
# Context:
## Southeast Asians in California
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Folsom Cordova Unified School District
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*A revolution in the way computers work brings us closer to understanding what happens in the brain during language acquisition.*

# Neural Networks:
## Simulated Language Acquisition

Lao, Cambodian, and Thai New Year falls between April 13 and 15.

**Refugee Educators' Network** meetings:

September 17
November 19
January 21
February 18
**May 20**

*9:00 to 11:30*
*Southeast Asia Community Resource Center, 2460 Cordova Lane, Rancho Cordova 635-6815*

"NAAAMAAAMEEEEMOOONAAA AAAEEEEEEEAHHHHHHH." The thin, mechanical voice wailing from the tape recorder belongs to NETalk, a machine simulation created by connectionist and biophysicist Terry Sejnowski that is teaching itself to read aloud. "AAAH-NEEEE-OOOOOEEEE-CH-CH-CH-EEEEMIIII." The bizarre nonstop chant, the coos and clicks, fills the room with a noise that somebody might make if he were spending the first day with a new mouth.

"What we're hearing is the first training session," Sejnowski shouts over the noise. "It's reading the text, but doesn't have any idea what it's doing. So it's basically producing random sounds."

NETalk does not function like the typical serial digital computers found in the home, business, and schools. Today's computers "read" and "understand" a language that is built from two contrasting symbols—off and on. Chains of instructions are followed over and over very quickly. The results are logical outcomes of sequential steps. Since the brain's neurons are known to "fire", their action has been thought to resemble the basic on and off signals that a computer understands. Thus, the building of memories, the emergence of language, the processing of information to reach decisions must be a building of sequences between neurons that is similar to the operation of a computer. However, *neural networks*—a new kind of computer hardware and software—represent a shift in the way that computers of the future will work. NETalk is an example of how neural networks model, in a crude way, the operation of the human brain.

Today's serial digital computers solve logical problems to get right answers extremely well, much better and faster than the human brain. However, they are unable to perform *optimization* problems very well. An optimization problem is one in which there is no one right answer, but only the "best fit" or the shortest distance, or the closest match. Recognizing a person's face after a new haircut, or recog-

*Abridged from* **Apprentices of Wonder: Inside the Neural Network Revolution**, *by W. F. Allman (Bantam, 1989).*

nizing a person's voice when that person has a cold are examples of finding the best fit rather than the right answer. Babies can perform these tasks, yet the most advanced serial digital computers—those that fly to the moon—cannot. The human brain seems to process information in a non-sequential way much of the time, and this is particularly noticeable when answers are the result of insight or intuition.

In the next stages of development of the serial digital computers, these superfast, straight-line processors will simultaneously work on two or four or eight streams of information "in parallel", but it's a situation of doing more of the same thing faster. In neural networks, on the other hand, the fundamental setup is different, allowing multiple branching paths and multiple inputs at each switch point so that there can be a "partial on" or "partial off". This, it is believed, is more similar to the actual operation of neurons. A single neuron does not "fire" when it receives input, but "collects" input until a threshold is reached, at which time it does fire, sending an electrochemical message to as many as 50,000 other neurons. As a neuron sends anelectrochemical message across the synapse that lies between it and and another neuron, something, probably chemical, happens so that a connection is built between them. The connection is actually an increase in the likelihood that that particular synapse path will be followed again the next time. This process lies at the heart of transferring sensory input into memories and thoughts. Experience creates chemical ties between neurons—thousands, millions of neurons. Repeated firing of neurons create little sets of neurons, and those little sets build larger sets, until memories, patterns, and associations are laid down.

The main difference from conventional computers is that many signals are processed at the same time. Consider a speedy touch typist. Two scientists at UC San Diego, Norman and Rumelhart, looked at how a typist can work with only one fifty-thousandth of a second between strokes. This is barely enough time for a signal to go from the brain to the finger and back again. The two scientists filmed the fingers of a typist at work and slowed the film down. The fingers were typing in parallel; when typing the word *vacuum*, the left index finger would go down to push the 'v' at the same time that the right index finger was moving up to the 'u'. That's four letters in advance. In other words, when you touch-type a word, you type the whole word all at once. All the fingers are reaching out for all the letters at the same time.

