

Meeting the Needs of LEP Students Through New Teacher Training: The Case in California

Natalie A. Kuhlman and Jane Vidal

Since the mid 1970s there have been various federal and state mandates to provide for the instruction of linguistically diverse students in bilingual classrooms. Since that time, however, the demographics of states such as California have changed so quickly that the supply of trained bilingual teachers has fallen far below the needs of the students. In today's world, in addition to bilingual teacher preparation, teacher education programs must move to prepare all other entering teachers to meet the changing demographic needs of the

Natalie A. Kuhlman, PhD, is an associate professor and chair of policy studies in language and cross-cultural education at San Diego State University in San Diego, California.

Jane Vidal, PhD candidate, is acting director of the advising center at San Diego State University at San Diego, California.

classroom.

The purpose of this paper is to discuss a proposed model¹ for providing additional and better prepared bilingual and monolingual educational personnel for programs for limited English proficient (LEP) students. Specifically, the model addresses the need to provide certification-oriented preparation for pre-service elementary and secondary level teachers with a cross-cultural, language, and academic development (CLAD) emphasis, which will also serve as the core for the bilingual CLAD (B/CLAD) emphasis. The program is designed to prepare teacher candidates to work with LEP students where bilingual programs are not available or as the English component in a bilingual program using specially designed English language development strategies. In addition, preservice CLAD candidates can move from the CLAD program to the B/CLAD as they become proficient in another language. Also, since it is a career ladder model, candidates can later take additional preparation to become B/CLAD specialists who will serve as resource and mentor teachers, staff developers, curriculum writers, and in related activities. The B/CLAD and specialist programs are not addressed here as the concern is for those who have previously been omitted from the preparation program, the primarily monolingual preservice teachers who will be teaching students from diversified backgrounds using specially designed English language development strategies.

Rationale

Four major trends support the need for the proposed model: (a) increasing numbers, proportions, and original languages of LEP students in California and other parts of the United States; (b) resulting social and political impact on our schools, including dropout rates and other social inequities; (c) shortages of certified bilingual teachers; and (d) mainstream, English monolingual backgrounds of the majority of preservice teachers.

Increases in LEP students.

California serves as an example of changing population patterns in the United States. The 1990 census puts the population of California at 30 million. The

¹ The California Commission on Teacher Credentialing approved the new B/CLAD model at their meeting on February 7, 1992.

population of ethnically diverse students exceeded 50% by the fall of 1988: Hispanic/Latino - 30.7%; African American - 9.0%; Asian - 7.6%; Filipino - 2.2%; American Indian or Alaskan Native - .8%; Pacific Islander - .5%.

Total Ethnically Diverse 50.8%

White (non-Hispanic/Latino) 49.2%

(CA Institute for School Improvement, 1988).

By the year 2000, it is projected that non-Hispanic whites will be in the minority, with three million people of Asian ancestry and eight million Hispanics (Kipplinger, 1991).

Approximately one-sixth of California's students are currently foreign born, and at least 30% (over one million) are limited in their English proficiency (Catterall, 1988; Honig, 1990). Students identified as LEP whose primary language is Spanish have increased in California by 8% per year since 1985. However, between 1988 and 1989, Spanish LEP students increased by 16% (from 475,001 to 553,498). From 1985 to 1989, LEP students whose primary language is Cambodian increased by 69% (from 10,730 to 18,111) (CA Department of Education, 1989). While California's numbers are the largest in the country, the LEP student population in the United States is also growing rapidly (Bouvier, 1987; GAO, 1989; Kipplinger, 1991). These data clearly indicate increasing numbers and growing diversity of native languages among school aged children in California, in particular, and across the nation in general.

Resulting Social and Political Impact on Our Schools

Certainly, these demographic trends can be analyzed in terms of the social and political impact for our schools. In terms of race relations, our teachers must act as models, confronting intentional or unintentional racist behavior in the classroom. Furthermore, schools need to honor pluralism by acknowledging the historical and cultural contributions of various ethnic groups throughout the school year (Pollard, 1989). Within the present school environment, "bi-cultural ambivalence" and the caste status of culturally diverse students ascribes them to subordinate group status by the dominant group which controls the institutions and reward systems in our society (Cummins, 1986).

