

Context:

Southeast Asians & other newcomers in California's classrooms
April/May 1994, Volume 14, No. 110

Context is published six times during the academic year as a way to provide staff with information and ideas concerning their newcomer students and parents. While the focus is on Southeast Asians, most articles and resources apply to other newcomer groups as well. This newsletter is developed with Economic Impact Aid funds, and district staff with English learners receive an automatic subscription. Other district staff may request a subscription, at no cost. Outside subscribers pay \$10.00 per year to cover mailing and handling costs.

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Refugee Educators Network

This group of educators meets at the above address 5 times per year to share information and plan an annual conference, the Southeast Asian Education Faire—9:00-11:30, 3rd Thursdays.

Join us!

September 22, 1994
November 17, 1994
January 19, 1995
February 16, 1995
May 18, 1995

Intercultural Harmony in the Schools

(Cotton, Kathleen. "Fostering Intercultural Harmony in the Schools: Research Findings." Topical Synthesis #7 of School Improvement Research Series. The Northwest Regional Educational Laboratory, November, 1993. NWREL, 101 SW Main Street, Suite 500, Portland OR 97204)

Culture is basically a framework for behavior. It consists of human-made guidelines, written and unwritten, that serve to provide order to how groups of people relate to one another and to their world.

Cultural diversity refers simply to the differences which exist among cultural groups (Ploumis-Devick 1992: 6).

To be *culturally sensitive* is to be aware of the ways in which cultures differ and the effects of these differences. ...To be *culturally literate* is to have a detailed knowledge of the cultural characteristics of specific groups. This knowledge is not merely about foods, holidays, dances, music, and so forth. It includes values, behavioral norms, acceptable and effective reinforcements, patterns of interpersonal relationships, and so on. (Grossman 1991: 161, 191).

In-school or staff training multicultural programs are unlikely to improve cross-group relations if their treatment of cultural diversity is too brief or too superficial. Programs that expand knowledge of

other cultures has little or no effect on attitudes or behavior. Neither do "one-shot" activities (Byrnes and Kiger 1986-87; Garcia, Powell, and Sanchez 1990; Gimmestad and De Chiara 1982; Hart and Lumsden 1989; Merrick 1988; Pate 1981, 1988).

Effective programs

have these characteristics (Campbell and Farrell 1985; Garcia, Powell and Sanchez 1990; King 1983; Merrick 1988; Rich 1987; Ruiz 1982; Swadener 1986, 1988):

- Involve all children.
- Are in-depth, long-term, and infused into the curriculum.
- Begin at the youngest ages.
- Provide teachers with attitudes, training, materials and support.
- Use cooperative learning, critical thinking development, and self-esteem building activities.

Attitude change

Attitudes seldom change with direct instruction. When we share common problems, tasks, goals, and success with people of another ethnic group, we develop positive

feelings toward them (Pate 1988: 288). When does *task-related social contact* improve attitudes? Allport (1954) identified certain conditions:

- When participants enjoy equal status.
- When there is an opportunity to get to know one another as individuals.
- When there are common interests or characteristics.
- When standards set by leaders (social norms) are favorable to association between groups.
- When circumstances favor cooperation.
- When there is opportunity to advance individual or group goals through cross-cultural interaction.
- When contact is extracurricular and social as well as academic (Foster 1989; Rich 1987; Robinson 1979; Rogers, Miller, Hennigan 1981).
- When contact is frequent and sustained (Foster 1989; Peck, Donaldson, Pezzoli 1990).
- When tasks result in success.

Cooperative learning is well-supported in the literature. Cooperative learning means organizing learners into culturally heterogeneous teams, giving them tasks requiring group cooperation and interdependence, and structuring the activity so that teams can experience success. Elements of effective cooperative learning activities include:

- Positive interdependence. Students perceive that they need one another.
- Individual accountability. Each student's performance is frequently assessed and the results are given to the group and to the individual.
- Group processing. Self-evaluation of working relationships and effectiveness. Feedback from teachers and ideas for improvement.
- Interpersonal and small group skills. Teachers teach skills: leadership, decision-making, trust-building, communication, conflict management.
- Face to face promotive interaction. Students promote each other's learning by helping, sharing, encouraging one another's efforts. Students explain, discuss, and teach one another.

