

Examining the Relationship Between Bilingual Books and
Multicultural Curriculum

A Senior Honors Thesis

Presented in Partial Fulfillment of the Requirements
for graduation with Distinction in
Human Development and Family Sciences
in Education and Human Ecology
at The Ohio State University

By Erin Whiteside

The Ohio State University
March 2007

Project Advisors:
David W. Andrews, Dean, College of Education and Human Ecology
Erin Galloway, Program Specialist, Office of International Education

TABLE OF CONTENTS

Project Abstract.....	3
Introduction.....	3
Statement of Major Purpose.....	5
Definition of Terms.....	5
Review of Related Research.....	6
Methods.....	11
Description of Outcomes and Contributions to Research.....	13
Results.....	14
Discussion.....	21
Appendix A: Bilingual Book Info Sheets.....	24
Appendix B: List of Books Reviewed.....	25
Appendix C: Picture Log.....	26
Appendix D: Surveys.....	27
Appendix E: Book Text.....	29
Appendix F: Passport Design.....	32
References.....	33

ABSTRACT

The purpose of this study was to examine the current relationship between bilingual literature and multicultural curriculum, specifically in elementary level classes. An extensive review was completed on current research and resources available regarding both bilingual and multicultural materials. In an effort to demonstrate the ability to functionally combine these two areas a bilingual book was created. This book successfully meets most of the established criteria for both bilingual and multicultural literature. Therefore, the conclusion can be made that there is a natural and plausible overlap between these two areas and this should be further examined and developed in an effort to improve to overall curriculum being presented to elementary school students.

INTRODUCTION

The school population in the United States is becoming more diverse each year. In 2000, 38.8% of students in the public school systems were minorities (United States Dept. of Education, 2003). By 2020, it is estimated that this number will rise to 50% (Salas et al, 2002). In 1999, 13.7 million students spoke a language other than English in their homes (United States Dept. of Education, 2003). Due to this large shift in school demographics, teachers are struggling to identify with and effectively teach all of their students. Multicultural curriculum is becoming the preferred method for empowering teachers to educate and students to learn in diverse classrooms. This curriculum encourages teachers to educate students on multiple cultures and promote empathy and respect towards all peoples. Furthermore, it is this type of education that will prepare students for life in the global community and a possible future in increasingly diverse institutions of higher education.

One means of teaching about other cultures is through bilingual literature. There are many benefits in using bilingual literature as a part of a multicultural curriculum. Bilingual books may address racial knowledge and racial bias, two separate domains of knowledge (Perkins & Mebert, 2005). This is done through the increase of specific knowledge and language. Bilingual literature provides a context in which language and diversity can be discussed and reflected upon in a non-threatening manner. Learning languages also has the added benefit of encouraging metacognition as students try to relate what they know about their own language to a new type of text (Agosto, 1997).

Most current research focuses on the use of bilingual literature in teaching English to students identified as English Language Learners (ELLs). Although it is very important to use bilingual books in this way, all students could greatly benefit from having bilingual literature as part of their standard classroom experience. It is possible that children who are exposed to superior bilingual books, which maintain a high level of literary quality and respectfully depict the cultures in focus, are more likely to experience an increase in multicultural awareness and cultural sensitivity.

The designs used in bilingual books vary greatly, but to be effective they must address three main issues. These issues are typography, production, and language (Walker et al., 1996). These items assist the author in assuring that there is a balanced relationship between the two texts, as well as balance between the text and pictures. It is also important to meet the standards used to critique the literary quality of any book: plot, character development, setting, theme, and style (Reddish, 2000). When these issues are not addressed in the writing and production of a bilingual book, the product will not portray language or culture in a way that is accessible for the

reader. Unfortunately, many current bilingual books do not address all of the design issues or meet basic literary standards in quality.

STATEMENT OF MAJOR PURPOSE

The major purpose of this study was to examine the effects of using bilingual literature to increase multicultural awareness and cultural sensitivity in emergent readers, children usually between five and eight years of age who are able to identify high-frequency words in texts. The development of a bilingual book prototype could enable the study of students' growth in these areas through the use of pre- and post-experience surveys. This study also expands current research on bilingual literature from focusing solely on English Language Learners to looking at its effects on all emerging readers within the elementary school population, exposed to a multicultural curriculum.

DEFINITION OF TERMS

Bilingual book - A book that balances the use of two different languages.

Book prototype - A bilingual book created for this project that was based upon multicultural and bilingual literature standards.

Colloquial language – Language used in or characteristic of familiar and informal conversation (Merriam-Webster Online).

Cultural sensitivity - Knowing that cultural differences as well as similarities exist, without assigning values to those cultural differences. (Texas Dept. of Health, 1997).

Emergent reader - Has print awareness, reads in a left-to-right and top-to-bottom progression, uses some beginning and ending letter sounds, may tell the story from memory, may invent text, interprets/uses picture clues to help tell the story, is beginning to use high-frequency words (Education Oasis).

Formal language – Language used in unfamiliar and formal conversations, which utilizes proper grammatical rules and an advanced vocabulary.

Language awareness – The understanding of the functions, equality, and presence of different world languages.

Multicultural awareness - Familiarization with selected cultural characteristics, history, values, belief systems, and behaviors of the members of another ethnic group. This term is used interchangeably with racial awareness in this paper.

Perfect binding - A binding technique in which single sheets are stacked together and the binding edge is ground to create a rough surface. An adhesive is applied to the binding edge and a cover is wrapped around the pages.

Racial bias - Assigning unbalanced values to different racial groups.

