

Context:

Southeast Asians & other newcomers in California's classrooms
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The Sounds of Literacy: Comparative Phonemes

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). Outside subscribers pay \$10 per year to cover mailing and handling costs.

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Last year Context (issue 124, November/December 1996) contained an article on adapting the recommendations of the California Reading Initiative to the needs of English learners. Louisa Moats, a consultant with Sacramento County Office of Education, provided inservice to teachers on phonemic awareness and spelling that included consonant and vowel charts. We have put the two events together to arrive at this issue: how would the charts look for other languages? Which phonemes exist in many languages? Which are peculiar to English? What are the implications for teachers of reading?

This issue contains lots of charts. The charts represent the phonemes of English, Spanish, Hmong, Vietnamese, Armenian, Russian, and Ukrainian—consonants on pages 2, 3, 4, 5, 8, 9, and 10, and vowels on page 11. In the center (pages 6 and 7) is a chart that provides the nearest equivalents in those languages for English phonemes.

How can these comparative charts be useful to teachers?

Teachers use dictated spelling as a way to assess how well students can separate words into component sounds (phonemes) and then encode the sounds with symbols (graphemes). Diagnosis of student needs must include the influence of the student's primary language on the comprehension and production of English sounds and words.

Students' writing may contain spelling errors which occur with regular patterns, indicating that the student has formed a "mis-generalization," because his understanding of the English sound system is framed by the categories of familiar sounds that exist in his head. By using the charts, a teacher can quickly see that the child's language does not contain the phoneme that is the target of the misspelling. Once the teacher has identified all the phonemes that are confusing to the student, she can use specific practice exercises to help the student first hear then produce the sounds (examples of "minimal pair" exercises are on page 13).

Comparing the languages included in this issue, a teacher will quickly see that the "short" vowel phoneme we teach first (/æ/) does not exist in any of the other languages, and the other four "short" vowels exist in some but not all of the languages. Thus English learners' first decoding experiences are with sounds they don't hear.






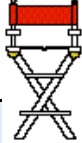




How might these charts be useful in differentiating language acquisition issues from speech/language or special education issues?

Because there are few assessments based on languages other than















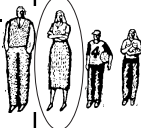









English Consonants

Two lips	Teeth & lip	Tongue & teeth	Tongue & ridge	Tongue tip & roof	Tongue mid & roof	Tongue curled	Tongue back & soft palate	Throat	FLOW OF AIR
									STOP
p spill			t still				k skill		Voiceless
p pill			t till				k kill		Voiceless and Aspirated (with puff of air)
b bill			d dill				g gill		Voiced (vocal cords vibrate)
									Voiced and Aspirated
									CONTINUANT
wh when	f fan	th thigh	s sip		sh ship			h hip	Voiceless
w win	v van	th thy	z zip y yip l lip	r rip	zh azure				Voiced (vocal cords vibrate)
									Aspirated (with puff of air)
m map			n nap				ng sing (mid or final only)		Nasal (air through the nose)
									AFFRICATE
					ch cheap				Voiceless
					j jeep				Voiced

Spanish Consonants

Two lips	Teeth & lip	Tongue & teeth	Tongue & ridge	Tongue tip & roof	Tongue mid & roof	Tongue curled	Tongue back & soft palate	Throat	FLOW OF AIR
									STOP
	p pata animal leg		t taza cup 				c casa house 		Voiceless
									Voiceless and Aspirated (with puff of air)
	b bata robe		d dedo finger, toe 				g gato cat 		Voiced (vocal cords vibrate)
									Voiced and Aspirated
									CONTINUANT
	f fuego fire 	s silla chair 						j jícama sweet turnip	Voiceless
			l limón lemon 	r rio river					Voiced (vocal cords vibrate)
									Aspirated (with puff of air)
m mano hand 			n nido nest 		ñ año year				Nasal (air through the nose)
									AFFRICATE
					y yo I, me				Voiceless
					ll lluvia rain 				Voiced

