

# Context:

Southeast Asians & other newcomers in California's classrooms  
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## *California Reading Initiative* for English Learners

**Context** is published five 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. District staff with LEP students receive a free subscription (contact Nguyet Tham at the Transitional English office). Compliance file clerks should place a copy in CON24.

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A concise summary of research findings related to effective reading instruction has been distributed to all California schools and is available from the Department of Education's website ("goldmine"). These findings swing the California reading instruction pendulum back towards the center, balanced between *acquisition* of literacy through immersion in text and *learning* of reading through explicit practice in the principles and patterns of decoding and encoding. These research findings apply to students who have a receptive vocabulary in the language they learn to read.

Many California students do not have the opportunity to learn to read the language they understand. For these students, the findings are less applicable. On the next four pages are excerpts from the California Reading Initiative along with how the findings might apply differently to LEP students learning to read English.

Following that are several sound charts for practicing the initial consonant and vowel patterns for decoding single syllable words, using an approach that is used in overseas reading programs. These sound charts would be useful for students who already know how to read another alphabetic language, one that uses symbols to represent sounds in

words. They can be used to provide repeated short practice, and to provide limits to the probabilities of English, thereby reducing the complexity of the input that an English learner must handle.



| Key topics from California Reading Initiative (7/96)                  | What is important for LEP students learning to read English?  | What strategies could be used?   |
|---|---|--|
| Learning to hear sequences of sounds (phonemic awareness)             | Child must be able to distinguish sounds they hear before they are expected to distinguish sounds they say.   | Have students listen to cassette and follow the text, or use computer-based "living books."  |
| Learning to associate sounds with written symbols (explicit phonics). | Contrastive analysis of home languages and English is essential for the teacher to be able to predict which English sounds are not part of the child's native language. Sounds which exist in both the languages will be retained more easily.  | Use minimal pair lists to make game-like exercises for initial and medial vowel sounds (an, on; cut, cot, cat). Use dictation of minimal pairs.  |
| Word & syllable characteristics                                       | Characteristics of native language encoding may reflect and reinforce particular cognitive skills developed during child-rearing. Is the language monosyllabic? Are there final consonants or are there tones? How complex is the consonant blend system? Alphabetic? Ideographic?        | Vietnamese, Lao, Thai, Hmong, Mien, Chinese languages use tones to convey word differences; Khmer, Korean, Japanese, Russian, Armenian, Spanish, English use final consonants. Use minimal pair lists to learn to hear and discriminate final sounds (eye, eyes, ice].<br>Monitor the rising or falling tone with which spelling words or reading words are said. Students from tonal languages will hear "now?" and "now" and "now!" and different words. |
|   | Alphabetic literacy is associated with analytic skills (taking apart, putting together). Ideographic literacy is associated with gestalt skills (seeing the whole rather than the parts).   | Try a variety of approaches to word memory to find the one that is most congruent with the culturally reinforced cognitive skills.   |
| Rhyming (phonemic awareness)  | In tonal languages rhyming words include vowel and tone rather than vowel and final consonants.   | Use bilingual staff, peers, parents, or materials to provide practice in rhyming of familiar words.<br>Use minimal pair games to help students hear consonants in final positions.<br>Monitor use of tones in examples and feedback.   |
| Sound-symbol memory   | Animals or images that help native speakers remember the sound that goes with a letter may not have meaning for LEP students.   | Have a bilingual person identify an animal or image from the native vocabulary that begins with the target sound. Use that icon along with the English icon. When there is no equivalent sound, use just the English icon.   |
|   | Understanding how other languages are written will help predict areas that need emphasis; for example, Lao, Khmer, and Thai students will want to discriminate marks above and below.   | Provide practice in symbol discrimination, spacing, and relevant marks (periods, commas, apostrophes, capitals, question marks, etc.) to help students recognize significant marks.  |
| Blending sounds   | Ideographic languages (for example, Chinese) don't take apart words and blend them together left to right in a linear fashion; words are basically pictures. Arabic is alphabetic (blendable) but it goes from right to left. Lao and Thai put vowels over, under, and around consonants. | Use manipulatives and word play to help students take off sounds and put them on again. Having an aide do this with the native language will help. Once learned, the skill of blending will transfer to English. (We learn to read only once; skills transfer to a second alphabetic language.   |
|   | Beginning with the vowel, adding the initial consonants, then the final consonants is a familiar method for parents and foreign-taught children.  | Overseas methods do blending like this:<br>"a"-"ba"-"bat"      "o"-"to"-"top"  |
|   | Children who read another alphabetic language know how to blend.  | Use sound charts to help literate students quickly learn the sound-symbol code of English.   |

