



# Context:

## Southeast Asians in California

Volume 13, Number 103, April, 1993

Folsom Cordova Unified School District  
 2460 Cordova Lane,  
 Rancho Cordova CA 95670  
 (916) 635-6815  
 Judy Lewis, Editor

## Bits of Research...

### Observation of Kindergarten through Sixth-Grade Teachers Using Sheltered English Methodologies

Buffehr, Joan G, Ed.D.,  
 Pepperdine University, 1989

This study attempted to determine which characteristics Sheltered English teachers use most and least frequently; what other characteristic strategies teachers use; whether or not Sheltered English lends itself to academic achievement and linguistic growth in English; and whether it is culturally appropriate for both Hispanic and Vietnamese students. 21 teachers and 126 students were observed, tested and interviewed. The most frequent characteristics of Sheltered English were: comprehension checking, body language, clear enunciation, slow speech, repetition, and using visuals. Least frequently used were: analogy, absence of idioms, giving one direction at a time, and using high tech equipment. Other characteristics used were: rapid speech, failure to define new words, absence of natural pauses, and use of idioms. Teachers reported positive feelings about

this strategy, and reported reasonable academic gains and rapid progress in English. Negative comments involved retraining, the time to locate visuals and realia, and for reteaching to fill in knowledge gaps in LEP students. Most students were positive about the Sheltered English method. In checking comprehension, 87% were able to give reliable recall after a lesson, and two-thirds could remember from one to eight new words learned during the lesson. Students from both ethnic groups reported a preference for working alone, and a reliance on listening as their learning style.

### Ethnic Identification and Social Interaction: A Study of Asian-American Students at a Philadelphia High School

Lee, Stacey J., Ph.D.,  
 University of Pennsylvania, 1991

This study looked at the formation of ethnic identification among Asian American students at an elite academic high school with competitive entrance requirements.

### Refugee Educators' Network meetings:

- September 17
- November 19
- January 21
- February 18
- May 20**

9:00 to 11:30  
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Interviews and participant observation suggested that despite a policy of equality, a system of meritocracy perpetuated inequality. The whites were the insiders, and their values predominated; the blacks and Asians had to compete to gain entrance into the insider group. Ethnic identification fell into three groups: Korean, Asian, and Asian American. Korean students chose to identify solely as Korean; they used their higher social status to separate themselves from other Asians. They tried to maintain their identity while accommodating whites. Cambodian, Chinese, and Vietnamese had some level of panethnicity; they referred to themselves and others as "Asian". Their identity was based primarily on their perception of racism. Despite that common bond, they did not directly confront racism. Asian Americans differed from Asians in that they felt that racism should be confronted. These students believed that the "model minority" stereotype was central to racism.

### **Preschool Children's Help to Second Language Learners**

Hirschler, Julie Ann, Ed.D.,  
Harvard University, 1991

This study took place in a preschool classroom that was 50% native-English speakers, 25% native Khmer-speakers, and 25% native Spanish-speakers. All children were three to five years of age, and all were learning English with primary language support. Five children were chosen and language samples were collected during free play. The class and the individual students were then taught five strategies about interacting with second language learners: initiation, reinitiation, slower rate, enunciation, requesting clarification, and recasting/expansion. In the final phase, language samples were again taken from the five target children, and the children's activities were observed and coded. *Codes for Human Analysis of Transcripts* and *Child Language Analysis* were used to find patterns in the data. Re-

sults showed: the target English-speakers initiated more to Spanish-speakers than Khmer-speakers. Girls initiated about three times more often than boys to second language learners. Girls also took turns and used more utterances per turn than boys. Female English learners were chosen as play partners much more frequently than male English learners by both boy and girl target children. The art area and the puzzles/games area were the play areas of choice for interactions between the target children and the English learners. After learning the five strategies, the rates of initiation to English learners increased 250 to 300% for four of the five target children. Three of the five children increased their rates of initiation with Khmer-speakers; rates of turn-taking and the number of utterances per turn increased; the interactional styles of the target children were enhanced.

