

Context:

Southeast Asians in California

Volume 9, Number 74, May-June, 1989

(formerly "Refugee Update")

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

Traditional Vietnamese Music

The origin of the Vietnamese music is lost in the mist of time. When one talks about Vietnamese music, it means music of the minority ethnicities, the folk music and the Sino-Vietnamese music. The last one, very important, includes poems from to the "blossom girl" (*á đào*, similar to the Japanese *geisha*) repertoire (*hát á đào*), and passages sung from the classical theater (*hát bội*).

According to Trần van Khê, there are three periods in the Vietnamese music history: the first from the 10th century to the 15th century; the second from the 15th century to the 17th century; and the third one from the 18th century to before World War II.

First period: 10th to 15th century

The influence of the Indian music, or more correctly the Cham, was predominant during this period. If the Vietnamese King-poets were numerous, the King-musicians were not scarce. In 982, the Emperor Lê Đại Hành took from Champa, from among the captives, female dancers and singers whose duty was diverting the Cham King. Cham musical instruments were part of the war booty. In 1060, the Emperor Lý Thành Tông, who appreciated the Cham music, translated some pieces of Cham music and had a Vietnamese singer sing them while accompanying himself with a drum. In 1212, the Emperor Lý Cao Tông had his musicians compose an aria entitled "The Cham Aria" (*Chiêm Thành Am*); this melody was so heart-rending it made the audience cry. Two kinds of orchestra existed under the Trần dynasty: the *Đại Nhạc*, or Big Orchestra and the *Tiểu Nhạc*, or Small Orchestra.

The Big Orchestra, reserved for the kings and the high dignitaries, was only played on great occasions. It was composed of four instruments: a three hole hautboy (*tât lát*), a small double flute (*tiểu quan*), a small cymbal (*tiểu bát*), and a drum with two drumskins and a cabinet that swells outward (*phan cổ*). The last one is of Cham origin.



From Vietnam Forum 11.

continues on page 2



The Small Orchestra had five instruments: a zither-type instrument with five silk strings, of Chinese origin (*câm*); a zither with 14 or 16 stings, also of Chinese origin (*tranh*); a lute with 4 strings (*ty-bà*); a zither with 7 strings (*thất huyền*); a zither with 2 strings (*song huyền*); and a straight flute (*tiêu loa*).

Under the Ly and the Trần dynasties, the influence of the Chinese music was limited to drama music, probably resulting in the introduction of the Chinese theater into Vietnam.

Second period: 15th to 17th century

During this period, the Indian influence declined,

enhancing the influence of Chinese music. Vietnam began to model itself after China and adopted the institutions as well as the Chinese styles of music and the Chinese musical instruments.

The Chinese influence was officially recognized under the Lê dynasty when, in 1470, the Emperor Lê Thánh Tông ordered research into Chinese music. Two organizations were created: the *Đông-Van*, in charge of musical composition, and the *Nha-Nhac*, an organization of musicians. Nevertheless, beginning 1578, the importance of these two organizations declined to the benefit of folk orchestra. However, the Chinese influence in civilian

music and military music lasted until the introduction of Western music in the 20th century.

Third period: from the beginning of the 19th century to before World War II.

At that time, a national music was created and the Western influence began to make itself felt. The Western influence upon Vietnamese music goes back to World War I, from which time on, renewed theater took flight. After some first hopeful attempts, the movement of modernization of music spread over the whole country. The magazine *Phong Hóa* participated in this effort by publishing many compositions of Vietnamese artists and authors. Beginning in 1941, sources of inspiration were patriotism and heroism. Thus, a group of students of the University of Hanoi composed pieces of music such as the "Call to Youth" (*Tiếng Gọi Thanh Niên*), and the "Bach Dang River" (*Sông Bạch-Dang*), broad hints for war against the French.

The musical instruments

The discovery of a musical stone (*khánh đá*), 4000 or 5000 years old, at Dac-Lac (Highlands of northern Vietnam) in 1954 attested to the existence of a civilization already developed in the Indochinese peninsula.

An instrument undisputably Vietnamese is the bronze drum, some specimens of which have been discovered at the Đông Sơn site. But no musical instrument has known a such exceptional destiny as the *dàn bầu*, or monocord, literally a "gourd-guitar" since the resonance cabinet is made of the calabash, a kind of gourd widely grown in Vietnam. Originally, the *dàn bầu* was the instrument of strolling musicians; it was a folk instrument. If it has survived until now, it is thanks to the richness of the sounds it makes, and also to

the fact that it reproduces perfectly the intonations of Vietnamese speech.

Instruments have been classified according to the materials they are made from: metal, wood, bamboo, silk, clay, hide, calabash gourds, and stone. This is the traditional classification. There is another classification, that of Đào trong Tù: percussion instruments, plucked-string instruments, wind instruments, and bow-string instruments.

Percussion instruments: This group is composed of various drums (*trống*), gongs (*chiêng*), cymbals (*thanh la*), bells (*chuông*), lithophones (*khánh đá*), castanets (*phách*), and wood gongs (*mô*). These are used to produce the rhythm element.

Plucked-string instruments: These instruments belong to the family of the lute and the zither: the *đàn nguyệt*, a two-stringed lute with a moon-shaped cabinet, the *đàn tam*, a three-stringed lute, the *đàn tứ*, a four-stringed lute, and the *đàn ty ba*, a four-stringed lute of Chinese origin. A characteristic trait of construction is the height of the frets, which allows the alterations of sounds to the half-tone. With the two last ones, the sixteen string zither and the *đàn bầu*, a mono-stringed zither, the play of the left hand also allows the alteration of the sounds.

Wind instruments: This is a large family with the flutes, the trumpets, the *khèn*s. The flute was born by observation and listening to the wind blowing through the bamboo. The flute family is composed of the *sáo tre*, a six hole transverse flute, the *tiêu*, a straight five hole flute, and the *sáo dọc*, a straight flute. The *sáo dọc*, easily manipulated, produces clear sounds. In the valley, it is considered as a toy; in the highlands, it is of wide use. The Mèo [Hmong] call it a *sáo đôi* or double flute, the Muong call it the *pí tòi*, and the Thai call it the *pí pap* or the *pí một lao*.