|  |   |   |
|--|---|---|
| Recognizing a decoded word                         | A child decodes a word, then listens to it, and identifies its meaning by matching the word to one in his/her bank of receptive vocabulary. LEP students cannot rely on this strategy because their bank of receptive vocabulary is in the native language.   | Find ways for LEP students to experience concepts before reading words that represent them: hear words; discriminate words from similar words; say the words; recall the words; know what the words mean in their native languages.<br><br>Select key words from each reading passage and have a bilingual aide or peer "preview" them by talking about their meanings before the reading lesson in English.<br><br>Send key words home so parents can explain them in the primary language.  |
| Word families (rhyming words spelled the same)     | Keep in mind that tone may cause students from Vietnamese, Chinese, Hmong, Mien, Lao to over-discriminate, to attach significance to sound differences that English speakers ignore (for example, the "t" in "top" vs. "stop").   | Patterns help make complex input more comprehensible. Decoding by analogy (think of a word that belongs to the same family) will help, as the LEP student cannot rely on predictable syntax to provide clues.<br><br>Try to keep the intonation similar when dictating words from a word family. For example, say "fall-tall." Does your voice go up and linger at the end of "fall"? Does it drop with "tall"? Students will hear "tall-tall" as different if you use the intonation that means "here comes another word of a pair." |
| Word lists   | Language learners need to recognize about 500 English words to begin to communicate (nouns, pronouns, verbs, spatial prepositions, social phrases). Many of these words are also high-frequency reading words. Sitton's basic 500 words comprise 50-75% of any written passage. Not all these common words have an equivalent in other languages (for example, a, an, the). | Use the high-frequency words to teach memory skills, to involve parents in helping at home, and to provide an avenue for immigrant students who clamor for homework. Where possible, pair words in opposites, conceptually similar, linguistically similar, or functionally similar groups.   |
| Feedback   | First language receive lots of feedback about what they say and how they say it. Second language learners, too, need feedback. Feedback is not the same as correction.  | Provide prompt, explicit feedback on skills as well as motivational feedback. Repeat child's utterances correctly or rephrase in a question. Whenever possible, guess the meaning to keep the LEP student responding.   |
|  | Students and parents expect teachers to point out mistakes and show the right way. Many immigrant students are familiar with "apprentice learning," or learning by doing. General character praise is less helpful.   | Arrange for students to learn by doing rather than by listening. Rather than saying "Good job" on a spelling paper, try "2 more right than last week." Then arrange the conditions so that the learner gets 2 more correct the following week.  |
| Emerging readers almost never skip words or guess. | LEP students do not have familiar English syntax in their heads. They won't know if they've skipped a word or not. They can't tell the important words from the "matrix" (high frequency) words.  | LEP students do not need to know every word to arrive at the approximate meaning of a passage.  |
|  | New words (those that are not high frequency words) tend to carry the meaning of the passage; these are the key words.  | For limited readers, highlight the key words, and ask the reader to understand these. The meaning is conveyed in much the same way that a telegram conveys meaning.   |
|  | Fast, accurate recognition of high-frequency words will help by reducing the number of new words to decode and comprehend.  | Use multiple methods to teach LEP students to quickly and accurately recognize high frequency words' meanings.  |

|                             |   |  |
|-----------------------------|---|--|
| Focus on meaning not accent | As LEP students learn to read English words, their oral production may be influenced by characteristics of the native language. Errors in production will resolve with feedback; after four or five years, students will have full command of two sound (and sy   | Provide feedback by repeating a word or phrase correctly, in a way that does not embarrass.<br>Provide plenty of experience with minimal pairs before expecting accurate pronunciation.<br>Provide a multimedia program like "ELLIS," which tailors minimal pairs for particular languages and allows learners to record production and compare it to the original.  |
| Spelling errors in writing  | Writing is the highest level of language use, and reflects skills in listening, speaking, and reading. Additional reading will improve LEP students' writing.<br>LEP students' errors in production are evident in spelling used in free writing and in dictation.  | Specific teaching of spelling helps by reducing the complexity of input. Ensure that the student can hear the sounds in the positions they occur in English words.<br>Spelling is a good early activity for LEP students who have had prior school. They can feel successful by memorizing words.  |
|                             | Contrastive analysis helps teachers predict the kinds of errors that will occur (he & she confusion; tense confusion; dropping of medial sounds or final consonants, etc). These will correct with feedback and sufficient input (reading/listening).   | Teachers can find ways to hook new words to existing concepts in the native language (dictionary work, peer teaching, at-home activity, high school aide or volunteer help). For example the student can learn to read and spell the word "restaurant" but writes its meaning in the native language.  |
|                             | Research in immersion studies show that teachers do not include more advanced forms of syntax without a systematic plan. This is in opposition to the theory that second language acquisition needs only natural language input.  | There needs to be systematic and comprehensive attention to language use and forms.<br>Second language acquisition strategies need to include both implicit and explicit approaches.   |
| Vocabulary development      | LEP students do not have very large English vocabularies. Native English speakers start school with about 5,000 words in their receptive word banks. LEP students' vocabularies are in their native languages.  | Link new word/concept to existing concept in native language. Use bilingual aides, peers, parents, or materials to build receptive vocabulary and concepts.<br>Encourage parents to read or tell stories in the native language to build vocabulary. Then when a new English word is learned, there's an existing concept to hook it to. Avoid telling parents to speak English at home; rather encourage them to expect children to be fluent in two languages. |
|                             | Knowledge of patterns of background experiences and home language use helps teachers know which students have receptive vocabularies that are underdeveloped in their native languages.   | Language/cognitive development (background knowledge) activities should be integrated with language acquisition activities. On the other hand, students with well-developed background knowledge can link the new language to developed concepts fairly quickly.   |
| Language meaning            | Languages classify things in different ways. English has a huge number of near-synonyms (shades of meaning). English has many different forms for the same concept depending on its "part of speech." Other languages may differ for gender and number as well. The number of different words for the same concept reveals something about its importance within the culture (for example the varieties of "dog" and "vehicle" in American English vs. the words for "rice" in Hmong or "snow" in Inuit languages). | Whenever possible take time to classify and reclassify objects and ideas. Teach opposites together. Spend time on similar words, using strategies like rank ordering words for "happy" from most happy to least happy, etc.<br>Teach roots and affixes, grouping words together in families.<br>Teach various forms of a word together (noun, verb, adjective, etc.).<br>Teach common and proper variants (eg., "white house" and "White House.")                |

