surveys were picked up during the three week period from April 30 to May 21, and the results were entered into a Dbase file system.

Limitations of the Study

The validity of this study is affected by the following factors:

(1) differences in the educational programs between St. Thomas, where the survey was field-tested, and St. Croix, where it was administered. Instead of a Bilingual Education Program, the St. Thomas Department of Education offers Project Upgrade, an alternative program. Because of the differences in programs, and the different population of language minority students, attitudes on St. Thomas could vary from those on St. Croix.

(2) lack of randomization in selecting teachers and administrators to participate. The survey was distributed to school principals, who were asked to cooperate in a research effort. Completed surveys may have been collected primarily from teachers and administrators who already had a positive attitude toward Bilingual Education, which motivated them to complete the survey.

(3) misunderstanding of attitude statements or terminology used on the survey, or objections to the wording of a statement. Some participants expressed objections by writing comments in the margins of the survey. Attitude statements such as those regarding the Bilingual Education Department's recognition of diverse learning styles prompted a high percentage of "No opinion" responses.

(4) potential of bias in attitude statements. Although items on the survey had been selected from the existing literature on Bilingual Education, selection of certain statements may reflect the unconscious bias of the researcher. In addition, items omitted could also lead to biases on the survey.

(5) Length of the survey. Since the St. Croix survey was eight pages long, some participants may not have completed it carefully after the first few pages. Others may have tended to choose "No opinion" rather

than read each statement.

(6) Time of the survey. The difficult 1989-90 St. Croix school year involved damaged school facilities due to Hurricane Hugo and resulting stress on teachers, with a new double session class schedule. Teachers may have been under excessive strain at the time they completed the survey.

CHAPTER IV

Analysis of the Data

The data for this research was compiled from 91 completed attitude surveys from 14 St. Croix public schools: (High Schools): St. Croix Central, Central High Annex, (Junior High Schools): John H. Woodson, Elena Christian, Arthur A. Richards, (Elementary Schools): Charles Emanuel, Eulalie Rivera, Evelyn Williams, Alfredo Andrews, Pearl B. Larsen, Juanita Gardine, Claude O. Markoe, Ricardo Richards and Alexander Henderson. Survey results were entered into a Dbase file system, printed and then evaluated using a computer program designed for the data.

Participants

Position: 85% of the participants were teachers, 10% were administrators and 5% held other responsibilities including: counseling, supervision, discipline, preparation, paperwork, helping other teachers and serving as department chair. 71 participants responded to this question.

Status: 99% of the participants were full-time employees. 89 participants responded to this question.

Sex: 80% of the participants were female and 20% were male. 90 participants responded to this question.

Age: 10% of the participants were aged 20-29, 36% were aged 30-39, 34% were aged 40-49, 19% were aged 50-59

and 19% were aged 60-69. 89 participants responded to this question.

Race: 7 percent of participants were Blacks from the continental U.S.A., 47% were West Indian Blacks, 17% were White, 23% were Hispanic, 2% were Asian or Pacific Islanders and 1% belonged to other racial or ethnic groups. 86 participants responded to this question.

Second Language: 35 participants were fluent in a non-English language. Of this group, 69% spoke Spanish, 9% spoke Spanish and Portuguese, 3% spoke Pilipino, 11% spoke French and Spanish, 3% spoke French and Spanish, 3% spoke French Creole, 3% spoke Spanish and Italian and 3% spoke French.

Degree Earned: 2% of participants had completed high school and some college work, 40% had a B.A., 35% had an M.A., 3% had an M.A. and additional graduate work, 10% had a B.S., 5% had an M.S., 1% had an M.N.S., 1% had an M.P.A. and 2% had a Ph.D. 86 participants responded to this question. The average of the years degrees were earned was 1981, from a sample size of 80 participants who answered this question.

Experience: The average total number of years in teaching was 15, out of a sample size of 80 participants who responded to this question. The average total number of years at the present school was 8, out of a sample size of 87 participants who

responded to this question. The average number of schools in which participants had held full-time appointments was 2, out of a respondent sample size of 87.

Work with Limited English Proficient Students: 25% of the 91 participants who responded to this question had never worked with LEP students. 14% had worked with LEP students for 1 year, 4% had worked 2 years, 3% had worked 3 years, 7% had worked 4 years, 34% had worked 5 years or more, 2% had worked 10 years or more and 2% had worked more than 20 years with LEP students.

Proficiency in Bilingual Education: 26% of the 91 participants who responded to this question considered themselves "nonusers" in the area of Bilingual Education. 30% considered themselves "novices," 27% considered themselves "intermediate" and 2% considered themselves "old hand."

Formal Training: 33% of participants had received some formal training in Bilingual Education. Of the 25 participants who described their training, 4% received Bilingual Education classes at the Curriculum Center, 11% had attended workshops at the Curriculum Center, 30% had attended workshops or seminars in college, 26% had earned 24-28 credits from the Universidad Metropolitana in Puerto Rico, 11% had attended a 2 week summer program at Charles Emanuel School, 4% had a

*Formal Training
4% Curriculum Center
11% Curriculum Center
30% College
26% Universidad Metropolitana
11% Charles Emanuel School
4% Charles Emanuel School*

degree in Bilingual Special Education at the Master's level, 4% had been trained for testing English proficiency and 7% had a B.A. in E.S.L. and an M.A. in Bilingual Education from New York University.

Table 1

Respondent Profile

Variable	Percentages	Sample Size
Position		71
Teaching:	85%	
Administration:	10%	
Other:	5%	
Status		89
Full time:	99%	
Part time:	1%	
Sex		90
Female:	80%	
Male:	20%	
Age		89
20-29:	10%	
30-39:	36%	
40-49:	34%	
50-59:	19%	
60-69:	19%	
Race		86
Black (U.S.A.):	7%	
Black (West Indian):	49%	
White:	17%	
Hispanic:	23%	
Asian or Pacific Islander:	2%	

Table 2.