Teacher Support Kit – A potential website to assist teachers trying to incorporate bilingual books and other bilingual materials into their classroom.

REVIEW OF RELATED RESEARCH

With the diversification of the public school population there has been a call for multicultural curriculum. This push is based on research highlighting the negative implications of isolating, knowingly or unknowingly, children in classroom settings because of their culture. Students need to feel comfortable in their environment in order to excel academically. For example, research has found that children who see themselves positively represented in literature derive self-esteem and pride in their own heritage (White, 2002). Furthermore, introducing students to other cultures' works to reduce students' prejudices towards those cultures as well as increase racial awareness. Increased racial awareness associated with lowering students' biases (Perkins & Mebert, 2005). A more inclusive curriculum allows for minority students to make more connections in the classroom and for all students to prepare to be knowledgeable global citizens.

There are many aspects of quality multicultural literature. *Kaleidoscope: A multicultural booklist for grades K-8* uses the following criteria to define high quality multicultural children's literature:

1. Characters should be authentic, not stereotyped.
2. Characters should be balanced with regard to physical, social and emotional attributes.

3. The setting should be consistent with either a historical or contemporary time frame.
4. The themes and values should be consistent with the specific culture depicted.
5. The illustrations, gender roles, and information about the culture should be accurate.
6. The selection should be rich in cultural details.
7. The selection should include authentic interaction between characters with a cultural group or between two or more cultural groups.
8. There should be a purpose for including members of a “minority” group, not just to fill a quota of sorts.
9. The selection should invite reflection, critical analysis, and response.
10. The selection should meet the generally accepted criteria of quality for the particular genre in which it is written. (Salas et al, 2002).

These standardized criteria help create a clear definition of what constitutes as quality multicultural literature. However, these standards must be applied with the audience in mind. For instance, some very important cultural issues may be developmentally inappropriate for younger readers. Books produced internationally must be especially conscious of their audience as not all topics have international appeal (Baker, 1995).

Bilingual books are one component of multicultural curriculum. Many schools with a high population of ELLs are utilizing bilingual books in their educational programs. These books can play a large role in mirroring students’ natural cultural and linguistic environments in order to provide an effective educational environment. These books are beneficial in the learning of English because they teach vocabulary words in context and the text is supported by pictures and other extralinguistic cues such as selective text bolding and repetition (Salas et al, 2002). Bilingual books provide English learners confidence as they are able to recognize and master text with less assistance.

A separate set of guidelines is used to establish the quality of a bilingual book’s text. Sue Walker, Viv Edwards and Ruth Blackswell (1996) determined three main categories in which a

bilingual book can be critiqued. The first category is *typography* or the balancing of the two scripts. The size, weight, space, and color of the scripts should be applied consistently across both languages. Children that have reviewed books with unbalanced typography have expressed concern that one language had more to say than the other if it took up more space on the page. The second category is *production* or the quality of the two scripts. Both texts should be of the same quality to reinforce that the texts are of equal importance. In addition, the page layout should not be compromised due to the addition of the second language. The final category is *language*. The translation of the non-English text should be appropriate and accessible. The original and the translated text should share both reading level and formality (Walker et al., 1996).

Of the bilingual book criteria, there are many aspects of translation that need to be more specifically addressed. The non-English text should be at the same reading level as the English text (Salas et al, 2002). The formality of the texts should also match. For instance, many children's books are written in everyday, colloquial language. If the text is translated into a more formal language it may become too advanced and confusing compared to the colloquial language that children are accustomed to (Walker et al., 1996). A decision must be made as to whether word-for-word or meaning-for-meaning translation will best accomplish the goals of the book (Baker, 1995). Word-for-word translation will better aid in learning specific vocabulary in the second-language, but the meaning of the text may be altered. On the other hand, meaning-for meaning translation may alter the exact phrasing of a text to ensure the spirit of the text is being conveyed. Whichever method is used, translation should be taken seriously and done meticulously, as poor translation lessens the educational value of the literature.

When the criteria for the text of bilingual books are understood, quality books can be chosen to enhance multicultural education. There are many assets to be gained from using bilingual books over monolingual books in multicultural education. Children who often hear and read bilingual stories are likely to assimilate some of the other language's words and phrases into their own vocabulary (Agosto, 1997). This process of deciphering, decoding, and assimilating new words encourages metacognition (Agosto, 1997). Many preschools in the United States are trying to incorporate multiple languages into their classroom through spontaneous learning situations, such as scattered objects labeled in a foreign language. Bilingual books promote guided language learning, a more effective means of learning a language, as the foreign vocabulary will be in proper context and therefore more easily understood (Agosto, 1997).

The value of bilingual books is being acknowledged through the increase in literary awards in this category. These awards include the Pura Belpré Award, Américas Award for Children's and Young Adult Literature, and the Tomás Rivera Mexican American Children's Book Award (White, 2002). These awards are given for books that authentically portray Spanish-English speaking cultures. The books chosen not only portray the use of two languages but also possess the traits associated with quality multicultural literature.

To further support this research, a review was conducted of the bilingual literature available through the Columbus Metropolitan Library (CML). CML is one of the most used library systems in the country. In October 2005 CML was ranked #1 in the country by Hennen's American Public Library Rating Index; customers borrowed over 16 million items, made 8.2 million visits to the library, and asked 1.2 million reference questions (Columbus Metropolitan Library).

The main library has a large section of foreign language books with bilingual books intermixed. The placement of these books emphasizes their primary role in language instruction. Using criteria supported by the research of Walker, Edwards, Blacksell (1996), and Salas et al. (2002), a system in which the books could be categorized was developed (see Appendix A). Upon realizing the vast number of bilingual books available, only the books or series of books with distinctive features mentioned in the bilingual book criteria were recorded. A total of nine forms were completed during the book review (see Appendix B).