In neural nets there are of layers of artificial neurons, with the work of "learning" taking place in the layers between the input neurons and the output neurons. Rather than program the network with sequences of instructions, it is given examples of relationships.

Geoff Hinton trained a neural net to "learn" the family relationships between two families, one English and one Italian. Examples of the relationship statements were "Sophia's mother is Lucia" and "James's wife is Victoria". The network was given 100 statements of relationships, and after processing, the network could produce answer to questions about specific relationships ("Who is Sophia's mother?") and could fill in the details of relationships it had not seen—the nationality, gender, and age of various individuals.

The network processed the input and captured important features in categories or prototypes—the father of a middle-aged person is an older person, the mother of an Italian is an Italian, and so on—in the intervening layers.

NETalk consists of 300 artificial neurons, connected to one another in a neural network. When NETalk "thinks," the neurons "talk" to one another, propagating signals throughout the web of more than 18,000 connections. (This is a tiny simple character-

ization of the actual brain's neural structure: a hundred billion neurons, each one with as many as 100,000 connections capable of receiving or sending electrochemical messages to another).

"EEEEEOOOONEEEMAAAAAAA OOOOOOOOOOOOOOOO." The eerie cacophony continues for another minute or so, then gradually, slowly, NETalk's wail changes, taking on an order of sorts. The voice still has a high-pitched, continuous tone, but it's no longer monotonous. The long vowel sounds are regularly broken into smaller bits by consonants. It's a sound that you might hear in a nursery.

"MAMAMAMAMAGAMAAMTATAT MAMAMAMA." "Now it's going through a stage where it's babbling," says Sejnowski. "The first thing it discovers is the distinction between vowels and consonants. But it doesn't know which is which, so it just puts in *any* vowel or consonant. It babbles."

To train NETalk to learn to read aloud, Sejnowski input a phonetic transcription of a child's conversation as a training text. The machine read the text over and over, experimenting with different ways of matching the written symbols to the sounds of spoken words. If it got a syllable right, NETalk would remember that (the connections were given a stronger "weight"). If it was wrong, NETalk would weaken the strength of those connections, trying out new combinations to find a better fit between input and output.

A few more minutes of babbling pass, then suddenly NETalk's steady stream of chatter stops. But only for a second. NETalk quickly sputters sounds again, stops again, and restarts. "Mop....Chi-Ah-Nee...Eee... Eee...Nib-an-pan-toe-nee."

"Something really strange happens here," says Sejnowski. "Hear the difference? Now it's discovered *spaces*, the distinction between words. So it speaks in bursts of sounds, pseudowords." NETalk rambles on, talking nonsense. Its voice is still incoherent, but now the rhythm is somewhat familiar: short and long bursts of vowels packed inside consonants. It's not English, but it sounds something like it.

Sejnowski stops the tape. NETalk was a good student. Learning more and more with each pass through the training text, the voice evolved from a wailing banshee to a mechanical semi-English recitation. "What you just heard was the result of only about an hour and a half of computer time," says Sejnowski. "What you'll hear next is what happened after we left NETalk on overnight. We just let it process the text over and over for ten hours."

Sejnowski's proud-father face has taken over as he turns on the tape deck. NETalk's voice is no longer a monotonous wail or a mangled string of gibberish. The timbre is still somewhat mechanical, the inflection still a little out of kilter but the diction is definitely a few steps into the human side of the world: "I walk home with some friends from school," says the machine. "I like to go to my grandmother's house. Because she gives us"—NETalk pauses a split second, struggling—"candy."

One way for a computer to read text aloud, the way used by commercial text-reading machines today, is to store a long list of words and their pronunciations in memory. The machine matches a word in the text to a word in its memory to produce the proper pronunciation. If the machine encounters a word that it doesn't have in its memory, it uses a set of pronunciation rules—such as "if you see *sh* make a 'shhh' sound—to guide it. The machines work very well, but they don't really sound human. One problem is that we often pronounce a word differently depending on the words that come before and after it. (For example, *phone* becomes *phome* when followed by *booth*).

