Hsu, Cheng Ling, Comp.

Understanding Indochinese Students: A Bibliography of Language Maintenance, Cultural Adjustment, and Teachers' Guides.


National Inst. of Education (ED), Washington, DC.; Office of Vocational and Adult Education (ED), Washington, DC.

54p.; Not available in paper copy due to small size type.

National Clearinghouse for Bilingual Education, 1300 Wilson Boulevard, Suite E2-11, Rosslyn, VA 22209 ($4.80).

MF01 Plus Postage. PC Not Available from EDRS.

Annotated Bibliographies; *Asian Americans; Bilingual Education; Bilingual Education Programs; Cambodians; *Cultural Background; *Cultural Influences; *Educational Needs; Elementary Secondary Education; English (Second Language); Federal Programs; *Indochinese; Language Maintenance; Laotians; Multicultural Education; Public Policy; Refugees; *Second Language Learning; Social Influences; Teacher Education; Vietnamese People

This bibliography of 62 citations provides information on the latest research and resources on Indochinese students' cultural adjustment, language needs, and educational needs in the United States. Included are teachers' guides, research reports, and other materials on understanding and teaching Indochinese students, Indochinese culture, Indochinese acculturation in American society, language teaching and language learning, bilingual and multicultural education, and programs for the Indochinese. Each entry contains an abstract describing the material and indicates the source from where the document may be obtained. The bibliography was derived from the Bilingual Education Bibliographic Abstracts, a computerized bibliographic file of the National Clearinghouse for Bilingual Education. (M JL)
UNDERSTANDING INDOCHINESE STUDENTS:
A BIBLIOGRAPHY OF LANGUAGE
MAINTENANCE, CULTURAL ADJUSTMENT,
AND TEACHERS' GUIDES
UNDERSTANDING INDOCHINESE STUDENTS:
A BIBLIOGRAPHY OF LANGUAGE MAINTENANCE,
CULTURAL ADJUSTMENT, AND TEACHERS' GUIDES

Compiled by
Cheng Ling Hsu

National Clearinghouse for Bilingual Education
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INTRODUCTION

Understanding Indochinese Students: A Bibliography of Language Maintenance, Cultural Adjustment, and Teachers' Guides is the ninth in a series of topical bibliographies derived from Bilingual Education Bibliographic Abstracts (BEBA), the bibliographic file of the computerized database of the National Clearinghouse for Bilingual Education (NCBE). NCBE is an information center operated by InterAmerica Research Associates, Inc., under a contract from the Office of Bilingual Education and Minority Languages Affairs and the National Institute of Education. The BEBA file, indexed with descriptors from the Thesaurus of ERIC Descriptors and searchable through the Bibliographic Retrieval Services (BRS) search system, is a unique source of information on bilingual education and related topics such as second language instruction, culture, and ethnicity.

This bibliography of over sixty citations was compiled to provide access to the latest research and resources regarding Indochinese students' language and cultural adjustment in U.S. society. Practical titles for teachers and school administrators working with Indochinese students are also included.

The citations in this selected bibliography, which represent only a fraction of the NCBE database's holdings relating to Indochinese students, were retrieved with the following descriptors:

Cambodians
Hmongs
Indochinese
Laotians
Refugees
Vietnamese
Vietnamese People
Yaos

Interference Language
Language Loss
Language Loyalty
Language Maintenance
Language Patterns
Language Retention
Language Shift
Language Transfer
Native Language Maintenance
Retention (of) Language(s)

Acculturation
Adjustment (to Environment)
Biculturalism
Cultural Awareness
Cultural Differences
Cultural Pluralism
Culture Adjustment
Culture Conflict
Social Adjustment
Social Integration
Socialcultural Patterns

Each entry contains a thorough abstract describing the contents of the material. Every effort has been made to provide complete information on the availability of each document represented by these entries. For journal articles, this information is to be found in the Source Field, labeled SO in the key on the following page; for most research reports, government reports, and other types of documents, availability is indicated in the field labeled AV. The source journal or the availability address provided, not the Clearinghouse, should be contacted for further information.

A sample entry with field explanations appears on the next page.
Implications for U.S. Bilingual Education: Evidence from Canadian Research
Focus, No. 2 (series)
(month/year) Feb 80
Tucker, G. Richard
National Clearinghouse for Bilingual Education, Arlington, VA
(BBB15933)
InterAmerica Research Associates, Rosslyn, VA (BBB16270)
U.S.; Virginia
150; 120
National Clearinghouse for Bilingual Education, 1300 Wilson Boulevard, Suite B2-II, Rosslyn, Virginia 22209 (free)
(4) p.

This paper discusses the French language immersion programs undertaken in Canada, the data collected and conclusions reached with respect to these programs, and the implications of these results for bilingual education in the United States...

Abstract

800623

This paper discusses the French language immersion programs undertaken in Canada, the data collected and conclusions reached with respect to these programs, and the implications of these results for bilingual education in the United States.
The large number of Indochinese refugee children entering American schools since the fall of 1975 has made it necessary for local education agencies to try to adjust to these children's language and cultural differences. Recent court decisions regarding language minority students have made clear the schools' obligation to provide access to educational programs and services for such children. This sourcebook is designed to answer some of the questions school staff may have about the legal mandates in general and about Indochinese refugee children and their cultures in particular. Although the book does not attempt to be a complete source, it does cover the following areas: (1) the advantages and disadvantages of the different approaches to second language teaching, (2) ways for non-Indochinese-speaking teachers to communicate with Indochinese children, (3) ESL methodology and criteria for the evaluation of ESL texts, (4) methods for dealing with the shortage of suitable language-specific texts, and (5) the cultural background of these children. A section of sample readings and exercises is included. Appendixes provide information on potential problem areas in English pronunciation and structure. Twenty-one references are cited. (MEO)
This study challenges the Toukamaa and Skutnabb-Kangas theory of semilingualism and suggests that an integrated set of sociological and sociolinguistic factors can predict the performance of minority bilinguals in school. Semilingualism is described as a low level of competence in the minority language, a linguistic handicap that prevents the individual from acquiring the linguistic skills appropriate to his or her original language capacity in any language. Within the framework of a social conflict theory of power, sanctions, and conflict, where there are subordinate and dominant language groups, numerous examples are presented of social class and language-related differences that suggest that existing bilingual education programs neither provide for nor test for ethnotlinguistic differences.

Because subordinate immigrant language groups develop contact-dialects and nonstandard varieties of both the native and the dominant language, instruction in the schools could be built around the vernacular and allow for gradual transition to standard versions of either the native or the dominant language. Conventional sociological and sociolinguistic factors that contribute to subordinate language groups' use of the dominant language. Information is needed for: (1) support for the subordinate languages in education; (2) degree of language shift in the subordinate language community; (3) the contrast between the home language code/performance style and that of the school; and (4) ways that teaching and testing can be changed to accommodate subordinate language-group children. A bibliography listing 158 references is included.
This manual is intended to meet the needs of elementary and secondary school teachers and administrators across the United States who have been charged with the education of Vietnamese, Cambodian, Laotian, and Tai Dam refugee students. There are five sections to the manual. "Retrospective" covers basically what has happened in the education of refugee children during the 1975-76 school year. "Administrative Considerations" deals with such continuing problems as grade placement, school records, and testing. "Language Considerations," the largest and most comprehensive section of the manual, covers all phases of language learning needs, with methods, techniques, and materials for oral communication in English receiving the most attention. "Cultural Considerations" discusses the histories and value systems of the peoples of Vietnam, Cambodia, and Laos.

