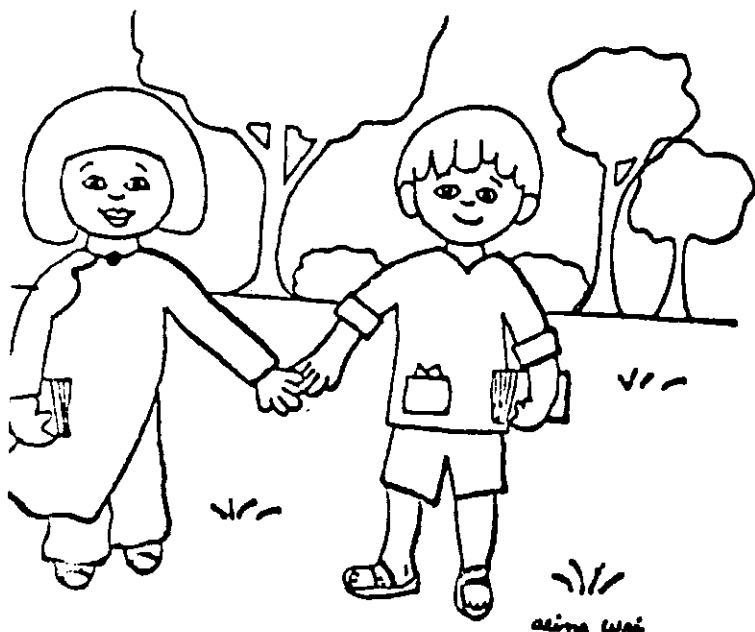


Part II: THE WORLD OF THE VIETNAMESE CHILD IN U.S.

2. Some Case Studies



2. Case Studies

The following cases and incidents are some examples of the cross-cultural conflicts and emotional difficulties that Vietnamese refugee students are experiencing in the adjustment to the new school environment in America these last two years.

Some of those cases are taken from "The Manual for Indochinese Refugee Education 1976-1977" prepared by the staff of the National Indochinese Clearinghouse (Center for Applied Linguistics, Va.). Others are from the author's personal experience while working with Vietnamese refugee students in various schools throughout the state of Illinois.

These cases are presented with the modest goal of sharing experiences and concerns with teachers and school personnel who have been involved with the education of Vietnamese children.

1) Coeducation experiences

Case 1¹¹

a. Situation:

In a science class at a high school in the Midwest, a Vietnamese girl was paired with an American boy for lab work. The pair did not work well together and the girl, clearly needing help from her partner, never asked for help. She seemed to prefer a poor grade to receiving help from the boy. Noticing the uneasiness between the two, the sharp-eyed

teacher split the pair. He found out later that the Vietnamese girl had rarely associated with boys before and had felt intense embarrassment at having to work closely with a boy for the first time.

b. Interpretation:

Even though there was coeducation in VietNam, boys and girls usually did not communicate or interact as frequently and as casually as in the U.S., And although a mixed group did go out to have fun together, no definite pairing was involved. Single dating, as it is practiced in the U.S., is rare, and where it is adopted by a boy and a girl, it usually means that they have reached the stage which, in the U.S., would be called "going steady."

Case 2¹²

a. Situation:

A Vietnamese girl in the 10th grade in Missouri reportedly refused to go to her gym class. When asked for a valid reason by the gym teacher, she simply said she didn't like gym. Only much later did the real reason come out as she revealed it to a Vietnamese friend. She objected to being seen bare-legged, wearing gym shorts.

b. Interpretation:

Coming from a region of VietNam where old customs and traditions were still strong, and where women, young and old, were never to be seen bare-legged, she confessed to an intense feeling of discomfort when the gym hour came around.

To provide a sense of measure to this interesting case, however, we must add here the case of two other Vietnamese high school girls - one in Georgia, the other in Maryland - who were drum majorettes for their respective high school bands last year. Not all young Vietnamese refugee

girls were like the one in Missouri, or, to approach the issue from the other direction, not all of them were like the two drum majorettes.

2) Cultural differences

Case 3 - Food habit

a. Situation 1:

An eight-year-old Vietnamese child in an elementary school complained of a stomachache everyday shortly after his lunch hour. His teacher was mystified by the fact that the same food and milk did not make any other child in the class sick.

The cause was later identified to be the fresh milk which was perfectly good, but to which the boy's biological system was not accustomed. ¹³

Situation 2:

A teacher was concerned about a little Vietnamese girl who did not touch her food at lunch time. Later, she found out that the girl was afraid to try to eat spaghetti with a fork, an eating utensil she is not familiar with.

Situation 3:

An American mother was surprised that her adoptive Vietnamese son felt the need for more food even after a lunch of 2-3 sandwiches.

Vietnamese did not eat much bread in VietNam; a sandwich appeared to be more of a snack than a real meal for this little boy until the habit was formed.

Situation 4:

An American teacher shared her concern with a colleague on the eating habit of her Vietnamese student. She said he had cold noodles for breakfast.

A native Vietnamese was found and eased the teacher's concern with the explanation that Vietnamese love to eat noodles. The "instant noodle"

found in U.S. grocery stores is very convenient for a quick and preferred meal to bread and butter.

b. Interpretation:

Food habits are different from one culture to the next. Vietnamese's main diet is rice while American's is bread. Pork meat is preferred to beef by most Vietnamese while the reverse is true in this country. Fresh milk is likely to give some Vietnamese, young as well as old, an upset stomach. Their bodies are said not to produce the type of enzyme which helps to digest fresh milk. Having never had pasteurized cow's milk in his life, the boy's upset stomach (situation 1) was an unexpected, but not too surprising, example of the differences between VietNam and the U.S. ¹⁴

Case 4 - Climate and Clothing

a. Situation:

Two kindergarten teachers were sharing their experiences concerning the "snow boot" incident.

The first teacher was concerned about her Vietnamese student who cried the whole morning. In her class, all the children must take off their snow boots and change to regular shoes to wear in the classroom. She tried to explain this to the boy, then took his boots off. The little boy cried, remained moody, unhappy, and did not participate in any class activities.

The next door kindergarten teacher had the same experience but with another result. Noticing that her Vietnamese student kept looking at his boots, she realized that these boots are new for him and wearing boots is a new experience for this boy; she allowed him to keep the boots on. P.E. period came; the boy realized that the boots were too

heavy for running so he took off his boots and joined in the group.

b. Interpretation:

Coming from a tropical country, Vietnamese refugee children are not used to the cold weather in the U.S. Snow is a new experience for most. It is exciting and fun but it also is the cause for many colds and running noses. Vietnamese mothers who are not familiar with this weather condition tend to overdress and, at times, underdress their children.

Case 5 - Illnesses and Use of Medication

a. Situation:

A Vietnamese boy was very sick with a high fever one late evening. His father used a "type of acupuncture" method to try to release his son's fever. He scratched his son's back with a sharp piece of glass; a piece of cotton dipped in alcohol was then lighted up inside a empty cup which was quickly put on certain places on the son's back. This is called "cupping." The result was a messy back with bloody spots and red marks from the overturned cup.

Despite all his attempts, his son died that night.

The sponsoring family was panicked; the bad marks on the boy's body appeared like "physical mistreatment" to them. The police were called and the father was taken to jail for questioning the next day.

That night the father took his life by hanging himself.

b. Interpretation:

A Vietnamese interpreter arrived too late the next day to find out that the father had become desperate because of the circumstances—the loss of his family that had to remain in Vietnam, the unsuccessful attempt to save his son's life, the misunderstanding and the inability to explain and to

communicate because of the lack of English. He simply could not see any reason to survive.

The method of treatment such as described above is a very common practice in VietNam, especially in the countryside where medication is not readily available.

This incident is an example to call attention to the difference of opinions on certain aspects of health treatment, type of medication used, and types of illnesses and infections which are more common in tropical countries than in the U.S.

A Vietnamese mother tends to treat diarrhea with less concern than an American mother.

A Vietnamese child, not accustomed to cold weather, is more susceptible to colds and to respiratory infections than the American child. These frequent colds often result in fatigue, and loss of hearing, which might, in turn, affect the child's learning ability.

3) Adjustment - Motivation - Language Barrier Problems

Case 6

a. Situation:

A concerned teacher was worried about a Vietnamese high school boy who forgot almost everything he had learned in class. A mental deficiency was thought to be the cause.