Upon completing the review, lists were compiled of the positive and negative attributes found in the CML bilingual book selection. The positive qualities included any aspect of the book which made it easier to understand, more accessible, or more inviting for the reader. The following positive qualities were noted in the books reviewed. First, having a dual-language title helps the reader to identify the book as being bilingual. Secondly, carrying the dual-language theme through the entire book, including the table of contents, glossary, and index, emphasizes that one language is not being preferred over the other. Third, making a clear connection between the illustrations, text, and theme of the book will help readers understand unfamiliar vocabulary. Fourth, highlighting the word or phrase being focused on may also assist readers. Finally, including notes to the parent, a picture dictionary, pronunciation guide, map, and information about the language and culture add to the educational value of the book.

There were also many characteristics of the books reviewed which took away from the books' quality or educational value. The following negative qualities were noted in the books reviewed. First, furthering cultural stereotypes works against teaching and developing multicultural awareness. Secondly, others did not meet the previously established criteria of quality bilingual literature. Third, covering too much information renders books unfocussed and

confusing. Fourth, having flashy illustrations in a bilingual book can take away from the important text and may not accurately portray the culture being depicted. Fifth, illustrations that do not connect with the text make understanding an unfamiliar language even more difficult. Sixth, using formats inappropriate for the intended reading level, such as varied text placement for young readers, may discourage students from reading the book. Finally, the largest problem found in the book review was the dominance of one language. These are a sampling of problems that need to be addressed in the future publishing of bilingual books.

The need for and lack of multicultural curriculum in today's diverse schools is a legitimate concern. Research has shown the positive effects of bilingual books in diverse classrooms and literary groups have also acknowledged their value. The sharp increase in the demand of multicultural curriculum and bilingual books has led to the rapid production of low quality materials. It is important for designers of these books to be aware of the standards for high quality multicultural and bilingual literature. It is also important for more groups to actively review the curriculum being put into the schools to ensure that they are truly serving as an effective media to assimilate non-English speaking students into today's classroom as well as to increase all children's multicultural awareness.

METHODS

This project was conducted over a period of four quarters (Spring 2006 – Winter 2007). The first phase was the production of the bilingual book prototype. Spanish was chosen as the second language due to the high presence of Spanish speakers in the United States. As of 2000, there were 28.1 million Spanish speakers in the United States, making up well over 50% of the population speaking a language other than English at home (Shin, 2003). Spanish was also chosen due to the feasibility of collecting photographs to illustrate the book. Pictures were the

desired form of illustrations instead of drawings, as it was believed that photographs would explicitly represent the culture. The pictures were taken on a spring break trip to Montaña de Luz, Honduras as a component of a College of Human Ecology sponsored, international service-learning course. A picture log was developed to ensure that complete documentation was accomplished (see Appendix C).

Meredith Reuter, a visual communications student assisted in the production of the book prototype. This was done as Reuter's senior project and was overseen by her academic advisor. An outline of the project, project goals, and a checklist of criteria was provided for Reuter at the beginning of the collaboration. Due to this cross-college partnership and forum in which knowledge could be shared, a higher quality book was expected than if it had been done by only one student or department. Efforts were also made to partner with a committee of early childhood literacy experts at The Ohio State University to review the book prototype and evaluate the book's success in meeting the standards applied to similar books such as the Reading Recovery KEEP BOOKS.

The second phase was the creation of pre- and post experience surveys (see Appendix D). These brief questionnaires could be used to determine students' previous knowledge about languages, language awareness, cultural sensitivity and cultural awareness. It was hoped that a partnership would be established with an appropriate school or community based academic program within the university district area. The goal was to have approximately twenty children in a kindergarten or early childhood center be a part of a multicultural lesson focused around the Spanish-English book prototype. An additional short questionnaire was also developed to record teachers' reactions to the book prototype regarding its effectiveness and how functional it may be in the classroom. Before the surveys would have been distributed or data collected, a human

subjects approval would have been obtained from the Behavior and Sciences Institutional Review Board. Unfortunately, the project did not evolve to the point at which it would have been appropriate to have students and teachers evaluate the prototype.

The third phase of this project and thereafter was contingent on the outcome of the student and teacher questionairres. If the questionairres reinforced that the book prototype was an effective method for addressing language and culture, the project would have be expanded to include a Teacher Support Kit. This kit would have been made available online, and would be a resource to aid teachers in using bilingual materials in the classroom. This kit would include a summary of the project and its findings, an annotated bibliography of related research, a comprehensive list of quality bilingual book sources, as well as suggestions for the presentation of bilingual books and enrichment activities to expand upon the learning experience. Other components of the kit might also have included pronunciation guides and background information regarding the prototype bilingual book. These kits would have first been made available to classrooms that participated in the study, but additional teachers could be given access to the site if interested. It was hoped that if the project made it to this stage and was successful, the possibility of expanding the book into a series including multiple languages and locations would be considered.

DESCRIPTION OF EXPECTED OUTCOMES & CONTRIBUTIONS TO RESEARCH

It was expected that through this project a functional bilingual book, to be used in early elementary settings, would be developed. This book was expected to meet or surpass the current standards for books in this genre. This could be accomplished due to the application of findings from the review of currently available bilingual materials, knowledge gained through studying relevant research, and the establishment of a strong partnership with a visual communications

student. By collecting feedback from both teachers and students who will use the book, alterations could have been made where appropriate to ensure that the book was functional, classroom appropriate, and of the highest possible quality.

