Context:

When Reading is not Reading

"She can read any word in the book, but has no idea what she's reading." Native English speaking teachers often confuse the separate skills of decoding words and comprehension of text when asked if a child can read. English learning students themselves are very aware of the difference between word-calling and understanding.

Teachers with English learners in class seldom have reading materials designed for second language acquisition in the various content areas. Instead, teachers are faced with either ignoring the needs of their English learners or "deconstructing" the written text so that English learners can grab words' meaning more easily.

Pointing out features of text to English learners is not difficult, but it does require some idea of the process of language acquisition, some idea of the child's native language, and some idea of how oral and written English differ. To native English teachers, the critical characteristic is the difficulty of the words in terms of decoding. However, to the English learner, words that are easy to read can be difficult to understand and to differentiate from other slightly different configurations.

Once a student can read and understand 500 high frequency words, s/he can decode and understand (as individual words) as much as 75% of any text encountered in school. These basic words are used over and over again in groups and phrases, each with a different meaning.

In addition, there are idioms and usages in which the individual meanings of words do not equate to the meaning of the group of words.

Next, there are references to concepts that are based on prior experience, that not all new learners of English share.

Finally, there are propositions presented in text that rest on assumptions of the mainstream American culture that are not familiar to members of other language/thought systems and backgrounds.

The sections below illustrate these four characteristics of English text that need to be considered as carefully as the passage's readability coefficient.

Easy to read, difficult to understand

The words *used*, *have*, *had*, *go*, *going*, *got*, *to*, and other high frequency words can be assembled in many different ways that appear deceptively simple to native speakers of English. These strings of words are often used in the oral form of English, which simplifies structures and vocabulary over time. The following usages were found in commonly used reading materials for elementary and middle school students:

- I'm *used to* it (I'm *accustomed* to it)
- I *used to* go... (I *formerly* went...)
- I *had better* go (I *should* go)
- He *had to* go (He *was obligated* to go)
- He's *got to* go (He's *obligated* to go)

Phrasal verbs (synonyms)

run into (encounter)

run out of (exhaust, deplete)

ran after (pursued)

come up (arise, appear, meet)

set about (begin, began)

end up (result, conclude)

up to (able)

subject I'm up on (competent)

made straight for (headed for)

get the hang of (understand)

give it some time (be patient)

take over (control, defeat)

taken with (entranced)

take off (depart, discard)

for sure (certainly)

blow the job (err)

on the other hand (alternatively)

wasn't much to look at (unattractive)

no sooner said than done (immediately)

put out things (display)

put out a fire (extinguish)

give him away (expose)

all over (finished)

knocked out (unconscious)

blacked out (unconscious)

show off (display, brag)

sign up (register, enroll)

felt funny (was uncomfortable)

held up to (exemplified)

hold my own (compete)

deal with (handle)

showed up (arrived)

felt sorry for (sympathized)

stand for (represent)

go on (continue)

Basic Phrasal Verbs: Idiomatic American English Verbal Phrases (Spears, National Textbook Co., 1996) is one dictionary of phrasal verbs. Dave's ESL Cafe on the internet also has a list of phrasal verbs.

- He's *going to* go (He *will* go)
- They *got to* France (*arrived* in France)
- You're *going to have to* go (You *will be obligated* to go
- ...the school I'*d been going to had* never *had* a cafeteria...
- ...let him *have it* (shout at him)
- What *have* you *got* to say?
- What *will* you say?
- What *do* you *have* to say?

In the last example, how does an English learner understand that "to" goes with "say" rather than "have" ("to say" vs. "have to")?

- What have you *got*?
- What do you *have*?
- *Would* you *like* to go?
- *Do* you *want* to go?

Verb tenses in written English are essential to answering inference questions that depend on relationships of time. The verb tenses in oral English are slippery and increasingly simplified (listen to the reduction of *is*, *am*, *are* to *be* in oral English dialects). In addition, verb conjugating practice has been de-emphasized in teaching methodology and materials. However, for English learners from languages that don't use tenses of verbs to indicate time relationships, fine comprehension of written English can be near impossible. These examples are taken from texts:

- ...*had gone* home and *picked* up his lunch bucket. Now he *was walking*....
- ...they *were being stopped* and *searched*...
- ...they'*ll start moving* around
- He *will say* I *have failed*.
- ...*had not expected* this. He *had to think* fast.
- It'*s* a peaceful day. A cowboy *takes* it easy in the saddle as cattle *are driven* from one pasture to another where grass *is* more plentiful. The cattle *are being fattened* up for *marketing*.

- Corn chowder *was* by far the favorite dish on camping trips, and the boys never *tired* of it. By the middle of the summer, hundreds of cans of corn *had been used* in making chowder, and the boys *were always asking* for more. The also *begged to be allowed to do* the cooking, but Mr. Sherwood, the camp director, *felt* that it *was* best for Mr. Jones and the other counselors *to do* the cooking on the camping trips. But the boys *kept* right on *asking to do* it themselves. They *were disappointed* when the answer *was* always "No," but never *discouraged*. They *seemed to feel* that some day the answer *would* surely *be* "Yes."

Another way in which words that are easy to decode are difficult to understand is in the use of verbs that end with *-ed* or *-ing* as adjectives or nouns. English learners from languages in which there is no equivalent for "to be," find predicate adjectives especially confounding. Second language errors signal this problem, for example, "I boring," rather than "I'm bored." Often *-ing* verbs used as nouns follow *tried*, *liked*, *began*, *kept on* (tried *skiing*, liked *eating steak*, began *sewing clothes*, kept on *singing*...).

English verbs *would*, *should* and *could* present problems in comprehension as well. These gradations of obligation, intent, and possibility are not present in all languages' verb systems. It's easy to see how comprehension questions about implied intent hinge on understanding the differences between these verbs. (Complicating the picture is the fact that *could* is also the past tense of *can*.) The following uses *would* and *could*.

- Besides, I figured they'[*woul*]d be pleased I'[ha]d learned all that stuff. And I *could* see the teacher was getting a kick out of me.

Reading's a piece of cake

Examples of slang, familiar phrases, and idioms are easier to recognize; a few follow:

- in a sense
- kept their noses close to their jobs
- got rather pink

- get her bearings
- come of age
- of one mind
- more or less
- time and again
- more to the point
- might as well
- in a jiffy
- no matter what
- a funny look
- pretty funny
- pretty fair (athlete)
- in fact
- no big deal
- go the bathroom.
- get your hopes up
- keep his temper
- let him have his own way

Prior experience

Even if an English learner can read and understand all the combinations of high frequency words and key concept words in their texts, there are references to things and subjects that require prior experience to understand.

To identify these items, choose two or three imaginary English learners from different backgrounds (for example, a Hmong child born in this country of non-literate parents, a Mexican-born child of parents with 5-6 years of schooling, and an Eastern European exchange student), and ask yourself: "Would _____ know what this is?" If not, then it's an item that needs to be identified and taught. Would Iva understand a reference to the "I have a dream speech"? Would a child from a totalitarian government and a fundamental congregation understand "civil rights movement"? Would a person from a subsistence society understand "time clock" or "shift" or "work your way up the ladder"?

(E. D. Hirsch and his "core knowledge" group, while controversial, provides us with a committee-chosen list of 5,000 such items that readers of American text will encounter; there's a website and readily available books for parents: "What Your ____ Grader Needs to Know"). Here are a few examples (from *Cinder Edna*) that are easy to read but require

prior experience to understand:

- scrubbing pots and pans
- tuna casserole
- sixteen ways to get spots off
- mowing the lawn
- cleaning parrot cages
- play the accordion
- anteater from Afghanistan
- give a ball
- ball gown
- flossed their teeth
- fairy godmother
- magic wand
- put a dress on layaway
- carriage, horses, coachman
- review the troops
- recycle plastic, recycling plant
- Storybook Stomp, Cinnamon Twist, Worm, Fish, boogie, woogie
- play the concertina
- Barbados
- clock struck twelve
- buses stop running
- beauty sleep
- palace directory
- toenail polish
- pecan sauce
- pickled pigs feet
- Kalamazoo
- parade formations
- solar heating
- waste disposal engineering

Whether read and understood in English or translated into the native language, comprehension of the above concepts hinges on having had certain experiences and having heard particular stories and jokes.

Assumptions

One of the more difficult tasks is to identify assumptions that are implicit in the text—beliefs about human "truths," which are in fact not universal, but different in various world views. Teachers who have experienced different cultures and who have tried to understand how another person's point of view makes sense will have an easier time of it. Finding assumptions can be done by groups of teachers, with those who have crosscultural experience helping the others to identify

assumptions that are not universal. (The challenge is to suspend judgement and focus on understanding.)