Because a word can be spoken several different ways, using a pronunciation dictionary requires a lot of computation. For a machine to locate a variant pronunciation when

a word is preceded or followed by certain other words, it has to look up not just one word, but a group of three words. Sifting through a pronouncing dictionary of 200,000 words may not take a high-speed computer very long, but sifting through $10^{15}$ possible three-word combinations of those 200,000 words can take quite a while. The task is even more complex when you consider that sometimes the pronunciation of words at the beginning of a sentence are influenced by a question mark at the end. It's nearly impossible to write a program to account for all the conditions.

Consider the first lines of "Jabberwocky," from Carroll's *Through the Looking Glass*:

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.'

Looking up these words in the memory bank would not help. Yet most speakers of English will read the text in the same way. That we all tend to pronounce nonsense words similarly (as well as recognize which words denote actions, things, and descriptions) suggests that we have internalized the same set of general rules for pronouncing letters and words. There are many regularities in the way we pronounce written words, so linguists have for the last several decades tried to formulate explicit rules to capture those regularities.

The variability in the way words are pronounced has stymied the efforts of computer programmers to reduce our reading-aloud skills to a set of rules. But even if rules were to solve the problem of how humans go from text to speech, there is still the problem of the variability from speaker to speaker and from word to word in the same text.

The new neural network makes it possible to conceptualize the neural processes that underlie what millions of children learn to do by the age of nine.

Much of our brain is prewired at birth, but the neurons adjust their wiring throughout life as we learn. The brain is physically changed with experience. Despite the best efforts of teachers to remind students that "when two vowels go walking, the first does the talking," or some such rule, we learn how to pronounce written text not by learning explicit rules but by experience. Children listen and read, and somehow they pick up all the regularities—and the exceptions—in the pronunciation of English without learning them as rules.

In setting up NETalk, the input was set (the written text) and the output was set (the sounds of spoken English), and between the two lay a layer of artificial neurons. By providing "back propagation" (feedback on errors), the computer adjusted the connections between neurons until the input and the output corresponded.

NETalk has a "window" through which it looks at seven letters of text at once, shifting one letter to the right as it reads. The output are the phonemes produced through a loudspeaker—NETalk's voice. Between where the text comes in and the phonemes come out is a layer of interconnected adaptable artificial neurons. The neurons are very simple, much less complex than real neurons, but are similar in overall behavior. Each receives signals from a number of neurons connected to it and decides whether to pass on a signal of its own.

The text is read through 29 neurons for each opening in the window, a total of 203 input neurons (the letters and spaces are typed in, as NETalk doesn't yet have "eyes"). Each of the 29 neurons signals the presence of a particular letter or space or punctuation mark in the window. At the other end, 16 output neurons are responsible for selecting a phoneme. Between the input and output neurons are 80 hidden

neurons, *hidden* because they neither receive input directly nor produce output directly. Each of the 203 input neurons is connected to each of the 80 hidden neurons, and each of those is connected to the 26 output neurons. In that layer of hidden neurons are 16,240 connections, and between the hidden layer and the output are 2,080 more, a total of 18,320 connections. Each of the 18,320 connections is weighted; the higher its connection weight, the more likely it will pass on the signal it receives.

At the first training session, all the phonemes of the 1000-word child's conversation were input into the machine. The correct output phonemes were specified. At the beginning, all the strengths of the connections between the artificial neurons were set at random. Without any specific knowledge to guide it (back propagation, or feedback on errors), NETalk blathered. At it read the training text over and over, NETalk began to pick up features of the way we pronounce English, such as the existence of spaces between words and the regularity of vowels and consonants. NETalk began to make associations and build patterns.

After a day of training, NETalk could read the text with about 95% accuracy. More important, NETalk performed almost as well on any text, even those containing completely new words. "If NETalk was simply memorizing words and pronunciations, it would have a tough time with new words. But by incorporating the patterns and regularities of English, it is able to produce the correct pronunciations, even though it has never before seen the words."

NETalk does not manipulate symbols according to a sequential set of rules. However, it does operate in a rule-like manner. The "rules" exist as patterns of connections tht are created between artificial neurons in the machine. It's a rule-*deriving* and rule-*following* system, not a rule-*based* system. If it is a true but crude representation of the human brain, then it suggests how biological "wetware" (the real brain) turns experience into patterns that produce generalizations.