### **An Investigation of the Effects of Level of Acculturation on the Performance of Adult Hmong Refugees on the Raven's Standard Progressive Matrices and Bender-Gestalt Visual/Motor Test**

Mulder, Pamela Lynne, Ph.D.,  
Calif. School of Professional Psychology,  
1991

Adult Hmong refugees were tested with *Raven's Standard Progressive Matrices* and the *Bender-Gestalt Visual/Motor Test*, and their performance was analyzed for the effects of demographic variables (age, gender, length of time in the U.S., educational history, and language fluency). These tests are often given to Hmong adults to estimate intelligence, despite the lack of normative data. Results showed that overall performance on the *Raven's Standard Progressive Matrices* was significantly below average, and the validity of this measure should be questioned when used with Hmong adults; the scores were particularly affected by the effects of early education, gender, and level of accultura-

tion. Their performance on the *Bender-Gestalt Visual/Motor Test* did not differ from the existing norms; the scores were affected by age but not by level of acculturation.

### **Comparison of Intelligence and Achievement Levels of Laotian and American Fourth-Grade Students in Four Schools with an ESL/Bilingual Program**

Nasseh, Arshidokhi Arshi, Ph.D.  
Peabody College of Teachers of Vanderbilt University, 1988

A group of 21 Laotian LEP students and a group of 21 American students enrolled in the same ESL/bilingual elementary classrooms were given the *Raven's Coloured Progressive Matrices* and *Standard Progressive Matrices*, two non-verbal measures of intelligence, and the *Stanford Achievement Test*, a measure of learning. The scores were analyzed, and some differences were evident, with a high (95%) degree of confidence that the differences were not due to chance alone: 1) the Laotian and American students did not differ on the intelligences tests; 2) the Laotian group scored lower than the American group on the SAT, on the subtests of Social Science, Reading, Listening, and Language, as well as the total test. On the mathematics subtest, there was no significant difference.

### **Attitudes of Vietnamese Parents and their Children toward Use of Vietnamese in School and at Home**

Mayhorn, Harry J., Ed.D, University of San Francisco, 1989

Vietnamese parents who fled their homes shortly after the 1975 fall of the South Vietnamese government were interviewed about their children's experiences in English-only or ESL classes during their first years of school. Bilingual education methods were explained to the participants. The majority of the parents favored an early acquisition of English, and thought that

classes taught in Vietnamese would delay their proficiency in English. Their children accepted the need to study long hours to progress in English-only classes.

### **Experimental Impact of a Vietnamese/English Transitional Bilingual Education Program (K-2) on Native and Second Language Proficiency**

Pham, Quy Kim, Ph.D.,  
The University of Arizona, 1989

One hundred twenty-six students who had participated in a K-2 Vietnamese bilingual program were studied for the effects of gender, age, and socioeconomic status on their acquisition of English (as measured by the Language Assessment Scales test) and the relationship between English and Vietnamese proficiency. Results indicated that (1) girls scored higher than boys and middle and high socioeconomic status students scored higher than low SES students in oral Vietnamese proficiency. For English proficiency, females scored higher than males, older students scored higher than younger students, and scores were positively correlated with SES. English proficiency was higher in students whose Vietnamese proficiency was higher. The subjects showed strong gains in English, but a significant loss in Vietnamese.

### **Characteristics of Reclassified Former Limited English Proficient Students from Five Ethnic Groups**

Hwang, Charles T. L., Ed.D.,  
University of the Pacific, 1990

Ninety reclassified former limited-English proficient students from five ethnic groups were studied for effects of family background, schooling factors, and motivation. Information was collected on Cambodian, Chinese, Hmong, Filipino, and Hispanic students from interviews with the students, parents and teachers, and achievement scores. Results indicated: (1) most reclassified students had been in the U.S. for seven

or more years; (2) most students had been enrolled in bilingual classes, but few had received extensive instruction in their primary languages; (3) most students said they wanted to go to college; (4) the mean GPAs of Hmong, Cambodian, and Chinese students surpassed the averages of Hispanic and Filipino students.

### **The Effect of Media Choice on English Literacy Acquisition for Preilliterate Hmong Adult Learners (ESL)**

Griffin, Suzanne M. S., Ph.D.,  
University of Washington, 1990

This study examined media choice and the effects of three kinds of media (video, photographs, and live teacher demonstrations with real objects) on English literacy acquisition for 37 Hmong adults enrolled in ESL classes. Students were tested with the *Washington State Adult Refugee Project ESL Oral Placement Test*, and scores closely predicted performance on the literacy post-test. After controlling for the effects of prior literacy, the self-choice of instructional media had no significant effect on literacy acquisition. Observation and achievement data indicated that for subjects who were familiar with the media, bilingual video and color photos in conjunction with flash cards were more effective than teacher demonstrations. Other strong influences were their familiarity with the technologies and the symbolic codes of media used in instruction, and their understanding of how the activities related to English acquisition. Despite explanations in Hmong, subjects repeatedly questioned how some activities related to learning English. Factors that showed no significant influence were the match between the subjects' preferred perceptual mode and the characteristics of the media, the amount of previous ESL instruction, age and gender.