Appendixes provide bibliographic references and other background information including: (1) additional available documents in the "Indochinese Refugee Education Guides" series; (2) an examination of the educational principles and curricula taught in Vietnam including charts showing the hours of instruction according to grade level and annotated elementary curriculum guides for grades 1-5; (3) a detailed summary of the Vietnamese secondary curriculum outlining the subjects, subject content, and hours of instruction per week for grades 6-12; (4) a selected bibliography of 48 English as a second language (ESL) teaching materials for grades K-12 including ESL structure texts and supplemental texts in reading and writing, pronunciation and conversation, vocabulary, and aids for teachers; (5) a 3-part paper providing an annotated bibliography of English language proficiency tests, a bibliography about testing, and 10 principles for test construction and administration; (6) a selected bibliography of 11 monolingual and bilingual dictionaries with 7 publishers' addresses; (7) a selected and annotated bibliography on bilingual bicultural education; (8) a bibliography of bilingual and monolingual Vietnamese, Cambodian, and Laotian text materials for grades K-12; (9) a bibliography of Vietnamese culture and cultural topics including Chinese philosophy and Vietnamese, Cambodian, and Laotian history and culture; and (10) an annotated bibliography of 19 documents for grades K-12 concerning Vietnamese history, literature, and folklore. (Author/CCM)

DT 791210
CP N
GV Federal
This handbook is intended as a guide to the American teacher in helping Vietnamese students make the cultural and academic transition to the American classroom. Part 1 of the handbook suggests approaches to specific problems arising from cultural and linguistic differences, including forms of address, coeducation, work habits, contact with parents, and language of instruction. Part 2 provides more general information about Vietnamese culture, its values and concepts, and Vietnamese attitudes toward education and school. Part 3 contains a glossary of vocabulary items found on Vietnamese high school diplomas and certificates. It is provided to assist in the identification of items on these documents. Part 4 contains a selective bibliography of generally available materials related to Vietnamese culture and language.

(Copyright/Author/AM)

DT 791230
CP Y

AN 001869
ER ED184334
TI Cognitive/Academic Language Proficiency, Linguistic Interdependence, the Optimum Age Question and Some Other Matters.
YR (month/year) 79
AU Cummins, Jim
IS N
LG English
PT 143
AV Ontario Institute for Studies in Education, 252 31cor Street West, Toronto, Ontario M5S 1V6, Canada; ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 ($1.82, $0.83, ED184334)
NT p. 197-205.

DE *Age; *Language Aptitude; *Language Proficiency; *Performance Factors; *Second Language Learning; Academic Achievement; Bilingual Education; Bilingualism; Code Switching (Language); Intelligence Quotient; Interference (Language); Language Of Instruction; Student Motivation; Learning Processes
ID *Cognitive Academic Language Proficiency; Semilingualism; CALP
AB The existence of a global language proficiency factor is discussed. This factor, cognitive/academic language proficiency (CALP), is directly related to IQ and to other aspects of academic achievement. It accounts for the bulk of reliable variance in a wide variety of language learning measures. Three propositions concerning CALP are reviewed: (1) CALP can be empirically distinguished from interpersonal communicative skills such as accent and fluency in first language (L1) and second language (L2); (2) CALP proficiencies in both L1 and L2 are manifestations of the same underlying dimension; (3) because the same
A dimension underlies CALP in both L1 and L2; older learners, whose proficiency is better developed, will acquire L2 CALP more rapidly than younger learners. The relevance of this analysis for the concepts of semilingualism, code switching, and bilingual education is outlined.

Semilingualism is a manifestation of low CALP in both languages. CALP will be less active and effective when the LI and the L2 are very distant. Presence of negative affective variables such as low motivation, CALP will not be applied to learning L2. If motivation in involvement and adequate exposure to an LI or L2 exist, CALP will be promoted in both languages regardless of which is the language of instruction. A statistical table is included and 38 bibliographic references are listed. (Author/CCM)
developed in English are extended into the middle of first grade.

Prereading skills developed in a native language for maintenance communities should preclude the need for delaying the introduction of the printed word.

If print is to be introduced in a nonstandard dialect, prereading skills must be developed in the dialect, but there is no need to delay the introduction to print. The models present breakdowns for time spent in native language and second-language instruction in concept development, written language, and oral language for English-speaking and non-English-speaking children in grades K-3. Additional models are included for situations in which a nonstandard dialect is also involved. A 16-item glossary and 23 references are included. (SC)

AN 002055
TI After Childhood, What?
YR (month/year) Jun77
AU Muckley, Robert L.
IS N
LG English
PT 150; 120
--------
AV Not available separately, see BE002030.
NT p. 380-93.


DE *Native Speakers; *Second Language Programs; *Ethnic Groups; Minority Groups; *Native Language Instruction; *Language Maintenance; *Educational Policy; Language Skills; Sociolinguistics; Language Usage; Dialects; Cultural Pluralism; Bilingual Education; Material Development; Instructional Materials; School Community Relationship; Educational Improvement; Standard Spoken Usage; Language Variation; Teacher Education; Language Planning

AB If the language resources of the United States are to be conserved, bilingual programs must include measures for the retention of the languages of ethnic minority children even after they have acquired fluency in English. Bilingual programs have lent a new interest in this concept of ethnic language retention (ELRET). Such measures should be taken not only within schools having formal bilingual programs, but in all schools having ethnic speakers, particularly those in which the second languages offered are the ethnic languages of some of their students.

Although much of the second language teaching in the United States is ethnic-oriented, it has for the most part ignored the needs of the ethnic speaker. There are very few materials commercially available for teaching ethnic languages and there is no organized effort or formalized structure within which the teaching of ethnic languages can be planned and discussed. One means of encouraging language maintenance by ethnic speakers would be for high schools and colleges to allow competent ethnic speakers to receive credit on the basis of proficiency examinations; another would be for educators to design ethnic language materials and programs which would induce ethnic speakers to stabilize their language proficiency. Because most ethnic speakers have well-developed audiolingual skills, ethnic language retention materials should concentrate on literacy skills. In addition, positive, understanding efforts should be made to sell the community on the
concept of retention of the ethnic language. Language teachers must also take a positive attitude toward the ethnic group and its linguistic idiosyncrasies in order not to imperil the domains in which the ethnic language is already used, however imperfectly. Another problem is that formalized ethnic language retention efforts and the few commercial publications in this field are almost all directed at Mexican Americans and other Spanish-speaking groups. Italian, which accounted for the largest number of non-English speakers according to the 1960 census, and German, which had the greatest number of speakers as late as 1964 according to one report, are not even represented in bilingual education programs. ELEAT activities must reach a wider range of ethnic minorities through a variety of strategies. (Sc)