*This book is found in the computer section of bookstores, with books on artificial intelligence. The revolution of which it speaks is not only a move from serial digital computer processing to neural networks (a neural net of 512 artificial neurons has already been manufactured on a silicon chip) and "fuzzy logic", but also a paradigm shift for psychology, linguistics, and anthropology. Insight joins logic as a legitimate scientific tool.*

*The relevance of neural network theory for approaches to language acquisition (oral language as well as literacy) and development of crosscultural skills is clear. Implications for educators include:*

- *experience teaches, and the teacher arranges experiences.*
- *to speak, a child needs repeated experience (listening and reading) to speak and write.*
- *to read aloud, a child needs to connect what is heard to what is seen.*
- *feedback on correctness speeds up the strengthening of connections.*
- *context and meaning allow new neural connections to be associated with existing connections.*
- *experience creates patterns that become prototypes, categories, and generalizations.*
- *changing prototypes (stereotypes) requires experience that strengthens connections between other neurons.*
- *insight and intuition are neural processes as real as retrieval and deduction.*
- *all children have plenty of neurons, but some children lack the repeated experience needed to strengthen connections between neurons.*
- *eating foods that increase the activity of neurotransmitters can't hurt.*

# Literacy tutors' checklists

*Excerpted from* **Teach Someone to Read: A Step-by-Step Guide for Literacy Tutors** *(Rosenthal, 1987). Available from Fearon/ Quercus/Janus.*

## Selecting Something to Read

- Choose a topic (see below).
- Find out what compels the student's attention.
- Locate reading materials at the appropriate instructional level on that topic, or rewrite materials to the student's level.
- Use brainstorming and flowcharts to expand the topic.

## Questioning Patterns

- LITERAL RECALL QUESTIONS
  *Describe* the content (recall)
  *Restate* the content (summarize)
- INTERPRETIVE QUESTIONS
  *Analyze* ideas (compare, infer)
  *Generalize* to broader issues (evaluate, conclude, form opinions).
- ACTIVE QUESTIONS
  *React* emotionally to the reading (make value judgements).
  *Act* on thoughts and feelings (change, do, make).

## SQ3R Study Skills Technique

- ***S****urvey* the reading by section.
- ***Q****uestion*—change each heading and subheading into a question.
- ***R****eading*—read the material in each section to answer the question.
- ***R****ecite*—restate the information and ideas under each heading and subheading.
- ***R****eview*—restate the reading as a whole.

*Sight words:*

Students need to recognize and know the meaning of 200-300 sight words; the Dolch list (the *Transcultural Word List*, volumes 1 and 2, provide translations into 30 languages; Learning Publications, PO Box 1326, Holmes Beach, FL 34128, (800) 222-1525)) or other high-frequency word lists provide a place to begin. Activities include:

- personal dictionary
- flash card drill
- highlight sight words in the reading
- categorizing sight words
- pairing words in opposites
- dictation using sight words.

## Phonics Sequence

- single consonants
- short vowels
- beginning blends
- ending blends
- beginning and ending digraphs
- long vowels with silent 'e'
- other vowel combinations
- vowels controlled by 'r', 'l', and 'w'
- contractions

Use word families and minimal pairs whenever possible.

## Syllabication Rules

- compound words
- VC/CV (pen/cil)
- V/CV & VC/V (ho/tel; lem/on)
- words ending in 'le' (sam/ple)
- prefixes & suffixes (un/sure; sure/ly)
- blends & digraphs (con/trol; fash/ion)

*Topics for adults & adolescents*

Addictions
alcohol, drugs, cigarettes, food, work, love, self-help programs, biographies of addicts, personalities of addicts, alcoholic family structures.

Animals
pets, zoos, wild animals, circuses, evolution, biology, wildlife preservation, animals from other regions of the world, animal rights, hunting, furs, vegetarianism, stories about Dian Fossey and other animal activists.

Arts & Crafts
art and culture, art and religion, art history, specific crafts, how-to books on crafts, biographies of struggling artists.