The family of the *khèn* (mouth organ) is no less numerous: the *khèn 'mèo'* produces airy notes, the *khèn Ede* produces clear tones. Although they slightly differ in their construction, generally the *khèn* gives soft and pleasing sounds, yet not strident. The *khèn* can give particularly chords, whereas the flute allows a special game of the fingers and inflections of sounds.

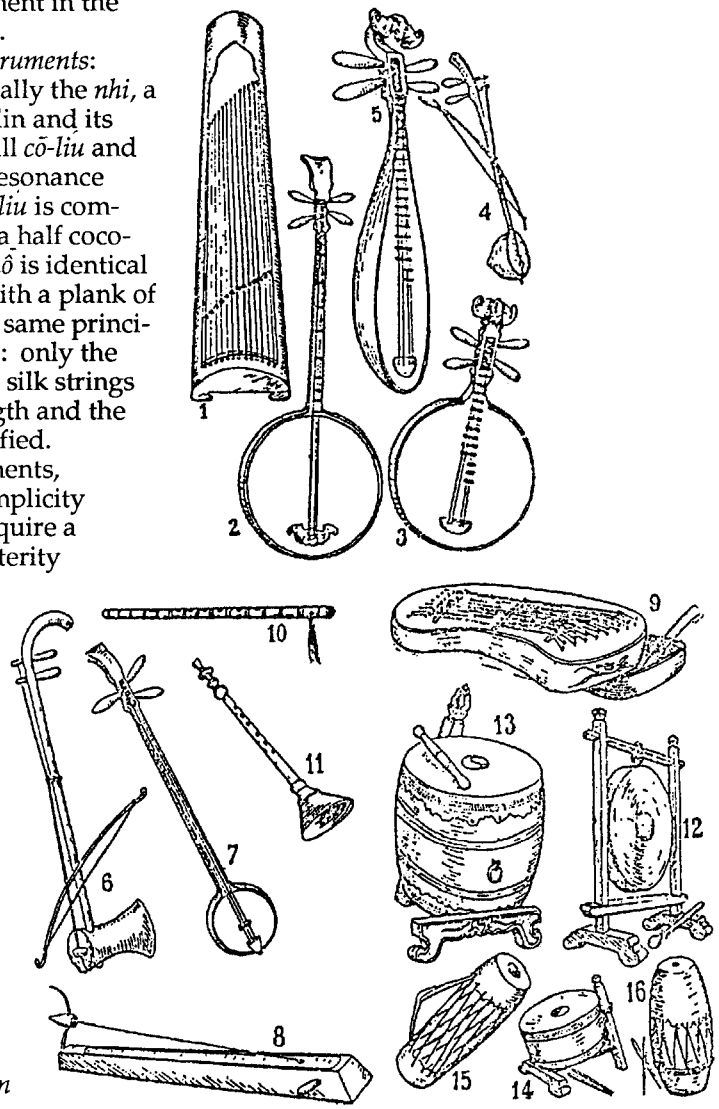
Wind instruments: There are various horns of shell and buffalo horn. There is the *ken loa* with different dialectical names (*bóp, bán, kèn đấm ma*). The *ken loa* is an old instrument, indispensable for the funeral. The *ken loa* is also a principal instrument in the theater orchestra.

Bow string instruments: These are essentially the *nhi*, a two stringed violin and its variants, the small *cô-liu* and the big *hồ*. The resonance cabinet of the *cô-liu* is composed simply of a half coconut; that of the *hồ* is identical but it is closed with a plank of wood. It has the same principal characteristic: only the fingers touch the silk strings whereby the length and the tension are modified. All these instruments, in spite of the simplicity of fabrication, require a good deal of dexterity on the part of the musician. Besides, the quality of the wood or the bamboo is also very important for obtaining exact tonality.

Traditional music and the role of the musicians

Confucius, whose influence was also preponderant in music, said: *music is born*

- 1- *đàn tranh* (16 string zither)
- 2- *đàn nguyệt* (2-string "moon" lute)
- 3- *đàn nhât* ("sun" lute)
- 4- *đàn gáo* (2-string violin)
- 5- *đàn ty-bà* (4-string Chinese lute)
- 6- *đàn nhi* (2-string violin)
- 7- *đàn tam* (3-string lute)
- 8- *đàn bầu* (mono-zither)
- 9- *duong-cám* (42-string zither)
- 10- *sáo* (flute)
- 11- *kèn loa* (*haut boy* or oboe)
- 13- *trống* (drum)
- 14- *trống* (drum)
- 15- *trống* (drum)
- 16- *trống* (drum)



(continues page 4)

from Vietnam Forum 1, p. 68-69.

sounds come from the heart, which is a reflection of the external world. The music is thus a sacred art. All musicians should conform to the following rules: he has to abstain from playing in bad weather (wind, rain, snow), when mourning, when bothered by other noisy instruments, when his body or spirit are not pure, or when he does not have an audience worthy of his skill.

The Asian basic metaphysical principles are recorded in the Book of Changes. The creation of the world is explained by the association of the yin and the yang and by the five elements (*ngũ hành*): Metal (*Kim*), Wood (*Mộc*), Water (*Thủy*), Fire (*Hỏa*), and Earth (*Thổ*).

The Chinese and the Vietnamese conceive the universe as a unity in which the elements are interdependent and conform to the same principles. That is why the Vietnamese scale is composed of five notes corresponding to the five elements:

- Hồ* (Do) corresponds to Metal
- Xú* (Re, Mi) corresponds to Wood
- Xang* (Fa) corresponds to Water
- Xê* (Sol) corresponds to Fire
- Công* (La, Si) corresponds to Earth

The relations between the elements are:

- Water produces Wood, by giving sap to the tree.
- Wood produces Fire, by consuming itself.
- Fire produces Soil (Earth), as when the earth is cultivated after being burned (slash and burn).
- Earth produces Metal, as the minerals are found in the earth.
- Metal produces Water, since it can liquefy.