The original goal of this study was to provide insight on the relationship between exposure to bilingual books with meaningful cultural representations, and children's understanding of previously unfamiliar cultures. It was expected that students who were exposed to the book prototype as part of a school lesson would demonstrate a greater knowledge of the Honduran culture and Spanish language portrayed in the book. It was expected that through the surveys, the students would show an increase in cultural sensitivity and multicultural awareness. These results would have been affected by multicultural curriculum already in place at the school, as well as the level of a student's previous exposure to similar topics.

RESULTS

Of the three phases originally planned for, the first has been completed and the second phase was begun. The first phase of the project was the creation of a bilingual book prototype. This was done by eliciting the help of Meredith Reuter, a Visual Communications major at The Ohio State University. Reuter chose to undertake this task to fulfill her Senior Design Project requirements. Weekly meetings over the duration of an academic quarter were used as a forum for sharing ideas, researching layout options, and making logistical decisions. Through much collaboration and work the visions of the book became a reality. The book was made on a \$500 budget, as this was the amount of the grant received from The Ohio State Undergraduate Student Government. The final result of this collaboration was *Eduardo and his Colorful Friends: A Trip to Honduras*. A total of five copies of the prototype were produced.

Many of the main ideas and themes of the book reflect the original plan. *Eduardo's* reading level and complexity of storyline are consistent with other books aimed at emergent readers. The text focusses on one primary theme, has only a simple vocabulary, and uses repetition to encourage understanding. As planned, the book equally utilizes Spanish and English text in almost all areas. The translation was conducted by, since graduated Ohio State student, Spanish and International Studies dual major, Martin Jones. A literal word-for-word translation was able to be used, making use of colloquial language appropriate for young readers. The book's setting in Honduras also remained the same as initially planned. As these parts remained the same throughout the planning and production of *Eduardo*, many changes were made.

It was originally assumed that the book would be illustrated with pictures taken in Honduras during an international service-learning experience. A picture log was created to ensure that all potential themes were photographed- colors, numbers, and opposites. A valiant effort was made to procure pictures of all of the items listed on the picture log, yet, upon return to the United States it seemed that the pictures would not be adequate for illustrating an entire book. While the quality of some pictures rendered them unuseable, the pictures as a whole seemed inadequate as they represented only a small geographic and cultural portion of Honduras. Although the photographs themselves were not used in the book, the expereince itself had a large impact on the premise of the story and the characters that were used. The story mirrors a young girl's birthday party that was attended during the trip and the anticipation and excitement of the children surrounding the event. A copy of the book will be sent to Montaña de Luz, the location where the pictures were taken, and added to the on-site preschool's library. It is hoped that as student in the United States are able to use *Eduardo* to familiarize themselves with Honduran

culture and the Spanish language, children in Honduras will be able to find pride in being represented in literature as well as familiarize themselves with the English language.

In light of the setback of not being able to use the photographs, Reuter presented a few options for the books' illustrations. These possibilities included illustrations which could be hand drawn, done in a collage style using some of the photographs as well as supplemental hand drawings, or digitally designed. Time constraints and personal capabilities prevented the use of hand drawings, and therefore digital imagery was selected. While digital illustrations were appropriate for the given time constraints and created a visually appealing layout, the design did not provide the cultural representation originally hoped for. The illustrations were unable to portray an actual look at Honduras and its scenery, and the style itself is not common of artwork from Latin America.

Using digital illustrations did allow for much greater flexibility with text development. After discussing many possible themes, colors was chosen as the focus of the book through which Spanish language could be introduced. This is a familiar topic that children are be able to relate to and easily understand. The complexity of a more abstract topic such as families, although culturally important, may have overshadowed the focus on language. It was decided that animals native to Honduras would be an effective tool for conveying these colors. The story is about a frog's adventure trying to find the perfect birthday gift gfor his friend. Although he does not find a gift, he comes across all of his friends along the way. The story ends with the friends celebrating together at the birthday party. When the text was completed informal surveys were given out to children and parents at a local library to aid in the final decision regarding the design to be used for these animal characters.

Small additions were added to enhance cultural information and general appeal of the book. First, the cover and endpapers were especially designed to set the stage for the reader. The cloth cover is green, matching the color of the main character. The endpapers continue to set up the story by introducing the main character, Eduardo. Secondly, a short informational section, including physical and demographic information about Honduras, is located at the end of the book. Thirdly, a passport matching the graphics of the book was also designed (see Appendix F). The passport would become more valuable if the book was extended into a series featuring other locations and languages. The passport was created as a tool for children and teachers to track their progress through the languages and reading levels.

The goal of the book's physical design is to foster initial interest in the text and then maintain readers' attention. This is accomplished through a couple distinctive features. First, the book cover is a relatively uncommon size, 10.5 x 6.5 inches. This elongated shape not only allows the book to stand out, but also facilitates more options for the page layouts. Secondly, each page in *Eduardo* is interactive. These interactions include pop-ups, varying page sizes, and multi-directional flaps in which the characters can hide behind. Each page providing just a peek of the animal that will be found next. This format not only actively engages the reader, but reinforces the meaning of the text, as the reader now joins the characters on their search. While these physical attributes bring originality and educational value to the book, they also dramatically increase the resources needed for producing each copy.

