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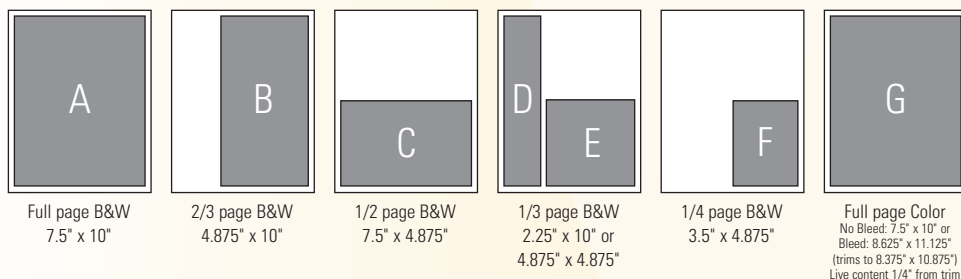
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- Issue 6: August/September

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Articles for *NABE News* must be original, concise, and accessible, with minimal use of jargon or acronyms. References, charts, and tables are permissible, although these too should be kept to a minimum. Effective articles begin with a strong "lead" paragraph that entices the reader, rather than assuming interest in the subject. They develop a few themes clearly, without undue repetition or wandering off on tangents.

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Reviews are much shorter (500 – 750 words in length), describing and evaluating popular or professional books, curriculum guides,

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Dr. José Agustín Ruiz-Escalante
jare21@yahoo.com

Columns are Asian and Pacific Islander Education and Indigenous Bilingual Education. (If you have other ideas for a regular column, please let us know.) These articles are somewhat shorter in length (1,000 – 1,500 words, and should be emailed to one of the editors below:

Asian and Pacific Islander Education
Dr. Clara C. Park: clara.park@csun.edu

Indigenous Bilingual Education
Dr. Jon Allen Reyhner: jon.reyhner@nau.edu

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May issue must be received by March 15. Reference style should conform to Publication Manual of the American Psychological Association (5th ed.). Articles and reviews should be submitted electronically to NABE Editor, Dr. José Agustín Ruiz-Escalante at jare21@yahoo.com in a Microsoft Word file, 11 point, Times New Roman, double-spaced. Be sure to include your name, affiliation, e-mail address, phone and fax numbers.

Photographs and artwork related to the manuscript are encouraged. Please include the name of the photographer or source, along with notes explaining the photos and artwork, and written permission to use them. Photographs should be submitted as separate TIFF, or JPEG/JPG files, not as images imported into Microsoft Word or any other layout format. Resolution of 300 dpi or higher at actual size preferred, a minimum pixel dimension of 1200 x 1800 is required. (Images copied from a web page browser display are only 72 dpi in resolution and are generally not acceptable.) When in doubt, clean hard-copy images may be mailed for scanning by our design staff.

NABE News

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EDITOR

DR. JOSÉ AGUSTÍN RUIZ-ESCALANTE

ASIAN AND PACIFIC ISLANDER

COLUMN EDITOR

DR. CLARA C. PARK

INDIGENOUS BILINGUAL EDUCATION

COLUMN EDITOR

DR. JON ALLAN REYHNER

DESIGN & LAYOUT:

WINKING FISH

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NATIONAL OFFICE:

1313 L Street N.W., Suite 210
Washington, D.C. 20005-4100

PHONE: (202) 898-1829

FAX: (202) 789-2866

www.nabe.org

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José Agustín Ruiz-Escalante
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PRESIDENT

Dr. José Agustín Ruiz-Escalante
3740 Frontier Drive, Edinburg, TX 78539
Work: (956) 381-3440 / Home: (956) 289-8106
jare21@yahoo.com

VICE PRESIDENT & EASTERN REGION REPRESENTATIVE

Eudes Budhai
Westbury Public School District 2
Hitchcock Lane, Old Westbury, NY 11568
W: (516) 874-1833 / C: (917) 399-4910
F: (516) 874-1826
ebudhai@westburyschools.org

INTERIM SECRETARY

Carlo Mitton
125 Bogert Street, Teaneck, NJ 07666
T: (201) 357-4392
ccmitton1@cs.com

TREASURER & CENTRAL REGION REPRESENTATIVE

Leo Gomez, Ph.D.
College of Education
1201 Edinburg, TX 78539
T: (956) 381-3629 / F: (956) 384-9221
lgomez@utpa.edu or lgomez2@aol.com

WESTERN REGION REPRESENTATIVE

Mary Jew
P.O. Box 4832, Foster City, CA 94404
C: (202) 903-3535 / F: (202) 789-2866
mary.exchangeprograms@gmail.com

MEMBER-AT-LARGE

Dr. Clara C. Park
College of Education, Calif. State Univ., Northridge
18111 Nordhoff St., Northridge, CA 91330-8265
W: (818) 677-2500 / F: (818) 366-2714
clara.park@csun.edu

MEMBER-AT-LARGE

Ruzdija Rocky Cetkovic
7051 Sunrise Drive, Shelby TWP, MI 48316
W: (586) 574-3250 / F: (586) 698-4237
C: (586) 214-8464
90rocky@att.net

MEMBER-AT-LARGE

Anselmo Villanueva, Ph.D.
P.O. Box 21512
Eugene, OR 97402-0409
C: (541) 541-870-1575
villanuevaa@lanecc.edu
anselmo.villanueva@gmail.com

Indigenous Bilingual Education in Vietnam Initiatives and Lessons America's Schools Can Learn From

*Eirini Gouleta, Ed.D., Assistant Professor of Bilingual Special Education,
Trinity University—School of Education* 



As America's classrooms become more diverse every day, schools which receive immigrant students become more attentive to their language needs and to the need to initiate and maintain communication with their families. Despite the limited funds allocated to bilingual education and the not so-friendly bilingual education policies in several states, at the school level, teachers and administrators make sincere efforts to better serve their immigrant students. They take many extra steps to welcome and include their immigrant students into the classrooms by adding multicultural themes and topics to the curriculum, providing First Language Support (FLS) when available and approved, using interpreters for parent-teacher conferences, and employing translators for letters to the parents and for homework instructions.

However, despite the schools' efforts and especially in areas where multilingual immigrant groups reside, often the necessary language resources are not available. Although it may be difficult to accommodate linguistically every student and every parent, being aware of the diversity that exists among students of the same nationality can help teachers and administrators better know and understand their

students and their families and avoid erroneous assumptions and pitfalls in the process of education and home-school connections.

This article discusses the great diversity that exists among Vietnamese immigrant students and the developments of bilingual education policy and practice in Vietnam as well as new initiatives for the education of indigenous children in this country.

The goal is to increase teachers and school administrators' awareness about the bilingual/multilingual situation in Vietnam and consequently, to help ease the adjustment of the newcomer students who are Vietnamese nationals in America's schools.

Linguistic and Cultural Diversity in Vietnam

Vietnam is a multi-ethnic/multi-lingual nation with 55 officially recognized ethnic groups and languages. Fifty four are minority groups and account to about 13% of the country's total population. The minorities tend to concentrate in the highlands and remote areas often living several minority groups together in the same village under hard conditions and having minimal economic development.

The majority group, the Kinh people speak Vietnamese (Kinh). Ethnic minorities in Vietnam speak over 100 different languages of which only 28 are written — few using traditional scripts and most using Latinized scripts — and only very few of them have a

Competence, fluency, and academic language development in both the native and the second language for minority children are essential in order to have access to and enjoy the benefits of fully participating in all aspects social, educational, professional, and political life.



