

Context:

Southeast Asians & other newcomers in California's classrooms
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"Do-it-Yourself" Hmong Literacy Development Materials



Developed by Judy Lewis & Lue Vang, Fong Cha, Lee Lo, Se Kue; Illustrated by Pao Choua Lor.
Supported by the Central Valley Foundation, Inc.,
Southeast Asia Community Resource Center, 1999

PRIMER

Introduces Hmong phonemes.
Reveals regular phonemic patterns.
Promotes generalization and predictability.

PRACTICE READERS

25 levels

Each limited to phonemes already introduced.
Practices 425 high frequency Hmong words.
Fables promote higher level thinking skills.
Strategy and comprehension questions.

FREE TO COPY

Materials can be reproduced for use in teaching.
Available for printing from the internet.
Set of masters available at cost.

Thousands of Hmong have learned to read from the simple Hmong primer developed by Yves Bertrais in the 1960s and copied over and over again. With the generous support of the Central Valley Foundation, a nonprofit organization that promotes issues of free speech and immigrant access to the American dream, a new primer will soon be available to all interested individuals. The primer is similar to the original in many ways and is also based on the White Hmong dialect. However, it is organized to reveal the regular patterns of the Hmong orthography, to promote the formation of linguistic generalizations.

This primer is for older children, teens, and adults who have already learned to read English or another roman-based alphabetic language. It can also be used by non-native Hmong, as long as the instructor is a native speaker. It is based on the most frequently used 425 Hmong words. This primer provides the raw materials for learning to decode Hmong and for developing vocabulary in Hmong. It provides an inventive instructor with a systematic framework for building a more extensive literacy program.

There are 25 practice readers that accompany the primer. The stories are based on Aesop's fables or are recalled or newly developed Hmong stories. Each one uses only the phonemes learned up to that point in the primer. Each reader has 3-5 comprehension questions

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At least 175,000 Hmong live in the US, refugees from the Secret War in Laos, their children, and their grandchildren. Their language, along with Mienh and other related languages in China, are members of a branch of the linguistic tree that is shared with no one else. Their oral language became a written language in the 1950s, when missionary linguists developed an orthography, a primer, and a Bible.

Hmong were not officially allowed to learn to read their own language while in Laos. Individuals learned from missionaries in villages. After fleeing Laos to Thai resettlement camps, refugees began to teach one another, using the tiny primer. This primer has been copied and recopied, perhaps one of the precious items brought to America with a kettle for boiling water and hopes for a bright future. After more than 20 years, it is still the staple of Hmong literacy programs.

Since arriving in the US, a few efforts to produce literacy development materials have been started, but they are piecemeal and difficult to obtain. The internet offers the means for making materials available to Hmong all over the world and for developing a body of written materials to read. It also provides a reason for literacy: communication with Hmong in other countries through e-mail and groups.

that are directly related to the types of questions children encounter in English readers and on achievement tests.

The power of the primer and the practice readers is in the ability of the instructor to engage the learners in the adventure of learning Hmong. Although the development of comprehensive teaching guides was not part of this project, there is a simple instructor's guide. The guide contains suggestions for setting up a class, for using the materials, for understanding the key elements of reading and writing instruction, and the thoughts of missionary linguists who have taught native language literacy to non-literate groups all over the world (www.sil.org). There are also masters for blending cards and high frequency word cards that can be used on an overhead, in games, or in a pocket chart.

All materials are free. They will be available worldwide via the internet as of October 1999. Their availability is made possible by the Central Valley Foundation, evidence of their commitment to the freedom of speech—which begins with the freedom to read and write the language of thought.

Field-test materials can be downloaded or printed from the Southeast Asia Community Resource Center's website: <http://mills.fcsd.k12.ca.us/ctrsite/index.html> (follow the links to "online resources"). They are in pdf format (you will need *Acrobat Reader*, free from www.adobe.com). If you prefer, master sets to copy will be available at cost from the Southeast Asia Community Resource Center, 2460 Cordova Lane, Rancho Cordova CA 95670. Phone (916) 635-6815.

From now until July, 1999, sets of student material and the instructor's master kit will be provided free for individuals who want to help field-test the materials. You will be asked to provide a list of students, information on their backgrounds and their progress in learning to read and write Hmong.

All we ask in exchange for free use is that you provide credit and contact information on the

distributed materials.

In the future, we intend to redo the materials in the Green Mong dialect. The materials could be easily adapted to other languages that have initial consonants, vowels, and tones. We can provide the computer files for interested individuals to use in development of materials for other languages. Developers will need to have *Adobe Pagemaker 6.0* or greater and *Adobe Distiller*.

Contents of the Hmong Literacy Development Materials Kit

Level 1 Reader:	Os
Level 2 Reader:	Tus Tub
Level 3 Reader:	Tus Luj
Level 4 Reader:	Ob Tug Dev
Level 5 Reader:	Kub Mes-es
Level 6 Reader:	Miv Xav Sim
Level 7 Reader:	Ob Lub Pobzeb
Level 8 Reader:	Cov Tub, Cov Qav
Level 9 Reader:	Tus Dev Qus Thiab Tus Uablag
Level 10 Reader:	Tus Tsov, Tus Nas
Level 11 Reader:	Tus Txivneej, Tus Nab
Level 12 Reader:	Qaib Sib Tog
Level 13 Reader:	Cov Ntsaum, Tus Kooj
Level 14 Reader:	Poj Qaib Nteg Tau Qe Kub
Level 15 Reader:	Tus Dev Nyob Hauv Lub Dabzaub Nyuj
Level 16 Reader:	Poj Qaib Nquag
Level 17 Reader:	Luav Thiab Vaubkib
Level 18 Reader:	Tus Dev Thiab Nws Tus Duab
Level 19 Reader:	Vaubkib Thiab Ob Tus Haumvag
Level 20 Reader:	Tus Piv Thiab Tus Uablag
Level 21 Reader:	Tus Hma Hnav Yav Cev Plaub
Level 22 Reader:	Lub Hnub Thiab Cua Qaum Teb
Level 23 Reader:	Ob Kwvtij Hma
Level 24 Reader:	Nquab Nqhis Dej
Level 25 Reader:	Qav Tswyyim Ntau Primer Instructor's Guide Blending word cards (425 high frequency words) Word cards (425 high frequency words by level) Glossary (425 high frequency words with English) Overview of project and miscellaneous materials

