



# Context:

## Southeast Asians in California

Volume 12, Number 96, April, 1992

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

# Meeting the Challenge of Language Diversity:

## An Evaluation of Programs for Pupils with Limited English Proficiency in English

In 1988 the California legislature requested an outside evaluation of the programs for limited English proficient (LEP) students. The final report, in five volumes, offers six conclusions and eight recommendations.

1. California public schools face a complex challenge of educating a rapidly growing number of language minority students.
2. Schools adopt different models for their LEP programs, and adapt them to fit their local demographics and resources.
3. Schools are developing innovations, but they face severe resource limitations and problems in implementing their programs.
4. Most of the funding for LEP programs comes from district general funds, with supplemental services funded from a mix of sources. The bilingual classroom models cost about the same as regular classes, but the ESL pull-out (conducted by a certified teacher) was the most expensive.

5. Most LEP students in grades 7-12 do not have access to the classes they need in order to graduate.

6. There are no valid, reliable, and widely used tests for assessment of the performance of LEP students; therefore, the schools are not accountable for the levels of LEP student performance.

The recommendations are based on the idea that schools must develop a capacity to deal with linguistic and cultural diversity—and that the state must provide money as well as access to information about the best models, methods, and materials. Surprisingly, the study found that even the best programs in operation today fall short of what programs *should* be to realize the individual and combined potentials of new-comer students.

*Recommendation 1.* The state should establish locally-based networking to disseminate information and provide appropriate staff development about what works for LEP students under different demographic conditions.

*continues next page*

# Digest

*Recommendation #2.* Credential programs should include training for assessing, understanding, and capitalizing on linguistic and cultural diversity.

*Recommendation #3.* Authentic assessment procedures should be developed to bring LEP students into the state's accountability structure, and to enable teachers to better diagnose the needs of LEP students.

*Recommendation #4.* There should be appropriate preschool for LEP children.

*Recommendation #5.* The state should increase its investment in providing materials and resources at both elementary and secondary levels.

*Recommendation #6.* The Department of Education should link researchers and practitioners together, so that programs reflect state-of-the-art programs and services for LEP students.

*Recommendation #7.* The legislature should promote systemic reform of schools with high percentages of LEP students by providing supplemental SB1274 funding.

*Recommendation #8.* The legislature should increase the level of funding and revamp the funding mechanisms for programs and services to LEP students.

In short, the study found that the programs for LEP students are not adequate, and it will take funding, information, and commitment to make changes. In addition, there was no single recommended strategy, but rather a recognition that different well-grounded approaches are necessary to meet local conditions.

Information: *BW Associates, 815 Allston Way, Berkeley, CA 94710, (510) 843-8574. Meeting the Challenge of Language Diversity: An Evaluation of Programs for Pupils with Limited Proficiency in English. Volume I: Executive Summary; Volume II: Findings and Conclusions; Volume III: Case Study Appendix; Volume IV: Cost of Programs and Services for LEP Students; Volume V: An Exploratory Study of Secondary LEP Programs. February 1992.*

*SB 2026 (Mello)*

## California Language Minority Education Act

This new bill, proposed to fill the statutory gap left by the sunset of AB507 in 1987, would require all school districts to offer specialized instruc-

tional programs or services, or both, to each identified language minority student, either through a comprehensive program or through instructional support services. SB2026 looks remarkably like the situation as it is currently defined and implemented by the Bilingual Education Office—a time warp in which in which memos, court decisions, and compliance documents comprise the legal requirements.

The identification procedures have few changes. Only newly enrolling students who have not been previously tested need to be given the LAS or similar English language proficiency test. Both the English and primary language proficiency would be given within 30 days, a change from the current 90-day window for primary language assessment. Notification of parents about test results is given a 15-day time frame, where current guidelines do not specify any time limit.

The programs for English language development and understanding of core concepts are required for schools having 50 or more LEP students. Suitable programs are sheltered English, two-way bilingual, or early/late exit bilingual, for example. Alternative programs are allowable for schools scoring above the 90th percentile on statewide assessments of reading and language arts for three consecutive years; schools without data can apply for experimental design programs.

Students whose parents do not enroll them in comprehensive programs must receive individual support services. Such services will be regularly scheduled; will include primary language support; and will be taught by credentialed teachers. Volunteers and cross-aged tutors are allowable when there are five or fewer LEP students of a language in two contiguous schools.

LEP students must be integrated with native English speakers for at least 20% of the day. LEP students will be tested every two years on language arts and reading; to be considered "fluent", students will have to score at the 40th percentile.