One of the more prevalent assumption is the idea of individualism ("it just isn't me"). Many stories promote the value of an individual over the good of the group. For example, recently adopted reading and literature texts promote equality of genders in the worlds of educational and occupational success. Gender equity's time has come in modern, individual-based American society, but children of recent immigrants from other cultures are also encouraged to be self-concerned individuals... without equal time or consideration in our texts for the importance of group identity, cohesiveness, reputation, and stability, and the part that clear gender roles plays in groups' success.

Another assumption in our stories is the value of competition and winning. This can be seen in the very common theme of "man vs. nature." The idea is that humans can overcome any obstacle by strength, intelligence, or cunning; implicit is the assumption that humans should do it because they can. Some children come from world views that propose that it's humans' place to accommodate, rather than overcome. Still other children come from backgrounds that haven't provided any experience that would allow a belief that it's possible to overcome obstacles. On the other hand, the orphan theme (clever minority defeats powerful majority) is very familiar to many groups who are in this country as refugees.

There are other values presented in text that are not universal: teen-aged dating and experimentation, making one's own decisions rather than obeying parents, eating fast food, spending money on self, expressing identity and value through displayed status items (name brand clothing, cars, houses, health clubs, tatoos, jewelry, etc.), separating from parents, trying out different identities, confronting others, and so on.

Even though English learners can read the words of these stories, they are faced with ideas and values that are not familiar. Look at

inference questions; how many assume common beliefs in order to arrive at the right answer?

What teachers can do

When English learners can read and understand the words but stumble over comprehension of English passages, look for one of these problems and intervene:

- Are there *phrasal verbs*? Help identify them as groups of words that go together rather than individual words, along with equivalent single-word synonyms (especially for educated English learners who use dictionaries).

- Are the easy words part of *verb tenses*? *Verbs used as adjectives or nouns*? Teach verb conjugations directly and have students practice. Teach grammar directly, use substitution exercises in a pocket chart along with writing variations of basic sentence forms. Teach functional forms of words (win, winning; shy, shyness, shy away from).

- Are the easy words part of *idioms, slang*, or *common phrases*? If the passage sounds rather stiff and old-fashioned, it's less likely to contain a lot of "written oral English," and easier to understand.

- Are there concepts that depend on *prior experience*? Identify them, and expose children to the topic via videos, multimedia encyclopedias, bilingual explanations, vicarious or actual experience. Use the core knowledge materials to guide supplemental instruction or take home materials.

- Are there *implicit assumptions* that may not be universal? (Look for "*should*.") Create an atmosphere in which different values can coexist, then identify implicit assumptions in the stories and use them to help all students understand that "different is okay." It is in this area that learning from culturally similar teachers is powerful, but any teacher can demonstrate curiosity, crosscultural understanding, and world view relativity.

Lech Walesa. After seeing protesters shot down in a 1970 demonstration, Walesa became a leader in Poland's trade union movement. Despite arrest and harassment for his political activism, Walesa continued to fight for democracy. *What was the name of Walesa's labor union?*

Eastern Europe Changes

By 1989 no Communist leader in Eastern Europe could count on Soviet tanks to suppress his opponents. The first country to loosen communism's grip was Poland. Lech Walesa, a shipyard worker in the Baltic port of Gdansk, led the labor union Solidarity in the 1980s as it won concessions from the government. Even after Solidarity was banned, Walesa's character inspired the antigovernment movement. Pope John Paul II, a fellow Pole, also lent inspiration from afar to the forces of democracy. Under growing public protest, the Communist president was obliged to step aside. Walesa was elected president of Poland in a December 1990 landslide.

Czechoslovakia's relatively smooth passage to democracy ...
of playwright V...
in the eastern ...
ever wanted a s...
western portion ...
a Czech, lost of...
mainly because ...
He reluctantly a...
Czech Republic ...

Europe's w...
began in June 1...
the early 1990s, ...
ethnic groups ...
generations tur...
General Boutros Boutros
Ikoodhath "tragic, dang...

A New Germany

The USSR's declin...
set off a political chain r...
Germanies, divided since ...
of Gorbachev's sweeping ...

Months of protests ...
a Soviet ally, led to the ...
Erich Honecker in Oct...
Germans had been fl...
Hungary, and now th...
November 9, 1989, the g...
it would issue exit visas ...
of citizens immediately ...
Berlin Wall, a symbol o...
Soviet orders in 1961.

Plans for unifying ...
mediately. On Octobe...
anyone had predicted, th...
eral Republic of Germa...
West Germans and 16 million East Germans became

Soviet
breakup
independence
Gorbachev
glasnost
government
economy
consumer goods
perestroika
politics
vote
non-Communist
Poland
Lech Walesa
labor union
solidarity
democracy
elected
Czechoslavakia
Vaclav Havel
Slovakia
Czech Republic
Yugoslavia
ethnic groups

destruction of all Soviet short-range nuclear missiles and halted nuclear testing for 1 year. In October 1991, NATO responded by cutting its nuclear forces in Europe by 80 percent. Such cutbacks offered relief to both sides after a decade of unprecedented arms buildup.

The Soviet Breakup
Eastern Bloc Countries Declare Independence

Relief from defense spending came too late, however, to save the faltering Soviet economy. When Gorbachev took office in March 1985, he spoke of **glasnost**, opening up Soviet society to new ideas. He hoped to improve everyday life for Soviet citizens and to get more consumer goods into stores by easing the government's near-total control over the economy. This restructuring of the way Soviets did business was called **perestroika**.

Perestroika and glasnost extended into the realm of politics as well. In 1989 Soviet citizens were allowed to vote for non-Communists for the first time, breaking down the USSR's one-party system.

ELD Beginning Level: Key Word Assignments

1. Use a bilingual dictionary to look up equivalent word or description in your language. Write the word in English several times. Write a sentences in English.

2. Identify theh part of speech in English for the key words. Make a chart of variations for different parts of speech (govern, government, governmental.) Write a sentence in English with each variation.

3. For each verb, write the conjugations for present, past, continuous, past perfect, and future.

4. Diagram the relationships between the key words. Find and link up dates to key words that refer to events.

5. Write a summary of the section in your language.

Survival Strategies

Think about the way that a picture shows up on your computer screen when you open a website with a photographic-style image. At first you see large blocks of color, then smaller blocks, smaller blocks, until the points of color are small dots and the picture is fully resolved. For many English learners, comprehension of a content lesson delivered in English emerges in a similar way.

Imagine that you have a beginning level student in a regular high school government class, assigned to read the page as shown to the left. (This example assumes a student literate in his/her native language, with a dictionary.) To look up every word would be excrutiating. However, if the teacher selects several high concept words, the student can work with these, link them to his/her native language, and leave the lesson with at least a "blocky" understanding of the content. (Read the English key words; what "blocky" picture emerges for you from this collection of words?)

Generic assignments, like those to the left, will enable the student to work on English language development skills at the same time. While this is not an ideal lesson, it is an option for teachers and students in the real world.

—Editor

March 2000 Language Census

Each year school districts submit a count of all language minority students enrolled in kindergarten to grade 12. Students are reported by grade, language, and fluency. Students are either *limited* in understanding, speaking, reading, and writing English ("LEP" or "EL," which stands for "English learner.")

The table on this page shows the reported languages in California, with the total number of English learners, the total number of fluent English proficient ("FEP") students; the languages are ranked in order of "need," the percentage of the total that is limited.

In general, the group who are newest arrivals (Ukrainian, Albanian, etc) and those whose parents come from rural unschooled backgrounds (Mixteco, Lahu, Hmong, etc) are those with the greatest needs for assistance in the schools. There are fewer fluent siblings and peers, parents are less able to provide direct support, and for the rural students, there are few if any resource materials to help with understanding English or money spent on home materials to practice English reading.

Often schools find that bilingual aides and teachers are the best routes to school success ("human dictionaries"), and their involvement may last for more than one year.

