The Mutual Symbiosis Between Inclusive Bi-lingual Education and Multicultural Education

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Paper presented at the Texas Chapter of the National Association of Multicultural Education
April 28, 2012
EBSCOhost revealed between 1995 and 2010:

• 4,683 bilingual
• 9,405 multicultural education
• 617 bilingual and multicultural
• Combined with transformed, educational, or inclusive educational system
  – No citations returned
Mutualism or Mutualistic Symbiosis

- A symbiotic relationship
- Two differing species benefiting from a relationship
A great mutation

• To produce greatest benefit for students, teachers, and administrators
  – Bilingual education must shift from exclusion to inclusion
    • No more traditional, transitional bilingual education
    • Instead, dual language or true-bilingual programs
  – Results in an altered state of an inclusive educational system
UNESCO noted:

- Inclusive education is a process of
  - Addressing and responding to diverse needs of ALL learners
  - Reducing exclusion to and within education systems

- “inclusive education...advocates for changes and modifications in content, approaches, structures, policies, and strategies”
Traditional Bilingual Program

• One of transition in the United States
  – Transitional bilingual education defined as a particular school program in which non-native English speakers are taught in the native language \( L_1 \) as a foundation to acquiring English
    • Assumption that \( L_1 \) will facilitate process of \( L_2 \)

• Two basic types
  – Early-exit model
  – Late-exit model
Unintended Inequity

  – English immersion programs
• Students served in early-exit programs
  – Did not receive advanced academic preparation in their native language
• Isolated program
  – ELLs are not integrated with mainstream English-speaking peers
• Negative perception
  – *Deficient* in target language; in need of *remediation*
Conceptualized Bi-lingual Education

• True bilingual programs
  – Produce proficiency in two languages

• Transitional bilingual education
  – Sustains minimal native language competency, advances minimal target language proficiency

• *Language of Instruction* (Lara-Alecio and Parker, 1994)
  – four levels
Lara-Alecio, Tong, Irby, and Mathes (2009) found:

- Students mirror the language of instruction of the teacher
  - Teach in Spanish- students respond accordingly
  - Teacher in English- students respond accordingly

- Teachers’ decisions about which level of language would be appropriate for ELLs and native English speakers (NES), as students are introduced to academic content, should be a major focus of any bi-lingual program.
To function adequately in two languages—both languages must be used as the LOI. There are several models:

- 90% L₁ and 10% L₂ shifting to 50:50 in upper elementary grades (Lindholm-Leary, 2005)
- Developmental 80% L₁ and 20% L₂; K-3rd 50:50 dual language times
- 50:50 beyond third grade (Tong, Lara-Alecio, Irby, Mathes, & Kwok, 2008)
Dual Language Programs

- One-way DL model
- Two-way DL model
  - Provides instructional opportunities for all learners to develop language proficiency in at least two languages
  - Suggested to be used inclusively with equitable placement
- Lacking deep conviction and careful implementation may lead to
  - Unhealthy, unbalanced, hegemonic educational systems
TRANSFORMED BI-LINGUAL EDUCATION, IN A MUTUALISTIC RELATIONSHIP WITH MULTICULTURAL EDUCATION, PROVIDES HOPE FOR A COMPREHENSIVE INCLUSIVE EDUCATIONAL SYSTEM.
Conceptualization of Multicultural Education

- A philosophy that is pervasive throughout the entire system and grounds the program of bi-lingual education
- Caring-centered and reflective classroom environment (Pang, 2001)
- Process whereby people (students) develop critical understanding of their own cultures as well as differing students’ cultures, in order to become better decision makers (Pai, Adler, & Shadiow, 2006)
Banks’ Five Dimensions Situated as a Framework for Bi-Lingual Education

1. Integration of content
2. Construction of knowledge
3. Reduction of prejudice
4. Equity pedagogy
5. Empowerment of school culture and social structure
Differing views

• Nieto defined multicultural education from a sociopolitical stance
  – With Bode the two contended that a school environment can be reformed through multicultural education

• Gorski claimed multicultural education “institutionalizes inclusivity by engaging a broad set of worldviews…woven together…”
Burnetts’ Three Types of Multicultural Education

1. Content-oriented programs
2. Socially-oriented programs
3. Student-oriented programs

We add--- system-oriented programs
The *bi* in *bi*-lingual

- Must be separated and emphasized
  - The traditional program has not meant inclusive bilingualism
- A systems-oriented program
  - Forms mutual relationship with the *transformed bi*-lingual education program
  - Follows the work of Gay (1994)- total school reform, all students included, acquisition of knowledge and clarification of attitudes and values, development of social actions, recognition, acceptance, and celebration of diversity
Mutual Symbiosis

• *Bi*-lingual and multicultural education share four areas of mutual symbiosis
  1. Bilingual to *bi*-lingual = or two-way DL program = makes an organizational or structural shift to a multicultural education philosophy
  2. Bi-lingual and multicultural education share a common purpose, including forging citizens prepared for multicultural democracy
  3. Two-way DL and multicultural education are counter-hegemonic
  4. Two-way DL and multicultural education rely on human rights as a fundamental premise
Movement toward a multicultural education philosophy

• Transitional bilingual education segregates students
• Needs to be transformed to an inclusive and culturally-enhanced program
• Symbiosis of transitional bilingual education to a two-way DL occurs with multicultural education
Symbiosis occurs--

• Inclusive, integrative, and pluralistic nature of bi-lingual or two-way DL program
• Multicultural education viewed as a process for affirming pluralism creates a mutually beneficial relationship with bi-lingual education
• When all students’ languages and cultures are respected, symbiosis can occur
A common purpose

• Education
  – Including cultivating citizens prepared for multicultural democracy
• Recognition of a language according to the Human Development Report
  – “symbolizes respect for the people who speak it, their culture, and their full inclusion in society
• Chicago Public Schools
Girouxs’ description of hegemony

Rios suggested because schools are political institutions, they are subject to the same hegemonic or dominant ideology as other institutions
- School boards, teachers and administrators, falling prey to dominant ideology

Going beyond “superficial and liberal pluralistic” concepts
Principal of Human Rights

• “Language rights for all are part of human rights. Language rights are prerequisite to many other human rights”

• Three orientations toward language and its role in society
  1. Language-as-problem
  2. Language-as-right
  3. Language-as-resources

• All call for human rights in multicultural education aims at:
  1. Understanding Eurocentric curriculum in a multicultural society is a tool for cultural hegemony
  2. Transforming Anglo-Eurocentric curriculum into multicentric curriculum through learning of students’ own culture; making social and psychological connections with other cultures
Bi-lingual as a symbiont of Multicultural Education is...

- A program of inclusion, not segregation
- Antiracist, not racist
- Important for all students, not a diminished few
- Pervasive, not isolated
- Democratic, not repressive
PRESENTATION

• MAY BE FOUND ON the LANGUAGE DIVERSITY NETWORK

• LDN.TAMU.EDU