The relations between the notes obey the same rules:

- Xang* (Water) harmonizes

- with *Xú* (Wood)
- Xú* (Wood) harmonizes with *Xê* (Fire)
- Xê* (Fire) harmonizes with *Công* (Earth)
- Công* (Earth) harmonizes with *Hồ* (Metal)
- Hồ* (Metal) harmonizes with *Xang* (Water)

Discordance between the elements is as follows:

- Water puts out Fire
- Fire dissolves Metal
- Metal destroys Wood
- Wood destroys Earth
- Earth absorbs Water

It results in the following dissonances:

- Hồ* (Metal) is not in accord with *Xú* (Wood)
- Xú* (Wood) is not in accord with *Công* (Earth)
- Công* (Earth) is not in accord with *Xang* (Water)
- Xang* (Water) is not in accord with *Xê* (Fire)
- Xê* (Fire) is not in accord with *Hồ* (Metal)

The perfect accord between three notes is achieved by a combination of the notes corresponding to the elements which have affinity between them. Thus we have:

- Hồ* (Metal), *Xú* (Wood), *Xê* (Fire)
- Xú* (Wood), *Xang* (Water), *Công* (Earth)

The folk songs

They are sung generally without musical accompaniment and are widely spread in the South of Vietnam. There are four kinds of songs:

Hồ: It is a sort of song that takes its origin from fieldwork or from life on the water. The worker sings about the scenery, the large pastoral expanses, the rivers. *Hồ* takes its name from its place of origin (*Hồ Càn thơ*, *Hồ Bạc liêu*) or from the activity (*Ho of the boatmen*, *Ho of the plowmen*). The singer chants or sings, with a free rhythm, according to the strength of his voice and according to the

nature of what he wants to express.

Lý: The difference from the *Hồ* is that the *Lý* follows a precise rule: 2-4 or 4-4 for its musical notation, giving it a rhythm quite close to that of modern music. The singer makes the grass, the birds or other living beings talk in order to express his feelings, as in the *Lý of the crab*, the *Lý of the lemon tree*, the *Lý of the blackbird*. The *Lý* serves also to convey love, or to tell a diverting story (*Lý of the monkey*, *Lý of the mouse*). The *Lý* is not a song of work as is the *Hồ*; it is sung during the daytime, in the family group, or at merry evening assemblies.

Hát ru or *Hát đũa em* (lullaby): This is based on the 6/8 time verses with the two words *au o* at the beginning of the verse. For example: *Áu o.....Vi đầu cầu van dòng đình, cầu tre lắc lẻo.....(Au o...the wood bridge is steady, the bamboo bridge swings...)* The singer utilizes this soft rhythm to lull the child to sleep, but at the same time reveals his or her feelings.

Hát nói: This is satire against the powerful ones.

In general, these folk songs are very short and are only known within a limited radius. Therefore, the authors, the composers, try to diffuse them by lengthening the melody and adding the musical accompaniment.

Taken from *Le Viet-Nam traditionnel: Faits et Aspects*, Etudes Orientales No. 7, by Luong Tu-vi. Thanh-Long: 1979. Translated from French by Chan van Lam, Southeast Asia Community Resource Center, May 1989.

Remember the Refugee Materials Center in Kansas City?

Now it's *RIEM*

The Refugee Materials Center closed in 1987, but the National Clearinghouse for Bilingual Education has taken over the dissemination of many of its items. The NCBE is a federally funded, national information service. Persons interested in ordering materials formerly at the RMC can request a catalog. Readers are also encouraged to submit materials for the NCBE database. Contact NCBE, 8738 Colesville Rd, Ste 900, Silver Spring MD 20910. 800 647-0123, 301 588-6898.

Other services of NCBE include Electronic Information System with 7 searchable databases, a bulletin board, an electronic mail service, various publications, minibibliographies and information packets, and a bimonthly newsletter *FORUM*.

Dalley Book Service

SE Asia & the Indochina Wars

This book service was mentioned in the last issue of *Context*, and it's a gold mine! The catalogue lists these categories: Vietnam: Non-Fiction; Vietnam: Fiction; Cambodia, Laos, Thailand; SEAsia: History and Politics; OSS, CIA, and Intelligence; Guerilla Warfare. Most listing are used, but new books are ordered from the source and shipped to regular customers. Amazingly enough, the book service lists *Life*, *National Geographic*, and other periodicals that have articles of interest, as well as reports of congressional hearings, maps, and reprints of out-of-print studies from university SEA research centers.

90 Kimball Lane, Christianburg, VA 24073. (703) 382-8949. [Thank you KHOSANA for letting us know about this one!]

Summer Language Institute 1989

The Summer Language Institute for teachers and aides is scheduled for June 26 through July 21, 9:00 to 4:00, at Cal State University, Sacramento. The institute offers survival language classes in Vietnamese, Cantonese, Lao, Hmong, Mien, and Spanish, as well as training in cultural awareness and ESL methodology. Native speakers of other languages who are working as parprofessionals are offered English language training to refine their skills with an emphasis on classroom use. Participants are eligible for up to 6 units of credit. The institute is geared to provide teachers with the units for the Language Development Specialist credential, and the LDS test will be given on the final day, July 21. The institute is sponsored by the Placer County Office of Education Title VII Consortium, CSUS Cross Cultural Center, Sacramento City USD, and Grant Joint Union SD. Applicants from other districts are welcome, although the stipend and tuition (\$580) are available only to selected Consortium members. The deadline for application is June 2. Contact Rene Merino, Bilingual/Cross-cultural Education Program, CSUS, 6000 J St, Sacramento, CA 95819. (916) 929-3708. Armando Ayala, Bilingual Program Program Director, Placer Co Office of Education, 360 Nevada St, Auburn, CA 95603. (916) 889-8020, X 6720.