Hmong Consonants
















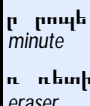

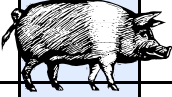






Two lips	Teeth & lip	Tongue & teeth	Tongue & ridge	Tongue tip & roof	Tongue mid & roof	Tongue curled	Tongue back & soft palate	Throat	FLOW OF AIR	
									STOP	
p paj flower			t̄ tiab skirt	d diav spoon 			k kub hot	q qaib chicken 	Voiceless	
ph phiab bowl			th thawb push	dh dhia jump			kh khub dirty	qh qhia teach	Voiceless and aspirated (with puff of air)	
np npua pig 			nt ntawv paper 				nk nkoj boat	nq nqaj meat	Voiced (vocal cords vibrate)	
nph nphob faded			nth nthuav open (book)				nkh nkhaus crooked	nqh nqhis thirsty	Voiced and aspirated	
									CONTINUANT	
			x xovtooj telephone 		s sov warm			xy xyoob bamboo 	h huab cloud	Voiceless
	v vaj garden 		y yaj sheep 		z zos village					Voiced (vocal cords vibrate)
			l liab monkey 							
hm Hmoob Hmong			hl hlis moon 					hny hnyav heavy 		Aspirated (with puff of air)
			hn hnub star, sun 							
m me-me little			n niam mother					ny nyiaj money 		Nasal (air through the nose)
									AFFRICATE	
			tx txiv father	c co shake	ts tsev house	r riam knife 				Voiceless Voiceless, aspirated
			txh txhob don't	cho choj bridge	tsh tshob car 	rh rho pull out				
			ntx ntxiv add to	nc nceb mushroom 	nts ntses fish	nr nruas drum				Voiced Voiced, aspirated
			ntxh ntxhw elephant	nch ncho smoky	ntsh ntshav blood	nrh nrhiav look for				

English Consonant Phonemes & Near Equivalents

Phoneme	English		Spanish			Hmong			Vietnamese	
	Grapheme	Key word	Grapheme	Key word	Visual	Grapheme	Key word	Visual	Grapheme	Key word
p	p	spill	p	pata	animal leg	p	paj	flower		
ph	p	pill				ph	phiab	bowl		
b	b	bill	b	bata	robe	np	npua	pig	b	ba
t	t	still	t	taza	cup	t	tiab	skirt	t	to
th	t	till				th	thawb	push	th	thơ
d	d	dill	d	dedo	finger, toe	d, dl	diav	spoon	đ	đi
k	k, c	skill	c	casa	house	k	kub	hot	k	kẻ
kh	k, c	kill				kh	khub	dirty	kh	khí
g	g	gill	g	gato	cat	nk	nkoj	boat	g	gà
ks	x	ax								
kw	q	queen							qu	quà
m	m	man	m	mano	hand	m	me-me	little	m	mẹ
n	n	nan	n	nido	nest	n	niam	mother	n	nấm
ŋ	ng	sing on							ng	ngày
ɹ	ny	can <u>yon</u>	ñ	año	year	ny	nyiaj	money	nh	nhà
f	f	fan	f	fuego	fire	f, h	fuab	clouds	ph	phố
v	v	van				v	vaj	garden	v	vào
s	s	sip	s	silla	chair	x	xov tooj	telephone	s, x	sao, xong
z	z	zip							d, gi, r	da, gia đình, ra
sh	sh	ship				s	sov	warm		
zh	zh	azure				z	zos	village		
θ	th	thigh								
ð	th	thy								
j	j, g	jeep	y, ll	yo, lluvia	I, rain	ts	tsev	house	ch, tr	chải, trâu
ch	ch	cheap				tsh	tsheb	car		
h	h	hand	j	jícama	sweet turnip	h	huab	cloud	h	hai
wh	wh	when								
w	w	win								
l	l	lip	l	limón	lemon	l	liab	monkey	l	lá
r	r	rip	r	rio	river					
y	y	yen				y	yaj	sheep		