It was learned later that he was totally confused by the situation. His parents gave him to an American family for adoption. They had a large family of 7-8 children and were unable to take care of all of them. This boy thought he was sent away to school. He waited for the parents to come; he wrote them many letters but did not know how and where to send them. The lack of English knowledge prevented him from communicating

his feelings and worries with his adoptive parents. He was wrapped up in his worries and had no desire to learn.

b. Interpretation:

There is a difference in the adoptive procedure and opinion between U.S. and VietNam.

In the U.S., once the child is adopted by another family, communication between the real parents and the child is legally discouraged and avoided.

In VietNam, this adoptive act tends to be less official. It is usual to see a richer relative or friend "help out" and "adopt" a child of his less fortunate relative. The child will stay with his "adoptive" parents whom he might call uncle and aunt but still is the son of his real parents.

Case 7

a. Situation:

A Vietnamese boy was a top scholar in his 12th grade class at home. He was an honor student and was at the top of his class in all the subjects. Last fall, repeating 12th grade as a refugee teenager in a high school, he received three successive warning notices for poor work in biology in school. Thus, in a short period of a few months, he turned from a brilliant scholar to a pathetic near-flunker, and all due to his inability to speak the English language. The biology teacher graded his papers just like any other paper, without any consideration for his serious language handicap.

b. Interpretation:

The language problem still plagues the refugees, and for many students it has also caused a cultural problem: the loss of face. There are indications that the children are making better progress than the adults, but there needs to be, on the part of American teachers, an understanding of the consequences of failure for a refugee student."¹⁵

Some incidents:

- A teacher thought that his Vietnamese student had an "auditory discrimination difficulty. He found out later that these are sounds in the English language that do not exist in the Vietnamese language. This student simply could not hear them, thus could not pronounce them correctly.

- Another teacher complained of the lack of retention in her Vietnamese student's learning. She attempted to teach him only 2-3 new vocabulary words each day and he could not remember them. It was noted that the words were given by random; they are not related to a unit or subject. The student could not remember them because he had no reference to organize his thought process in order to keep what he has learned.

- A teacher was surprised to see a Vietnamese child color his drawings of eggs in brown and cows in yellow. The surprise turns to a happy laugh when a Vietnamese friend told her that Vietnamese eggs are often brown in color and more yellow cows are found in VietNam than black or brown cows like un the U.S.

"The list of these incidents and cases could go on and on. These case histories become important only as a way of sensitizing the American teacher to the enormous needs of refugee children. Rather than presenting other incidents, we urge teachers to look, listen, be cautious and solicitous and ask questions." 16



Part III: EDUCATIONAL SUGGESTIONS

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Administrative Aspects

1. School record
 - a. Vietnamese name
 - b. Age and birthdate
2. Grade placement and assessment

B. The Learning of English

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 - a. ESL Approach
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III. EDUCATIONAL SUGGESTIONS

A. General Considerations Administrative Aspects

1. School Record:

a. Vietnamese Name

When the Vietnamese refugee students entered the American schools two years ago, there was much confusion on how to file the student's name in the school record.

Vietnamese names are written in just the opposite order of American names. The author still remembers the frustrating experience of registering at the university. After hours of waiting in line, I found out that my name was not on "that" list but was on another list and I had another long line to wait in.

A note to clarify the Vietnamese naming system appears to be helpful to school administrators.

Vietnamese usually have three names, eg. Nguyen Thi Kim or Phan Huy Luong.

	<u>Last</u> <u>Family Name</u>	<u>Middle</u>	<u>First</u> <u>Given Name</u>	
Viet.:	Nguyen	Thi	Kim	(Vietnamese female)
U.S.:	Carlin	E.	Jean	
Viet.:	Phan	Huy	Luong	(Vietnamese male)
U.S.:	Sublette	H.	Richard	



It is suggested to ask for the family and the given names rather than "last" and "first" names.

"While the American male adult would be known formally as Mr. Sublette and informally as Richard, the Vietnamese male would be known both formally and informally by his given name: Luong or Mr. Luong. The Vietnamese female is also known by her given name: Kim or Miss Kim. If she is married, she has a choice: she can be known formally as either Mrs. Kim (her given name) or Mrs. Luong (her husband's given name). Informally, she is always Kim."¹⁷

In the school situation, it is suggested to file each student by the given name. "The given name should be underlined so that the child can be addressed properly. Often younger children will identify themselves by given name only and might be confused if the family names were used.

An example of school record for Quang, a son of Mr. & Mrs. Vinh might look like this:

School Record

Name: Nguyen Cao Quang Sex: M
 Address: 5415 Jackson Street
 Telephone No.: 367-9421
 Parents' Name: Nguyen Hy Vinh (Mr.)
 Hoang Thi Thanh (Mrs.)
 (can also be called Mrs. Vinh)
 Birthdate: July 4, 1970."¹⁸

b. A note of caution on the Vietnamese age and birthdate

Certain confusion might arise from a different concept of age. Usually a Vietnamese has 2 ages, one as related to his or her chronological age, and the other as related to the Tet or Lunar New Year. A person who was born prior to the Lunar New Year will be "2 years old" after the Lunar New Year (Tet) day. He/she might be only 1 month or 1 day old chronologically, but for the family, s/he will be 2 after the Tet.

This concept of age could be confusing for American school personnel since the child's parents might give them "one or the other age" of the child.

Difference in physical size (Vietnamese usually being much smaller) adds to the confusion. It is almost impossible for school administrators to have an accurate judgment of a Vietnamese child's age due to this difference in size and in physical appearance.

Another confusion is in the difference in writing a date. In U.S., the order in writing a date is:

Month - day - year; eg. 6-7-1977 = June 7, 1977.

In VietNam, the order is different:

Day - month - year; eg. 6-7-1977 = 6th of July, 1977.

It is suggested then to ask for the child's birthdate by specific questions of month, day, year, etc.; to check with the other siblings to see if the child's age appears adequate, etc.

2. Grade Placement

This is usually the next concern of the school administrators when a Vietnamese refugee student is enrolled in the school.

The following are some suggestions as related to this grade placement.

1) The 1st step is to gather as much information on the child's past school experience as possible.

- Inquire on the number of years of schooling, the grade level, the type of school attended by the student.

- Past school experience is an important factor in the determination of the appropriate grade placement for the child while the consideration of age level alone might be a wrong criteria for placement. This is especially true for Vietnamese children living under the war conditions. Taking into account

the child's past experience might prevent such incidents as placing a student in the 6th grade because of age, when she or he may have only completed the third grade.

- Parental educational background might have a positive or negative effect in the child's adjustment to a new school situation.

2) The 2nd step is the evaluation of the child's academic ability as well as his or her mental and emotional maturity.

Being a school psychologist and Vietnamese, the author's personal opinion is that there are no completely culture free test instruments available at this time for bilingual/bicultural children. The use of standardized IQ tests is not advisable for Vietnamese children due to its culture bound content, thus the result obtained is not a reliable indication of the child's true mental ability.

Perhaps a quick summary of the author's day of work in the school might be of some practical use for other co-workers in the field. This does not mean to be a model nor a complete evaluation process; it is simply a sharing of experiences and ideas:

1. Before going to school, the background information has been gathered relating to the child's health condition and specific concerns of the teachers.
2. A quick visit to the teacher and school administrators to check on any possible changes (negative or positive) made by this student since referral date.
3. Follow the student throughout the school day. The attempt is to observe the child in as many types of classroom activities as possible. It should include some academic work (math, reading, discussion, etc.), some physical activities (P.E., recess, art), and special classes (ESL, speech, LD, library, etc.).

Specific concerns of teachers are kept in mind while observing. For example, if there is a question of emotional problems look for the child's reaction to the peer group, the teacher, the classroom atmosphere; if it is a question of learning difficulty, look specifically into the child's academic work with questions such as: What can this child do in the class? How much did he or she get from various lessons presented? Is it a language problem or a learning problem? P.E. and recess times are good to observe the child's interaction with peer group, the motor-coordination aspect. In the special classes, types of services provided in the local school are looked into for possible coordination of future services for the child. In short, notes are taken on concrete observed behaviors, performance, reaction of the child, the peer group relationship, the teacher's attitude toward the child and the child's self-perception.

4. Noontime is spent with the parents either in their home or in school to learn of the child's background information and to discuss with the parents tentative and possible grade placement for the child.
5. Some time in the afternoon is spent with the child on an individual basis. Some informal assessments could then be performed: reading of passages in Vietnamese and in English; math computation of basic operations; free drawing; and "just talking" to learn of his/her reasoning ability and expressive language skills as well as the child's feelings on the new school experiences.
6. A short period is allowed for a class visit to talk to the group. The goal is to bring some cultural understanding and awareness of the special need for the child within his/her peer group.
7. Findings are then compounded using an eliminative approach: He/she can do these but not those - He/she is not , etc.