LDS Training Workshops

Sacramento City USD is offering 5 sessions to prepare teachers for the July 21 LDS test. The sessions are organized by Voqui and Associates, and will be held on June 20, 27, July 5, 11, 13, 1989 from 3:00-5:00 p.m. Contact SCUSD, Multilingual Education Dept, 454-8101.

Stockton USD is also offering preparation for the LDS test, taught by Lydia Stack, on June 23, July 8 & 15 from 8:00-1:00 pm. Contact Dorcas Lopez (209) 944-4514.

Research

Culhane-Pera, Kathleen A.
Analysis of Cultural Beliefs and Power Dynamics in Disagreements about Health Care of Hmong Children.
Master's thesis, 1989, Univ of MN, 186 pp. Ann Arbor, MI: Univ Microfilms Internat'l (800 521-3042).

Nineteen cases, with doctor's diagnosis, the parent's diagnosis, the Hmong name for the illness and the Hmong treatment. In 5 cases there were no disagreements about treatment; in 9 cases there were disagreements settled without court involvement; in 5 cases, the disagreements were such that the parents either fled with their children or the hospital obtained court orders. The author, a medical doctor, says: "Once the police are called and court orders obtained, however, the difficulties escalate to another level. The differences are no longer about beliefs. The differences are about power. Doctors have the power to call the police and access state power which Hmong parents do not have. Once the police are called, Hmong parents do not have a voice. As they have legs, some parents assert their power through fleeing, but then they risk the penalties of the legal system."

Culhane-Pera and John Ingham.
Description of a Hmong Shaman in St. Paul. Dept of Anthro, Univ of MN (24 pp.). Includes a Hmong legend and a detailed description of Ying Thao's rituals.
(Request a copy from Southeast Asian Refugee Studies Project; call (612) 625-5535 for ordering information and pricing.)

Sen, Srila. *The Lao in the U.S. Since Migration: An Anthropological Inquiry of Persistence and Accommodation* (1987). Ph.D. dissertation, 213 pp. Dept of Anthro, Univ of IL at Urbana-Champaign. Ann Arbor, MI: Univ Microfilms Internat'l (800 521-3042).
Based on interviews with 90 families in Illinois cities with populations over 200,000.

Kapiniaris Tan, Terpsichore N. *Lao Adolescents in Honolulu Schools: Factors Contributing to Their Academic and Social Adjustment*, (1987). Master's thesis, Univ of Hawaii. Ann Arbor, MI: Univ Microfilms Internat'l (800 521-3042).
Based on direct interview and case study of 18 Lao families (22 students), "network-analysis" of a larger Lao population. Results reported in the areas of Lao culture and student success, parents and student success, the Lao hierarchy and student success.

Refugee Mental Health Training Videos

Four video/workbook sets for training professionals in the mental health and helping professions. Developed and coordinated by James N. Butcher & Rosa E. Garcia-Peltoniemi for the Refugee Assistance Program—Mental Health: Technical Assistance Center at the University of MN. Each set is \$29. The four sets are:

Refugee Mental Health: The Importance of Primary Prevention, 1988 (30 minutes). Williams, Garcia-Peltoniemi, Ben-Porath. Concepts of refugee experience and behavior, and the common psychosocial stressors and mental disorders in refugee groups, contrasts between primary prevention and clinical practice.

Interpreting in Refugee Mental Health Settings, 1988 (33 minutes). Benhamida, Downing, Egli, Zhu. Skills that the interpreter must have, need for planning, emphasis on risks involved in using untrained interpreters.

Refugee Mental Health: Psychiatric Interviewing of Refugee Patients, 1988 (43 minutes). Jaranson, Shiota. How to modify the interview across cultures; simulated interview that illustrates common mistakes; includes special issues particular to refugees, language and culturally different.

Refugee Mental Health: Psychological Assessment, 1989 (44 minutes). Butcher. Adapting psychological assessment tech-

niques for refugee patients; includes issues such as test validity, cross-cultural personality assessment.

Make checks payable to the University of Minnesota, and order from Amos Deinard, M.D., Director, Refugee Assistance Program—Mental Health: Technical Assistance Ctr, Box 85 Mayo, Univ of MN Hospital, Harvard St at East River Rd, Minneapolis, MN 55455.

Papers on Mental Health

Make checks payable to the University of Minnesota, and order from Pauline Bamford, Research Associate, Refugee Assistance Program—Mental Health: Technical Assistance Ctr, Box 392 Mayo, Univ of MN Hospital, Harvard St at East River Rd, Minneapolis, MN 55455. The price includes postage.

Issues in Psycho-Social Adjustment of Refugees (Ben-Porath, Y., 1987). \$2.50.

Cross-Cultural Psychological Assessment: Issues and Procedures for the Psychological Appraisal of Refugee Patients. (Butcher, J.N., 1987). \$6.50.

Models and Methods for Assessing Refugee Mental Health Needs (Deinard, Hoshino, Portman, 1985). \$1.50.

The Role of Bilingual Words without Professional Mental Health Training in Mental Health Services to Refugees (Egli, 1987). \$2.00.

Culturally Sensitive Refugee Mental Health Training Programs (Hoshino, Bamford, DuBois, 1987). \$3.00.

Models of Assessment, Treatment, and Prevention of Social Adjustment and Mental Health Treatment of Refugees (Westermeyer, 1986). \$3.00.

Assessment of Delusions in the Cross-Cultural Context (Westermeyer, 1987). \$1.50.

Cultural Factors in the Psychiatric Assessment of Refugees and Others (Westermeyer, 1987). \$1.50.

An Annotated Bibliography on Refugee Mental

Health (Williams, 1986). \$12.00 (This may be a copy of the NIMH volume mentioned in earlier issues of this newsletter that is now out of print).

Prevention Programs for Refugees: An Interface for Mental Health and Public Health (Williams, 1987) \$1.50.