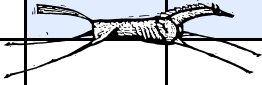




	Armenian			Russian			Ukrainian		
<i>Visual</i>	<i>Grapheme</i>	<i>Key word</i>	<i>Visual</i>	<i>Grapheme</i>	<i>Key word</i>	<i>Visual</i>	<i>Grapheme</i>	<i>Key word</i>	<i>Visual</i>
	պ	պաղպաղակ	ice cream	п	спорт	sport	п	півень	rooster
	փ	փիղ	elephant	п	упал	fall down			
father	բ	բառարան	dictionary	б	берег	coast	б	барабан	drum
big	տ	տանձ	pear	т	топор	ax	т	туман	fog
letter	Թ	Թագավոր	king						
go	դ	դպրոց	school	д	дорога	way	д	дерево	tree
draw (a line)	կ	կարմիր	red	к	кот	cat	к	кінь	horse
air	ք	քար	rock						
chicken	զ	զալ	wolf	г	город	city	г	ґанок	porch
gift									
mother	մ	մայր	mother	м	масло	butter	м	молоко	milk
mushroom	ն	նավ	ship	н	народ	people	н	небо	sky
day									
house									
city	Փ	Փուտբոլ	football	ф	фартук	apron	ф	фабрика	factory
enter	վ	վեց	six	в	велосипед	bike	в	вовк	wolf
star, finish	ս	սար	mountain	с	сад	garden	с	сосна	pine tree
skin, family, exit	զ	զանգ	bell	з	зима	winter	з	зебра	zebra
	չ	չուն	dog	ш	школа	school	ш	шість	six
	ժ	ժամացույց	clock	ж	журнал	magazine	ж	жаба	frog
to comb, buffalo	ջ	ջուր	water	дж	джем	jam	дж	джміль	bumble bee
	չ	չղջիկ	bat	ч	часы	clock	ч	чай	tea
two	հ	հայր	father	х	хлеб	bread	х	хата	house
leaf									
	լ	լամպ	lamp	л	лошадь	horse	л	літо	summer
	ր	րոպե	minute	р	ребёнок	baby	р	річка	river
	յ	յասաման	lilac	й	район	country	й	Йосип	Yosif

Armenian Consonants










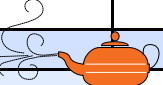

Two lips	Teeth & lip	Tongue & teeth	Tongue & ridge	Tongue tip & roof	Tongue mid & roof	Tongue curled	Tongue back & soft palate	Throat	FLOW OF AIR
									STOP
	<p>Կ պաղպաղակ ice cream</p> 		<p>տ տանձ pear</p> 				<p>կ կարմիր red</p> 		Voiceless
	<p>Վ վիկ elephant</p> 		<p>Թ թագավոր king</p> 						Voiceless and Aspirated (with puff of air)
	<p>Բ բառարան dictionary</p> 		<p>Ղ Ղպրոց school</p> 				<p>Գ գայլ wolf</p> 		Voiced (vocal cords vibrate)
									Voiced and Aspirated
									CONTINUANT
	<p>Ֆ ֆուտբոլ football</p> 		<p>Ա սար mountain</p> 		<p>Զ շուն dog</p> 		<p>Հ հայր father</p> 		Voiceless
	<p>Վ վեց six</p> 	<p>Գ գանդ bell</p> 	<p>Յ յասաման lilac</p> 	<p>Ր րոպե minute</p> 	<p>Ժ ժամացույց clock</p> 		<p>Խ խոզ pig</p> 		Voiced (vocal cords vibrate)
								<p>Գ գազ geese</p> 	Aspirated (with puff of air)
<p>Մ մայր mother</p> 		<p>Ն նավ ship</p> 							Nasal (air through the nose)
									AFFRICATE
					<p>Ֆ ֆանտ fly</p> 				Voiceless
				<p>Ջ ջր water</p> 	<p>Զ ջրիկ bat</p> 				Voiced