Between April and August 1999, materials will be field-tested. (Contact us if you want to participate.) Revisions will be made, and the materials made available to all by October 1999.

nts

nts_{es}



Page of the primer

Those of you who learned Hmong from the original primer will recognize its roots in this page.

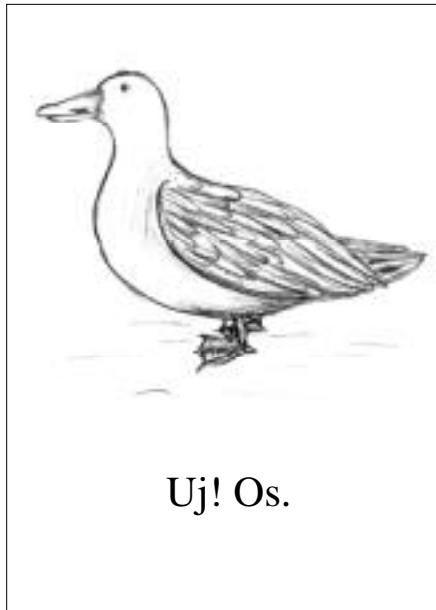
Each phoneme has a key word and photo. All the possible combinations of initial, vowel, and tone are listed in a regular, predictable pattern. Each row represents a vowel. Each column represents a tone.

All the possible combinations are shown. The light grey words are nonsense words. The black words are real words. The red words (if reproduced in color) are the high frequency words. (For pages in black and white, the instructor will have students highlight the high frequency words: *ntsev* (salt), *ntse* (sharp), *nts_{es}* (fish), *nts_{is}* (little bit, tip), *nts_{im}* (peppery), *ntseeg* (believe), *nts_{ia}* (nail, stare).

Typical activities might include practicing reading the words across and down together; picking out the word the teacher pronounces; reading individual words; thinking of words that begin with *nts* and finding them on the chart; uncovering meanings of words; making a personal dictionary; building phrases and sentences from word cards learned thus far; correctly writing dictated words; developing a group story, copying it in a little book, illustrating it, and rehearsing it to read aloud. Next, the teacher leads students in reading and understanding of Reader No. 13.

Learn to Read Hmong, Level 13

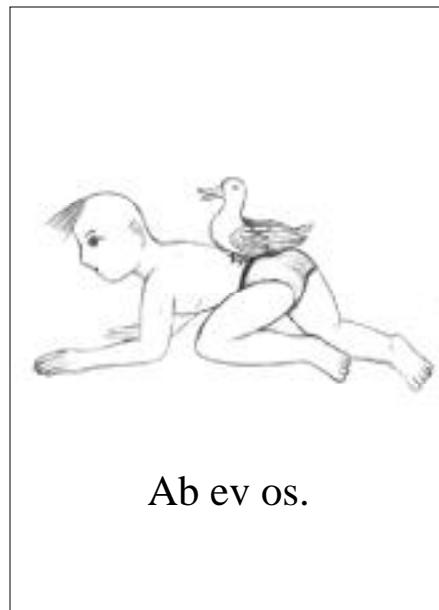
Reader No. 13 is "Cov Ntsaum, Tus Kooj"
(Ants, Grasshopper)



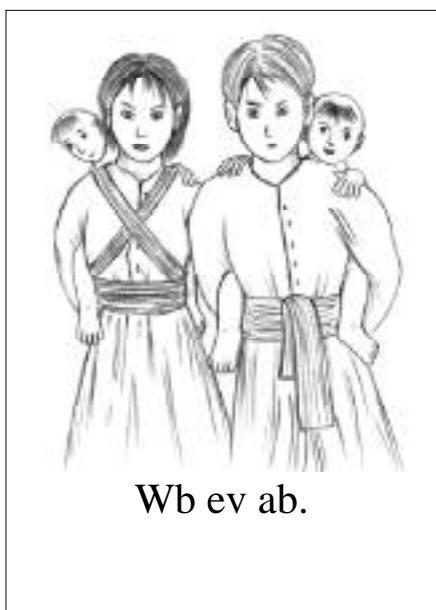
Uj! Os.



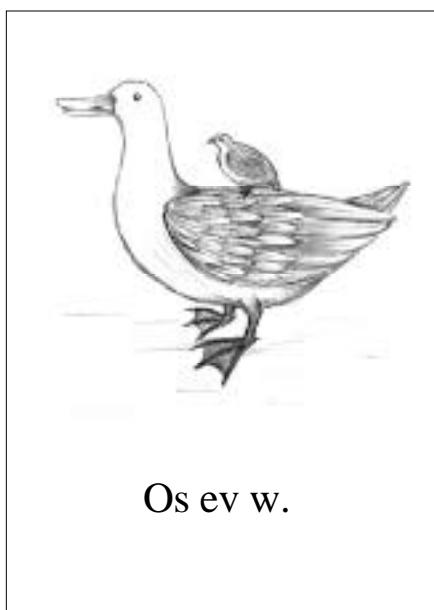
Os w av.



Ab ev os.



Wb ev ab.



Os ev w.