Program Models for Mental Health Treatment of Refugees (Jaranson, Bamford, 1987) \$2.00.

Psychopathology in Refugees (Garcia-Peltoniemi, 1987) \$12.00.

Directory of Refugee Mental Health Professionals and Paraprofessionals (Peterson, Deinard, 1988) \$13.00.

Sites for Student Field Experiences in Refugee Mental Health (Hoshino, Bamford, Kang, 1988).

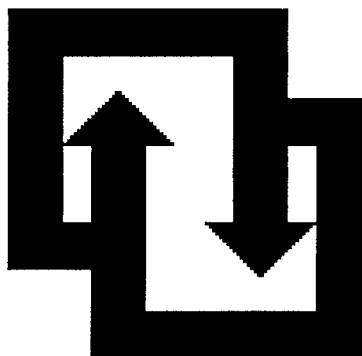
Refugee Mental Health Letter

Subscription for 1 yr: \$10.00. The October, 1988 issue included 4 articles on Southeast Asian gambling, two of which were:

Compulsive Gambling and the SEAsian Community (Sengchanh, Dieffenbach)
Pathological Gambling (Lam, Nguyen, Westermeyer).

Make checks for the newsletter payable to the University of Minnesota, and order from the Dept of Psychiatry, Univ of MN Hospital, Refugee Assistance Program—Mental Health: Technical Assistance Ctr, Box 393 Mayo, Univ of MN Hospital, Minneapolis, MN 55455.

Thanks to the SARS Newsletter for the above items, Spring 1989, Vol 9, No. 2.



An ESL Communicative Curriculum Guide for the Preliterate High School Student

by Olga Rodriguez Henderson, Santa Ana USD, in *Educational Issues of Language Minority Students*, Spring '89, Volume 4 pp. 41-58.

The article gives major issues in research and a sample curriculum guide/program model for high school students who are non-literate in any language and at the beginning stages of English language development. Below is a diagram from Ms. Henderson's article, which rests on these guidelines:

Allow a "silent period" before expecting oral production—

1. Second language learners do better when they are allowed a "silent period" before beginning oral production. As an example, she points to research by Asher in 1972 in which students learning German by "TPR" (total physical response method) had significantly better listening comprehension after 32 hours, as compared to students after 150 hours of college German. (She cites similar results in other languages and

from other researchers). The "Natural Approach" in which the entire class period is devoted to communicative activities, and initial oral production is restricted, also results in rapid acquisition of listening skills and speaking skills (Krashen & Terrell, 1983), and in one study (Postovsky, 1974), to better control of grammar and pronunciation.

Focus on content more than form—

2. "Some aspects of language are best accomplished when the learner focuses on an idea or message in the new language." Formal language, which is when the focus is on the form of the language, differs from natural language, which is when the focus is on the content of communication. Henderson cites several studies that support the idea that rapid acquisition of English skills results from a focus on the content, rather than the form, of language. [This is why "sheltered English" classes actually result in the acquisition of English, when in fact the credit is for science, or history, or whatever. This also why a warm and caring individual in one-to-one interaction is so important in language acquisition.—ed.]

Focus on teaching the areas that are most different from the native language—

3. Contrasting the native language with English is important. This is because it allows the teacher to predict what areas of English will be most difficult (different areas for different languages). The most effective direct instruction is then in the areas in which the two languages differ. Henderson cites the research, and points out that contrastive analysis has gone through its highs and lows, but it is still useful to teachers of second language students.

BICs and CALPs—

4. A student with only *Basic Interpersonal Communication Skills (BICS)*—social or conversational English—does not have sufficient command of academic English—or *Cognitive Academic Language Proficiency*—to succeed in class or take tests. Most schools judge a student's language ability solely on the basis of conversational English.

The students for whom this model works best are in grades 9-12, of both sexes, functionally illiterate in

ESL Program For the Non-literate Student
Modified Montano-Harmon Model 1984
Three Levels of Proficiency/Four Skill Areas

	Beginning	Intermediate	Advanced	
		WRITING		BASIC INTERPERSONAL COMMUNICATIVE SKILL LANGUAGE PROFICIENCY (BICS) AREA
	-Capitalization -Controlled vocabulary -Alphabet: print & cursive	-Copying exercises -Language Experience -Controlled exercises	-directed control -Language Experience	
	SURVIVAL and EXTENDED COMMUNICATION			
		READING		
	-Foundation skills -Sight words	-Sight words -Phonics -Language experience	-Basal -Guided letters & dialogues -Language Experience	COGNITIVE ACADEMIC LANGUAGE PROFICIENCY (CALP) AREA
	SURVIVAL and EXTENDED COMMUNICATION			
		SPEAKING		
	-TPR -Natural Approach	-Natural Approach	-Vocabulary Expansion	
	EARLY PRODUCTION SURVIVAL and EXTENDED COMMUNICATION			
		LISTENING COMPREHENSION		BASIC INTERPERSONAL COMMUNICATIVE SKILL LANGUAGE PROFICIENCY (BICS) AREA
	-TPR -Natural Approach	-Natural Approach -Natural Approach	-Vocabulary Expansion	
	SURVIVAL and EXTENDED COMMUNICATION			
0 proficiency		PRE-PRODUCTION		

any language, know very little English, are not integrated with regular ESL students [i.e., those who can read their native languages] nor with the general population, except for P.E. Content area instruction for math and social studies is in English. Henderson does not specify the language of instruction for other subjects.

Henderson's article also includes goals in each skill area (listening, speaking, reading, writing), sample lessons, and a methodology synopsis.

Basic Methodology

Listening & Speaking:

"Natural approach": listening precedes speaking, reading precedes writing; speaking emerges in stages; focuses on content; conducted in low-anxiety situations.

Reading:

Uses a variety of approaches (phonetic, global, language experience, basal, eclectic, and programmed) to teach pre-reading, decoding, and comprehension skills.

