

I. Biletskaya

MODELS OF BILINGUAL EDUCATION IN THE U.S. SECONDARY SCHOOL

Nations of the world are closely connected by modern telecommunications and are economically, socially, and politically interdependent. Highly developed countries created the global community and identified a number of political, economic, social, cultural and educational issues. Priority should be given to the creation of a common language space. Many national, state and international organizations try to solve this problem at different levels by means of changing educational policy and implementing multicultural approach which fosters and prepares young people for the practical use of languages in international and interethnic communication.

The UNESCO General Conference meeting was held in Paris for its 32nd session in 2003 where at the round table ministers of education discussed the topic of promoting quality education from across the world. In addition, they concluded that quality education can't be reached unless knowledge of one or two widespread languages other than state or native are included into its content. This is a prerequisite for effective and dynamic development of all innovations in science, engineering and technology across the world.

Thus studying of international experience in the field of a language not spoken in the native country can be of benefit. It may include the following: the development of ties between countries, intensification of globalization, internationalization, deep understanding of the phenomenon of culture that is closely connected to all spheres of social life, the process of polylogue and interference of global and local cultures, establishment of the humanistic paradigm as the dominant sociocultural process, strengthening of integration processes in science.

The U.S. experience is beneficial to Ukrainian practices. Firstly, Ukraine is very similar to the United States where we can find a multicultural country. Such environment determines the characteristics of the language policy. Another reason is that the U.S. has been accumulating advanced international educational experience for a long time and trying to adapt it to the needs of their society. In addition, at the beginning of the new millennium cultural diversity is a basic value of American society where education is aimed at personal development, creative and critical thinking, cultural competence, social and global perspectives.

The review of publications shows that there has been done some recent investigations in the field of teaching foreign languages. It is based on the approach of creating multilingual and multinational world with a focus on multicultural component while teaching the content of foreign languages (I. Bondarenko, O. Pershukovoyi, B. Simkin, G. Stepenko). E. Spitsyna, I. Taranenko, S. Tolmachev, A. Sherstiuk proposed new typologies of bilingual education.

Some studies highlight the educational systems in foreign countries. Special attention is paid to some aspects of methodology, organization, structure, content and assessment in foreign language learning. So A. Akatyev, P. Velyanin, N. Huseynov, M. Shutava investigated goals, objectives and requirements of courses in the context of foreign language education in secondary schools. J. Antonovych, K. Karapetyan, S. Makushevoyi dedicated their works to the teaching of foreign languages in the United States Universities. Peculiarities of bilingual teaching were studied by A. Litvinov, R. Romaniuk. I. Pasyukova analyzed language education of bachelors in the USA.

American scholars also pay attention to some aspects of language training. Thus E. Seidel, A. Oryshkevych, William Childers examined the status of teaching foreign languages during particular historical stages in the United States. B. Bloom, N. Greenland, J. Keller highlighted curriculum

development. K. Brumfit, D. Newman, William Rutherford, D. and M. Wilkins and Finochiaro paid attention to the issues of curriculum development of language courses. Problems of learning engagement and motivation including the study of foreign languages were considered in the works of P. Bloomfield, K. Ventzelya, K. Dwake, E. Dessi, C. Ames, I. Lehheta, M. Mayer, H. Marshall, A. Maslow, P. Ryan, T. Urdana, M. Ford. Researchers R. Oxford, J. Richards, T. Rogers, G. Stern studied the theoretical foundations of language teaching I. Varonis and S. Gass, R. Ellis, S. Lepkin, M. Long, M. Swain considered the use of language learning strategies in their investigations.

A review of the literature indicates that the first attempt to classify models of bilingual education dates back to the 70s of the twentieth century. American scholar L. Fischmann put three main criteria into his classification: 1. The intensity of language learning. 2. The goals of language learning. 3. The social status of languages. But since each of these criteria combines many different types of bilingual education, it is impossible to make a compact and concise classification [3]. Hammers and Blanc classification considers sociohistorical, sociocultural, cultural, ideological and sociological aspects [4].

W. Ftenakis and T. Skutnab-Kangas identified a transitional form of bilingual education in their classification. It contributes to the preparation of children from ethnic minorities to systematic study by means of the ethnic majority language [6]. According to R. Horn it is “one of the common forms of bilingual education for people from ethnic minorities in the United States” because it included the tenet of using the mother tongue at the primary stage of education.

In 1986 researchers M. Siguan and W. Mackey analyzed the existing classifications and selected the most important criteria:

1. Language goals of the educational system. Students acquire equal or unequal competence in both languages.

2. Place of native and foreign languages in the curriculum. They pay the same attention to both languages or some language may function only in the early stages of learning.