Respondent Profile

Variable	Percentages	Sample Size
Second Language		35
Spanish:	69%	
Spanish/ Portuguese:	9%	
Pilipino:	3%	
French/Spanish:	11%	
French Creole:	3%	
Spanish/Italian:	3%	
French:	3%	
Degree:		86
H.S. + some college work:	2%	
B.A.:	40%	
M.A.:	35%	
M.A.+ additional courses:	3%	
B.S.:	10%	
M.S.:	5%	
M.N.S.:	1%	
M.P.A.:	1%	
Ph.D.:	2%	
Professional Background		Sample Size
Average year degree earned:	1981	80
Average total years taught:	15	89
Average total years at present school:	8	90
Average number of schools where participants worked full-time:	2	87

Table 3

Respondent Profile

Variable	Percentages	Sample Size
Work With LEP Students		91
Never:	25%	
1 year:	14%	
2 years:	4%	
3 years:	3%	
4 years:	7%	
5 or more:	34%	
10 or more:	2%	
20 or more:	2%	
Proficiency in Bilingual Education		
Nonuser:	26%	
Novice:	30%	
Intermediate:	27%	
Old hand:	2%	
Formal Training		25
Unspecified formal training:	33%	
Classes-Curriculum Center:	4%	
Workshops- Curriculum Center:	11%	
24-28 credits/ Univ. Metropolitana:	26%	
2 week summer program:	11%	
Bilingual Special Ed. training/M.A. level:	4%	
Testing English Proficiency:	4%	
B.A.: E.S.L./M.A.:		
Bilingual Ed./N.Y.U.:	7%	
Monterey Language Training:	4%	

Parents

Parents of students in the Bilingual Education Program represent the first area of attitude measured by the survey. Results describe attitudes toward four aspects of parent involvement: understanding, encouragement, literacy and participation.

1. Understanding: Those who responded view parents as being in favor of the school's responsibility for their children's language training and as recognizing the importance of English language skills. According to participants, parents do not understand the school system and procedures, nor do they equate Bilingual Education with Special Education. (see Figure 1.)

Parents' understanding of the Bilingual Education Program

1. Parents of students in the Bilingual Education Program understand the school's system and procedures. (35)
2. Parents of students in the Bilingual Education Program believe that it is the responsibility of the school to teach their children English language skills. (15)
3. Parents of students in the Bilingual Education Program believe that it is the responsibility of the school to teach their children to speak, read and write in their native language. (26)
4. Parents of students in the Bilingual Education Program believe that it is very important that their children learn to speak English. (49)
5. Parents of students in the Bilingual Education Program consider the program to be the same as Special Education. (20)

	1	2	3	4	5	NO
1	3%	5%	18%	25%	27%	21%
2	40%	21%	18%	5%	3%	13%
3	25%	12%	16%	11%	16%	19%
4	26%	24%	16%	11%	7%	15%
5	4%	7%	11%	18%	32%	29%
	1	2	3	4	5	NO OPINION

Note:

All figures represent responses using this scale:

5 4 3 2 1 No opinion
 (Strongly agree) (Strongly disagree)

The number in parenthesis after each attitude statement represents the placement of the statement on the attitude survey.

2. Encouragement: Responses indicate ambivalence regarding whether parents of students in the Bilingual Education Program encourage these students. Participants think that parents want to help their children and are happy that their children are in the program, but are less convinced that parents instill culture and history in their children at home. (see Figure 2.)

FIGURE 2

Parents' encouragement of Bilingual Education Students

1. Parents of students in the Bilingual Education Program encourage their children to be successful in school. (89)
2. Parents of students in the Bilingual Education Program want to help their children, but do not know how. (5)
3. Parents of students in the Bilingual Education Program are happy that their children are in the program. (75)
4. Parents of students in the Bilingual Education Program teach their children about their cultural history and traditions. (81)

	1	2	3	4	5	NO
1	9%	13%	23%	14%	9%	32%
2	14%	19%	27%	4%	11%	24%
3	12%	11%	31%	4%	5%	36%
4	9%	10%	22%	14%	10%	35%
	1	2	3	4	5	NO

3. Literacy: Participants are reluctant to discount the importance of contributions by parents who cannot read and write. However, they still believe that parent illiteracy is a barrier, and disagree that parents who cannot read or write are helpful in their children's academic success. (see Figure 3.)

FIGURE 3:

Importance of Parent Literacy

1. Only parents who are literate in English can help their children become literate students. (86)
2. Parents' illiteracy presents a barrier to the collaboration between home and school. (87)
3. Illiterate parents are helpful in their children's academic success. (78)

	1	2	3	4	5	NO
1	9%	9%	9%	21%	43%	10%
2	21%	25%	16%	15%	14%	8%
3	3%	7%	16%	13%	44%	16%
	1 Strongly Agree	2	3	4	5 Strongly Disagree	NO OPINION

4. Participation: Participants agree strongly that parents must have contact with the school in order to understand the program, and that students would improve their achievement if parents were more involved. They also agree with the statement that the school should be aware of parents' preferences. Participants do not view parents as being involved in the Bilingual Education Program at the present. (see Figure 4.)

FIGURE 4

Importance of parents' participation in the Bilingual Education Program

1. Parents of students in the Bilingual Education Program must have contact with the school in order to understand the program. (54)

2. Parents are involved in their children's Bilingual Education Program. (76)

3. Bilingual Education Program personnel must have an awareness of the preferences of parents whose children are in the Bilingual Education Program. (19)

4. Students in the Bilingual Education Program would improve their academic achievement if their parents were more involved in the school program. (25)

	1	2	3	4	5	NO
1	55%	21%	7%	7%		11%
2	2%	5%	21%	20%	19%	33%
3	24%	22%	19%	10%	3%	22%
4	59%	19%	3%	4%	4%	10%
	1	2	3	4	5	NO

Personnel

Participants evaluated Bilingual Education Program personnel as part of the second area of attitudes measured by the survey. Attitude statements measured four aspects of personnel: their interest in improving the program, requirements for their effectiveness, their ability to manage funds and their view of the LEP student.

5. Interest: Participants agree that Bilingual Education personnel are interested in improving the program. However, many do not think that personnel work to improve understanding of the program among teachers of other subjects. Participants did not arrive at a consensus regarding whether personnel encourage other teachers to support the program. Bilingual Education teachers are not perceived as doing more paperwork than other teachers. (see Figure 5.)

FIGURE 5

Interest of personnel in the Bilingual Education Program

1. Personnel in the Bilingual Education Program are interested in improving the effectiveness of the program. (2)
2. Bilingual Education Personnel help teachers who do not work within the Bilingual Education Program to better understand the program. (40)
3. Bilingual Education Program teachers encourage teachers who do not work within the Bilingual Education Program to support the program. (12)
4. Teachers who have non-English speaking children in their classrooms spend more time preparing and doing paperwork than those without non-English speakers. (50)

	1	2	3	4	5	NO
I1	26%	21%	27%	9%	5%	11%
I2	10%	12%	23%	15%	23%	16%
I3	12%	24%	19%	15%	11%	19%
I4	15%	14%	14%	13%	20%	23%
	1	2	3	4	5	NO

6. Requirements: Participants concurred with all the mentioned requirements for an effective Bilingual Education teacher: thorough knowledge of theory and of the cultures involved, proficiency in the child's native language and academic preparation from a well-designed training program. They agreed that an effective Bilingual Education teacher does not assume that there is one best way to teach. Participants strongly supported the requirement that a Bilingual Education teacher have a genuine interest in the education of children. (see Figure 6.)