The dropout rate for various ethnic groups is alarming and reflects their social status: Mexican American and mainland Puerto Rican students have a dropout rate of between 40 and 50% compared to 14% for whites and 25% for African Americans (Cummins, 1986; Kagan, 1986). Suggestions to limit the dropout rate look to incorporating the cultures and languages of the children into the

school program and adding English as another language rather than replacing their primary language (Cummins, 1986). Community involvement with the school in terms of parent collaboration with teachers can empower school communities; unfortunately, isolating schools some distance from the communities they serve works against this goal which may occur when not enough trained teachers are available (Cummins, 1986; Kagan, 1986). Teachers need to act as facilitators, collaborating and reciprocating with students in order to empower them, rather than controlling and mystifying them (Freire, 1970; Cummins, 1986). Students need to be encouraged by their teachers as well as nurtured by them through high expectations for achievement (Saville-Troike, 1985).

Politically, our educational system is seen as a means of maintaining the status quo of social inequities such as class, race, and gender differences rather than transforming them (Feinberg and Soltis, 1985; Pennycook, 1989). In negating the political nature of pedagogy, education gives the superficial impression of serving everyone (Freire, 1970).

Shortages of Certified Bilingual Teachers; Majority Mainstream Monolingual English Preservice Teachers

According to a recent report (Honig, 1991), California has approximately 8000 bilingual teachers and needs an additional 14,332, a number that will increase if demographic trends continue as predicted. Projections for the nation by the year 2000 are for 97,000 bilingual teachers (Honig, 1991). As an example of how few such teachers are actually being trained, San Diego State University's College of Education annually prepares approximately 600 credentialed teachers. An overwhelming majority of these newly certified teachers are white, non-Hispanic, and monolingual as are 78% of the current teachers in San Diego County (San Diego Union, Feb 1991). Of these 600 teacher candidates, the College of Education which houses the state's largest bilingual teacher preparation program, graduates only about 60 Spanish bilingual teachers (elementary and secondary combined) each year (59 in 1990-91). Approximately 500 new bilingual teachers per year are credentialed statewide (419 in 1989-90) (CTC, 1990). San Diego County alone has a current shortage of 800 bilingual teachers. Obviously, institutions in California and neighboring states cannot produce a sufficient number of fully qualified bilingual teachers to meet the state's demand. A necessary addition is the training of new teachers entering the profession to work with the multilingual populations they will find in their

classrooms (Honig, 1991). Very few classrooms in California and major cities throughout the United States will find themselves without significant numbers of ethnolinguistically diverse student populations by the year 2000 (Honig, 1991).

Need for Preservice Cross-Cultural, Language, and Academic Development Emphasis Certification

California currently provides an advanced certificate program as do several other states (e.g. Arizona) that is open only to already credentialed teachers. These programs prepare teachers to provide specially designed English language development strategies and content area instruction to nonnative English speakers where bilingual programs are not available (and in conjunction with bilingual programs). Requirements for such certification vary from state to state, and even within states. Some districts can certify teachers just from classroom teaching experience with limited English proficient (LEP) students for perhaps a two year period. Other states require statewide examinations (e.g. California), while others have a 24 unit university approved program (e.g. Arizona). The National Teachers Examination (NTE) now also includes English as a Second Language as a subject area, but ESL is not recognized as a subject area in many states.

Clearly, the data attest to increasing numbers of LEP children in the United States, and California in particular (L.A. Times, June 13, 1991), a growing diversity of first languages, severe shortages of certified bilingual teachers, and a continuing majority of English monolingual teacher candidates. Given these realities, the need to develop a preservice emphasis credential in a one year training period to better prepare personnel to work with LEP students is a necessary addition, while at the same time preparing as many bilingual (B/CLAD) teachers as possible and encouraging monolingual ones to become bilingual.

The Preservice Model for the Clad Emphasis Credential

Competencies Needed for Language Teaching

Various researchers and agencies have identified competencies needed to teach the diversified student population now found in classrooms in the United States. Among others, Garza and Barnes (1989), the Teachers of English to

Speakers of Other Languages (TESOL) organization, and the California Commission on Teacher Credentialing (CTC) have identified the following competencies:

1. Cultural awareness;
2. A theoretical knowledge of linguistics and language acquisition as applied to ESL and bilingual education;
3. Content knowledge as a basis from which to teach;
4. Knowledge of pedagogical methods for second language learners, including ESL; and
5. Practice teaching and fieldwork.