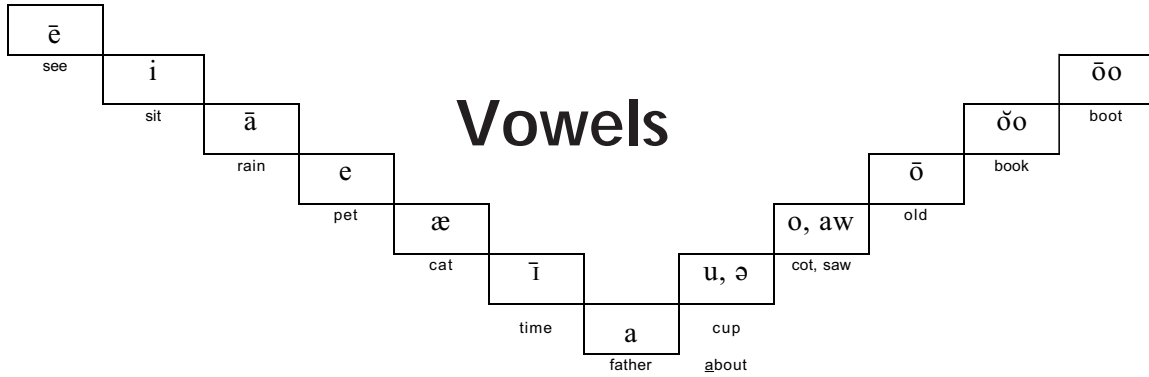


Russian Consonants

Two lips	Teeth & lip	Tongue & teeth	Tongue tip & ridge	Tongue tip & roof	Tongue mid & roof	Tongue curled	Tongue back & soft palate	Throat	FLOW OF AIR
									STOP
	П спорт <i>sport</i>		Т топор <i>ax</i>				К кот <i>cat</i>		Voiceless
	П упал <i>fall down</i>								Voiceless and Aspirated (with puff of air)
	Б берег <i>coast</i>		Д дорога <i>way</i>				Г город <i>city</i>		Voiced (vocal cords vibrate)
									Voiced and Aspirated
									CONTINUANT
	Ф фаргук <i>apron</i>		С сад <i>garden</i>		Ш школа <i>school</i>			Х хлеб <i>bread</i>	Voiceless
									
	В велосипед <i>bike</i>		З зима <i>winter</i> Й район <i>country</i> Л лошадь <i>horse</i>	Р ребёнок <i>baby</i>	Ж журнал <i>magazine</i>				Voiced (vocal cords vibrate)
									Aspirated (with puff of air)
	М масло <i>butter</i>		Н народ <i>people</i>						Nasal (air through the nose)
									AFFRICATE
					Ч часы <i>clock</i> Щ щука <i>pike (fish)</i>				
			Ц царь <i>tsar (king)</i>		ДЖ джем <i>jam</i>				

Ukrainian Consonants

Two lips	Teeth & lip	Tongue & teeth	Tongue & ridge	Tongue tip & roof	Tongue mid & roof	Tongue curled	Tongue back & soft palate	Throat	FLOW OF AIR
									STOP
П півень <i>rooster</i>			Т туман <i>fog</i>				К кінь <i>horse</i>		Voiceless
									Voiceless and Aspirated (with puff of air)
Б барабан <i>drum</i>			Д дерево <i>tree</i>				Г ганок <i>porch</i>		Voiced (vocal cords vibrate)
									Voiced and Aspirated
									CONTINUANT
	Ф фабрика <i>factory</i>		С сосна <i>pine tree</i>		Ш шість <i>six</i>	6		Х хата <i>house</i>	Voiceless
	В вовк <i>wolf</i>		З зебра <i>zebra</i>		Ж жаба <i>frog</i>			Г газета <i>newspaper</i>	Voiced (vocal cords vibrate)
			Й Йосип <i>Yosif (Joseph)</i>	Р річка <i>river</i>					Aspirated (with puff of air)
			Л літо <i>summer</i>						
М МОЛОКО <i>milk</i>			Н небо <i>sky</i>						Nasal (air through the nose)
									AFFRICATE
					Ч чай <i>tea</i>				
					Щ щур <i>rat</i>				
			Ц царівна <i>princess</i>		ДЖ джміль <i>bumble bee</i>				