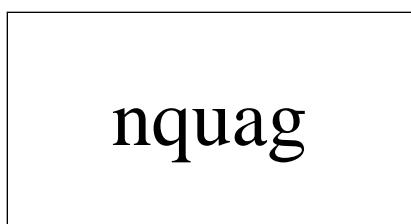
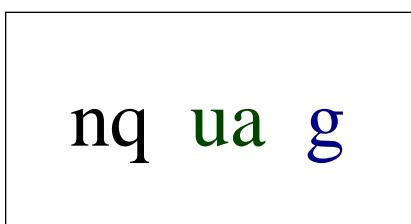
Level 1

Os (Duck)

Practices vowels a, e, i, o, u, w.

Practices tones b, j, v, -, s, g, m.

High frequency words:
av, ev, ib ob, ub, wb.



Blending cards. First find the vowel (ua). Then add the initial (nqua). Now add the tone (nquag). What does it mean in English? Use it in a Hmong sentence (etc.) Masters of 425 words by level.

Word cards .All 425 words to reproduce on paper, stock, or transparencies. Use for games and for building phrases and sentences. Use flash cards to build fast, automatic recognition.



Muaj ib tug poj qaib nquag pom ib co qe nab raj kubsai qub qub.



Tiam sis nws tsis paub tias cov qe ntawd yog nab raj kubsai.



Poj qaib nquag nquag ces nws txawm mus puag kom cov qe nab ntawd daug.



Tom qab ntawd txawm muaj ib tug nquab los hais rau tus poj qaib nquag tias, "Ua cas koj tseem yuav puag cov qe ntawm kod daug tas lawm.



"Poj qaib nquag e, koj tsis paub tias cov qe ntawm kod yog qe nab xwb los! Cov menuam nab raj kubsai ntawm kod loj tuaj ces lawv yuav muab peb tom noj tas tus.



"Tus uas lawv yuav xub xub tom noj ces yuav yog koj kiag ntad!"

Level 16

Poj Qaib Nquag (The Industrious Hen)

Practices all vowels. Practices tones b, j, v, -, s, g, m.

Practices initials t, l, d, m, p, f, h, k, s, v, x, n, y, z, q, r, c, ts, tx, nk, np, nt, nts, ntx, nc, nr, ny, xy, nq.

High frequency words with above phonemes and tones plus *nqaij, nquag*.

Questions •Which words are difficult to say? •Which words are difficult to understand?

•Retell the story in your own words to someone else.

•The lesson of the story is, "Be industrious where it makes a difference." Think of other lessons this story can teach. •Do you know of a situation in which someone acted like the industrious hen? Tell about it. What is similar? What is different?



Background Knowledge

Ups and Downs of Native Language Instruction in American Public Schools

1837 2 German-language primary schools opened in New York City.

1843 New York board of education refused requests to open Italian schools.

1850 NYC's German schools closed.

Late 1800s German schools re-emerged in some New York City wards. Schools in rural Wisconsin and Minnesota operated in German or Norwegian. Cincinnati's superintendent of schools John Peasley studied the achievement of students in German and English-only programs and concluded that "a child can study two languages at the same time and do as well in each as he would if all his time were devoted to either language alone." St. Louis superintendent William Torrey Harris looked at the results of a five-year program of dual immersion in English and German and concluded "Anglo-Americans will certainly learn more German..." while "the German Americans are not retarded in their progress..."

Proponents of the time argued: Use of native language attracts immigrant students to public schools where they learn the common language and culture along with their own; use of native language does not detract from English acquisition or participation in the mainstream; offering instruction in the native language is a reasonable accommodation; immigrant groups benefit from political strength that occurs with living close by one another. Opponents argued: Though German by birth, children must be come American by schooling; children need to be proficient in English to work in America; immigrants will remain isolated and

clannish if they do not mix with others in English-language public schools. Both sides argued from political conviction, common sense, or anecdote, using phrases like "...rests on the soundest bases..." or "...it is well known that..." Not much research was done until after the 1930s, but by then, few schools offered native language instruction.

Early 1900s Public outcry about waves of new immigrants (who were from poorer backgrounds and from southern and eastern Europe) as well as hostility towards German because of World War I drove use of native language in public schools into dormancy.

1934 George Sanchez, researcher, wrote about the discrimination that occurs when Spanish-speaking children take mental ability tests, which rest on an assumption of common culture and language. Schools "have the responsibility of supplying those experiences to the child which will make the experiences sampled by standard measures as common to him as they are to those on whom the norms of the measures were based." ("Bilingualism and mental measures: A word of caution," *Journal of Applied Psychology* 8: 770).

1963 Ford Foundation set up an experimental program in Dade County, Florida, to accommodate the needs of the first wave of Cuban refugees, many of whom were intent on returning to Cuba, and most of whom were members of Cuba's elite. The bilingual Spanish program was effective and popular, and became a model for later bilingual programs.

1964 Equal Opportunities Act was signed into law. Prohibits discrimination in federally funded programs.

1968 Bilingual Education Act of Title VII was signed into law. Provided

funds to districts on a competitive basis for innovative programs for English learners. Title VII did not specify that programs use the native language, but most of the selected programs did.

1971 Massachusetts passed a law requiring use of the native language in special services for English learners; followed by Alaska, California (1972), Arizona, Illinois, New Mexico, Texas (1973), Michigan, New York, Rhode Island (1974), Colorado, Louisiana, New Jersey, Wisconsin (1975), Indiana (1976), Connecticut, Maine, Minnesota, Utah (1977), Iowa, Kansas, Oregon, Washington (1979).

1974 Supreme Court decided that San Francisco Unified violated the Civil Rights Act by “merely providing [Chinese] students with the same facilities, textbooks, teachers, and curriculum.” The ruling did not require use of native language in programs designed for English learners.