School in a Vietnamese village on the water.



Kindergarten class during nap-time.

newspaper or are represented in the media (Mme. Diep, MoET/RCEME, personal communication, December 3, 2007; Pinnock, Dinh, and Nguyen, 2006; Thea, 2003).

The languages spoken in Vietnam are classified in three ethnic categories: Austro-Asiatic, Austronesia, and Sino-Tibetan (Thea, 2003). After the Declaration of Independence from France in 1945, the Vietnamese (Kinh) language became the official language of the nation and the language of instruction in all schools from primary to tertiary education (Archibald, 1988).

Initiatives to Improve Bilingual Education Policy

The Vietnamese national policy supports the revitalization of the minority languages and emphasizes the strengthening and expansion of bilingualism and multilingualism. Since 1946, the country's language constitutional policy clearly states that "ethnic minorities have the right to receive compulsory and free primary and lower-secondary education in their languages" (article 15 of the Constitution, 1946). The policy also states with article 5 of the amended Constitution (1981) that "ethnic minorities have the right to use their own languages and scripts, maintain and develop their good traditions, practices, customs, and culture" (Thea, 2003; Archibald, 1988).

Bilingual education in Vietnam has been implemented in some form since the 1920s (Archibald, 1988). Today, there are several private schools in Vietnam which offer English language as a subject and others which offer French. Vietnamese indigenous education programs use about 10 of the minority languages which are spoken by about one million inhabitants (Thea, 2003).

Bilingual education in Vietnam begins at the primary school level. The goals of the bilingual programs are to develop: bilingual communicative ability; bilingual oral and written fluency; bilingual social language skills; and academic language in the content areas. Several policies of bilingual education have been tried out: using the mother tongue (L1) in grades one through three while simultaneously introducing oral Vietnamese (L2) and in grade four switching to L2 as the language of instruction; using only oral L1 instruction (for minority languages with Latinized alphabet) and both oral and written L2 in grades one through three and introducing written L1 in the upper primary grades; introducing both languages (L1 and L2) in first grade and transitioning to L2 only in the upper primary grades; and using L1 as the medium of instruction for up to 15% of the curriculum in all primary grades (Archibald, 1988).

Class size in Vietnam varies from 60-70 students in urban areas to sometimes 18-20 in minority areas. Some schools in remote areas have only one or two classes — usually first and second grade — and older children attend some larger schools which are located in more central areas and act as educational centers. Kindergarten in Vietnam is not compulsory. Primary school has five grades, lower secondary has four grades, and upper secondary three (K+5+4+3). About 83% of the majority students continue their education at the secondary level. However, only 33% of the minority children transfer to secondary school and only very few of them become teachers. The majority of the minority children who drop-out of school are girls and of all the

students who drop out only about 10% want to return back to school. The move to make middle education free of charge which targets poor and ethnic minority children has been successful so far tripling the number of children who participate in secondary education (Mme. Diep, MoET/RCEME, personal communication, December 3, 2007).

For the past 17 years, the Vietnamese Ministry of Education and Training (MoET) and the Research Centre for Ethnic Minority Education (RCEME) have been exploring multi-level class teaching strategies (since there are numerous multi-level classes in minority areas), and have been working on ethnic minority education policies.

Although the country's constitution supports the use of the minority languages in schools, there is a push by the government for mastering the majority language which is Vietnamese. The main focus of the educational policy remains to strengthen the Vietnamese language and in order to do that, MoET explores different ways through pilot programs such as FLS, teacher training, the development of instructional materials in the children's mother tongue, adaptation and modification of the existing instructional materials to be culturally and contextually appropriate for minority children, and adult education (Mme. Diep, MoET/RCEME, personal communication, December 3, 2007).

Where available, the use of bilingual materials in the primary grades has made a big difference in minority student participation and achievement. However, in most minority areas, children who enter primary school begin instruction in Vietnamese and all textbooks with the exception of very few are written in the majority language. The translation and modification of textbooks to the minority languages is not widely spread and occurs under the auspices of MoET and with the participation of international and national experts, local teachers and community members (Mme. Diep, MoET/RCEME, personal communication, December 3, 2007).

Initiatives to Improve Bilingual Education Practice

The minorities lack behind in both educational achievement and economic growth comparing to the majority of

the Vietnamese people the “Kinh” ethnic group. Competence, fluency, and academic language development in both the native and the second language for minority children are essential in order to have access to and enjoy the benefits of fully participating in all aspects of social, educational, professional, and political life (Thea, 2003). Coming to the same realization, the Vietnamese government emphasizes the need for developing good educational programs for ethnic minority children and bilingual education programs continue expanding to more minority languages and geographical areas (Mme. Diep, MoET/RCEME, personal communication, December 3, 2007; Thea, 2003).

There are several obstacles in improving the education of poor and indigenous children in Vietnam. One of them is the time children spend in school. Although primary school is free of charge for all children, the Vietnamese government covers only the costs of schooling for three hours a day (half-day) for each child. In order for children to stay in school for a full instructional day, their parents must cover the rest of the cost. This is very difficult for the indigenous people who have limited financial resources (B. Crumpton, UK DfID/Vietnam, personal communication, December 3, 2007).

Other challenges bilingual education in Vietnam faces include lack of qualified bilingual teachers, organization of the curriculum with respect to subject areas and the time allocated for each subject, uniformity on teacher training, minority parent negative attitudes towards using the mother tongue as the language of instruction, and lack of instructional materials and resources (Thea, 2003). An advantage however which some of the minority children may have upon entering primary school is that to some degree, they may have developed some abilities in both their mother tongue and Vietnamese if they have been exposed in various ways in both (Thea, 2003).

International agencies and organizations and country donors support the efforts of the Vietnamese government. They provide technical and financial assistance for the development of bilingual and multilingual programs for minority children and training programs for teachers and parents. They also support the development of bilingual literature, poetry, journalism, and broadcast programs at a regional, national, and inter-

national level (Mme. Diep, MoET/RCEME, personal communication, December 3, 2007; Thea, 2003).

The UK Save the Children in Vietnam began its efforts to support minority children in pre-primary school in 1991 opening about 12 kindergarten classes in minority areas. Today, these classes account to about 87 and their number is continuously growing. Each class has 25 to 30 three- to five-year old children. The language of instruction is the mother tongue and Vietnamese is taught as a second language. The program has expanded and since 2006, UK Save the Children has begun a pilot project to try FLS to minority children up to grade three. Some of the minorities which participate in the pilot are H'mong, Thai, Dao, and San Chi children. This pilot model is based on the transitional bilingual approach in which the children begin instruction in kindergarten in the mother tongue while they receive oral only instruction in Vietnamese. Slowly, they increase instruction in Vietnamese and by grade three they start using Vietnamese in class to introduce academic concepts. The teachers use the Total Physical Response teaching method combined with active learning. They follow the bilingual teaching methodology based on the same principles and practices of bilingual education which have been successful in many world countries (P.T. Dinh & T.B. Nguyen, UK Save the Children/Vietnam, personal communication, November 28, 2007).