The state will establish a materials clearinghouse for materials for the ten largest language groups.

An extended-day program of instruction in the primary language after school, instructed by non-credentialed teachers when necessary, will be an option.

The parent notification provisions are similar to current practices, but time limits and content of notifications is made more specific.

Advisory committees are similar to current practices, except that a minimum of four meetings per year is required at the school level, and six at the district level. In addition, the

school committee will require an annually elected chair, who is a parent of a LEP pupil; this is a change from current regulation. The duties of the committees have been changed to reflect current practices, and schools are still required to train the members. District committees' membership is specified as the elected chairs from each school committee (unless there are more than ten schools, in which case they will elect nine representatives for the district committee).

Funding changes are potentially damaging to schools with small and scattered populations, and those who adopt a program other than bilingual. The proposal is that districts would receive \$15 annually for each LEP pupil in a school that is fully staffed with qualified teachers who provide a bilingual education program. The bill specifies spending priorities: first, schools that require (?) a bilingual program but do not have a full complement of qualified teachers can spend funds on staff development to qualify additional teachers for bilingual programs. After all such schools are funded, other schools with fewer numbers of LEP pupils may be funded. This money will come from the Economic Impact Aid funds.

Each school with one or more language minority pupil will report annually the academic standing of its language minority population. Primary language assessments will be developed for languages that constitute 75% of the LEP population.

The Senate Education Committee met on April 8 to debate this bill. It was passed on to the Appropriations Committee on a 7-0 vote.

## Conflict Resolution

Conflicts are usually resolved in one of the following ways—sometimes in one way more often than in others.

Not everyone arrives in this country knowing all these strategies. Directed teaching and experience in resolving conflicts—acceptable and non-acceptable ways—could be a strong part of newcomer programs. Assuming that newcomers will learn such techniques through experience alone is asking too much.

There are many conflict management programs from which to choose—the strategies below are taken from *A Curriculum on Conflict Management* (Magic Circle, 1975). However, few programs address the linguistic and cultural problems in teaching conflict resolution strategies to children who do not share the same implicit assumptions.

For example, the order of words in an English expression changes the meaning: "I am angry" vs.

"you make me mad"; this directional distinction is not part of every language, and therefore a little hard to explain, even in the child's primary language. Likewise, the emphasis on competition (winner/loser), ranking (first/last), and time (passage of time neutralizes behavior and its intent)—these are implicit assumptions of American culture. On the other hand, in many Asian cultures, the tradition of filial piety would result in conflicts being resolved by an older wiser person, with appropriate deference from the younger. With the ideas of individual rights prevalent in American culture, this solution would be the source of more conflict.

It would be interesting to elicit lists of conflict resolution strategies from parent/educators from other cultures and religious backgrounds, to see the points of contrast.

**Negotiate**—talk out each side; discuss.

**Compromise**—both parties give up something.

**Take turns**—one goes first, one goes next.

**Share**—divide the candy bar in half (one person cuts, the other person chooses).

**Listen actively**—listening for meaning, using culturally appropriate monitoring feedback (uh hum, ummm, nod the head, eye contact, and so on).

**Explain**—"I..." statements, not "you..." statements ("I am really angry" not "you make me mad"); information without attack or defense.

**Apologize**—say "I'm sorry"—this does not mean "I'm wrong".

**Solicit intervention**—get help from a third party (different from "tattling" below).

**Postpone**—cool-off period.

**Distract**—talk about something else, do something else to de-fuse the conflict.

**Abandon**—move away from a situation with no solution (different from "flight" below).

**Exaggerate**—third party has children role play an exaggerated interpretation of the issue ("what's the worst thing that can happen?")

**Use humor**—a joke (not a jibe) and shared laughter helps de-fuse a situation.

**Use chance**—flip a coin, roll a die, choose a number between one and ten.

Following are three negative strategies, ones teachers and parents would hope to replace with some of the more positive ones listed above.

**Violence**—verbal or physical force is used to dominate.

**Flight**—one person retreats, but the conflict remains unresolved.

**Tattling**—one person appeals to another (usually a stronger figure) to resolve the conflict, thereby avoiding involvement in the process.

# RESOURCES

## **Creative Conflict Resolution**

author William Kreidler provides a 20-hour elementary teacher inservice program for intercultural conflict resolution. Offered through Educators for Social Responsibility (Boston), the training requires teacher commitment to teach a minimum of twenty lessons in conflict resolution, violence prevention, cooperation skills, and communication skills.