The following problems arose due to the books layout. Because of the unique shape of the book, a larger size paper had to be purchased, which increased the expense of creating the book. A heavier paper weight was chosen for this book to accommodate the interactive pages and decrease the likelihood of their destruction over time. An increase in time needed for

production also occurred, as the interactive pages were designed and cut by hand. Finally, the physical format of the book and the paper weight led to problems with the original plan to use perfect binding and a last minute decision to use spiral binding was made. Therefore, as the physical features of the book add educational and asthetic value, they also render the book extremely difficult to replicate.

The book, as a whole, should be critiqued from both multicultural and bilingual literature perspectives. *Kaleidoscope: A multicultural booklist for grades K-8* provided the multicultural criteria. Each factor was considered in regards to whether *Eduardo* met the specific standard; standards met were labeled as “Completed,” unmet standards were labeled “Incomplete,” and those standards that could not be applied to the book were labeled “Not Applicable.” The following are the criteria used to define high quality multicultural children’s literature and the results when applied to *Eduardo*:

1. Characters should be authentic, not stereotyped. *Complete. The animal characters were chosen due to their prominence in Honduras.*
2. Characters should be balanced with regard to physical, social and emotional attributes. *Not Applicable. The characters did not have many personal characteristics and more character development may prove to be overwhelming for the target age group.*
3. The setting should be consistent with either a historical or contemporary time frame. *Incomplete. The setting is nondescript and does not provide any time frame.*
4. The themes and values should be consistent with the specific culture depicted. *Complete. Friendship and camaraderie are important values in Honduran culture.*
5. The illustrations, gender roles, and information about the culture should be accurate. *Incomplete. While nothing in the story is inaccurate, a fuller picture of Honduran culture could have been depicted.*
6. The selection should be rich in cultural details. *Incomplete. Cultural detail is provided in the back of the book as a reference to readers, but is not present in the main body of text.*

7. The selection should include authentic interaction between characters with a cultural group or between two or more cultural groups. *Complete. Language and interaction style are consistent with Honduran culture.*
8. There should be a purpose for including members of a “minority” group, not just to fill a quota of sorts. *Complete. Native animals were chosen for children to expand their understanding of Honduras.*
9. The selection should invite reflection, critical analysis, and response. *Not Applicable. If read alone, this book does not invite reflection, analysis, or response. However, if used in a group with a trained instructor or teacher, this book could be used to begin dialogue about Honduras, the Spanish language, animals, or colors.*
10. The selection should meet the generally accepted criteria of quality for the particular genre in which it is written. *Complete. This book meets most standards for bilingual books as well as concept books of similar levels.*

(Salas et al, 2002).

The bilingual literature criteria was compiled specifically for this project, using previous research on the subject. While this list is not used in any other formal manner, it successfully encompasses the main objectives and needs of quality bilingual literature. The decided criteria included the following, and were considered in the same matter as the above multicultural criteria:

1. Dual-language theme carried throughout entire book. *Incomplete. While most of the text in the book is presented equally in Spanish and English, some of the demographic information is only available in English.*
2. A clear connection is made between the illustrations and text. *Complete. The illustrations clearly depict the message of the text.*
3. Words or phrases to be learned are highlighted. *Complete. While all of the story's text is presented in both languages, the focus words are highlighted.*
4. Dual-language title. *Incomplete. The title only appears in English.*
5. Extra resources, such as pronunciation guides, maps, cultural information, and picture dictionaries, are included to increase the book’s educational value. *Complete. Extra information about Honduras is available at the end of the book.*

Only five of the ten above multicultural criteria and three of the five bilingual criteria were met by the first prototype. Therefore, changes should be made before *Eduardo* can be considered successful in meeting the original goal of providing a media in which multicultural awareness and cultural sensitivity can be increased. Due to a restricted time frame, it is not feasible to make these changes and provide a higher quality product for the readers. With this in mind, it was decided to no longer pursue surveying children and educators regarding *Eduardo*.

The value of these surveys is still recognized. Results of such surveys would provide information on students' levels of enjoyment, retention of information, and overall experience with the book. Surveys would also provide information regarding teachers use of bilingual literature, reaction to the book's functionality in the classroom, and appropriateness of reading level. Surveys have been created as a tool for any further work that may be done on this or similar projects (see Appendix D).

In order to receive some feedback surrounding the project, two informal conversations were held with two faculty members from The Ohio State University, versed in multicultural children's literature. These conversations replaced the original plan to bring the book before a literary committee. Through these conversations new perspectives and ideas surfaced regarding the successes and short falls of *Eduardo*. Both faculty members felt that the book was appropriate for a kindergarten or first grade classroom. They attributed this leveling to the book's concept theme, accumulative plot, and the high visual contrast in the illustrations. *Eduardo* was deemed consistent with other books in this genre according to the simplistic theme, bolded key words, and reliable text placement.

Along with commenting on the book, both made valuable recommendations. The suggestion was made to slightly enlarge the text for younger readers, although none of the

children in Reuter's pre-production surveys mentioned the text as being too small or close together (both questions were posed to them). The addition of more cultural information, such as the relevance of the selected animals in Honduras, was recommended by both readers. The final suggestion was to give credit to the book's translator, Martin Jones. The lack of credit in the prototype was simply a mistake and not due to a lack of appreciation for the hard work put in to translating the text.

DISCUSSION

This project was marked with the primary success of demonstrating the functional relationship between multicultural and bilingual literature by creating a prototype based on this research. While the prototype was a success, there is still room for improving its quality. There are multiple avenues through which this project could potentially be continued in very impactful ways.

Previous research has shown a clear need for multicultural education and this project has established a clear connection between multicultural education and the use of bilingual literature. Therefore, there is room for great expansion of its use beyond ELL classrooms and in mainstream education. Books meeting the standards of both bilingual and multicultural literature can be utilized as both a language tool and as a significant factor in a more holistic multicultural curriculum. While there is a demand for diversity in curriculum, literature that meets both bilingual and multicultural standards is rare at best.