Attempt to look into what the child can do and what is lacking, to see beyond the child's immediate action for possible underlying causes as related to the cultural aspects and/or the physical, emotional, and academic needs of this child.

8. A "small" school staffing is held with the child's present and previous teachers to exchange, compare, and discuss information obtained.
9. A "big" conference is held to discuss the findings and to explore possible services, placement, etc. This conference should include all persons involved in the child's education and the family's welfare. Usually, there are local school administrators (principal, counselors ---), school district administrators (superintendent, director of special education services ---), teachers (regular and special classes), tutors, parents and representative of family's sponsoring agencies(church, individual), and, if possible, community services personnel should also be included.

It is believed that this type of "big" conference is needed since Vietnamese refugee students are very special cases which often require special services and special considerations. These services might go beyond local school's authority and services.

3) The next step is the placement

All aspects of the child's development are taken into consideration and attempts made to find the best available solution for his/her needs. Specialized educational services such as bilingual teaching, ESL teaching, learning disabilities, speech and/or tutors, and teacher aide services are considered for the cognitive and academic development aspect. Services of the counselor, community agencies, peer group, and "buddy" system are possible services provided for his/her emotional needs. Local YMCA is a possible outlet for the excess physical energy a Vietnamese child might need for after school hours.

Final decisions are commonly decided between all involved, including parents.

Concluding Notes

Finding an appropriate placement for non-English speaking students with special emotional needs, as in the case of Vietnamese refugee students, is a complex task involving much thought and consideration. The school psychologist's role is more of the facilitator of service delivery and the coordinator of school staff members than of evaluation and assessment.

The following are important points to consider in this type of evaluation and placement:

- A Vietnamese speaking person to give directions and to interpret the child's response.
- Child's age level, past school experiences, current social, and emotional maturity, and academic performance.
- Grade level which will take him/her forward academically.
- Provision for the learning of English language.
- Flexibility in placement to provide changes if needed.
- Parents' opinion and agreement on placement.
- Supportive and coordinated effort of school staff.

The success of a placement depends a great deal on "how good the school's program of teaching English as a second language is. Two year's experience has indicated that good programs have enabled most Vietnamese to continue their education with little interruption. Schools which did not provide a good program of ESL can expect the refugees to have difficulty for some time to come. In the latter situation, the problem is not with placement or with

the refugee's background, but with the school's program to meet his needs."^{19*}



17,18,19. Manual for Indochinese Refugee Education, 1976-1977, p. 17.

* Reference for added information relating to evaluation and placement can be found in Appendix F.

a nearby university, a military post, etc.

- 3) A structured developmental English program may be conducted independently or in conjunction with a full bilingual or support bilingual program. This type of instruction involves the application of teaching English as second language technique (ESL) to content material derived from the regular curriculum and conducted within the regular classroom on an individual basis.

Well designed bilingual and ESL programs are compatible programs. A bilingual teacher must be able to communicate with the child in his/her own language and to develop the full range of skills in that language. An ESL teacher should employ the practices of bilingual education which will consider the language and culture of the student and build second language instruction on the system of language the child has already acquired.

- 4) For the amount of time needed for the above instructions, daily sessions and several short sessions are preferred to weekly or one long session at a time.
- 5) Learning of English as a second language takes considerable time and the older the student, the more time it is likely to take. The school should not be unrealistic about expecting students to learn the language in a matter of a few weeks or a few months. It is also true that this learning of English should be taught systematically and should not be assumed that it can take place by simple exposure to it or by accident.
- 6) Learning key vocabulary and building fluency in basic communication patterns should be the 1st goal with pronunciation the secondary one.
- 7) Some resources for information and help can be obtained through the following sources:

B. The Learning of English

Not being a professional in the field of teaching English as a second language (ESL), this section is, again, a shared experience of the author's work with Vietnamese children during these last two years in the school, of information gathered during the process, and of the concern over the special educational needs for these Vietnamese refugee students.

1. General consideration for meeting the English language needs of Vietnamese students

- 1) The best way to meet these needs is through a program of bilingual/bicultural education (BBE). In this type of BBE program, instruction is offered to students both in English and in Vietnamese with teachers extending a child's ability to use Vietnamese while developing his or her ability to function in English. Such a program is ideal but not often feasible due to economic reasons. It is possible only in school districts where large enough numbers of refugees are available.
- 2) A supportive bilingual education program will require the employing of some bilingual staff members (teachers or aides) and the acquisition of available materials about Vietnam culture and education. This type of program could be applicable in most school districts. Resources of Vietnamese speaking persons are often found through the parents group, church groups, student or staff, foreign student office in



- In local university: department of speech, TESL, bilingual education.

- Resource Center - In Illinois:

The Midwest Indochinese Resource Center and the Bilingual
Education Service Center
500 South Dwyer Avenue
Arlington Heights, Illinois 60005
Telephone: 312/255-9820

The Illinois Office of Education - Bilingual Section
188 West Randolph
Chicago, Illinois 60601
Telephone: 312/793-2220
Nationally:

National Indochinese Clearing House
Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209
Toll free - telephone: 800-336-3040

(See Appendix E)



2. The Learning of a Second Language²⁰

1) Some thoughts on ESL approach

In learning to speak a second language, the refugee child has to master four different aspects of the language: to understand the spoken English; to pronounce it correctly to be understood; to be able to express it; and, to be able to express it correctly.

a. Learning to pronounce a new language involves, first, learning to hear it in terms of its own sound system (instead of the sound system of one's native language) and then learning to produce the sounds properly to be understood.

Pronunciation problems can almost always be traced to differences between the language the student speaks and the one he or she is trying to learn. The sound system of Vietnamese and English have very little in common and the Vietnamese learner of English will have a difficult time with pronunciation.

b. Learning the structure of a language involves learning how to link words together in sentences.

A complete analysis of differences in structure between Vietnamese and English can be found in "The Manual for Indochinese Refugee Education 1976-1977" (pp. 43-66). In brief, Vietnamese will have difficulty in English sentence structure which is different from the Vietnamese structure, such as the plural forms, various suffixes and



endings, tenses, question form, negative form, and articles.

A Vietnamese student will need special help with the structure of English. In the lower grades, the child will pick up the simpler structure forms from her or his classmates, but will have to be taught structures of the written English. In the upper grades and high school, she or he will have to be taught all the structures.

c. Learning vocabulary involves at first learning the words for objects and actions in one's immediate environment, then branching out into more remote areas of interests. Specialists in the ESL field are agreed that learning vocabulary is best done in context. The child given a long list of words to memorize will never master them as well as the child who hears them over and over and who is required to use them in meaningful situations.

The teaching of vocabulary can be done by the classroom teachers, while structure should be taught in special classes, tutoring sessions, or in-class learning groups; the vocabulary a student has to learn will depend on his or her age.

d. Learning the various styles of English will be forced on the child by circumstances assuming that care is taken to place him or her among peers with which he or she can identify and be friends.

Learning a language takes a long time; the more special attention the student has, the sooner he or she will learn.

Often the ESL class takes on an additional function of cultural advising and of "release of tension" for the Vietnamese child. This is the place where life moves at a slower pace for the refugee child, where she or he can ask questions and get advice on aspects of American life that are puzzling. The ESL teacher, therefore, assumes a very important role.

2) ESL Teaching Materials²¹

ESL materials are designed to teach English to students who speak another language. They present all the basic language skills that a student has to master in order to understand and use English to communicate with teachers and peers.

ESL materials are good sources of materials, information, and ideas for regular classroom teachers to use in their teaching because they are well-researched materials with careful sequencing of structures with texts appropriately designed for a particular audience in mind.

A more complete reference on ESL materials is available in Appendix C for the reader's information.

3) Supplementary Language Activities in the Regular Classroom²²

Regular classroom teachers have not on the most part, had any experience teaching English as a second language to non-English speaking students. In areas where there are no non-English speaking children to warrant an ESL program, special teachers such as the speech therapist, the reading teacher, the learning disability teacher and, at times, the librarian are expected to teach the children English. For understandable reasons, the specialist tends to interpret the problems of the non-English speaker in terms of his or her own specialty (the reading teacher might see the non-English student's problem as a reading problem and the speech therapist as a speech problem).