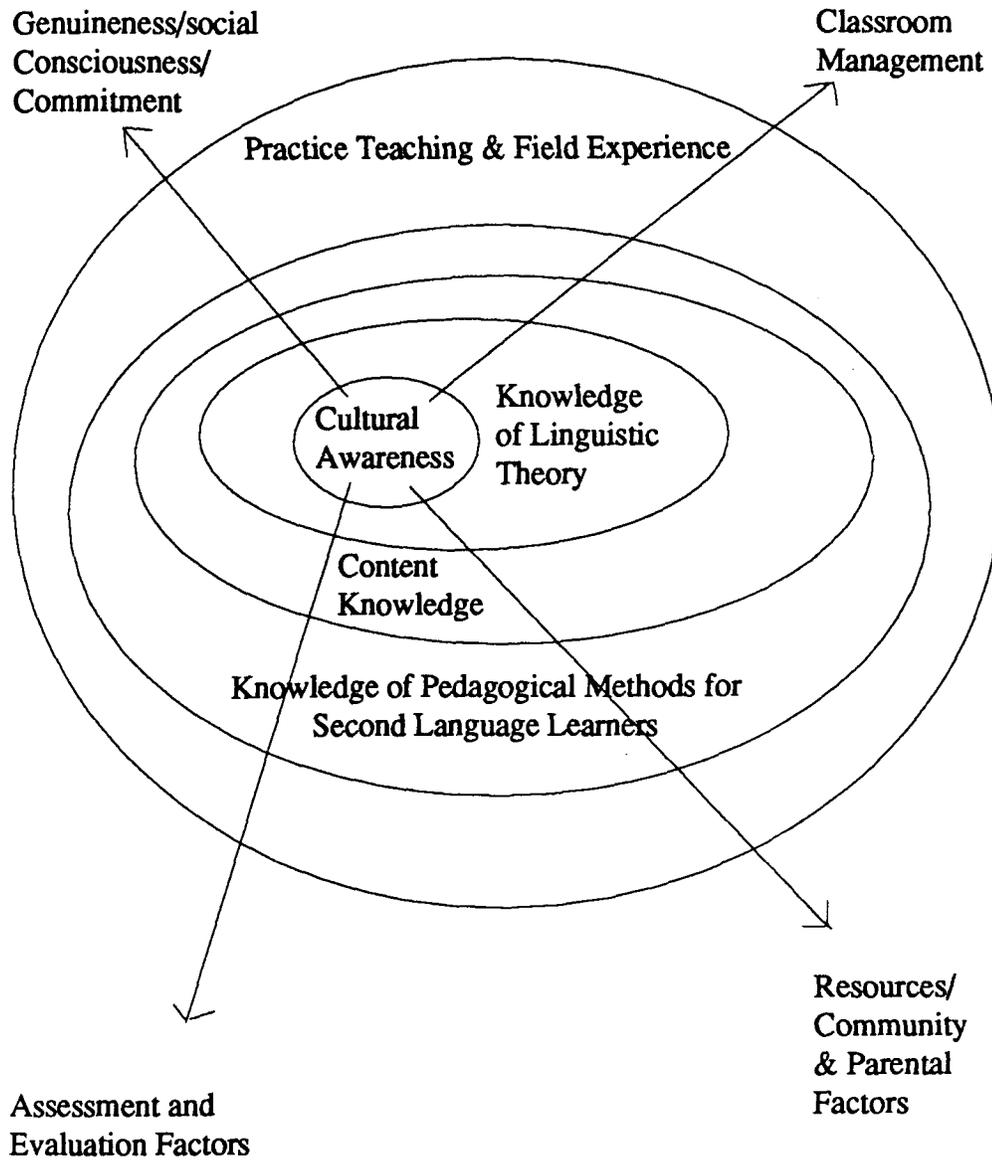
The main purpose of the CLAD preservice training program is to prepare candidates to teach in culturally diverse school settings and to work effectively with students whose native language is other than English. The organizing theme of the preservice program courses and practice teaching experiences is to enable candidates (and their future students) to become active social participants in a multicultural democracy.

Based upon the analysis of the literature for second language teaching, the CLAD model proposed here synthesizes the affective/cognitive pedagogical factors and the theoretical/pedagogical methods for the cross-cultural, language, and academic development (CLAD) teacher. Each of the competencies needed for second language teaching is represented as a circular shape which is a component part of a whole (See Figure 1). At the core of the competencies lies cultural awareness, which represents the ability to relate cultural diversity to educational equity (Garza & Barnes, 1989). This is followed by knowledge of linguistic theory which provides the framework for the understanding of language structure, language learning and acquisition, theories of bilingualism and cognition, and the use of language in communities.