The Office of Civil Rights used the “Lau remedies” to develop compliance plans with districts; these non-regulatory guidelines required use of the native language in most instances, going beyond the Lau decision in specifying a particular approach. ESL was not considered an appropriate remedy under the Lau remedies. The Lau remedies and the Massachusetts law both set a trigger (number of students per class or grade) for requiring use of native language in instruction.

1974 Reauthorization of Title VII required instruction in the native language in funded programs.

Late 1970s Through Title VII, the federal government chose “transitional bilingual education” as the preferred approach, rejecting both English immersion and maintenance of non-English languages.

1980 Lau remedies proposed as regulations, but were withdrawn by Reagan administration as intrusive on state and local responsibility.

1981 Fifth Circuit Court of Appeals decision (*Castaneda v. Pickard*) defined a school district’s obligations for “appropriate action” under the Equal Educational Opportunities Act of 1974. The “three-prong” test includes (1) district’s choice of an approach that is based on educational theory or that is considered as a legitimate educational strategy; (2) use of practices by the district that are reasonably calculated to implement the approach effectively; and (3) demonstration of results in overcoming the language barriers facing students.

1983 *A Nation at Risk* was published, and propelled standards-based reform nationally, with a focus on explicit educational goals, standards, and accountability.

1987 California’s bilingual law sunset. The sunset legislation directed that districts receiving certain state funds must follow the “general purposes” of the sunset law. These included identification, appropriate services, teacher qualification, parent involvement. The trigger requiring bilingual education disappeared; oversight by the state department of education and by the Office of Civil Rights looked for “appropriate action” for every English learner.

1998 California’s Prop 227 passed. The effect has been to redefine native-language approaches as “alternative” programs, available upon 20 principal-approved parent requests per grade level. Some programs are setting themselves up as charter schools.

1998 California’s STAR program is enacted, bringing all English learners into the accountability system, regardless of length of time in the country.

“The CTBS results showed English-language learners performing considerably below general population norms in both reading and math. For example, the third grade cohort achieved at a mean percentile level of 24.8 in reading and 35.2 in math, compared to 56.4 and 56.8 respectively for all public school students.”

“...performance was strongly related to the concentration of poor families in the school. The higher the concentration of poor families, the worse the student performance. The performance of English-language learners in schools with school poverty concentrations of 20-34 percent was not substantially different from the general population norm for all public school students.”

Moss, M., and M. Puma. 1995. Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity. First Year Report on Language Minority and Limited English Proficient Students. Prepared for Office of the UnderSecretary, U.S. Department of Education by ABT Associates, Inc., Cambridge MA.

Source:
National Research Council,
Committee on Developing a
Research Agenda on the
Education of Limited-English-
Proficient and Bilingual
Students. *Improving
Schooling for Language-
Minority Children: A
Research Agenda*.
Washington DC: National
Academy Press, 1997.



Strategies & Skills

Teaching Second-Language Students to Identify and Edit Writing Errors

One of the most obvious tasks that teachers perform is to “correct” student writing. Too often, though, our “corrections” have little connection with the language instruction we are giving in class, or we overwhelm students with too many corrections, or we mark errors haphazardly rather than systematically, indicating more than five different kinds of error in a single paper. Our students are better served when we limit our corrections to a number that they can reasonably digest, and learn from. We also need to integrate our corrections within a meaningful curriculum of grammar instruction, and to teach our students how to interpret the symbols we use, and how to make corrections in response to those symbols.

An excellent system of error identification for second-language students appears in Janet Land and Ellen Lange’s *Writing Clearly*, a text targeted for the community college and university composition levels, but whose identification matrix can be shortened and adapted for elementary and secondary students. Many of the guidelines outlined below are based loosely on the strategies outlined in their text.

1. Teach the students a system of error identification. Give each student a copy of the symbols for errors and the meanings of the symbols. Consider creating a poster-version of this handout for easy reference in the classroom as well.
2. Teach the errors. Each error represents a component of the English grammar system that students are working to master.
3. Refrain from identifying errors in student papers until students have been taught the correction symbols used to identify their errors, how to understand why an error is considered to be an error, and how to correct it.

Ann ter Haar, who contributed this article, teaches reading and writing skills at Cordova High School. She frequently presents at conferences and contributes to educational journals. Contact her at 2239 Chase Drive, Rancho Cordova CA 95670, (916) 362-1104.

4. Identify the type of error by underlining the word or words that are incorrect, and writing clearly the symbol for the error above the error. Here is one example of a verb tense error (labeled “VT”) identified in this manner in a student paper:

VT

Yesterday I help my father fix his car.

In most cases it is better to not make the correction for the student; rather, be sure to provide students with the information they need to correct the identified errors. When teachers provide corrections for the students, students remain dependent on teachers to edit their writing rather than learning to become editors of their own work.

5. After teaching students several errors (including the grammatical concepts, the symbols, and the means of correction), ask students to create a list of three errors they plan to eliminate from their writing within a designated time period (i.e., six or eight weeks). Most students are very good at recognizing which errors they need to focus on most closely. The advantage of having each student create a target list for himself is that to do so students need to demonstrate a rudimentary comprehension of the error system, the underlying grammatical structures, and their own shortcomings in syntax and usage.
6. Over a period of several weeks, provide time for students to check each piece of writing for the three errors they have targeted for correction. Do not be concerned if students continue to make errors in first-draft writing. By not requiring first draft error-free writing, not only do we facilitate fluency in writing, we also enable our students to become effective editors of their own writing. Through repeated reinforcement of the strategies of error identification, students will eventually learn to self-correct their own writing.