Community Services
libraries, schools, driving instruction, police protection, clinics, citizenship.

Crime
crimes against people, crimes against property, prisons, white-collar crime, blue-collar crime, gangs, law enforcement, true crime stories, legal stories, gun control, self-defense, personalities of criminals, antisocial behavior.

Emotions
joy, pain, anger, love, hate, sorrow, grief, acculturative stress.

Everyday reading
phone book, catalogs, price lists, menus, advertisements, newspapers, magazines, TV guides, warnings, warranties, labels, signs, posters, instructions, bus/plane schedules, maps/charts/graphs, record jackets, contracts/leases, applications/forms, letters/junk mail, voter registration forms, ballots.

Food
cooking, recipes, diets, natural foods, nutrition, growing food, food stamps, food & religion, food & culture.

# experience teaches... the teacher arranges experiences

## Language Experience Technique

- Choose a topic with the student.
- Student dictates a story.
- You print the dictation.
- Student reads back the story; you help.
- Student reads the story alone.
- You ask questions about the story.
- You point out characteristics of words in the story: sight words, word families, meaning of punctuation, etc.)
- Student copies the story in a notebook.
- Student corrects the story and reads it.
- You (or student) types the story to review next session.

## Process Writing Technique

- *Prewriting.*
  Present a stimulus.
  Gather ideas.
  Cluster ideas.
  Write words in a word bank.
- *Writing.*
  Topic sentence.
  Supporting sentences.
- *Revising.*
  Develop and organize paragraphs.
  Improve sentence structure.
  Edit for grammar.
  Edit for punctuation & capitalization.
  Edit for spelling.
- *Final writing.*
- *Publishing.*

Health care
diseases, medications, first aid, nursing, CPR, fitness, exercise, medical discoveries, medical technology, medical care, medical malpractice, medicare, HMOs, mental health, health insurance, childhood health problems, folk medicine, food as medicine, pregnancy, family planning, right-to-life issues, right-to-die issues, after-death issues.

History
history of a country, of a culture, of an era, of a city, of a language, of an ethnic group, immigration, social movements, biographies of famous historical figures, historical fiction.

Injustices
social, political, racial, economic, religious, physical, equal rights, renters' rights, getting help.

Interpersonal relations
family dynamics, sibling rivalry, effective problem-solving, personal growth, managing anger, emotional stability, abusive relationships, assertiveness training, personality conflicts, loneliness, cultural adjustments, role conflicts, handling children, divorce.

Life cycle
childbirth, childhood, parenthood, raising children, aging, middle age, old age, death and dying.

Media
current events, newspaper, TV, radio, magazines, movies, advertisements, media and culture, media and youth, cable TV, rock TV, videos, VCRs, laser disks, biographies of media stars, gossip.

Money
spending, saving, banking, credit, taxes, investments, income tax forms, renters' credit, budgeting, shopping for bargains, garage sales, inflation, buying a car and insurance, small claims' court.

Music
classical, rock, folk, jazz, gospel, country, blues, new wave, electronic, other cultures, reading music, performing artists, musical instruments, dance, singing.

Pleasure reading
novels (mystery, adventure, science fiction, romance, history, war), short stories, plays, poetry, nonfiction (biographies, how-to, science, travel).

Religion
Bible/Bible stories, comparative religions, cults, meditation, world view, conflicts.

Science
plants and animals, space exploration, underwater exploration, discoveries, astronomy, evolution, UFOs, mind-body relationship.

Sports & recreation
current events, sports heroes, teams, sports medicine, competition, martial arts, camping, hiking, backpacking, skiing, games, gardening, travel.

Technology
communications, computer technology, inventions, transportation, electronics, specific computer applications.

War
World War II, Korean War, Vietnam War, Desert Storm, nuclear war threat, capitalism, socialism, terrorists.

Work
job search skills, interviews, applications, jobs for the future, matching aptitude to job categories, unions, job training, unemployment, welfare.

Youth
youth culture rebellion, peer pressure, sex, drugs, cars, motorcycles, racing, gangs, juvenile delinquency, superstars, fads, family dynamics, developmental cycles during adolescence.