Care should be taken on all sides to recognize the child's problem for what it is - the inability to speak English and to remember that, for the most part, the child is fully functioning and problem-free in her or his own language and culture. There are, of course, refugee children with learning problems, but these problems are distinct from the overall language problem and must not be confused with it.

Whoever it is that the child is going to for special help, it will be that person's responsibility to teach the sentence patterns and pronunciation of English. The classroom teacher's responsibility will be to teach the child vocabulary and to give the child opportunities to use what he or she has learned in language classes. The classroom teacher must also see that the child has ample opportunity to learn from peers.

It is imperative that the classroom teacher and language teacher work closely so that together they can form a fairly complete picture of the child and her or his language needs. They can reinforce each other's lesson.

4) Some Suggested Materials and Activities to be Used in the Classroom

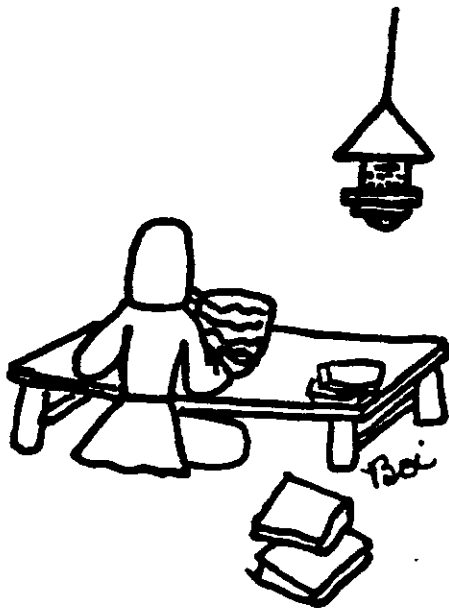
1. Own picture dictionaries
2. Flash cards and sentences with matching pictures
3. Word puzzles and games
4. Developmental learning materials (DLM)
5. Peabody Language Development Kits
6. Talking books
7. Reading labs such as SRA, Reader's Digest Skill Builders.

The examples listed are ideas of materials already in the classroom which can be used to teach vocabulary to refugee children.

In fact, anything in the classroom that provides the children with an opportunity to talk about different objects and actions can be a source of vocabulary. If there are no other supportive services available, the teacher should find out about the child's language, cultural background, and educational experience. S/he should organize the children (or child) as s/he would for a reading group, but in this case it will be an ESL group. S/he will need ESL textbooks and a very detailed, easy to follow teacher's guide.

Besides the materials, the following are suggested activities which teachers can use in class.

1. Encourage students to speak
2. Avoid too difficult materials
3. Emphasize listening, speaking activities (plays, puppet shows...)
4. Provide variety of listening activities
5. Provide students with talking experience
6. Give simple directions and use an example.
7. Use a variety of visual aids.
8. Provide a listening corner with tape recorder, etc.



20,21,22 Some of this information is taken in part, and in full, from the "Manual for Indochinese Refugee Education 1976-1977," pp. 21-72.

3. Differences Between Vietnamese and English Sources of Difficulties

The particular difficulties with English that the refugee child will have can nearly always be traced to differences between English and his her native language.

The following are some examples:

Sounds

th as in ether
p as in pin
g as in gay
zh as in pleasure
g as in gin
i as in pin
e as in bet
a as in bat
oo as in book

Confused with

d as in dog or s as in see
b as in boy
k as in king
z as in zero
ch as in chin
ee as in beet
a as in bat
e as in bet
oo as in boot

Final consonants

b as in dab
d as in bad
f as in laugh
v as in love
s as in bass
z as in jazz
sh as in rush
ch as in much
l as in pill
r as in car

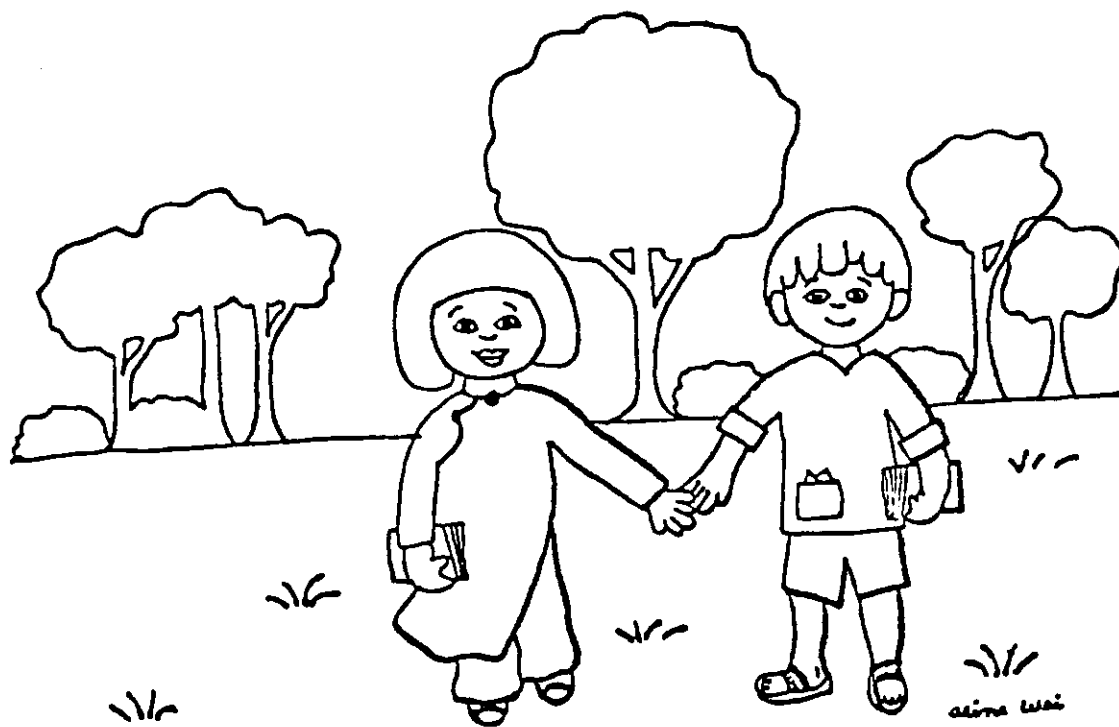
Confused with

p
t
p
b or p
sh push
sh, push or s
s
sh, push
n, pin
r (nor, heard)

Vietnamese language is a tone language and a mono-syllable language. The tone is associated with words while in English, intonation is associated with whole sentences. Vietnamese students must be taught to associate tones with sentences, and not words; and they must be taught the important intonation patterns correctly.



One way to teach problem sounds is to tackle them one by one; first teaching the student to distinguish them aurally from phonetically similar sounds, then teaching him or her how to pronounce them. A rhyming dictionary is helpful.





IV. CONCLUSIONS

Teaching a Vietnamese refugee student is a frustrating and demanding job, but it could also be a very rewarding one.

At a recent forum conducted in Chicago (April 1977) on problems of Asian children in the American classroom, Mary Galvan, national consultant on TESL, seems to express well the idea in these terms. "The Indochinese caught our imagination and caught our conscience. We felt more deeply about them than we did about any other minority group."

To accomplish this task, much cooperative effort from all school personnel involved is needed :

From school administrators, it would be the open-minded and supportive effort to allow flexibility in services provided.

From regular classroom teachers and special class teachers, tutors, aides, etc., it would be the understanding of the child's special needs with special consideration for cultural heritage and special circumstances, the patience to allow for changes in time, the willingness and the open-mindedness to try new methods and new techniques of teaching this "new" type of students.

To each and every one of you who have been involved in the education of Vietnamese refugee children, our deep and sincere thanks for your efforts and your concern.