|   |   |   |
|---|---|---|
| Good readers read more                        | Achievement is correlated with the amount of reading, not the language in which the reading is done.  | Ask parents or siblings to read or tell stories in the home language to build a strong conceptual base.   |
|   | LEP students with non-literate parents do not read enough (reading materials are not a high priority in limited budgets).   | Find ways to send reading home. Use an old computer for home reading-writing. Ask parents to set up a reading/homework time for at least 20 minutes every day but Friday and Saturday, and sit with children during this time; TV, radio, phone turned off.   |
|   | Teachers teach specific comprehension strategies (including use of graphic organizers).   | Teach strategies for finding main ideas. Provide "key idea" maps or graphic organizers for students to use and elaborate upon. Reduce the amount of less important text.  |
|   | LEP students' struggle with words' meanings does not leave time or energy for understanding main ideas, etc.  | Identify key words, sentences, paragraphs (copy book and highlight). Ask aide to explain key words in native language.<br>Use materials with reduced reading levels.  |
| Re-reading is effective.                      | LEP students really benefit from this. Read less more.  | Ask native English and more fluent students to read first, then the less fluent readers. (This provides additional input before output.)  |
| Independent reading level is 95% known words. | This generalization does not apply to LEP students. LEP students may decode a word wrong but know its meaning, or decode a word correctly but not know its meaning. LEP students' texts will probably have higher percentages of misread (mispronounced) words.<br><br>Contrastive analysis will enable teachers to determine which production errors are reading errors rather than pronunciation or usage errors. | Find ways other than oral production to determine comprehension.<br>Expect LEP students to rehearse (re-read) material.   |
| Predictable texts                             | These are predictable only for native speakers of English. LEP students may not predict meaning, but will be gaining input for understanding English.   | Use predictable texts to allow LEP students to practice high-frequency words and strategies for understanding written messages.   |
| Decodable texts                               | For LEP students, these are very similar predictable texts since they don't have the receptive vocabulary to recognize the meaning of decoded words. These texts do give LEP students practice in hearing the patterns of English.  | Use decodable texts with taped cassettes to provide additional input, especially in hearing the final sounds of words, patterns of multisyllabic words, and intonation of a sentence vs. the tone of a word.<br><br>LEP students benefit from explicit phonics instruction combined with minimal pairs practice, dictation, and prior aural/oral experience with words to be decoded. |
| Diagnostic tools                              | Running records are effective if the teacher understands the effects of the first language on English production and if comprehension is checked. Oral word reading tests are not valid because decoding does not mean reading with understanding, but they can be used to identify generalizations that are incompletely learned.  | In tracking oral reading, teachers should be alert for "errors" that are 2nd language effects and provide aural/oral experience before expecting student to read with native fluency.<br><br>Simple informal assessments include leveled reading passages that are read in English then explained in the primary language.  |
|   | LEP students' background influences reading achievement (parents' literacy, school experiences, etc.)   | Information about the student's background should include arrival date, prior schooling, literacy, parents' literacy, and general knowledge of the language and cultural characteristics.   |

|                  | SHORT VOWELS with final "n" |           |           |              |            |
|------------------|-----------------------------|-----------|-----------|--------------|------------|
|                  | am                          | egg       | it        | off/on       | up         |
|                  | <b>a</b>                    | <b>*e</b> | <b>*i</b> | <b>o, aw</b> | <b>u</b>   |
| <b>m</b>         | man                         | men       | min       | mon          | mun        |
| <b>n, kn</b>     | Nan                         | nen       | nin       | non          | nun        |
| <b>p</b>         | pan                         | pen       | pin       | pawn         | pun        |
| <b>b</b>         | ban                         | Ben       | bin       | bon          | bun        |
| <b>t</b>         | tan                         | ten       | tin       | tawn         | tun        |
| <b>d</b>         | Dan                         | den       | din       | Don          | dun        |
| <b>k, c</b>      | can                         | Ken       | kin       | con          | cun        |
| <b>g</b>         | gan                         |           |           |              | gun        |
| <b>s</b>         | san                         | sen       | sin       | son          | sun        |
| <b>*z</b>        | zan                         | Zen       | zin       | zon          | zun        |
| <b>*sh</b>       | shan                        | Shen      | shin      | Shawn        | shun       |
| <b>*ch</b>       | Chan                        | Chen      | chin      | chon         | chun       |
| <b>*j</b>        | Jan                         | Jen, gen  | jin, gin  | Jon          | jun        |
| <b>f, ph</b>     | fan                         | fen       | fin       | fawn         | fun        |
| <b>v</b>         | van                         | ven       | vin       | von          | vun        |
| <b>*w</b>        |                             | wen       | win       | <u>wan</u>   | <u>won</u> |
| <b>*wh</b>       | whan                        | when      | whin      | whon         | whun       |
| <b>y</b>         | yan                         | yen       | yin       | yawn         | yun        |
| <b>h</b>         | han                         | hen       | hin       | hon          | hun        |
| <b>*l</b>        | Lan                         | Len       | lin       | lawn         | lun        |
| <b>*r, wr</b>    | ran                         | wren      | rin       | Ron          | run        |
| <b>*th (ank)</b> | than                        | then      | thin      | thon         | thun       |
| <b>*th (an)</b>  | than                        | then      | thin      | thon         | thun       |