Spanish	i, y mi, y <i>mine, and</i>	ey, ei el rey <i>king</i>	e pez <i>fish</i>	ai maíz <i>corn</i>	a mamá <i>mother</i>		o oso <i>bear</i>	u uva <i>grapes</i>		
Hmong	i ib <i>one</i>	e me-me <i>little</i>		ai qaib <i>chicken</i>	a vaj <i>garden</i>		o nkoj <i>boat</i>	u hnuv <i>sun</i>	w wb <i>we two</i>	
Vietnamese	ī đi <i>go</i>	i vịt <i>duck</i>	ê lê <i>pear</i>	e xe đạp <i>bike</i>	ai hai <i>2</i>	a, ă ma, ăn <i>ghost, eat</i>	ơ, â dơ, cân <i>dirty, weigh</i>	o lông, trâu <i>feather, buffalo</i>	u xu <i>coin</i>	ư đư <i>extra</i>
Armenian	ի իւ, ք, սաթիւ <i>plane</i>		է էգ <i>female</i>		ս արև <i>sun</i>	ը ընկեր <i>friend</i>	օ օճառ <i>soap</i>	ու ուրա <i>camel</i>		
Russian	и иней <i>frost</i>	ы сын <i>son</i>	э эхо <i>echo</i>	а абрикос <i>apricot</i>		о овца <i>sheep</i>	у бурог <i>hill</i>			
Ukrainian	і сіно <i>hay</i>	и син <i>son</i>	е ешелон <i>train</i>	а абетка <i>ABCs</i>		о огірок <i>cucumber</i>	у буряки <i>beets</i>			

Vowel blends/diphthongs (mouth changes position)

English			oi, oy <i>boy</i>	ow, ou <i>cow</i>				
Spanish		eu <i>Eunice a name</i>	oy <i>soy am, is, are</i>	au <i>aula classroom</i>	ue <i>huevo egg</i>	ua <i>Juan a name</i>		
Hmong	ia <i>siab tall</i>			au <i>haus drink</i>	ua <i>huab cloud</i>			aw <i>dawb white</i>
Vietnamese	ia, iê <i>tia, tiên rays, angel</i>	êu, eo <i>kêu, leo ant, climb</i>	ôi, oi <i>môi, coi lip, look</i>	ao, au <i>ao, rau pond, vegetable</i>	ua <i>cua crab</i>	oa <i>hoa flower</i>	uy, ui <i>Huy, vui a name, happy</i>	ưi, ưạ <i>ngửi, mưa smell, rain</i>
Armenian		և եղջիկ <i>deer</i>		ը ողջիկ <i>hedgehog</i>				
Russian	я яблоко <i>apple</i>	е енот <i>raccoon</i>		ё ёж <i>hedgehog</i>				
Ukrainian	я ялинка <i>Christmas tree</i>	є єнот <i>raccoon</i>						

Tones (pitch, duration, contour)

		Falling	Rising	Level	Abrupt	Changes	Breathy
Vietnamese	High		má	pab		mã	
Hmong	High	paj					
Vietnamese	Mid			ma		mả	
Hmong	Mid		pav	pa			
Vietnamese	Low	mà			mạ		
Hmong	Low			pas	pam	pad	pag

English and Spanish, students may be tested with available English instruments. Once speech errors are identified, the assessment team can look to see if the errors are explainable by the student's primary language; the errors may all be substitutions of familiar sounds for unfamiliar sounds or lack of recognition of sounds that occur in unexpected locations in words. An example for English speakers is the difficulty in identifying the /ŋ/ phoneme when it occurs at the beginnings of words, as in "Nguyen."

An excellent guide book for differentiating issues of second language acquisition, deprivation of experience, and learning handicaps is *Multicultural Students with Special Education Needs: Practical Strategies for Assessment and Intervention*, by Celeste Roseberry-McKibbin, published by Academic Communication Associates (PO Box 586249, Oceanside CA 92058-6249) in 1995.

How can bilingual instructional assistants use these charts?

People who speak the language but who have never taught reading or studied linguistics may have trouble thinking of equivalents in the primary language for the English sounds that children are learning to read and spell. The charts on pages 6-7 and page 11 provide quick reference to key words with target phonemes. (The key words are written in the primary language, with no English pronunciation guide; it will take a person who can read the language to say the word. In this way, the sounds will be accurately said for the student to hear.)

Why are there pictures?

Students themselves can "read" the icons to produce the key words themselves. Notice that not all key words have pictures. (Couldn't find them all in clip art files.) This could be an activity for students and bilingual assistants. The chart can be enlarged on the copy machine to allow small pictures to be drawn or "cut and pasted" onto the chart. (The *IDEA Kit* by Ballard and Tighe has small line-drawing stickers for 800 con-

cepts, including comparatives and verbs. The speech/language therapist probably has picture cards as well.) The chart could then be posted in the room for ready reference, particularly when several bilingual assistants interact with the same students.