REFERENCES

Selected List of Published Materials and Readings on Vietnamese

APPENDIX A: Indochinese Refugee Education Guides

APPENDIX B: Vietnamese History, Literature and Folklore

APPENDIX C: A Selected Bibliography of ESL Teaching Materials

APPENDIX D: Test Materials K-12 Available in Bilingual and
in Vietnamese

APPENDIX E: Bilingual/Bicultural Education and Materials

APPENDIX F: Some Readings on Bilingual/Bicultural Evaluation



APPENDIX AINDOCHINESE REFUGEE EDUCATION GUIDES

The following material can be obtained at:
 National Indochinese Clearinghouse . Center for Applied Linguistics
 1611 North Kent Street, Arlington, Virginia 22209
 Toll-Free Hotline (800) 336-3040

General Information Series:

1. Hints for Tutors
2. Testing English Language Proficiency
3. Education in Vietnam: Fundamental Principles and Curricula
4. Teaching English Pronunciation to Vietnamese
5. Textbooks and Classes for ESL
6. A Brief Look at the Vietnamese Language: Sounds and Spellings
7. Testing the Reading Ability of Cambodians
8. Academic Resources for Language & Culture
9. A Selected Bibliography of Dictionaries
10. Teaching English Pronunciation to Speakers of Black Tai (Tai Dam)
11. Teaching English Structures to the Vietnamese
12. Supplement to: "An Annotated Bibliography for Teaching English to Vietnamese"
13. Perspectives on a Cross-Cultural Problem: Getting to Know the Vietnamese

Preschool Education Series:

1. English as a Second Language in Kindergarten: Orientation and Scheduling
2. English as a Second Language in Kindergarten: Teaching Pronunciation and Grammar
3. English as a Second Language in Kindergarten: Testing Young Children
4. English as a Second Language in Kindergarten: Language and Concept Development

Elementary Education Series:

1. On Keeping Lines of Communication with Indochinese Children Open
2. Classroom Instructions in Vietnamese/Inside the Classroom
3. Vietnamese History, Literature & Folklore
4. Classroom Instructions in Vietnamese/Outside the Classroom
5. Continuing English Studies During the Summer
6. Supplemental ESL Activities for Classroom Teachers

Intermediate/Secondary Education Series:

1. Vietnamese History, Literature & Folklore
2. Detailed Content of Vietnamese Secondary Curriculum
3. Continuing English Studies During the Summer

Educational Administrator Series:

1. On Assimilating Vietnamese & Cambodian Students into U.S. Schools
2. Meeting the English Language Needs of Indochinese Students

Personnel Resources Directory Supplements:

- September, 1975--A Personnel Resources Directory for the Education of Indochinese Refugees
- | | |
|----------------|------------------|
| October, 1975 | -- Supplement #1 |
| November, 1975 | -- Supplement #2 |
| November, 1975 | -- Supplement #3 |
| December, 1975 | -- Supplement #4 |
| May, 1976 | -- Supplement #5 |
| July, 1976 | -- Supplement #6 |

Adult Education Series:

1. Teaching English to Adult Refugees
2. Bibliography of Adult ESL Materials
3. Towards Methods of Learning English (In Viet./Cambodian/English)
4. ESL Reading Materials for Adults
5. Recreational Reading in Vietnamese
6. How to Teach Adult ESL: A Guide for Volunteers

Bilingual/Bicultural Education Series:

1. Information for Administrators and Teachers
2. A Selected, Annotated Bibliography on Bilingual/Bicultural Education
3. A Model for Bilingual Language Skill Building

Indochinese Refugee Alert Bulletins:

- #1 August, 1975
- #2 September, 1975
- #3 October, 1975
- #4 February, 1976
- #5 March/April 1976

Handbooks:

1. A Handbook for Teachers of Vietnamese Students: Hints for Dealing with Cultural Differences in Schools.
2. Vietnamese-English Phrasebook with Useful Word List (for English Speakers).
3. English-Vietnamese Phrasebook with Useful Word List (for Vietnamese Speakers).
4. A Selected Annotated Bibliography for Teaching English to Speakers of Vietnamese.

A Manual for Indochinese Refugee Education 1976-1977

APPENDIX BVIETNAMESE HISTORY, LITERATURE AND FOLKLORE

The following bibliography deals with cultural and literary material about Vietnam and the Vietnamese.

1. The Beggar in the Blanket and Other Vietnamese Tales, retold by Gail B. Graham, illustrated by Brigitte Bryan. New York: The Dial Press, 1970. 96 pp. \$4.95

Translated from French language sources in Vietnam by a famous woman reporter/writer who lived in Vietnam during 1966 and 1967. The fairy tales collected are her favorites and the book was basically written for her own children.

2. First Snow, by Helen Contant, illustrated by Vo Dinh. New York: Alfred A. Knopf, 1974. 32 pp. \$4.50

A children's story featuring a little Vietnamese girl who has learned to accept the cycle of life and death as a natural pattern of the universe when, for the first time, she watched the falling snow in her first winter in the U.S. The story is gentle in style, beautifully illustrated by a well-known Vietnamese artist.

3. From the Vietnamese: Ten Centuries of Poetry, edited by Burton Raffel. New York: October House, 1968. 75 pp. (Secondary and Adult)

A seven-page introduction discusses and illustrates the rules of Vietnamese versification. The rest of the book is a collection of Vietnamese poems from the 11th century to the present. Two peasant songs are included.

4. Getting to Know the Two Vietnams, by Fred West, illustrated by Polly Bolian. New York: Coward-McCann, 1963. 64 pp.

The first half of the book, for upper elementary and junior high students, gives a comprehensive historical background of Vietnam.

5. KIM - A Gift from Vietnam, by Frank W. Chinnock. New York: World Publishing Co., 1971. 210 pp. (Secondary and Adult)

An editor for Reader's Digest, Mr. Chinnock tells the story of his own adopted Vietnamese child.

6. Land of Seagull and Fox: Folk Tales of Vietnam, by Ruth Q. Sun, illustrated by Ho Thanh Duc. Rutland, Vermont: C. E. Tuttle Co., 1967. 135 pp. \$5.50. (Secondary and Adult)

Thirty-one traditional folk stories translated in a pleasant style. The author spent one year as a lecturer at the University of Saigon, and collected many of the stories directly from her students in "versions learned at the knees of their parents and grandparents."

7. NHAN, a Boy of Vietnam, by Inor Forney, edited by Joann Robinson. Rutland, Vermont: Charles E. Tuttle Co., 1969. 25 pp.

Some scenes of life in Saigon seen through the eyes of a 10-year-old paper boy from a poor family.

8. Our Friends in Vietnam, by Inor & E. H. Forney. Rutland, Vermont: Charles E. Tuttle Co., 1967. 61 pp. \$1.00.

A coloring book presented in the author's own handwriting. Each page is accompanied with a drawing of the scene described. The book shows activities of ordinary people in cities and rural areas: the food they eat, the clothes they wear, the things they do, the places they go and so on.

9. Promises to Keep, by Paige Dixon. New York: Atheneum, 1974. 165 pp. \$6.95. (Secondary and Adult)

The book deals with problems faced by an orphaned boy, half American, half Vietnamese, when he went to live with his American grandmother in a small New England town after his Vietnamese mother died.

10. Southeast Asia, by William A. Withington and Margaret Fisher. Grand Rapids: Fideler Company, 1968. 272 pp.

This is a well-presented elementary geography textbook.

11. The Story of Vietnam: A Background Book for Young People, by Hal Dareff. New York: Parents' Magazine Press, 1966. 250 pp. (Intermediate through Adult)

This is a clearly presented (primarily modern) history of Vietnam.

12. Vietnam and Countries of the Mekong, by Larry Henderson. Rev. ed. New York: Thomas Nelson, 1967. 254 pp. (Secondary and Adult)

The first five chapters are devoted to Vietnam, ranging from the geographical and cultural background to the political and economic problems. Good background reading for high school students.

13. Vietnam: Land of Many Dragons, by Hal Buell. New York: Dodd, Mead, 1968. 142 pp.

This is a simplified history of Vietnam for the upper elementary/junior high level.

14. Vietnam, Our Beloved Land, by Nguyen Cao Dam and Tran Cao Linh. Rutland, Vermont: Charles E. Tuttle Co., 1968. 124 pp. (Intermediate through Adult)

This is a collection of photographs by Vietnamese photographers designed to show Vietnam as it is remembered by the Vietnamese.

15. Vietnam: The Country, The People, by David C. Cooke. New York: Grosset & Dunlap, 1968. \$4.95. (Secondary and Adult)

The book has 11 chapters covering the legendary origin of the Vietnamese, their historical background and the characteristics of their way of life as compared with those in the Western world.

16. Vietnamese Folk Poetry, translated by John Balaban. Greensboro, N.C.: Unicorn Press, 1974. 47 pp. \$8.00 cloth, \$4.00 paperback. (Secondary and Adult)

This is a book of traditional Vietnamese oral poems (ca dao) collected by the translator in the Mekong delta, Saigon, the Central Highlands, and Hue in 1971 and 1972.

17. Vietnamese Legends, compiled and translated by G.F. Schultz. Rutland, Vermont: C.E. Tuttle Co., 1965. 163 pp. \$4.70. (Secondary and Adult)

The book contains 32 short stories as part of the well of folklore of Vietnam.