Tolerance and prejudice reduction.

Effective techniques include:

- Film, video, and stage presentations that dramatize unfairness of prejudice and the harm it causes.
- Books and other print materials that portray cultural groups in positive light.
- Initial focus on one's own culture, then move to identify similarities between own culture and a different culture, and finally to attention to differences between own culture and different one.
- Role-taking and simulation games.
- Counterstereotyping. Looking at examples that are not typical of the stereotype.

Ineffective techniques:

- "Message" films and videos. Often results in a "backlash" effect. "People do not like to be manipulated" (Pate 1988: 288).
- Human relations training and direct anti-prejudice lessons. Exhortation, preaching.
- Low expectations expressed as differential treatment of people because of culture.





Component skills

Teaching tolerance directly is not effective, but teaching component skills is effective. Such skills include: • *critical thinking skills* and • *positive self-regard*.

Thinking critically

is the antithesis of prejudicial thinking (Walsh 1988: 280), and is characterized by:

- Intellectual curiosity. Asking why, how, who, when, where.
- Objectivity. Using evidence and making valid logical arguments.
- Open-mindedness. Ability to tolerate ambiguity.
- Flexibility. Willingness to change mind.

- Intellectual skepticism. Postponing acceptance of a hypothesis as true until the evidence is available.
- Intellectual honesty. Accepting hypothesis as true even when it conflicts with beliefs.
- Being systematic. Following a line of reasoning to its conclusion.
- Persistence. Looking for evidence and arguments.
- Decisiveness. Reaching conclusions when the evidence warrants.
- Respect for other viewpoints. Listening carefully.

Positive self-regard

is most likely to occur when

- Teacher shows warmth and encouragement.
- Student experiences academic success.
- Students work closely with people who have mental or physical handicaps.
- Students activities in which people perceived as a member of their own cultural group or gender are seen in a positive light.
- Teachers and administrators of one's cultural group are found in one's school.

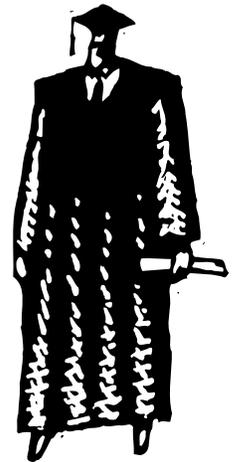
Teachers and classrooms.

Effective teachers in diverse settings have been found to exhibit high levels of cultural sensitivity which is demonstrated by the modified curriculum and instructional designs they incorporate to ensure that all students achieve excellence and equity (Larke 1990: 24). Schools and classrooms that are characterized by positive cross-cultural interactions have:

- Racial/ethnic mixing.
- Positive staff role models.
- Security. Students feel safe from threat of intercultural conflict.
- Staff support for integration.
- Multicultural exposure. Factual accounting of contributions of various cultures, similarities and differences between cultural groups, etc.
- Intercultural fairness.
- Ongoing staff self-examination and improvement.
- Teachers who reflect on own values, stereotypes, prejudices, and engage in staff development activities.

Climate and tone.

- Teacher allows for active learning.
- Teacher interacts one-to-one with each child at least once daily.
- Teacher communicates high expectations.
- Teacher gives praise and encouragement.
- Teacher communicates affection through humor, asking for student opinion, self-disclosure, eye contact, close proximity, smiling, and so on.
- Teacher avoids public charting of achievement data.
- Teacher gives children responsibilities in the classroom.
- Teacher treats children fairly and equally.
- Activities reflect the ethnic heritage and background of all children.



Instruction and management.

- Reading groups and flexible and changed after frequent assessment.
- Students work in cooperative learning groups.
- Activities are matched to cultural and individual learning styles.
- Social skills for getting along well and working in groups are taught directly.
- Many activities are not graded.
- Some student-selected activities are included.

Multicultural activities.

- Straightforward discussion of race, ethnicity, cultural differences; accurate information.
- Teaching about both similarities and differences.
- Learning a few words of the languages; learning about the backgrounds of students; incorporating knowledge into activities.
- Using a variety of materials.
- Removing biased materials from the curriculum.
- Responding to cultural tension.
- Taking issue with culturally demeaning statements, jokes, graffiti, etc.
- Using incidents as a springboard for providing information and skills to avoid such incidents.