Children's Literature for Immigrant Students

Children's literature is an excellent vehicle for combining language arts, cross cultural lessons (social science), and self-concept studies. This literature can also serve as a springboard to counsel immigrant pupils who naturally face numerous and difficult socio-cultural and emotional challenges in the process of adapting to school and society in the United States.

The following annotations are provided as examples of common themes in the lives of many immigrant pupils. By having the opportunity to read (or have read to them) books on such subjects, immigrant children will realize that their immigrant student comrades face similar challenges and that there are a variety of ways to respond positively to each predicament. For mainstream students, this type of literature provides the opportunity to learn more about the experiences of their immigrant counterparts.

The messages provided in the literature can have additional impact if used interactively as the basis for group discussions or individual student counseling.

Teachers and other educators who would like to share additional annotated entries are invited to submit them to ddolson@cde.ca.gov. Selected entries will be published in a future edition of *Context*.

Armstrong, Jennifer. *Lili The Brave*. New York NY: Random House, 1997 (201 East 50th Street, New York, NY 10022). A compelling story of a young Norwegian girl and the fears that she faces upon immigrating to America.

Bunting, Eve. *A Day's Work*. New York NY: Houghton Mifflin Company, Clarion Books, 1995 (215 Park Avenue South, New York, NY 10003). Many young immigrant children are often asked to serve as translators for their families. A young boy, in the process of serving as the linguistic go-between for his grandfather and his grandfather's employer, gets into a comical yet serious predicament.

Cohen, Barbara. *Molly's Pilgrim* . New York NY: Lothrop Lee, and Shepard Books, Beech

Tree Books, 1998 (William Morrow and Company, Inc., 1350 Avenue of the Americas, New York, NY 10019). An elementary teacher asks her students to bring a "pilgrim" doll to school as part of the Thanksgiving celebration. Molly brings a folkloric doll representing her Russian immigrant mother's Jewish heritage. A strange twist of events leads to some startling discoveries about pilgrims and the roots of the Thanksgiving holiday.

Dible Thompson, K. *My Name is María Isabel*. New York NY: Macmillan Publishing Col, Atheneum Books, 1993 (866 Third Avenue, New York, NY 10022). Spanish version, *Me Llamo María Isabel* by Alma Flor Ada. The timeless example of a cultural clash between school officials and immigrants is the proper pronunciation, word order and writing of "foreign-like" names and surnames. This challenge is nicely illustrated in the story of María Isabel Salazar López, a Spanish-speaking pupil who temporarily ends up with a new school name.

Guthrie, Woody. *This Land is Your Land*. Boston MA: Little Brown and Company, 1998 Edition. Through beautiful illustrations, the prose of a popular and beloved American folk song serves as the organizer to not only introduce America's landscape to newcomer students but also to share the message that "this land belongs to you and me" regardless of race, religion, age, wealth, or national origin.

Jiménez, Francisco. *La Mariposa* . Houghton Mifflin Company, 1998 (215 Park Avenue, New York, NY 10003). Spanish version also available. One of the most difficult challenges for immigrant students, the learning of English, is the theme of this autobiographical rendition of a Mexican boy during his first year of school in the U.S.

Kaplan, William. *One More Border* . Canada: Groundwood Books, 1998 (Distributed in the U.S. by Publishers' Group West, 1700 Fourth Street, Berkeley, CA 94710. The true story of one family's escape from war, oppression, and hatred as told through the voices of Nomi and Igor, siblings in the Kaplan family of Memel, Lithuania.

Rattigan, Jama Kim. *Dumpling Soup*. Boston MA: Little Brown and Company, 1993. Educators often think of immigrant children as having just two backgrounds—that of the home country and America. Yet many newcomers come from multicultural families where each heritage component plays a vital role in the family's everyday life. In



Resources

Opportunity



Exploring Laos for Teachers: A Summer Studies Trip

For the first time, a study trip to Laos has been developed for teachers. Participants will be inspired as they gain a greater understanding of and appreciation for the peoples and cultures of Laos, and consequently of their own Laotian students and their families. The trip, led by Mekong Tours, will be from June 18 to July 18.

Peter Whittlesey and Bob Phillips. Peter (Mekong Tours) will lead the trip. Peter is a Library Media teacher in Oroville and Bob is a geography professor retired from CSU Sacramento. Mekong Tours has received endorsement from the Ministry of Education in Laos, which will provide much greater access to sights and experiences. Peter has also applied for a grant to establish a website and purchase digital cameras for daily transmissions of photos and journal entries. Some teachers work a year-round schedule and will need to have substitutes to allow their participation. Hopefully their school boards and administrators will realize the educational impact for classes that contain immigrants' children. Students will be able to submit questions and follow the journey through Laos via the website. The cost of the substitutes—about \$2,000—provides a measure of commitment that matches the teachers' outlay of \$2,580 for the trip.

University credit will be available through CSU Chico at a cost of \$45 per unit for six units.

While in Laos, participants will:

- Attend seminars in Vientiane, the capital, on Lao culture, history, language, and education system.
- Visit teacher training colleges in Vientiane, Luang Prabang, Ponesavanh, and Savannakhet.
- Visit Lao, Hmong, and optionally, Mienh and Khmu villages.
- Visit with UXO (unexploded ordinance experts) to find out what is being done to make the farm land safe after the aerial devastation of the war.
- Visit *wats*, talk to monks, and learn about Theravada Buddhism and how it influences the behavior and values of its adherents.
- Explore the vital beauty of Laos, north and south, visiting historical sites and bustling morning markets.
- Travel the Mekong by boat, understanding its role as Laos' lifeblood.