AN 002186
SE National Center for Education Statistics Bulletin (Series). YR (month/year) May79
IN National Center for Education Statistics (DHEW), Washington, D.C.
(EDB)1065)
NO R NCES-79- GS U.S.; District of Columbia
IS N
LG English
PT 143; 110
AV National Center for Education Statistics, 400 Maryland Avenue, N.W., Washington, D.C. 20202 (free)
NT 8 leaves.
DE *Asian Americans; *Ethnic Groups; Chinese Americans; Filipino Americans; Japanese Americans; Korean Americans; Vietnamese People; Demography; Language Dominance; Language Patterns; *Language Maintenance; *English (Second Language); Non English Speaking; *Language Usage; Immigrants; National Surveys; Ethnic Origins; Statistical Surveys
ID Minority Languages
LC D.1; H.1; G.1; F.1.2; K.1.2
AB Data derived from the spring 1976 Survey of Income and Education show that over 2 million persons who identified themselves as Chinese, Japanese, Korean, Filipino, or Vietnamese were living in the United States at that time. Of these, the Japanese accounted for 620,000; the Chinese for 578,000; Filipino for 534,000; Korean for 175,000; and Vietnamese for 129,000. Although nearly 75 percent of the Japanese were born in the United States, sizable majorities of each of the other groups were born abroad, including almost all of the Vietnamese and about 80 percent of the Koreans. The proportions of each group living in households in which Asian languages were spoken and/or who usually spoke their mother tongues also varied considerably from group to group. While 90 percent of the Vietnamese lived in households where Vietnamese was spoken and 60 percent usually spoke Vietnamese, only 40 percent of the Japanese living in Japanese-speaking households and 14 percent usually spoke that language. The birthplace of Asian Americans was closely related to their current language exposure and usage. More than 80 percent of non-Japanese Asian Americans born abroad living in households in which Asian languages were spoken, while only 60 percent of those born in the United States living in such households.
Almost 70 percent of foreign-born Japanese lived in Japanese-speaking households, while less than a third of U.S.-born Japanese did so. About 95 percent of the Asian Americans reporting speaking their mother tongues as their usual language were born abroad, and less than half of the foreign-born Asians usually spoke the Asian language. Six tables present data on the birthplace and language characteristics of these five Asian American groups in the United States. (SC)
A tentative sociolinguistic typology of bilingual education programs is proposed based on four kinds of community and school objectives. The typology examines the kinds of sociolinguistic development implied in the program objectives and suggests that various kinds of programs assume and lead to particular societal roles for the languages taught. Transitional bilingualism uses the native language as the medium of instruction until students' English skills are developed to the point that English can be used as the sole medium of instruction. These programs are designed to promote language shift and provide no support for the mother tongue. A second type of program is based on monoliterate bilingualism and promotes the development of aural-oral skills in both languages, but literacy skills only in English. The likely outcome of this type of program may be language maintenance in the short run, but language shift in the long run. Programs based on partial bilingualism develop fluency and literacy in both languages, but literacy in the mother tongue is restricted to certain subject matter, often culturally oriented areas such as literature and the arts. Although this type of program encourages both language maintenance and cultural maintenance, it also implies that the non-English mother tongues are not related to control of the technological and economic spheres. A fourth kind of program, based on full bilingualism, involves the use of both languages as media of instruction for all subjects. This type of program, directed at both language maintenance and development of the minority language, results in balanced coordinate bilinguals. Existing or proposed bilingual education programs for Spanish-speaking communities are used to illustrate the operation of each of these program types. Bilingual education in the United States is viewed as academically compensatory for disadvantaged, non-English-speaking, minority group children, but its true contribution to U.S. education should be seen as enrichment for both Anglo and non-Anglo cultural groups.
Ethnographic research can provide insights into many problems inherent in the design and evaluation of bilingual education programs. Ethnographic research is most conducive to the study of processes of cultural transmission and socialization, the content and differences of ethnic cultures, role expectations, or world views. The ethnographer examines the linguistic behavior of children in the context of other cultural variables. In developing profiles of children, ethnographers collect data not only from traditional language, achievement, and intelligence tests, but also from the children's interactions with teachers, peers, and adults in school and at home. Particular problem areas in which ethnographic research can make contributions include the relationship between language skills on the one hand and social participation and achievement on the other; bilingualism and cognitive development; and native language maintenance and academic achievement. Ethnographic research will show that bilingual programs will be successful not because of language instruction but because of the congruence between the school environment and the home and community environments.

Vietnamese Student and His Community.

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AB Developed to aid Vietnamese Americans and Vietnamese refugees in adjusting to U.S. society, this directory comprises both an extensive bibliography and a list of institutions. The bibliography has six major categories: (1) community and parent involvement materials; (2) training and counseling materials useful for student and community-involvement; (3) desegregation and cross cultural dynamics; (4) cultural and ethnic studies readings; (5) multietnic bibliographies and dictionaries; and (6) journals for citizen involvement, cultural studies, and training. The institutions include resettlement information centers, bilingual resource centers, and regional branches of U.S. Health, Education and Welfare Offices. (SI)

DT 810109
CP N

AB This paper is concerned with bilingual bicultural education for the Indochinese of Hawaii. The purposes of bilingual education are discussed, especially its important role of preserving and enriching language and culture. The discussions that follow deal with programs designed especially for Indochinese: (1) model programs for both United States born and native born Indochinese; (2) facts on Indochinese culture, cultural forces, and differences between the Vietnamese, Lao, Hmong, and Cambodian cultures; (3) Indochinese languages and their preservation; and (4) ESL for Indochinese, including pronunciation guides, grammar guidelines, suggested drills, and pedagogical suggestions. The bibliography contains 33 reference sources. (NH)

DT 800808
CP N

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This Vietnamese booklet helps Vietnamese parents understand the difficulties their children face in U.S. schools and promotes parent participation in the education of their children. The booklet includes a contrastive analysis of the Vietnamese and U.S. education systems in terms of educational philosophy, content, learning style, and organization. Ten steps are suggested for Vietnamese parents in order to insure a successful education for their children in U.S. society. Four bilingual information sheets concerning school activities and a bilingual glossary are included. (CCM)
The 16 papers in this collection were presented at the 1978 Annual Asian Forum on Transcultural Adaptation, which focused on Asian students in U.S. classrooms. The goals of the forum were to: (1) provide varied presentations of interest to aid teachers involved with Asian students, (2) share issues and concerns relating to the educational needs of Asian students, and (3) disseminate updated information on curriculum materials that are available and under development. The panels covered four areas of Asian American education: comparative culture, comparative education, desegregation, and bilingual program implementation. Specific languages and cultures examined include Filipino, Japanese, Hmong, Korean, Chinese, Laotian, and Vietnamese. Also included is a report on the Asian/Pacific American Concerns Committee of the U.S. Office of Education. The appendices contain selected bibliographies, an onsite evaluation, and a case study of bilingual education in Illinois.
The three papers in this monograph were presented at a conference organized to disseminate information about educational research to practitioners, and to communicate information about practitioners' needs and activities to those engaged in educational research. The papers focus on current issues in multicultural education, especially concerning Mexican American, Vietnamese, and American Indian students. M. Rivas suggests a humanistic approach based on respect for the individual in "Introducing Culture in the Classroom," and provides suggestions for adapting existing materials to meet the needs of children of varied cultures. W. Young explores the cultural wages associated with Native Americans in "Unlearning' Indian Stereotypes." The final paper, "Vietnamese Children in U.S. Classrooms," presents personal observations about the U.S. educational system by a Vietnamese American, B.V.Van. (SI)
are syntactic forms in the speech of a speaker of a second language that do not conform to the target language norms even after years of instruction. They also include forms which, though absent from a learner’s speech under normal conditions, tend to reappear when the subject is forced to deal with difficult material, is in a state of anxiety, or is extremely relaxed. This systematic backsliding of certain linguistic forms toward the interlanguage leads to the hypothesis of the psychological reality of fossilizations and interlanguages. The goal of a theory of second language learning would therefore be to describe the knowledge underlying interlingual behavior and to predict the surface structures of the utterances produced in the interlanguage. Twenty-four references are cited. (Author)

DT 801230

AN 003810


YR (month/year) [nd]

AU Martinez, Jimmie; Watts, Arlene

IN San Diego City Schools, Calif. (CQ78000)

CS U.S.; California

IS N

LG English

PT 052

AV Anti-Defamation League of B’nai B’rith, 315 Lexington Avenue, New York, New York 10016

NT vii, 391 leaves.