Contact with parents.

- Engaging parents in school activities.
- Demonstrating interest in and respect for the family's culture.
- Finding out as much as possible about child's experiences and family situation.





Recommendations

- Raise cultural sensitivity of teachers and administrators with long-term, in-depth multicultural education.
- Provide opportunities for teachers to work with culturally different others.
- Match teaching styles with culturally-based learning styles.
- Institute methods for successful cooperative learning groups.
- Institute methods that develop empathy and interpersonal awareness among students.
- Establish resource centers and find ways to promote use of materials.

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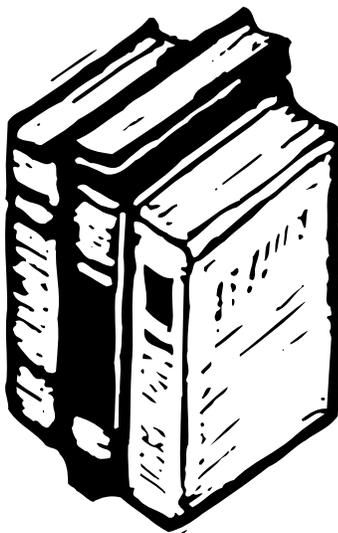
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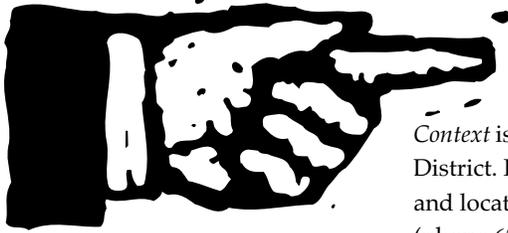
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- For more references on this topic, order *Topical Synthesis #7* from NWREL. A best buy!



Time to Renew

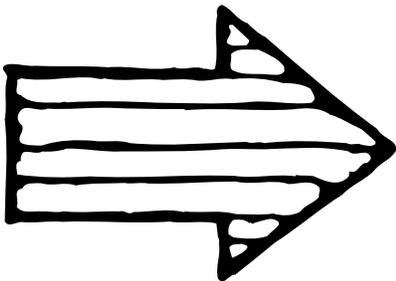
Context is provided free for employees of Folsom Cordova Unified School District. If you want to be on the mailing list for 1994-95, send your name and location through district mail to the Transitional English Program (phone 635-6815, fax 635-0174).

Six issues are planned for Volume 15: September, October, November/December, January/February, March/April, May/June.

Others are welcome to subscribe. The cost is \$10 per school year. Send a check or purchase order payable to Folsom Cordova USD, 2460 Cordova Lane, Rancho Cordova CA 95670.



Southeast Asia Education Faire No. 11: Folklore, Legends, Myths



**Saturday,
March 25, 1995**

Why do things happen? How is the world explained? How is this knowledge passed on? What are the similarities and differences in stories? How do common beliefs define cultural groups? What happens when oral lore becomes written tradition? What modern folklore is being created? How is folklore made public? How can folklore be used in the classroom? How can computer technology help produce stories in languages other than English? Several workshops will address these questions.

Other workshops will provide opportunities to try out classroom ideas, learn about the structure of the languages of newcomer groups, get information and resources about newcomer groups.

If you have ideas for presenters, send contact information or a short description to the Refugee Educators' Network for their September meeting (fax 916 635-0174).

Proceeds from the conference support the Southeast Asia Community Resource Center. In addition to making books, periodicals, and videotapes available, the Center supports community efforts to help themselves (Ukrainian/Armenian Saturday School; Cambodian Saturday Classes).

Asian/Pacific Islander Needs, Sacramento County 1992

Note: These "facts & figures" are taken from the *Needs Assessment of the Asian/Pacific Islander Community in Sacramento County, 1992*. Look in the original document for a complete understanding of the limitations to the numbers or the interpretations of more highly ranked perceived needs. What is presented here is *my interpretation* (condensation) of what is in