| LONG VOWELS with final "t" |                  |                  |               |              |                  |
|----------------------------|------------------|------------------|---------------|--------------|------------------|
|                            | 8                | me               | l             | no           | boot             |
|                            | <b>a, ai, ay</b> | <b>e, ea, ee</b> | <b>i, igh</b> | <b>o, oa</b> | <b>u, oo, ew</b> |
| <b>m</b>                   | mate             | meet             | might         | moat         | moot             |
| <b>n, kn</b>               | Nate             | neat             | night         | note         | newt             |
| <b>p</b>                   | pate             | Pete             | pite          | pote         | pute             |
| <b>b</b>                   | bait             | beat             | bite          | boat         | boot             |
| <b>t</b>                   | tate             | teat             | tight         | tote         | toot             |
| <b>d</b>                   | date             | dete             | dite          | dote         | dute             |
| <b>k, c</b>                | Kate             | kete             | kite          | coat         | coot             |
| <b>g</b>                   | gate             |                  |               |              | gute             |
| <b>s</b>                   | sate             | seat             | sight         | sote         | suit             |
| <b>*z</b>                  | zate             | zete             | zite          | zote         | zute             |
| <b>*sh</b>                 | shate            | sheet            | shite         | shote        | shoot            |
| <b>*ch</b>                 | chate            | cheat            | chite         | chote        | chute            |
| <b>*j</b>                  | jate             | jeat, geat       | jite, gite    | jote         | jute             |
| <b>f, ph</b>               | fate             | feet             | fight         | fote         | fute             |
| <b>*v</b>                  | vate             | vete             | vite          | vote         | vute             |
| <b>*w</b>                  | wait             | wete             | wite          | wote         | wute             |
| <b>*wh</b>                 | whate            | wheat            | white         | whote        | whoot            |
| <b>y</b>                   | yate             | yete             | yite          | yote         | yute             |
| <b>h</b>                   | hate             | heat             | hite          | hote         | hoot             |
| <b>*l</b>                  | late             | lete             | light         | lote         | lute             |
| <b>*r, wr</b>              | rate             | rete             | right         | wrote        | root             |
| <b>*th (ank)</b>           | thate            | thete            | thite         | thote        | thute            |
| <b>*th (an)</b>            | thate            | thete            | thite         | thote        | thute            |

The sound charts combine sounds that are not distinguished in by California speakers, for example the vowel in “cot” vs. the vowel in “caught.” Various spellings for the same sound are combined. The spellings that represent actual words are bold-faced.

A teacher might use a pocket chart to make these charts. This would allow the changing of sounds and words, building the complete chart as time goes by (several cards, each with different endings can go in pockets, for example: can, cap, cast, cats on the short vowel chart). A problem is that “dangerous” words also show up, and a teacher will have to deal with that issue.

The English sounds that are troublesome for most English learners are marked with an asterick. To hear these sounds, students will need to hear them in comparison to other similar sounds until they can discriminate a difference. A teacher could then expect the student to to decode, pronounce and spell the sounds.

Speech therapists often have materials and lists for minimal pair practice. Regents used to publish a resource book, “Pronunciation Contrasts in English” by Nilsen ad Nilsen. New language learning software (for example, Transparent Language, Triple Play Plus) include the capacity for recording words and comparing them to native speakers' pronunciations.

For English learners, the key is understanding what they learn to decode, pronounce, spell. A simple strategy would be to write the native language equivalent or illustration on the backs of cards.

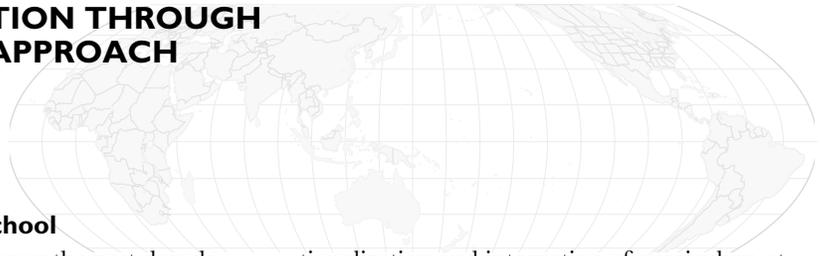
| Special vowels   |            |               |               |
|------------------|------------|---------------|---------------|
|                  | book       | cow           | boy           |
|                  | <b>*oo</b> | <b>ow, ou</b> | <b>oy, oi</b> |
| <b>m</b>         | moo        | mou           | moi           |
| <b>n, kn</b>     | noo        | <b>now</b>    | noi           |
| <b>p</b>         | poo        | <b>pow</b>    | poi           |
| <b>b</b>         | boo        | <b>bow</b>    | <b>boy</b>    |
| <b>t</b>         | too        | tou           | <b>toy</b>    |
| <b>d</b>         | doo        | dou           | doi           |
| <b>k, c</b>      | coo        | kou           | koi           |
| <b>g</b>         | goo        | gow           | goi           |
| <b>s</b>         | soo        | <b>sow</b>    | <b>soy</b>    |
| <b>*z</b>        | zoo        | zow           | zoy           |
| <b>*sh</b>       | shoo       | shou          | shoi          |
| <b>*ch</b>       | choo       | <b>chow</b>   | choi          |
| <b>*j</b>        | joo        | jow           | <b>joy</b>    |
| <b>f, ph</b>     | foo        | fow           | foy           |
| <b>*v</b>        | voo        | <b>vow</b>    | voy           |
| <b>*w</b>        | woo        | <b>wow</b>    | woy           |
| <b>*wh</b>       | whoo       | whow          | whoy          |
| <b>y</b>         | yoo        | <b>yow</b>    | yoy           |
| <b>h</b>         | hoo        | <b>how</b>    | hoy           |
| <b>*l</b>        | loo        | lou           | loi           |
| <b>*r, wr</b>    | roo        | rou           | roy           |
| <b>*th (ank)</b> | thoo       | thou          | thoy          |
| <b>*th (an)</b>  | thoo       | <b>thou</b>   | thoy          |