Comparing the phonemes

The phonemes on the consonant charts are all arranged in the same sequence (based on Nilsen and Nilsen, Prentice Hall, 1973). The cells that are shaded contain phonemes. Copy each of the consonant charts on pages 2, 3, 4, 5, 8, 9, and 10 onto overhead transparencies. Use overhead pens of different colors to fill in the shaded boxes. Stack the overheads on top of one another and hold them up to the window to quickly see which boxes are filled in for different languages. If only for English, these are sounds that students will need to learn to discriminate from sounds on the same row or in the same column. Look to see which boxes are filled in for both English and another language; these will be the sounds that are easiest to hear and manipulate. If there are several words in the box for the other language, but only one for English, then students will need to learn that in English all these sounds are considered the same.

To compare vowel phonemes, look at page 11. The vowels of English are arranged by mouth position (after work done by Louisa Moats), and the equivalents for other languages are listed in columns below.

Students (age 8 to adult) who enter the country after learning to read and write their home language can quickly convert to the English "code" by using these comparisons. They will need to learn the commonly used graphemes for the English phonemes, and learn to visually recognize which ones are used in particular words.

For young students (ages 4-8), phonemic awareness activities that are used for learning to read and write English can be replicated with the primary language by bilingual staff. Once a child can take words apart and put them together again in the

home language, the analyzing English words and sounds is quicker and less frustrating. The awareness of phonemes is learned only once, then that awareness can be used to process any other language.

Minimal Pair Exercises

Recognition (/r/, /l/)

Look at the pictures on the board. Listen and do:

- Point to the lock.
- Point to the rock.
- Point to the rock.
- Point to the lock.
- Point to the rake.
- Point to the rake.
- Point to the lake.
- Point to the rake.

Recognition

Number your paper from 1 to 6. I am going to say groups of three words. Two of the words in each group will be the same. Write down the number of the word which is different. (As an alternative, do this together on the overhead or board, with students choosing the picture that represents the different sound. Then say words, and have students hold up one, two, or three fingers.)

1. lash lash rash
2. locker rocker locker
3. wrist list list
4. miles mires miles
5. clue clue crew
6. sear seal seal

Recognition

Number your paper from 1 to 8. Listen to the following words. When a word ends with /l/ write "l", when it ends with /r/ write "r."

1. toll
2. tore
3. toll
4. toll
5. tile

6. tile
7. tire
8. tire

Production

Listen carefully, then repeat the pairs of words after me. Listen for the /l/ and /r/ sounds. Each time the /l/ word comes first.

- lace race
- lag rag
- lane rain
- law raw
- leap reap
- lamp ramp

This time, the /l/ and /r/ sounds are in the middle of the words.

- glean green
- filing firing
- belated berated
- shield sheared
- collect correct

Now, the listen for sounds at the ends of words.

- mole more
- pole pore
- feel fear
- peal peer
- file fire
- toll tore

Production

Listen to these sentences which contain contrasts. Repeat after me.

- There is a LIGHT on the RIGHT.
- The LEAF is on the REEF.
- He doesn't FEEL any FEAR.
- Are they FREE to FLEE?
- The FILE was on FIRE.

(These generic exercises can be used with any sets of minimal pairs.)

These examples are taken from a good reference book for minimal pairs: *Pronunciation Contrasts in English* by Nilsen and Nilsen, published by Prentice-Hall Regents in 1971/73, still available in a reprint edition.