The next competency represented in the model is content knowledge which is demonstrated by the undergraduate core curriculum or a content examination like the National Teachers Exam (NTE). This provides the subject framework from which to teach. The knowledge of pedagogical methods for second language learners is a competency which represents an understanding of English language development and related approaches for teaching LEP students. The last competency in the model is practice teaching/field experience which allows the preservice CLAD candidate to apply the competencies listed above to practice in a supervised situation.

The other affective/cognitive pedagogical factors function as interconnected

Figure 1. Cross-cultural language and academic development model.



threads with the more theoretical pedagogical methods described above. The affective/cognitive characteristics (Classroom Management, Resources/Community and Parental Factors, Assessment and Evaluative Factors, and Genuineness/Social Consciousness/Commitment) (Garza-Barnes, 1989) are represented as branches radiating out from the central core and connecting all competencies. These competencies are essential components that will produce a successful, effective, culturally sensitive teacher.

Culture Awareness

An integral part of such a program requires within our teacher candidates an awareness of cultural characteristics and value systems. Teaching effectiveness in various cultural settings is required, and, above all, we must instill in our prospective teachers the ability to relate cultural diversity to educational equity (Garza & Barnes, 1989; Scarcella, 1990). This goal may be accomplished through undergraduate coursework including such topics as an overview of multicultural education, sociolinguistics, and is further reinforced during the preparation year in courses which include humanistic, social, behavioral, and psychological aspects of teaching. This core curriculum should address issues of cultural diversity, cultural conflict, cultural pluralism, cultural assimilation, and relationships between cultural diversity, educational equity, academic achievement, and socioeconomic status (Garza & Barnes, 1989; Scarcella, 1990).

Theoretical Knowledge of Linguistics and Language Acquisition

Teacher candidates must also have a framework for understanding the process of language structure, learning, and acquisition, the theories of bilingualism and cognition, and the use of language in communities. CLAD teacher candidates need to be knowledgeable about: (a) phonology, morphology, and syntax; (b) first and second language acquisition; (c) the structure and role of language in terms of its linguistic components and social function; (d) analytic aspects of the English language for purposes of teaching limited English proficient speakers; (e) the philosophy and theory concerning bilingual and bicultural education and their application; (f) techniques of teaching ESL, the current materials, approaches, and theoretical foundations that support their use; and (g) current research on the effects of attitudes and motivation on language learning and acquisition in order to create a low anxiety classroom (Brown, 1987; Cummins,

1981; Garza & Barnes, 1989; Minutes of the Bilingual Advisory Committee of the CTC, October 11, 1990).

Content Knowledge as a Basis From Which to Teach

As a prerequisite, all students entering the CLAD teacher education program need to demonstrate core competencies in content knowledge through the completion of an undergraduate academic program which becomes a foundation from which teaching methods can be built. This foundation in undergraduate preparation will be integrated into all coursework in the preservice program. While English language fluency is a goal of the classroom, teaching ESL in isolation has been shown to have limited results (Cummins, 1981). Applying specially designed English language development strategies to content (as described below) makes learning English more meaningful and has direct application to the mainstream classroom. It serves to empower students both in English language skills and content areas simultaneously (Cummins, 1989).

Knowledge of Pedagogical Methods for English Language Learners

This competency seeks to develop within our prospective CLAD candidates knowledge about English language development instruction and related approaches: (a) total physical response; (b) natural approach; (c) content based instruction; (d) cooperative learning, and (e) whole language. These are not separate entities but all are expected to be integrated into classrooms with LEP students. Current second language research shows that ESL in isolation does not provide needed academic skills (Cummins, 1981). Of the many frameworks and techniques associated with ESL, the following are perhaps the best known for initial English language acquisition for LEP students.

The **Total Physical Response (TPR)** approach allows students a period of several weeks or months during which they are not asked to produce language, but only to respond to commands that require physical movement thus lowering the affective filter (Lessow-Hurley, 1990; Richards & Rogers, 1986).

The **Natural Approach**, developed by Krashen and Terrell (1983), is based upon the assumption that language acquisition will occur when comprehensible input is provided with a focus on the communication of messages in low anxiety situations. Language acquisition develops in stages from preproduction, where students communicate with gestures and actions through intermediate fluency where students engage in conversation and produce connected narratives

(Lessow-Hurley, 1990; Richards & Rodgers, 1986).