Information: *William Kreidler, Educators for Social Responsibility, 11 Garden Street, Cambridge MA 02139, (617) 492-8820. [Taken from Report on Education Research Supplement, November 13, 1991, page 3]*

## **Americans All**

a curriculum of four units ready to be inserted into the ongoing social studies programs at third, fifth, eighth, and eleventh grades, focus on six major ethnic groups—African Americans, Asians, Europeans, Mexican Americans, Native Americans and Puerto Ricans. Each unit looks at the history and achievements of each group.

Information: *Allan Kullen, Americans All, 6011 Blair Road, NW, Washington DC 20011, (202) 832-0340.*

## **The Struggle Continues— History of the Former Soviet Union**

The *Oakland Tribune* has published a 20-page “tab” that will help your 4th-12th graders understand the history, the people, and the culture of the former Soviet Union. Classroom sets of 35 newspapers, including this magazine supplement, are available for \$6.13.

Information: *Jack Mullen, Newspaper-in-Education Manager, Oakland Tribune, (510) 645-2381.*

## **Communicating Effectively in English: Oral Communication for Non-Native Speakers**

Unit 1 *Understanding your audience and being understood*

Unit 2 *Getting information: Interviews and conferences*

Unit 3 *Providing information: Instructions and demonstrations*

Unit 4 *Providing information: Group discussions and presentations*

Unit 5 *Persuading others: Solving a problem*

Unit 6 *Persuading others: Taking a position*

Appendix *Pronunciation*

Examination copy: Write on school letterhead to: Wadsworth Publishing Company, 10 Davis Drive, Belmont CA 94002.

## **Professional Training for Community Interpreters:**

### ***A Report on Models of Interpreter Training and the Value of Training***

The Twin Cities Interpreter Project has been studying 25 well-established training programs since 1990, and this publication documents their findings. Six of the programs were selected for visitation:

#### **Certificate Program in Court Interpreting**

(Vancouver Community College, British Columbia), a program with long experience and the capability to provide training in whatever language required;

#### **Summer Institute for Court Interpretation**

(University of Arizona, Tucson), a program that focuses on Spanish-English interpreting and provides a level of training high enough to prepare some trainees for the rigorous Federal Court Interpreter Examination;

#### **Community Interpreter Project**

(Institute of Linguists Educational Trust, Cambridge, England), a program that trains interpreters for social service delivery situations;

#### **Diploma course in Community Interpreter Training Techniques**

(Polytechnic of Central London) prepares instructors to teach training courses for interpreters; and

#### **Institute for Interpretation and Translation Studies**

(Stockholm, Sweden), an agency that oversees many different post-secondary interpreter training programs.

The study concludes that the proficiency and reliability of a given interpreter cannot be assumed without a formal performance evaluation and that interpreter training programs can make a significant difference in an individual's interpreting proficiency.

Information: *Downing & Tillery, Minneapolis MN: Center for Urban and Rural Affairs, 1992. (University of Minnesota, 330 Hubert H. Humphrey Center, 301 19th Avenue South, Minneapolis MN 55455.)*

## **Communication Between Cultures**

Chapter 1 *Intercultural Communication: Interaction in a Changing World*

Chapter 2 *Communication: Sharing Who We Are and What We Know*

Chapter 3 *Culture: Our Invisible Teacher*

Chapter 4 *Understanding Intercultural Communication: Principles and Precepts*

Chapter 5 *Cultural Diversity in Perception: Alternative Views of Reality*

Chapter 6 *Language and Culture: Sounds and Actions*

Chapter 7 *Nonverbal Communication: Sound and Action*

Chapter 8 *Nonverbal Communication: The Messages of Space, Time, and Silence*

Arizona State University  
Museum of Anthropology

**Under the White Parasol  
Cultural Diversity in Laos**

*The William W. Sage Collection of Laotian  
Ethnographica*

March 30, 1992  
through  
January 29, 1993

Clothing, household items, and religious artifacts from twelve ethnic groups are on display. Together with photographs of the Laotian people and places, the objects illustrate ways that groups express differences through:

- language
- craft production
- clothing and artifacts

and the ways in which they interact, through:

- multilingualism
- trade relations
- intermarriage and adoption
- shared ceremonies

• *Royal and Rural Performances: Music, Dance and Ritual in Laos*, Dr. Amy Catlin, Ethnomusicologist.

• *Clothing, Coins, and Jewelry in Courtship and Marriage: Views from Lao Literature*, Dr. Carol Compton, Wisconsin Center for Educational Research, University of Wisconsin.

• *Heritage of a Nation*, Dr. Charles Keyes, University of Washington.