| <b>r-controlled vowels</b> |                    |             |                           |                           |                                |
|----------------------------|--------------------|-------------|---------------------------|---------------------------|--------------------------------|
|                            | her                | arm         | or                        | ear                       | care                           |
|                            | <b>*er, ir, ur</b> | <b>*ar</b>  | <b>*ore, oar,<br/>oor</b> | <b>*ear, ere,<br/>eer</b> | <b>*are, air,<br/>ear, ere</b> |
| <b>m</b>                   | mur                | mar         | <b>more</b>               | <b>mere</b>               | <b>mare</b>                    |
| <b>n, kn</b>               | nur                | nar         | <b>nor</b>                | <b>near</b>               | nair                           |
| <b>p</b>                   | <b>per</b>         | <b>par</b>  | <b>pore</b>               | <b>peer</b>               | <b>pear</b>                    |
| <b>b</b>                   | bur                | <b>bar</b>  | <b>bore</b>               | <b>beer</b>               | <b>bear</b>                    |
| <b>t</b>                   | ter                | <b>tar</b>  | <b>tore</b>               | <b>tear</b>               | <b>tare</b>                    |
| <b>d</b>                   | der                | dar         | <b>door</b>               | <b>dear</b>               | <b>dare</b>                    |
| <b>k, c</b>                | ker                | <b>car</b>  | <b>core</b>               | keer                      | <b>care</b>                    |
| <b>g</b>                   | gir                | gar         | <b>gore</b>               | gear                      | gare                           |
| <b>s</b>                   | <b>sir</b>         | sar         | <b>sore</b>               | <b>seer</b>               | sare                           |
| <b>*z</b>                  | zur                | zar         | zore                      | zeer                      | zare                           |
| <b>*sh</b>                 | shur               | shar        | <b>shore</b>              | <b>shear</b>              | <b>share</b>                   |
| <b>*ch</b>                 | chur               | <b>char</b> | <b>chore</b>              | <b>cheer</b>              | <b>chair</b>                   |
| <b>*j</b>                  | jur                | <b>jar</b>  | jore                      | <b>jeer</b>               | jair                           |
| <b>f, ph</b>               | <b>fur</b>         | <b>far</b>  | <b>fore</b>               | <b>fear</b>               | <b>fare</b>                    |
| <b>*v</b>                  | vir                | var         | vore                      | vear                      | vare                           |
| <b>*w, wh</b>              | <b>whir</b>        | war         | <b>wore</b>               | <b>we're</b>              | <b>wear, where</b>             |
| <b>y</b>                   | yur                | yar         | <b>yore</b>               | <b>year</b>               | yare                           |
| <b>h</b>                   | <b>her</b>         | har         | hore                      | <b>here</b>               | <b>hair</b>                    |
| <b>*l</b>                  | lur                | lar         | <b>lore</b>               | <b>leer</b>               | <b>lair</b>                    |
| <b>*r, wr</b>              | rur                | rar         | <b>roar</b>               | <b>rear</b>               | <b>rare</b>                    |
| <b>*th (ank)</b>           | thir               | thar        | thore                     | thear                     | there                          |
| <b>*th (an)</b>            | thur               | thar        | thore                     | thear                     | <b>there</b>                   |

## INTERNATIONALIZING EDUCATION THROUGH PACIFIC RIM EYES: THE I-POLY APPROACH

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Jere S. Mendelsohn, I-Poly High School



### International high school

Much has been written over the past decade regarding internationalizing public schools. As a university community, California State Polytechnic University, Pomona (Cal Poly Pomona) has responded to this movement by supporting a unique high school on its' campus. In order to speak to the global concerns in public secondary education, the International Polytechnic High School (I-Poly) was established. Over a three year period various constituent groups met to discuss a dream. This dream would try to take the best of what was known about successful teaching an learning and put it into practice on a university campus. The result became known as I-Poly. This article seeks to show how this school is not only part of the school reform movement, but a "newform" of public education using the eyes of the pacific rim as well as other parts of the world.

I-Poly is a joint venture between the Los Angeles County Office of Education and California State Polytechnic University, Pomona (Cal Poly Pomona). Located on the campus of Cal Poly Pomona, I-Poly offers a stimulating and challenging interdisciplinary program that is internationally themed. Enrollment is presently at 220 students and will grow to approximately 400 by the 1997/1998 school year. The I-Poly student body is highly diverse (30% Hispanic, 30% Anglo, 22% Asian, 18% African American as of 1995/1996), drawing on students from Los Angeles, Orange, San Bernardino and Riverside Counties.

The current staff consists of a principal, teachers on loan from surrounding school districts, office personnel and professors assigned by the university. As a new freshperson class is brought in each year (the first class of 20 began in 1993), the faculty expands in proportion to the student body. Teachers are selected based upon their commitment to curricular change. To support systemic public school reform, the model calls for teaching at I-Poly for one to four years and then return to support the interna-

tionalization and integration of curriculum at their home school. Student teachers are also assigned by the university who are both interested in, and committed to, innovation and change in public school classrooms.

### Key facets

The school has an exceptionally diverse student body. It is international in focus with an interdisciplinary curriculum. It uses an inquiry-based approach to learning utilizing university personnel, computer laboratories and the university library. It uses hands-on projects and student exhibitions with case study approaches to international topics and issues. Holistic assessment is used by instructors along with student self-assessment. Students belong to "houses" and use flexible block scheduling. Teachers see themselves as facilitators rather than lecturers. Students must take ownership of their own learning process that includes a service learning component for graduation. There is an emphasis on problem solving and critical thinking in order to prepare globalists for the 21st century.

### Curriculum focus

Curriculum outcomes at I-Poly are focused on the following general areas:

- \* Communication skills and critical thinking
- \* Development of historical and social consciousness
- \* Multicultural/international understanding
- \* Understanding and appreciation of aesthetic experiences
- \* Understand and articulation of values
- \* Community service

Each year is based on a different geographical/historical theme:

- \* Year One/Latin America and the Pacific Rim
- \* Year Two/North American Studies
- \* Year Three/Europe and Russia
- \* Year Four/Africa and the Middle East

### **Multicultural understanding**

I-POLY students are seldom satisfied merely knowing that things happen- they want to know why. As students develop a global perspective on issues and events, they get closer to the "why" of things. They become prepared for a complex world where people engage each other through cooperation, competition and conflict. Working closely with Cal Poly professors, as well as other resources available in the Los Angeles area, I-POLY instructors have developed a course of study which provides these multiple global dimensions. Students become globalists through a variety of approaches including research projects, discussion, studying languages and culture, and exhibitions of mastery.