FIGURE 6

Requirements for an effective Bilingual Education teacher

1. An effective Bilingual Education teacher has a thorough knowledge of the theories concerning Bilingual Education. (70)
2. An effective Bilingual Education teacher has a genuine interest in the education of children, regardless of their linguistic background. (8)
3. An effective Bilingual Education teacher has a thorough knowledge of and proficiency in the child's native language. (34)
- R4. An effective Bilingual Education teacher has a thorough knowledge of the cultures reflected in the two languages involved. (74)
5. An effective Bilingual Education teacher has academic preparation obtained from a well-designed teacher training program in Bilingual Education. (42)
6. An effective Bilingual Education teacher does not assume that there is one best way to teach anything. (79)

	1	2	3	4	5	NO
1	33%	25%	15%	4%	2%	20%
2	68%	16%	5%	3%	3%	3%
3	46%	18%	13%	9%	3%	11%
4	37%	30%	12%	8%	3%	10%
5	45%	21%	14%	3%	5%	11%
6	49%	22%	8%	4%	4%	12%
	1	2	3	4	5	NO

FIGURE 6

Requirements for an effective Bilingual Education teacher

1. An effective Bilingual Education teacher has a thorough knowledge of the theories concerning Bilingual Education. (70)
2. An effective Bilingual Education teacher has a genuine interest in the education of children, regardless of their linguistic background. (8)
3. An effective Bilingual Education teacher has a thorough knowledge of and proficiency in the child's native language. (34)
- R4. An effective Bilingual Education teacher has a thorough knowledge of the cultures reflected in the two languages involved. (74)
5. An effective Bilingual Education teacher has academic preparation obtained from a well-designed teacher training program in Bilingual Education. (42)
6. An effective Bilingual Education teacher does not assume that there is one best way to teach anything. (79)

	1	2	3	4	5	NO
1	33%	25%	15%	4%	2%	20%
2	68%	16%	5%	3%	3%	3%
3	46%	18%	13%	9%	3%	11%
4	37%	30%	12%	8%	3%	10%
5	45%	21%	14%	3%	5%	11%
6	49%	22%	8%	4%	4%	12%
	1	2	3	4	5	NO

7. Funds: While participants do not overwhelmingly favor government control, neither do they regard local personnel as capable of handling federal funds. The federal government is considered slightly better able to decide how tax dollars should be spent on Bilingual Education. (see Figure 7.)

FIGURE 7

Personnel ability to manage federal funds

1. Local St. Croix Bilingual Education personnel are able to decide how tax dollars should be spent on the local Bilingual Education Program. (32)

2. The federal government is able to decide how tax dollars should be spent on the St. Croix Bilingual Education Program. (10)

3. Local St. Croix school officials and teachers are able to set up the Bilingual Education Program based on local conditions, resources and needs. (39)

	1	2	3	4	5	NO
1	5%	8%	19%	10%	18%	41%
2	18%	14%	20%	5%	15%	27%
3	14%	16%	19%	19%	5%	26%
4	23%	19%	16%	5%	3%	33%
	1	2	3	4	5	NO

8. View: According to survey participants, Bilingual Education teachers view their students as having the potential to learn English and to achieve this in a Bilingual Education classroom. Participants observe that Bilingual Education teachers are tolerant of differences in student learning styles and as understanding these differences. They disagreed that teachers view their students as being better off in an all-English instructed classroom, but do not support the statement that these teachers would prefer to immerse the student in his or her native language. (see Figure 8.)

FIGURE 8

How Bilingual Education teachers are perceived as viewing their students

1. Bilingual Education Program personnel show a tolerance for differences in students' learning styles. (1)
2. Bilingual Education Program teachers show an understanding of differences in students' learning styles. (51)
3. Teachers in the Bilingual Education Program see the students they teach as having the potential to learn English. (62)
4. Teachers in the Bilingual Education Program think that non-English-speaking students are better able to achieve academically in a Bilingual Education Program. (21)
5. Teachers in the Bilingual Education Program think their non-English speaking students would achieve more academically in a program where they are immersed in their own native language first. (56)
6. Teachers in the Bilingual Education Program think their non-English-speaking students are better able to achieve academically in an all-English instructed classroom. (4)

	1	2	3	4	5	NO
1	11%	23%	21%	10%	3%	32%
2	10%	29%	22%	9%	3%	27%
3	26%	35%	15%	2%	2%	19%
4	24%	25%	23%	7%	4%	16%
5	11%	16%	20%	11%	11%	31%
6	5%	12%	10%	21%	22%	30%
	1	2	3	4	5	NO

Program

In addition to parents and personnel, results from the survey also reveal attitudes toward diverse aspects of the Bilingual Education Program. These areas of attitude include: students' rights to the program, compatibility of the program with the American system, positive value of the program, program recognition of learning styles, advantages of the program, the meaning, function and cultural sensitivity of Bilingual Education, importance of native language instruction and Bilingual Education as a resource for the guidance counselor.

9. Rights: Participants agree with these statements that students have a legal right to Bilingual Education: the St. Croix Department of Education is obliged to provide Bilingual Education services to students who do not know English, the Department protects the rights of these students by providing special programs and that St. Croix children with language difficulties must be given special help in school. (see Figure 9.)

FIGURE 9

Students' rights to Bilingual Education

1. The St. Croix Department of Education is obligated to provide Bilingual Education Services to students who do not know English. (67)
2. The St. Croix Public School system protects the civil rights of its students by providing special programs to meet the needs of limited English proficie (LEP) students. (27)
3. St. Croix children with language difficulties must be given special help in school. (45)

	1	2	3	4	5	NO
1	35%	25%	11%	1%	2%	25%
2	18%	16%	23%	14%	11%	18%
3	58%	21%	14%	3%		3%
	1	2	3	4	5	NO

10. Compatibility: Participants strongly disagree with statements opposing Bilingual Education because of its incompatibility with the American social and educational system. While participants express agreement with the role of the English language as a unifying bond in our society, very few criticize the rationale for the existence of Bilingual Education. They disagree that Bilingual Education undermines the values of American society, prevents the student from learning English, gives an unfair advantage to immigrants or is un-American and contrary to the goal of national unity. (see Figure 10.)