## SOUTHEAST ASIA COMMUNITY RESOURCE CENTER

*Lue Vang, Refugee & Immigrant Transition Resource Assistant for Folsom Cordova, manages the Southeast Asia Community Resource Center. Last August, he presented this information to a group of state bilingual education directors in Washington, D.C.*

### What is the basic idea behind the Center?

Since 1982, we have seen that there is a great need for information about Southeast Asian refugees. Therefore we created a resource that can provide information about newcomer (refugee, immigrant or illegal) students to educators and others. The Center is also based on the idea that there is a need to hear from the insider about each different group, and that understanding comes from interaction between the insiders and outsiders. Finally, the Center's team knows that people won't take in new information unless they are interested—so we try to create interest in different ways. Americans say "strike while the iron is hot," but Hmong say, "when the river rises up, then throw in the tree trunks and branches." So, we try to make the iron hot, or we find a way to raise the river.

*Hmong necklace*

The resource team members are Judy Lewis, Nguyet Tham, and Lue Vang from Folsom Cordova School District; Dr. Van Le from the California Department of Education; and 12-15 educators from other school districts. Together we form a partnership to share the ideas, share the work, and help with the cost.

### How is the SEACRC funded?

**Folsom Cordova Unified School District** provides the people, the place, and the overhead costs, as part of the district's LEP program. Time for the Center's operation is squeezed out of the regular work load; there is much volunteer time from the three of us. The staff costs come from Economic Impact Aid, EIA; the Transition Program for Refugee Children, TPRC; or the Emergency Immigrant Education Program, EIE. The Center helps the district provide inservice and parent involvement, two requirements of the LEP program. The district owns the building, buys the furniture and bookcases, pays for maintenance, repair, insurance, and so on, and provides the fiscal services—accounting, and so on. This comes from district general funds.

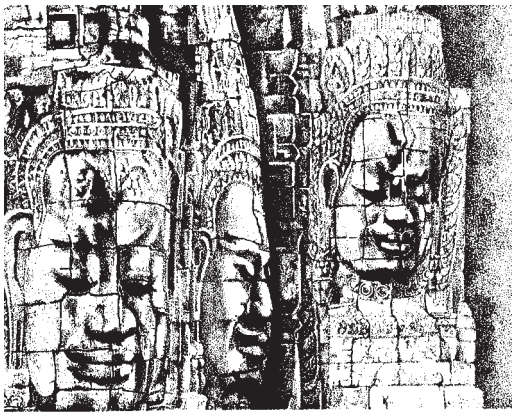
*Lahu button*

The second part of the team is the **Refugee Educators' Network**. This is a group of resource people who come from the LEP programs in different school districts and counties. We all meet together 5 times per year. The REN has three main roles:

- To act as advisory board for spending the money for the SEACRC.
- To put on a conference—to plan what, when, why, how and who to bring to the conference—to decide what issues are most important to the schools
- To commit to get the teachers and parents to come to the conference.

The **Southeast Asia Education Faire** is a conference open to the public. We want people to have an experience of information, culture and food. The participants, by in large, are teachers/ paraprofesstionals /administrators/ service providers/ and community leaders. At the first annual conference

*Lua' rice basket*



*Detail from Angkor Wat in Cambodia*

we had 250 people, and this year we had 800 people.

Folsom-Cordova receives **special subgrant money from the California Department of Education** (Bilingual Education Office) to provide workshops about Southeast Asians, Latinos, Armenians, and newcomers in different California locations. The subgrant pays for some of the well-known presenters who come from a long distance. The Refugee Educators' Network organizes the workshops on Southeast Asians in northern California.

We emphasize insiders at this conference. Part of the experience for the participants is to work hard to understand what they hear, when it is not delivered in perfect English and with American style. We have also found that one Southeast Asian group learns about the others now that everyone speaks English. Another draw for the conference is the admission fee. We try our best to keep the fee very reasonable and still have some left over after paying all the costs; we use the small profit to buy materials for the Center for people to come to check out.