Content Based Instruction, sometimes referred to as the **Sheltered English** approach, is used to make academic instruction in English understandable to LEP students. It also uses content as the goal, with language learning as a device to reach that end. The following strategies are employed in each content area (such as math, science, music, and health) to accomplish these objectives:

- slow but natural levels of speech
- clear enunciation
- short, simple sentences
- repetition and paraphrasing
- controlled vocabulary and idioms
- visual reinforcement through the use of gestures, props, pictures, films, demonstrations, and hands-on activities
- frequent comprehension checks.

The focus in the classroom is to maintain a low level of anxiety by ranking comprehension above production and emphasizing communication (Northcutt & Watson, 1986; Lessow-Hurley, 1990).

Cooperative Learning employs several techniques in order to achieve positive outcomes in academic achievement, ethnic relations, prosocial development, and a positive sense of self-esteem and caring for others (Kagan, 1986). Some examples of the many techniques included are:

1) **Peer Tutoring**, which is designed to encourage students to help each other to achieve in an academic task. Tutoring is used with low-difficulty academic tasks.

2) **Jigsaw**, which employs the principles of teamwork and division of labor, so that each team member ultimately masters the entire learning unit. This is used with medium difficulty academic tasks.

3) **Cooperative Projects** which involves students working together collaboratively to produce a paper, a presentation, or a mural. Cooperative planning, coordinated research, analysis, and debate must be exercised by the members. This technique is used with relatively complex academic content (Kagan, 1986).

While **Whole Language**, a philosophical framework, may be different things to different people (Goodman, 1986), most proponents recognize the following principles: (a) authentic texts are used rather than basal readers; (b) language skills are integrated into content areas; (c) the lessons are purposeful and meaningful to the learners; (d) the classroom is learner centered rather than teacher centered; and (e) the focus is on understanding concepts rather than details (Edelsky, Altwerger, & Flores, 1991; Freeman & Freeman, 1988;

Goodman, K., 1986; Goodman, K., Goodman, Y., & Hood, W., 1989).

Practice Teaching/Fieldwork

This competency seeks to develop opportunities for CLAD teacher candidates to experience supervised teaching assignments over a one or two semester period. The candidates will be assigned to classrooms where English is the medium of instruction and which have significant numbers of non-English speakers. They may also be assigned as the English component of a bilingual program. Certified ESL specialists should serve as master teachers for these candidates (see discussion of this relationship on p. 110).

Other Pedagogical Factors

In addition to the four areas described above, other factors involved in the pedagogical process must be considered:

Classroom management focuses on the affective/behavioral qualities of the teacher such as communicating positive expectations for achievement to LEP students, modeling appropriate behavior, keeping students focused on academic tasks, creating a safe and visually stimulating learning environment, and anticipating and dealing with students from diverse backgrounds (Garza & Barnes, 1989). Grouping by interest and activity rather than ability levels is also recommended (Scarcella, 1990).

Resources/community and parental factors focus on social/political forces in the community which affect on the instructional process, such as school and community resources; parent and community groups; social service agencies; and youth organizations and activities. Skills are needed for communicating and interacting with parents to effectively involve them in the education of their children; understanding the legal implications and rights and responsibilities of teachers, students, parents, and the community; and understanding the implications of changing demographics in the region to the instructional process (Garza & Barnes, 1989; Scarcella, 1990).

Assessment and evaluation factors include knowledge of performance-based measures and other evaluative techniques, (e.g. standardized tests) which will be used to provide feedback to students, and help them in self-evaluation. Assessment data can also be used for planning and for conducting evaluations of teacher performance for self-improvement (Garza & Barnes, 1989; Scarcella, 1990).

Genuineness/Social consciousness/Commitment focuses on teacher attitudes and affective processes. It maintains positive regard for students and parents by genuinely validating and accepting the child's situation. Furthermore, teachers must be committed to improving the understanding of their own culture and that of their students particularly as culture shapes interactional preferences. Teachers should also learn to vary their own linguistic patterns and task structures according to student response (McGroarty, 1986; Kagan, 1986; Garza & Barnes, 1989).