FIGURE 10

Compatibility of Bilingual Education
with the American system

1. Bilingual Education undermines the basic values of American society by giving preference to Hispanics. (52)

2. In preserving a student's native language, Bilingual Education prevents the student from learning English. (28)

3. Learning English is the unifying bond of our nation's diverse population. (66)

4. For an American to speak any other language besides English is un-American. (48)

5. To teach any other language besides English in the United States is contrary to the goal of national unity. (60)

6. Bilingual Education gives an unfair advantage to immigrants. (71)

	1	2	3	4	5	NO
1		3%	13%	13%	58%	12%
2	4%	2%	8%	12%	58%	15%
3	27%	16%	16%	9%	11%	20%
4	2%	2%	1%	5%	71%	18%
5	3%	2%	8%	5%	66%	15%
6	7%	1%	8%	28%	40%	11%
	1	2	3	4	5	6
	Strongly				Strongly	NO
	Agree				Disagree	OPINION

11. Positive value: While some participants object to a statement that: "Bilingual Education is necessary for children to make satisfactory progress in school," most agree that Bilingual Education produces enhanced achievement, is valuable and an enriching experience for all students and is necessary for children to make satisfactory progress in school. (see Figure 11.)

FIGURE 11

Positive Value of Bilingual Education

1. Education in two languages produces enhanced achievement. (73)
2. Education in two languages is valuable because one language is used as a foundation for the other. (3)
3. Bilingual Education is an enriching experience for all students. (80)
- P4. Bilingual Education is necessary for children to make satisfactory progress in school. (85)

	1	2	3	4	5	NO
1	33%	18%	22%	8%	2%	18%
2	38%	20%	20%	4%	5%	12%
3	25%	16%	30%	10%	3%	15%
4	20%	21%	18%	12%	13%	16%
	1	2	3	4	5	NO

12. Recognition: Participants supported the Bilingual Education Program's recognition of a variety of student learning styles. They agreed that the program is structured to meet students at a variety of ability levels and that it acknowledges the importance of verbal memory, auditory perception and pattern recognition in the language learning process. Participants agreed that the Bilingual Education Program is based on the premise that students can best employ reasoning processes in their native language. (see Figure 12.)

FIGURE 12

Bilingual Education recognition of learning styles

1. The Bilingual Education Program recognizes that the skill of verbal memory is important in language learning. (22)

2. The Bilingual Education Program recognizes that the skill of auditory perception is important in language learning. (61)

3. The Bilingual Education Program recognizes that the skill of pattern recognition is important in language learning. (82)

4. The Bilingual Education Program is based on the belief that reasoning processes can be most fully understood by a student in his or her first language. (33)

R5. Bilingual Education classes are structured to meet the needs of students at a variety of ability levels. (47)

	1	2	3	4	5	NO
1	21%	21%	23%	8%	5%	22%
2	36%	20%	19%	1%		24%
3	14%	31%	13%	3%	2%	36%
4	29%	29%	19%	3%	3%	18%
5	15%	22%	29%	9%	9%	16%
	1 Strongly Agree	2	3	4	5 Strongly Disagree	NO NO OPINION

13. Advantage: Participants concurred with statements that knowledge of two languages is advantageous and gives a student a diversified set of mental abilities. They agreed that the acquisition of strong English skills is crucial to the future of St. Croix's non-English speaking students, but disagreed that a person who fails to learn standard English well faces a lifetime of unemployment. (see Figure 13.)

FIGURE 13

Advantages of the Bilingual Education Program

1. A child who is fluent in two languages has advantages which a monolingual child does not enjoy. (5)
2. Experience with two language systems gives the bilingual child a more diversified set of mental abilities. (37)
3. The acquisition of strong English skills is crucial to the future of non-English speaking students on St. Croix. (84)
4. A young person on St. Croix who fails to learn standard English well faces a lifetime of unemployment. (64)

	1	2	3	4	5	NO
A1	51%	15%	10%	7%	9%	9%
A2	18%	21%	22%	13%	10%	16%
A3	30%	32%	18%	3%	7%	11%
A4	8%	8%	20%	24%	31%	10%
	1	2	3	4	5	NO

14. Meaning: Responses showed a positive interpretation of the meaning of Bilingual Education. Participants agreed that Bilingual Education means teaching a child in two languages and that it is an instructional method, a way of teaching English proficiency and a way to stimulate foreign language learning. They disagreed with statements that Bilingual Education is a remedial program or a dropout prevention technique. (see Figure 14.)

FIGURE 14

Meaning of Bilingual Education

1. Bilingual Education means teaching a child in two languages. (13)
2. The Bilingual Education Program is an enrichment program. (59)
3. Bilingual Education is an instructional method. (85)
4. Bilingual Education is a means of teaching English proficiency. (29)
5. Bilingual Education is a way to stimulate foreign language learning. (72)
6. The Bilingual Education Program is a remedial program. (23)
7. Bilingual Education is a dropout prevention technique. (83)

	1	2	3	4	5	NO
1	25%	21%	25%	10%	12%	7%
2	18%	29%	16%	4%	18%	15%
3	21%	29%	18%	2%	5%	25%
4	18%	29%	25%	11%	10%	8%
5	21%	21%	25%	7%	8%	19%
6	5%	8%	15%	15%	36%	20%
7	11%	18%	16%	11%	25%	19%
	1	2	3	4	5	NO

15. Function: According to participants, the function of the Bilingual Education Program is to allow the LEP student to participate more fully in American society, supplement regular language training, teach English and help students with special language needs. Their responses show the opinion that the function of the Bilingual Education Program is not to maintain native language and culture, nor to help a student become more familiar with his or her native tongue. (see Figure 15.)

FIGURE 15

Function of Bilingual Education

1. The Bilingual Education Program exists so that the limited English proficient (LEP) student can one day participate more fully in American society. (16)
2. The function of the Bilingual Education Program is to supplement regular language training. (77)
3. The function of the Bilingual Education Program is to teach English to limited English proficient (LEP) students. (9)
4. The function of the Bilingual Education Program is to help students with special language needs. (36)
5. The function of the Bilingual Education Program is to maintain native language and culture. (44)
6. The function of the Bilingual Education Program is to help the student become more familiar with his or her native tongue. (17)

	1	2	3	4	5	NO
1	43%	22%	13%	2%	5%	14%
2	19%	13%	32%	9%	10%	18%
3	29%	23%	21%	9%	9%	10%
4	20%	37%	22%	8%	5%	8%
5	9%	19%	26%	14%	18%	14%
6	12%	16%	19%	21%	23%	9%
	1	2	3	4	5	NO

16. Cultural Sensitivity: Participants agree that Bilingual Education broadens a student's range of choice for cultural identity, but do not believe that it makes or imposes such choices. They also agree that the reliability of standardized tests is affected by the ethnic background of the test-taker. A scant majority agree that students whose cultural heritage does not place value on academic achievement, do not achieve in school. (see Figure 16.)