DE Primary Education; Cultural Pluralism; *Multicultural Education; *Interdisciplinary Approach; *Intercultural Programs; Learning Activities; *Teaching Methods; *Ethnicity; Educational Media; *Cultural Activities; American Indians; American Indian Culture; Chockaw; Japanese; Cultural Background; Family Influence; Chinese; Chinese Culture; Vietnamese; Jews; Legends; Tales; Mexicans; Multimedia Instruction; Cultural Awareness; Nahuat; African Languages; African Culture; French; Hawaiians; Ethnic Groups

ID Holidays; Seneca (Tribe); Nahuat

EC A.1.1; A.2.2; A.2.5; F.1.2; M.2.5; K.2.1; B.1.3; J.2.1

AB This teacher’s handbook is designed for a primary-level multidiscipline, multicultural program developed on the premise that children’s attitudes are formed at a very early age and may be well-established by the completion of the primary grades. The educational objectives of the program are that children will: (1) describe similarities and differences in family structure, how families function as the transmitters of cultural heritage; (2) describe the concept or group, give examples of groups to which they belong, and cite reasons for these groups’ existences; (3) describe how groups transmit cultural heritage through the recognition of culturally-significant days and special persons (Presidents, heroes) and what these people and events mean to each group; and (4) describe how groups transmit cultural heritage through legends and folktales. The ethnic groups addressed in this classroom guide include: American Indians, Mexican Indians, Japanese, Chinese, Vietnamese, Jews, French, Africans, Mexican Americans, and Hawaiians.

-15-
Each educational objective is supported by a wide range of art, music, language arts, and audiovisual activities which are sequential in development. Instructional materials to accompany the 239 activities are listed. Twenty-five appendixes include: (1) background information on various ethnic and cultural groups, (2) African designs and games, (3) American Indian designs and symbols, (4) multicultural costumes, and (5) dialogues and poems. Approximately 75 publications and audiovisual materials relating to multicultural education, prejudice, and ethnic heritage in the United States are listed. (PMJ/LB)

AN 004003
TI Classroom Assessment and Placement for Asian Children in American Classrooms.
YR (month/year) 77
AU Tam, Dang Wei
IS N
LG English
PT 055; 150
XT p. 21-26.
DE *Student Evaluation; *Student Placement; *Asian Americans; Student Needs; Immigrants; Culture Conflict; Adjustment (To Environment); Elementary Secondary Education; Acculturation; *Measurement Techniques; *Cultural Differences; Culture Fair Tests; Educational Experience; *Vietnamese People
AB The sudden arrival of Vietnamese children in U.S. schools heightens urgent needs in student evaluation, assessment, and placement. This paper discusses concerns in educational planning for Asian Americans, and for the Vietnamese in particular. Bilingual bicultural evaluation demands insight, understanding, and acceptance of the individual's cultural background; clinical observation in different settings can bring out data useful in program planning. The process of student evaluation for school placement includes collection of information on family background, health history, and educational experience. All aspects of the child's development are taken into consideration and attempts made to find the best available solution. The most important aspect is to provide flexibility in placement 'to allow changes if needed. (Author/SI)

DT 810427
CP N

AN 004134
TI Perspectives on a Cross-Cultural Problem -- Getting to Know the Vietnamese.
Cultural information about the Vietnamese people is provided in this guide for teachers and other persons who are assisting Vietnamese refugees in their resettlement in the United States. The guide contains observations and remarks about the Vietnamese, by both non-Vietnamese and Vietnamese people, concerning their cultural traits, personality characteristics, attitude toward learning, propriety in interpersonal relations, outlook on life, and social values. A 35-item annotated bibliography cites references on Chinese philosophy, Vietnamese culture and history, and Vietnamese bibliographies. (CCM)

Until recently most linguists in the United States studied sentences isolated from texts, and most literary critics analyzed texts without attempting to explain what properties a particular text shared with others in the same genre, or with all other texts belonging to the Anglo-American tradition. This paper briefly describes a new model for text analysis which emphasizes external as well as internal relations. One aspect of this model, the emphasis on the relation of a text to "pre-texts" (previous texts), is illustrated by an analysis of a Vietnamese text. The paper concludes with a discussion of the important "pre-texts" in American culture, and the suggestion that ESL teachers expose their students to these texts so they can develop the text competence necessary for reading. A table lists Sino-Vietnamese classes.

-17-
and hierarchies. Sixteen references are cited. (Author/SI)

DT 801210
CP Y

AN 004387
TI Indochinese Refugees -- The Newest Americans.
YR (month/year) 80
AU Liff, Mark
SO American Education, v16 n3 p6-16 Apr 1980
IS J
LG English
PT 080; 070; 141
NT 11 p.
DE *Indochinese; Laotians; Cambodians; Vietnamese People; *Refugees; Elementary Secondary Education; *English (Second Language); *Second Language Programs; Psychological Needs; *Program Descriptions; Second Language Learning; Non English Speaking; Literacy; Culture Conflict; Bilingual Teachers; Teacher Shortage; Acculturation
ID California (San Diego); Texas (Dallas); New York (Queens); Virginia (Arlington); Hmong; Bilingual Programs
LC E.0; F.0
AB This article examines the current situation created by the mass migration of more than 240,000 Indochinese refugees to the United States since 1975, 45 percent of whom are school-age children. School programs in San Diego; Dallas; Arlington, Virginia; and Queens, New York; are cited as examples of the attempt to meet the educational needs of these students, half of whom need intensive English language instruction. Special linguistic characteristics of the various Indochinese languages present obstacles, especially in the face of a severe shortage of bilingual teachers. Short-term and long-term effects of culture shock and traumatic memories are discussed, along with the implications for counseling and acculturation. (SI)
DT 102980
CP N

AN 004421
TI Determining the Linguistic Attributes of Language Attrition.
YR (month/year) 80
AU Andersen, Roger W.
GS U.S.; California
IS NX
LG English
PT 150; 120
NT 44 p.
AB Linguistic attributes of language attrition that should be the focus of language attrition research are identified from the vantage point of four perspectives: language use, linguistic form, compensatory strategies, and nonlinguistic consequences of linguistic form. Language attrition is broadly defined as including language death, language loss...
and maintenance in immigrant and minority communities, loss of competence in a foreign language, and various degrees of forgetting a language. Hypotheses are offered regarding: restriction in language use, and break in linguistic tradition; reductions in lexicon, morphology, phonology, and syntax; the compensatory strategies of analytic syntax, analogical leveling, paraphrasing, circumlocution, lexical borrowing and innovation, morphosyntactic transfer, and avoidance; and reduced expressive ability and linguistic insecurity as nonlinguistic consequences of linguistic erosion. It is concluded that socioaffective factors are as important as linguistic skills in maintaining and rejuvenating language skills. (RW)

AB The influence of social factors such as attitudes, motivation, and ethnicity upon second language retention is examined. An overview of the topic of retention and loss of second language skills is provided and a rationale for the influence of social factors is explored. Literature relevant to possible associations between social factors and language retention is reviewed. Within the literature review, the topics of attitudinal and motivational variables and second language achievement, and participation in language-related situations and language and ethnic identity are discussed. Three hypotheses concerning social factors and language retention are examined. A model provided to identify the major aspects of these hypotheses indicates an initial period of second language acquisition which is followed by a period of language incubation during which time no formal training takes place. In order to assess retention, at least two language assessments would be required, one at the time of second language acquisition and one some time into the incubation period. Forty-one references are provided.