The *Eduardo* prototype was an attempt to meet both bilingual and multicultural literature standards. This goal was not entirely realized as only five of the ten multicultural literature standards (although two of the unmet criteria were deemed irrelevant) and three of the five bilingual literature standards were met. Although this was not the preferred result, the prototype

does provide a concrete base on which further progress can be made. The remaining bilingual criteria could be met simply by ensuring that the English text has an equivalent Spanish translation throughout the entire book. To meet the multicultural criteria, more extensive changes will be needed. This would include creating a more indepth and culturally relevant setting as the digital illustrations are in no way specific to Honduras. This may be accomplished through the addition of greater detail or by attempting a completely different style of illustration such as collage, which may naturally lend to the inclusion of more cultural detail through the inclusion of authentic images and items.

Other enhancements that should be considered include making the book more replicable and improving its overall physical quality. While these two changes may seem contradictory, both should be considered in order to produce a better final product. The elongated shape of the book required extra materials and increased the expense of making each book. Unless expense is not an issue, using a more common book size would dramatically decrease the cost and increase the ability to replicate the book. While the interactive pages also added to the material needs and costs, they are an integral part of the book's appeal and storyline, and should therefore not be compromised. The unique page layouts also led to a slight decline in overall quality as the cuts and folds were completed manually. Having the pages cut and compiled mechanically would increase the precision and provide a more professional look. The quality of binding could also be improved. Originally to be perfect bound, a change was made last minute to use spiral binding. A return to the original plan of perfect binding would also dramatically enhance the professional appearance of the book.

Along with the further physical development of *Eduardo*, this project has the potential to be continued in an effort to work towards developing a standard for bilingual books as a part of a

multicultural curriculum. The post experience surveys for children and teachers could be given and the results used to decipher exactly what should be changed in the original prototype. A second round of surveys could also be utilized after making enhancements to the prototype. This would be a beneficial tool to judge the work done and make further recommendations for change. Once satisfied with the book, teaching tools such as the Teacher Support Kit, including pronunciation guides and lesson ideas, could be produced. Further research on the current status of bilingual literature could also be completed. Language immersion schools were not looked at in this study, but may provide a wealth of important information and additional perspectives on language acquisition. The tools are in place and ready if other students and/or faculty members were interested in continuing this work.

The need for such work and research is great. Curriculum should match our already diverse and continually evolving school population. Increasing children's access to and teachers' understanding of multicultural and bilingual literature is one way of expanding current curriculum. This project takes just one of the steps needed in accomplishing this objective and working towards the larger goal of increasing multicultural awareness and cultural sensitivity in young children.

APPENDIX A: BILINGUAL BOOK INFO SHEETS

Bilingual Book Info Sheets

Author/Illustrator:

Title:

Languages Used:

Intended Audience:

Topic/Subject:

Format:

- Layout: 1.  2.  3.  4.  5. 
 - Example of mirrored meanings or code-switching (used within English text)?
 - Does one text take precedence over the other? Are the scripts of comparable quality?
 - Has page layout or typography been compromised?
 - Is the non-English text appropriate and accessible?
-

APPENDIX B: BOOKS REVIEWED AT COLUMBUS METROPOLITAN LIBRARY

Carle, Eric & Iwamura, Kazuo. (2003). *Where are you Going? To See my Friend!* New York: Orchard Books.

Feelings, Tom & Muriel. (1971). *Moja Means One*. New York: Dial books for Young Readers.

Ferrer, Martin Luis Guzmán & Schuette, Sarah L. (2004). *Soy Respetuoso, I am Respectful*. Mankato, Minnesota: Capstone Press.

Holland, Gina. (2004). *I Live in the Country, Vivo en el Campo*. Milwaukee, Wisconsin: Weekly Reader Early Learning Library.

Krebs, Laurie. & Caims, Julia. (2003) *We all went on Safari; A Counting Journey Through Tanzania*. Cambridge, Massachusetts: Barefoot Books.

Lee, Huy Voun. (2001). *1, 2, 3 GO!* New York: Henry Holt.

McNaughton, Colin. (1994). *Tout à Coup!* London: Magi Publications.

Reiser, Lynn & Valientes, Corazones. (1998). *Tortillas and Lullabies, Tortillas y Cancionitas*. New York: Greenwillow Books.

Swain, Gwenyth. (1999). *Celebrating*. Minneapolis, Minnesota: Carolrhoda Books.

APPENDIX C: PICTURE LOG

Topic	Item	Description of Picture
Colors	Red	
	Orange	
	Yellow	
	Green	
	Blue	
	Purple	
	Black	
	White	
	Brown	
	Gray	
Opposites	Big	
	Small	
	Old	
	Young/New	
	Tall	
	Short	
	Soft	
	Hard	
	Wet	
	Dry	
Numbers	0	
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

APPENDIX D: SURVEYS

Questions about Eduardo (Students)

Instructions. Please complete the following questions by circling the best answer. If you have any questions, please raise your hand and someone will be over to help you shortly.