FIGURE 16

Cultural Sensitivity of Bilingual Education

1. Bilingual Education broadens the students' range of choice for cultural identity. (46)
2. Bilingual Education does not make cultural identity choices for students. (58)
3. Bilingual Education does not force premature decisions of cultural identity upon students. (6)
4. Students whose cultural heritage does not place value on academic achievement do not achieve in school. (38)
5. The reliability of standardized tests is affected by the ethnic background of the test-taker. (41)

	1	2	3	4	5	NO
1	21%	25%	25%	4%	7%	18%
2	16%	15%	23%	9%	8%	29%
3	14%	23%	24%	8%	2%	21%
4	21%	15%	18%	13%	18%	15%
5	34%	18%	13%	9%	5%	21%
	1	2	3	4	5	NO

17. Native Language: Participants think that ESL is the main part of Bilingual Education and that instruction in the students' native language supports linguistic and cognitive development. While participants disagree that instruction in the native language results in high levels of achievement in the second language, they also disagree that instruction in the native language retards English learning or results in cognitive confusion. (see Figure 17.)

FIGURE 17

Importance of Native Language Instruction

1. English as a Second Language (ESL) is the main part of Bilingual Education. (11)
2. Instruction in the student's native language supports linguistic development. (43)
3. Instruction in the student's native language supports cognitive development. (30)
4. Instruction in the student's native language results in high levels of academic achievement in the second language. (14)
5. Instruction in the student's native language retards the learning of English. (57)
6. Instruction in the student's native language results in cognitive confusion. (63)

	1	2	3	4	5	NO
1	20%	15%	24%	16%	11%	13%
2	30%	21%	25%	4%	2%	18%
3	21%	34%	21%	10%	2%	12%
4	13%	12%	29%	14%	15%	16%
5	12%	12%	16%	15%	30%	14%
6	5%	5%	10%	21%	42%	16%
	1	2	3	4	5	NO

18. Counselor: Participants do not view Bilingual Education as a resource for counselors to help LEP students with problems of low self-esteem, truancy and underachievement, nor do they observe that LEP students are often referred to the guidance counselor. They agree that Bilingual Education is a resource for the guidance counselor in helping students with problems related to their language difficulty. (see Figure 18.)

FIGURE 18

Bilingual Education as a resource for the
guidance counselor

1. Bilingual Education is a resource for the school guidance counselor to help limited English proficient (LEP) students who suffer from low self-esteem. (24)
2. Bilingual Education is a resource for the school guidance counselor to help limited English proficient (LEP) students who are candidates for underachievement. (3)
3. Bilingual Education is a resource for the school guidance counselor to help limited English proficient (LEP) students who are candidates for truancy. (7)
4. Students who do not speak English are often referred to the school counselor for guidance. (53)
5. The school guidance counselor needs the Bilingual Education Program as a resource for students with adjustment problems due to special language needs. (18)

	1	2	3	4	5	NO
1	12%	22%	24%	9%	18%	15%
2	13%	23%	25%	3%	15%	20%
3	12%	21%	18%	10%	23%	16%
4	9%	15%	19%	11%	25%	21%
5	22%	31%	20%	10%	10%	8%
	1	2	3	4	5	NO

CHAPTER V

Discussion, Implications, Recommendations

Summary

This attitudinal study of Bilingual Education describes the attitudes of 91 St. Croix teachers and administrators toward the parents of students in the Bilingual Education Program, toward Bilingual Education personnel and in regard to the value and function of the Bilingual Education Program. Data from this May 1990 Likert scale survey show acceptance of the Bilingual Education Program and support for increased parent involvement, personnel training and education of other, non-program teachers about the program.

Parents: St. Croix teachers and administrators endorse full participation of parents in the education of their children in the Bilingual Education Program. Since parents are not perceived as equating Bilingual Education with Special Education, they do give an impression that they approve of the program. Parents recognize the importance of developing English language skills. They see the school as responsible for language training and do not instill culture and history in their children at home.

Responses of teachers and administrators on the survey indicate that they do not now observe a satisfactory home-school relationship. They think the

school is obliged to maintain communication with parents, and observe that parents do not understand the school system. Teachers and administrators do not see parents of LEP students as being actively involved. Their attitude regarding parent literacy is ambiguous, reflecting indecision about its effects on student achievement.

Personnel: Personnel demonstrate interest in improving the program, but are not seen as actively educating other teachers about the program. Survey participants endorsed a thorough preparation for these teachers, emphasizing the need for a genuine interest in the education of children. They hold the opinion that the federal government is better able to manage Bilingual Education funds. Program teachers give the impression of having a positive view of their students' potential for success in a Bilingual Education classroom. Participants are not sure about a Bilingual Education teacher's preferred use of immersion in the native language, but do hold the opinion that a Bilingual Education teacher would not immerse an LEP student first in the English language.

Program: Participants accepted Bilingual Education as a civil right of LEP students. While they accept the use of English as a unifying bond in American society, survey participants are unwilling to attribute negative

qualities to Bilingual Education; that it undermines American values, prevents students from learning English or gives preference to Hispanics and immigrants. Bilingual Education is regarded as producing enhanced achievement and as valuable and enriching for all students. The program meets students at a variety of learning levels, taking into account the importance of verbal memory, auditory perception and pattern recognition. Bilingual Education is based on the idea that a student can reason best in his or her first language.

Knowledge of two languages is an advantage which provides a student with diversified mental abilities, agree participants in the survey. Acquisition of English language skills is crucial, but failure to master standard English is not regarded as an automatic cause of future unemployment. Bilingual Education means teaching a child in two languages, is an instructional method, a means of teaching English proficiency and a way to stimulate foreign language learning. Participants did not view Bilingual Education as a remedial program or a dropout prevention technique.

As participants indicate, Bilingual Education functions to allow the LEP student to participate more fully in American society, to supplement regular

language training, teach English and help students with special needs. Participants do not view maintenance of native language and culture or familiarity with the native tongue as being functions of Bilingual Education.

Bilingual Education is regarded as being culturally sensitive, and participants recognize the influence of ethnic background on a student's performance at school. ESL is the main part of Bilingual Education, in the view of participants. Instruction in the native language is not perceived as a means to higher achievement, but neither does it confuse the student or interfere with learning. Participants see Bilingual Education as a resource for the guidance counselor only when the LEP student has problems which relate to the problem of limited English proficiency.