18. Zen Poems, by Nhat Hanh. Greensboro, N.C.: Unicorn Press, in press. \$10.00 cloth, \$5.00 paperback.

This book contains 12 poems. These are written in Vo Dinh's ink-and-brush calligraphy (in Vietnamese) on a sheet which also interprets each verse with a drawing. The English translation (by Teo Savory and Vo Dinh) is en face. The poems suggest the feel of the philosophy of Zen Buddhism.

19. Customs and Culture of Vietnam, Ann C. Crawford, Tuttle Publ., Rutland, Vt., 1966.

A description of many Vietnamese customs and traditions by an American resident in South Vietnam who traveled extensively throughout the country.

20. A Dragon Defiant, Joseph Buttinger, Praeger Publ., New York, 1972.

A short history of Vietnam for the general reader, the book contains a wealth of information on the land, the people and its history.

21. Handbook for Teachers of Vietnamese Students: Hints for Dealing with Cross-Cultural Differences in Schools, National Indochinese Clearinghouse, Center for Applied Linguistics, Arlington, Virginia, 1975.

A short guide for American teachers, containing practical information on the differences between the American and Vietnamese school systems and useful suggestions on how to help the Vietnamese refugee children adapt to the new school environment.

22. Fire in the Lake: The Vietnamese and Americans in Vietnam, Frances Fitzgerald, Little, Brown & Co., Boston, Mass., 1972.

A sensitive and insightful examination of the American involvement in Vietnam, seen against the background of Vietnamese culture and history.

23. Getting to Know the Vietnamese and Their Culture, Vuong Gia Thuy, Ungar Publ., New York, 1976.

Originally intended as a guide for Americans working with the Vietnamese refugees in the U.S., this short book about the Vietnamese deals very briefly with their cultural background, their values, their characteristics, and their educational system.

24. Bridging the Asian Language and Cultural Gap, Los Angeles Unified School District, 450 N. Grand Ave. G-290-L.A., Ca. 90012.
25. Some Aspects of Vietnamese Culture, by Nguyen Dinh Hoa, Southern Illinois University Press, Carbondale, Ill. 1972, 1.50.
26. Assisting Vietnamese Students in Illinois Schools, Office of Education, Springfield, Ill.

APPENDIX C

A SELECTED BIBLIOGRAPHY OF ESL TEACHING MATERIALS

I. K-6

A. ESL Structure Texts

BUMPASS, Faye L. The New We Learn English. New York: American Book Co., 1968-69. Five books, \$1.30-\$1.40 each.

Elementary.

Series in workbook format for primary students. Audio-lingual approach with limited vocabulary (858) to develop basic language skills.

BUMPASS, Faye L. We Speak English. New York: American Book Co. (Division of Litton Educational Publishing, Inc.), 1967. Book I, \$2.00; Book II, \$2.00. Paperback.

Upper elementary.

Can be used as a continuation of The New We Learn English, or as beginning books (material contained in the lower elementary series is reviewed in We Speak English). Teachers' editions available.

GONZALEZ-MENA, Janet. English Experiences. Silver Spring, Md.: Institute of Modern Languages, 1975. \$29.95 for Teachers' Program Guide and 50 spirit masters sets.

Pre-Elementary.

Consists of 50 "experiences" designed primarily to develop cognitive, affective, perceptual and motor skills in preschool and kindergarten children while teaching English.

KERNAN, Doris. Steps to English. New York: McGraw Hill, 1974-76. A & B, I-IV. About \$3.00.

K-6 series.

A & B are pre-reading, I-IV incorporate reading. Teachers' editions, workbooks, cue cards and tape cassettes are available.

MARQUARDT, William F., Jean H. Miller, and Eleanor Hosman. English Around the World. Glenview, Illinois: Scott Foresman, 1970. Pupils' Skills Books (Levels 1 through 6): \$1.68-\$2.00. Paperback.

Elementary, all levels.

A complete six-level course, very effective if the teacher reads and follows the guide. Especially suitable for teachers with no special training in ESL.

B. Supplemental Materials (K-6)

ALEXANDER, L.G. Look, Listen and Learn! An Integrated Course for Children. London: Longman, 1968-70. Four books, \$3.00 to \$4.00 each.

Elementary through intermediate.

A four-stage audio-visual course for beginning students age nine and above. Texts, workbooks, structured readers, link readers, film strips, and tapes.

DYKSTRA, Gerald, Project Director. Composition: Guided - Free. New York: Columbia Teachers College Press, 1973. Four programs, \$1.00 each.

Intermediate.

Not designed as ESL materials, but usable as composition supplement to an ESL program for grades 1-6. Composition through practice with model passages. Progressive development of writing skills.

HAUPTMAN, Philip and John Upshur. Fun with English. New York: Macmillan, 1973. \$1.75.

Intermediate.

A supplementary text designed for ages 10 and above, to be used with basic ESL course at intermediate level. Learning puzzles and games which test vocabulary, reading comprehension.

ROBINETT, Ralph F., Paul W. Bell, and Pauline M. Rojas. Miami Linguistic Readers. D.C. Heath, 1970. About \$.88 per reader. Paperback.

Lower elementary. Two groups of attractive, colorfully illustrated books graded in difficulty, appealing to students through junior high, as well as the first and second graders they were designed for.

II. 7-12

A. ESL Structure Texts

HALL, Eugene J., et al. Orientation in American English. Silver Spring, Md.: Institute of Modern Languages, 1971-72. Six student textbooks, \$3.00 each. Four workbooks, \$2.00 each. Cassettes for first four levels, \$45.00-\$55.00 each set.

Beginning through advanced.

An integrated set of materials - texts, workbooks, tapes, and graded readers - using "Situational Reinforcement" to train students to assimilate vocabulary and structure in context of everyday experiences in America.

MELLGREN, Lars, and Michael Walker. New Horizons in English. Addison-Wesley. Student books, about \$2.50 each. Paperback.

New series for high school students and above, to teach elementary and intermediate English.

SLAGER, Wm. R., Project Director. English for Today, 2nd Ed. New York: McGraw Hill, 1972. Books I-VI, about \$4.50 each. Paperback.

Newly-revised edition of a series which has been used extensively in secondary school programs. The six books take the student up to a full command of spoken and written English.

WARDHAUGH, Ronald, et al. English for a Changing World. Glenview, Ill.: Scott, Foresman and Co., 1976. Six levels planned, four levels available now, \$2.34 each.

Elementary through advanced.

A new comprehensive ESL course in six levels (first four now available) for secondary school students and young adults.

B. Supplemental Texts (7-12)

1. Reading and Writing

BODMAN, Jean, and Michael Lanzano. No Hot Water Tonight. New York: Collier Macmillan International. \$3.95. Paperback.

High school or older. Reader to accompany any beginning text, with structure carefully controlled. Vocabulary is more extensive than in most beginning readers.

DOTY, Gladys, and Janet Ross. Language and Life in the U.S.A., 3rd ed. New York: Harper and Row, 1973. Vol. I, \$5.95; Vol. II, \$2.95. Paperback.

Vol. I, Communicating in English, contains comprehension, grammar, pronunciation and writing exercises to help intermediate-level students to understand spoken English and use English in speaking and writing.

JARAMILLO, Barbara L. Conventions in the Mechanics of Writing: A Language Laboratory Manual for Foreign Students. Pittsburgh: English Language Institute, University of Pittsburgh, 1971. \$3.50.

Thirty lessons in punctuation and the mechanics of writing, for the beginning or intermediate student.

MATTHEWS, Patricia E. and Sabahat Tura. Practice, Plan and Write, Books I and II. New York: American Book Co., 1973. \$2.10 per book.

Two separate volumes intended to form a complete course in writing for ESL students at the low-intermediate level in high school, college or adult education programs.

PAULSTON, Christina and Gerald Dykstra. Controlled Composition in English as a Second Language. New York: Regents, 1973. \$1.95.

English composition is taught through a series of structured exercises which are appropriate for the advanced intermediate to advanced ESL student on the high school level or above.

PIMSLEUR, Paul and Donald Berger. Encounters: A Basic Reader. New York: Harcourt Brace Jovanovich, 1974. \$4.50. Paperback.

Collection of simplified newspaper articles originally designed for disadvantaged students, but useful for students of ESL.

2. Pronunciation and Conversation (7-12)

DOBSON, Julia M. and Frank Sedwick. Conversation in English: Points of Departure. New York: American Book Co., 1975. \$3.00. Paperback.

Designed for conversation as well as oral or written composition on the high elementary, intermediate or advanced level.