If you have questions, or would like a brochure with the itinerary, call Peter at 530-532-4674 or email him at pwhittle@whitney.bcoe.butte.k12.ca.us



Bibliography on EL Research

At the recent CABE conference, Lauri Burham, a consultant in the Language Acquisition and Academic Accountability Office at the California Department of Education presented a workshop entitled "Education for English Learners: Making the Connection Between Research and Practice." As part of that session, Lauri developed a comprehensive bibliography of contemporary research on the issue of educating English Learners. For a copy of the six-page bibliography send an e-mail request to ddolson@cde.ca.gov. Please specify the medium requested (e-mail attachment in Microsoft Word or paper copy via FAX).

UC-LMRI Conference

The University of California Linguistic Minority Research Institute will hold its annual conference at the DoubleTree Hotel in Sacramento during the period of May 13-14, 1999. This year the event will focus on issues surrounding the initial implementation of Proposition 227. The California Policy Research Center is the co-sponsor of the event. For more information contact: UC-LMRI, Bldg. 528, Room 4722, UC-Santa Barbara 93106-9490, (805) 893-2250, FAX (805) 893-8673, E-mail: lmri@imrinet.ucsb.edu, web: <http://lmrinet.ucsb.edu/confs/lmri>.

Summer Workshops Hispanic Children's Literature

The Center for the Study of Books in Spanish for Children and Adolescents at California State University-San Marcos is conducting a series of Summer 1999 workshops for teachers.

June 21-23	Bilingual Books & Books in English About Latinos
July 6-8	Current Issues: Books in Spanish for Young Readers
July 19-21	Literature in Spanish for Children and Adolescents

For further information call the center at (760) 750-4070, fax them at (760) 750-4073, or e-mail them at ischon@mailhost1.csusm.edu. Their mail address is Center for the Study of Books in Spanish for Children and Adolescents, California State University-San Marcos, San Marcos, CA 92096-0001.

Resources: Languages & Linguistics

A primary source of research, teaching materials, and information about language education is the ERIC Clearinghouse on Languages and Linguistics at the Center for Applied Linguistics, 4646 40th Street NW, Washington DC 20016-1859. The clearinghouse has bibliographies of ready-made searches on issues such as ESL, Foreign Language Immersion, Parent Involvement, Second Language Assessment, and Content-based Language Instruction. (800) 538-3742, excellent website at www.cal.org/ericcll/.

Numbers and Needs Now on Web

Numbers and Needs is a monthly newsletter that presents demographic data on ethnic and linguistic minorities in the United States. In particular, the newsletter often features articles on immigrant students and their families. The editor, Dorothy Waggoner, announced in the January 1999 issue that *Numbers and Needs* is now available on the web at www.asu/educ/cber. Of course, regular mail subscriptions of the newsletter are still available. Box G1H/B, 3900 Watson Place, N.W., Washington, D.C. 20016. (202) 337-5955.



EIEP
EMERGENCY
IMMIGRANT
EDUCATION
PROGRAM

Resources

Immigrant Education Institute

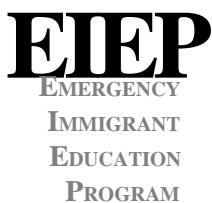
The California Tomorrow Organization (CT) is sponsoring an institute entitled "Creating Immigrant Responsive Schools: Building a Network for School Change." The institute will be held on April 27-30, 1999, at the offices of WestED in Los Alamitos. Schools in southern California counties interested in sending a team of 4-6 educators should contact the designated person in their local geographic area:

Shelly Speigel Coleman, Los Angeles Co. Office of Education, (562) 922-6332.

Estella Acosta, Orange Co. Office of Education (714) 966-6332.

Bea Gonzales, San Diego Co. Office of Ed. (619) 569-5350.

Because of the late date of this announcement, space may be limited for the April 1999 event. Those interested in future institutes of this type should contact Kendra Jones at CT (415) 441-7631.



Identifying Effective Instructional Interventions For Immigrant Student Populations ¹

Even the most perfunctory observation reveals that most school districts rely heavily on conventional wisdom when deciding which types of instructional services to provide to immigrant students. The most common services provided are (1) intensified or expanded English-as-a-second language instruction; (2) in-classroom assistance in selected mainstream courses of study provided by instructional assistants; (3) pull-out tutoring conducted by instructional assistants or less frequently by resource teachers; and (4) newcomer center enrollment for a period of several weeks to two years. By and large, these services are provided in instructional settings that tend to be compensatory and often exclusionary in nature.

Many schools have requested assistance from the California Department of Education and other educational agencies to identify instructional interventions for immigrant students which can be implemented in desegregated contexts where immigrant and mainstream students are grouped together for instruction. In reviewing the research, we have identified a number of promising practices, several of which will be featured in a series of articles to be published in *Context*. This inaugural article will focus on the criteria used to identify effective instructional interventions for immigrant student populations. Future articles will contain detailed descriptions of specific interventions which have been shown to advance the academic and language attainment of immigrant pupils.

Research Criteria

Educators can use three sets of criteria to ascertain the value of specific instructional interventions for immigrant students when consulting research and evaluation reports:

Criteria 1. *The intervention is beneficial academically for both immigrant (usually minority group) and mainstream (usually majority group) students. The results of the intervention are educationally significant.*

For practical and well as socially advantageous reasons, educators often prefer to instruct immigrant students in settings where these pupils are mixed with mainstream students. Such settings tend to reduce the possibilities of (1) isolation and segregation, and (2) separate and unequal educational tracks. This is not to say that, for immigrant pupils, the entire school day should be scheduled only in mixed group settings. This would severely limit the school's ability to meet all of the language, academic, and socio-cultural needs of immigrant pupils. However, when immigrant and mainstream pupils are grouped together, the school staff should be aware of the impact of such instructional arrangements on immigrant pupils.