Due to the lack of qualified bilingual indigenous teachers and in order to provide FLS, UK Save the Children has initiated the concept of “Key Mothers” in the schools. The Key Mothers are usually nominated by the community. UK Save the Children supports the Key Mothers with training and various programs in building skills and developing abilities as teaching assistants. The Key Mothers provide FLS in each class as well as psychological and social support to the minority children. The Key Mothers are the link between the school and the community. They work closely with the classroom teachers and keep track of who is attending school and who is absent and this way they are able to bring more children to school on a regular basis. They assist teachers in the development of the curriculum and of the instructional materials in order to ensure that teaching

is culturally and contextually appropriate and tailored to the minority children's needs (P.T. Dinh & T.B. Nguyen, UK Save the Children/Vietnam, personal communication, November 28, 2007).

Some of the Key Mothers receive training for three consecutive summers while they teach during the year. Those who pass the national exam become teachers and with an agreement made between UK Save the Children and the Vietnamese government are appointed to teach in their communities. This way, the number of the minority teachers who speak the children's language grows. The project supports social mobilization and community interest in the school and capacity building in the minority areas. It has been very successful so far and several ethnic minority communities have volunteered in implementing it in their schools (P.T. Dinh & T.B. Nguyen, UK Save the Children/Vietnam, personal communication, November 28, 2007; Mme. Diep, MoET/RCEME, personal communication, December 3, 2007).

The UK Department for International Development (DfID/Vietnam) also supports ethnic minority education and minority teacher professional development. They provide pre-service and in-service teacher training and technical assistance for the develop-

ment of teacher training materials focusing on innovative ways to evaluate teacher quality. The teacher training materials are all written in Vietnamese and are usually developed by universities and teacher training institutes under the auspices of MoET. UK DfID/Vietnam provides funding and technical support through the hire of international and national consultants. Usually master teachers are trained and then these teachers become trainers and disseminate the training to more teachers. Following cascade training allows more opportunities for peer consultation and support among the teachers, builds capacity, and improves teacher motivation (B. Crumpton, UK DfID/Vietnam, personal communication, December 3, 2007).

With respect to teacher evaluation, emphasis is given not on qualifications but on performance. Ten provinces out of the 64 in Vietnam have been selected to participate in a pilot project trying the new teacher evaluation system. According to the new system which has been adopted as a national policy, after a teacher masters a set of previously identified competencies he/she must then begin working on mastering the next level of pre-identified competencies and after that the next level. Therefore, there is a plan in place for continuous professional development and skills improvement for teachers. Monetary incentives are given to the teachers who as they improve their competencies they climb higher to the pay scale. In terms of the training, some core training modules are provided for all teachers but there are also other modules tailored specific to the various disciplines of the teachers and the developmental stages of the children they teach (B. Crumpton, UK DfID/Vietnam, personal communication, December 3, 2007).

UNESCO in Vietnam supports minority education and is a strong advocate for bilingual education. One of the projects that UNESCO is involved currently is to provide educational programs for adult education for the Bahnar minority people who live in the central highlands of Vietnam. The Bahnar people have a strong dialect and live quite concentrated in their communities. UNESCO works on the development of adult and primary education materials as well as the training of teachers and administrators. The primary education component of the project is relatively new and it is slowly developing. The adult education component includes training to improve the

reading and writing skills of adults and their listening comprehension. The curriculum highlights mainly practical issues and incorporates group discussion and debates. The curriculum and materials are tailored to the needs of the Bahnar people with respect to their cultural and ethnic profile and identity (E. Tajima, UNESCO/Vietnam, personal communication, December 3, 2007).

UNICEF in Vietnam has been involved in an action research on mother-tongue based bilingual education. The objectives of this action research are to implement a design of bilingual education which is valid and feasible and to contribute to the development of educational policies and practices in Vietnam. The design of the program suggests transitional bilingual education. Children begin kindergarten with instruction in the mother tongue (L1) while they receive oral instruction in Vietnamese which is the second language (L2). The same pattern continues through grade five while the instruction in the second language steadily increases from kindergarten through grade five and literacy transfers in stages from L1 to L2 (J. B. Miller, UNICEF/Vietnam, personal communication, December 3, 2007).

The model represents a "Late-Exit" bilingual education approach. This has been proven to be the most beneficial and effective model since bilingual children may need about five to seven years to master academic language, a prerequisite to school success, in the second language (Cummins, 1992). By offering five to six years of FLS while slowly transitioning to second language instruction, the model allows adequate time for children to master the academic language and necessary skills so that they can perform well in school in all subjects (J. B. Miller, UNICEF/Vietnam, personal communication, December 3, 2007).

UNICEF has selected three languages (Hmong, J'rai, and Khmer) and about 485 teachers and 6,800 students in three parts of Vietnam (north, middle, and south) to pilot the new program. The first phase of the research which included the project design with international technical support, the orientation and consultation workshops, and the survey tools and field visits has been completed. Now the project's second phase has begun and involves the training and orientation of the local stakeholders, the development of the curriculum and the materials, and the teacher training (J. B.



Miller, UNICEF/Vietnam, personal communication, December 3, 2007).

The project faces challenges due to its complexity and political sensitivity, the lack of indigenous qualified teachers in pilot schools, the linkage between pre-primary and primary school curricula, and the development of diverse instructional materials and of a good evaluation system to track results. The lessons learned so far are that important prerequisites to success are the support and commitment of all stakeholders, the effective partnership between UNICEF, MoET, and other contributing organizations and partners, quality international technical support, and active participation of the local communities (J. B. Miller, UNICEF/Vietnam, personal communication, December 3, 2007).

Conclusion

There are a lot of lessons to be learned in the US from Vietnam's bilingual education policies and practices. First and foremost, American teachers and administrators who receive Vietnamese immigrant students in their schools need to be aware that they represent a very diverse group culturally and linguistically. Vietnamese students in America's schools may not necessarily speak Vietnamese (Kinh) at home and they may have experienced hard schooling conditions or no schooling at all in Vietnam prior to their arrival in the United States. An initial meeting with the student and the parents and an interview will provide a lot of useful information about the student's linguistic, social, cultural, and educational background and it is a prerequisite for further supporting the student educationally and for developing successful home-school collaboration.

Second, the concept of Key Mothers that UK Save the Children in Vietnam has developed presents a wonderful idea and an opportunity to provide a wealth of FLS resources and built capacity at the school level in collaboration with immigrant parents. Training "Key Mothers" or "Key Fathers" as teaching assistants with the option of providing them employment in the schools will help built strong connections between the school and the immigrant communities, expand the teachers' abilities in developing a multicultural curriculum, and support newcomer immigrant students academically while they are working on mastering the English language.

Third, the cascade teacher training approach that the UK DfID is following

Changing our "know it all" approach when it comes to educating bilingual immigrant students can be proven extremely beneficial and effective in our efforts to improve bilingual student academic achievement.

in Vietnam can be replicated in the US especially in areas with limited financial resources for bilingual teacher training and professional development. In addition, this *level by level* teacher evaluation system based on which teachers have to master a set of competencies before they move to the next level of performance, presents a good idea for a *scaffolded* teacher evaluation system which is systematic, realistic, and does not overwhelm new bilingual teachers.