One of the ways in which I-POLY students develop into globalists is through the use of case studies. Case studies are actual, "real world" international scenarios and simulations which bring students directly into contact with complex issues and problems. Students engage in a process of analyzing multiple points of view and competing interests, during which they ask relevant questions, describe and explain issues and events, and eventually predict or prescribe an outcome. Case studies, and the other aspects of global education, prepare students for an increasingly dynamic, changing and complex world, and help them see that as far as global issues are concerned, there is often more than one answer or point of view. Engaged in a course of study which promotes true diversity of world views and opinions, I-POLY students develop tolerance towards, and an appreciation of, the breadth of humankind.

### **Interdisciplinary projects and exhibitions**

Each semester has students involved in a research project (which gives them the necessary basic skills and knowledge required) and a demonstration project, where they must apply and demonstrate what they have been learning. These projects provide a forum for students to demonstrate mastery of important concepts and skills through the practical and creative application of those concepts and skills, rather than rote memorization and testing. The year one second semester Pacific Rim Research Project (illustrated later in this article), for ex-

ample, flows into a Pacific Rim Travelogue project where groups of students research and design a cruise line. The final form of most interdisciplinary projects is an exhibition. Exhibitions are special events at I-POLY, when the I-POLY community of scholars pulls together in a meaningful way. Exhibitions generally have three major components, including written, visual and live presentation/demonstration. They may be group exhibitions, or individualized. Although components will vary from project to project, exhibitions afford students an opportunity to both demonstrate and celebrate their knowledge and talents.

This curriculum was written and planned by the same team of teachers that implements it in class, creating a tremendous amount of "buy in" by the faculty. Utilizing key aspects of California's Model Curriculum Standards and Subject Matter Frameworks, this I-Poly course of study integrates these projects with language arts, mathematics, science, the social sciences, fine arts, foreign language and physical education. The present interdisciplinary projects include:

#### **Year One**

- \* Latin American Research Project
- \* Latin American Restaurant Project
- \* Pacific Rim Research Project
- \* Pacific Rim Travelogue Project

#### **Year Two**

- \* Native American Research Project
- \* Industrial/Technological Exposition
- \* Immigration and Ethnicity Project
- \* Clean up Los Angeles Environmental Project

#### **Year Three**

- \* Western Civ. Aesthetics Exhibition
- \* Pathology and Disease Project
- \* The Individual and Society Law Project

#### **Year Four**

- \* Archeology/Anthro. Research Project
- \* Self-directed Senior Thesis

### **Implementation**

The I-Poly school day is longer than a traditional school day. However, the key difference between the traditional day and the I-Poly day is the way in which the day is divided. Currently I-Poly employs block scheduling to accommodate its students. Students are divided into houses. First year students, for example

could find themselves in North, South, East, or West house, based on their international themes. Each house stays together for the first half of the day, attending two blocks of classes which are 90 to 110 minutes each. Morning classes are not labeled by subject, but are simply referred to by the name of the teacher. Although each of the instructors has areas of expertise, each functions as a generalist and coach in working with students on their interdisciplinary projects. Each house will see each instructor twice per week, much like college classes. After lunch on Monday through Thursday, students alternate between foreign language and physical education blocks which are two hours long.

In keeping with the university's commitment to both learning by doing and the integration of technology into the curriculum, all I-Poly students have E-mail accounts. They are instructed in Cal Poly computer labs and have access to the Internet to support their project-based studies. Fridays are reserved for electives. Each instructor provides an elective course for students based on his/her personal likes and strengths. Thai and Swedish languages have been offered as electives, for example, based on the special interests of the teachers. Students have begun to take university classes that enhance their basis studies. During the 1995-1996 school year students took classes as diverse as Chinese Language and Integrated General Education/Ways of Coexisting: Global and Urban Communities. Flexibility is an important aspect of the schedule. Time segments can be lengthened or shortened depending on the needs of the students and teachers.

### **Pacific Rim focus**

Recognizing the importance of Southeast Asian and Pacific Rim countries the curriculum devotes a full half-year to their studies. What follows is an example of a project devoted to Pacific Rim research followed by a project centered around the construction of a travelogue through Pacific Rim countries. It could easily be adapted to the specific middle school and high school situations of the reader.

### **Example I: Research project**

Working in groups of 4-5 members, students

will research and present information on one Pacific Rim nation (or a group of small island nations). The groups will be selected by the instructors, and countries will be chosen at random by group facilitators. Each group project will consist of a research paper, transparency/overlay map, assorted visual media components (flags, charts, graphs, collages, class handouts, etc.), and a live presentation to an audience. This project is due during the first half of the Spring semester, and is the foundation for the final group project, The Pacific Rim Travelogue Project.

### **Objectives**

The objectives of this project include, but are not limited to the following. Students will :

- Learn and utilize essential research skills, including: using library resources, note taking and outlining, paraphrasing, and organizing data (compilation, synthesis, analysis).
- Learn and utilize writing-as-process skills, including brainstorming, outlining, creating a draft document, editing and revising, footnoting, and creating bibliographies.
- Learn and utilize group problem solving and planning skills, including: functioning as a facilitator, note keeper and timekeeper; creating task/timeline charts, and interpersonal communication skills.
- Interpret scientific and mathematical data through various types of graphs and charts.
- Interpret historical and cultural data through a variety of media.
- Learn and utilize speech skills through a formal presentation.
- Make connections between disciplines, i.e. how climate and geography affect history and culture.
- Develop a deep understanding of a topic by utilizing research data in order to describe, explain, predict, and prescribe.
- Self-evaluate using essays, short-answer questions, and discussion.