R30 March 2000 California

Language	Total LEP	Total FEP	Total LM	%LEP
Mixteco	388	7	395	98%
Lahu	435	23	458	95%
Kurdish	340	44	384	89%
Hmong	28,374	6,376	34,750	82%
Ukranian	2,117	576	2,693	79%
Chaldean	532	146	678	78%
Marshallese	144	40	184	78%
Mien (Yao)	4,594	1,366	5,960	77%
Spanish	1,222,809	506,384	1,729,193	71%
Albanian	86	37	123	70%
Tongan	1,926	1,090	3,016	64%
Khmer (Cambodian)	16,283	10,010	26,293	62%
Lao	6,901	4,510	11,411	60%
Khmu	207	145	352	59%
Punjabi	7,906	5,626	13,532	58%
Croatian	452	346	798	57%
Pashto	603	468	1,071	56%
Burmese	566	445	1,011	56%
Toishanese	112	91	203	55%
Tigrinya	344	291	635	54%
Armenian	12,155	10,726	22,881	53%
Russian	8,029	7,091	15,120	53%
Vietnamese	39,447	34,898	74,345	53%
Samoan	1,758	1,607	3,365	52%
Indonesian	1,107	1,068	2,175	51%
Cebuano (Visayan)	452	452	904	50%
Serbo-Croatian	150	162	312	48%
Arabic	6,565	7,185	13,750	48%
Japanese	4,927	5,414	10,341	48%
Cantonese	25,509	29,022	54,531	47%
Hindi	4,294	5,071	9,365	46%
Chaozhou (Chiuchow)	753	897	1,650	46%
Urdu	2,327	2,892	5,219	45%
Rumanian	1,261	1,631	2,892	44%
Ilocano	1,663	2,241	3,904	43%
Thai	1,575	2,222	3,797	41%
Turkish	227	327	554	41%
other Non-English	15,627	22,740	38,367	41%
Portuguese	2,248	3,462	5,710	39%
Serbian	118	187	305	39%
Korean	16,278	26,445	42,723	38%
Assyrian	685	1,129	1,814	38%
Chamorro	47	81	128	37%
Pilipino (Tagalog)	18,193	36,412	54,605	33%
French	860	1,748	2,608	33%
German	864	1,888	2,752	31%
Mandarin (Putonghua)	10,102	24,802	34,904	29%
Farsi (Persian)	4,840	11,945	16,785	29%
Gujarati	1,094	2,726	3,820	29%
Polish	388	1,008	1,396	28%
Hungarian	173	465	638	27%
Dutch	158	455	613	26%
Taiwanese	369	1,079	1,448	25%
Italian	312	915	1,227	25%
Greek	250	736	986	25%
Hebrew	603	2,133	2,736	22%
Total	**1,480,527**	**791,283**	**2,271,810**	**65%**

Change in Number of English Learners

LANGUAGE	00 EL	99 EL	Change
Albanian	86	26	231%
Tigrinya	344	195	76%
Toishanese	112	64	75%
Cebuano (Visayan)	452	307	47%
Turkish	227	188	21%
Marshallese	144	122	18%
Urdu	2,327	2,023	15%
Other non-English	15,627	13,702	14%
Serbian	118	104	13%
Chaldean	532	481	11%
French	860	781	10%
Dutch	158	144	10%
Greek	250	228	10%
Ukrainian	2,117	1,942	9%
Indonesian	1,107	1,021	8%
Italian	312	288	8%
German	864	799	8%
Arabic	6,565	6,077	8%
Croatian	452	419	8%
Burmese	566	526	8%
Kurdish	340	318	7%
Mixteco	388	363	7%
Samoan	1,758	1,667	5%
Hindi	4,294	4,101	5%
Pashto	603	580	4%
Spanish	1,222,809	1,181,553	3%
Korean	16,278	15,761	3%
Punjabi	7,906	7,762	2%
Cantonese	25,509	25,556	0%
Chaozhou (Chaochow)	753	756	0%
Japanese	4,927	4,969	-1%
Russian	8,029	8,143	-1%
Assyrian	685	696	-2%
Tongan	1,926	1,963	-2%
Portuguese	2,248	2,299	-2%
Thai	1,575	1,613	-2%
Hebrew	603	620	-3%
Mandarin (Putonghua)	10,102	10,388	-3%
Polish	388	399	-3%
Farsi (Persian)	4,840	4,985	-3%
Ilocano	1,663	1,724	-4%
Rumanian	1,261	1,309	-4%
Gujarati	1,094	1,136	-4%
Hmong	28,374	29,474	-4%
Pilipino (Tagalog)	18,193	19,041	-4%
Armenian	12,155	12,726	-4%
Vietnamese	39,447	41,456	-5%
Chamorro (Guamanian)	47	50	-6%
Mien	4,594	4,930	-7%
Taiwanese	369	399	-8%
Khmer (Cambodian)	16,283	17,637	-8%
Lao	6,901	7,703	-10%
Hungarian	173	197	-12%
Khmu	207	251	-18%
Lahu	435	529	-18%
Serbo-Croatian	150	201	-25%
Total EL	1,480,527	1,319,207	12%
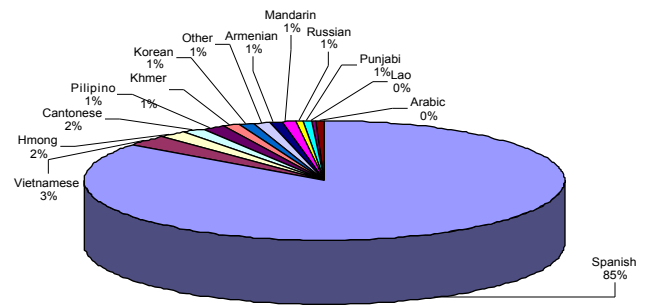
Top 15 LEP Languages in CA, 2000

Top 15 LEP Languages, Sacramento Co., 2000
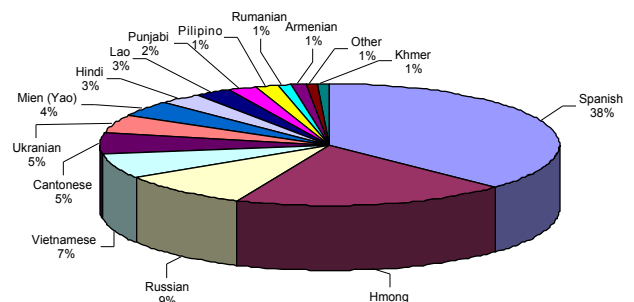
The chart to the immediate left shows the same language groups as on page 6, with the number of English learners in March 1999 and March 2000, and ranked by the percentage change over one year.

The pie chart (top) shows that the great majority (85%) of the English learners in California speak Spanish. In Sacramento County, however, the number of Spanish EL students is only 38%. (See table on page 10.)

Go to the Southeast Asia Community Resource Center's website (http://mills.fcusd.k12.ca.us/ctrsite/index.html) to find the 2000 LEP data reported by language, ranked by district enrollment for all districts with more than 50 students reported. Data is also reported there for 1999, 1998, and 1997.

English Learners in Sacramento County School Districts, 2000

Total EL	DISTRICT																	Grand Total
LANGUAGE	Arcohe	Center	Del Paso	Elk Grove	Elverta	Fols-Cor	Galt Ele	Galt HI	Grant	Natomas	No Sac	Rio Linda	RivDelta	Robla	SacCity	SCOE	SanJuan	Grand Total
Albanian															2		3	5
Arabic		2		53		6	1		3	2	4	5			50	1	32	159
Armenian			1		2	218			21			18			47		61	368
Assyrian			1														4	5
Cantonese		6	1	686		9	4		6	1	9	6	3	6	1,231	2	13	1,983
Cebuano (Visayan)				5							1	1			1		4	12
Chamorro				4														4
Chaozhou (Chiuchow)				4		2												6
Croatian															10			10
Dutch				1											1			2
Farsi (Persian)		5		47		10			2	1		1			20		57	143
French				3		2									4		3	12
German		2		11		3			4	2		1			12		22	57
Greek				7											2		7	16
Gujarati		3	1	7					1	4	7				7		1	31
Hebrew																	1	1
Hindi		9	17	491		28	4		39	7	9	12		17	401	1	29	1,064
Hmong		2	575	1,113		73	2		580	7	460	81		217	3,846	7	66	7,029
Hungarian				1					1	1	1				1		3	8
Ilocano		1		64		2			1				2		8			78
Indonesian				8		2									13		7	30
Italian				3			2		1			1					1	8
Japanese		1		9		3									21		16	50
Khmer (Cambodian)		1		135			3			2	1				146		7	295
Khmu				2											1			3
Korean		7		58		18			2	1		4			48		60	198
Lao		1	65	75		3			186		151	10		9	378	6	53	937
Mandarin (Putonghua)		2		27		4				1					33		20	87
Marshallese															30		3	33
Mien (Yao)		87	7	217					65		11	75		12	1,115	2	1	1,592
other Non-English		7	8	55		10	3	8	20	1	3	8		16	131		55	325
Pashto		6		42					3						3			54
Pilipino (Tagalog)		17	3	347		11	16	8	21	6	4	14	1	10	44	1	34	537
Polish															3		9	12
Portuguese				24		2	7		3	1	7				9		11	64
Punjabi		42	16	413		13	4	2	31	16	8	24		49	77		44	739
Rumanian		12	3	60		4			40		9	42			69		132	371
Russian		145	65	268	1	490			289	7	95	362		102	581	3	913	3,321
Samoan			45	6		1			14	2	4	3		27	17			119
Serbian															1		16	17
Serbo-Croatian				1											12		4	17
Spanish	12	47	236	2,694	9	245	827	87	639	260	877	398	465	308	5,560	32	933	13,629
Taiwanese				1											2		1	4
Thai		2		5					4			2					1	14
Tigrinya																	1	1
Toishanese															1			1
Tongan		6	7	46		2			14		10			15	115		7	222
Turkish				15														15
Ukranian		80	5	21		324			148		72	217		35	127		792	1,821
Urdu		1	2	67		4			9	26	1			9	73		17	209
Vietnamese		21	3	1,563		36	3		48	1	13	49		2	692	3	43	2,477
Grand Total	12	515	1,059	8,660	12	1,526	876	105	2,195	349	1,757	1,334	471	834	14,945	58	3,487	38,195