Finally, the system that UNESCO and UNICEF in Vietnam follow for the development of bilingual student and adult textbooks and instructional materials by employing the participation of international and national experts, the local education authorities, teachers, parents, and the entire community is essential to the improvement of teaching and immigrant student learning in the United States. Changing our "know it all" approach when it comes to educating bilingual immigrant students can be proven extremely beneficial and effective in our

efforts to improve bilingual student academic achievement. Instead of maintaining the attitude of "we know what they need" in order to do better in school, we may try to "ask them what they need" and work with immigrant students and parents as a team to develop bilingual education programs which are culturally and linguistically appropriate for our diverse English language learners.

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Note:

This article provides a synopsis of information obtained through school visits, meetings, and personal communications of the author with teachers, administrators, and education officials from the Vietnamese Ministry of Education and Technology/Research Centre for Ethnic Minority Education (MoET/RCEME), the UK Save the Children/Vietnam, the UK Department for International Development (DfID/Vietnam), UNICEF/Vietnam, and UNESCO/Vietnam. The meetings, observations, and communications took place in November and December of 2007 in Vietnam and were made possible with the support of the UK DfID/China and the Gansu Provincial Department of Education/China in an effort to share lessons from the two countries' experiences on indigenous bilingual education. For inquires and comments please contact the author at GouletaE@trinitydc.edu

The Effects of Music on Spanish-Dominant Kindergarteners

Sandra B. Chong, Ph.D., California State University, Northridge

Problem

California has one of the highest number of Hispanic children enrolled in the K-12 school system. In fact, almost half of all the children enrolled in grades K-12 are of Hispanic or Latino descent, and the numbers are growing exponentially as is their academic plight. They make up over 85% of the state's English learners (ELs), 53% of the high school dropouts, and approximately 50% of the children receiving special education for Mental Retardation (RD) and Speech or Language Impairment (SLI) (CDE, 2003-4; CDE, 2004-5). Moreover, Hispanic children tend to be Spanish-dominant speakers at the point of Kindergarten entry, lagging behind in English language proficiency, and they continue to lag behind, on average 20-30 points, in English reading and writing as they progress through K-12 grades (NCES, 2007). This paucity in Hispanic children's English language proficiency and reading and writing performances is further exacerbated by the mandated state-wide implementation of scripted text where drills and practices of nonsense word approach to fluency building activities are incorporated.

In juxtaposition, Cummins (1981b) has long claimed that it takes a long time to acquire English language proficiency. In fact, he reported that it takes ELs 2-5 years to acquire Basic Interpersonal Language Proficiency (BICS) and 5-7 years to acquire Cognitive Academic Language Proficiency (CALP). However, more recent study on language acquisition actually painted a much grimmer picture; it actually takes

much longer to acquire BICS and CALP—5 to 7 years for the former and 8 to 10 for the latter (Collier, 1995). Even more appalling is the fact that some never acquire CALP proficiency in English.

In light of high Hispanic student drop-out rate, paucity in their reading and writing performances, and overrepresentation in the state's ELD and special education, in juxtaposition to the number of years needed to acquire English language proficiency, an innovative pedagogical approach is imperative to better support Hispanic students' English language acquisition and reading and writing development.

Research on Effects of Music

Numerous studies have examined the effects of music, especially in the field of medicine and psychology, and found that music reaped many benefits. They found that music improved speech production in neurologically impaired persons, working memory in Alzheimer's patients, and mood and coping behaviors in chronic pain patients and even improved the quality of life in terminal cancer patients (Hilliard, 2003; Hirokawa, 2004; Kenny & Faunce, 2004). Studies also have shown that music improves quality of sleep in women in shelters and promotes pro-social behaviors and attitudes of children with aggressive behavior (Hernandez-Ruiz, 2005; Watkins, 2003). Conversely, however, study findings also indicate that exposures to music lower stress, perception of pain, and even anxiety.

More importantly, in the field of education, empirical studies on music strongly



support what effective educators have known all along—music reaps many benefits in children. In fact, study findings delineate that music improves language proficiency, vocabulary, and reading comprehension (Kennedy & Scott, 2005; Medina, 1991; Schunk, 1999) and even computational accuracy in mathematics (Madsen, Dorow, Moore, & Womble, 1976). What is more, studies have found that music reaps many benefits even when it is presented as mere background music or distraction. For example, Freeburne & Fleischer (1952) found that students' reading speed improved when jazz music was played as background music.

Studies unequivocally confirm that music reaps many benefits; therefore, an innovative pedagogical approach that uses music is deemed to give Spanish-Dominant Kindergarteners a fighting chance at academic success in K-12.

Methodology

The purpose of this quasi-experimental study is to examine the effects of innovative pedagogical approach, i.e., music intervention, on Spanish-dominant Kindergarteners' English language and reading readiness skills development. Subjects included a total of thirty-eight Kindergarteners ($n=38$) from two Spanish-English bilingual classrooms—a treatment and a control group. There were 19 children enrolled in each classes and both classes shared much in common—95% beginning ELD and 99% Spanish proficient speakers at the point of Kindergarten entry, and both classes received Spanish-English bilingual instruction from beginning teachers who were fully bilingual in Spanish and English. The school is located in the North Eastern part of the San Fernando Valley, and all subjects included in the study resided within the school service boundary. The demographics reflected 98% Hispanic from a low Socio-Economic Status (SES), as evidenced by 98% on free or reduced lunch programs, and 91% were English learners.

The treatment group ($N=19$) received thirty-minute weekly music instruction for 8-consecutive weeks during their regularly scheduled English language development (ELD) and reading/language arts instructional time block. The principle investigator, who holds a Baccalaureate Degree in Music Performance and a Doctor of Philosophy in Language and Literacy, provided the weekly music instruction, and

the treatment group teacher provided reinforcement activities throughout the week using audiotaped recordings, musical charts, stringed and percussive instruments, and the picture-word cards the principle investigator left behind each week.

The weekly music instruction were modeled after Gan & Chong (1998)'s Expressive Language and Music Project (ELM), which was based on the Orff and Kodaly methods of teaching young children music. Children engaged in a myriad of creative and innovative musical activities, including singing, chanting, and accompanying with percussive and stringed instruments, as well as games, finger plays, hand gestures, and body movements to a wide array of rhythmic and melodic activities. The songs used in the study ranged from traditional children's folk songs to more popular silly songs, as well as nursery rhymes and poetry. Songs were taught using portable instruments such as auto-harp, Xylophone, and electric keyboards for melodic scaffolding. Commercially-bought and home-made percussive instruments such as Triangles, Castanets, Cymbals, Bells, Tom-Toms, and wood blocks were also employed to promote rhythmic pattern recognition, and children learned to play simple to more complicated beats on these percussive instruments as they sang songs and recited nursery rhymes and poetry. Moreover, a game of musical chairs and other physical movement games were integrated with these songs and rhymes to enhance student engagement in repeated exposures, facilitate memorization, and build automaticity in high frequency words as well as other sight words on word-picture cards. Additionally, a repeated singing activities were modeled after reading fluency building strategies, engaging children in sing alouds, shared singing, echo singing, choral singing, buddy singing, partner singing, quiet singing in *piano* (referring to level of sung volume), noisy singing in *forte* (referring to level of sung volume), fast singing in *allegro*, slow singing in *largo*, and etc. What is more, all songs and rhymes were introduced using picture-word cards and poster-sized charts with lyric and musical notations to ensure comprehensible input. The control group ($N=19$), on the other hand, received a regularly scheduled daily ELD and reading/language arts instruction.