Writing:

Controlled, directed, guided methods for teaching the letters and conventions of written English, and words based on their oral languages.

For copies of the journal, contact: Dr. Jay Fuhrman, Editor, *The Journal of Educational Issues of Language Minority Students*, Educ Bldg 215, Boise State Univ, Boise, ID 83725. No subscription cost, this is a Title VII project.

New at the Center

- 1814 SEA: Land, People, & the Culture (video, UC Irvine)
- 1815 Guns, Drugs, and the CIA (video/TV)
- 1816 60 minutes: VN war from the other side (video/TV)
- 1817 The Price We Pay (video/TV)
- 1818 Le Viet-Nam traditionnel: Faits et aspects
- 1821 Political Structure of Chinese in Community in Cambodia (Wilmott)
- 1822 Second Indochina War (Burchett)
- 1823 History of Laos (Viravong)
- 1824 Hmong Folklife (Willcox)
- 1825 Food habits of Hmong in Central Valley (UC Cooperative Extension, slide/tape)
- 1826 Tale of Kieu (trans by Huynh Sanh Thong)
- 1827 China's War with VN (Chen)
- 1829 Embroidered Hmong Story Cloths (Bessac)
- 1830 World Refugee Survey, 1988 in Review
- 1831 Newcomers to America: Refugee Orientation (video pkg)
- 1832 Newcomers to America: Cross-cultural Training (video pkg)
- 1833 Sino-VNese Territorial Dispute (Chang)
- 1835 Final Report: SUNDS Planning Project
- 1838 Asian Yellow Pages: Cuon Trang Vang Viet Ngu (San Jose)
- Asian Yellow Pages (VN), San Francisco Bay area
- 1840 Bilingual Education: History, Politics, Theory & Practice
- 1847 Montagnards of South Vietnam (Mole)
- 1850 Angkor (Spanish, English, Italian, German)-photos
- 1851 Palace File (Nguyen & Schecter)
- 1852 Into the Jaws of History (Bui & Chanoff)
- 1854 Heart of the Dragon (Clayre)-book that acc. TV progrm
- 1856 Sink or Swim! Goodbye Cambodia, Says VN (Asiaweek, Vol 15, No 16, 4/21/89)
- 1859 Nghien But (UCDavis std writing)
- 1860 Tram Tu 88-89 (UCDavis std writing)
- 1861 Bon Mua (UCDavis std writing)
- 1862 Lac Hong (UCDavis std writing)

The SEACRC has been well used this year! We appreciate your interest and welcome your suggestions. Since we operate within the school district, we follow the academic year. The last day will be June 16, 1989.



2460 Cordova Lane
Rancho Cordova
CA, 95670
(916) 635-6815

Freeway 50 towards
Placerville.
Zinfandel exit Left
on Zinfandel, to 3-
way stop at
Cordova Lane.
School is on the
right. SEACRC is in
the white portable
with blue trim.

Hours: 1-6 pm daily
mornings by
arrangement.

Closes for the
summer on June
16.

Lue Vang, Manager
Chan Lam, Curator

Indochinese Student Voice, Box 248, Pittenger Student Center, Ball State University, Muncie, IN 47306. Miss Pranadda Nanda, Editor, with Sombath Bounket, Neng Heu, Bunheng Lai, Xaysongkham Sonesacksith, Pheng Thao, Nou Vang. (in English, Lao, and Hmong).

Applynx: Journal of California's Newcomers

Student writing from a multilevel ESL class. Part of an Apple "Equal Time" Educational Grants program. Contact Jan Ellis, Cordova Sr. High, 2239 Chase Drive, Rancho Cordova, CA 95670. [Issues are sent to *Context*: subscribers.]

[We would like to print the names and addresses of other newcomer student publications—to encourage sharing among students from different areas. -Ed.]

Cultural Literacy: What Every American Needs to Know

E.D. Hirsch, Jr., 1988

In earlier issues of *Context*, excerpts of the 5,000 list of essential vocabulary and concepts for reading comprehension (American English) were listed through "k". As promised, the remainder of the (abridged) list now appears. Despite arguments that such lists perpetuate a Eurocentric American culture, it does serve to remind teachers of newcomers about items which are often overlooked in the curriculum. Hirsch has followed his book of rationale and the list with a "dictionary" of cultural literacy—it contains the explanations for all 5,000 items.

laissez-faire
lame duck
laser
last laugh, the
last straw, the
layoff
leading question
leap year
Leave no stone unturned.
left-handed compliment
left-wing
lemmings to the sea
Let sleeping dogs lie
liberal
lien
light year
like a fish out of water
limerick
lip service
liquid asset
list price
litmus test
Little Red Hen
Little Red Riding Hood
Live and learn.
Live and let live.
lobby
lock, stock, and barrel
locus
Look before you leap
looking out for number one

Love conquers all.
lowbrow
lunatic fringe
lynch mob

Macbeth
macho
mainframe
mainspring
mainstream
make a mountain out of a molehill
make ends meet
malapropism
malpractice
mañana
mania
manic-depressive
Mardi Gras
Marx, Karl
Marx brothers
Mason-Dixon line
mass media
mass production
mea culpa
mean (statistics)
megabyte
meltdown
melting point
melting pot
missing link
m.o. (modus operandi)
molecule
momentum
money market
monopoly
Monopoly
month of Sundays
moratorium
more the merrier., The
motif
muckraking
mutation

Napoleon Bonaparte
narrator
NASA (Nat'l Aeronautics and Space Administration)
national anthem
NAACP (Nat'l Assoc of the Advancement of Colored People)
National Guard
NOW (Nat'l Organization

for Women)
natural selection
Navaho
Nazi
Neanderthal man
nebula
Necessity is the mother of invention.
née
negative charge
Neither a borrower nor a lender be.
neuron
neutron
Never-Never Land
never rains but it pours., It
New Deal
New Testament
new wine in old bottles
nimbus clouds
noblesse oblige
no-fault insurance
No man can serve two masters.
No man is an island.
nom de plume
No news is good news.
normal distribution
NATO (North Atlantic Treaty Organization)
North Pole
North Star
nose out of joint
nose to the grindstone
Nothing is certain but death and taxes.
Nothing ventured, nothing gained.
noun
nova
nuclear energy
nuclear family
nuclear fission
nuclear fusion
nuclear power
nuclear reactor
nucleus

object
objet d'art
oboe
obtuse angle
Odyssey, The
Oedipus complex
offshore drilling