NILSEN, Don and Allen Pace Nilsen. Pronunciation Contrasts in English. New York: Regents, 1971. \$2.25. Paperback.

For all levels.

SOUTHEAST ASIAN REGIONAL ENGLISH PROJECT. English for Vietnamese Speakers. Arlington, Va.: ERIC. Vol. I: Pronunciation.

Concentrates on areas of pronunciation that are especially troublesome for Vietnamese speakers.

3. Vocabulary (7-12)

BARNARD, Helen. Advanced English Vocabulary. Rowley, Mass.: Newbury House, 1971. About \$4.50 per book.

Series of seven workbooks.

HORNBY, A.S. Oxford Advanced Learner's Dictionary of Current English, New Edition. New York: Oxford University Press, 1974. \$8.95. Hardback.

Universally used and respected dictionary for ESL students.

McCALLUM, George P. Idiom Drills: For Students of English as a Second Language. New York: Crowell, 1970. \$2.50.

For intermediate students in high school and above. Contains a series of exercises (six units, five lessons in each unit) designed to teach 180 useful everyday idioms.

AIDS FOR TEACHERS

BURT, Marina L. and Carol Kiparsky. The Gooficon: A Repair Manual for English. Rowley, Mass.: Newbury House, 1972. \$4.95. Paperback.

Sampling of ESL student errors arranged according to structure, and suggestions as to correcting them.

CENTER FOR APPLIED LINGUISTICS, Vietnamese Refugee Education Series. Arlington, Va.: Center for Applied Linguistics, 1975.

(1) English-Vietnamese Phrasebook with Useful Word List (for Vietnamese speakers). A survival phrasebook and mini-dictionary (Vietnamese-English and English-Vietnamese), designed to meet the immediate language needs of refugees upon their resettlement. \$3.00. Cassettes available (\$13.00).

(2) Vietnamese-English Phrasebook with Useful Word List (for English speakers). Intended as a guide for Americans to simplified Vietnamese. Easy-to-follow pseudo-phonetic transcription. One-way (English-Vietnamese) mini-dictionary included. \$2.00. Cassette available (\$6.00).

(3) A Handbook for Teachers of Vietnamese Students: Hints for Dealing with Cultural Differences in Schools. Cross-cultural comparisons between Vietnamese and American school environments. Suggestions to teachers to help reduce possible culture shock for Vietnamese students. \$1.00.

(4) A Selected Annotated Bibliography for Teaching English to Speakers of Vietnamese. \$1.50.

(5) A Personnel Resources Directory for the Education of Vietnamese Refugees. Abstracts on available Vietnamese and American educators, including experts who can offer technical assistance to school districts. \$1.00.

(6) A Colloquium on the Vietnamese Language. Presented at the Center for Applied Linguistics on July 15, 1975. References to contrastive features between Vietnamese and English. 45-minute presentation on phonology and syntax; 45-minute question and answer period. \$6.50 for cassette tape and handout.

THOMAS, Myra H. et al. Books Related to Adult Basic Education and Teaching English to Speakers of Other Languages. National Center for Educational Communication (DHEW/OE), Washington, D.C., 1970. \$.30.

APPENDIX DText Materials K-12 available
in Bilingual and in Vietnamese

These materials have been produced by educational resource centers, school districts, and state agencies across the country.

LANGUAGE ARTSVietnamese Textbooks: Reading Series

I Learn the Vietnamese Syllables, Grade I
I Learn to Read - Grade II
Reader - Grade III
Reader - Grade IV
Reader - Grade V

This series was developed by the Ministry of Education in Saigon and was the official Ministry textbook series used in all public schools in Vietnam. The books have been reprinted by: Center for Applied Linguistics, 1611 North Kent Street, Arlington, VA 22209.

Fables

The Crow and the Fox
The Donkey and the Fox
Two Donkeys
Wise Turtle, or The Big Race
The Fibbing Shepherd
The Fat Hens and Skinny Chickens
Who Will Place the Rattle on the Cat's Neck?

These are short fables, translated into Vietnamese and produced in paperback form. (BABEL Media Center.)

Vietnamese-English Illustrated Vocabulary Series, Levels 1, 2, 3

The Illustrated Vocabulary Series deals with a variety of topics. The fables and the vocabulary book are available from: BABEL Media Center, 1033 Heinz St., Berkeley, CA 94710.

Primers

The Cat and the Rat
The Happy Taxi Cab
Tuong's Special Day
The Lost Thong
Where Is Pete?
Anthology of Vietnamese Folk Stories
Vietnamese Spelling/Alphabet Book

Designed to act as Vietnamese/English bilingual pre-primer/primer level readers. There are cassettes to accompany these texts. The monolingual Spelling Book was designed to encourage children to maintain their language. Available from: English-Vietnamese Bilingual Program, San Diego City Schools, Programs Division, 4100 Normal St., San Diego, CA 92113.

Vietnamese Alphabet Coloring Book

Order from: Vietnamese Bilingual Materials, Grand Rapids Public Schools, Grand Rapids, Michigan 49502.

Vietnamese Alphabet Book and Cambodian Alphabet Book

Order from: Bilingual Program, D.C. Public Schools, 4820 Howard St., N.S., Washington, D.C. 20016.

Meanings of U.S. Holidays:

The Meanings of ChristmasThe Meanings of Thanksgiving

Available from: Arizona Department of Education, 1535 West Jefferson, Phoenix, Arizona 85007. Vietnamese text with slides.

Folk Tales for Children (in Vietnamese and English), Volumes I, II, III.

Order from: Vietnamese Bilingual Materials, Grand Rapids Public Schools, Grand Rapids, Michigan 49502.

Let's Learn Vietnamese (Level 1, 2, 3, 4)

Teacher's Manual and Student's Workbook (Grand Rapids, Michigan).

Gia Dinh Ong Hai (Mr. Hai's family): Vietnamese Reader, grade 6. (Grand Rapids, Michigan.)

MATH, SOCIAL STUDIES, AND SCIENCEMath Terminology List

93-page glossary.

U.S. Constitution translated into Vietnamese (Vietnamese-English, Bilingual)

U.S. Constitution translated into Cambodian (Cambodian-English, Bilingual)

Order above three items from: English-Vietnamese Bilingual Program, San Diego City Schools, Programs Division, 4100 Normal St., San Diego, CA 92103.

Social Studies Unit for Vietnamese Children in the U.S.A.

A handbook for teachers, with suggested objectives and teaching methods; covers U.S. and Vietnamese culture, geography, history, systems of measure and money, signs and symbols; includes appendices and bibliography. 40 pp.

English-Vietnamese Scientific Terminology for High School and Junior College Students:

Book I: Mathematics; Book II: Physics; Book III: Geography;
Book IV: Chemistry; Book V: Natural Sciences; Book VI: Government and History.

This series lists a wide variety of English terms with appropriate Vietnamese equivalents, which will be of much help to students using English as their second language. Will also be useful to Vietnamese undergoing vocational training.

Order above items from: BABEL Media Center, 1033 Heinz Street, Berkeley, CA 94710.

U.S. History Supplements in Vietnamese and Cambodian;

Chemistry, Mathematics, Biology and Physics Supplements in Vietnamese;

Biology and Physics Supplements in Cambodian;

Order above items from: Midwest Indochinese Resource Center, 500 South Dwyer Avenue, Arlington Heights, IL 60006.

CONSUMER, DRIVER EDUCATION AND HEALTH INFORMATION

Translation of Driver's Exam from Driving Handbook

Vicente Z. Serrano, Vietnamese Education Consultant, Kansas State
Department of Education, 120 East 10th St., Topeka, KS 66612.

Questions & Answers - Driver's Test

Pennsylvania Department of Motor Vehicles, Harrisburg, PA 17126

Driver's Guide

Department of Emergency Services, 4220 E. Martin Way, Olympia, WA 98504.

Guide to Driving Practices

Department of Emergency Services, 4220 E. Martin Way, Olympia, WA 98504.

Florida Driving Exam

Vu Duc Hanh, Bilingual Tutor/Language Arts Dept., Escambia County School
Board, Pensacola, FL 32506.

Consumer Information:

Banking, food stamps, insurance, housing, health, driving, etc.
Write to: Wisconsin Ways, Resettlement Assistance Office, 4802
Sheboygan Ave., Madison, WI 53702.

APPENDIX EBILINGUAL/BICULTURAL EDUCATION AND MATERIALS1. Professional Organizations

- a. National Association for Bilingual Education (NABE). New York City Board of Education, 66 Court Street, Brooklyn, New York 11201.
- b. Teachers of English to Speakers of Other Languages (TESOL). c/o School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057.