## Sacramento County's English Learners, 2000

The table above shows the distribution by district and language for Sacramento County's English learners.

To the right are the 30 largest concentrations of English learners in the county. Notice (from page 5) that all but one are languages of relatively great need for assistance (Hmong 82% EL, Spanish 71% EL). Both of these language groups have a sizeable proportion of children growing up with non-literate or underschooled parents. The implication? In addition to ELD and direct instruction in reading and grammar, these students will need programs that increase vocabulary, exposure to assumed experiences, and amount of time spent practicing reading.

DISTRICT	SCHOOL	LANGUAGE	EL
Sacramento City Unified	Burbank (Luther) High	Hmong	337
Galt Joint Union Elementary	Fairsite Elementary	Spanish	284
Elk Grove Unified	Mack (Charles E.) Elementary	Spanish	261
Galt Joint Union Elementary	Valley Oaks Elementary	Spanish	255
Del Paso Heights Elementary	Fairbanks Elementary	Hmong	250
Sacramento City Unified	Kemble (Edward) Elementary	Spanish	249
Grant Joint Union High	Grant Union High	Hmong	246
Sacramento City Unified	Still (John H.) Elementary	Hmong	238
Sacramento City Unified	Pacific Elementary	Hmong	234
Sacramento City Unified	Johnson (Hiram W.) High	Spanish	224
Sacramento City Unified	Anthony (Susan B.) Elementary	Hmong	218
North Sacramento Elementary	Harmon Johnson Elementary	Spanish	218
Sacramento City Unified	Oak Ridge Elementary	Spanish	216
Sacramento City Unified	Burbank (Luther) High	Spanish	213
North Sacramento Elementary	Noralto Elementary	Hmong	206
Sacramento City Unified	McClatchy (C.K.) High	Spanish	204
Grant Joint Union High	Grant Union High	Spanish	198
Rio Linda Union Elementary	Aero Haven Elementary	Spanish	194
Sacramento City Unified	Fruit Ridge Elementary	Spanish	191
Elk Grove Unified	Valley High	Spanish	187
Sacramento City Unified	Bowling Green Elementary (Char)	Spanish	186
Elk Grove Unified	Prairie Elementary	Spanish	184
Elk Grove Unified	Florin High	Vietnamese	179
Grant Joint Union High	King (Martin Luther Jr) Junior High	Hmong	171
Del Paso Heights Elementary	Del Paso Heights Elementary	Hmong	169
Sacramento City Unified	Goethe (Charles M.) Middle	Hmong	167
Sacramento City Unified	Pacific Elementary	Spanish	161
North Sacramento Elementary	Noralto Elementary	Spanish	156
Sacramento City Unified	Wood (Will C.) Junior High	Spanish	156
Sacramento City Unified	Sacramento High	Spanish	152

**California Reading Performance, "LEP" vs. "NonLEP" May 2000 SAT-9**
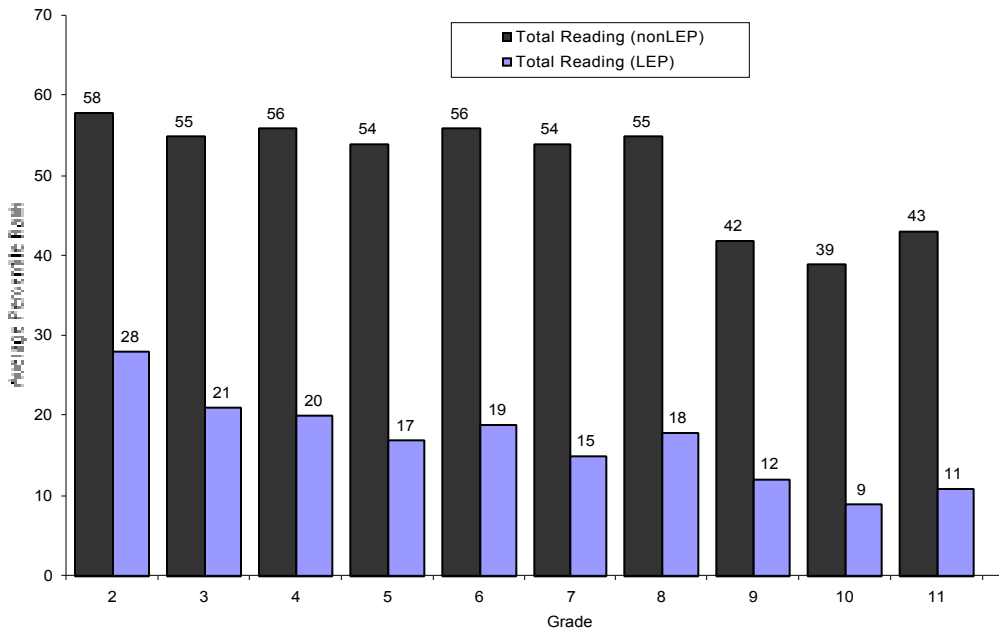
English Learners and the SAT-9, May 2000

How do LEP students compare to non-LEP students in reading in each grade?

In May 2000, all California students in grades 2-11 were tested with the SAT-9 in English. About 13% of the 4.5 million students were reported as being LEP and in California schools less than one year. The table above shows how all LEP students performed in reading, compared to non-LEP students. (To see how your district's students compare, go to the educational demographics link on the California Department of Education's website (http://www.cde.ca.gov) and print out your district's LEP and non-LEP reports. Plot the "percentile rank for average score" for each grade level on the chart above.)

Number of CA Students Tested on the May 2000 SAT-9, by Grade
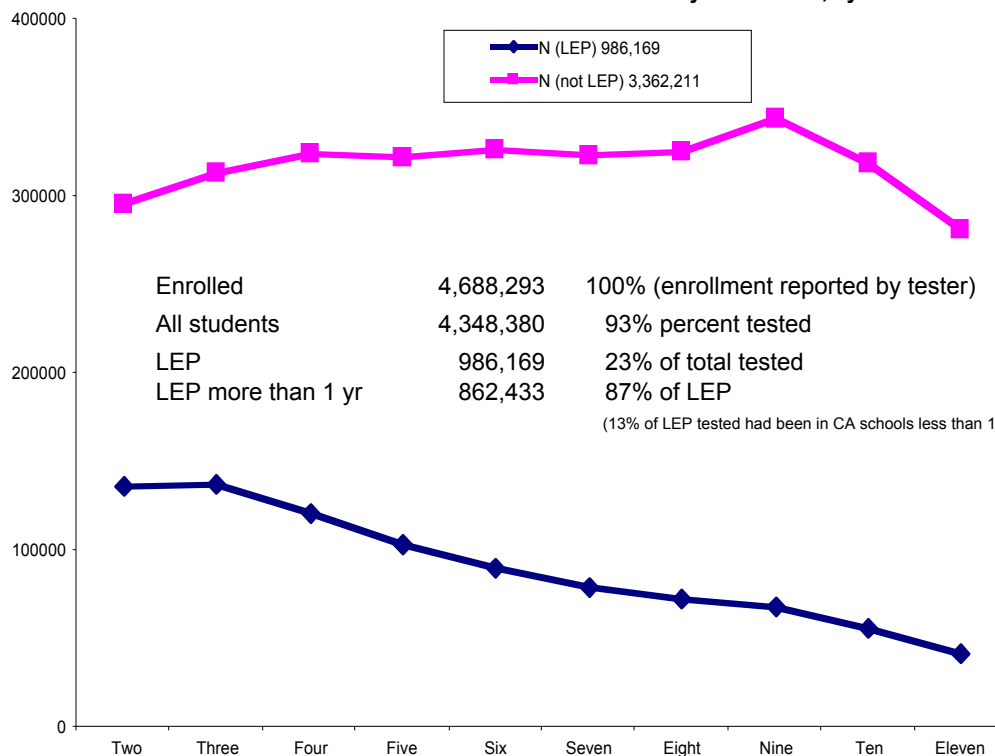
Enrolled	4,688,293	100% (enrollment reported by tester)
All students	4,348,380	93% percent tested
LEP	986,169	23% of total tested
LEP more than 1 yr	862,433	87% of LEP
		(13% of LEP tested had been in CA schools less than 1 yr)

What does the number of students tested say about CA enrollment across the grades?