Oil and water don't mix.
old boy network
Old Glory
Old Mother Hubbard
Oliver Twist
omnivore
Once bitten twice shy.
once in a blue moon
one for all and all for one
One good turn deserves another.
One if by land, two if by sea.
One picture is worth a thousand words.
One rotten apple spoils the barrel.
on its last legs
only thing we have to fear is fear itself., The
open primary
opera
optic nerve
orbit
ore

paragraph
parallelogram
parameter
paranoia
paraphrase
parentheses
pariah
parole
participate
partnership
parts of speech
passé
passing the buck
passive resistance
Pasteur
pauper
Peace Corps
peaceful coexistence
Pearl Harbor
peasant
pediatrics
penicillin
peninsula
pen is mightier than the sword., The



organic chemistry
OAS (Organization of American States)
original sin
Origin of the Species, The
the ounce of prevention is worth a pound of cure., An
Out of sight, out of mind.
Out of the frying pan and into the fire.
Oval office
overdraft
oxidation
oxygen
ozone layer

pacifism
PLO (Palestine Liberation Organization)
Panama Canal
pandemonium
Pandora's box
parable
paradox

penny saved is a penny earned., A
pension
Pentagon
People who live in glass houses shouldn't throw stones.
per capita
percentage
percussion
per diem
perimeter
periodic table
Perish the thought.
PC (personal computer)
personal pronoun
persona non grata
perspective
Peter Pan
Peter Piper
Peter Rabbit
Petrified Forest
petrochemical
philanthropy

SCIENCE



phobia
 phoenix
 photon
 photosynthesis
 pH
 phrase
 phylum
 physics
 Picasso
 pill, the
 placenta
 plagiarism
 planet
 planetarium
 planned obsolescence
 plasma
 Plato
 play second fiddle
 plot
 plural
 Pluto
 p.m.
 poetic justice
 polarization
 police state

predestination
 predicate
 prejudice
 preposition
 pressure group
 prima donna
 primate
 prime number
 prime rate
 primrose path
 principal
 prism
 private enterprise
 probation
 profit sharing
 Promised Land
 pronoun
 propaganda
 prose
 prosecution
 protein
 Protestant work ethic
 proton
 protoplasm
 protozoa

rank and file
 Rapunzel
 ratification
 read between the lines
 read the riot act
 realism
 real property
 rebate
 rebuttal
 recession
 recombinant DNA
 red herring
 red tape
 redundancy
 referendum
 relative humidity
 Renaissance, the
 renewable resource
 reprisal
 reptiles
 requiem
 Resurrection, the
 retail
 Revolutionary War
 rhetoric
 rhetorical question
 rhyme
 ribonucleic acid
 Richter scale
 right angle
 right to bear arms
 right triangle
 right wing
 R.I.P.
 risqué
 Riviera, the
 Robin Hood
 rob Peter to pay Paul
 role conflict
 role model
 rolling stone gathers no
 moss
 ROM (read only memory)
 Roman numerals
 R.S.V.P.
 rugged individualism
 rule of thumb
 rule the roost
 run of the mill
 run-on sentence

Shangri-La
 shipshape
 ships that pass in the
 night
 short circuit
 silent majority
 Silicon Valley
 simile
 Sink or swim.
 sit on the fence
 skin of your teeth
 slang
 sliding scale
 slow but sure
 smell a rat
 smog
 Socrates
 software
 soup to nuts
 sour grapes
 Speak softly and carry a
 big stick.
 speed of light
 sphere
 split hairs
 spontaneous combustion
 spreading yourself too thin
 sputnik
 standard deviation
 standard of living
 standing orders
 star-crossed lovers
 Stars and Stripes
 status quo
 status symbol
 statute of limitations
 stereotype
 Still waters run deep.
 stitch in time saves nine.,
 A
 stock market
 stoicism
 SALT (Strategic Arms
 Limitation Theory)
 SDI (strategic defense ini-
 tiative)
 straw in the wind
 Strike while the iron is hot.
 strip mining
 subpoena
 Superman
 supply and demand
 surrealism

tip of the iceberg
 tip of the tongue
 too many irons in the fire
 tooth and nail
 trial and error
 turn over a new leaf
 turn the other cheek
 Two heads are better than
 one.
 Two wrongs don't make a
 right.
 U-boat
 UFO
 ugly duckling
 Uncle Sam
 Uncle Tom
 underdog
 understatement
 unilateral
 uppercrust
 urban renewal
 utopia
 vanishing point
 Variety is the spice of life.
 vested interest
 veto
 VHF
 vice versa
 vicious circle
 vigilantes
 VIP
 wake
 walking papers
 walkout
 Walls have ears.
 wanderlust
 Warren Court
 WASP (white Anglo-
 Saxon Protestant)
 watched pot never boils.,
 A
 water off a duck's back
 water pollution
 watershed
 water table
 wet behind the ears
 What will be will be.
 wheel of fortune
 When the cat's away the

mice will play.
 Where there's a will
 there's a way.
 Where there's smoke
 there's fire.
 Whistler's Mother
 white-collar worker
 Who pays the piper calls
 the tune.
 Wild West
 wiretap
 wishbone
 wolf in sheep's clothing
 Yankee Doodle
 You can't go home again.
 You can't have your cake
 and eat it too.
 You can't make an omelet
 without breaking eggs.
 You can't take it with you.
 You can't teach an old
 dog new tricks.
 You can't unscramble an
 egg.
 yuppies
 zodiac
 zoning