AB The influence of social factors such as attitudes, motivation, and ethnicity upon second language retention is examined. An overview of the topic of retention and loss of second language skills is provided and a rationale for the influence of social factors is explored. Literature relevant to possible associations between social factors and language retention is reviewed. Within the literature review, the topics of attitudinal and motivational variables and second language achievement, and participation in language-related situations and language and ethnic identity are discussed. Three hypotheses concerning social factors and language retention are examined. A model provided to identify the major aspects of these hypotheses indicates an initial period of second language acquisition which is followed by a period of language incubation during which time no formal training takes place. In order to assess retention, at least two language assessments would be required, one at the time of second language acquisition and one some time into the incubation period. Forty-one references are provided.
This manual provides information on the Vietnamese people and their culture for use in understanding the cultural differences and difficulties encountered by Vietnamese in the United States. Five chapters deal with the following: (1) cultural background including religion and nonreligious influences; (2) values relating to the family and male-female roles; (3) characteristics of physical appearance, personal traits, customs, and language; (4) characteristics of the Vietnamese educational system; and (5) the Vietnamese response to change. A 13-item bibliography is included.
AN 005652
TI English-Lao Phrasebook with Useful Wordlist (for Laotians).
YR (month/year) 80
IN Center for Applied Linguistics, Washington, D.C. (BBB13039)
GS U.S.; Virginia
IS N
LG English; Lao
PT 134
AV Center for Applied Linguistics, 3520 Prospect Street, NW, Washington, D.C. 20007 (ISBN 87281-117-4, $4.00)
NT vii, 152 p.
DE *Lao; *Laotians; Indochinese; Acculturation; Vocabulary Development; *Daily Living Skills; Glossaries; Dictionaries; Definitions; *Basic Vocabulary; Word Lists; Adult Education; Immigrants; *English (Second Language); *Refugees; Second Language Learning; Instructional Materials; Dialogs (Language)
ID Phrasebooks
LC E.1.1
AB The English phrases in this book were selected for their directness, brevity, and relevance to the needs of newly arrived Laotian residents of the United States. The phrases and supplementary vocabulary, presented for the most part in short, two-line dialogs, cover a wide range of situations, and the two wordlists provide the most frequently needed terms. The book is intended as a handy reference for immediate use when English phrases or words are needed. The 19 topics include etiquette, signs, numbers, money, time, health, food, clothing, housing, jobs, and schools. (Author/SI)
DT 810210
CP Y

AN 005653
TI English-Khmer Phrasebook with Useful Wordlist (for Cambodians).
YR (month/year) 80
IN Center for Applied Linguistics, Washington, D.C. (BBB13039)
GS U.S.; Virginia
IS N
LG English; Cambodian
PT 134
AV Center for Applied Linguistics, 3520 Prospect Street, NW, Washington, D.C. 20007 (ISBN 87281-115-8, $4.00)
NT viii, 131 p.
DE *Cambodians; Vocabulary Development; *Daily Living Skills; *Basic Vocabulary; Word Lists; *English (Second Language); Second Language Instruction; Second Language Learning; Instructional Materials; Glossaries; Dictionaries; Definitions; Acculturation; Dialogs (Language)
ID Phrasebooks
LC F.1.3
AB The English phrases in this book were selected for their directness, brevity, and relevance to the needs of newly arrived Cambodian residents of the United States. The phrases and supplementary vocabulary, presented for the most part in short, two-line dialogs, cover a wide range of situations, and the two wordlists provide the most frequently needed terms. The book is intended as a handy reference for immediate use when English phrases or words are needed. The 19 topics include etiquette, signs, numbers, money, time, health, food, clothing, housing, jobs, and schools. (Author/SI)
DT 810210
CP Y
AN 006729
TI Understanding Laotian People, Language, and Culture.
SE Bilingual Education Resource Series.
YR (month/year) [ad]
AU Harmon, Robert E.
IN Washington Office of the State Superintendent of Public Instruction, Olympia. (ZBQ93150)
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
GS U.S.; Washington
IS C
LG English
FT 052; 055
AV Office of the State Superintendent of Public Instruction, Old Capitol Building, Olympia, Washington 98504
WT 34 p.
Cover title: Guide to Understanding People, Language and Culture: Laotian.
DE *Lao; *Laotians; *Asian Americans; *Cultural Awareness; Cultural Background; *English (Second Language); *Second Language Instruction; Refugees; Comparative Education; History; Ethnic Groups; Intergroup Relations; Language Teachers; Administrators; Student Adjustment
ID Laos
AB Information on the culture, languages, and refugee experiences of the people of Laos is presented to aid teachers and administrators in understanding the background situation of Laotian students who have migrated to the United States. Comparisons are made between the Laotian languages and Laotian educational experience and the English language and U.S. school experience, respectively. Problems in teaching English as a second language (ESL) to Laotian students are identified, and strategies for alleviating them are suggested. A bibliography citing 17 references is included. (CCM)
DT 810129
CP N
GV State

AN 006736
SE Bilingual Education Resource Series.
YR (month/year) 79
IN Washington Office of the State Superintendent of Public Instruction, Olympia. (ZBQ93150)
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
GS U.S.; Washington
IS N
LG English
FT 021
AV Office of the State Superintendent of Public Instruction, Old Capitol Building, Olympia, Washington 98504
WT 40 p.
Reprinted by permission of Bilingual Education Service Center, Arlington, Illinois.
DE *Indochinese; *Asian Americans; *Cultural Awareness; *English (Second
Presentations given at the Statewide Workshop for Educators of Indochinese Students in Chicago, Illinois, are summarized. The 15 presentations cover Indochinese cultural and linguistic awareness, English as a second language (ESL) methods and techniques, content area instruction, and program development. Information on cross-cultural awareness, nonverbal communication, and working with Cambodian children and youth is appended. The compilation is intended to aid teachers and administrators who are involved in educational programs for Indochinese elementary and secondary students throughout the state of Illinois.
Materials prepared for a workshop designed to foster cross-cultural understanding in junior high school teachers are presented in six sections. Section 1 defines key concepts such as culture, racism, ethnic diversity, stereotypes, pluralism, and ethnic encapsulization. Section 2 summarizes group activities and workshop presentations; topics in section 3 include Afro-American communication, Black history, Hispanic learners and Anglo-American teachers, Korean and Vietnamese learners, and Black literature. Section 4 presents ways to learn more about foreign-born students, methods for determining whether textbooks are racist or sexist, and counseling techniques. Section 5 offers sample curriculum materials, and section 6 is an annotated bibliography of evaluation criteria, curriculum development guidelines, bibliographies, teacher evaluation methods, background materials, communication and curriculum materials, and teaching strategies.