In reviewing research studies, educators should look beyond claims of statistical significance (e.g., $>.05$). Such claims refer more to the accuracy of the research findings and not to the educational significance of the results. For example, in a study on third grade reading programs, the researchers might report that students in group A outperform their counterparts in group B and that the finding is statistically significant. In this example however, it could be that students in group A perform at the tenth percentile and those in group B at the fifteenth. Essentially, while there is statistical significance, there is no educational significance since (1) there is little if any practical difference in reading ability among the two groups of students, and (2) over time, there is little difference in the school success and failure rates between students who score at the tenth and fifteenth percentiles. The more important question is *did the intervention result in significantly greater numbers of students meeting grade level academic standards?*

¹ This article was developed by David P. Dolson, Coordinator of the Emergency Immigrant Education Program, California Department of Education, Sacramento, CA.

Criteria 2. The positive effects of the intervention are more pronounced among immigrant students, allowing these pupils the opportunity to close the scholastic gap that has traditionally separated them from their mainstream counterparts. In other words, the intervention produces interaction effects that intensify the positive outcomes for immigrant students.

Most but not all immigrant pupils are or fall behind their mainstream counterparts in regular school programs. In some cases, the immigrant pupils have had little or interrupted formal schooling in their homelands. Upon arrival in the U.S.A., they face the multiple challenges of adapting to American society, orienting themselves to U.S. public schools, acquiring English, and catching up or keeping up academically. In addition, many immigrant students are the victims of racism and other forms of prejudice.

Interventions aimed at "helping" all students or raising student performance in general usually are targeted more precisely at the needs of mainstream or average students rather than at pupils with special needs. Even when the innovations improve immigrant student performance, mainstream students often experience similar levels of benefit. In the end, the performance of all students improves but immigrant students continue to trail mainstream students of the same age and grade level. What is needed are interventions which not only raise the performance levels of all students, but specifically interact with immigrant populations to accelerate their academic growth to the extent that these students eventually are able to meet grade level academic standards to the same extent and in the same proportion as mainstream pupils.

Criteria 3. While the intervention results in significant and positive educational benefits for mainstream students, generally these results are only realized in culturally diverse settings, which promote frequent interactions between and among immigrant and mainstream

students. Often the positive effects for the mainstream students are not attainable in monocultural or exclusionary contexts.

The history of schooling in the United States is replete with examples of special programs which tend to isolate and segregate students. In the case of minority students, more often than not, this results in compensatory, second track, dead-end programs where the prospective beneficiaries fall even further behind scholastically. In the case of mainstream students, the trend is toward enrichment, "gifted," or other advantaged instructional settings that frequently become exclusionary to the extent that mainstream students are often overrepresented among participants. In programs stigmatized as compensatory, the academic content is often less rigorous, resources may be limited to federal funds, the expectations for students may be diminished, and the specialized curriculum may become less demanding and more poorly aligned with the school district's regular courses of study. On the other hand, those programs viewed as gifted or enriched, are characterized by increased concern that the admittance of immigrant students with their non-English and diverse cultural traits may lead to lower standards and a watered-down curriculum.

Instead, schools should look for examples of interventions which not only improve the scholastic performance of mainstream and immigrant pupils but which also require the presence of both types of students in the instructional setting in order to attain the higher level benefits. This symbiotic relationship among mainstream and immigrant pupils means that mixed participation will be viewed as an essential element of an instructional intervention which benefits all students in the school community.

There are a number of interventions that meet all three sets of criteria presented in this article. Among some of the more popular interventions implemented for immigrant and other minority student populations are:

- *Cooperative/Collaborative Learning:* the use of socially engineered grouping strategies to encourage student-to-student and teacher-to-student interactions. The increased participation of individual students and interactions among students have been shown to bolster academic achievement.
- *Anti-bias Curriculum:* an integrated multicultural teaching approach developed by early childhood educators to enable young children of various racial, ethnic, social class, and physical ability backgrounds to develop positive concepts of self and respect for others.
- *Teacher Expectations for Student Achievement (TESA):* a teacher awareness training component which guides teachers into more equitable instructional interactions with their students regardless of the races, ethnicities, and genders of their students.
- *Two-way Bilingual Education:* a dual language approach which immerses native speakers of English and a minority language respectively in the two target languages in a rigorous and challenging core curriculum in which the goal of the program is superior academic performance and full bilingualism, including grade-level biliteracy.
- *Orillas Computer Networking:* a project that promotes multilingualism and multiculturalism through a computer information exchange between paired schools from culturally diverse settings. For example, schools in California, Connecticut, and Mexico formed a collaborative network to share student writings on subjects of mutual interest.
- *Creative and Critical Writing and Publishing:* an adjunct to literacy development in which beginning writers become confident that they not only have something worthwhile to say but

can also learn how to find out what they need to know to support their ideas. With these understandings, immigrant pupils are more likely to be motivated to overcome barriers that often impede their development of higher-order thinking and literacy skills.

The six interventions introduced in this article do not represent an exhaustive list. There are many more effective strategies available to educators. For suggestions, readers might want to consult *Negotiating Identities: Education for Empowerment in a Diverse Society* (Cummins, 1996). In Chapter 4 ("Accelerating Academic Language Learning") and Chapter 7 ("Collaborative Empowerment at the Preschool, Elementary, and Secondary Levels"), the author provides numerous examples of interventions which meet the three criteria suggested in this article. This work also contains descriptions of effective interventions designed for settings in which immigrant or other language minority students are grouped separately for instruction.

In the next issue of *Context*, watch for an article on Cooperative/Collaborative Learning and Antibias Curriculum. That article will be followed by two other features which will address (1) TESA and Two-way Bilingual Education, and (2) Orillas Computer Networking, and Creative and Critical Writing and Publishing.