• *Film—Rebirth of a Culture: A Buddhist Temple in the Midwest*, Dr. Juliane Schober, Department of Religious Studies, Arizona State University.

Information: Arizona State University Department of Anthropology, Tempe, Arizona 85287-2402, (602) 965-6213.



*The Phoebe Apperson Hearst  
Museum of Anthropology  
&  
the Center for Southeast Asia  
Studies*

present an exhibition of

**Iu Mien  
Embroidery**  
April 14 —June 28,  
1992

*"Art and Ritual of the Mien  
Traditional World,"* Eric  
Crystal, PhD, Coordinator,  
Center for Southeast Asia  
Studies

*"Mien Embroidery: Change and  
Exchange,"* Sandy Cate,  
graduate student, Depart-  
ment of Anthropology,

*"In My Country...Memories of  
Mien Women,"* Ann  
Goldman, Laotian  
Handcraft Center, Berkeley.

Information: Chris Graillat, Coordinator of  
Public Programs, UC Berkeley, 103 Kroeber  
Hall, Berkeley CA 94720, (415) 642-3681,  
(415) 643-8557.

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Chapter 9 *The Influence of Context: Business, Educa-  
tion, and Health Care*

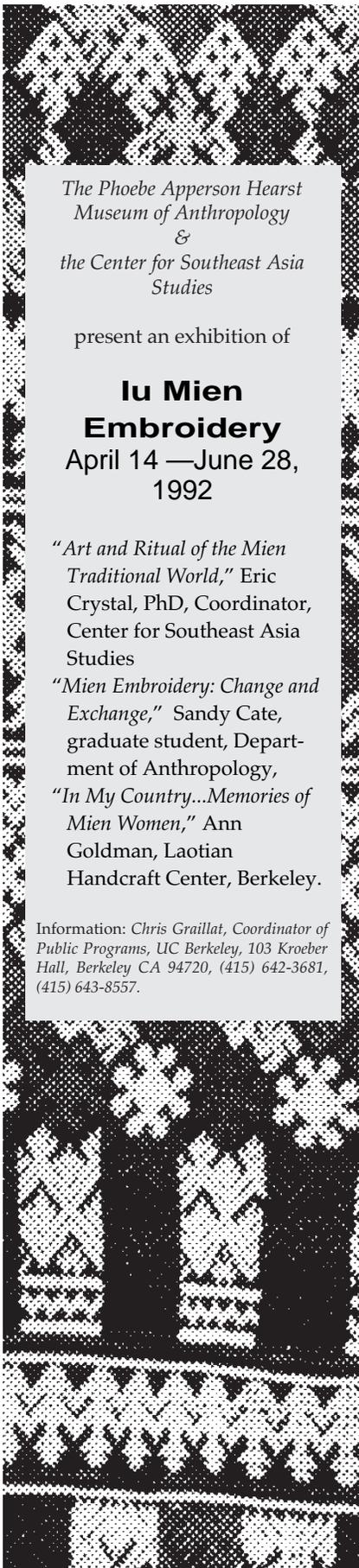
Chapter 10 *Accepting Differences and Appreciating  
Similarities: A Point of View*

Information: Wadsworth Publishing Company, 10 Davis Drive, Belmont CA  
94002).

**LaserLaotian, LaserCambodian**

Linguists' Software has finally finished fonts for Lao and Cambodian (too bad they named it 'Laotian' —the nationality— rather than 'Lao' —the language.) The characters look good and the keyboard is easy to learn. For the Macintosh. (ATM-compatible Type I Postscript® LaserWriter™; System 7.0 compatible TrueType; Imagewriter font sizes 10-48.)

Information: Linguists' Software, PO Box 580, Edmonds WA 98020-0580,  
(206) 775-1130, fax (206) 771-5911.



Намалював Костянтин ЛАВРО

# Сірко

УКРАЇНСЬКА  
НАРОДНА  
КАЗКА

# Sirko

UKRAINIAN  
FOLK TALE

В ОДНОГО ЧОЛОВІКА БУВ СОБАКА СІРКО - ТЯЖКО СТАРИЙ. ХАЗЯЇН БАЧИТЬ, ЩО З НЬОГО НІЧОГО НЕ БУДЕ, ЩО ВІН ДО ХАЗЯЙСТВА НЕЗДАТНИЙ І ПРОГНАВ ЙОГО ВІД СЕБЕ.

ONCE UPON A TIME THERE LIVED A MAN WHO HAD A VERY OLD DOG SIRKO. THE MASTER SAW HIS DOG WAS NO GOOD AT ALL, SO HE DROVE SIRKO OUT OF HIS HOUSE.