3. The relationship between student's basic language and language of instruction.

4. Social and cultural gap between the two languages related to the educational system. They differentiate between literary language and dialect or take into consideration the fact that the languages may belong to the same group or can have nothing to do with the educational systems.

5. Place of bilingual education in the general system of the country. It may be only widespread within a particular area or it can function throughout the country. There can be different or same programs.

The researchers argue that the collection of all of these criteria makes it impossible to create a single classification. Thus it is important to consider only key language goals of educational system and relationship between language of learners that one of education.

T. Bondarchuk claims that the most comprehensive typology approach of different models of bilingual education is offered by Russian scholars N. Pevsner and A. Shyrin. Their classification is as follows.

Displacing, retaining and bicultural types of bilingual education are characteristics of natural multilingual environment where ethnic minorities should be introduced into the dominant language environment.

In most cases, Isolating type involves the education of children of ethnic minorities with the help of the mother tongue in order to avoid attracting them to the culture of the majority and hinder full integration into society.

The open bilingual education is the most common type in modern society. Its goal is to integrate in modern European and world community, cross-cultural communication and multicultural education. It is also the most appropriate for Ukraine, where bilingual education can be found in most secondary schools.

In general, we differentiate between three models of bilingual education programs of foreign languages: enrichment, immersion and language preservation programs.

Enrichment program best suits children who are at the top of social ladder. Children study the foreign language more intensively and efficiently. It is the language of instruction. In immersion learning they study a second language basis, i.e. foreign and native languages are reversed. Another option is to teach subjects using two foreign languages.

Traditional bilingual education transitional program is used for bilingual education of minority children. During this program half of subjects are taught by means of a main language. Other disciplines are conducted while using bilingual or multilingual programs, followed by integration of students in monolingual learning process in the context of multilingual school environment. These programs are designed for adaptation of minority children to the main language.

Language preservation programs are aimed at studying the culture of ethnic minority immigrants and those at risk of extinction. Originally classes are created that use their native language, in which a second language takes a subordinate role and provides the appropriate level of socialization of national minority languages that are under threat.

Bilingual education is the most effective form of learning foreign languages. It belongs to the type of training program enrichment. There can be found different models of bilingual education too. They have one thing in common. A foreign language is not an object of study but it is a means of gaining knowledge and, consequently, there can be noticed a double effect. It means that new knowledge and language skills are acquired at the same time. It is necessary to mention that the scope of method use extends from maximum program (full immersion in the language) to the consistent use of a foreign language as a working one during teaching certain subjects or a single one.

Despite the fact that during the historical development of American society official opinion concerning bilingual education and its place in the development of the country has repeatedly changed. Sometimes it was quite radical and bilingual programs have always operated in one form or another.

In the United States modern classification of bilingual education is based on the criteria proposed by Canadian educator and researcher John Cummins in 1984. He laid the foundations of bilingual education and conducted thorough research in the University of Toronto (Canada). Briefly stated, Cummins believes that in the course of learning one language a child acquires a set of skills and implicit metalinguistic knowledge that can be drawn upon when working in another language. Thus, the skills acquired in the process of first language should be used for mastering a second language.

His interdependence hypothesis means that the student achieves a certain level of proficiency in native and foreign languages and accumulates positive aspects of bilingualism. He has also proposed the concept of common underlying proficiency model of bilingualism. It implies that knowledge and skills can be transferred to on the basis of one language mastered into the acquisition of a second one [2].

In the United States the development of bilingual education broke up in two approaches on the basis of a second language learning:

- Additive. When a second language and culture does not change, but the first language and culture are not being replaced. Both languages considered to be valuable and useful.

- Subtractive. When a second language acquisition replaces the first language and culture. The second language is believed to be more prestigious. Minority language has low status and negative attitude.

Since there was a steady flow of immigrants who came to the U.S. in search of the “American Dream”, the so-called immersion programs were introduced for rapid integration of language minority children to existing

society. L. Olsen defines them as “programs for minority children with a low status language who are forced to learn the majority language with high status” [5, p. 245]. Under such programs both the children of linguistic minorities and members of the main group studied the same curriculum while having significant difficulties in learning and experiencing social and psychological uneasiness.

Language immersion programs could include “structured immersion”. It implies that language minority children are taught only in English (the teacher tries to use a simplified vocabulary), first language doesn’t improve and is being replaced by a majority language.

J. Crawford states that the main goal of the immersion program was to assimilate language minority students. Native language and culture of children were regarded as an obstacle to educational progress or so as to have no functional value [1, p. 75]. Although such programs can be found at the current stage of bilingual education development, their content is completely different.

Results of studies showed that 2.6 million students in American schools did not speak English in 1995. Spanish, Chinese, Korean, Creole, Arabic, Vietnamese, French, Polish, Russian, Bengali and many other languages were used within the bilingual program teaching.