GROUP	POPULATION	LANGUAGE STATUS	PERCEIVED EDUCATIONAL NEEDS
Cambodian 95828 (S. Sac) 95691 (W. Sac)	800 (estimate)	Non-literate Limited-English	Bilingual support, Khmer classes, Cultural classes for staff, students, American culture.
Chinese-Vietnamese 95823, 24, 22, 20 (S. Sac)	4,000+ (estimate)	Wide variation, Many non-literate.	ESL (rather than bilingual), Vocational training.
Hmong 95820, 22, 23, 24, 28, 32 (S. Sac) 95815, 28 (N. Sac)	8,000 (estimate)	Non-literate	Tutoring center (evenings, weekends) Hmong classes, Early marriage prevention, Vocational training, Crime prevention.
Iu-Mien 95660 (N. HInds) 95820, 17, 23	3,000 Sacramento 1,000 West Sac (estimate)	Non-literate	ESL (evening, weekend in 95660, 95820, 17, 23), Tutorial/mentoring, Vocational training, Outreach for parent education, Drug, gang, dropout prevention. Dealing with fear and racism at school.
Lao 95817, 24, 20, 22 95815, 28, 21	7,000 (census)	34% non-literate 30% no English	Youth recreation, Support networks, Protection from crime, Dealing with fear of hate crimes, Asian gangs, ESL for elders, Vocational training, Access to college.
Vietnamese 95824, 28, 22, 18, 20, 23, 95624 (Elk Gr.)	9,500 (census)	Literate Wide variation in education.	Counseling, ESL, Vietnamese language, School discipline, Drug, gang prevention, Youth activities, American culture, Vocational training.

the original study. Don't treat it as the "truth," but as an indication of further questioning. Population estimates with "census" are the rounded-off figures from the 1990 census; the zip code areas are translations of the census tract numbers at that time. "Estimate" is the community's best guess (in the case of Chinese-Vietnamese, it is almost impossible to hazard a guess—4,000 is loosely based on the number of Chinese-Vietnamese who were on some sort of public assistance in 1988, the last time data was collected with a "Chinese-Vietnamese" identifier attached. The perceived needs are drawn from the surveyors' discussion of results, rather than from the conclusions in the executive summary. I looked into other categories that might relate to programs in public education. (Contact: Asian Community Center of Sacramento Valley, Inc., 7801 Rush River Drive, Sacramento CA 95831).

GROUP	POPULATION	LANGUAGE STATUS	PERCEIVED EDUCATIONAL NEEDS
Chinese 95822, 31 (many other areas)	25,000 (census)	35% Engl only 57% bilingual 76% college +	Hate crime prevention, Asian gang prevention, Crime prevention, Career training.
Filipino 95823, 28, 32	17,000 (census)	93% bilingual 75% college+	Dropout prevention, Drug / gang prevention, Consumer education.
Japanese 95831, 22	13,600 (census)	56% Engl only 39% bilingual 56% college+	Drug / gang prevention, Access to college, Health education, Career training.
Korean 95670, 95826, 27 95660, 95842	12,000 (estimate)	65% limited 34% bilingual 54% college+	ESL, Bilingual education, American culture, Access to college.
Pacific Islanders (Polynesians: Hawaiiin, <u>Tongan</u> , <u>Samoan</u> , Cook Islanders, Maoris, Tahitians; Micronesians: Marshall Islanders, Kiribatian, Guamanian; Melanesians: <u>Fiji Islanders</u> (<u>East Indian, indigenous</u>), Solomon Islanders, Papua New Guineans, Vanatuans.)	4,000 Fijian Indians (estimate)	80% bilingual	ESL (elders), Job training (adults) Dropout prevention, Adult ed without emphasis on Spanish. Scholarship programs.
	3,000 Tongans (estimate)	Most bilingual	Job training, ESL (adult, elder), Parent involvement, Career choices, Dropout prevention,
	800 Samoans (estimate)	Most Engl only	Community resource center, Career / educ choices, Vocational training.

Resources

Seven Magic Brothers

Kuang-Tsai Hao, Eva Wang.

Traditional tale of seven brothers, each with a different super power. New hardback books with beautiful illustrations.

Story of the Chinese Zodiac

Monica Chang/Arthur Lee.

Questions about the "animal years" of the Chinese calendar answered in this children's book, illustrated with cut paper illustrations.

The Mouse Bride

Monica Chang/Lesley Liu.

Taiwanese folktale about a mouse leader who searches for the strongest husband for his daughter. Award-winning illustrations show the life, traditions, and costumes of the rural Taiwanese.