### **Perceptual Learning Style Preferences and their Relationship to Language Learning Strategies in Adult Students of English as a Second Language**

Rossi-Le, Laura Ann, Ed.D.,  
Drake University, 1989

Perceptual learning style (auditory, visual, tactile, kinesthetic) is influenced by factors in the learner's background, particularly native language. 147 adult ESL students of Chinese, Laotian, Vietnamese, Spanish, and "other" were given the *Perceptual Learning Style Preference Questionnaire*, the *Strategy Inventory of Language Learning*, and the *Michigan Test of English Language Proficiency*. Relationships among variables, including background factors of age, gender, native language, level of English proficiency, educational background, length of residence in the U.S., and work history. The majority of subjects preferred the tactile and kinesthetic learning styles. A complex system of interactions exists among background characteristics, learning style preferences and language learning strategies. Perceptual learning style is a significant, yet often neglected, factor in English language acquisition.

### **Administrative Implications on the Effects of Prior Language, Socio-economic Status, Oral Language Proficiency Rate, and Age on Second Language Acquisition**

Ikeda, Myra B., Ed.D.,  
University of Hawaii, 1988

High school students were forty Vietnamese non-English speakers learning English for the first time. Mean grade point averages, and achievement scores for the reading, math, and language sections of the *Metropolitan Achievement Test* were analyzed in relation to various background factors. There was no significant difference between groups that varied in (1) prior lan-

guage and socio-economic status; (2) prior language and early language proficiency; (3) prior language and age; (4) SES and early language proficiency; (5) SES and age. The relationships between prior language, SES, early language proficiency, age, and GPAs were insignificant. This group was largely homogeneous.

### **Acculturative Stress and World View**

Cox, Chikako I., Ph.D.,  
Ohio State University, 1989

246 sojourners and immigrants from Japanese, Chinese, Korean, Vietnamese, and Filipino ethnic groups were tested with the *EASE Stress Scale*, *Asian American Ethnic Identity Questionnaire*, and the *Suinn-Lew Asian Self-Identity Acculturation Scale*. Results showed that acculturation behavior was the best predictor of acculturative stress. There was no significant correlation between world view and acculturative stress.

### **A Causal Model Explaining English Reading Achievement of Vietnamese-American High School Students**

Bui, Tuyen Vu Thi, Ed.D.,  
University of Houston, 1989

This study examines the variables considered important in second language reading comprehension (first language schooling, first language proficiency, second language proficiency, number of years in the US, parent education, and home language interaction). Subjects were 171 Vietnamese high school students participating in an Scholastic Aptitude Test preparatory program. Cloze tests in English and Vietnamese, the *Gates McGinire Reading Test*, and a background questionnaire were the instruments. Although analysis did not support a causal model, the first language factors were seen as intervening effects.

### **The Floating World: Laotian Refugee Camp Life in Thailand**

Long, Lynellyn D., Ph.D.,  
Stanford University, 1988

This ethnography documents the camp experiences of Lao and Hmong refugees in Ban Vinai, Thailand. Fieldwork was conducted with five families over eleven months in 1986. Observations were compared to the situations in several other refugees camps in Thailand. The camp experience elaborates gender and generational differences. Boredom and ambivalence predominate and reflect the powerlessness of the individuals in a no-exit situation. Refugees employ stories and ceremonies to express their losses and reaffirm their ties to place and a future. Refugees encounter a Western organizational form, and acculturate to a welfare society. The refugees, however, do not see themselves as victims, but have learned the power of waiting.

### **Establishing Local Norms for Adaptive Behavior of Hmong Children Using the Texas Environmental Adaptation Measure (TEAM)**

Miles, Winona C., Ed.D.,  
University of the Pacific, 1990

100 randomly selected Hmong students completing first grade in 1990 in Stockton were tested with the *TEAM* test, a scale of adaptive behavior commonly used with majority students in assessment for special education. Local norms were calculated for each test item and for the test as a whole. Families were interviewed, and their responses were described as frequency and percentage. Local norms that can be used with 6-8 year old Hmong first graders are: mean of 98, standard deviation of 15, and standard error of 4.74. This is a preliminary renorming of the test.