The **California Department of Education/Bilingual Office of Education** is the third leg of the tripod that supports the Center. We are fortunate that the person from the CDE has goals that match ours: to get the best information and make it available to educators all over the state (and in other states as well). He awards a subgrant from refugee and immigrant funds to FCUSD to develop and produce books to disseminate to all schools who have students.

The subgrant also pays for three hours per day of clerk time for the Center. The Center sells the leftover books at a reasonable price and uses those funds to pay the cost of reprinting the materials, the mailing costs, and the development of new projects.

## To sum up

The SEACRC is run by a team made up of 3 entities—a school district, a loose consortium of school districts, and the California Department of Education. Our common goals are to get accurate information and make it easily accessible to people who want to know. The result has been good, so far, and we plan to continue as long as people use the Center for information, and as long as we can earn extra money to buy materials and clerk time to check out the materials.

*Drawings of the Hmong necklace, Angkor Wat, and the Vietnamese roof are by Halinka Luangpraseut; the Lahu button is from Jim Matisoff's* Dictionary of Lahu*; and the Lua' rice basket was drawn by Nancy Hayashibara.*

*Detail of Vietnamese temple roof.*

# Resources

## Greenshower Books

*The catalog is available for $3 to cover costs from Multicultural Distributing Center, 800 N. Grand Avenue, Covina, CA 91724. (818) 859-3133, fax (818) 859-3136.*

has a new catalog, with many new entries, including Russian. The new and improved catalog lists hundreds of books in various commonly asked-for categories. Recent additions include:

**King's Equal**
(1992, Paterson/Vagin), K-3, $17.00, English, hardback (#03208). Russian tale.

**Three Acorns for Zolushka: A Russian Cinderella Folktale**
(1993, DeBode, Lok), K-3, $14.95, English, hardback (#03515).

**Vasilissa the Beautiful: A Russian Folktale**
(1991, Winthrop), K-3, $16.00, English, hardback (#81084). Compares to both Cinderella and Hansel & Gretel.

**The Mitten**
(1989, Brett), K-3, $14.95, English, hardback (#81200). Ukrainian tale.

**Hoang Breaks the Lucky Teapot**
(1992, DeBode, Lok), $14.95, English, hardback (#03511). Vietnamese story.

**Tam Cam: A Vietnamese Cinderella Folktale**
(1993, Tran, Lok), K-3, $14.95, English/Vietnamese, hardback (#66804).

**Why Ducks Sleep on One Leg**
(1993, Garland), K-3, $14.95, English, hardback (#03998). Vietnamese story.

**Dara's Cambodian New Year**
(1992, Chiemroum, Modern Curriculum Press), K-3, $14.95, English, hardback (#88405).

**Tale of the Spiteful Spirits**
(1991, Tate), $14.95, English, hardback (#04394). Cambodian story.

**Peace and Friendship: Russian and American Teens Meet**
(1992, Hyde), gr. 7-9, $14.95, English, hardback (#04409).

**Vatsana's Lucky New Year**
(1992, Gogol), gr 4-7, $14.95, English, hardback (#88476). Story of acculturation and prejudice, from the point of view of a 12-year old Lao girl in Portland, Oregon.

**More Than Meets the Eye**
(1990, Betencourt), gr 4-7, $3.50, English, paperback (#04408). Story of acculturation and interactions between a Chinese-American girl and a Cambodian newcomer to her class.

**Annie...Anya: A Month in Moscow**
(1992, Trivas), K-3, $14.95, English, hardback (#03748). Five-year old Annie spends a month in Moscow.

**Myths, Legends & Folktales from the Hmong of Laos**
(1992, Johnson/Young), gr. 8-adult, $22.00, English/Hmong, paperback (#04392). Reissue of earlier book.