In American school practice several types of bilingual programs emerge. They have some differences in the goals (speedy transition to teaching in English or support the development of both languages), level of native language involvement in the educational process, the length of time students spend in these programs (2 or 3-4 years) and other indicators. They can be divided into:

1. Foreign language immersion programs. They were first introduced in the U.S. in 1971. Such programs implemented an intensive study of a second language in public primary schools and eventually spread throughout the country. Now educators and parents regard such programs to be a highly

effective way of teaching children a foreign language. Immersion in a foreign language is an approach to learning a foreign language which engages students in the language learning to be studied during the school day. Teachers only speak a foreign language while teaching content areas and use a wide range of educational technologies. The main goal of this type of program is to make students skillful in a foreign language other than English and develop knowledge of culture while achieving a high academic level.

Foreign language immersion programs which also belong to the one-sided immersion programs are designed only for English-speaking students. They vary in intensity and structure according to their model and are divided into programs of full and partial immersion. Full immersion is a program in which all content areas are studied in English at the initial stage (K-2). Teaching English usually reaches 20-50 % in subsequent grades (3-6) depending on the program.

The first type involves the study of English as a Second language with a certain number of hours allocated to teaching in their native language, and the rest of the time is conducted in English. In the second type native language is excluded from the educational process at all. Students are taught according to special programs on the basis of their level of English. Instruction can continue in the middle and high school in a language being studied. Partial immersion provides programs where actually 50 % of instruction takes place in a foreign language. Initially, the disciplines are taught in foreign languages or in English or in both languages at the same time. In middle and high school they still conduct classes in a foreign language.

2. Transitional bilingual programs imply that instruction takes place in the native language in parallel with the study of English. This type of instruction increases student academic achievement in general educational disciplines and is aimed to help students to move as quickly as possible to the English group. The linguistic objective of English fluency is being pursued.

There are two types of Transitional bilingual programs:

1) The early-exit transitional bilingual programs. Students are transferred to the main group after two years of study.

2) The late-exit or developmental transitional programs. Students are transferred to a core group after five or six years of study. The main objective is to develop language literacy skills in their native language, and then move them to the second (English) language.

3. Maintenance or developmental bilingual programs offer instruction in native and English languages. The mother tongue remains the language of instruction to some extent even after students' transition to the main English-speaking group.

4. Dual Language Programs have two options:

1) Most general content areas are in English. The teacher knows two languages and answers in English the questions of students in their native language.

2) Literacy classes in the native language improve higher-level written and language native language skills. Studies have shown that most of the skills and knowledge acquired in the native language can be successfully transferred to a second language. The general subjects are not in their mother tongue. Second language classes are concentrated on subject content rather than on the features of the language such as grammar.

5. Two-Way or Dual Language Immersion Programs are designed for English-speaking and foreign-speaking students in order to make them bilingual. In this case half of students should be English-speaking and learning in a classroom with the second half, which knows another language, usually Spanish. Teacher teaches in both languages. Consequently children of language minorities become bilingual. The same rule applies to students whose language is native in this country.

There is no consensus among educators and professionals in the field of bilingual education as to which program is more efficient. The survey

results are rather contradictory. For example, a study conducted among Hispanic children in Wisconsin indicates that students who are attending the bilingual programs have generally demonstrated better verbal skills in both English and Spanish, than those who studied in English only. The study among American children of Mexican origin in Texas indicates the opposite. Moreover, such cases are not rare. A number of specialists in the field of bilingual education states inability to ascertain the optimal teaching method that would fit all situations.

M. Thomas and P. Calder assume that program is most effective under the condition of students linguistic and cultural experiences use. It is a resource for interdisciplinary and research instruction. Thus students receive an incentive to improve academic achievement.

In 2006 there were 53 preschool level immersion programs: at the initial stage – 181, intermediate stage – 89 and senior stage – 37. The largest number of schools that offer language immersion programs are located in Louisiana (30), Hawaii (26), Oregon (25), Minnesota (24) and Virginia (24). Such a situation was influenced by several factors: support of indigenous languages, University collaboration with school districts and local initiatives.

So bilingual education is an integral part of multicultural education and refers to a holistic educational approach. It is an outstanding feature of the educational content of public schools of the United States during last third of XX – beginning of XXI century. The goal of bilingual education is to achieve a high level of students ' language skills. The focus isn't on the knowledge of the native language which helps them learn new information. However, many researchers believe that bilingual education actually enhances the power of the Hispanic. There is a grain of truth in it because bilingual education gives an opportunity to ethnic minorities to climb the social ladder. Bilingual education is more efficient than a program of learning English as a second language, which are concentrated on the study of grammar, phonetics and other linguistic features in isolation from the context.

Literature

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