(VC/SI)
languages. Customs and values indicative of the United States that may seem puzzling to a newcomer are explained, such as the value placed on achievement and hard work, the consumption of natural resources, the informality, lack of tradition, generation gaps, crime, the fast pace of life, and the independence of the U.S. woman. The Indochinese culture is detailed in a dictionary format and includes explanations of the lunar calendar, attitudes toward children, distrust of strangers, family loyalty, and actions considered offensive by the Indochinese.

AN 006880
YR (month/year) May 80
AU Wei, Tam Thi Dang
IN National Assessment and Dissemination Center for
SM Office of Education (DHEW), Washington, D.C. (RMQ66000)
GS U.S.; Massachusetts
IS N
LG English
PT 055
AV National Assessment and Dissemination Center, 49 Washington Avenue,
Cambridge, Massachusetts 02140
NT xi, 51 p.
Second ed.
DE *Refugees; *Cultural Background; *Vietnamese People; Cultural
Awareness; *Student Adjustment; Social Adjustment; English (Second
Language); *Culture Conflict; Elementary Secondary Education; *School
Personnel; Teachers; Administrators; Reference Materials
AB This handbook shares the experiences, concerns, and ideas of a
native-born Vietnamese with U.S. teachers and school administrators in
order to assist them in their involvement in the education of Vietnamese
refugee students. Chapters 1 and 2 contain information relating to the
cultural and social background of a Vietnamese child in Vietnam.
Chapter 3 describes, from a psychologist's point of view, the Vietnamese
refugee student in the United States as emotional, cultural, and
educational conflicts are encountered. Suggestions contributing to the
educational needs of Vietnamese students are presented in chapter 4.
Appendixes contain availability information for the following
references: (1) Indochinese refugee education guides; (2) Vietnamese
history, literature, and folklore; (3) English as a second language
(ESL) teaching materials; (4) bilingual and Vietnamese materials for
kindergarten through grade 12; (5) bilingual bilingual educational
materials; and (6) readings on bilingual bicultural evaluation. Four
bibliographic references are cited. (Author/CCM)

DT 810209
CP N

AN 006900
TI Factors Affecting Native Language Maintenance.
YR (month/year) 80
AU Weimer, Wendy P.
IS N
LG English
Over the years the native language of refugee children has gradually become displaced by English. This paper considers the factors which inhibit or encourage this phenomenon, known as language shift, and examines various typologies that systematize its process and products. As language shift occurs, both the native language and English are affected. Linguistic borrowing and substitution are accompanied by a trend toward marginal ethnicity and restricted language maintenance, a condition referred to as semilingualism. Interaction with the host society and the urban, industrial nature of the United States encourages a general tendency toward acculturation; there is a concurrent increase in general personal esteem and use of English. Seventeen references are cited. (SI)
AN 006906
YR (month/year) 80
AU Baral, David P.
IS N
LG English
PT 070; 142
AV Not available separately. See Theory in Bilingual Education (BE006897), available from Bilingual Programs, 107 Ford Hall, Eastern Michigan University, Ypsilanti, Michigan 48197 ($8.00)
NT p. 136-147.
DE Language Usage; Interference (Language); *Linguistic Theory; *Language Research; *Immersion Programs; *Second Language Learning
ID Minority Languages; Bilingual Programs; *Home School Language Switch
AB Two types of studies are considered in assessing the effects of home-school language switch: (1) those concerning student performance in dominant language programs, and (2) those concerning the progress of students in home language programs. The results of the French language immersion programs in Canada are reviewed within the context of the native language hypothesis, with the conclusion that earlier theories are simplistic; students who speak the majority language benefit from immersion programs without detriment to the development of first language skills. The threshold hypothesis argues that there are levels of competence in the first and second languages which must be attained in order to avoid cognitive deficits. The developmental interdependence hypothesis proposes that second language competence is a function of the level of first language competence. It is concluded that the native language hypothesis predicts the academic success of linguistic minority students in dominant language and home language programs, but fails to account for the success of immersion programs with majority language students. Further investigation is needed in the following areas: (1) national language policies, (2) structural relations between linguistic minority and majority groups, (3) the influence of teacher expectations, and (4) the attitudes of children and parents. Fifty references are cited. (Author/SL)
DT 810401
CP Y

AN 007048
TI School Health Screening of Indochinese Refugee Children.
YR (month/year) 81
AU Pickwell, Sheila M.
IS J
LG English
PT 080; 055
NT 4 p.
DE *Refugees; *Indochinese; Asian Americans; Minority Group Children; *School Nurses; School Health Services; Physical Examinations; Screening Tests; *Health Needs; Communicable Diseases; *Medical Evaluation; Cultural Awareness; *Cross Cultural Training
AB Multiple health problems are common among the approximately 14,000 Indochinese refugees who enter the United States each month. Most of these refugees have never been immunized, and many others have never been screened for communicable diseases. School nurses are often the first health professionals to screen these children for incomplete
immunizations, skin problems, vision and hearing defects, dental decay, growth and developmental delays, and diseases such as tuberculosis or intestinal parasitism. Detection of such problems at an early stage is critical. To make the evaluation process easier and more effective, school nurses should be aware of cultural differences in health practices and dietary habits that may affect the health of Indochinese refugee children. Guidelines to follow when screening refugee children are provided: (1) be aware of cultural differences; (2) become familiar with community resources which may be helpful in referral and followup of health problems; (3) develop a network of doctors and dentists who will treat refugees; (4) accommodate the family in this adjustment period; and (5) be accepting, friendly, and nonjudgmental. Nine references are appended. (RW)

9 references are appended. (RW)
The continuing influx of Vietnamese refugees to the United States means that increasing numbers of counselors unfamiliar with Vietnamese culture will be called upon to build helping relationships with refugee students and their families. This article provides counselors with specific information on establishing trust and rapport with the Vietnamese by avoiding misunderstandings in the use of Vietnamese names, minimizing negative transference, and understanding Vietnamese attitudes toward sex roles, the family, and U.S. culture. Relevant socioeconomic and ethnic differences among the Vietnamese themselves are also discussed. Thirty-six references are included. (Author/CAG)
The text of an article on U.S. culture is presented in Laotian for Indochinese refugees and newcomers. Discussed are the social attitudes, values, morals, beliefs, and habits of most Americans, and how they may be best understood.
Indo-French culture in glossary form, intended to inform Americans and help avert major crises. (SI)

DT 810317
CP N
GV Federal

AN 007278
YR (month/year) 80
AU Nguyen Thi; Ngoc Lan, trans.; Vuong, Gia Thuy, trans.; Diep, Xuan Tan, trans.; Tran, Anh Tuyet, trans.; Nguyen, Huu Truong, trans.; Merkling, Erica, ill.
IN American National Red Cross, Washington, D.C. (BBB12367)
GS U.S.; District of Columbia
IS C
LG English; Vietnamese
PT 051
AV American National Red Cross, 17th and D Streets, NW, Washington, D.C. 20006
NT 96 p.
DE *North American Culture; Culture Conflict; Vietnamese; Refugees; Acculturation; Adult Education; *Daily Living Skills; Dialogs (Language); *Life Style; Dictionaries; *Adjustment (To Environment); Indo-Chinese; Immigrants; *English (Second Language); Second Language Learning; *Vietnamese People; Instructional Materials
ID *Survival Language; Phrasebooks; Survival Skills
LC F.1.4
AB This book is intended to help Vietnamese refugees who have recently arrived in the United States. It provides a simple introduction to the way English is spoken, and gives some basic facts about U.S. culture and lifestyle. The book is divided into 12 sections and begins with fundamental conversational problems, progressing to more sophisticated information. The subject matter is designed to cover as many situations as possible. All phrases, sentences, and paragraphs are printed in both English and Vietnamese and designed for use by a Vietnamese person in conjunction with an English speaker. Topics include meeting people, asking questions, making conversation, home and family, food, health, the community, traveling, education, government, religion, and leisure time. An appendix lists useful information for the newcomer, such as weights and measures, months, seasons, and clothing sizes. Bilingual glossaries are provided. (Author/SI)