This graph shows the number of LEP and non-LEP students tested at each grade level. One conclusion is that the higher grades do not have as many LEP students; this could be the result of having achieved fluency or of dramatic dropout among LEP students.

Data obtained from the CDE website's data files and graphed by the editor.

English Learners and the SAT-9, May 2000

continued

How do LEP students do in Reading, Math, Language, and Spelling?

(Bars represent the average score of the 862,433 LEP students who were coded as having been in CA schools more than one year.)

There are four subtests in grades 2-8, but only 3 in grades 9-11.

California LEP students: Performance in 4 subtests, grades 2-11

Legend:
- Spelling-LEP > 1 yr
- Language-LEP > 1 yr
- Math-LEP > 1 yr
- Reading-LEP > 1 yr

Y-axis: Grade in May 2000 (Eleven, Ten, Nine, Eight, Seven, Six, Five, Four, Three, Two)
X-axis: National Percentile Rank of Average Score
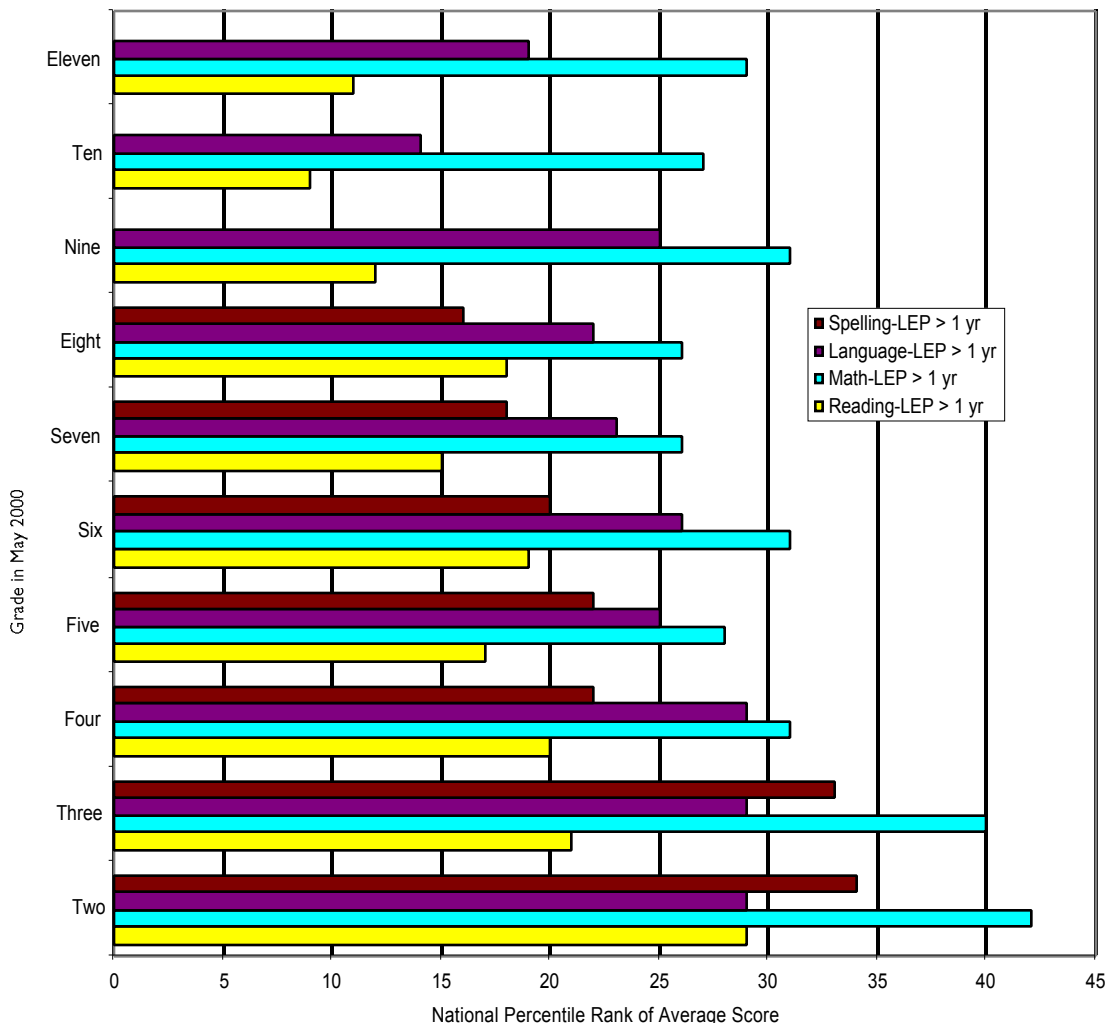
The graph above shows the performance of LEP students on the various subtests (reading, math, language, spelling), on the SAT-9, May 2000. Conclusions:

- Performance in reading is lowest; it's higher in the early grades; grade ten is the lowest.

- Grades six and eight are higher than grades immediately before or after.

- Performance in math is highest, declining as the grades increase, but less so than reading. Grades 7 and 8 are lowest.

- Performance in language is second highest. Grade ten is lowest.

- Recognizing misspelled words (spelling) is lower than language.

- Conclusions about LEP students should be compared to relative strengths and weaknesses of non-LEP students in all subtests. Low performance may be due to a mismatch of curriculum to test standards (all students would show the same pattern) or due to lack of English proficiency. For one subtest—Reading—see page 9, top graph, which compares LEP to non-LEP.

- Conclusions about subgroups depends completely on whether or not the individual student test sheets are accurately coded. For LEP students, there is variation in definition of "LEP" between districts, and entering accurate designations for all students tested is problematic. Likewise, there are problems of definition and marking students who had been in California schools more than one year.

Khmer Online News

http://www.kampuchea.com

Sophal P. Len

Kampuchea Internet contains news and other useful information for Cambodian communities, including a daily news from Cambodia.

Contact us at: Kampuchea Internet, Inc, 3619 Clear Brook Court, San Jose, California, 95111 or e-mail webmaster@kampuchea.com

Welcome to VietGATE

http://www.netimages.com/copyright.html

VietGATE, a gateway to the Vietnamese Online community. Search the WWW for all current and significant Viet Websites. Find Viet businesses all over the world with the VietGATE Yellow Pages. And much more...

VietGATE can be reached via www.vietgate.net, vietgate.net, www.viet.net or viet.net.

Immigration Policy Handbook

The National Immigration Forum (NIF) has released *Immigration Policy Handbook 2000*, a resource for students, researchers, and others interested in U.S. immigration. The handbook includes immigration facts and figures, an analysis of current issues in immigration policy, trends in immigration, and immigration history.

To find out more, contact: NIF, 220 I Street, NE, Suite 220, Washington, DC 20002-4362, (202) 544-0004. http://www.immigrationforum.org

Let's Go To School Together

Spanish Parenting Video

A free 15-minute video *Vamos Juntos a la Escuela* is available from the U.S. Department of Education. The video offers tips for Spanish-speaking parents to help them become involved in their children's learning, from infancy through adolescence. It features real-life vignettes of Latino parents and families dealing with topics such as reading, mathematics, and college preparation. The complete kit includes the video plus Spanish language booklets and brochures. Print materials include:

America Vuelve a la Escuela (America Goes Back to School)

Las Preguntas que Hacen Los Padres

Sobre La Escuela (Questions Parents Have about School)

The video was produced by the Department for use in parent meetings or in the home.