Discussion

The survey results point out the importance of issues which relate to Bilingual Education and their influence on the program. For example, the St. Croix office of Bilingual Education wishes to institute a native language maintenance program through all grade levels, while St. Croix teachers and administrators do not fully support the principle of native language maintenance in the Bilingual Education Program.

Parents: Parent involvement is an issue which most participants feel is essential in all areas of education. Just as they support more parent involvement in Bilingual Education, they would be likely to do the same for other curriculum areas. Teacher and administrator dissatisfaction with the current home-school communication system suggests that changes could be made in this area.

The observation that parents are not actively involved in the Bilingual Education program could stem from the separation of program parents from the rest of the P.T.A. organization. Mr. James Rodgers recalled how the early seventies Bilingual Education program at Elena Christian actually held separate P.T.A. meetings for Bilingual Education program parents. (personal communication, September 12, 1989) Such division could contribute toward parents' feeling of alienation. Parents are not perceived as having an extremely negative view of the program, though, as some Bilingual Education teachers have commented.

Personnel: Survey responses regarding personnel show that most teachers and administrators do respect the efforts of Bilingual Education teachers and aides. Since participants do not identify Bilingual Education personnel as doing "public relations" work, or communicating their program to outsiders, there is a

possibility that the personnel are too caught up in their work responsibility to take out time for inter-departmental communication. Some participants wrote that the "weakness" of the Bilingual Education Program is "lack of personnel," and the need for better understanding of the program could be answered by more personnel.

The survey responses also show conviction in the value of effective training, and especially in the sincerity and motivation of the teacher. More than any training requirements, participants wanted to see Bilingual Education teachers who are committed to teaching children, and who can adapt to different levels of ability. Practical experience and intuition in the area of language training is seen as important by teachers and administrators.

Participants' tendency to place more trust in the federal governments' ability to handle funds also applies to other governmental and educational departments besides Bilingual Education. [Since the Office of Bilingual Education aims to decrease federal intervention, public relations in the area of spending will continue to be an issue of concern.]

Bilingual Education teachers are viewed by their colleagues as having a positive attitude toward the LEP student, but participants in both St. Thomas and St.

Croix fail to recognize the importance of thorough mastery of the native language for academic achievement. Many participants associate the native language with avoidance of learning English, when in reality the most successful ESL students are those who have achieved proficiency first in their native language. Mr. Radamez Tirado, Bilingual Education teacher at John H. Woodson Junior High School, related that his greatest successes come from the monolingual Dominican Republic students, who know only Spanish well. He commented that St. Croix "semi-bilingual" students have not mastered either English or Spanish, and so they have less success. (personal communication, October 27, 1990)

If the Department of Bilingual Education wishes to institute a K-12 native language maintenance program in the public schools, all teachers will need to learn more about Bilingual Education. At present, many teachers and administrators do not view native language maintenance as being essential to the Bilingual Education Program.

Program: Participants' responses identify a clear discrepancy: many St. Croix students need help with language problems, but they are not receiving help at present. Recognition of this problem gives evidence that teachers and administrators advocate a solution.

In general, St. Croix teachers and administrators accept and endorse linguistic diversity, showing an atmosphere of tolerance characteristic and necessary in a multi-cultural community. They view Bilingual Education as valuable, useful and necessary for the education of all students.

Participants feel that Bilingual Education adapts to a variety of learning styles, and is a legitimate part of the curriculum. They do not acknowledge the importance of students' learning the native language for a successful Bilingual Education program, as evidenced in the earlier Personnel section.

Many participants disagree that mastery of standard English is essential to a students' successful future. 49% of the survey participants are West Indian Blacks, who claim the "Crucian" English as their first language. Past misunderstanding has led some educators to label the Caribbean English as "broken" or "incorrect." One teacher mentioned on her survey that she wanted ESL training for students who speak "calypso English," and another complained that some Virgin Islands teachers do not speak English or Spanish correctly.

Since language is a deeply personal representation of culture, many West Indian people may react quickly to defend the unique cultural expression of their

Caribbean speech. Thus, many participants disagreed with the statement asserting the necessity of mastering standard English in order to survive, and some participants wrote comments of objection in the margin.

St. Croix teachers and administrators refuse to categorize the Bilingual Education student as a "dropout" or "truant," tracing the student's problems instead to limited English proficiency. This view of the LEP student shows the general regard in which participants hold the Bilingual Education Program.

Implications

Survey results imply that most teachers would support all efforts to involve parents more actively in the Bilingual Education Program, and this positive attitude would be a great asset in any new plan or program. Most teachers would support all school communications with the home, possible use of parents as aides in the classroom and other ways to make parents feel that they are a part of the educational task. No decisive criticism or support was expressed regarding parent literacy, suggesting that school personnel would not immediately condemn or criticize the help of parents who lack formal training in language.

Many teachers want and need to know more about the Bilingual Education Program. Ongoing activities

involving teachers outside the program would thus meet with support, such as the Spanish conversation class taught by Mrs. Maria Sanes to teachers in all subject areas from the Charles Emanuel School, 1989-1990. Such training would enlighten other teachers about the program, improve communication and prepare schools for the goal projected by the Office of Bilingual Education: uniformity in all schools which use one model of Bilingual Education.

Schools in which personnel are open to such training would not be likely to protest the basic principles of Bilingual Education, for the survey results indicate acceptance of its importance. Survey results communicate that educators think of Bilingual Education as enhancing, valuable, enriching and necessary. Teachers and administrators feel that Bilingual Education is necessary for all students, a good background for the program objective of integrating Bilingual Education into the entire school curriculum so that all children attain competence in another language.

Programs to train and orient teachers must emphasize the importance of maintaining proficiency in the native language. Throughout the survey, the issue of native language maintenance met with some negative opinions. Sufficient consciousness-raising of all

education staff could explain why Bilingual Education must maintain native language and culture. The student who loses a unique identity at the outset of any program will have no foundation for the educational process. A cultural component as part of the program familiarizes a student with the native language, strengthening understanding so that the second language is learned more easily.

The Bilingual Education Program needs more trained personnel, so that more efforts can be made to communicate the mission of the program without taking instructional time from teachers who are already working in the program. Since participants in the survey did not stipulate courses, workshops and theory as the most important requirement for an effective Bilingual Education teacher, paraprofessionals and teacher's aides could be selected from the community or even from the parents' organization. More personnel are needed to properly screen and identify students with language difficulties, and to help establish a clear criteria for entry into the program.