Study Findings

Although the treatment period was only 8 weeks in duration and not all measures included pre- and posttest scores (only the initial assessment scores were available on CELDT and BINL-S), both the quantitative and the qualitative data findings clearly delineated the important benefits of music on Spanish-dominant Hispanic Kindergarteners.

CELDT and BINL-S. Since only the initial assessment results were available, CELDT and BINL-S results were used to identify two Kindergarten classrooms with comparable language proficiency levels at the point of Kindergarten entry.

Kindergarten Theme Tests. The *t-test* of the dependent (matched) samples revealed that the differences in treatment group's mean scores on the pre- and post-tests on three of the four sub-categories of the reading readiness skills were significant (initial consonant, $p<0.002$; story retelling, $p<0.005$; and high frequency words, $p<0.0001$, $df=18$), in juxtaposition, only two of the four sub-categories obtained



significance in the control group (initial consonant, $p < 0.05$; high frequency words, $p < 0.01$, $df = 18$) (Table 3). Clearly, the level of significance obtained in the treatment group is not only robust but unprecedented at the alpha levels ranging from $p < 0.002$ to $p < 0.0001$, uncategorically supporting positive impact of expressive language and music on Spanish-dominant Kindergartners' reading readiness skills development. This powerful impact, however, is based on only one 30-minute treatment per week for the duration of 8-weeks.

Concept About Print (CAP). By the end of 8-week treatment, majority of the subjects (90%) in the treatment group were able to respond to the items on the modified version of Clay's (1967) CAP with high level of accuracy. Subjects were able to identify the letters of the alphabet with 95% accuracy and write the letters from memory with 60% accuracy. Additionally, subjects' understanding of text directionality not only improved but they were actually applying it to reading musical notations, paralleling directionality in text to musical notations. As songs became familiar, subjects with high level of accuracy began pointing to the lyric being sung on poster-sized charts containing both the lyric and the musical notations. By the third or fourth week of treatment, majority of the children comfortably placed their pointers

on the lyric during singing; by the end of the eighth, many moved their pointer from the lyric to the musical notations quite comfortably. In fact, subjects pointed to lyric when singing with words but when asked to either hum or sing on a single syllable, they pointed to the musical notations, clearly demonstrating not only their understanding of the text directionality, but also their ability to differentiate the two different writing medium—lyric and musical notes.

Phonemic Awareness (PA). Subjects successfully engaged in numerous sound manipulation games such as sound matching, blending, substituting, adding, isolating, and sound deleting. While sound substitution and omission activities were a bit challenging for the subjects, initial sound isolation and blending activities were met with 95% accuracy and great enjoyment. Subjects also seemed to enjoy repeating onomatopoeias ad nauseum, e.g., cock-a-doodle-doo and hickory-dickory-dock. In fact, as the songs became more familiar, subjects were often caught repeating these words in sort of a mindless repetition, almost in a sing song pattern. Interestingly, phonemic awareness tasks was much better facilitated when coupled with finger plays and body movements, and subjects voluntarily engaged in sound manipulations as they gained song or rhyme familiarity

through repeated exposures.

Informal Observations and Anecdotal Notes on Subjects' On- and Off-Tasks.

Weekly intervention of music lowered subjects' affective filter, making them feel safe and comfortable to not only engage in but even initiate conversations (Krashen, 1992). Subjects showed marked increase in frequency of conversation initiations and its duration. More importantly, an increased number of English word insertions were observed even in subjects' conversations in native language.

By week 3 and 4, the more outgoing and extraverted subjects began to initiate conversation with a "hello", followed by a short reprise of the song and rhymed verses as a way to show off what they've learned to the principle investigator; the less outgoing subjects began to sheepishly return smiles, eye contacts and even some light physical touches with their hands. By week 5 and 6, subjects started using string of words to ask questions in English, ranging from simple conversational questions to more complex questions regarding principle investigator's whereabouts during the rest of the week. Some of the more daring ones, however, ventured into the personal life of the principle investigator, with questions relating to family, employment, and number of children in their broken English. Certainly this informal interaction in English afforded much needed language rehearsals to better

Table 3

	Treatment Group				Control Group			
	Mean	SD	t (df=18)	Sig (2-tailed)	Mean	SD	t (df=18)	Sig (2-tailed)
Initial Consonants	1.11	1.32	3.63	.002	0.79	1.65	2.08	0.05
Story Retelling	1.11	1.49	3.24	.005	0.53	1.13	0.20	0.84
Story Predictions	0.58	1.26	2.00	.061	0.53	0.97	0.24	0.82
High Freq. Words	1.00	0.94	4.62	.000	0.74	1.15	2.80	0.01

t-Test for matched Dependent Samples

The State can no longer afford to maintain paucity in English language proficiency and reading and writing performances. Nor can the State afford continuation of high dropout rate in K-12, which has costly consequences to the state, directly impacting its unemployment, crime and incarceration rates.

facilitate English language development. Subjects' lowered affective filter also seemed to boost helping behaviors and a sense of community and togetherness in subjects.

Moreover, music served as a social and emotional bonding vehicle between the subjects and the principle investigator. It helped close the physical and emotional gap between the teacher and the subjects. Concomitantly, however, with the decrease in affective filter, an increase in subjects' behavior problem was observed.

Conclusion and Recommendations

Although this study lasted only 8 weeks, expressive language and music significantly impacted Spanish-dominant Kindergarteners' reading readiness skills development and English language acquisition. Concomitantly, music also lowered subjects' affective filter and promoted voluntary engagement in conversations as well as social bonding and trust building. Based on the preliminary study findings, it is safe to conclude that the subjects in the study will exit Kindergarten with high level of English language proficiency and reading readiness skills, provided weekly expressive language and music instruction continue the rest of the academic year.

The State can no longer afford to maintain paucity in English language proficiency and reading and writing performances. Nor can the State afford continuation of high dropout rate in K-12, which has costly consequences to the state, directly impacting its unemployment, crime and incarceration rates. In order to ensure English language acquisition and academic success

of language minority children, the principal researcher recommends implementation of daily expressive language and music as an innovative pedagogical approach to literacy instruction in early grades and mini-repeated music instruction throughout the day across all subject areas, rather than one 30-minute instructional block daily. Another important recommendation is that the teachers of record implement daily expressive language and music to optimize its impact on student learning outcome. In as such, music training can no longer be limited to professional music teachers, but rather, every future elementary school teacher needs to be sufficiently trained to provide daily expressive language and music to children. Visual and performing arts requirements in the Multiple Subjects credential program need to be increased either through additional course work or its integration in existing reading and language arts methodology courses.

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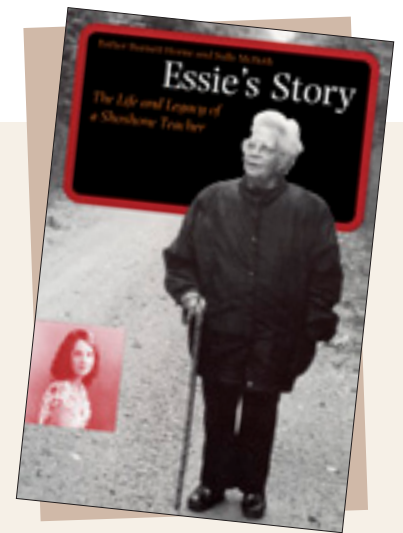
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“Essie’s Story”

Insightful Words from an Old Teacher to Teachers Today

Chelsea Bergner, Northern Arizona University

It is said that, “teachers teach more by what they are than by what they say.” In the American educational system it can be argued that teachers do not have as strong an impact on students because of this focus on results and standards rather than growth. Esther Burnett Horne, a Shoshone teacher recounts in her autobiography *Essie’s Story* the role of teachers in making or breaking a child’s success. Faced with struggles of immersion and adaptation to American culture from her Native American roots, she sees such measures from many angles: being a student, a mother, a friend and a teacher. Not only is her story one of family ties and adaptation, but of being an understanding role model for future generations. She immersed her students from different backgrounds into the classroom without a concomitant loss of their own identity by incorporating activities, changing the traditional standards, and challenging students to be unique and responsible.