About the Book

1. In which country did this story take place? France Ohio
Honduras Mexico

2. Which two languages were in this story? English French
Spanish Honduran

3. Was one language in the book more important than the other?
Yes or No

4. The characters made me feel: Happy Sad Excited Bored

5. Would you read this book again? Yes or No

About the Student

6. Do you and your family members speak Spanish? Yes or No

7. Have you had other opportunities to read books with other languages in them?
Yes or No

8. Is it useful to learn other languages? Yes or No

9. Please match each Spanish color word with the word that has the same meaning in English.

Verde	Red
Azul	Pink
Púpura	Orange
Moreno	Yellow
Rojo	Green
Naranja	Blue
Rosada	Purple
Blanco	Black
Amarillo	Brown
Negro	White

Questions about Eduardo (Teachers)

1. What languages do you speak? _____

2. What is the current use of bilingual literature in your classroom? If not used or used very sporadically, why? Maybe scale from 1-10
3. Using a scale from 1 to 10, 1 being of no importance, how important is it for students to have access to bilingual literature?
4. Is this a book you would want to use in your classroom? Is it age-appropriate?

A scale: very appropriate, somewhat appropriate, etc.

5. Please list three aspects of the book you liked.

1.

2.

3.

List three you did not like.

1.

2.

3.

6. Do you have any suggestions for making this book more classrooms friendly?

APPENDIX E: BOOK TEXT

Let's Talk... Spanish; Colors and Numbers of Honduras

Déjanos hablar... Español; colores y números de Honduras

Honduras is a wonderful country in Central America. It is about the size of Tennessee. The people of Honduras speak Spanish. Honduras has mountains, rain forests, and beaches. With so many different types of land, many different animals are able to live in Honduras.

Honduras es un país extraordinario en América Central. Tiene casi el mismo tamaño del estado de Tennessee en los Estados Unidos. La gente de Honduras se habla español. Honduras tiene montañas, selvas tropicales y playas. Con tantos tipos distintos de tierra y geografía, muchos animales diferentes pueden vivir en Honduras.

Hi! My name is Eduardo. I am a green frog from Honduras.

¡Hola! Yo me llamo Eduardito. Yo soy una rana verde de Honduras.

Tonight I am going to my friend Lala's birthday party, but I still don't know what to get her. I could sure use some help.

Esta noche me voy a la fiesta de cumpleaños de mi amiga Lala pero yo no sé lo que debo darla para un regalo. Yo podría usar un poco de ayuda.

I see something blue sitting on the rocks that might be able to help. Let's go!

Yo veo algo azul que está sentando en las piedras que tal vez me podría ayudar. ¡Vamos!

It's Salamander! Do you know what I could get Lala for her birthday?

¡Es Salamandrita! ¿Tú sabes lo que me podría regalar a Lala para su cumpleaños?

No, but I see something purple hiding in the bushes that might be able to help. Let's go!

No, pero yo veo algo púrpura que está escondiéndose en los arbustos que tal vez nos podría ayudar. ¡Vamos!

It's Snake! Do you know what we could get Lala for her birthday?

¡Es Serpiente! ¿Tú lo sabes lo que nos podríamos regalar a Lala para su cumpleaños?

No, but I see something brown swinging in the trees that might be able to help. Let's go!

No, pero yo veo algo moreno que está columpiando en los árboles que tal vez nos podría ayudar. ¡Vamos!

Oops, not here!

¡Aye, no está aquí!
Aquí tampoco.

Not here either.

It's Monkey! Do you know what we could get Lala for her birthday?
¡Es Monito! ¿Tú lo sabes lo que nos podríamos regalar a Lala para su cumpleaños?

No, but I see something red crawling in the water that might be able to help. Let's go!
No, pero yo veo algo rojo que está arrastrando en el agua que tal vez nos podría ayudar. ¡Vamos!

It's Lobster! Do you know what we could get Lala for her birthday?
¡Es Langostita! ¿Tú lo sabes lo que nos podríamos regalar a Lala para su cumpleaños?

No, but I see something yellow perched on a branch that might be able to help. Let's go!
No, pero yo veo algo amarillo encaramado en una rama que tal vez nos podría ayudar. ¡Vamos!

It's Parrot! Do you know what we could get Lala for her birthday?
¡Es Papagayito! ¿Tú lo sabes lo que nos podríamos regalar a Lala para su cumpleaños?

No, but I see something pink rolling in the dirt that might be able to help. Let's go!
No, pero yo veo algo rosada que está arrollando en la tierra que tal vez nos podría ayudar.
¡Vamos!

It's Pig! Do you know what we could get Lala for her birthday?
¡Es Cerdito! ¿Tú lo sabes lo que nos podríamos regalar a Lala para su cumpleaños?

No, but I see something orange fluttering in the sky that might be able to help. Let's go!
No, pero yo veo algo naranja que está revoloteando en el aire que tal vez nos podría ayudar.
¡Vamos!

It's Butterfly! Do you know what we could get Lala for her birthday?
¡Es Mariposita! ¿Tú lo sabes lo que nos podríamos regalar a Lala para su cumpleaños?

No, but I see something white nibbling on some grass that might be able to help. Let's go!
No, pero yo veo algo blanco que está mordisqueando el césped que tal vez nos podría ayudar.
¡Vamos!

It's Rabbit! Do you know what we could get Lala for her birthday?
¡Es Conejito! ¿Tú lo sabes lo que nos podríamos regalar a Lala para su cumpleaños?

No, but I see something black buzzing behind a piñata that might be able to help. Let's go!
 No, pero yo veo algo negro que está zumbando detrás de una piñata que tal vez nos podría ayudar. ¡Vamos!

Oh no! It's Lala and we still have not found her a gift.
 ¡Ah no! ¡Es Lala y todavía no hemos encontrado un regalo para ella!

We are sorry Lala. We tried to work together to find you a present, but did not find anything.
 Somos arrepentidos Lala. Hemos tratado juntos para encontrar un regalo para ti, pero no encontramos nada.