Unfortunately, St. Croix education personnel discount the ability of Bilingual Education personnel to handle funds. This will make it more difficult for the Bilingual Education Program to achieve the local management it needs. Survey responses imply that the

transition from federal management to local governance of the Bilingual Education may not be a smooth one.

Recommendations

1. Successful Bilingual Education Program students must receive recognition, so that their parents are made more aware of the positive value of the program.
2. Parents should be involved in the Bilingual Education Program through a salaried teacher's aide/parent partnership system. Cultural events like Mother's Day could be celebrated with the P.T.A. in an effort to make the school environment less threatening to parents who may not feel comfortable in the school setting. Other activities or gatherings involving music or poetry could also be ways of drawing parents toward involvement in and acceptance of the school.
3. More interdisciplinary Bilingual Education orientation is needed, for many teachers do not understand Bilingual Education. They would not be likely to protest its basic principles, although they would not be ready for a fully integrated program. Emphasis on the native language would be

crucial during this training.

4. The Bilingual Education program needs more personnel, especially teachers to work with the groups of LEP students whose needs are not now being met by school programs. Each public school needs at least one Bilingual Education teacher.

5. Funds allocated to Bilingual Education could be spent by the joint recommendation of the local Office and the federal office of Bilingual Education for the next two years. This would reassure local education personnel that federal funds are being spent responsibly.

6. The Bilingual Education program should recognize the local "Creole" English, through a regular class, a lecture or awareness series or a literary festival. Explanation of differences between local and standard English incorporated into lessons would help children to learn more about the structure of language in general.

Recommendations for Research

1. The same data collected in this study could be analyzed showing the relationship of variables such as: type of work, age, race, sex, degree, or experience with Bilingual Education, with responses to items on the questionnaire. In this way, better use would be made of the data collected.
2. A similar survey of parent attitudes could be conducted, in an effort to determine the reasons for limited parent involvement. Parent surveys could be administered in Spanish.
3. A similar survey of student attitudes could be conducted, to describe how students in Bilingual Education view the program.
4. A comparison of attitudes on St. Croix and St. Thomas could be conducted, using the same survey instrument. No comparison can be made using this data, because different instruments were used.

Conclusion

Bilingual Education in the Virgin Islands is recognized by teachers and administrators as valuable and necessary for the education of children. While California and Florida are deadlocked in debates between advocates of "English Only," and allies of Bilingual Education, St. Croix teachers and administrators exhibit unqualified support for Bilingual Education.

Therefore, the Bilingual Education Program on St. Croix has a strong foothold as the Office of Bilingual Education looks toward standardizing the program's approach in all the public schools. Bilingual Education planners will not have to contend with debates against the existence of Bilingual Education as they work to improve the program.

Instead, Bilingual Education planning must take into account the needs of the program, as evidenced by results of this attitude survey. Parents must become more involved, teacher training must include a component explaining native language maintenance, classroom instruction must include a component addressing the local "Crucian" English, personnel must

be increased and funding decisions should be conducted jointly with the federal Bilingual Education office.

St. Croix teachers and administrators recognize the need for Bilingual Education and the fact that students have a right to receive this type of assistance. Teachers and administrators want parents to become more involved, and they see the program as valuable and helpful.

Bilingual Education in the Virgin Islands is ahead of certain areas in the mainland U.S.A., because education professionals hold positive attitudes regarding these crucial issues. While attitudes may not be so positive regarding important issues such as native language instruction, allocation of funds and the communication of the Bilingual Education Program to other departments, a basic acceptance of the program exists. This acceptance should be an asset to the future of the program in the Virgin Islands.

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21 April 1990, St. Croix

Dear Teacher or Administrator:

Thank you for your willingness to assist me in a research effort. I am evaluating the perceptions which St. Croix teachers and administrators have of the Bilingual Education Program, and am asking you to fill out the attached questionnaire. Please circle the number of the responses ranging from "Strongly Agree" to "Strongly Disagree" which corresponds to your perception of the Bilingual Education Program.

I appreciate your help, and will report my findings to your school in the hope that they will be of value in your work.

Sincerely,

Gabrielle DiLorenzo

Christa McAuliffe Grant/St. Croix Office of Bilingual Education

PLEASE COMPLETE THE FOLLOWING:

1. What percent of your job is: teaching ___% administration ___% other(specify) ___%
2. Do you work: full time ___ part time ___
3. Female ___ Male ___
4. Age 20-29 ___ 30-39 ___ 40-49 ___ 50-59 ___ 60-69 ___
5. Racial/Ethnic Background: Black(continental U.S.A.) ___
Black(West Indian/Caribbean) ___ White ___ Hispanic ___
Asian or Pacific Islander ___ Arabic ___ Other ___
6. Name any language you speak fluently besides English: _____
7. Highest Degree earned: ___ 8. Year degree earned: _____
9. Total years teaching: ___ 10. Total years at present school: ___
11. In how many schools have you held full time appointments? _____
12. How long have you worked with limited English proficient (LEP) students? never ___ 1 year ___ 2 years ___ 3 years ___ 4 years ___ 5 or more ___
13. In your knowledge of Bilingual Education, do you consider yourself to be a:
nonuser ___ novice ___ intermediate ___ old hand ___ past user ___
14. Have you received formal training in Bilingual Education (workshops, courses)? yes ___ no ___
15. If yes, please describe briefly.

1. Bilingual Education Program personnel show a tolerance for differences in students' learning styles.
 (Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]
2. Personnel in the Bilingual Education Program are interested in improving the effectiveness of the program.
 (Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]
3. Education in two languages is valuable because one language is used as a foundation for the other.
 (Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]
4. Teachers in the Bilingual Education Program think their non-English speaking students are better able to achieve academically in an all-English instructed classroom.
 (Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]
5. A child who is fluent in two languages has advantages which a monolingual child does not enjoy.
 (Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]
6. Bilingual Education does not force premature decisions of cultural identity upon students.
 (Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]
7. Bilingual Education is a resource for the school guidance counselor to help limited English proficient (LEP) students who are candidates for truancy.
 (Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]
8. An effective Bilingual Education teacher has a genuine interest in the education of children, regardless of their linguistic background.
 (Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]
9. The function of the Bilingual Education Program is to teach English to limited English proficient (LEP) students.
 (Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]
10. The federal government is able to decide how tax dollars should be spent on the St. Croix Bilingual Education Program.
 (Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]
11. English As A Second Language (ESL) is the main part of Bilingual Education.
 (Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]
12. Bilingual Education Program teachers encourage teachers who do not work within the Bilingual Education Program to support the Program.
 (Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]
13. Bilingual Education means teaching a child in two languages.
 (Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