Order the kit online at: http://www.ed.gov/pubs/edpubs.html or call: (877) 4-ED-PUBS

Orphans of History

Stephen Magagnini

Three-part series on the Hmong, *Sacramento Bee*, September 10-12, 2000. Available online, along with other material. Featured families and individuals, taken as a group, portray the range of conflicts and possibilities for resolution and accommodation 25 years after the end of the CIA secret war in Laos.

http://www.sacbee.com/news/projects/hmong/

Quietly Reborn

Christine Wong, editor.

A literary journal by Iu Mien American youth. Essays cluster in the following thematic areas: culture, identity, play, oral histories, future, and work.

The journal was published by the Pacific News Service with the support of the Robert F. Kennedy Youth Leadership Corps, North Oakland Youth Initiated Grant Making, San Francisco Young Scholar Foundation, the City of Oakland/Oakland Asian Cultural Center Community Access Fund, and the California Council for the Humanities.

Pacific News Service, 660 Market Street, Suite 210, San Francisco CA 94104. 415.438.4755, fax 415.438.4935. $8.00.

www.pacificnews.org

www.quietlyreborn.com

Cambodian Holocaust

First They Killed My Father: A Daughter of Cambodia Remembers by Loung Ung (New York: HarperCollins, 2000). A survivor story about a young girl and her family during the time of Pol Pot.

When Broken Glass Floats: Growing Up Under the Khmer Rouge by Chanrithy Him (New York: W. W. Norton, 2000). "When broken glass floats" is taken from a Khmer proverb about evil triumphing over good. This memoir reverses the proverb, a survivor story.
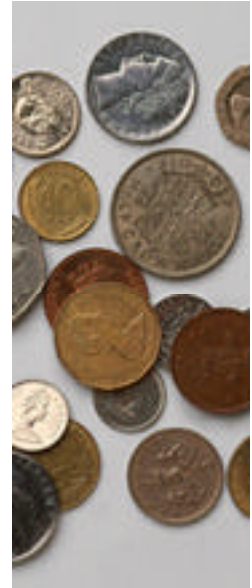
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A Blessing Over Ashes: The Remarkable Odyssey of My Unlikely Brother by Adam Fifield (New York: HarperCollins, 2000). The story of an American family that takes in Soeuth, a 15-year old Cambodian survivor.

Cambodian History

Voices from S-21: Terror and History in Pol Pot's Secret Prison by David Chandler (Berkeley: University of California Press, 1999). Historical account of the brutal prison where in the period of 4 years, 14,000 people were incarcerated, tortured, and killed. Chandler compares this horrific event to other historical events, to puzzle out which aspects were Communist and which were universal.

Cambodia: Report from a Stricken Land by Henry Kamm (New York: Arcade Publishing, 1998). New York Times journalist's account of the events in Cambodia from 1970 to the present. (Kamm won the Pulitzer Prize in 1978 for reporting on the boat people from Vietnam and the refugees from Laos and Cambodia.)

The Sacred Willow

Four generations in the life of a Vietnamese family, told by Duong van Mai Elliott. (New York: Oxford University Press, 1999). Through the story of her family, Ms. Elliott tells the history of Vietnam, from the time of French occupation to the fall of Saigon.

One Day Too Long

Top Secret Site 85 and the Bombing of North Vietnam, by Tim Castle (New York: Columbia University Press, 1999). History of the events (until now a closely guarded secret) leading up to the loss of "Heavy Green," a radar installation on Phou Pha Thi mountain that guided bombers over North Vietnam in all kinds of weather. This story is of great interest to the Hmong who are here as refugees.

Career Guidance Program

COIN Educational Products has produced a school-to career workbook appropriate for grades 5-6. The publication is available in English and Spanish.
www.coinep.com

New at CAL

The Center for Applied Linguistics (CAL) has a number of new publications and online resources including an ESL Standards Implementation Database, Resource Guides Online, and a newsletter entitled *ERIC/CLL Language Link*, a quarterly periodical distributed free of charge. A publication of note is the recently released *Access and Engagement: Program Design and Instructional Approaches for Immigrant Students in Secondary School* by Aida Walque.

CAL is home

to several ERIC clearinghouses including the Clearinghouse on Languages and Linguistics and the National Clearinghouse for ESL Literacy.
www.cal.org

Clearinghouse for Immigrant Education (CHIME)

CHIME is housed at the offices of the National Coalition of Advocates for Students in the Center for Immigrant Students. The clearinghouse facilitates access to literature, research, teaching materials and human resources to promote effective education of immigrant students.

CHIME disseminates *Selected Readings*, a periodic publication, which lists teacher resources on specific themes regarding immigrant education.

CHIME is located at 100 Boylston Street, Suite 737, Boston, MA 02116-4610. 800.441.7192.

Cambodian Community Programs

Two recent articles focus on the Cambodian community in California and its efforts to bridge the home/school information gap. The first describes community efforts in Long Beach and second focuses on the Khmer Emerging Education Program in Fresno.

"Language Barriers" [*AsianWeek*, V.21(40), June 1-7, 2000]
www.asianweek.com/2000_06_01/home.html

"Language Unlocked" (*Fresno Bee*, June 5, 200).

www.fresnobee.com

More information on the program is posted to the Cambodian Student Association Web site at CSU-Fresno: http://lennon.pub. csufresno.edu~vsv14/

Netshare Asian Resources

Through a cooperative effort, the Center for Language Minority Education Research at California State University-Long Beach has established Web sites for the Asian-Pacific American Education Forum and the National Association for the Education of Cambodian, Laotian, and Vietnamese Americans (NAFEA). These Web pages contain links to many material and human resources for programs serving Asian students and their families.

http://equity4.clmer.csulb.edu

Minority Teacher Recruitment

The National Education Association (NEA) has published *the National Directory of Successful Strategies for the Recruitment and Retention of Minority Teachers.*

www.nea.org/recruit/minority

OCR Resources

The Office of Civil Rights (OCR) has published two monographs entitled *Programs for English Language Learners: Resource Materials for Planning and Self-Assessments and Testing Hispanic Students in the United States: Technical and Policy Issues.*

These documents are available at no charge by calling (877) 433-7827 or going online at: www.ed.gov/offices/OCR/ELL/

California Tomorrow

The California Tomorrow Organization has posted its new Web site which includes in-depth information on current projects and newly released publications addressing the needs of immigrant students and their families.

www.californiatomorrow.org

New at NCBE

The National Clearinghouse for Bilingual Education (NCBE), a resource agency sponsored by the U.S. Department of Education, has recently published *Transforming Education for Hispanic Youth: Recommendations for Principals and Building-Level Decision-makers* by Anne Turnbaugh Lockwood. NCBE develops and maintains many bibliographic databases on language minority education. NCBE also circulates *Outreach News*, a bulletin featuring the latest and newest resources available from this center located at George Washington University.

www. ncbe.gwu.edu

CABE Activities

The California Association for Bilingual Education (CABE) has announced that its next annual conference will be held January 31-Februrary 3, 2001 at the Los Angeles Convention Center.

CABE has also announced that the following schools have achieved exemplary status and have been awarded the organization's "Seal of Excellence" for implementing outstanding programs and services to language minority students:

- •Alisal Community School, Salinas
- •Filipino Ed. Center, San Francisco
- •West Portal Elementary, San Francisco
- •Alvarado Elementary, San Francisco
- •Washington Elementary, San Jose
- •Washington Elementary, Santa Ana

For more information on CABE activities visit www.bilingualeducation.org

Immigrant Intake Center

Port of Entry (April 19, 2000 edition of *Education Week on the Web*) by Mary Ann Zehr profiles one of the nation's more established intake centers for immigrant students. The article highlights the experiences of the Fairfax County, VA School District.

www.edweek.org

Lao, Sanskrit, Hindi, and Tamil

Hard to find resources on these language groups are available at Laolink (www. laolink.com) and the Center for South Asia Studies at http://ias.berkeley.edu/southasia/publications.html.
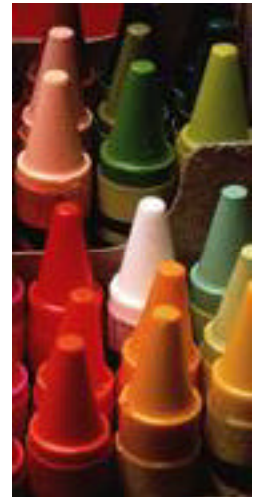
Resources

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Resources

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Language Minority Publications

Two recent works of interest are:

> *Language Policy and Identity Politics in the United States* by Ronald Schmidt Sr., Temple University Press (800.447.1656)
>
> *Language Power and Pedagogy: Bilingual Children in the Crossfire* by Jim Cummins, Multilingual Matters
> www.multilingual-matters.com

America is in the Heart

by Carlos Bulosan (University of Washington Press, 1973). An autobiographical account of an immigrant student from the Philippines. His dreams of schooling are crushed by the lack of English proficiency and the need to work. In the end, this unschooled immigrant finds his voice through poetry and prose. The story exemplifies both heartbreak and inspiration.