Horne, Esther Burnett
and McBeth, Sally
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With so much emphasis on standardized testing and tracking students into honors or “average” classrooms, Esther Burnett Horne’s philosophy on activities and community participation in the classroom is insightful. As a teenager, she attended Haskell Boarding School for American Indian children, and remarked on the activities there. Since the school had to supply all of its own resources, the children were in charge of “keeping the school running. We had dairy cattle, to supply the school with

milk; some pigs and cows for fresh meat, an apple orchard, gardens with tomatoes, corn watermelon, and other vegetables... I guess I think of our details as a source for broadening our horizons” (p. 35). Granted most schools are not self-sustaining like this anymore, and children don’t have adult roles such as food preparation or farming, but Burnett understood that it was good for the children to participate in extracurricular activities. She remarks, “The skills I learned outside of the classroom from my teachers

have been beneficial to me all throughout my life” (p. 36). Horne furthered this belief in her own teaching career. She took students outside of class into the forest where they would partake in tribal dancing where “the dances took place around a large fire. The lead dancer chanted and the rest of the dancers, male and female, answered” (p. 57). Not only was this a fun and interesting change of pace, but also it opened eyes of acceptance to something new and different. Horne remarked on the

activity, “we learned each others culture, and developed a healthy respect for each other’s vision” (p. 57). She admitted that if her superiors had known she would have been fired, but that “I taught my students to have a pride in themselves as individuals and a respect for their heritage” (p. 58). While her choices in curriculum may have been unorthodox and even scandalous at the time, Horne sends a strong message of acceptance for students’ backgrounds and integrating them into the classroom.

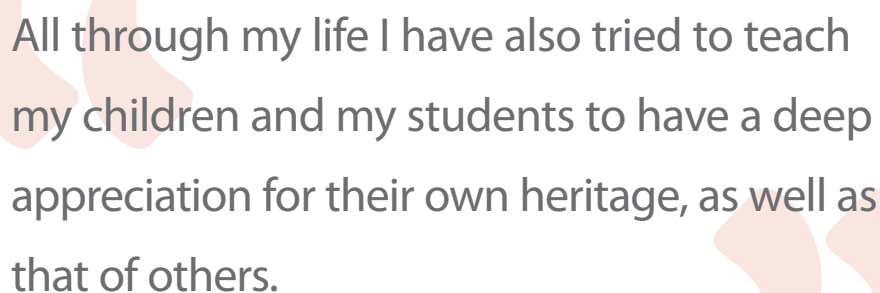
While Esther Burnett Horne’s belief that activities are great for learning is important, so was her philosophy on incorporating language and traditions. Starting when she was a child, Horne loved to read and write, and did so quite often. She remarked on loving many different contemporary and past authors and said, “My dad opened up many literary horizons. He wanted us to have a well rounded education, and to him this included an appreciation for our Indian and non-Indian heritages.” She continues, “All through my life I have also tried to teach my children and my students to have a deep appreciation for their own heritage, as well as that of others” (p. 21). Not only were books and written language important, but so too was oral communication. Horne remembers at boarding school that there was a “‘language’ common to Haskell, the usage of which made us feel like we were a bonded part of the group” (p. 32). This mixture of many tribes’ tongues that all students partook in made a bonding experience where the students would “discuss and learn about one another’s traditions” (p. 32). For teachers, I think this is incredibly important. Granted we have bilingual multicultural education classes, but for the most part, we only portray the dominant white culture and English language in teacher education courses. Horne’s belief that all languages and cultures should be in the classroom is very different from mainstream education. She believed that having only one language was undermining students’ capacities; they are fully able to intake more knowledge of culture, language, and appreciation. Another method of acquiring this was her peer tutoring system. “Those who were bilingual, came to the aid of those who knew no English at all, they translated the children’s

needs to me and encouraged them to be proficient in many languages” (p. 56). This is an admirable system because students do respond well to one another in peer groups, and Horne did not subjugate one language over another, but let them both have a special role in the classroom. This tie to the students’ cultural and linguistic heritages through communication made Horne and her students closer and sets a great standard for future teachers.

One of Horne’s greatest legacies as an educator was that she challenged students to be individuals, and also responsible. As a child Horne recalls that values were a big part of her life, “the way we were disciplined was through touch and firm but gentle words” (p. 25). Like her home life, Esther made a point of setting boundaries

pose them as singular forces: “The five values I focused on were bravery, generosity, respect for elders, individual freedom, and respect for the environment” (p. 130). She did not just have learning take place, but gave it application to the real world. Indeed this mixture of cultures and values was different from traditional education, but it promoted a sense of awareness and appreciation.

Esther Burnett Horne could very much be considered a role model teacher for her strides towards cooperative learning, and acceptance of others. She lived during a time when students were too often mainstreamed into “white culture” and asked to forget their native roots, and she managed to reject both notions, while remaining a respected teacher. She accomplished this



All through my life I have also tried to teach my children and my students to have a deep appreciation for their own heritage, as well as that of others.

— Esther Burnett Horne

and rules, but always using encouragement and guidance. She wanted her students not only to embrace their cultures, but to live in such a way that others would embrace them as well. “The responsibility to community is part of the Indian way,” so she wanted her students to be the best they could (p. 34). She had an integrative method of education: “rather than separating reading, writing, arithmetic, art and science into different disciplines, she had all the concepts integrated” (p. 76). This meant that students saw how each affected one another, and the implications of changing certain elements. Much like real life, Horne challenged her students to see the weight of their decisions rather than

through many ways, but her incorporation of cultural activities both in school and community, as well as use of many languages for added learning, and challenge to students made her a memorable role model. She practiced what she preached and made decisions that did not necessarily coincide with her superiors, but which were always in the best interest of her students. She not only spoke through her words, but in her actions.

Note:

All page numbers refer to Esther Burnett Horne and Sally McBeth. (1998). *Essie’s Story: The Life and Legacy of a Shoshone Teacher*. Lincoln: University of Nebraska Press.



Supporting Asian Immigrant Families of Children with Disabilities Effectively

Lusa Lo, Ed.D., University of Massachusetts, Boston

Among the culturally and linguistically diverse students with disabilities, Asian students with disabilities and their families have been researched in relatively few studies. There can be two possible reasons. First, in the mid 1960s, William Petersen described Asian Americans as ethnic minorities who, despite marginalization, have achieved success in the U.S. (Petersen, 1966). This stereotype has fostered a false assumption that Asian Americans do not need assistance. Furthermore, the high enrollment of Asian students in elite colleges, such as the University of California and Stanford University, reinforces the false perception that Asian students are smarter than students from other cultural groups, even though this stereotype has been challenged by many researchers (e.g., Cheng & Pang, 1998; Lee, 1996; Park & Chi, 1999). Second, as compared to African American children with disabilities, there is an underrepresentation of Asian/Pacific Islander (API) students with disabilities. However, as compared to the students with disabilities in other ethnic subgroups, the number of API students with disabilities has increased by 50% in the last decade (U.S. Department of Education, 2008). This trend indicates the need to investigate why there is a rapid

increase of API students with disabilities and if the needs of these students are being addressed. In order to ensure that these students receive the proper individualized education and support, their families have become their only advocates. Studies related to the experiences and needs of these families are also needed.