### **Evaluation markers**

Projects will be evaluated by the teachers, and given a rating of Exemplary, Proficient or Incomplete. Incomplete projects will need to be redone by a date to be determined by the teachers. In order to receive an Exemplary rating,

the group project must contain at least the following:

- Research paper, typed, double-spaced, with a table of contents, annotated quotes, and bibliography with at least ten sources. (15 pages minimum).
- Interview with embassy or consulate representatives.
- An “overlay” transparency map indicating at least four of the following: Population distribution, ethnic distribution, income distribution, natural resource distribution, elevation, trade routes, counties, prefectures, states, consumption distribution, etc. Major cities, regions and geographic landmarks must be clearly indicated.
- A color rendering of the county’s flag of no less than 2’x3’.
- A prominent folk art component, including examples of native crafts, art, sculpture, music, dance, etc. May be in the form of slides, photos, videos, collages, sound recordings, etc.
- A 35-40 minute (total) oral summary of important and unique information. Presenters must be dressed professionally.
- A one page handout with small physical map and vital statistics of the country distributed to each audience member.
- Deadlines for bibliographies, note cards, and other project components must be met.
- Completion of group and self-evaluations.

Students will receive separate handouts outlining the specific requirements for the research paper and the transparency/overlay map component of the project. Students will also work on exercises designed to build effective group planning and problem solving skills. Teachers will be available to answer questions and facilitate the successful completion of this project.

After the first part of the semester has been completed (research emphasis) the class then moves into the actual Pacific Rim Travelogue Project.

### **Example 2: Travelogue Project**

This project has two components: a group presentation and a class project involving all groups within a class. The group project will

consist of a tour of the country researched during the previous project, and will include an oral presentation, travel brochures, posters, important linguistic terms, slides and/or videos, and a written chapter for a travel book compilation containing all of the Pacific Rim countries. Groups will unite for a class project, which is based on the running of a cruise ship to the countries being presented in each class. Each class will design spreadsheet plans for transportation schedules, cabin and table assignments; menus (including local dishes); and a propulsion system and navigational plans for the ship to, and around, the Pacific Rim.

### **Objectives**

The objectives of this project include, but are not limited to the following. Students will :

- Learn and utilize essential research skills, including: using E-mail, Internet and other on-line resources, using library resources, note taking and outlining, paraphrasing and organizing data (compilation, synthesis, analysis).
- Learn and utilize writing-as-process skills, including brainstorming, outlining, creating a draft document, editing and revising, footnoting and creating bibliographies.
- Learn and utilize group problem solving and planning skills, including: functioning as a facilitator, note keeper and timekeeper; creating timeline charts, coordinating multi-group tasks and interpersonal communication skills.
- Interpret scientific and mathematical data through various types of graphs and charts.
- Apply scientific and mathematical methods to real world problems, including engineering, energy conservation and navigation.
- Identify important historical and cultural customs, norms, rites and rituals of the Pacific Rim utilizing a variety of media.
- Learn and utilize speech skills through a formal presentation.
- Make connections between disciplines, i.e. how climate and geography affect history and culture.
- Develop a deep understanding of a topic by utilizing research data in order to describe, explain, predict, and prescribe.
- Self-evaluate using essays, short-answer questions, and discussion.

### Group project evaluation markers

Projects will be evaluated by the teachers, and given a rating of Exemplary, Proficient or Incomplete. Incomplete projects will need to be redone by a date to be determined by the teachers. In order to receive an Exemplary rating, the group project must contain at least the following:

- Two group designed travel posters (3' x 2') and two group designed postcards ( 5" x 7") for the tour.
- A map of the country indicating the location of each venue in the tour book chapter (transparency or chart).
- A color print ad (at least 8.5" x 11") for the tour.
- A color brochure indicating 3 types of tour prices: luxury, standard and "budget." Brochure should also include a list of accommodations in each price class, as well as a list and brief descriptions of tourist sites, current costs, and a small map of the country.
- A written travel book chapter on five types of venues: tourist spots, sites of historical/spiritual importance, educational institutions, political institutions and economic institutions. The tour book chapter should also contain maps of the venues, a list/ description of important ceremonies, festivals and/ or holidays, approximate currency exchange rates, a list of local taboos (do's and don'ts), and a list of important phrases and words in the national language. (10 pages minimum)
- A 25-30 minute "tour presentation" of the above information. This presentation must include slides, photos, and/or overheads. Each group must "sell" it's tour to the audience. Presenters must be dressed professionally or in character. This presentation will require a written outline before the performance date.
- Deadlines for all project components must be met.
- Submission of personal time logs for each group member.
- Completion of group and self-evaluations.

A representative chosen by each group will help present the class project to the rest of the school in an exhibition-style setting. In addition,

all small group materials will be on display at this time.

### Class project evaluation markers

- An overhead transparency indicating sequence and distance of the tour on a map of the Pacific Rim. Possible weather condition scenarios should be included in the written and oral explanation.
- A name, specifications, and a layout for the tour ship. A labeled drawing or blueprint is essential.
- Menus for five days on board ship reflecting the culture/food of the countries in each class.
- Travel dates/times, room assignment, and table assignment spreadsheets.
- Explanation of the most environmentally-friendly energy source for the ship, including a list of advantages and disadvantages (cost effectiveness, feasibility).
- A 20-30 minute oral presentation of the above information by representatives from all five groups in the class. This presentation will require a written outline before the performance date.

### What next?

I-Poly is in the process of becoming. In recognition of the work I-Poly has done to date, the school has been accepted as a member of the Coalition of Essential Schools. This nationally recognized movement supports the kinds of innovation and commitment to change that mirrors I-Poly's philosophy. The 1996-1997 school year will see I-Poly's first graduating class. Time will tell, but those involved in this entire process are sincerely committed to this unique new form of public education.

### What can you do?

No matter what level of education you work at it is possible to internationalize what you do. It is hoped this article gives you some ideas as to one way (through projects) that this may be done. Not many schools have the luxury of I-Poly to globalize everything they do. Each of us, however, can do his/her part to infuse the world into the school curriculum. This example of a Pacific Rim project is but one of many things we can do to support Asian students in our classrooms.