International Children's Literature Exchange

The International Children's Literature Project links classrooms in different countries for book and e-mail exchange. The project was featured in the April/May 2000 issue of *Reading Today* published by the International Reading Association.
   www.reading.org

Refugee Resources Online

The following agencies and organizations maintain Web sites featuring a wide variety of material and human resources for refugee students and their families:

United Nations
www.unhcr.ch/un&ref/

WWW Virtual Library on Migration
www.ruu.nl/ercomer/wwwwvil/wwwvlmer.html

Immigration & Naturalization Service
www.usdoj.gov/ins/

Church World Service
www.churchwordservice.org

Episcopal Migration Ministries
www.ecusa.aglican.org

Ethiopian Community Development
www.ecdcinternational.org

Hebrew Immigrant Aid
www.hias.org

Immigrant and Refugee Services of America
www.irsa-user.org

International Rescue Committee
www.intrescom.org

Lutheran Immigrant and Refugee Services
www.lirs.org

New York Association for New Americans
www.nyana.org

U.S. Catholic Conference Migration and Refugee Services
www.nccbuscc.org/nrs

World Relief Corporation
www.wr.org

Naturalization Services Program—State Department of Community Services and Development,
www.csd.ca.gov

Refugee Programs Branch—State Department of Social Services
www.dss.cahwnet.gov/refugeeprogram

Immigrant Education Materials for Teachers and Students

The following agencies and companies provide materials and other instructional resources for immigrant and language minority students and teachers:

PRO-ED, ESL reading series.
www.proedinc.com

Boyds Mills Press, Multicultural literature and *Connections* newsletter.

www.boydsmillspress.com

Christopher-Gordon Publishers (800.934.8322), Multicultural professional development.

Scholastic Inc (800.342.5331), K-3 Spanish Library Superkits for classrooms.

Master Communications. Variety of scholastic materials and other resources for Asian student groups.
asiaforkids.com

Arcoiris Records. Bilingual (English/Spanish) children's music.
www.joseluisorozco.com

Lawrence Erlbaum Associates. Bilingual and ESL education and professional development.

www.erlbaum.com

Language Books. Monographs regarding the debates over bilingual education, ESL, and reading instruction in California.

www.languagebooks.com

Attanasio Associates (718.416.1832). Dual language dictionaries in many English and other language combinations.

Teachers College Press. Professional development materials.

www.teacherscollegepress.com

CREDE Center at UC Santa Cruz. Research and professional development reports.

www.crede.ucsc.edu

Portage and Main Press. (800.667.9673). ESL Teacher Handbook

Association for Supervision and Curriculum Development (ASCD). Articles in *Curriculum Update* magazine.

www.ascd.org/frameupdate.html.

Center for Immigration Studies (CIS). Studies and reports on immigrant students and families.

www.cis.org/

Intercultural Development Research Association (IDRA). Articles on language minority parent involvement.

www.idra.org/

National Information Center for Children and Youth with Disabilities (NICHCY). Publications in English and Spanish regarding services for the disabled.

www.nichcy.org.

**Sheltered English
Observation Protocol (SIOP)**

The sheltered approach to language instruction is one way to make academic subject matter accessible to English language learners. *Making Content Comprehensible for English Language Learners: The SIOP Model* (2000), by Jana Echevarria, MaryEllen Vogt, and Deborah J. Short, is a guide for effec-tively using this approach to teach content while developing English language ability. The SIOP (Sheltered Instruction Observation Protocol) is composed of three sections: Preparation, Instruction, and Review/Assessment. It can be used as an observation tool as well as an instructional planning tool.

This book is available from Allyn and Bacon: 160 Gould Street, Needham Heights, MA 02494-2310. http://www.abacon.com

Adult L1 Literacy Screening

The New York State Education Department in conjunction with the Hudson River Center for Program Development has developed the Native Language Literacy Screening Device (NLLSD) which can be used to provide a quick assessment of an adult's reading and writing ability in their native language. The device is available in 27 languages from Albanian to Vietnamese.

Visit the center at www.hudrivctr.org

Handbooks Online

Look at the order form on page 20. Several of the handbooks developed for teachers are now available for printing from the Southeast Asia Community Resource Center's website. You'll need Adobe Acrobat to open and print these pdf files. Acrobat Reader is available for free; click on the link at the website.

NAFEA 2000 ONLINE

Presentation notes, text, and photos from the annual National Association for the Education and Advancement of Cambodians, Laotians and Vietnamese Americans (NAFEA) conference have been posted to the APA Education Forum and NAFEA websites. The conference was held on May 19 and 20, 2000 in Anaheim, California.

http://equity4.clmer.csulb.edu/netshare/kclam/apa/apa5/naf2000/naf2000.htm

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EIEP

EMERGENCY

IMMIGRANT

EDUCATION

PROGRAM

NEWS

This article was developed by David P. Dolson, Coordinator of the Emergency Immigrant Education Program, California Department of Education, Language Policy & Leadership Office:

(916) 657-2566

ddolson@cde.ca.gov

www.cde.ca.gov/cilbranch/bien/eiep

Administrative Activities

Fall is a busy time for local educational agency (LEA) directors of the Emergency Education Program (EIEP). A number of important documents and reports are due during this period.

September 30 is the last day to encumber funds from the 1999-2000 school year budget. There is no carry over provision in the EIEP so all monies must be expended during the fiscal year in which they are allocated. Unexpended funds must be returned to the California Department of Education (CDE).

By October 1, all LEAs funded for the 2000-2001 school year should have submitted their planning documents (proposed budget, activities description, and accountability assurance). Without submission and approval of these documents, LEAs will not receive their grant award (spending authority) for the school year.

December 1 is the deadline for submitting final reports for the 1999-2000 school year. All LEAs, which received EIEP funds during that fiscal year, must submit final expenditure and activity reports as well as the Annual Performance Report (or optional customized evaluation) by the deadline.

This year, whenever reports are incomplete or incorrect in form or content, they will be returned to the LEA for revision. Late submission of required reports may affect future EIEP funding.

Copies of all planning and final report forms and accompanying instructions can be found in the Document Library at the EIEP Web site: www.cde.ca.gov/cilbranch/bien/eiep/.

Note: All EIEP directors should set up or obtain assistance to set up their personal computer to access the EIEP Web pages. The CDE will use the Web site to share program news and funding announcements, maintain a calendar of administrative dates and deadlines, post demographic data and resource links, and for other related EIEP activities. Access to the Web site is critical for proper EIEP administration.

Directors will need Internet access through a commercial or free Internet Service Provider (ISP). The Adobe Acrobat Software will need to be installed to access EIEP forms and other documents which are often available only in Potable Document Format (PDF). This software is available free-of-charge at the EIEP Web site. Finally EIEP directors will need an e-mail account, also available for free from many Web services (e.g., Yahoo.com). E-mail is essential because the CDE will send important and sometimes urgent messages and announcements via broadcast or personal e-mails to the EIEP directors periodically.

New EIEP Handbook Available

EIEP staff at the CDE has compiled a handbook for EIEP directors. This publication describes the administration of the EIEP during the course of a school year. Administrative tasks such as submission of the annual application, preparation of planning documents, and development of final reports are covered in detail.

The publication is simply entitled *Administrative Handbook* and is planned for distribution to all EIEP directors during the month of September. If you do not receive your copy, please contact Esperanza Muñoz at 916.654.5230.

Preparation for the 2001-2002 Application

While it may seem too early to be concerned about the EIEP application for the 2001–2002 school year, remember that LEAs affected by a significant enrollment of migrant pupils may select October 2000 as the period to take the annual count of eligible immigrant pupils. Traditionally, LEAs, as part of the EIEP application process, take a count of eligible immigrant pupils during the month of February. However, many migrant pupils tend to leave LEAs in November/December and may not return until March/April. Using the October enrollment figures for the EIEP application may be beneficial for some LEAs.