Parental involvement is critical in special education. The Individuals of Disabilities Education Act (IDEA) mandates that schools actively involve parents in the special education team process. Parents are key members of the Individualized Education Program (IEP) team because they know what is best for their children. In order to emphasize the importance of parents as schools' equal partners, numerous parental rights have been stated in the recent legislature, IDEA 2004. For example, all documents must be presented to parents in their primary language (34 CFR Part 300.9(a)). Individualized evaluation can be done only after schools receive parental consent (34 CFR Part 300.300(a)(1)(i)). In order to ensure that students with disabilities receive free and appropriate public education, parents have to be involved in the decision making process. However, such participation can be difficult for many

Asian families because of their cultural views of the home-school partnership. School professionals are often viewed as authority figures. Therefore, some Asian families perceive their active involvement in schools as challenging the professionals, which is unacceptable (Chan & Lee, 2004). Furthermore, many Asian families are immigrants to the U.S., have limited English speaking ability, and are unfamiliar with the school system. These families often do not know what they are expected to do in the team process (Lo, 2008; Park & Turnbull, 2001; Park, Turnbull, & Park, 2001). It is important for educators, school officials, and policy makers to understand how to support this underserved group.

Policy Makers

Community Involvement — Although home-school partnership is crucial, as Epstein suggests (1995), developing a partnership which involves the community is even more essential. Studies have shown that when schools, families, and community members are connected, students are the ones who benefit from this partnership (Chrispeels & Rivero, 2000; Sanders & Harvey, 2000; Simon, 2000). Budget

Policy makers should urge schools to collaborate with universities and create teacher training programs to recruit and retain more Asian teachers, particularly in special education.

RECOMMENDATIONS FOR PRACTICE

constraints of schools make it impossible to provide training for Asian families of children with disabilities and inform them about the structure of the school system and the special education team process. Often, local community organizations are interested in collaborating with schools and offer these trainings for free. Additionally, community organizations can often serve as cultural brokers and bridge the cultural and language gaps between schools and Asian families. Federal and/or state funding should be available to support schools who are willing to collaborate with the community in order to support Asian and other CLD families of children with disabilities.

Recruitment and Retention of Asian Teachers — While the student population is becoming more and more diverse, the demographics of the teacher population are far from being diverse. API students comprise 4% of the student population (U.S. Department of Education, 2008), but only 1% of the teachers is API (National Center for Education Statistics, 2009). The shortage of Asian teachers restricts non- and limited-English speaking Asian families from accessing information and programs which could be helpful to them and their children with disabilities. Although interpreters are sometimes available in formal meetings, they are often unavailable for informal communication between parents and school professionals. Policy makers should urge schools to collaborate with universities and create teacher training programs to recruit and retain more Asian teachers, particularly in special education.

School Administrators

Due to the shortage of bilingual educators, utilizing interpreters and translators has become the best way to temporarily bridge the language gap between schools and limited-English speaking families. Interpreters are individuals who can convert oral messages from one language to another (Rodriguez, 1991), while translators are those who can change written messages from one language to another language without distorting the original meaning (Heiderson, 1994). Only a few professionals can perform both of these tasks well (Heiderson, 1994). The quality of interpreters and translators continues to be a concern among the Asian families (Lo, 2008).

Diverse Asian Languages and Culture

— The three major groups of Asians in the U.S. include East Asians, Southeast Asians, and South Asians (Chan & Lee, 2004). These subgroups differ in language, religion, and customs. For example, in spoken Chinese, there are at least seven major spoken language groups: Wu, Mandarin, Hakka, Min, Cantonese, Xiang, and Gan. Except Cantonese and Mandarin, only a few interpreters are fluent in the other language groups. Hiring interpreters who can speak “Chinese” is insufficient. Schools must identify which Chinese language groups the interpreters can fluently speak.

Furthermore, each Chinese character can be written in two writing systems: the traditional or the simplified. Characters that are written in the simplified system have

fewer strokes. For example, the word “book” can be written traditionally as “書” or “书” using the simplified system. Individuals who are being taught using the traditional writing system may not be able to read passages that are written in the simplified system, or vice versa. When the individualized education program (IEP), a legally binding document, is translated into Chinese, the translator needs to know which writing system should be used. Therefore, besides requiring families to indicate their primary spoken language on the “Home Language Survey,” schools should also request families to indicate their preferred writing system.

Use of Terminology — As in other professions, interpreters and translators are required to be familiar with the technical terms that are used in the field. However, the interpreters and translators that are hired by schools are often not from the field of special education, frequently do not have any background in that field, and may have difficulty providing Asian families with the proper information in their primary language (Lo, 2008). Therefore, there is a need to generate and translate a list of terminology that is commonly used in the field and provide such a list to the interpreters and translators to improve the quality of their services and prevent unnecessary mistakes. Additionally, it would be helpful for schools to collaborate with community organizations and universities to train a pool of qualified interpreters and translators and ensure their quality.

Those who immigrate to the U.S. want their children to have great success in schools, so they can lead a better life.

Teachers

Collaboration with Interpreters and Translators — Because of the large amount of information that needs to be shared in team meetings, school professionals are more likely to speak for a long time before allowing the interpreters to interpret the message (Lo, 2008). Interpreters are very likely to selectively choose portions of the message to interpret and may miss the important information (Lo, 2008). Therefore, it is important for the team to meet with the interpreters prior to each of the team meetings to preview the information and discuss at what points and for how long the professionals should pause to allow proper interpretation.

Communication — The IDEA requires schools to include families of children with disabilities in the team process because they have unique understanding of their children's needs and know what is best for them. Parents meet with the IEP team at least once a year to discuss their children's special education services and placement. These discussions require input from both parties. However, research suggests that there is a lack of joint discussion between school professionals and families (Lo, 2008). Instead of opening up for discussion, some school professionals choose to simply inform parents of their decisions regarding their children's special education services and placement. Information about how these decisions are reached is often unavailable to parents. When parents

disagree, they can choose to exercise their rights and go through the mediation process. This is especially difficult for Asian immigrant parents. When school professionals are seen as authority figures, some Asian parents may be reluctant to disagree with their decisions. Additionally, these parents may not have sufficient knowledge regarding what they can do to advocate for their children with disabilities. This one-way communication between schools and families can be detrimental to their partnerships and must be stopped.

Conclusion

Education is highly valued by Asians. Some Asian parents believe that performing well in school is the child's obligation to the family (Chan & Lee, 2004). They believe that individual achievement serves to promote family status. Those who immigrate to the U.S. want their children to have great success in schools, so they can lead a better life. When they find out their child has a disability, their world that was filled with expectations collapses. These parents who are non or limited English speakers and are unfamiliar with the school system are suddenly required to adjust to their new role as the schools' equal partners and decision-makers. In order to ensure that Asian parents can fulfill these roles without any barriers, support from schools is essential. Parents' input and participation can only help promote school success and make sure that the most appropriate program and services are provided to students with disabilities.