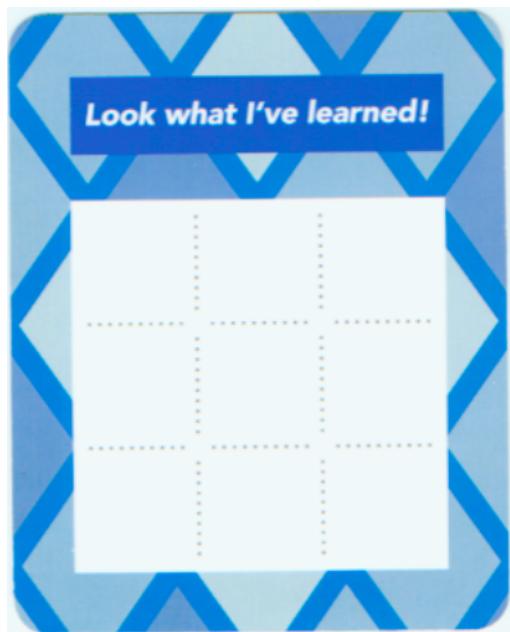
Do not worry! You have brought me the best gift of all . . . FRIENDS!!!
 ¡No lo preocupen! Ustedes han traído el mejor regalo de todos... ¡¡AMIGOS!!

<u>Country Facts</u>	<u>Datos del país***</u>
Map of Honduras	Mapa de Honduras
Picture of Flag	Cuadro de la bandera

Capital: Tegucigalpa / Capital: Tegucigalpa
 Language: Spanish, Amerindian dialects / Idiomas: español, dialectos Amerindios
 Currency: Lempira / Moneda: Lempira
 Population: 7,326,496 / Población: 7,326,496
 Religion: Catholic 97%, Protestant 3% / Religiones: 97% católico, Protestant 3%

National Tree: Pine Árbol nacional: árbol de pino
 National Flower: Orchid La flor nacional: orquídea
 National Fauna: White-tailed Deer Fauna nacional: Venado cola blanco

***This section was not actually translated in the book, but should be if ever duplicated.

APPENDIX F: PASSPORT DESIGN

REFERENCES

- Agosto, Denise. (1997). Bilingual Picture Books: Libros Para Todos. *School Library Journal*, 43(8), 38-39.
- Baker, Colin. (Ed.). (1995). *Building bridges: multilingual resources for children*. Clevedon: Multilingual Matters Ltd.
- Columbus Metropolitan Library. Retrieved February 20, 2006, from
http://www.cml.lib.oh.us/ebranch/about_cml/index.cfm
- Education Oasis. *Glossary of Reading Terms*. Retrieved February 20, 2006, from
http://www.educationoasis.com/curriculum/Reading/glossary_reading_terms.htm
- Howard, E. R. (2002). Two-Way Immersion: A Key to Global Awareness. *Educational Leadership*, 60(2), 62-64.
- Mills, R., & Mills, J. (1993). *Bilingualism in the primary school: a handbook for teachers*. London: Routledge.
- Merriam-Webster Online Dictionary. Retrieved January 4, 2007, from <http://www.m-w.com/dictionary/colloquial>.
- Perkins, Donna M.; Mebert, Carolyn J. (2005). Efficacy of Multicultural Education for Preschool Children: A domain-specific approach. *Journal of Cross-Cultural Psychology*, 36(4), 497-512.
- Reddish, B.S. (2000). *What is good multicultural children's literature? Distinguishing between image and value*. East Lansing, MI: National Center for Research on Teacher Learning. (ERIC Document Reproduction Service No. ED 438 558).
- Salas, Rachel G., Lucido, Frank, & Canales, JoAnn (2002). Multicultural Literature: broadening young children's experiences. In J. Cassidy & S. Garrett (Eds.), Early Childhood Literacy: Programs and strategies to develop cultural, linguistic, scientific and healthcare literacy for very young children & their families (ch 9). Center for Educational Development, Evaluation, & Research: Texas A&M University- Corpus Christi.
- Shin, Hyon B. & Bruno, Rosalind. (2003). Language Use and English Speaking Ability: 2000. Retrieved from US Census Bureau Web site:
<http://www.census.gov/prod/2003pubs/c2kbr-29.pdf>.
- St. Clair, Robert N.; & And Others. (1998). Self-Publishing Indigenous Language Materials. *Annual Stabilizing Indigenous Languages Symposium*, 5th, Louisville, KY, May 15-16.

- Texas Department of Health, National Maternal and Child Health Resources Center on Cultural Competency. (1997). *Journey towards cultural competency: Lessons learned*. Vienna, VA: Maternal and Children's Health Bureau Clearinghouse.
- U.S. Department of Education, Center for Educational Statistics. (2003a). *Digest of education statistics, 2002* (NCES 2003-060). Washington DC: Author.
- U.S. Department of Education, Center for Educational Statistics. (2003b). *Digest of education statistics, 2002* (NCES 2003-067). Washington DC: Author.
- Walker, Sue; Edwards, Viv; and Blacksell, Ruth. (1996). Designing Bilingual Books for Children. *Visible Language*, 30(3), 268-283.
- White, Maureen. (2002). Award-Winning Dual Language Literature: translated and bilingual. *Biennial Meeting of the International reading Association World Congress*, 19th, Edinberg, Scotland, July 29-Aug. 1.
- Williams, J. E.; Best, Deborah L.; Boswell, Donna A.; Mattson, Linda A.; and Graves, Deborah J. (1975). Preschool Racial Attitude Measure II. *Educational and Psychological Measurement*, 35, 3-18.