Fiscal Year Calendar to Change

Through completion of the current funding cycle, the EIEP will follow the federal fiscal year calendar (July 1, 2000 to September 30, 2001). Beginning with the next funding cycle, the program will switch to the state fiscal year calendar (July 1, 2001 to June 30, 2002). This means that in the future EIEP funds must be encumbered by June 30 of each year and that final reports will be due 90 days after the close of the fiscal year which means moving up the submission date to September 30.

CDE Staff

In mid-August, CDE staff from the Language Policy and Leadership Office who oversee programs such as the EIEP, Refugee Children Supplementary Assistance, Title VII, English Language Acquisition Program (ELAP), and the Community-Based English Tutoring (CBET) Program relocated from the 3rd to 4th floors at the CDE headquarters building. Except for this small notation, our mailing address, telephone and FAX numbers, and e-mail information will remain the same.

Also in August, we welcomed a new Office Technician to the EIEP. Helen Bustillos will join the program and provide much needed clerical and logistical support. Whenever you are unable to download a document from the EIEP Web library, feel free to contact Helen and request a copy. Like other EIEP staff, she prefers e-mail messages (hbustillos @cde.ca.gov) but will respond equally efficiently to U.S. Mail, FAX, and telephone messages also.

World Wise Schools: More Than Meets the Eye

World Wise Schools at first glance seems like one of those nice little government-run projects (in this case, the U.S. Peace Corps) which fosters international exchange activities. However a closer look reveals that for some teachers, especially those with immigrant students in their classes, World Wide Schools can be the vehicle to make social studies a more meaningful and authentic experience for all their students.

The *modus operandi* (MO) of the program is simple enough. A classroom in the U.S. links up with a classroom overseas. The facilitator of this relationship is a Peace Corps Volunteer (PCV) stationed in the host country. Once the link is established, the teachers and the PCV mutually decide on a menu of multicultural activities. For example:

Last year, my class worked on an interesting project with our Peace Corps correspondent Andrew Mitchell. Andrew had the students in Mali make a map of Africa out of mudcloth….my students made a map of the U.S with felt and blue cloth….Now each school has a lovely permanent map with cross-cultural significance. (Amy Cohn, Teacher and former PCV from Senegal)

And this type of project is just the tip of the iceberg. As a result of easier access to the internet and the assistance of enterprising PCVs, World Wise School collaborations can lead to learning experiences that are even more elaborate and profound in nature.

Students can be asked to share their cultural and social traditions with pupils from another country. Deciding what is "American" and how this should be represented to others is an important exercise. U.S. pupils may be amazed to discover the cultural diversity that already exists in America despite our traditional focus on primarily European roots. They will realize that self-definition and identity are not simple processes and are appropriately unique for each individual in the group.

The students also will be exposed to the cul-

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tural traditions of students from another country. Because of the opportunities for dialogue between the two groups, the students will not only be able to identify cultural and social similarities and differences but can discuss with each other how these attributes evolved and why they persist.

The central question that drives the World Wise Schools program is, How am I connected to the World? The pursuit of answers to this question legitimizes an educational response to both knowledge of oneself and personal knowledge of the characteristics of student counterparts in another country. This is infinitely more profound than traditional approaches to social studies.

And don't leave the PCV out of the mix. The PCVs can be extremely useful resources. First of all, these are individuals that can relate first hand to the challenges faced by immigrant students in learning a new language and adjusting to a new social and cultural context. PCVs are among the very few native-born Americans who participate in the "immigrant" experience first hand.

PCVs are also among the select few Americans who, as a group, have had the life-altering experience of positively identifying with people of a different cultural tradition—a phenomenon that would not be possible without the intensive experience characteristic of Peace Corps service.

"Whatever we were before, and none of us are quite sure, that's all gone. Peace Corps service tempers one by its sheer and overwhelming intensity." (Former PCV Richard Lipez, Ethiopia).

Chip Carter, the grandson of former President Jimmy Carter, observed during his stay in South Africa:

"I've gained an understanding that the way we look at the world and the things we value are not the only way."

Perspectives and insights such as these from the PCVs will bolster the cultural exchange between the schools. For immigrant and other ethnolinguistic minority students in U.S. schools, their host country counterparts and the PCVs represent two additional re-

sources that can be tapped to support and assist them along their perilous journey of bicultural adjustment.

The World Wise Schools program enables U.S educators and their students in grades 3-12 to correspond with a PCV in one of the more than 80 countries where the Peace Corps operates programs. The program provides a handbook, teacher guide, award-winning videos and publishes a newsletter three times a year called *Making Connections*. There is even a list of returned PCVs who are willing to visit schools and give talks as part of an effort to "put a face on a place".

Fast Facts: Today's Newcomers
(National Immigration Forum 2000)

Did you know that:

*Most legal immigrants (about 75%) come to join close family members.

*In 1998, approximately 737,000 new immigrants and refugees arrived in the U.S. or were granted permanent residence. Of these, 604,000 entered as lawful permanent residents and another 133,000 came as refugees, asylum seekers, or others fleeing persecution.

Where do immigrants come from?

*In 1998, the "Top Ten" countries from which the U.S. received legal immigrants were: Mexico (131,575), China (36,884), India (36,482), Philippines (34,466), the Dominican Republic (20,387), Vietnam (17,649), Cuba (17,375), Jamaica (15,146), El Salvador (14,590), and Korea (14,268).

Where do refugees come from?

*In 1998, the "Top Ten" places from which refugees fled and were resettled in the U.S. were: Bosnia and Hercegovina, the Former Soviet Union, Vietnam, Somalia, Iran, Cuba, Liberia, Iraq, Sudan, and Burma.

Southeast Asian Parents' Conference

North: Nguyet Tham, Refugee Educators' Network, Inc. 2460 Cordova Lane, Rancho Cordova, CA 95670. Tel. 916 635-6815. Fax. 916 635-0174. seacrc@ns.net
South: Dr. Van LE, Southeast Asian Culture and Education Fdn, 17212 Blue Fox Circle, Huntington Beach, CA 92647. Tel. 714 842-7589. Fax. 714 847-4009.

Saturday, October 28, 2000
Sacramento City College
12th Avenue at Freeport Blvd.
8:30 a.m. to 2:30 p.m.

School districts, send your Southeast Asian parents and teens to a day-long conference! Topics—delivered in native languages with translation headsets for English-only guests—will include "Get Involved in School," "Generation Gap," "Mother-in-Law & Daughter-in-Law," "Gangs & Drugs," "Activities To Do With Your Child," "Examples of Success," "Teens' Panels," "Help Your Child Succeed," "Teens' Computer Lab," and panels for parenting questions.

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- Mr. Kaota Saephan (Mienh)
- Mr. Chiem-Seng Yaangh (Mienh)
- Mr. Tou Ger Xiong (Hmong)
- Dr. Tony Vang (Hmong)
- Dr. Jonas Vangay (Hmong)
- Dr. Timothy Vang (Hmong)
- Officer Kia Vue (Hmong)
- Mr. Prany Sananikone (Lao)
- Mr. Hongthong Niravanh (Lao)
- Mr. Andrew Phongthavong (Lao)
- Mr. Mory Ouk (Khmer)
- Dr. Van Le (Vietnamese)
- Dr. Huynh Dinh Te (Vietnamese)
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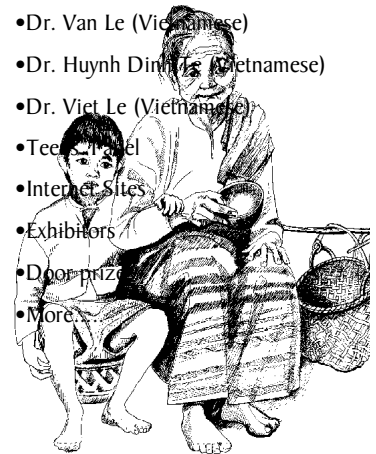
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Teen's name: _____

School District: _____

Districts: We accept purchase orders. Make payable to Refugee Educators' Network and send to address above. To receive tickets by mail, have registration to us before 5:00 p.m. October 20, 2000.

$25.

(Teens FREE if accompanied by full-price parent. Limited to first 100 teens.) Ticket includes morning snack, lunch, packet, and free copy of Handbook for Helping Your Child's Success in School in bilingual Hmong, Vietnamese, Lao, or Khmer.

Hmong Literacy Development Materials, 1999 (call or email for price list). http://mills.fcusd.k12.ca.us/ctrsite/hmlitdev/HLDorder.pdf

#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.

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