English/Chinese (\$14.95 each), E/Spanish, E/Vietnamese, E/Korean, E/Khmer, E/Lao, E/Hmong, E/Tagalog, E/Thai (\$16.95 each).

Order from: Pan Asian Publications (USA), Inc., 29564 Union City Blvd., Union City, CA 94587. (510) 475-1185, fax 475-1489.

Available in June, 1994—

Emperor & the Nightingale Dance, Mice, Dance The Giant and the Spring

Bridge to Asia

Send old textbooks to Vietnam and Cambodia via "Bridge to Asia," 801 Franklin Street #1430, Oakland CA 94607.

Soldier and Tsar in the Forest

A Russian Tale

Translated by Richard Lourie, pictures by Uri Shulevitz.

Originally published in 1972
New York: Farrar, Straus and Giroux

Tale about a simple soldier who saves the helpless Tsar, a story of good and evil.

Peoples of North America: The Russian Americans

Paul R. Magocsi

New York: Chelsea House, 1989

Russians first arrived in the U.S. as fur traders and missionaries in the 1740's. In the next 200 years, 2 million Russians immigrated to America, seeking jobs or fleeing communism or religious persecution. This volume, like others in the series, looks at the history, culture, and achievements of a specific immigrant group.

Peace and Friendship: Russian & American Teens Meet

Margaret O. Hyde

New York: Dutton-Cobblehill Books, 1992

Follows student exchange program and pen-pal program. Has a directory of exchange organizations.

Resource Handbook for the Asian/Pacific Islander Communities

(Asian Community Center of Sacramento Valley, Inc., Fall, 1993).

Translations in Vietnamese, Chinese, Hmong.

7801 Rush River Drive, Sacramento CA 95831.

Then and Now: Ukraine

Then and Now: Armenia

Then and Now: Moldova

Then and Now: Russia

Then and Now: Belarus

Then and Now: Estonia

Then and Now: Georgia

Then and Now: Kazakhstan

Then and Now: Kyrgyzstan

Then and Now: Latvia

Then and Now: Lithuania

Then and Now: Tajikistan

Then and Now: Turkmenistan

Then and Now: Uzbekistan

Series editors: Mary Rodgers, Tom Streissguth, Colleen Sexton

(Geography Department). Minneapolis: Lerner Publications Co., 1993.

Each book contains: The Land and the People, (the country)'s Story, Making a Living, What's Next for (the country)?, Glossary, Index.

Bread Bread Bread

Ann Morris

New York: Mulberry Books, 1989.

Softback children's photo book, looking at bread from a variety of cultures. Also in the series: Hats Hats Hats. Good start for thematic cultural studies (looking at the wide diversity of a kind of thing).

Who Belongs Here? An American Story

Margy Burns Knight, illustrated by Anne Sibley O'Brien

Story of Nary, Cambodian refugee, frames an exploration of experiences of other refugees and immigrants and their contributions to American culture. Focuses children on issues of human implications of intolerance.

Gardiner, Maine: Tilbury House, Publishers, 1993. (132 Water Street, Gardiner, ME 04345).

Where the River Runs: A Portrait of a Refugee Family

Nancy Price Griff,
photos by Richard Howard

Boston: Little, Brown & Co., 1993

Photos and text follow Sohka Prek and her family through daily life in an American city. Text brings to light the everyday problems faced by new refugees as they try to bridge the old and new worlds.

L.A. Stories: Voices of Cultural Diversity

Carol Clark Otteson, 1994 (No. 365, \$12.95)

Intercultural Press, Inc., PO Box 700, Yarmouth ME 04096, (207) 846-5168, fax 846-5181

Essays written by adult students, woven together with the journey of a mainstream teacher whose job it is to help students put their thoughts into English prose.

Cross-Cultural Dialogues: 74 Brief Encounters with Cultural Difference

Craig Storti, 1994 (No. 368, \$15.95)

Intercultural Press, Inc., PO Box 700, Yarmouth ME 04096, (207) 846-5168, fax 846-5181.

Each short exchange (4 to 8 lines) between an American and someone from another country or culture contains at least one breach of cultural norms. The reader is challenged to figure out the conflict in "unwritten rules." Good for cross-cultural training. Ten cultures are represented: Arab, British, Chinese, French, German, Hispanic, Indian, Japanese, Mediterranean, Russian.