DT 810317
CP Y

AN 007278
TI Lao Refugee Orientation Handbook.
YR (month/year) 80
IN Office of Refugee Resettlement (DHHS), Washington, D.C. (BBB17668)
GS U.S.; District of Columbia
IS C
LG English; Lao
PT 055
AV Office of Refugee Resettlement, Room 1229 Switzer Building, 330 C Street, SW, Washington, D.C. 20201
This booklet presents a broad overview of practical and cultural aspects of life in the United States for Indochinese refugees and newcomers. Written in Laotian and English, the text is concerned mainly with the similarities found throughout the country, such as housing, education, employment opportunities, holidays, Government, and health care. The appendix includes a list of immigration and naturalization offices, a map of the United States, and conversion tables (SI).

AN 007279
YR (month/year) 90
IN Office of Refugee Resettlement (DHHS), Washington, D.C. (BBB17668)
GS U.S.; District of Columbia IS C
LG English; Vietnamese
PT 055
AV Office of Refugee Resettlement, Room 1229 Switzer Building, 330 C Street, SW, Washington, D.C. 20201
NT 60 p.
For Lao Version, see BE007278.
DE Indochinese Americans; Vietnamese Americans; Vietnamese; Acculturation; North American Culture; Cultural Conflict; Western Civilization; Sociocultural Patterns; Immigrants; Refugees
LC A.1.1; F.1.2
AB This booklet presents a broad overview of practical and cultural aspects of life in the United States for Indochinese refugees and newcomers. Written in Vietnamese and English, the text is concerned mainly with the similarities found throughout the country, such as housing, education, employment opportunities, immigration rules, money, shopping, transportation, holidays, government, and health care. The appendix includes a list of immigration and naturalization offices, a map of the United States, and conversion tables (SI).

AN 007292
TI Living with an American Family. Song trong mot gia dinh hoa ky cam nang cho thieu men Viet Nam.
YR (month/year) Dec80
GS U.S.; Pennsylvania
This narrative text, addressed to Vietnamese youths about to reside with U.S. foster families, aims to help them assimilate into the new lifestyle. Geared primarily for adolescents, the 18 brief units are written in the second person and cover topics such as: (1) a typical weekday, (2) a typical weekend, (3) summer, (4) dealing with anger, (5) trust, (6) phone calls, (7) table manners, (8) slang and idiomatic expressions, (9) smoking, (10) dating and courtship, and (11) introductions and forms of address. The text is provided both in English and Vietnamese, on opposite sides of the same page.
AN 007401
TI Indochinese in America -- A New Minority.
YR (month/year) 80
AU Madrid, Michael
SO Bilingual Journal, v5 n2 p13-15,28 Win 1980
IS J
LG English
PT 080; 120
NT 3 p.
DE Immigrants; *Refugees; *Indochinese; Asian Americans; Bilingual Education; Acculturation; *Majority Attitudes; *Social Integration; Ethnic Bias; *Educational Needs
AB The three major Indochinese groups currently entering the United States are the Vietnamese, Laotians, and Cambodians, all three differing in language, education, and socioeconomic orientation. The large influx of Indochinese refugees has caught many schools by surprise; they are unprepared to receive a large influx of limited-English-speaking students, or deal with hostility toward the Indochinese on the part of teachers and students. Other problems include recruiting qualified bilingual teachers and teacher's aides, and locating Indochinese curriculum materials in adequate numbers. Whereas many earlier Indochinese immigrants mastered English and attained success in business and the community, this second wave of refugees -- larger in number than the first wave -- is in need of guidance and resources that the majority community cannot provide, or will not provide due to increasing hostility toward refugees in general. If the Indochinese continue to perceive education as a means of attaining economic security, they will be successful in adapting to life in the United States. However, those who do become acculturated through the educational system will increasingly come into conflict with the more traditional members of their ethnic group. (RW)
DT 81071b
CP N

AN 00758
TI Vietnamese-American Crosscultural Communication.
YR (month/year) 80
AU Nguyen, Dang Liem
SO Bilingual Resources, v3 n2 p9-15 1980
IS J
LG English
PT 080; 120
NT 7 p.
DE *Refugees; *Communication (Thought Transfer); Acculturation; Culture Conflict; *Vietnamese People; Asian Americans; Social Integration; Ethnic Relations; *Adjustment (To Environment); *Cultural Interrelationships
AB Factors affecting the cross-cultural adjustment of Vietnamese refugees in the United States are discussed. Government programs to facilitate the resettlement process have emphasized language and job training but have not addressed acculturation. While the majority of Vietnamese refugees have been economically successful, communication between the refugees and their host communities has presented problems. The effects of Vietnamese traditions on communicative behavior; of cultural background on societal transactions; and of psychoreligious forces on way of life, thought, and expression are described. The Vietnamese communicative style is influenced by an inherent distrust of strangers,
inwardness, subtlety, indirectness, and emphasis of tact over frankness. These attributes can be easily misinterpreted by Americans as dishonesty, while American straightforwardness can be viewed by the Vietnamese as rude and unintelligent. Research on refugee/host cross-cultural communication is recommended. Three references and a list of 18 recommended readings are appended. (RW)
The 18 essays in this collection were written by Stanley Lieberson, a specialist in the societal context of bilingualism and mother tongue maintenance and shift. The first of four sections includes six papers dealing with ethnic diversity and national language. The second section, which also has six papers, discusses bilingualism, its causes, and its consequences, and includes a demographic analysis of bilingualism in Montreal and a study of language usage in Nairobi. Models and methods of research are emphasized in the five papers in the third section, and the final section proposes forces affecting language spread. A postscript by Lieberson is included, as well as a brief biographical summary and a bibliography of his works. (SI)
Research on the cultural and social implications of language diversity is reviewed with implications for language policy, specifically policy directed at immigrants and refugees. Decades of linguistic research argue against the view that teaching immigrants and refugees to speak English entails merely providing them with a new way to articulate the same thoughts they once conveyed in their native tongue. The research on cultural factors of linguistic differences has indicated that languages are unique reflectors of speakers' traditions and modes of thinking. More recent investigations have added the social implications of language diversity to the cultural factors, with the conclusion that language incorporates not only the world views of its speakers, but also their conceptions of their social standing. It can also be demonstrated that language plays a key role in determining the quality of intergroup relations between major communities. Three policy directions emerge from studies on language and identity: (1) policymakers must understand that the close tie between language and identity makes language education an emotional issue, (2) the transition from one language to another must be a gradual process for refugees and immigrants, and (3) refugees must be viewed as people who need to learn a new language while utilizing their native linguistic skills. Eight references are appended. (RW)

While the first generation of Asian/Pacific Americans was taught to be ashamed of their own tradition, and hopeful of assimilating into the white majority, today Asian/Pacific Americans are trying to develop a collective identity by examining and reforming psychological, sociological, and institutional barriers which prohibit self-advancement. The first part of this article focuses on the historical and contemporary picture of the diverse groups of Chinese in America; the second part focuses on the history and cultural values of the various Indochinese peoples in this country. It is hoped that this information will aid the educator in planning, implementing, and evaluating quality multicultural educational programs for Asian/Pacific Americans that also help to maintain their ethnic identities. Twenty-three references are supplied in the bibliography. (CAG)
A questionnaire was administered to 33 Vietnamese and Laotian parents in Albuquerque, New Mexico, in order to determine their attitudes toward the education received by their elementary school children. The results indicated overall satisfaction, although many felt that discipline was too lax and that their children were assimilating too quickly into the dominant culture. Knowledge of such apprehensions on the part of Indochinese parents can help teachers better understand their educational concerns, and thus establish better rapport and increase parental participation in education. The survey results are tabulated.