Fred Baker will be at the Immigrant Education Faire on March 15, 1997 to talk about this program. To contact him, write him at Department of Teacher Education, School of Education of Education and Integrative Studies, Cal Poly Pomona, University, 3801 W. Temple Ave., Pomona CA 91768. (909) 869-2308

**Saturday, March 15, 1997  
Sacramento City College  
8:00 to 4:00**

*Luck across cultures*

# **Amulets**

## **OMENS & TALISMEN**

### **13th annual Immigrant\* Education Faire**

\*For the first 12 years, it has been the "Southeast Asia Education Faire." While the proceeds still benefit the Southeast Asia Community Resource Center, the title of the Faire has been changed to more accurately reflect the variety of cultural backgrounds represented. Sponsored by the REFUGEE EDUCATORS' NETWORK INC: Center USD, CSUS Department of Anthropology Museum, Elk Grove USD, Folsom Cordova USD, Grant Joint Union High SD, Lincoln USD, North Sacramento SD, Rio Linda Elementary SD, Sacramento City USD, Sacramento City Preschool, San Juan USD, Southeast Asian Culture & Education Foundation, Stockton USD, UCB Teacher Education, Washington USD, and the California Department of Education, Emergency Immigrant Program.

\$45. Make purchase orders and checks payable to **Refugee Educators' Network** and mail to 2460 Cordova Lane, Rancho Cordova CA 95670. Phone: (916) 635-6815. Fax: (916) 635-0174. **Deadline for registration will be March 7, 1996.** Programs will be mailed 4-5 days prior to the event. No refunds. Some workshops have limited seating, require a small materials fee, and are on a first-come, first-serve basis. **STUDENT RATE: \$25 with copy of a valid student ID.**

#### **AMULETS, OMENS & TALISMEN**

- What taboos reveal about culture
- Tatoos and fortune
- Lucky animals cross-culturally
- Feng shui & geomancy
- Ba-si ceremony
- Protection for Hmong & Mien babies
- Good fortune to Vietnamese
- Lucky numbers & colors
- Protection against misfortune

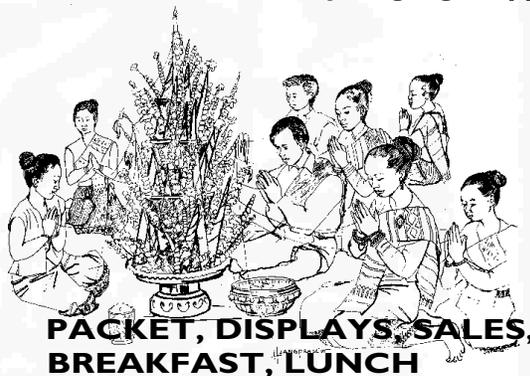
#### **SOCIETY & CULTURE**

- Backgrounds of newcomers
- Welfare reform & immigrants
- Parenting & child-rearing
- Alienation & youth gangs

#### **STAFF DEVELOPMENT IN READING** (Aligned with Goals 2000, AB 3482 components)

- Explicit phonics instruction for LEP students
- Sounds in English compared to other languages
- Balanced reading instruction for LEP students
- Reading diagnosis for LEP students
- Primary language support for English learners

- Bilingual programs
- Make-It-Take-It #1
- Make-It-Take-It #2
- Make-It-Take-It #3
- Make-It-Take-It #4
- Make-It-Take-It #5
- Make-It-Take-It #6
- Make-It-Take-It #7
- Make-It-Take-It #8



# South east Asia

Community  
Resource  
Center



13th annual

## Southeast Asia Education Faire March 15, 1997

### 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, 2nd Thursdays (a change from previous years).

Join us!

September 12, 1996

November 14, 1996

January 9, 1997

February 13, 1997

May 8, 1997

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- #9616 *Tawm Lostsua Mus (Out of Laos: A Story of War and Exodus, Told in Photographs)*. Roger Warner. English/Hmong. \$18.56 per copy, \$89.10 per 6-pack, \$445.48 per carton of 40. Shipping/handling \$2.00 per copy, 10% for 6-pack and carton.
- #9613 *Introduction to Vietnamese Culture* (Te, 1996. \$5.00. Carton price \$4.00).
- #9512 *Handbook for Teaching Armenian Speaking Students*, Avakian, Ghazarian, 1995, 90 pages. \$7.00. No carton discount.
- #9411 *Parent Involvement in School: A Handbook for Language Minority Parents & School Personnel (Vietnamese Glossary & Summary)*, Huynh Dinh Te, 1994. \$5.00. No carton discount.
- #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)
- #S8903 *Handbook for Teaching Lao-Speaking Students* Luangpraseut, Lewis 1989. \$5.50 (carton discount for lots of 42: \$4.50)
- #S8904 *Introduction to the Indochinese and their Cultures* Chhim, Luangpraseut, Te, 1989, 1994. \$9.00. Carton discount: \$7.00.
- #S8805 *English-Hmong Bilingual Dictionary of School Terminology* Cov Lus Mis Kuj Txhais ua Lus Hmoob Huynh D Te, translated by Lue Vang, 1988. \$2.00 (no carton price)
- #S9006 *Vietnamese Language Materials Sourcebook* Huynh Dinh Te, 1990. \$2.00 (no carton discount)

**Add California tax if applicable. For orders under \$30.00 add \$2.00 per copy shipping and handling. For orders over \$30.00, add 10% shipping/handling. If you wish UPS for quantity orders, please request it.**

**#S9999 CONTEXT: Southeast Asians & other newcomers in California, annual subscription. \$10.00.**

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|  | #R002 | Lao Primer         | \$4.00 | #R005 | Lao 3rd Gr. Reader | \$6.50 |
|  | #R003 | Lao 1st Gr. Reader | \$5.00 | #R006 | Hmong Primer       | \$4.00 |

Includes tax; \$1.00 per item shipping/handling up to \$30.00. Over \$30.00, 10% s/h.

### Context:

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