Try "whiting out" the words; copy; have students fill in the dialogue.

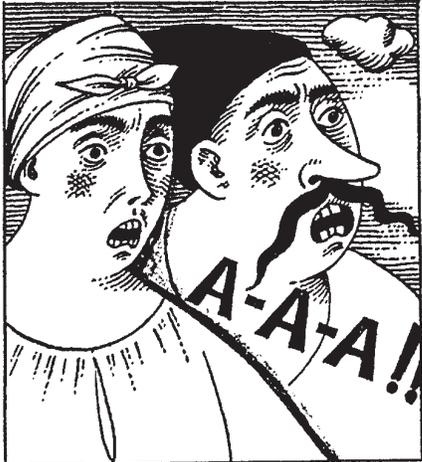


- ЧОГО ТИ ТУТ ХОДИШ?  
"WHAT ARE YOU DOING HERE?"

- А ЗРОБИТЬ ТАК, ЩОБ ТЕБЕ ХАЗЯЇН ІЗНОВ ПРИЙНЯВ?  
"WOULD YOU LIKE YOUR MASTER TO LET YOU RETURN?"

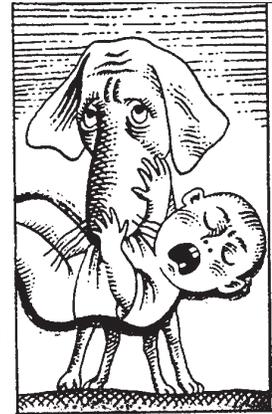
- ПРОГНАВ МЕНЕ ХАЗЯЇН.  
"MY MASTER CHASED ME OUT."

- ЗРОБИ.  
"I WOULD."



### Sunflower

a monthly children's magazine in English and Ukrainian. Published in Kiev, Ukraine.





2460 Cordova Lane,  
Rancho Cordova Ca 95670,  
916 635-6815  
Fax 916 635-0174

# Order form

## Make payable to Folsom Cordova USD/SEACRC—

- #S8801 *Handbook for Teaching Hmong-Speaking Students* Bliatout, Downing, Lewis, Yang, 1988. \$4.50 (carton discount for lots of 58: \$3.50)
- #S8802 *Handbook for Teaching Khmer-Speaking Students* Ouk, Huffman, Lewis, 1988. \$5.50 (carton discount for lots of 40: \$4.50)
- #S8903 *Handbook for Teaching Lao-Speaking Students* Luangpraseut, Lewis 1989. \$5.50 (carton discount for lots of 42: \$4.50)
- #S8904 *Introduction to the Indochinese and their Cultures* Chhim, Luangpraseut, Te, 1989. \$9.00 (carton discount for lots of 32: \$8.00) Out of print; a few with scuffed covers: \$5.00
- #S8805 *English-Hmong Bilingual Dictionary of School Terminology* Cov Lus Mis Kuj Txhais ua Lus Hmoob Huynh D Te, translated by Lue Vang, 1988 \$2.00 (no carton price)
- #S9006 *Vietnamese Language Materials Sourcebook* Huynh Dinh Te, 1990 \$2.00 (no carton discount)

Add California tax if applicable. For orders under \$30.00 add 1.50 per copy shipping and handling. For orders over \$30.00, add 10% shipping/handling. If you wish UPS for quantity orders, please request it.

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

## Make payable to Refugee Educators' Network—

- \_\_\_ #R001 Lao Alphabet Poster \$3.50
- \_\_\_ #R002 Lao Primer \$4.00
- \_\_\_ #R003 Lao 1st Grade Reader \$5.00
- \_\_\_ #R004 Lao 2nd Grade Reader \$5.50
- \_\_\_ #R005 Lao 3rd Grade Reader \$6.50
- \_\_\_ #R006 Hmong Primer \$4.00
- \_\_\_ #R007 Hmong dict. (Xiong) \$25.00
- \_\_\_ #R008 1992 Faire poster \$8.00

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

## Make payable to Lue Vang,

PO Box 423, Rancho Cordova CA 95741-0423.



*Grandmother's Path, Grandfather's Way* (Vang & Lewis, revised printing 1990)

**\$14.95**, plus \$2.00 shipping/handling and applicable CA tax. Wholesale price available for buyers with resale permit; call 916 635-6815 for information.

Refugee Educators' Network meeting: May 21, 1992

**Context:**  
**Southeast Asians in California**  
c/o Folsom Cordova USD  
Transitional English Programs Office  
125 East Bidwell St  
Folsom CA 95630

Non-profit Bulk Rate  
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