14. Instruction in the student's native language results in high levels of academic achievement in the second language.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

15. Parents of students in the Bilingual Education Program believe that it is the responsibility of the school to teach their children English language skills.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

16. The Bilingual Education Program exists so that the limited English proficient (LEP) student can one day participate more fully in American society.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

17. The function of the Bilingual Education Program is to help the student become more familiar with his or her native tongue.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

18. The school guidance counselor needs the Bilingual Education Program as a resource for students with adjustment problems due to special language needs.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

19. Bilingual Education Program personnel must have an awareness of the preferences of parents whose children are in the Bilingual Education Program.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

20. Parents of students in the Bilingual Education Program consider the program to be the same as Special Education.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

21. Teachers in the Bilingual Education Program think that non-English speaking students are better able to achieve academically in a Bilingual Education Program.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

22. The Bilingual Education Program recognizes that the skill of verbal memory is important in language learning.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

23. The Bilingual Education Program is a remedial program.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

24. Bilingual Education is a resource for the school guidance counselor to help limited English proficient (LEP) students who suffer from low self-esteem.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

25. Students in the Bilingual Education would improve their academic achievement if their parents were more involved in the school program.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

26. Parents of students in the Bilingual Education Program believe that it is the responsibility of the school to teach their children to speak, read and write in their native language.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

27. The St. Croix Public School system protects the civil rights of its students by providing special programs to meet the needs of limited English proficient (LEP) students.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

28. In preserving a student's native language, Bilingual Education prevents the student from learning English.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

29. Bilingual Education is a means of teaching English proficiency.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

30. Instruction in the student's native language supports cognitive development.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

31. Bilingual Education is a resource for the school guidance counselor to help limited English proficient (LEP) students who are candidates for underachievement.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

32. Local St. Croix Bilingual Education personnel are able to decide how tax dollars should be spent on the local Bilingual Education Program.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

33. The Bilingual Education Program is based on the belief that reasoning processes can be most fully understood by a student in his/her first language.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

34. An effective Bilingual Education teacher has a thorough knowledge of and proficiency in the child's native language.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

35. Parents of students in the Bilingual Education Program understand the school's system and procedures.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

36. The function of the Bilingual Education Program is to help students with special language needs.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

37. Experience with two language systems gives the bilingual child diversified mental abilities.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

38. Students whose cultural heritage does not place value on academic achievement do not achieve academically in school.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

39. Local St. Croix school officials and teachers are able to set up the Bilingual Education Program based on local conditions, resources and needs.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

40. Bilingual Education Program personnel help teachers who do not work within the Bilingual Education Program to better understand the program.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

41. The reliability of standardized language tests is affected by the ethnic background of the test-taker.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

42. An effective Bilingual Education teacher has academic preparation obtained from a teacher training program in Bilingual Education.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

43. Instruction in the student's native language supports linguistic development.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

44. The function of the Bilingual Education Program is to maintain native language and culture.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

45. St. Croix children with language difficulties must be given special help in school.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

46. Bilingual Education broadens the students' range of choice for cultural identity.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

47. Bilingual Education classes are structured to meet the needs of students at a variety of ability levels.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

48. For an American to speak any other language besides English is un-American.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

49. Parents of students in the Bilingual Education Program believe that it is very important that their children learn to speak English.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

50. Teachers who have non-English speaking children in their classrooms spend more time preparing and doing paperwork than those teachers who do not have non-English speakers.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

51. Bilingual Education Program teachers show an understanding of differences in students' learning styles.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

52. Bilingual Education undermines the basic values of American society by giving preference to Hispanics.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

53. Students who do not speak English are often referred to the school guidance counselor worker for guidance.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

54. Parents of students in the Bilingual Education Program must have contact with the school in order to understand the Program.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

55. Parents of students in the Bilingual Education Program want to help their children, but do not know how.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

56. Bilingual Education Program teachers think their non-English speaking students would better achieve academically in a program where they are immersed in their own native language first.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

57. Instruction in the student's native language retards the learning of English.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

58. Bilingual Education does not make cultural identity choices for students.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

59. The Bilingual Education Program is an enrichment program.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

60. To teach any other language besides English in the United States is contrary to the goal of national unity.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

61. The Bilingual Education Program recognizes that the skill of auditory perception is important in language learning.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

62. Teachers in the Bilingual Education Program see the students they teach as having the potential to learn English.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

63. Instruction in the student's native language results in cognitive confusion.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

64. A young person on St. Croix who fails to learn standard English well faces a life of unemployment.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

65. Bilingual Education is necessary for children to make satisfactory progress in school.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

66. Learning English is the unifying bond of our nation's diverse population.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

67. The St. Croix Department of Education is obligated to provide Bilingual Education services to students who do not know English.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

68. The federal government is able to set up the St. Croix Bilingual Education Program based on local conditions, resources and needs.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

69. Parents of students in the Bilingual Education Program encourage their children to be successful in school.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

70. An effective Bilingual Education teacher has a thorough knowledge of the theories concerning Bilingual Education.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

71. Bilingual Education gives an unfair advantage to immigrants.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

72. Bilingual Education is a way to stimulate foreign language learning.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

73. Education in two languages produces enhanced achievement.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

74. An effective Bilingual Education teacher has a thorough knowledge of the cultures reflected in the two languages involved.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

75. Parents of students in the Bilingual Education Program are happy that their children are in the program.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

76. Parents are involved in their children's Bilingual Education Program.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

77. The function of the Bilingual Education Program is to supplement regular language training.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

78. Parents who cannot read or write are helpful in their children's academic success.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

79. An effective Bilingual Education teacher does not assume that there is one best way to teach anything.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

80. Bilingual education is an enriching experience for all students.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

81. Parents of students in the Bilingual Education Program teach their children about their cultural history and traditions.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

82. The Bilingual Education Program recognizes that the skill of pattern recognition is important in language learning.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

83. Bilingual Education is a dropout prevention technique.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

84. The acquisition of strong English skills is crucial to the future of non-English speaking students on St. Croix.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

85. Bilingual Education is an instructional method.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

86. Only parents who are literate in English can help their children become literate students.

(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

87. Parents' illiteracy presents a barrier to the collaboration between home and school.


(Strongly Agree) 1 2 3 4 5 (Strongly Disagree) [No opinion]

88. In my opinion, the strengths of the Bilingual Education Program are:

89. In my opinion, the weaknesses of the Bilingual Education Program are:

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