MINIMAL PAIR LISTS

<p>“bit” vs. “beat</p> <p>bead bid lead lid deed did skied skid leave live each itch peak pick deal dill green grin sheep ship he’s his eat it</p> <p>Please SIT in the SEAT. These shoes FITmy FEET. Does he STILL STEAL? Those BINS are for BEANS.</p> <p>He lost the LEAD/LID. This WEEK/WICK is long. FEEL/FILL this bag. Don’t SLEEP/SLIP on the deck.</p>	<p>“bit” vs. “bet”</p> <p>disc desk did dead big beg pig peg trick trek spill spell will well him hem pin pen tin ten sit set</p> <p>He HID his HEAD. He SLID on the SLED. Please CHECK the CHICK. A sore WRIST needs REST.</p> <p>Hand me the PEN/PIN. He showed me the LETTER/ LITTER. Look at the DISC/DESK. That’s BITTER/BETTER.</p>	<p>“bat” vs. “bet”</p> <p>bed bad led lad messed mast end and send sand beg bag less lass ten tan pest past pet pat set sat</p> <p>This BED is BAD. The GEM fell in the JAM. Don’t PAT the PET. BRAD ate BREAD.</p> <p>SEND/SAND it carefully. The MAN/MEN will come. The PEN/PAN leaks. Don’t talk about the PEST/ PAST.</p>
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MULTIPLE CONTRASTS (VOWELS)

FRONT VOWELS

bead	bid	bayed	bed	bad
lead	lid	laid	led	lad
peal	pill	pail	--	pal

LAX VOWELS

pinned	penned	panned	punned	pond*	--	pawnd*
kid	Ked	cad	cud	cod*	could	cawed*
stick	--	stack	stuck	stock*	--	stalk*

DIPHTHONGS

plea	play	--	--	ply	plow	ploy
see	say	sue	so	sigh	sow	soy
bee	bay	boo	bow	buy	bow	boy

BACK VOWELS

shoed	should	--	showed
cooed	could	cud	code
Luke	look	luck	--

November, 1997

It is with regret that we announce the

cancellation of

**the 14th annual Immigrant Education Faire,
previously announced for Saturday, March 14, 1998.**

Those of you who have read about the end of subgrant funding from the California Department of Education's Emergency Immigrant Program in previous issues of *Context* and our attempts to solicit support directly from districts could probably see this coming. We needed about \$19,000 to continue the Center for another year, but received pledges for only about \$5,000. Clearly, there are many priorities competing for funding.

The 5,000 items of the Center's collection will remain housed in our school district-supported offices, but checkout will cease May, 1998. After that, we will encourage users to come to our offices to spend time using the materials, and we will pursue ways to gradually make information available via the internet. Support that does come in will be used to delay the closing.

Context will continue, with outside subscriptions at \$10, same as always. Districts that support the Center receive *Context* proportionally to their support.

The Southeast Asia Education Faires 1-12 and the Immigrant Education Faire 13 have always been designed to provide money to buy materials for the center and to trigger interest in learning more about the peoples, cultures, and languages of newcomers from Southeast Asia and other regions of the world. The response has been tremendous—more than 8,000 participants—and the feedback gratifying.

The Center and the Faire are concepts whose "15 minutes of fame" stretched into hours. It is evident, however, that the end has come, and we will all move on to other volunteer interests that build upon the knowledge, skills, and associations developed since 1984. It has been a lot of work, but it's been wonderful.

Thank you,

Judy Lewis, Lue Vang, Nguyet Tham (Folsom Cordova Unified School District)

Kieu Tham, Clerk (Southeast Asia Community Resource Center)



Refugee Educators' Network, Inc.

This group of educators meets at the above address 5 times per year to share information, 9:00-11:30, 2nd Thursdays.

January 8, 1998 (1st week back!)

February 12, 1998 (cancel)

March 12, 1998 (new)

May 14, 1998

Make payable to Folsom Cordova USD/SEACRC—

- #9616 *Tawm Lostsuas 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.
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 - #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)
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 - #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 (5 issues: S/O, N/D, J/F, M/A, M/J).**

Make payable	#R001	Lao Alphabet Pstr	\$3.50	#R004	Lao 2nd Gr. Reader	\$5.50
to Refugee	#R002	Lao Primer	\$4.00	#R005	Lao 3rd Gr. Reader	\$6.50
Educators'	#R003	Lao 1st Gr. Reader	\$5.00	#R006	Hmong Primer	\$4.00
Network	Includes tax: \$1.00 per item shipping/handling up to \$30.00. Over \$30.00, 10% s/h.					

Context:

Refugee Educators' Network, Inc.
 c/o Folsom Cordova Unified School District
 Transitional English Programs Office
 2460 Cordova Lane
 Rancho Cordova CA 95670

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