**Socio-Cultural, Psychological, and Linguistic Effects on Cambodian Students' Progress through Formal Schooling in the United States**

Sin, Bo Chum, Ph.D.,  
University of Oregon, 1991

15 life histories were collected and analyzed by a native Cambodian researcher. Patterns in the data were related to the questions of psychological stress, cultural differences between home and school, and instructional program characteristics. Results showed that Cambodian refugee students who were able to retain some of their native, home cultural values, while also learning to blend into the mainstream culture, showed higher levels of school achievement. Those who were successful were characterized by strong personal drive, commitment to school achievement, strong self-esteem, and clear ethnic self-concept.

**Learning Culture: A Cambodian Community in an American City**

Hopkins, Marycarol, Ed.D.,  
University of Cincinnati, 1991

Fieldwork conducted from 1987 to 1991 investigated the question of where and in what contexts culture is learned. This study examined the changing patterns of technology, kinship, age and gender relations, community organization, religion, and aesthetics in a Cambodian community in a midwestern city, in the contexts of family, community, ritual and institutional life.

**Multicultural Education: A Global Approach**

*Edited by Bragaw and Thomson, 1992*

A collection of 50 articles on multicultural and global education. Contains multicultural education reports from the state education departments of California, Florida, New Jersey, and New York. 350 pp, looseleaf binder. \$45.00.

**Miscellany of Etceteras**

*Edited by Greenberg, 1992.*

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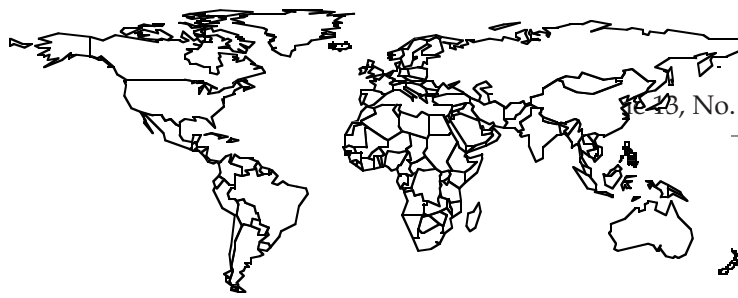
*Needler and Goodman, 1991.*

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# RESOURCES

## **Manual for Multicultural Education: Manual for Multicultural and Ethnic Studies**

*Henry Ferguson, Intercultural  
Press, 1987  
(No. 303, \$75.00)*

Presently in use in more than 700 school districts and teacher training institutions, this loose-leaf manual provides a complete guide to the introduction of multicultural education into a school system. Contains in-depth discussion of the foundations of multicultural education and the nature of the cultural learning process, and a "how-to" guide for faculty training, curriculum development, materials design, and program evaluation. 39 lessons for classroom use and other helpful forms.

## **Multicultural Education A Cross-Cultural Training Approach**

*Margaret Pusch, editor, Intercultural Press, 1979  
(No. 301, \$13.95)*

Includes chapters on definition of terms, intercultural communication, and the psychology of cross-cultural experience, the background of multicultural education in the U.S., multicultural education in the curriculum, training for teacher competencies, lessons and strategies for classroom use.

## **Understanding Culture's Influence on Behavior**

*Richard Brislin, Harcourt Brace, 1993  
(No. 645H, \$24.95)*

## **Good Neighbors Communicating with Mexicans**

*John Condon, Intercultural Press, 1985  
(No. 1401, \$11.95)*

Insights into relationships between Mexicans and their northern neighbors, how Mexicans and Americans perceive both themselves and each other, how their behavior often leads to cross-cultural misunderstanding.

## **A Common Core Thais and Americans**

*John Paul Fieg, revised by Elizabeth Mortlock  
Intercultural Press, 1989  
(No. 1403, \$11.95)*

## **Understanding Arabs: A Guide for Westerners**

*Margaret K. Nydell, Intercultural Press, 1987  
(No. 1406, \$15.95)*

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*Theodore Gochenour, Intercultural Press, 1990  
(No. 340, \$15.95)*

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*Yale Richmond, Intercultural Press, 1992  
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*H. Douglas Brown, Intercultural Press, 1991  
(No. 341, \$14.95)*

## **Human Behavior in Global Perspective: An Introduction to Cross-cultural Psychology**

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- #S8801 *Handbook for Teaching Hmong-Speaking Students* Bliatout, Downing, Lewis, Yang, 1988. \$4.50 (carton discount for lots of 58: \$3.50)
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