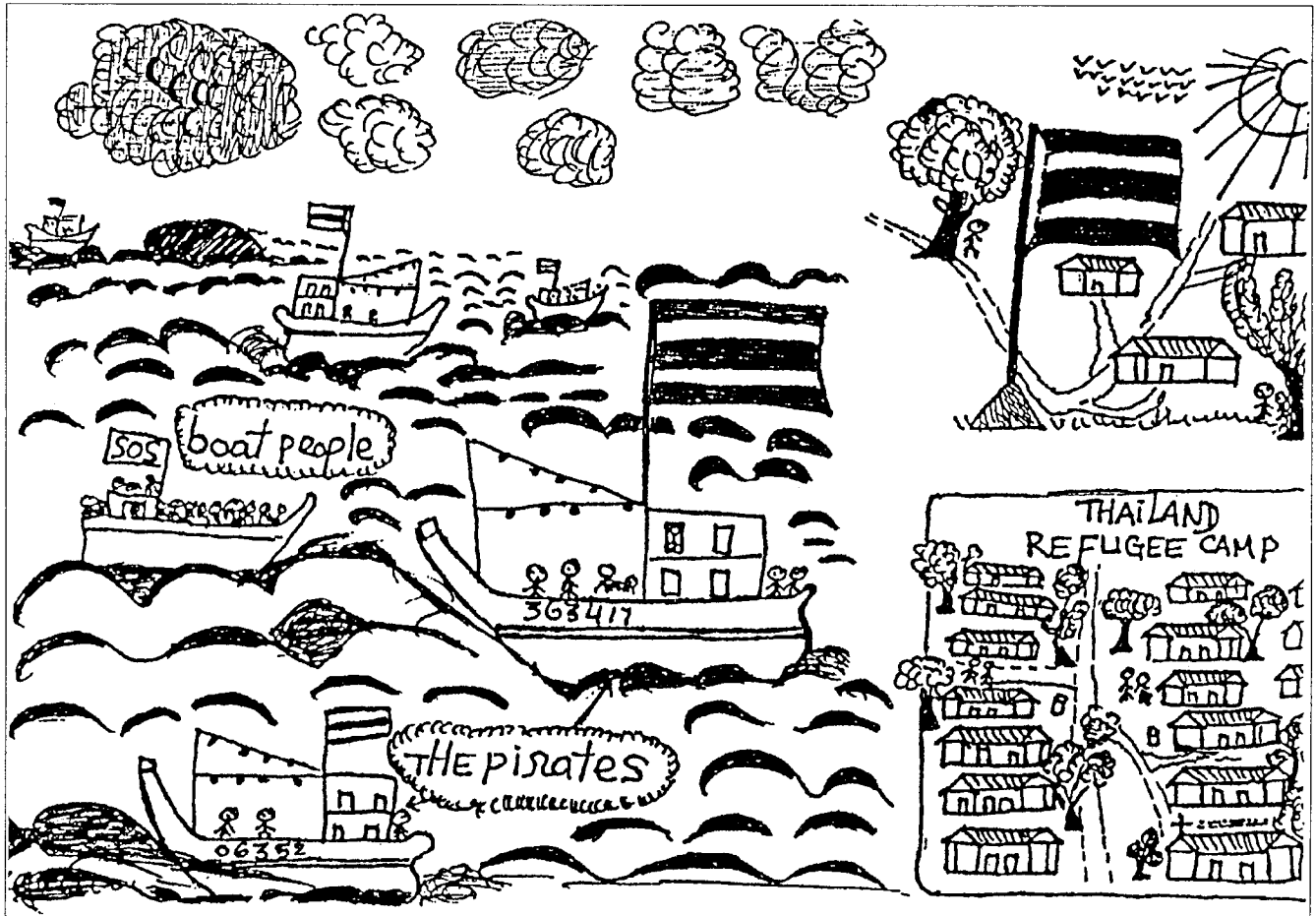
polio
 political science
 polka
 pollution
 polygamy
 polyunsaturated
 pony express
 Pope, the
 pop the question
 positive charge
 pot calling the kettle black
 potluck
 pound of flesh
 pour oil on troubled waters
 power of the purse
 Power tends to corrupt
 and absolute power
 corrupts absolutely.
 Practice makes perfect
 Practice what you preach.
 Preamble (to the
 Constitution)
 precedent
 precipitation

psychiatry
 psychology
 public defender
 public utility
 Pulitzer Prize
 pun
 Pyramids
 quantum leap
 quantum mechanics
 quarantine
 quasi-
 quorum
 quota
 rabies
 racism
 radioactive waste
 radio frequency
 raining cats and dogs
 raison d'être
 Ramadan
 RAM (random access
 memory)

sacred cow
 salt of the earth
 sanctions
 sarcasm
 satellite
 satire
 savings bond
 savoir-faire
 scapegoat
 schizophrenia
 science fiction
 scientific method
 second wind
 Secret Service
 Seeing is believing
 seller's market
 seniority
 separate but equal
 separation of church and
 state
 separation of powers
 Seven Wonders of the
 World
 sex-linked trait

tabula rasa
 takes a thief to catch a
 thief
 takes two to tango., It
 take the bitter with the
 sweet
 take the bull by the horns
 tall tale
 taproot
 tar and feather
 tax shelter
 tenderfoot
 tenure
 There are lots of fish in
 the sea.
 There's no place like
 home.
 thesis
 through thick and thin
 ticker-tape parade
 Time is money.





by Kieu Kien, Cordova Sr. High, *Applynx*, Spring 89

Context:
Southeast Asians in California

c/o Folsom Cordova USD
Transitional English Programs Office
2460 Cordova Lane,
Rancho Cordova, CA 95670

Subscriptions to this newsletter are available for the cost of 20 25¢ stamps per year. There are usually eight or nine issues per academic year. FCUSD prints the newsletter, with EIA funds, and we ask for your help in mailing. The editor welcomes contributions— send items to the above address, or phone (916) 635-6815.