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Lusa Lo is an Assistant Professor of Special Education at the University of Massachusetts, Boston. Her research interests include family-school-community partnerships among Asian families of children with disabilities and educational planning and practice for language minority students with disabilities.

Peace Corps, an Undervalued Source of Bilingual Support?

Brock Brady, President Elect, TESOL 2009-2010

For nearly fifty years, the Peace Corps has been a staunch model and supporter of bilingualism and bilingual education. In many, many countries where the Peace Corps serves, volunteers must not only participate in intensive foreign language training but they must also demonstrate minimal levels of proficiency (which vary by country and the needs of the particular volunteer assignment) before completion of that initial training. If not, they will not be allowed to serve as volunteers in that country.

Even in those few Peace Corps countries where English is the language of instruction, the working language of government and the medium of mass communication (such as Sierra Leone, where I recently visited as an English Language Specialist for the State Department), instruction in a relevant indigenous language is provided, and if minimum proficiency is not always required, certainly increased proficiency is encouraged and fully supported.

This commitment to learning other languages continues well after the initial intensive training program. The Peace Corps provides an allowance to Volunteers to pay for tutoring, sometimes in both the country's



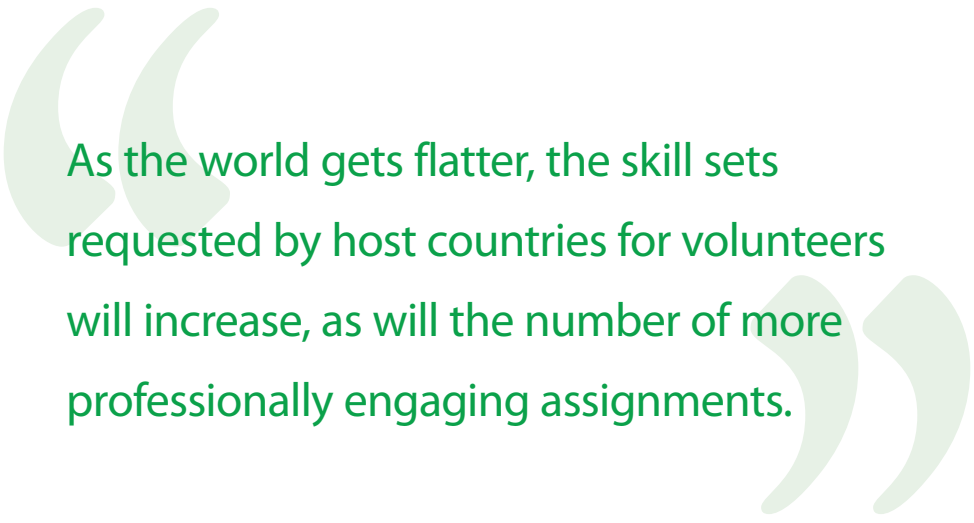
Hello.

Hej.

Kem cho.

Hola.

Sawatdi.



As the world gets flatter, the skill sets requested by host countries for volunteers will increase, as will the number of more professionally engaging assignments.

working language and a local indigenous language.

In fact, since Peace Corps Pre Service Training has both a language learning element and a technical element (focusing on the skills of the Volunteer's assignment), Peace Corps Pre-Service Training often follows a quasi bilingual education model: in addition to language training which focuses on common daily interactions and the language needed to talk about assignments, the technical training often is furnished initially in English so that Volunteers may master more quickly the concepts, then increasing, the training moves into discussing work in the language of the country.

Throughout Peace Corps service, best practices of bilingual education are supported. For example, competency in the national language, and even more so, a local indigenous language as an additional language, is a source of status. Being able to bargain in the local market or joke with the neighbors in their own language are sources of pride and admiration. At times I wonder whether one of the strongest motivations for volunteers to increase their language proficiency is how they appear in the eyes of each other — one volunteer's successful use of another language in a particular situation may often prompt another to recommit to her/his studies to attain a comparable level of proficiency.

Inherent in this social capital that growing foreign language proficiency provides is the awareness that the language status of English and the working language is egalitarian. The Volunteer may at times carry out different functions in different situations in

her/his working language than in English, but there is no notion that either language has higher status, if only because each has social capital in its own right for the competent volunteer.

Returning to the state of bilingualism and bilingual education in the U.S., outside of schools that provide language instruction, it is likely that no entity has done more to make Americans bilingual than the Peace Corps. For almost fifty years, volunteers have returned to the U.S. having done business and socialized in another language. To be sure, the State Department offers extensive and well-structured foreign language instruction, but Foreign Service Officers may often find themselves inside the embassy with few opportunities to use the country language. Also, within the embassy context, it is difficult to make a case for equal language status — English is treated as the prestige language. Peace Corps Volunteers return to the U.S. and share their experience of bilingualism and its benefits with others across all levels of society and all walks of life.

Such opportunities will expand. The current administration is committed to a significant increase in the number of Peace Corps Volunteers over the next three years. Moreover, as the world gets flatter, the skill sets requested by host countries for volunteers will increase, as will the number of more professionally engaging assignments. By implication, language instruction must receive continued support. To communicate about more advanced technical skills one needs more advanced language proficiency. As such, applicants who already have basic communicative competence in another

language, especially French or Spanish, are highly valued. And there is another change—for the first time in many years, some Latin American countries are requesting volunteers. This means applicants who want to serve in the Peace Corps and also use their Spanish will have more opportunities to do so than in the past.

Perhaps bilingual educators and Peace Corps and Returned Peace Corps Volunteers (RPCVs) need to regard each other more attentively as sources of support. RPCVs can represent and speak for the benefits of bilingualism, Peace Corps service can give those who seek to be genuinely proficient in another language two years of immersion in that language, and educators can remind their students that Peace Corps service is an experience where one not only gives much, but usually gains more.

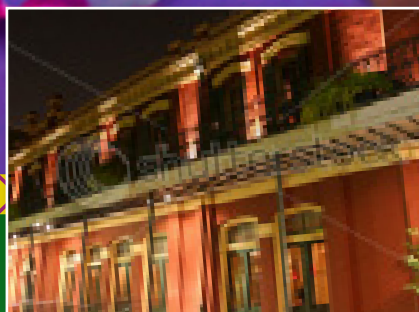
Brock Brady is an education consultant for the Peace Corps. In the 12 years prior to this collaboration with the Peace Corps he was Coordinator, then, Co Director for the TESOL teacher education program at American University in Washington, DC. He served as a Peace Corps Volunteer in Togo, West Africa in the early 80s where he worked in an animal traction program designed to introduce farmers to plowing with oxen to permit farmers to put more land under cultivation in a sustainable manner. In the Peace Corps he increased his proficiency in French and developed basic competency in a local language, Bassari. During graduate school (which was partially supported by a graduate assistantship as a Peace Corps Campus Recruiter), he also earned a second B.A. in French Literature. He was a Fulbright Language Assistant in Paris, France, and he has taught English or directed English Language programs in Angola, Benin, Burkina Faso, Korea, Spain, Panama, and the U.S. His first foreign language is French, but he also has some competence in Korean, Portuguese, and Spanish, and amazingly still retains some phrases of Bassari. He will become President of the international TESOL association in March 2010.

bradytesolpe@gmail.com

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