Readers who would like obtain additional information on these interventions may be interested in the following articles and books:

Ada, Alma. "Creative education for bilingual teachers," *Harvard Educational Review* 16: 386-394.

Cummins, Jim. *Negotiating Identities: Education for Empowerment in a Diverse Society* Ontario CA: California Association for Bilingual Education (CABE), 1996.

Cummins, Jim and Dennis Sayers. *Brave New Schools: Challenging Cultural Illiteracy Through Global Learning Networks* New

York NY: St. Martin's Press, 1995.

Derman-Sparks, Louise. **Anti-Bias Curriculum: Tools for Empowering Young Children.** Washington DC: National Association for the Education of Young Children, 1989.

Graves, D. **Writing: Children and Teachers at Work** Exeter NH: Heinemann Publishers, 1983.

Holt, Daniel. **Cooperative Learning: A Response to Linguistic and Cultural Diversity** Illinois: Center for Applied Linguistics, Delta Systems Inc., 1993.

Kagan, S., "Cooperative learning and sociocultural factors in schools." In **Beyond Language: Social and Cultural Factors in Schooling Language Minority Students** Los Angeles CA: Evaluation, Dissemination and Assessment Center, California State University, Los Angeles, 1986.

Kerman, S. et al. **Teacher Expectations and Student Achievement** Downey CA: Office of the Los Angeles County Superintendent of Schools, 1986.

Skutnabb-Kangas, Tove, ed. **Multilingualism for All** Lisse, Netherlands: Swets & Zeitlinger B.V. Publishers, 1995.

(continued from page 9)

this case, a young Hawaiian girl experiences the Japanese, Korean, American and native Hawaiian influences on her family's new year celebration.

Say, Allen. *Allison*. New York NY: Houghton Mifflin Company, 1997 (215 Park Avenue South, New York, NY 10003). *Not all children immigrate with their parents. Allison is adopted child from Asia and as she reaches the age of reason, she begins to ask: Why do I look like my doll Mei Mei and not like my parents? Where do I come from? What is my real name? One of the very few books on the issue of immigrant children who are adopted from overseas.*

Say, Allen. *Grandfather's Journey*. New York NY: Houghton Mifflin Company, 1993. *Immigrants young and old tend to be torn between their original and adopted countries, cultures, languages, families, and friends. This is a history of an immigrant family over three generations and how a grandchild, after a series of family events, eventually as an adult, comes to the realization that he can positively identify with both components of his heritage. This realization also permits him to better understand in the end, the longings of his grandfather.*

Sandin, Joan. *The Long Way to a New Land*. New York NY: Harper & Row Publishers, 1981 (10 East 53rd Street, New York, NY 10022). *New Immigrants may be amazed to know about the sto-*

ries of their immigrant counterparts who have been arriving in the United States since the first sightings of America by European explorers. This tale highlights the trials and tribulations of a Swedish family in the 1860s and features the important role played by the cultural brokers called "Swedish Yankees" who guided their fellow countrymen in the new land.

Slawson, Michel Benoit. *Apple Picking Time*. New York NY: Alfred A. Knopf, Inc., Dragonfly Books, 1998 (201 East 50th Street, New York, NY 10022). *Some immigrant children come from the families of migrant agricultural workers. This is a story about family, self-esteem, and cooperation during the harvest season.*

Torres, Leyla. *Liliana's Grandmothers*. New York, NY: Farrar Straus Giroux, 1998 Spanish version available as *Las Abuelas de Liliana*. *Liliana has one grandmother from New England and another from South America. Her experiences with her grandmothers illustrate a thoughtful celebration of cultural differences—but there's one thing Liliana can count on to be the same—a day with either grandma is always lots of fun.*

Resources, continued

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Refugee Educators' Network. This group of educators meets at the above address five times per year to share information and oversee the operation of the nonprofit corporation. Meetings are 9:00-11:30, on the 2nd Thursdays of the month.

September 10, 1998
November 12, 1998
January 14, 1999
March 11, 1999
May 13, 1999

#9616 *Tawm Losuas 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.

#9613 *Introduction to Vietnamese Culture* (Te, 1996. \$5.00. Carton price \$4.00).

#9512 *Handbook for Teaching Armenian Speaking Students*, Avakian, Ghazarian, 1995, 90 pages. \$7.00. No carton discount.

#9410 *Amerasians from Vietnam: A California Study*, Chung & Le, 1994. \$7.00. No carton discount. OUT OF PRINT. Will be available online.

#9409 *Proceedings on the Conference on Champa*, 1994. \$7.00.

#9207 *Minority Cultures of Laos: Kammu, Lua', Lahu, Hmong, and Mien*. Lewis; Kam Raw, Vang, Elliott, Matisoff, Yang, Crystal, Saepharn. 1992. 402 pages \$15.00 (carton discount \$12.00, 16 per carton)

#S8801 *Handbook for Teaching Hmong-Speaking Students* Bliatout, Downing, Lewis, Yang, 1988. \$4.50 (carton discount for lots of 58: \$3.50)

#S8802 *Handbook for Teaching Khmer-Speaking Students* Ouk, Huffman, Lewis, 1988. \$5.50 (carton discount for lots of 40: \$4.50)

#S8903 *Handbook for Teaching Lao-Speaking Students* Luangpraseut, Lewis 1989. \$5.50.

#S8904 *Introduction to the Indochinese and their Cultures* Chhim, Luangpraseut, Te, 1989, 1994. \$9.00. Carton discount: \$7.00.

#S8805 *English-Hmong Bilingual Dictionary of School Terminology* Cov Lus Mis Kuj Txhais ua Lus Hmoob. Huynh D Te, translated by Lue Vang, 1988. \$2.00 (no carton price)

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