2. Resource Centers. Centers funded under Title VII of the Elementary and Secondary Education Acts.

In Illinois: Bilingual Education Service Center, 500 South Dwyer Avenue, Arlington Heights, Ill. 60006. (Resource Center)

3. Materialsa. 16mm Films

- 1) "Boy with Glasses" 45 minutes, B & W, Intermediate

A shy Japanese boy is told he must wear glasses. Though he needs them for school he's afraid of ridicule from his peers. He finally agrees to wear them because his teacher and father help him overcome his self-consciousness.

- 2) "Christmas Cracker" 9 minutes, Color, Intermediate

Created by several of Canada's best artists and animators, this film presents three humorous and highly imaginative Christmas stories.

- 3) "Clay (Origin of the Species)" 8 minutes, B & W (Motivational Film)

- 4) "Dream of Wild Horses" 9 minutes, Color, Inter. Language Arts

The director utilizes slow motion against soft-focus backgrounds to create dream-like effects that evoke the wild horses of the Camargue.

- 5) "Family of the Island: Her Name is Wasamatha" 11 minutes, Color, Intermediate Geography.

The film tells of Wasamatha, a ten-year old girl growing up in the Fiji Islands who learns an important lesson in responsibility about a family living on an island. We learn that, like family life in the U.S., each member of a group has to carry his (her) share of responsibility if the family is to survive.

- 6) "Family Life in Malaysia: We Live in a Kampong" 13 minutes, Color, Intermediate Geography.

The film encourages children to examine family life in another country and compare it to their own by following a day in the life of a Malay family living in a kampong (village).

- 7) "Family of the River" 12 minutes, Color, Inter. Geography

The film is narrated by Razi, a girl living with her family on a boat on the Chao Phrara River in Thailand. We see Razi and her family working together as a unit living on a boat in contrast to our urban, technological society.

- 8) "Magic Moments" 5 units of 4 films each. Language Arts.

Unit 1 - Let's Talk.

What's Happening? 5 minutes, Color

- 9) "Rice" 26 minutes, Color, Intermediate Geography.

The film shows students the crucial importance of rice as the principal food for almost two-thirds of the world's people. It dramatizes the relation of Asia's basic crop to the rapidly rising number of people who depend upon rice for their principal food.

- 10) "The Robin Family" 13 minutes, Color, Primary Science.

A film record of the 30-day life cycle during which a pair of robins build a nest and raise a family. It includes a discussion of nest building, laying of eggs, hatching of these eggs, feeding and caring for the young robins and finally their leaving home.

- 11) "Scrap of Paper & A Piece of String" 6 minutes, Color, Primary Language Arts.

Produced in special technique of string animation. Tells the story of the friendship between a scrap of paper and a piece of string. The film points out the usefulness and significance of paper and string to our culture and economy. It is done with a humanistic approach.

- 12) "Silent Safari" (Magic Moments) Unit of 5 films. Language Arts.

- (1) Cheetah. 11 minutes, Color.
- (2) Elephant. 11 minutes, Color.
- (3) Giraffe. 10 minutes, Color.
- (4) Lion. 11 minutes, Color.
- (5) Zebra. 10 minutes, Color.

- 13) "Skinny & Fatty" 45 minutes, Black and White, Intermediate Language Arts.

A sensitive film dealing with the friendship that grows between two Japanese boys. Fatty is shy and unsure of himself and has a

difficult time making friends. Skinny has no trouble making or keeping friends. Gradually, the two form a close bond and become inseparable.

- 13) "Sun, Earth & Moon" 11 minutes, Color, Inter. Science.

An introduction to some of the relationships that exist among the celestial bodies, the sun, moon, and earth. The causes of day and night, the seasons, and the tides are explained.

b. Filmstrip Sets

- 1) Folktales Around the World (Learning Corp. of America)

Cow Tail Switch
 Crane Maiden
 Extraordinary Tug-of-War
 Ma Lien and the Magic Brush
 Mourka, The Mighty Cat
 Mouse and the Elephant
 Rolling Rice Ball
 Rug Maker
 Tears of the Dragon

c. Instructional Kits and Programs

- 1) Speech-To-Print Phonics: (2 kits)

A Phonics Foundation for Reading -
 Donald D. Durell, Helen A. Murphy

- 2) Story Plays: (3 sets)

A Self-Directed Oral Reading Program
 (40 plays, 4 copies each play)
 Douglas & Rector, 1971

- 3) Listen and Do, Initial Consonant Set (1 set)

16 records, Teacher's Guide, Duplicating Masters

- 4) The First Talking Alphabet - Part I (1 set)

(Scott, Foresman & Co.)
 Picture cards and duplicating masters

- 5) SRA Reading Laboratory Kits - IIa, IIb, IIc

Science Research Assn., Inc.

- 6) Learning to Learn - English Version (7 kits)
 (Cognitive Growth Kit)

San Bernardino Material
 Dissemination Center for Bilingual-Bicultural Education

- 7) Ethnic Understanding Series (10 sets)
 - 9 human interest stories about Asians
 - Reading series for individualized instruction and classroom lessons
- 8) East/West Activities Kit (8 sets)
 - 12 activities for grades 3-6, Teacher's Guide
- 9) SRA Storyboard Sets (1 set)
 - Supplementary Language Arts, Language Development, Program (Science Research Association, Inc.)
- 10) English as a Second Language (8 sets)
 - Sutherland, Kriedler
 - (252/set cards, flash pictures)

d. Classroom Equipment

- 1) Rearview Filmstrip Projector (Singer - Study Mate II)
- 2) Carousel Slide Projector (Electagraph)
- 3) Cassette Tape Recorders (Wollensak)
- 4) Language Masters (Bell & Howell)
- 5) Listening Centers
- 6) Extra Earphones
- 7) Hand Filmstrip Projector (Viewlex)
- 8) Phonograph Players
- 9) Synchronizer Cassette Recorder
- 10) Reel-to-reel Tape Recorders (Wollensak)

APPENDIX FSOME READINGS ON BILINGUAL/BICULTURAL EVALUATION

Books:

PSYCHOLOGICAL FACTORS IN POVERTY

Edited by Vernon L. Allen, Inst. for Research on Poverty Monograph Series, Markham Publishing Co., Chicago, 1970 ISBN 8410-5003-1

THE BODY AS A MEDIUM OF EXPRESSION

An anthology edited, and with an introduction by, Jonathan Benthall and Ted Polhemus, E.P. Dutton & Co., N.Y., 1975 ISBN 0-525-06942-9

CULTURE, BEHAVIOR AND PERSONALITY

An Introduction to the Comparative Study of Psychosocial Adaptation. Robert A. Levine, Aldine Publishing Co., Chicago, 1973 ISBN: 0-202-01085-6

CLINICAL CLUES FROM THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN

With Special Sections on Testing Black and Spanish-Speaking Children. Patricia Hewitt, Ph.D. and James O. Massey, M.A., Consulting Psychologists Press, Palo Alto, California, 1969

CULTURAL DIVERSITY AND THE EXCEPTIONAL CHILD

Proceedings of an Institute and Conference Program, Las Vegas, Nevada, 1973. Editors Louis A. Bransford, Leonard Baca, Karen Lane. Council for Exceptional Children, 1920, Association Drive, Reston, Virginia 22091 (1973)

RIGHTS HANDBOOK

For Handicapped Children and Adults. A Joint Project of the Co-ordinating Council for Handicapped Children and Governor's Committee on the Handicapped, prepared by Charlotte Des Jardins and Rita Hull. Co-ordinating Council for Handicapped Children, 407 S. Dearborn Street, Room 1090, Chicago, Illinois 60605 (1975)

Articles:

"I No Understand the Teacher," Susan Jacoby, Saturday Review, 4/5/75, Pg 45.

"Spanish Bilingual Students and Intelligence Testing," Minerva Mendoza Friedman. Changing Education, Spring 1973, Pg 25.

"The Testing of Minority Children--A Neo-Piagetian Approach," Edward A. De Avila and Barbara Habassy. Today's Education, November-December 1974, Pg 72.

"Malnutrition and Mental Development," Stanley A. Perkins, Exceptional Children, January 1977, Pg 214.

Indochinese Refugee Education Series

"Testing English Language Proficiency"

"Testing Young Children ESL"

National Indochinese Clearinghouse Center for Applied Linguistics.