(Author/SI)
by the Intercultural Development Research Association in San Antonio, Texas. Specific issues addressed included needs assessment, bilingual education, culture clash, second language programs, the Vietnamese child, and educational differences. Many Vietnamese parents believe that their children need culturally pluralistic, bilingual bicultural programs. Because Vietnamese parent-child relationships differ greatly from those of their U.S. counterparts, contact with U.S. culture is seen by many of the immigrants as a threat to their traditional family structure. Similarly, some parents fear that continued emphasis on English will hamper their own communication with their children. It is concluded that program planners must consider the needs, values, and cultural background of the Vietnamese, and group students accordingly. Ideally, more Vietnamese instructors and aides should be employed, and teachers should be made aware of the linguistic and cultural differences of their students. (JH/S1)

DT 810901
CP N

AN 008454
TI Refugees and the English Language: A Crucial Interface.
YM (month/year) 81
AU Grognet, Allene Guss
IS J
LG English
PT 080; 120
NT 8 p.
DE *English (Second Language); *English For Special Purposes; Second Language Instruction; *Refugees; *Immigrants; Language Maintenance; *Indochinese; Asian Americans; Educational Policy; *Teaching Methods; Notional Functional Syllabi; Daily Living Skills
AB U.S. language policy toward refugees is reviewed, emphasizing the experience of teaching Indochinese refugees in English as a second language (ESL). Assimilation by immigrants to the new society, while not a legal requirement, was a moral expectation established in the colonial and early post-colonial eras. Later the public education system, through its night school classes, became the major purveyor of American values and English. The wave of Indochinese refugees arriving in the United States in 1975 greatly influenced both U.S. legislation and language teaching. Since traditional ESL approaches proved unsatisfactory, a new approach, English for special purposes (ESP), began to be employed. The English language curricula now being formulated for refugees and the text materials being developed build upon the work in ESP, namely notional functional and adult learning theory. Two major differences between ESP and the new curricula are the emphasis on oral skills for survival and employment and the basing of language curricula on real life tasks. While the passage of the 1980 refugee act (PL 96-212) marks a historic moment in refugee history, there remain many political and linguistic questions for the immigrant and the refugee. These include the issue of native language and cultural maintenance and the problems of teaching the nonliterate. Four references are appended. (JRA)

DT 811026
CP V
AN 008533
TI Vietnamese Themes.
YR (month/year) 76
AU Nguyen, Kim Hong
IN New York City Board of Education, Brooklyn, N.Y. Office of Bilingual Education. (B6408985)
GS U.S.; New York
IS C
LG English
FT 055
AV Indochinese Materials Center, U.S. Department of Education, 324 East 11th Street, 9th Floor, Kansas City, Missouri 64106
NT 26 p. in various paging.
DE *Cultural Differences; *Vietnamese People; Cultural Awareness; Family Environment; Interpersonal Relationship; Social Behavior; *North Americans; Eating Habits; Housing; *Educational Practices; *Student Teacher Relationship; Bibliographies; Student Needs; Elementary Secondary Education
AB Intended for U.S. school administrators and teachers working with Vietnamese refugee children, this handbook outlines differences between United States and Vietnamese cultures and educational systems and provides suggestions for dealing constructively with Vietnamese students in the school context. A bibliography of almost 100 items includes dictionaries, English as a second language materials, and Vietnamese language materials as well as titles relating to cultural background and education. (JG)
DT 811110
CP N
GV Local

AN 008541
TI Needs for Education for the Laotian Refugees.
YR (month/year) May80
AU Xeu, Vang Vangyi
IN Lao Family Community, Inc., Santa Ana, Calif.
GS U.S.; California
IS N
LG English
FT 150; 140
AV Lao Family Community, Inc., Santa Ana, California 92704
NT 13 p.
Paper presented at the National Indochinese Conference (First, California, May 8-9, 1980).
DE *Refugees; *Laotians; Educational Needs; *Adjustment (To Environment); *Cultural Differences; Land Settlement; *Comparative Education; Acculturation; Immigrants; Educational Policy; Educational Background
ID *Hmong
AB The structure of the Laotian educational system and characteristics of Laotian students are discussed. The content of each cycle of the Laotian educational program is described and teaching methods and learning styles are considered. Students' classroom participation; working habits, classroom situation, and coeducation practices are detailed. The educational background of the Hmong refugees and Hmong education in the United States are examined. While in crowded refugee camps, the refugees received no orientation nor survival skills training to prepare them for immigration. When the Hmong arrived in the United States they were unable to find opportunities for education, social...
services, or vocational training, and started to move to other parts of the Country. This second migration caused great difficulties for service providers. To eliminate future relocations once the Hmong arrive in the United States, it is recommended that the Hmong be resettled in areas where their relatives and their own ethnic group have settled. (JRA)

DE *Refugees; Language Patterns; *Sociocultural Patterns; Social Environment; *Cultural Differences; *Vietnamese People; Educational Needs; English (Second Language)

AB The educational needs of Vietnamese refugees are described as well as their sociocultural background. The difficulty Vietnamese students experience in learning English is partly due to the fact that Vietnamese sentence structure and grammar are very simple, certain English sounds are difficult to pronounce, and children are often shy in a classroom setting and unfamiliar with sophisticated instructional aids. Sociocultural adjustments related to social relationships involved in the Vietnamese naming system and the hierarchical addressing of people complicate the acquisition of new languages for the Vietnamese. Background information is provided on educational placement, religious beliefs, eating habits, customs and traditions, racial composition, language background, curriculum, and teaching and learning methodology. A bibliography is included listing English as a second language resources for the Vietnamese, cultural materials describing the Vietnamese, and useful resources dealing with the problems of Vietnamese education. (JRA)

DE *Indochinese; *Cultural Differences; Cognitive Style; English (Second Language); Teaching Methods; Teaching Guides; Student Characteristics; *Cultural Awareness
Some hints are provided for U.S. teachers who must deal with culturally different Indochinese students in their classrooms. Many of the Indochinese educational attitudes can be ascribed to Confucianist thought. For example, education in Indochina stresses respect for the teacher and emphasis on book and rote learning methods. Since Indochinese students are only beginning to learn English, the teacher should enunciate clearly and talk slowly. The teacher must refrain from using gestures that convey different messages in America and Indochina and be aware of Indochinese speech patterns. The teacher should also recognize that traditionally Indochinese students hold their teacher in awe and are thus likely to be shy in classroom settings. Because Indochinese working habits are different from those of American students, a teacher should gradually introduce extensive readings, library use, and participation in class discussions. Since classes are segregated by sex in Indochina, special care must be exercised when introducing coeducation and physical and sex education. A recommended reading list is included. (JRA)
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