Beyond Experience: The Experiential Approach to Cross-Cultural Education

Theodore Gochenour (editor), 1993 (No. 363, \$17.95)

Intercultural Press, Inc., PO Box 700, Yarmouth ME 04096, (207) 846-5168, fax 846-5181.

Three sections: Ideas, Activities, Assessment. Conceptual framework for learning intercultural skills, application and exercises, simulations and other activities. Outgrowth of The Experiment in International Living (now World Learning, Inc.) and the School for International Training.

Black and White Styles in Conflict

Thomas Kochman

University of Chicago Press, 1981 (No. 584, \$8.95).
Intercultural Press, Inc., PO Box 700, Yarmouth ME 04096, (207) 846-5168, fax 846-5181.

Culture-based behavior of blacks and whites in the U.S.

Ecotonos

1993 (No. 851, \$125.00)

Intercultural Press, Inc., PO Box 700, Yarmouth ME 04096, (207) 846-5168, fax 846-5181.

Simulation that can be used with 12 to 50 people, exploring power issues, cultural assumptions and expectations, and communication styles. Methods and processes of decision-making in monocultural and multicultural groups are analyzed, diagrammed and compared, leading to the development of guidelines for effectiveness.

The Cross-Cultural Adaptability Inventory

Colleen Kelley and Judith Meyers

Intercultural Press, Inc., PO Box 700, Yarmouth ME 04096, (207) 846-5168, fax 846-5181.

At War in the Shadows of Vietnam: U.S. Military Aid to the Royal Lao Government 1955-1975.

Timothy Castle, 1993

(\$47.50, Columbia University Press, Dept E31, 136 S. Broadway, Irvington NY 10533. (800) 944-8648, fax (800) 944-1844.)

Timothy Castle is a retired Air Force major who teaches history at the University of San Diego. This comprehensive research book on the American role in the "secret war" in Laos is clarified. The work draws on previously classified materials as well as interviews with American and Lao officials. (SARS, 14(1): 1).

Cambodians and Post-Traumatic Stress

(Video in Khmer, 20 minutes, interview format, free). Marline Spring, 1994

(Video Orders, Amos Deinard, MD, Community-University Health Care Center, 2001 Bloomington Ave. S., Minneapolis, MN 55404-3089. (612) 627-4774, fax (612) 627-4205, e-mail: Sprin006@maroon.tc.umn.edu.) (SARS, 14(1): 6).

Report to the Congress, January 31, 1993: Refugee Resettlement Program.

(Margaret Bryant, ORR, Administration for Children and Families, Attn: Policy Div., 6th floor—Aerospace Bldg, 370 L'Enfant Promenade SW, Washington DC 20447. (202) 401-9253. Free.

The Miao Rebellion, 1854-1872: Insurgency and Social Disorder in Kweichow During the Taiping Era.

Robert Jenks, 1985, Ph.D. dissertation, Harvard University.



***Grandmother's Path,
Grandfather's Way***
(Vang & Lewis, ©1984 r. 1990)

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Pagemaker), add \$10.00. Previous
purchasers: send proof of purchase or original
title page from book.

Make payable to Folsom Cordova USD/SEACRC—

- #9410 *Amerasians from Vietnam: A California Study*, Chung & Le, 1994. \$7.00. No carton discount.
- #9409 *Proceedings on the Conference on Champa*, 1994. \$7.00. No carton discount.
- #9308 *Selected Resources: People from Cambodia, Laos & Vietnam*. Lewis, ed. \$5.00. No carton discount.
- #9207 *Minority Cultures of Laos: Kammu, Lua', Lahu, Hmong, and Mien*. Lewis; Kam Raw, Vang, Elliott, Matisoff, Yang, Crystal, Saepharn. 1992. 402 pages \$15.00 (carton discount \$12.00, 16 per carton)
- #S8801 *Handbook for Teaching Hmong-Speaking Students* Bliatout, Downing, Lewis, Yang, 1988. \$4.50 (carton discount for lots of 58: \$3.50)
- #S8802 *Handbook for Teaching Khmer-Speaking Students* Ouk, Huffman, Lewis, 1988. \$5.50 (carton discount for lots of 40: \$4.50)
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