Instructional Faculty Participation

Many public university systems nationwide, and in California in particular, are in no-growth situations. Yet these institutions are the primary preparers of classroom teachers. Consequently, existing faculty for the most part will be used for the teaching of the preservice programs described above. Many of these faculty have little or no exposure to current classroom climates. Meanwhile, bilingual teacher faculty (with extensive experience) in most universities are already overextended due to various demands both in bilingual emphasis credential programs and in the community and cannot take on new responsibilities. It is intended that faculty in all teacher education programs be brought current on research and methodologies in order to implement the components of the program for a CLAD-type emphasis credential. This might be accomplished in one of several ways: (a) summer curriculum preparation workshops designed to incorporate new curriculum into the teacher candidate programs; (b) team teaching with trained faculty from existing bilingual and English language development teacher preparation programs; and (c) faculty taking/auditing relevant courses such as language acquisition, English language development teaching methods, cooperative learning, cross-cultural curriculum, and teaching strategies.

Selection of Preservice Teacher Candidates

The primary goal of this program is to prepare knowledgeable, competent, and sensitive teachers for the education of individuals who are linguistically and culturally diverse. The CLAD model will require that candidates entering the training program demonstrate the knowledge, values, and skills for operationalizing a culturally pluralistic school curriculum that specifically addresses the linguistic, cultural, and racial backgrounds of our ethnically

diverse school communities. In order to gain admission to such programs, candidates should demonstrate these abilities through completion of acceptable field experiences and portfolios which reflect their educational views and values.

Student Teaching/Master Teacher Relationship

A critical part of the model is the interaction between the student teacher and the master teacher. The role of the master teacher "is based on the view that the student teacher can be helped to teach more effectively through the input and perceptions of the teacher educator" (Freeman, 1990, p. 105). Freeman reviews three ways in which master teachers most commonly interact with their student teachers. First, in the directive approach, "the teacher educator comments on the student teacher's teaching, making concrete proposals for change" (p. 107). In other words the student teacher acts, and the master teacher responds. Second, in the alternatives approach, the student teacher is made aware "of the choices involved in deciding what and how to teach, and, more importantly, to develop the ability to establish and articulate the criteria that inform those decisions" (p. 109). Freeman's third approach is a nondirective one. It is intended to "provide the student teacher with a forum to clarify perceptions of what he or she is doing in teaching and for the educator to fully understand, although not necessarily to accept or agree with, those perceptions" (p. 112). In other words student teachers take responsibility for charting their own perceptions and making decisions about how to act, and the master teacher brings issues to student teachers' attention. The master teacher needs to be eclectic, integrating these three approaches as best meets the needs of situations involving student teachers' experiences.

New Teacher Component

The California New Teacher Project (CNTP) is a consortium composed of a variety of school districts and universities throughout the state which acts as a support system for new teachers. Components include having teachers assigned as mentors or advisors, participating in a variety of survival skills, staff development activities, and workshops in classroom management skills (NCTP, March 1990). Advisors are often released from their positions on a full or part-time basis to aid new teachers both in and out of the classroom. They provide demonstration lessons, critique classroom environment, co-teach, and help with

short and long term planning among other activities.

Making use of a network such as this one to provide a support system for the new CLAD teacher will facilitate a framework for success. Qualified specialists, such as those already trained in English language development, will be sought to work with the new CLAD teachers, since they are experienced teachers who will have had extensive classroom experience instructing limited English proficient students.

Conclusion

The demographics in the United States are rapidly changing. As discussed earlier, in California the numbers of people whose first language is not English have increased exponentially. California now has a larger number of ethnically diverse people than any other state in the union (L.A. Times, June 13, 1991). But California is not alone. The need to provide sensitive pedagogical processes for second language learners is a national issue. Furthermore, our teachers must be able to demonstrate commitment to our children through genuine affective qualities and social consciousness. These young people are our future. Empowering all students with strong educational skills in our increasingly technological society will provide our future workforce, our future teachers, and our future leaders.

We must prepare all classroom teachers to be knowledgeable about the world and the population which now exists in the United States. To do this we must look at empowerment models not deficit models. We must view the nation's people as a resource to be developed and nurtured not as people who will end up in gangs and in jail. We must establish national educational policies such as those that have been demonstrated in the State of California's publication *Remedying the shortages of teachers for LEP students* (Honig, 1991). That monograph delineates the need to support and expand the training of all teachers in areas of cultural awareness, language structure and acquisition, pedagogical methods for second language learners, and practice teaching. We must prepare and educate our current population for our future generations.

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