**Renyi Bilingual Picture Dictionary**
Hardback, 3300 entries, color illustrations.

| | |
|---|---|
| English only (#72135-0) | $19.95 |
| English/Chinese (#72135) | $19.95 |
| English/Estonian (#72135-17) | $19.95 |
| English/French (#72135-F) | $19.95 |
| English/German (#72135-21) | $19.95 |
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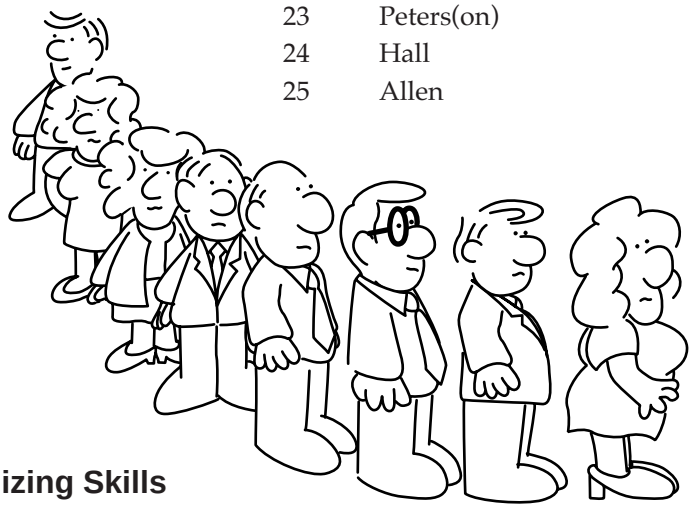
### Paradise of the Blind

*Duong Thu Huong (Morrow, 1993)*

As the first Vietnamese novel to be published in the U.S., *Paradise of the Blind* draws back the curtain on postwar Vietnam, exposing both the country's rich cultural history and the governmental corruption that is resolutely sabbotaging it. Set in the 1980s, it describes a village girl's conflicting allegiances to both her loving, bourgeois aunt and her communist uncle, whose crooked politics tear three families apart. *Paradise* was published in Vietnam in 1988 during a brief period of openness, then banned after it became a best-seller. Intricately wrought, this is a literary jewel dripping with political nitroglycerine. Rated "A". (*Entertainment Weekly*).

## Most Common Family Names

| | | | |
|---|---|---|---|
| 1 | Smith | 12 | Taylor |
| 2 | Johnson | 13 | Moore |
| 3 | Williams(on) | 14 | Thomas |
| 4 | Brown | 15 | White |
| 5 | Jones | 16 | Thompson |
| 6 | Miller | 17 | Jackson |
| 7 | Davis | 18 | Clark |
| 8 | Martin(ez) | 19 | Roberts(on) |
| 9 | Anderson | 20 | Lewis |
| 10 | Wilson | 21 | Walker |
| 11 | Harris(on) | 22 | Robins(on) |
| | | 23 | Peters(on) |
| | | 24 | Hall |
| | | 25 | Allen |



### Cultural Common Denominators

Every culture has lifeways of its own, and the following topics suggest categories to explore. Newcomers will need to know about these American "unwritten rules", and crosscultural comparisons make for great classroom projects.

numerals
calendar
personal names
greetings
gestures
etiquette
mealtimes
kinship names
age grading
athletic sports
games
leisure activites
music
feasting
bodily adornment
folklore
luck superstitions
cooking
signs of respect
family
marriage
kin groups
housing
hospitality
visiting
gift-giving
friendship customs
courtship
joking
taboos
modesty
dancing
mourning
medicine
education
law
food restrictions
proverbs

### Socializing Skills

- Greet others
- Take leave of others
- Arrange to meet someone
- Introduce yourself
- Identify yourself (I'm a ....)
- Use ritual apologies
- Reject unwanted attention
- Agree
- Express thanks
- Introduce another person
- Make small talk
- Share likes and dislikes
- Issue an invitation
- Decline an invitation
- Visit or entertain a visitor
- Recount past events
- Express basic emotions
- Apologize for a specific error
- Request and give permission
- Compliment another person
- Explain personal plans
- Express a personal opinion
- Express doubt
- Express irritation
- Express disappointment
- Discuss current events
- Avoid commitments
- Sympathize
- Share personal hopes
- Tell an anecdote
- Understand jokes
- Give advice
- Disagree tactfully
- Ask for forgiveness
- Make an excuse
- Share secrets
- Tease
- Break off a relationship
- Counsel
- Praise
- Flatter
- Soften the truth
- Tell jokes

*Lists are from* **The ESL Miscellany** *(Clark et al., 1981, Pro Lingua Assoc.).*

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